

RESEARCH ARTICLE

Elementary School Students' Aggressive Behavior: Causes and Impacts

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Abstract: This study focuses on understanding elementary school students' aggressive behavior and the factors that contribute to it. A quantitative survey method was used to collect data from 200 students in grades 6 to 8. Two tools i.e. the Anger, Aggression and Consequences Scale (AACS) and the Buss Perry Aggression Questionnaire (BPAQ) were applied for data collection. The data were analyzed through SPSS (version 27) using descriptive statistics, independent t-tests and regression analyses. Results showed that while many students felt supported by their families, few students also faced emotional neglect, sibling conflicts and indifference from teachers. Students generally held neutral or slightly negative views about how academic stress, poverty, depression and video games affect aggression. Only a few reported feelings of anger, loneliness, worthlessness and serious aggressive acts such as physical violence were rare. The results further indicated that no gender differences were found in the causes and effects of aggression. However, a weak but significant relationship appeared between causes and factors. Students who experience more stress also tend to report more aggression. Regression tests confirmed this link but showed that these factors did not strongly predict how aggression impacts students overall. This study highlights important insights for parents, teachers and psychologists. It suggests the need to pay closer attention to emotional neglect, video games and family relations when addressing aggressive behavior in young learners.

Keywords: Aggression, Elementary Students, Parenting Styles, Peer Relations, School Environment, Emotional Stress, Gender, Regression Analysis, Family Environment

Introduction

Aggressive attitudes are becoming more common in young learners. It includes angry or harsh actions that can affect others' emotions, physical health, or mental health. Aggression is developed by a large number of causes and factors that interact with one another. Role of parenting styles leaves a significant impact, as harsh, negative behaviors lack of emotional support often led children to show their frustration through aggressive behavior.

Negative behavior of teachers can also develop aggression in children in their learning environment. While sibling attitude and an unhealthy family environment also trigger these behaviors. Social and economic conditions also contribute; poverty, lack of resources, and social differences increase stress and feelings of emptiness in elementary school students. Anxiety is the most common impact, affecting both sufferers and provokers. Aggressive behavior affects children's long-term personal, social, and academic growth, making it a critical issue for parents, teachers, and policymakers.

Aggressive behavior is a serious issue in today's society and leads to socially unacceptable activities, especially in schools. Many reports show that sometimes students misbehave with teachers, classmates, and

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friends because of aggression. The school environment plays an important role in shaping students' future behavior (Kaya et al., 2012).

Teenage violence is becoming a major problem for the public across the world (Sugimoto-Matsuda & Braun, 2013). International research shows that family and school environments are closely linked to the problems of aggression and misbehavior (Estévez et al., 2005). Parental relationships and family functioning significantly influence the behavioral development of teenagers (Nazif et al., 2012).

In terms of family relationships, a supportive family environment helps prevent behavior problems at school (Potirniche & Enache, 2014). Negative factors such as frequent family conflicts and lack of emotional bonding among family members have been found in family systems linked to violent adolescent behaviour (Espelage et al., 2013).

Parents play a very important role in shaping their child's behaviour. Different parenting styles, based on parents' attitudes and ways of behaving, create the emotional environment in which a child grows and interacts (Pinquart & Gerke, 2019). Parenting styles are strongly associated with the outcomes of behavioural problems (Marcone et al., 2020). When parents and children mostly interact in negative ways, it encourages antisocial behaviour, which may result in poor social skills. Students pick up these negative patterns and carry them into their interactions outside the home (Robertson et al., 2012). On the other hand, A supportive and affectionate parenting approach contributes to fewer behavioural issues in children and increases their social and emotional skills (Eisenberg et al., 2005). A warm parenting style fosters a positive and affectionate family climate, which encourages children to develop social competence and reduces aggressive behaviour. (Rademacher & Koglin, 2020).

Erdoğdu (2013) claims that teachers' attitude and behaviours are considered the second most important factor that affects how well students do in schools. According to Ünal (2018), students feel more motivated when teachers are fair, prepared, knowledgeable, and consistent. On the other hand, their motivation drops if teachers show violence, lack knowledge, cannot manage the class, have speech problems treat students unfairly, or lack enthusiasm for teaching.

Sibling victimization occurs more frequently in different forms, like physical, sexual, and emotional abuse (Finkelhor et al., 2015), Sibling victimization is more common than child maltreatment, including physical abuse, sexual abuse, emotional abuse, and neglect by a caregiver (Finkelhor et al., 2015). Studies show that children who are mistreated by their siblings often feel more depressed, angry, or anxious than children who are not victimized (Tucker et al., 2013).

Poverty is strongly connected to a greater risk of childhood behavioral difficulties. Meta-analysis reveals that the effects are significant and include internalizing problems such as anxiety and depression. (Korous et al., 2018), externalizing issues like aggression, disobedience, and antisocial behaviours such as lying and stealing (Piotrowska et al., 2015).

Depression, often marked by feelings of hopelessness, is recognized by most as one of the most critical psychological concerns in today's world. According to the National Institute of Mental Health (NIMH), 2012, elementary school students, in particular, are more vulnerable to experiencing unhappiness and depression due to the various challenges they face during this stage of life.

Online games can also be a way for people to interact with each other socially. For example, people who enjoy the same online games form many groups and communities (Mulyono, 2003). Playing online games can have both positive and negative effects. In simple words, addiction to playing games have different impact on every student (Nugraheni, 2018). Students who are addicted to playing video games show more aggressive behavior in their daily lives because they try to control situations, just like they do in games. As a result, they usually become less patient in their lives (Reza et al., 2020).

Aggressive behavior among elementary school students becomes a problematic issue in educational and psychological domains, as it affects their academic social, and emotional development. A large number of causes and factors triggered aggressive behavior including teacher attitude, parenting styles, family environment, and sibling relationships, as well as internal and socioeconomic conditions like depression, use of video games, and poverty. These factors impact children's behavioral responses, which often lead to aggression in school. It is very important to raise awareness, many schools and families have difficulty addressing the root causes, which often remain misunderstood. The impact of aggressive behavior, especially increasing aggression among affected students, resulted in serious challenges and affected their studies.

Therefore, there is a critical need to investigate the underlying causes, contributing factors, and resulting impact of these causes and factors of aggressive behavior on elementary school students to develop effective intervention strategies and create a healthy school environment.

Aggressive children are more likely to become distracted from their studies, have problems with their teachers and classmates, and be suspended from school (Fleming et al. 2005). Sadness, worry, and even poor peer interaction are also present. An increasing number of primary school pupils are engaging in aggressive behavior, which is impeding their learning and general well-being. Furthermore, the aggressive child's behavior impairs the other kids' learning environment and has a detrimental effect on the child's academic achievement.

Objectives of the Study

1. Exploring the causes that contribute to aggressive behavior in elementary school students.
2. Determine the factors behind aggressive tendencies in elementary school students.
3. Evaluate the impact of aggressive behavior on elementary school students.

Research Hypothesis

H₀₁: There is no relationship between parenting style, relationship with siblings and use of video games among elementary school students. Anger and aggression among elementary school students.

H₂: Parenting style, family environment, relationship with siblings, teachers' attitude, depression, poverty, and use of video games do not significantly predict anger among elementary school students.

H₀₃: There are no significant gender differences in parenting style, family environment, relationship with siblings, teachers' attitude, depression, poverty, use of video games, anger, and aggression.

Research Methodology

A survey research design for this investigation was used to study the causes, factors of aggressive behaviour, and the impact of aggression on students at the elementary school level. A descriptive quantitative design was used because it was accurate for measuring the phenomena without interfering variables. The researcher used a multi-stage sampling technique for this study because it is practical and efficient when dealing with a large population, such as elementary school students across different schools. Instead of selecting individuals directly from the whole population, this method allows the researcher to divide the population into groups (e.g, schools, then classes, then students) and then select samples step by step. This technique reduces cost, time, and effort for the researcher. Expert opinions were required from seven PhD scholars regarding the research tool. The researcher made necessary modifications to the tool based on subject matter experts' opinions. Before completing the investigation, the researcher conducted a pilot test of the research instrument. Thirty questionnaires were sent to different classes to analyze the difficulty level of items. To assess the study tool's dependability, the gathered data were loaded into the SPSS data sheet. A research instrument's consistency is referred to as its reliability (Klassen, 2014; Mohajan, 2017). The dependability of the research tool was evaluated using Cronbach's Alpha, which was .703 for 50 items.

The data were collected using a descriptive survey research design. This design was selected because it allows us to gather a large volume of data on social topics that can be analyzed for frequencies and averages (Gerdes Jr & Uysal, 2015). The Likert-type scale instrument was used for data collection. The questionnaire consists of some self-constructed questions and some questions I have modified according to my topic. The study was descriptive; the researcher needed to construct a questionnaire as a tool for collecting research data. The researcher prepared questionnaires of 50 questions. Respondents were asked to evaluate these items on a five-point Likert scale from 1=strongly disagree to 5=strongly agree.

Data Analysis and Interpretation

Descriptive Statistics and Intercorrelations for All Study Variables

This table combines the correlation matrix with descriptive statistics (Mean, SD) for each variable.

Table 1

Descriptive Statistics and Intercorrelations for Study Variables (N = 200)

Variable	M	SD	1	2	3	4	5	6	7	8
Parenting Style,	2.87	0.49	-							
Family Environment,	2.88	0.51	.06	-						
Relationship With Siblings	2.87	0.53	.04	.04	-					
Teachers' Attitude	2.89	0.50	.07	.06	-.07	-				
Depression	2.87	0.58	.09	.03	.13	.08	-			
Poverty	2.90	0.47	.04	-.05	.07	.04	-.02	-		
Use of Video Games	2.86	0.55	-.14*	.10	.22**	-.08	.08	.08	-	
Anger	2.88	0.60	-.03	.00	-.01	.09	-.08	-.04	.02	-
Aggression	2.80	0.53	-.02	.02	-.02	-.00	.09	-.01	-.03	-.21**

Note. *p < .05. **p < .01.

Table 1 presents the descriptive statistics (means and standard deviations) and Intercorrelations for all study variables in a sample of 200 participants. The variables include Parenting Style, Family Environment, Relationship with Siblings, Teachers' Attitude, Depression, Poverty, Use of Video Games, Anger, and Aggression. The means for all variables were closely clustered, indicating a generally moderate level of measured constructs. The table also shows the correlation coefficients between variables, with significant correlations noted: a negative correlation between Use of Video Games and Parenting Style ($r = -.14, p = .048$), a positive correlation between Relationship with Siblings and Use of Video Games ($r = .22, p = .002$), and a negative correlation between Anger and Aggression ($r = -.21, p = .003$). Most other correlations were non-significant and of small to negligible magnitude.

Table 2

Independent Samples t-Test Comparing Male and Female Participants on Study Variables

Variable	Male (*n* = 103)		Female (*n* = 97)		*t*(198)	*p*	Cohen's d
	M	SD	M	SD			
1. Parenting Style	2.88	0.49	2.86	0.50	0.28	.782	0.04
2. Family Environment	2.88	0.55	2.88	0.46	-0.11	.914	-0.02
3. Relationship With Siblings	2.89	0.51	2.84	0.55	0.58	.566	0.08
4. Teachers Attitude	2.95	0.47	2.83	0.52	1.67	.097	0.24
5. Depression	2.91	0.59	2.82	0.57	0.99	.323	0.14
6. Poverty	2.86	0.43	2.95	0.50	-1.29	.197	-0.18
7. Use of video games	2.84	0.50	2.88	0.59	-0.56	.573	-0.08
8. Anger	2.87	0.57	2.89	0.63	-0.15	.880	-0.02
9. Agression	2.86	0.56	2.74	0.49	1.66	.098	0.23

A series of independent-samples *t*-tests were conducted to evaluate whether there were statistically significant differences between male (*n* = 103) and female (*n* = 97) participants on the study variables. The results summarized in Table 2 presents the results of independent samples t-tests comparing male and female participants on various study variables. The table displays the mean scores (M) and standard deviations (SD) for boys and girls on different factors like Parenting Style, Family Environment, Relationship with Siblings, Teachers' Attitude, Depression, Poverty, Use of Video Games, Anger, and Aggression. The t-values ($t(198)$) and corresponding p-values (p) indicate whether there were statistically significant differences between genders. All p-values were higher than .05, which means no gender differences between girls and boys for any factor. The effect sizes, measured by Cohen's d , were also very small, ranging from 0.02 to 0.24, showing almost no difference between them

Table 3

Simple Linear Regression Analyses for Variables Predicting Consequences of Anger (N = 200)

Predictor	B	SE	β	*t*	*p*	R	R ²
1. Parenting Style,	-0.04	0.09	-.03	-0.42	.673	.030	.001
2. Family Environment,	0.01	0.08	.00	0.06	.951	.004	.000
3. Relationship With Siblings	-0.01	0.08	-.01	-0.08	.939	.005	.000
4. Teachers Attitude	0.11	0.09	.09	1.29	.199	.091	.008
5. Depression	-0.08	0.07	-.08	-1.07	.287	.076	.006
6. Poverty	-0.05	0.09	-.04	-0.56	.575	.040	.002
7. Use of Video Games	0.02	0.08	.02	0.31	.755	.022	.000

A number of simple linear regression tests were done to check if the predictor variables (Parenting Style, Family Environment, Relationship with Siblings, Teachers' Attitude, Depression, Poverty, and Use of Video Games) could predict the Consequences of Anger. The results showed that simple linear regression analyses examining whether each predictor variable (Parenting Style, Family Environment, Relationship with Siblings, Teachers' Attitude) predicts the Consequences of Anger. All predictors had p-values higher than .05 which means they were not statistically significant. The beta values were very small, ranging from |.00| to |.09|, and the R^2 values were very low (from .000 to .008), meaning that less than 1% of the change in the Consequences of Anger could be explained by any single variable.

Table 4

Simple Linear Regression Analyses for Variables Predicting Aggression

Predictor	B	SE	B	t	p	R	R ²
1. Parenting Style,	-0.02	0.07	-.02	-0.28	.784	.020	.000
2. Family Environment	0.02	0.07	.02	0.26	.798	.018	.000
3. Relationship With Siblings	-0.02	0.07	-.02	-0.25	.804	.018	.000
4. Teachers Attitude	-0.00	0.07	-.00	-0.05	.959	.004	.000
5. Depression	0.10	0.08	.09	1.32	.188	.094	.009
6. Poverty	-0.00	0.06	-.01	-0.07	.944	.005	.000
7. Use of Video Games	0.03	0.07	-.03	-0.46	.648	.033	.001

The above Table presents the results of simple linear regression analyses predicting aggression from various study variables. For each predictor (e.g., Parenting Style, Family environment, Relationship with Siblings, Teachers' Attitude, Depression, Poverty, Use of video Games), the table shows the unstandardized coefficient (B), standard error (SE), standardized beta weight (β), t-value, p-value, and the correlation coefficient (R) along with R-squared (R^2). All predictors had p-values well above .05, indicating none were statistically significant predictors of Aggression. The beta weights were very small, ranging from |.00| to |.09|, suggesting no meaningful relationship between any individual predictor and Aggression. While Depression had the

strongest association with Aggression ($\beta = .09, p = .188$), this relationship was also not statistically significant. The overall models accounted for a negligible proportion of the variance in Aggression scores, with R^2 values for all predictors between .000 and .009. This indicates that less than 1% of the variance in Aggression can be explained by any of these variables in isolation.

Discussion

A study by Redford et al. (2013) found that several family problems can cause aggressive behavior in school children. These include factors like family relationships, parenting style and financial conditions, which can influence aggression and violence. Children who see or experience violence at home are more likely to act aggressively towards others at school or in other places. Parenting styles are strongly associated with the outcomes of behavioral problems (Marcone et al., 2020). When parents and children mostly interact in negative ways, it encourages antisocial behaviour, which may result in poor social skills. Students pick up these negative patterns and carry them into their interactions outside the home. (Robertson et al., 2012). A warm parenting style fosters a positive and affectionate family climate, which encourages children to develop social competence and reduces aggressive behaviour (Rademacher & Koglin, 2020).

Sibling victimization is more common than child maltreatment, including physical abuse, sexual abuse, emotional abuse, and neglect by a caregiver (Finkelhor et al., 2015). Studies show that children who are mistreated by their siblings often feel more depressed, angry, or anxious than children who are not victimized (Tucker et al., 2013). Students who are addicted to playing games exhibit more aggression in their daily lives because they strive to control everything, much like in games. As a result, they often lack patience in their lives (Reza et al., 2020). The findings of the study revealed that parenting style, family environment, relationship with siblings, teachers' attitude, depression, poverty, and the use of video games did not significantly predict anger among elementary school students. This indicates that these factors commonly linked to students' emotional and behavioural problems may not directly determine anger levels in this population.

Our studies are not consistent with our studies because studies show that all these factors directly increase the aggression level of students. Negative factors such as frequent family conflicts and lack of emotional bonding among family members have been found in family systems linked to violent adolescent behaviour (Espelage et al., 2013). When parents and children mostly interact in negative ways, it encourages antisocial behaviour, which may result in poor social skills. Students pick up these negative patterns and carry them into their interactions outside the home (Robertson et al., 2012). A warm parenting style fosters a positive and affectionate family climate, which encourages children to develop social competence and reduces aggressive behaviour (Rademacher & Koglin, 2020). Sibling victimization is more common than child maltreatment, including physical abuse, sexual abuse, emotional abuse, and neglect by a caregiver (Finkelhor et al., 2015).

According to the National Institute of Mental Health (NIMH, 2012) elementary school students, in particular, are more vulnerable to experiencing unhappiness and depression due to the various challenges they face during this stage of life. Students who are addicted to playing games exhibit more aggression in their daily lives because they strive to control everything, much like in games. As a result, they often lack patience in their lives (Reza et al., 2020).

Our studies show that gender differences are not directly affected by all these factors of aggression, but to some extent, they are boys show physical aggression while girls show verbal aggression as a result of all these factors. Moreover, 56.8% of students displayed verbal aggression. 55.2% were boys and 61.0% were girls. Verbal and indirect aggression were more prevalent among girls, especially with increasing age. While direct physical aggression decreased with age, indirect physical and verbal aggression tended to rise. This

study concluded that aggressive behavior was more common in both boys and girls, emphasizing the need for further research into the underlying causes and contributing factors of such behaviors.

A study conducted by Shaikh et al (2014) revealed that both direct and indirect aggression were significantly more prevalent among boys than girls. According to the findings, 248 (71.5%) of children showed verbal aggression in the previous month. This study also noted a notable rise in Physical aggression between grades 7 and 10. Specifically, 56.9% of 10th-grade students and 34.6% were 7 grades. Overall, it was observed that aggressive behavior was more common in both girls and boys, with a clear upward trend in physical aggression as students progressed from seventh to 10th grade.

Our studies show that gender does not directly affect family environment, parenting style, relationship with siblings, teachers' attitude, depression, poverty, and use of video games, but boys show their aggression physically as compared to girls. All these studies are inconsistent with the hypothesis and show that parenting style, family environment and online games increase aggression in students. Our results are not matched with these studies because our sample size is small results show that these factors do not affect students' aggressive behaviour.

Conclusion

This study investigates the relationship between parenting style, family environment, teachers' attitude, relationship with siblings, poverty, depression and use of video games and its impact on anger and aggression in students at elementary school students. Findings revealed that all these factors do not directly affect students' aggression level. Statistically, no gender difference was found according to gender. This research will be very helpful for educators, curriculum planners, and parents and psychologists. School administrators are urged to incorporate the connection of all causes and factors and their impact on students' aggression levels for the modification of curriculum and pedagogy to help students become more actively involved in studies and become more successful in life.

Recommendations

Teachers who are committed to students, aware of the problem of aggression in schools and skilled in how to prevent and reduce these behavioral issues can have a powerful impact on the lives of children, teachers having insufficient training and support for managing behavioral issues. Teachers are frequently forced to increase academic performance and feel frustrated when they realize that they are forced to use their teaching time to manage behavioral behaviors and anger issues that directly affect studies of elementary school students. Teachers should take steps to improve classroom behaviour are likely to result in a positive learning environment. Teachers need to be aware of mental health problems. They should be capable to understand the symptoms of depression and anxiety can manifest in classroom.

Limitations of the Study

This research will be helpful to fill the research gaps, but it has some limitations. First it is survey research in nature, and its results are not generalized on overall population because our sample size is small. Second limitation is that self-made questionnaires are used, which increases the risk of bias in responses. Thirdly, the data was only collected from two schools, therefore results are not generalized overall population. Fourth limitation is our research is quantitative but qualitative data provides a more detailed picture of the student experiences. These limitations indicate such pivotal points of inquiry.

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