

Psychological Trauma Among Adolescent Students: A Field Investigation on a Sample of Students at Karma Boudjema High School in Ghardaia

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Abstract:

This paper aims to examine the extent of psychological trauma experienced by adolescent students who have been affected by violent events in Ghardaia. To achieve this, an exploratory descriptive approach was employed, utilizing the list of traumatic events developed by Samia Arrar and the psychometrically validated Psychological Trauma Scale developed by Abdel Fattah Khawaja. The hypotheses were subjected to statistical analysis using the statistical package for social sciences. The sample comprised 40 enrolled adolescents selected purposively from Karma Boudjema High School in Ghardaia. The findings revealed a notable association between the destruction and vandalism of personal belongings of the adolescents and a higher prevalence of traumatic events, as well as an escalation in the levels of psychological trauma experienced. Furthermore, the analysis demonstrated no statistically significant variations in the mean level of psychological trauma when considering factors such as gender and age.

Keywords: Adolescent Student ; Psychological Trauma ; Traumatic Event ; violence.

1- Introduction

The concept of psychological trauma holds significant importance in the broader field of clinical psychology and specifically in the specialized area of trauma psychology. It centers on the examination of the outcomes stemming from exposure to traumatic events and the subsequent development of psychological disorders. These disorders tend to emerge when individuals are confronted with distressing situations that exceed their defensive or adaptive capabilities. Examples of such conditions include post-traumatic stress disorder (PTSD) and acute stress reaction.

Furthermore, within this framework, there exists a distinct category of psychological disorders characterized by their association with psychological trauma. These disorders are directly influenced by the traumatic incident itself, which plays a pivotal role as the primary triggering factor.

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Crises and disasters, as events that give rise to traumatic experiences, leave enduring emotional and psychological scars, particularly within one's memory. According to UNICEF statistics, global disasters and wars have resulted in the tragic loss of nearly one million children, with a similar number experiencing disabilities. Moreover, one million children have been displaced, while a staggering 10 million have been exposed to depression and psychological trauma. These distressing figures predominantly concentrate in Arab countries, underscoring the urgent necessity for essential healthcare and psychological support for children (Si Moussa, 2015, p. 03).

This imperative becomes even more pronounced amidst the backdrop of technological advancements, evolving variables, ongoing developments, and the prevailing circumstances experienced on a global scale. Such circumstances are particularly pertinent to the Ghardaia region, which has recently borne witness to numerous conflicts, riots, and a pervasive sense of insecurity and instability, directly impacting the psychological well-being of adolescents. It is crucial to acknowledge that security is one of the most fundamental driving forces of human behavior, and a sense of safety is indispensable for individuals. Within the context of Ghardaia, both sides of the community have been exposed to internal and external conflicts, physical and psychological violence, primarily within secondary educational institutions. Consequently, these individuals have endured psychological trauma, emotional turmoil, and a profound disillusionment with life due to the harsh conditions that jeopardize their well-being and future prospects.

An environment characterized by pressure, coercion, force, violence, fear, and threats, where human and social relationships fracture, or one marked by excessive freedom, chaos, neglect, and an absence of control, can serve as a fertile breeding ground for deviant behavior and behavioral deviations among adolescents (Demaray, 2005, p. 691).

1.1– Significance of the Study:

The study holds great significance considering the context of violent events in the Ghardaia region and the impact of the COVID-19 pandemic, both of which contribute to psychological trauma among adolescents. By shedding light on the dimensions of shocking situations and their perceived impact on adolescents, this study aims to underscore the importance of the research topic. Furthermore, given the target group of educated adolescents and the unique risks associated with this stage of development, the study is valuable in understanding and addressing the psychological trauma they may experience.

1.2– Research Objectives:

The present study aims to:

- Identify the most prevalent traumatic events commonly experienced during their secondary education.
- Determine the extent of psychological trauma among educated adolescents.
- Shed light on the role of traumatic events in the development of psychological trauma among adolescents.

1.3– Research Questions:

-What are the most prevalent shocking events experienced by adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City?

-What is the extent of psychological trauma among adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City?

-Are there variations in the level of psychological trauma among adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City based on gender?

-Are there discrepancies in the level of psychological trauma among adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City based on their age?

1.4– Research Hypotheses:

- It is anticipated that the most frequently encountered traumatic event is the destruction, vandalism, and looting of personal belongings experienced by adolescents enrolled at Karma Boujamaa Secondary School in Ghardaia City.
- The level of psychological trauma among adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City is significantly high.
- There are statistically significant differences in psychological trauma among adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City based on gender.
- There are no statistically significant differences in the level of psychological trauma among adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City based on age.

1.5– Literature Review

According to Warda Rashid Bel-Husseini, the vulnerability of adolescents to psychological trauma is noteworthy. They often resort to self-harm and causing harm to others as a coping mechanism to alleviate the anxiety triggered by traumatic memories. This manifests in various acting out behaviors, including violence, smoking, and drug abuse. Additionally, a distinct sense of guilt is evident among adolescents as a response to

their attempt to escape from the trauma. Their limited capacity to fully grasp the nature of the trauma and its profound impact on their lives contributes to this phenomenon.

Adolescents find themselves repeatedly confronted with distressing situations on a daily basis, wherein they may alternate between facing them or avoiding them based on their emotional, cognitive, and behavioral abilities, as well as the distress caused by these circumstances. These experiences exert both direct and indirect influences on the psychological and social dimensions of individuals within the community (Abdelrahim, Manani, 2016, p. 165).

The studies conducted by Ben Touati (2015), Bader (2016), and Saadi and Yidir (2015) shed light on the high prevalence of post-traumatic stress disorder among adolescents affected by violent events. The occurrences in Ghardaia have instilled fear and panic within the communities.

Nadia Ali Al-Mahdi Abdel Nabi (2022) and Meriem Souilih (2021) have both conducted significant research on the psychological impacts of traumatic experiences on children and adolescents. Abdel Nabi's study, titled "Traumatic Experiences from Wars and Armed Conflicts in Libya and Their Psychological Effects on Children: A Case Study of PTSD in a Child Witnessing His Father's Death," investigated the effects of PTSD resulting from recurrent armed conflicts in Sabha, Libya. Using the Davidson Trauma Scale (DTS), the study revealed that the child scored 33 points (40%) on avoidance of traumatic experiences, 25 points (30%) on re-experiencing trauma, with a total score of 789 points (54.2%), indicating severe trauma and significant psychological distress due to witnessing his father's murder and his inability to intervene. In parallel, Souilih's research, "Psychological Trauma from Domestic Violence and Its Relation to Juvenile Delinquency," aimed to determine the relationship between parental abuse and violence and the development of traumatic symptoms in adolescents, potentially leading to delinquent behavior. Conducted at juvenile delinquency centers in Skikda and Constantine, the study utilized clinical interviews and the Neuroticism Inventory, establishing that domestic violence significantly contributes to trauma-related symptoms and subsequent delinquent behavior in adolescents. Both studies underscore the profound psychological effects of traumatic experiences, whether from armed conflict or domestic violence, emphasizing the need for comprehensive intervention strategies to address the mental health needs of affected children and adolescents.

Moreover, psychologists and educators argue that the psychological trauma stemming from disasters and crises has enduring ramifications for individuals. Its effects extend beyond the immediate aftermath, permeating future generations (Turner, 1999, p. 638). It is within the framework of these assumptions that the need for research becomes apparent.

1.6– Conceptual Framework of the Study:

Psychological Trauma: This term, derived from surgical pathology, refers to the phenomenon of deeply affecting the psychological system through a series of violent and aggressive stimuli, impacting an individual's defensive capabilities and psychological well-being (Abdulrahman Si Moussa, 2015, p. 154). Operationally, psychological trauma encompasses the sudden and unexpected exposure of educated adolescents to events that result in a range of symptoms affecting their psychological, physiological, psychosomatic, and social aspects. The degree of trauma experienced is measured using the Psychological Trauma Scale developed by Abdelfattah Khawaja, which considers the accompanying symptoms of psychological trauma.

Traumatic Events: These events are characterized by their severity, complexity, and surprising nature, evoking fear, anxiety, withdrawal, avoidance, feelings of helplessness, and can persist in both acute and chronic forms. Shocking events can be classified as either human-made or natural events (Ahmed Mohamed Al-Hawajari, p. 21 as cited in Abdulrahman Si Moussa, 2015)

Educated Adolescents: Referring to adolescents aged 16–21 enrolled in Karma Boujamaa Secondary School in Ghardaia city, this group experiences psychological traumas that have been identified in assessment and follow-up centers with psychological specialists located in the Bouhra-Wad N'Shou district. These adolescents undergo various psychological, familial, and social changes within their living environment.

Violence: This term denotes the brutal utilization of force to subdue and exert influence over an individual, coercing them into actions against their will, often involving physical force and manipulation.

2– Method and Tools:

The study employed an exploratory descriptive methodology, which aligns with the nature of the research topic and facilitates a comprehensive depiction of the phenomenon of traumatic events among educated adolescents. This methodological approach allows for a meticulous examination of the occurrence, level, and extent of these events, ultimately leading to a systematic and scientifically grounded analysis and interpretation.

Research Scope:

Human Scope: the study sample consisted of 40 male and female students

Spatial Scope: The research was conducted at Karma Boujamaa Secondary School in Ghardaia city.

Temporal Scope: The study was carried out within a specific time frame, ranging from April 12, 2023, to May 10, 2023.

Research Methodology:

To explore the phenomenon of traumatic events experienced by secondary school students in relation to violent incidents, an exploratory descriptive methodology was employed. This approach aimed to provide a detailed description of the various events and identify key variables for further scientific research. Additionally, the study sought to verify the psychometric properties of the assessment tools utilized in data collection.

Sample:

The study sample consisted of 40 students (18 males and 23 females) enrolled in the first and second years of secondary school in Ghardaia city. The selection of participants was purposeful, considering their continuous attendance at Karma Boujamaa Secondary School. The age range of the participants was between 16 and 20 years. These students were identified as having been exposed to traumatic events, as detected and documented by the assessment and follow-up centers (psychological specialists) located within the district.

Table 01: **the age distribution of the sample**

Age Range	Frequency	Percentage
16 –18	18	45 %
18– 20	13	32.5%
21and above	09	22.5%
Total	40	100%

Source: This Study

To gather comprehensive data for this study, meticulously selected instruments with robust psychometric properties were employed. The utilization of the following instruments played a pivotal role in ensuring the reliability and validity of the research findings:

Catalog of Traumatic Events: Developed by Samia Arrar, this catalog comprises a meticulously curated collection of 22 distressing events that individuals within the sample population may have encountered or observed within recent days or months. These events have been methodically categorized into three distinct domains, namely, auditory exposure to traumatic events, visual exposure traumatic events, and personal experiences of traumatic events. Notably, all the documented events are intrinsically linked to acts of violence, thereby offering a nuanced exploration of the subject matter through binary response options, namely, affirmations or negations.

Psychological Trauma Scale: This scale, crafted by Abdelfattah Khawaja in 2010, encompasses a comprehensive assemblage of 69 items, specifically tailored to capture the intricacies of psychological trauma. Rigorous scrutiny of the scale's properties was undertaken, as it underwent meticulous examination by eight experts in counseling

and faculty members at Sultan Qaboos University, Oman (Khawaja & Al-Baharani, 2008). The validation and reliability assessment process, employing a test-retest methodology with a 12-day interval, solidified the scale's psychometric properties, rendering it highly suitable for the present study's contextual demands in the Arab milieu. The scale eloquently facilitates participants' responses through five distinctive alternatives, namely, 'always,' 'often,' 'sometimes,' 'rarely,' and 'never.' Noteworthy is the scale's refined organization into three distinct dimensions, which assumes its final form as follows:

- Emotional Symptoms encompass the items from 01 to 23.
- Cognitive Symptoms encapsulate the items from 24 to 46.
- Behavioral Symptoms encompass the items from 47 to 69.

Table 02: **Scoring Key for the Psychological Trauma Scale.**

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

Source: This Study

3. Results

Psychometric Properties of the Psychological Trauma Scale:

Table 03: **Internal Consistency Reliability of the Psychological Trauma Scale.**

Significance	Correlation	Item	Significance	Correlation	Item
0.399	0.137	36	0.000	0.578*	1
0.998	0.00	37	0.402	0.136	2
0.191	0.211	38	0.024	0.356*	3
0.054	-0.308	39	0.067	0.296	4
0.352	0.153	40	0.716	0.60	5
0.198	0.238	41	0.00	0.610**	6
0.139	0.238	42	0.249	0.187	7
0.027	0.349*	43	0.00	0.610**	8
0.050	0.312*	44	0.062	0.298	9
0.086	0.275	45	0.004	0.447**	10
0.000	0.625**	46	0.000	0.610**	11
0.330	0.158	47	0.032	0.339**	12
0.067	0.292	48	0.010	0.403**	13
0.816	0.038	49	0.030	0.343*	14
0.175	0.219	50	0.011	0.397*	15
0.111	0.256	51	0.025	0.354*	16
0.176	0.218	52	0.048	0.314*	17
0.641	0.076	53	0.160	0.226	18
0.242	0.190	54	0.316	0.163	19
0.048	0.314*	55	0.000	0.551**	20
0.024	0.357*	56	0.732	0.056	21
0.015	0.382*	57	0.010	0.401*	22
0.054	0.307	58	0.77	0.283	23
0.505	0.109	59	0.058	0.302	24
0.020	0.119	60	0.072	0.288	25

0.115	0.253	61	0.173	0.220	26
0.935	0.13	62	0.002	0.467**	27
0.599	0.086	63	0.016	0.378*	28
0.036	0.333	64	0.046	0.318*	29
0.462	0.120-	65	0.833	0.034	30
0.53	0.308	66	0.160	0.227	31
0.001	0.513**	67	0.002	0.470**	32
0.587	0.88	68	0.479	0.115	33
0.208	0.203	69	0.054	0.307	34

Source: SPSS Outputs

Based on the table, it is observed that the items (63), (39), (49), and (65) are not statistically significant and have been excluded. The remaining items show significance at a level of (0.01).

Method of Cronbach's Alpha:

Table 04: Cronbach's Alpha

Scale	Cronbach's	Number
Psychological	0.932	69

Source: SPSS Outputs

By examining the aforementioned table (Table 04), it becomes apparent that the behavioral dimension of Psychological Trauma exhibits a commendable Cronbach's Alpha coefficient of 0.932, suggesting a significant level of reliability. This noteworthy finding underscores the scale's remarkable consistency and credibility in effectively gauging the extent of psychological trauma experienced by adolescents. Consequently, the scale emerges as a well-suited instrument for utilization in the practical implementation of our field study, assuring accurate assessment and insightful exploration of this critical subject matter.

The calibration of the Psychological Trauma scale was conducted in the current study by administering it to a sample of educated adolescents, consisting of 40 students. The following table and figure illustrate the results:

Psychological Trauma Scale Calibration:

Table 05: Kolmogorov–Smirnov Test for the Distribution of Psychological Trauma Scale Scores

Kolmogorov	Statistic	Df	Sig.
	,152	40	0.021

Source: SPSS Outputs

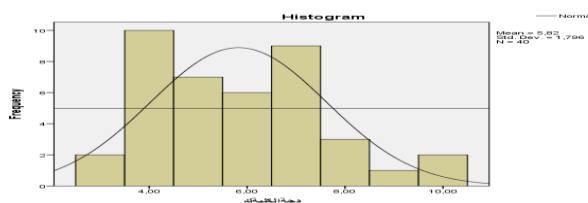


Figure 1: Illustration of Psychological Trauma.

Source: SPSS Outputs

By examining Table 05 and Figure 1, it is evident that the Sig value (0.021) is greater than the statistical significance level of 0.05. Therefore, the conditions for normal distribution are satisfied.

Presentation of Study Hypotheses:

Hypothesis 1: It is hypothesized that the predominant traumatic event experienced by educated adolescents at Karma Boudjemaa Secondary School in Ghardaia is the occurrence of destruction, vandalism, and looting of their personal belongings.

Table 06: **Percentage Distribution and Mean Scores for Each Traumatic Event Specific to the Region**

Event	Percentage Distribution	Standard Deviation	Mean Score	Frequencies
Hearing about the death of a friend	60%	0.49614	1.4000	24
Hearing about the death of a parent, sibling, or relative	57.5%	0.50064	1.4250	23
Hearing gunshots in different areas of violence	30%	0.50064	1.4250	12
Hearing helicopter sounds when breaking the sound barrier	57%	0.46410	1.7000	32
Witnessing someone being kidnapped	77.5%	0.50064	1.4250	31
Witnessing the death of a friend	65%	0.42290	1.2250	26
Witnessing the death of a parent, sibling, or relative	82.5%	0.48305	1.3500	33
Witnessing a friend being shot	80%	0.38481	1.1750	32
Witnessing a parent, sibling, or relative being shot	75%	0.40510	1.2000	30

Watching your house being demolished, destroyed, or burnt	45%	0.43853	1.2500	18
Watching your neighbor's house being demolished or burnt	45.5%	0.50383	1.5500	19
Viewing images of the deceased and injured on television	90%	0.50574	1.5250	36
Being injured by various weapons	75%	0.30382	1.1000	30
Suffering physical injuries due to the destruction of your home	67.5%	0.43853	1.2500	27
Being confined to your house	70%	0.47434	1.3250	28
Being subjected to beating and humiliation	87.5%	0.46410	1.3000	35
Destruction, smashing, and looting of personal belongings	95%	0.20725	1.0500	38
Personal threat of murder	90%	0.33493	1.1250	36
Extreme danger as a human shield during the arrest of a neighbor	75%	0.30382	1.1000	30
Displacement of your family and relatives	75%	0.43853	1.2500	30
Being arrested by the military during protests	90%	0.30382	1.1000	36
Exposure to tear gas	40%	0.49614	1.6000	16

Source: SPSS Outputs

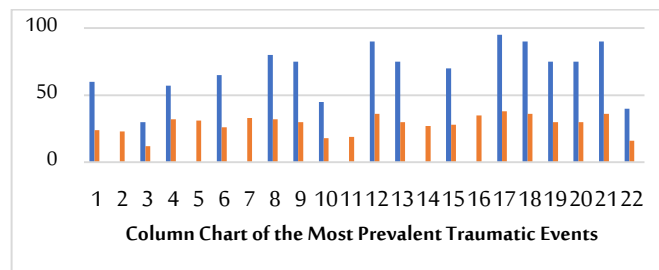


Figure 02: Percentage Distribution of Traumatic Events.

Source: SPSS Outputs.

Analysis of Table 06 and Figure 02, utilizing percentage calculations, reveals a significant prevalence of traumatic events. Notably, the event involving the destruction, vandalism, and looting of personal belongings records an exceptionally high percentage of 95%. Consequently, the first hypothesis, which postulates the exposure of personal

belongings to destruction, vandalism, and looting, is substantiated. Among the traumatic events, this particular occurrence exhibits considerable prevalence among teenagers attending Karma Boudjemaa Secondary School in Ghardaia City. Consequently, it can be deduced that the occurrence of traumatic events is markedly high within the educated teenage population.

Hypothesis 2: The hypothesis proposes that there is a high level of psychological trauma among teenagers attending Karma Boudjemaa Secondary School.

To assess this level, the range is calculated as follows:

$$345 - 69 = 276 / 3 = 92, \text{ which means:}$$

$345 - 69 = 253$, indicating that students who score 253 or higher have a high level of psychological trauma.

$253 - 92 = 161$, indicating that students who score between 253 and 161 have a moderate level of psychological trauma.

$161 - 92 = 69$, indicating that students who score between 161 and 69 have a low level of psychological trauma.

These findings are presented in Table 07, which illustrates the distribution of psychological trauma levels among the surveyed participants.

Table 07: **Levels of Psychological Trauma**

	Standard Deviation	Mean	Percentage	Frequency
High psychological trauma	4,13118	15,6000	55%	22
Moderate psychological trauma			30%	12
Low psychological trauma			15%	6
Total			100%	40

Source: This Study

Upon examining the aforementioned Table (07), it becomes apparent that 55% of the students' outcomes were focused on the high level, indicating a substantial prevalence of psychological trauma within the study sample. Furthermore, a proportion of 30% exhibited a moderate level of psychological trauma, whereas 15% demonstrated a low level of psychological trauma, constituting a subset of 6 students out of the total cohort of 40 students. Consequently, the hypothesis has been substantiated and found to hold true.

Table 08: **The results of an independent samples t–test conducted to determine the differences between gender groups in relation to the measure of psychological trauma.**

sample	N	Mean	Standard Deviation	Degrees of Freedom	Variation Degree	Value Sig
Males	- ,750	15,0556	3,63759	38	-,750	0,458
Females	- ,766	16,0455	4,53008	37,993	-,766	

Source: SPSS Outputs

Upon examination of Table 08, it is apparent that the variation degree holds a value of -,750, which corresponds to a significance level of 0.458. It is noteworthy that this value exceeds the threshold of 0.05, indicating the absence of statistical significance. Consequently, the hypothesis suggesting the existence of significant gender-related differences in the average levels of psychological trauma within the study sample is not substantiated.

Table 09: **Results of One–Way ANOVA Test in the Study of Age Differences**

	Total Sum of Squares	Degree of Freedom	Mean Squares	Degree of Difference	Significance Level
Between Groups	66,945	2	33,472	2,069	,141
Within Group	598,655	37	16,180		
Total	665,600	39			

Source: SPSS Outputs

From the above table (09), it can be observed that the value of the Degree of Difference is 2.069, with a significance level of 0.141. Since this value is greater than 0.05, it is not statistically significant. Therefore, there are no statistically significant differences in the average scores of psychological traumas attributed to age groups in the study sample.

Discussion

Based on the results obtained from the study, the research questions can be addressed as follows:

The most prevalent traumatic events experienced by adolescents enrolled in Karma Boujamaa Secondary School in Ghardaia City primarily involve the destruction, vandalism, and looting of their personal belongings. This finding aligns with the first hypothesis, which anticipated this as the most frequently encountered traumatic event. The study's results indicated that 95% of the participants reported this specific type of trauma, underscoring its significant impact on the adolescent population.

Regarding the extent of psychological trauma, the study revealed a high level of psychological trauma among the adolescents. Specifically, 55% of the participants exhibited high levels of trauma, 30% showed moderate levels, and 15% demonstrated low levels of psychological trauma. This supports the second hypothesis that predicted a significantly high level of psychological trauma within this group.

In terms of variations based on gender, the analysis showed no statistically significant differences in the mean level of psychological trauma between male and female adolescents. This finding refutes the third hypothesis, which anticipated significant gender-based differences in trauma levels. Thus, psychological trauma affects both male and female adolescents in a relatively uniform manner.

Lastly, concerning age-related discrepancies, the study found no statistically significant differences in the level of psychological trauma among adolescents based on age. This conclusion supports the fourth hypothesis, indicating that age does not significantly influence the extent of psychological trauma experienced by adolescents in this context.

These findings collectively highlight the pervasive impact of violent events on the psychological well-being of adolescents in Ghardaia, emphasizing the need for targeted interventions and support mechanisms to address and mitigate the effects of such trauma on this vulnerable population.

Based on the information presented in Table (06) and Figure (02), it becomes evident that the traumatic event involving the destruction, vandalism, and looting of personal belongings of teenagers is highly prevalent among educated adolescents. This prominence can be attributed to the fact that traumatic events caused by human actions possess intricate dimensions and far-reaching impacts that individuals within the community find arduous to accept or surmount, especially when compared to natural calamities.

The findings of this study, which highlight the significant psychological trauma experienced by adolescents at Karma Boudjema High School due to the destruction,

vandalism, and looting of personal belongings, resonate strongly with existing literature on trauma and psychological disturbances.

The elevated levels of psychological trauma found among the adolescents, with 55% exhibiting high trauma levels, are consistent with studies by Sell (2007), which document a high prevalence of trauma and PTSD symptoms among individuals exposed to violent events. This high prevalence can be attributed to the unique vulnerabilities of adolescents, a period marked by significant physical, emotional, and psychological changes, making them particularly susceptible to the impacts of traumatic events, as noted by Rashid Bel-Husseini and Abdelrahim Manani (2016). Moreover, this finding is corroborated by Abdel Nabi (2022), who observed severe PTSD symptoms among children in Libya exposed to armed conflicts, and Souilih (2021), who highlighted the correlation between exposure to domestic violence and trauma-related symptoms in Algerian adolescents. Additionally, Samia Arar (2012) emphasized the profound psychological impact of traumatic events on adolescents, further supporting the observations of high trauma levels in our study.

Regarding gender differences, the study's finding of no significant variation in trauma levels between male and female adolescents aligns with the results of Saadi (2017), Ben Touati (2015), and Bader (2015). These studies collectively indicate that gender does not significantly influence the perception and impact of PTSD symptoms among adolescents. This contrasts with findings from the Algerian Association for Psychological Research (SARP) and the Transcultural Psychological Organization (TPO), which reported higher exposure rates among males. This discrepancy can be attributed to the unique sociocultural context of Ghardaia and the specific nature of the traumatic events experienced.

The absence of age-related differences in trauma levels, as found in this study, aligns with the understanding that adolescence is a tumultuous period characterized by instability and fluctuating responses to trauma, as highlighted by Warda Rashid Bel-Husseini and Khayati. This period is marked by significant internal and external pressures, leading to varied psychological responses that are not necessarily age-dependent.

Overall, the study's findings underscore the profound and pervasive impact of human-induced traumatic events on the psychological well-being of adolescents. The consistency of these findings with existing literature highlights the urgent need for targeted psychological interventions and support systems to address and mitigate the effects of such trauma. This study contributes to the broader discourse on psychological trauma by providing empirical evidence from the specific sociocultural context of Ghardaia, thereby enriching the understanding of trauma's impact on adolescents and informing future research and intervention strategies.

5- Conclusion

The present study has yielded significant findings regarding the prevalent traumatic experiences among secondary school students, with the destruction, vandalism, and looting of personal belongings emerging as the most widespread event, reported by 95% of the participants. This considerable prevalence aligns with previous investigations conducted by Sell (2007), Samia Arar (2012). Furthermore, the results indicate a substantial level of psychological trauma, while no statistically significant variations were observed in the average scores of psychological trauma based on gender and age.

In light of these findings, we propose several recommendations aimed at mitigating the psychological trauma experienced by students:

- It is imperative to provide comprehensive care for adolescents, ensuring the availability of psychological intervention and subsequent follow-up for those affected by trauma stemming from epidemics, violent incidents, or natural disasters. Such measures would not only alleviate the anxiety associated with these events but also address the trauma inflicted by human actions, including domestic violence, sexual assault, and other forms of harm, which often exert a more profound impact than natural calamities.
- Activating the role of educational counselors within schools assumes paramount importance. Equipping these professionals with appropriate training and qualifications is crucial to effectively address the needs of adolescent students. By fostering an informed understanding of the significant challenges faced by adolescents, counselors can devise strategies to help them overcome these obstacles. Additionally, counselors should be well-versed in essential therapeutic programs that specifically target the diverse array of disorders commonly experienced by adolescents.

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Appendices:

Appendix (01) List of traumatic events

the	Event	Yes	No
1.	You heard of the death of a friend		
2.	Hearing you is death. Father, brother, sister or relative of yours.		
3.	You hear gunshots in different areas of the violence		
4.	Hearing the sound of a helicopter breaking the sound barrier.		
5.	Watching your friend die in front of you.		
6.	Watching your friend die in front of you		
7.	Watching the killing of a father. sister or relative of yours.		
8.	A friend of yours was shot in front of you		
9.	watch injury of a brother, sister or relative of yours was shot.		
10.	Watching your house being demolished, destroyed or burned		
11.	I watched your neighbors' house being demolished, destroyed or burned		
12.	Watching pictures of the dead and wounded on television.		
13.	You get iniured with different weapons.		
14.	You suffer physical injury as a result of vandalism and destruction of your home.		
15.	You are being held at home.		
16.	You are beaten and humiliated.		
17.	You are personally threatened with death		
18.	taeariduk liltahdid shakhsia bialqatli.		
19.	You are in grave danger by being used as a human shield to catch your neighbor		
20.	Exposing you to the displacement of your family and relatives		
21.	You were arrested by the army during the protest		
22.	Exposure to tear gas		

Appendix (01)

	Phrase	Never	Scarcely	Sometimes	Mostly	Always
1.	I am quick to anger. .					
2.	Careful of everything					
3.	very anxious					
4.	Unable to share my feelings					
5.	I blame myself very much					
6.	I feel so bad for not having					
7.	I feel lonely					
8.	Daydream					
9.	I'm afraid of the future					
10.	Feel the bucket term					

11.	More pessimistic than					
12.	I expect a recurrence of					
13.	I feel insecure					
14.	I suffer from sleep disorders					
15.	I feel empty inside					
16.	don't know what I want					
17.	I cry a lot					
18.	Easily annoyed when					
19.	I yell at people I deal with					
20.	I feel tired all the time					
21.	I remember all the painful					
22.	I feel like I'm in a dream.					
23.	I am afraid of repeating it					
24.	I think negatively about					
25.	. My ability to focus is					
26.	I don't think in an					
27.	I suffer from mental					
28.	think unrealistically					
29.	I can't control my negative					
30.	I perceive things differently					
31.	I feel the traumatic events					
32.	Sometimes I think that the					
33.	I try to forget the traumatic					
34.	I make a great effort to					
35.	I feel that my ability to					
36.	I can focus for long					
37.	I try to forget the traumatic					
38.	I feel disturbed in my					
39.	I feel my judgments are					
40.	I can't think of common					
41.	Not convinced by many of					
42.	I fear my ideas will be					
43.	I believe that other people					
44.	I believe more in					
45.	I feel that I need someone					
46.	I have some suicidal					
47.	Unable to carry out normal					
48.	I don't care about doing					
49.	I avoid going to places that					
50.	isolated from others .					
51.	My behavioral habits are					
52.	Less anxious to plan for my					
53.	Less careful in the tunnels .					
54.	I feel my heart beating fast					
55.	I dread a lot of new					
56.	I shudder when I hear of					
57.	My conversations with					
58.	Feel the urge to hurt others					
59.	I feel unable to do my job					
60.	I argue a lot over trivial					

61.	I am not interested in					
62.	I find it difficult to get out					
63.	I don't want to start a					
64.	I seem overly concerned					
65.	I don't care about planning					
66.	I find it difficult to make					
67.	I feel pain all over my body					
68.	More violent in my					
69.	I faint a lot.					

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