

Investigation of the Factors Causing Aggression among Secondary School Students

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Abstract



Aggression is an undesirable behavior that assaults traditions norms, moral and standards of ethics practiced in society. Students' violent conduct is a serious problem for parents, teachers, and society at large. Young children frequently exhibit some degree of verbal and physical violence, but if it persists and becomes out of control, it may become a major issue. In addition to creating a difficult learning environment for teachers and other students, aggressive conduct can have a detrimental impact on children's development, academic performance, and social relationships. The study was conducted to find out factors causing aggression among students at secondary level. This study was delimited only for secondary level students of Chaklala & Rawalpindi region in these schools. The main objectives of the study were to find out the causes of aggression by the secondary level students. The research design of the study was descriptive. SPSS was used for data analysis. Descriptive, and independent sample *t* test was used to test the objectives of the study. The results of our study on the disparities in aggressiveness between rural and urban areas indicate that pupils in rural areas are more aggressive, especially when it comes to physical violence. Findings of this study showed that students' levels of aggressiveness are greatly influenced by their gender, age, and whether they live in an urban or rural area. Compared to girls, males often display higher levels of physical violence. Teachers can benefit from this study by receiving specific professional development training on how to deal with and counsel aggressive students. Teachers can advise, educate, and guide parents about the advantages of allowing students to choose their own subjects. Parents can play a significant role in reducing aggressive behavior in students.

Keywords: Aggression, Aggressive Behaviour, Teacher Behaviour, Secondary School.

Introduction

Among all development staged, adolescence is considered as a very crucial stage that need to be Studied. If the behavior of the adolescents is properly modified and their energy is properly channelized, they can prove to be a bone of the society. Pakistan is developing country and in the present scenario, our youth is indulging in many anti-social activities like physical assaults, street crimes, snatching, acid attack, killing, threatening, shooting, committing suicide, terrorism etc. Aggression is ultimately responsible for all these activities, which is not good sign for the society. In our daily life, we observed the media reports of physical assaults, acid attacks, violent threats, unexpected aggression and so many others kind of attacks that are common in the headlines.

Education is the cornerstone of human development and societal progress. It serves as a tool for personal and societal advancement, equipping students with the knowledge, skills, and values necessary to navigate life successfully. Schools are designed to be spaces where students feel safe, respected, and supported. However, the persistent prevalence of aggressive behaviour undermines these goals. Instead of being sanctuaries of safety and growth, schools have become arenas for hostility, particularly aggression, which significantly compromise the quality of education and the safety of school environments with many students facing intimidation and violence, often leading to absenteeism, fear, and academic under performance.

Meaning of Aggressive Behaviour

Aggressive behaviour is a range of actions or attitudes that are intended to cause harm, discomfort or intimidation to others. It also includes behaviour aimed at achieving dominance, control or retaliation in response to perceived threats or frustrations. In their view, Peng et al (2018) referred to aggressive

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behaviour as hostile actions intended to hurt someone or establish dominance. For the purpose of this study, aggressive behaviour is described by the researcher as actions that are intended to cause harm or injury to another person, either physically or psychologically. This includes a wide range of behaviour, from overt physical acts such as hitting, kicking, or pushing, to more covert psychological acts like yelling, insults, social exclusion, use of harsh language, or spreading rumors. It is characterized by the deliberate desire to inflict harm or discomfort on the target.

Aggressive behaviour is a complex topic that encompasses various forms of assertiveness and hostility. Shekarey et al, (2020) contended that aggressive behaviour are common in secondary schools and aggressive behaviour among the students is an issue of concern among stakeholders in education essentially because schools are institutions designed for teaching and learning. Aggressive behaviour among in-school adolescents can be categorized into four groups namely, physical, verbal, relational and cyberbully (Rigby, 2018). Physical aggression is hostile form of aggression. Its aim is to cause bodily damage. It includes kicking, pushing, shoving, fighting, hitting, slapping, among others. Verbal aggression involves the use of words to hurt or threaten others. It includes name-calling, teasing or making derogatory comments.

Socio-Demographic Factors and Student Aggression

Socio-demographic factors significantly contribute to the development and expression of aggression among adolescents. These factors include gender, age, socioeconomic status (SES), family structure, and parental education and occupation. Each plays a unique role in influencing students' emotional responses and behavior within school environments.

Gender

Numerous studies have found that male students tend to engage more in physical and overt forms of aggression, while females more often display relational or verbal aggression. For instance, Archer (2004) conducted a meta-analysis and found consistent gender differences in aggression across cultures, with males being more physically aggressive. Similarly, Card et al. (2008) revealed that while boys show higher direct aggression, girls are more likely to exhibit indirect aggression, especially in social contexts.

Age

During early adolescence, hormonal changes, identity confusion, and peer pressure may increase the likelihood of aggression (Santrock, 2011). Research by Farrell et al. (2008) indicated that aggression tends to peak in early adolescence and gradually declines as cognitive maturity and social-emotional regulation improve.

Family structure and dynamics

Children from disrupted families such as those experiencing divorce, separation, or domestic conflict are at a higher risk of engaging in aggressive conduct. A study by Wang and Kenny (2014) found that adolescents living in single-parent or conflict-ridden households were more prone to externalizing behaviors, including aggression. Moreover, family cohesion and parental monitoring were identified as protective factors against aggression (Elgar et al., 2007).

Socio-economic status (SES)

Adolescents from low-income families often face chronic stressors, such as financial instability, crowded housing, and exposure to violence all of which may elevate aggressive tendencies. According to Jambunathan and Counselman (2002), economic hardship negatively affects parenting styles, which in turn contributes to the development of aggressive behavior in children. Additionally, Piotrowska et al. (2015) found a strong association between lower SES and behavioral problems, including aggression, in school- aged children.

Parental education and occupation

Parents with higher education levels are more likely to use authoritative parenting techniques, promoting emotional regulation and reducing the likelihood of aggression (Pinquart & Kauser, 2018). In contrast, limited education may lead to inconsistent discipline and less involvement in children's academic and emotional development, both of which can foster aggressive behavior (Cummings et al., 2005).

In sum, socio-demographic factors are deeply intertwined with the emotional and behavioral development of adolescents. Recognizing these influences is essential for designing effective school-based interventions and family counseling strategies to reduce aggression among secondary school students.

Theoretical Background

Aggression among school-aged children, particularly at the secondary level, has become a growing global concern. According to the World Health Organization (2020), school violence affects over 246 million children and adolescents worldwide each year. Aggressive behavior in schools may manifest as physical fights, verbal abuse, bullying, or other disruptive actions, all of which compromise students' safety and academic engagement. In the context of Pakistan, aggression among secondary school students is increasingly visible in the form of bullying, defiance toward teachers, and peer conflicts. However, limited empirical research has examined the root causes of this aggression within Pakistani schools. The present study is grounded in two major theoretical frameworks that provide a basis for understanding aggressive behavior: the **General Aggression Model (GAM)** and **Social Learning Theory (SLT)**.

The **General Aggression Model (GAM)** emphasizes that aggression results from the interaction between personal and situational factors. Individual traits (e.g., impulsivity, prior experiences) and situational inputs (e.g., exposure to violence, family stress, academic pressure) influence internal states such as cognition, affect, and arousal. These internal states then affect how individuals interpret social cues, which may lead to aggressive or non-aggressive responses. In school contexts, GAM suggests that exposure to hostile peer interactions, negative teacher behaviors, or stressful academic environments increases the likelihood of student aggression.

The **Social Learning Theory (SLT)**, proposed by Albert Bandura, explains that aggression is a learned behavior acquired through observation, imitation, and reinforcement. Children and adolescents often model the behaviors of parents, teachers, peers, and media figures. When aggressive behaviors are rewarded, tolerated, or left unpunished, they are more likely to be repeated. Within schools, SLT implies that students may adopt aggressive behaviors if they observe such conduct being practiced by peers or even authority figures without consequences.

Together, these frameworks provide the theoretical foundation for the present study. GAM highlights the interplay of cognitive, emotional, and situational factors, while SLT explains the social mechanisms through which aggression is learned and sustained. Integrating these perspectives helps explain not only why aggression occurs but also how it may be prevented. The theoretical grounding offered here guides the formulation of research questions, the development of hypotheses, and the interpretation of results.

Statement of the Problem

The basic aims of this study was investigation of the causes of secondary school students' aggressive behavior, in an urban Pakistani context as perceived by teachers of secondary schools. The study further aims to investigate teachers' opinions about solution of aggressive behavior of students. In the present study term 'aggressive behavior' refers to behaviors like:

- a. Lodging complaints against teachers.
- b. holding grudges with teachers and with peer groups.
- c. Engaging in physical fighting.
- d. Using abusive and foul language.
- e. Refusing to complete work.
- f. Showing intolerance toward criticism.
- g. Being unwilling to accept failure or defeat.
- h. Inflicting harm upon themselves or others.

These behaviors were not only described conceptually but also operationalized through research instruments. Specifically, the Urdu Aggression Questionnaire (for students) and the Teacher Aggression Questionnaire (for teachers) included items directly reflecting these categories. For example, physical fighting, verbal abuse, and refusal to complete work were measured through corresponding questionnaire items on a Likert scale. Teachers' perceptions were also captured to validate and complement student responses. In this way, the listed behaviors were systematically measured, allowing the study to analyze their causes and possible solutions within the secondary school context.

The term secondary school students refers specifically to students enrolled in classes 9 and 10.

Objectives of the Research

1. To find out the factors causing aggression among secondary level students.
2. To investigate the socio-demographic factors causing aggression among secondary level

students.

3. To find out teacher behavior causing teacher aggression among secondary level students.

Research Questions

The objectives of the study were to:

- What are the key factors that contribute to aggression among secondary-level students?
- How do socio-demographic factors (such as age, gender, family background, etc.) influence aggression among secondary-level students?
- In what ways does teacher behavior contribute to aggression among secondary-level students?

Hypotheses of the Study

- Ho1: There is no significant difference between factors causing aggression among secondary level students.
- Ho2: There is no significant difference between aggression and family environment among secondary level students
- Ho3: There is no significant difference between parental attitudes towards children influences aggression among secondary level students.
- Ho4: There is no significant difference between teacher behavior cause aggression among secondary level students.
- Ho5: There is no significant difference relationship of media spreading aggression among secondary level students.
- Ho6: There is no significant difference between aggression and family environment among students.

Significance of the Study

This study may useful for school teachers, can be offer a specialized professional development training regarding managing with and providing counseling to aggressive kids. Administration may find this study useful in redesigning its policies to allow students to choose the subjects they want to study. Counselors may find this study useful in advising, educating, and guiding parents about the advantages of granting students' autonomy. This study may helpful for Parents; they can play an important role in reducing aggressive behavior in students. Policymakers and readers in general may find this study useful in understanding the causes and reasons behind the aggressive behavior of secondary school pupils at the local level, as well as potential preventative and remedial measures.

Literature Review

This chapter has critically reviewed and synthesized recent literature from 2000 to 2025 on the causes and correlates of aggression among secondary school students. Key themes explored include personal, environmental, psychological, and socio- demographic factors contributing to aggressive behavior. Research consistently indicates that factors such as family environment, peer influence, exposure to media violence, poor academic performance, and lack of emotional regulation are significant contributors to student aggression (Farrington et al., 2021; Malik & Shah, 2022). Additionally, socio-demographic variables such as gender, age, socioeconomic status, and family structure have been examined, revealing complex and context-dependent relationships with aggression (Özdemir & Yıldız, 2020; Wang & Li, 2023).

The impact of teacher behavior on student aggression, highlighting the influence of teacher–student interactions, disciplinary strategies, communication styles, and perceived teacher fairness. Literature suggests that aggressive or neglectful teacher behavior may reinforce or escalate aggression in students, while supportive and empathetic teacher conduct can mitigate it (Gregory et al., 2021; Rehman & Batool, 2023).

Furthermore, several theories of aggression, such as the Social Learning Theory (Bandura, 1977), Frustration–Aggression Hypothesis (Dollard et al., 1939), and General Aggression Model (Anderson & Bushman, 2002), were discussed to provide a theoretical framework for understanding the mechanisms through which aggression develops and manifests in school settings.

Despite these insights, the literature reveals certain controversies. While some researchers argue that aggression is primarily biologically driven (Raine, 2019), others emphasize the role of environmental and social learning factors (Farrington et al., 2021). Similarly, debates persist over the effectiveness of strict disciplinary measures versus restorative and supportive approaches in managing school aggression (Gregory et al., 2021; Ahmed & Hussain, 2022).

Evolving trends such as the rise of cyberbullying, the influence of social media, and globalization-induced identity conflicts are also shaping new forms of student aggression (Livingstone et al., 2021; Kowalski et al., 2022). These developments underscore the need to reassess traditional frameworks and adapt interventions to contemporary challenges.

In conclusion, the literature review has helped identify clear gaps in existing research, particularly in the context of Pakistani secondary schools. Limited empirical evidence addresses the cultural, institutional, and contextual factors influencing aggression in this setting. These gaps justify the present study, which aims to provide context-specific insights into the causes of aggression among secondary school students and to propose strategies for prevention and management.

Theories of Aggression

Understanding aggression among adolescents requires a strong theoretical framework that connects individual traits, social environments, and behavioral outcomes. The following theories grounded in recent literature are directly aligned with your thesis objectives and provide comprehensive explanations of how various factors contribute to aggressive behavior in school-aged children.

General Aggression Model (GAM)

The General Aggression Model (GAM) is one of the most widely used frameworks for explaining aggression. It proposes that both personal factors (e.g., personality traits, attitudes) and situational factors (e.g., teacher behavior, school discipline, peer conflicts) interact to influence cognition, arousal, and affect, which then guide aggressive or non-aggressive outcomes.

Recent studies support the relevance of GAM in educational settings. For instance, Barlett and Anderson (2021) emphasized that exposure to hostile environments, such as poorly managed classrooms or aggressive peer groups, can increase aggressive scripts in students. Moreover, Zhou and Xie (2023) demonstrated that students' perception of an unfair school climate significantly predicted aggression, mediated by emotional dysregulation a key GAM pathway.

Relevance to Objectives: Explains how general factors and teacher behavior contribute to student aggression.

Social Cognitive Theory & Moral Disengagement

Bandura's Social Cognitive Theory suggests that aggression is learned through observation, imitation, and reinforcement. Within this framework, moral disengagement explains how students justify harmful behaviors by minimizing guilt or blaming others.

Wang et al. (2022) found that moral disengagement mediated the relationship between perceived teacher aggression and student aggression. In school environments where aggression is modeled or tolerated, students adopt similar behavior patterns and justify them using distorted moral reasoning.

Relevance to Objectives: Directly addresses how teacher behavior and modeling influence student aggression.

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) posits that behavior is influenced by intention, which is shaped by attitudes, perceived norms, and perceived behavioral control. In the context of aggression, adolescents who believe aggression is acceptable (due to peer norms or parenting styles) are more likely to act aggressively.

Lee and Kim (2023) applied TPB to predict aggressive behavior in adolescents and found that perceived behavioral control and negative parenting styles significantly influenced students' intention to aggression. Emotional regulation acted as a moderating factor.

Relevance to Objectives: Explains how socio-demographic factors like parenting, beliefs, and self-control influence aggression.

Hostile Attribution Bias Model

This model explains reactive aggression as a cognitive bias where individuals interpret ambiguous actions by others as hostile. Students with this bias often react aggressively in situations that others may not perceive as threatening.

Ziv (2021) found that adolescents with high levels of hostile attribution bias, particularly those with poor emotional regulation, displayed more frequent aggression in school contexts.

Relevance to Objectives: Explains individual cognitive factors contributing to aggression, especially in peer conflict situations.

Emotional Intelligence and Emotion Regulation Models

This model emphasizes that low emotional intelligence (EI) and poor emotion regulation increase the likelihood of aggression, particularly in emotionally charged situations. Adolescents with higher EI are better able to understand and manage their feelings and are less likely to act aggressively.

A meta-analysis by García-Sancho et al. (2021) revealed a strong negative correlation between EI and aggressive behavior in school-aged children, highlighting the protective role of emotional competence.

Relevance to Objectives: Relates to individual characteristics and how emotional capacity mediates aggression in response to teacher or peer stressors.

Research Gaps

Despite extensive research, gaps persist in understanding the nuanced mechanisms underlying adolescent aggression. This study seeks to address these gaps by investigating the specific factors influencing aggression among secondary level students, with a focus on recent empirical findings and theoretical frameworks. By elucidating these factors, this research aims to inform targeted interventions that can effectively mitigate aggression and promote a positive school climate conducive to academic and social development.

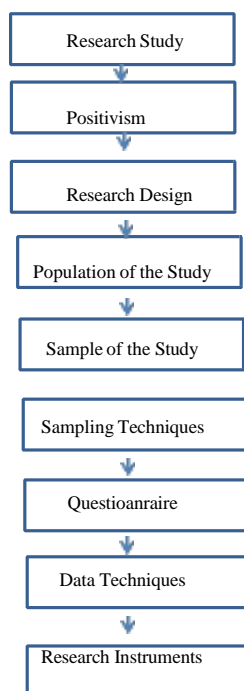
Research Methodology

Research Design

This study adopted a quantitative and qualitative research approach underpinned by the positivist paradigm. The quantitative approach focuses on collecting and analyzing numerical data to identify patterns, test hypotheses, and establish relationships between variables (Creswell, 2014). It is particularly suited to studies that emphasize objectivity, reliability, and generalizability. In the context of this research, which aims to investigate the factors contributing to aggression among secondary school students, the quantitative method enabled the use of structured questionnaires and statistical tools such as descriptive statistics, chi-square tests, t-tests, ANOVA. These tools allowed the researcher to test predefined hypotheses and draw evidence-based conclusions. The alignment with positivism supports the assumption that reality is measurable and observable, and that knowledge can be obtained through systematic investigation (Neuman, 2011). Hence, the quantitative approach was considered appropriate for achieving the objectives of the study and producing valid, objective, and generalizable findings.

In addition, a qualitative component was incorporated through semi-structured interviews with selected teachers. This allowed for in-depth exploration of factors influencing student aggression that could not be fully captured through questionnaires. The qualitative data complemented the survey findings, providing richer contextual understanding.

Research Paradigm



Population and Sampling

The population of this study consists of secondary schools teachers and students of Federal Government Sector of Rawalpindi & Chaklala. The target population includes teachers and students from grades 9 and 10, as these are critical years in adolescent development, often marked by emotional, behavioral, and social challenges, including aggression.

A total of 500 students and 40 teachers participated in the study. These participants were selected from 107 secondary schools, including both male and female institutions to ensure gender representation.

A stratified random sampling technique was used to ensure representation of both male and female respondents. The total population was divided into two strata based on gender, and participants were randomly selected from each group. This method helped maintain gender balance and enhanced the representativeness of the sample.

Research Instrument

To collect quantitative data aligned with the objectives of this study, I utilized two structured questionnaires: one for teachers (Appendix D) and one for students (Appendix E). Both instruments were designed to explore the factors contributing to aggression among secondary school students, while also incorporating teacher perspectives. In addition to the questionnaires, semi-structured interviews were conducted with selected teachers to gather qualitative insights. These interviews provided a deeper understanding of contextual and behavioral factors influencing student aggression, which could not be fully captured through structured instruments. The qualitative data complemented the quantitative findings, offering a richer perspective on the research problem.

Data Analysis

This chapter presents the analysis and interpretation of the data collected to investigate the factors contributing to aggression among secondary school students. The results are systematically organized and displayed in tables for clarity and comprehension.

Descriptive statistics were used to summarize the demographic characteristics of the participants and to provide an overview of the data. The internal consistency of the aggression scale was assessed using Cronbach’s Alpha to ensure the reliability of the research instrument. To examine associations between demographic variables (such as gender, age, and residence) and levels of aggression, the Chi-square test was applied. Furthermore, inferential statistical techniques, independent samples t-test, and one-way ANOVA, were employed to test the research hypotheses and determine the significance of differences and relationships among the variables under study.

Tale 1: Demographic Characteristics of the Study (n = 40)

Categories	n	%	Categories	n	%
Gender			Age Range		
Males	20	50	21 to 30 years	17	42.5
Females	20	50	31 to 40 years	19	47.5

Table 1 illustrates the frequency and percentage distribution of participants based on gender and age. The gender distribution is evenly split, with 20 males (50%) and 20 females (50%), indicating a balanced representation from both genders in the study sample. Such balance reduces gender bias and enhances the generalizability of the findings across male and female secondary school students. Regarding age, the majority of participants fall within two primary age brackets. A total of 17 participants (42.5%) belong to the 21 to 30 years category, while a slightly higher number—19 participants (47.5%)—fall in the 31 to 40 years range. This age range suggests that the study includes a significant portion of respondents who are either early-career or mid-career professionals (possibly teachers or education stakeholders), providing varied perspectives based on different levels of experience and maturity. These demographic insights help contextualize the findings and interpretations presented in later sections of the study.

Table 2: Independent Sample t test for investigating Gender Differences(n = 20)

Gender	N	M	SD	t	p
Male	20	115.80	23.27	2.06	.04
Female	20	102.30	17.72		

Table 2 presents the results of an independent sample t-test conducted to examine gender differences in aggression among secondary school students. The findings indicate a statistically significant difference between males and females, with a t-value of 2.06 and a p-value of .04 ($p < .05$), suggesting that the difference is statistically significant at the 5% level.

The mean aggression score for male students ($M = 115.80, SD = 23.27$) was notably higher than that of female students ($M = 102.30, SD = 17.72$). This implies that male students tend to exhibit more aggressive behavior compared to their female counterparts within the sample. The result supports existing literature that suggests gender can play a significant role in the expression of aggression, with males often showing higher levels of overt or physical aggression. These findings highlight the need for gender-sensitive approaches when addressing aggression in educational settings.

Table 3: One-Way ANOVA for investigating Age Differences in Aggression among Secondary Teachers (n = 20)

Age	N	M	SD	F	P
1 to 30 years	7	116.88	24.31		
31 to 40 years	6	99.68	16.48	3.99	.02
41 to 50 years	7	120.25	13.27		

Table 3 presents the results of a one-way ANOVA conducted to explore age-related differences in aggression levels among secondary school teachers. The analysis yielded a statistically significant result, $F(2, 37) = 3.99, p = .02$, indicating that there are meaningful differences in aggression scores across the three age groups. Among the age groups, teachers aged **41 to 50 years** reported the highest mean aggression score ($M = 120.25, SD = 13.27$), followed by those aged **21 to 30 years** ($M = 116.88, SD = 24.31$). Teachers in the **31 to 40 years** age group had the lowest aggression score ($M = 99.68, SD = 16.48$). These findings suggest that aggression levels tend to fluctuate with age, potentially due to varying professional experiences, coping mechanisms, or personal stressors encountered at different life stages. The significant F-value indicates that at least one of the age groups differs significantly from the others in terms of aggression levels. While the ANOVA test confirms the presence of significant group differences, further post-hoc analysis (such as Tukey’s HSD) is recommended to identify which specific age groups differ from each other. These results contribute to a better understanding of the role of demographic factors, such as age, in influencing aggressive behavior among secondary teachers, and may help in designing age-appropriate interventions or support strategies.

Table 4: Teacher Behavior and Student Aggression

Observed Contingency Table (n=500)

Teacher Behavior	Low Aggression	High Aggression	Total
Bad	40	100	140
Good	140	60	200
Best	120	40	160
Total	300	200	500

Table 4 presents the relationship between teacher behavior (categorized as Bad, Good, and Best) and student aggression levels (Low or High). A Chi-square test of independence was conducted to determine whether teacher behavior is significantly associated with student aggression. The results revealed a highly significant association: $\chi^2(2, n = 500) = 80.95, p < .001$. This indicates that student aggression levels are strongly related to the nature of teacher behavior. Specifically: Students exposed to bad teacher behavior were far more likely to show high aggression (100 observed vs. 56 expected). In contrast, those exposed to good and especially best teacher behavior were more likely to exhibit lower aggression levels than expected. These findings suggest that positive and supportive teacher-student interactions can play a critical role in mitigating aggressive behaviors among students. Improving teacher conduct, communication, and classroom management strategies could serve as effective interventions in reducing school-based aggression.

Table 5: Expected Frequencies (Assuming No Association) (n=500)

Teacher Behavior	Low Aggression	High Aggression	χ^2	df	p
Bad	84.0	56.0	80.95	2	.00
Good	120.0	80.0			
Best	96.0	64.0			

Table 5 shows the p-value is far below 0.05, we reject the null hypothesis. There is a highly significant relationship between teacher behavior and student aggression. The observed frequencies show. Students exposed to bad teacher behavior are far more likely to exhibit high aggression than expected. Conversely, students under good or best teacher behavior show markedly lower levels of aggression than expected. This suggests that positive teacher behavior—characterized by fairness, supportiveness, and encouragement—plays a protective role against student aggression.

Table 6: Teacher Personality and Student Aggression

Observed Contingency Table (n=500)

Teacher Personality	Low Aggression	High Aggression	Total
Enthusiastic	80	20	100
Strict	40	60	100
Creative	90	10	100
Humorous	70	30	100
Other/Neutral	20	60	80
Total	300	180	500

Table 6 displays the observed frequencies of student aggression in relation to teacher personality types. A Chi-square test of independence was performed to assess whether there is a statistically significant association between teacher personality and student aggression. This suggests that student aggression levels differ substantially across teacher personality types. Students taught by creative and enthusiastic teachers were significantly more likely to exhibit low aggression. Those taught by strict or neutral/other personality teachers showed a higher level of aggression than expected. These findings highlight the influential role of teacher personality in shaping student behavior. Specifically, teacher traits such as creativity, warmth, humor, and enthusiasm may foster a more emotionally safe classroom climate, reducing aggressive tendencies among students. This has practical implications for teacher training and professional development, where emphasis on emotional intelligence and interpersonal style could improve student outcomes.

Table 7: Expected Frequencies (Rounded) (n=500)

Teacher Personality	Low Aggression	High Aggression	χ^2	df	p
Enthusiastic	60.0	40.0	69.60	4	.00
Strict	60.0	40.0			
Creative	60.0	40.0			
Humorous	60.0	40.0			
Other/Neutral	48.0	32.0			

Table 7 Since the p-value is far less than 0.05, we reject the null hypothesis. There is a statistically significant relationship between teacher personality and student aggression. I Strict and neutral/other teacher personalities are associated with higher levels of student aggression. Enthusiastic, creative, and humorous teacher personalities are associated with lower aggression levels among students. This suggests that a teacher’s personality traits can meaningfully influence students' emotional and behavioral responses.

Table 8: Teaching Styles and Student Aggression

Hypothetical Observed Contingency (n=500)

Teaching Style	Low Aggression	High Aggression	Total
Teacher-Centered	70	80	150
Centered	130	30	160
Effective Teaching	100	40	140
Other/Unclassified	20	30	50
Total	320	180	500

Table 8 presents the observed frequencies of student aggression across four types of teaching styles. A Chi-square test of independence was conducted to evaluate whether a statistically significant relationship exists between teaching style and student aggression. This indicates a strong association between teaching style and the level of aggression exhibited by students. Key findings include: Students taught through teacher-centered and unclassified/other styles showed higher-than-expected aggression levels. In contrast, those in learner- centered and effective teaching environments showed lower levels of aggression, particularly in the learner-centered category. These results suggest that teaching style plays a crucial role in influencing students' emotional regulation and behavioral responses. Specifically, approaches that are student- focused, interactive, and emotionally responsive

are more likely to promote prosocial behavior and reduce aggression. This supports the implementation of **learner-centered and evidence-based teaching methods** in secondary schools, especially for behavior management and emotional development.

Table 9 Expected Frequencies (Rounded) (n=500)

Teaching Style	Low Aggression	High Aggressio	χ^2	df	p
Teacher-Centered	96.0	54.0	51.24	3	.00
Learner-Centered	102.4	57.6			
Effective Teaching	89.6	50.4			
Other/Unclassified	32.0	18.0			

Table 9 Because the p-value is far below 0.05, we reject the null hypothesis. There is a statistically significant association between teaching style and student aggression. Teacher-Centered styles are associated with higher levels of student aggression than expected. Learner-Centered and Effective Teaching styles correlate with lower levels of aggression, suggesting that more engaging and inclusive pedagogical approaches may help reduce behavioral issues in students. This supports educational strategies that emphasize participatory, emotionally supportive, and cognitively engaging environments.

Table: 10: Themes Identified from Teacher Interviews on Factors Contributing to Student Aggression.

Factors	Representative Response from Interviews
Teacher Behavior	Aggression increases when teachers are unfair or show favoritism
Teacher Style	Strict or inconsistent teaching methods frustrate students.
Teacher Personality	A teacher’s harsh or rigid personality can trigger aggression

Findings

1. shows psychometric properties of the scales. Results show that Aggression Questionnaire has satisfactory alpha reliability coefficient i.e., 0.85 (> 0.70).
2. shows frequency and percentage of demographic characteristics of the study. the detailed description is given in figures.
3. shows Pearson Chi Square for investigating categorical differences of gender across age groups. It was found that most of males belonged to the age group of 21 to 30 years whereas most of females belonged to the age group of 31 to 40 years.
4. shows one-way ANOVA for investigating age differences in aggression among secondary students. Results show significant mean differences across age groups $F(1,18) = 3.99, p < .05$.
5. Observed Contingency Table (Teacher Behavior and Student Aggression). Three categories of teacher behavior *Bad, Good, and Best* are associated with student aggression. Students exposed to bad teacher behavior exhibited high aggression (100 out of 140), while best teacher behavior correlated with lower aggression (only 40 out of 160).
6. Expected Frequencies (Teacher Behavior & Aggression). Chi-square analysis ($\chi^2 = 80.95, df = 2, p < .001$) shows a strong link between negative teacher behavior and increased student aggression. Positive teacher behavior (good/best) significantly reduces aggression risk.
7. Observed Contingency Table (Teacher Personality and Aggression). This table assesses how teacher personality types (Enthusiastic, Strict, Creative, Humorous, Other) influence student aggression. Strict and neutral personalities had the highest proportion of high-aggression students, while enthusiastic and creative personalities correlated with low aggression.
8. Expected Frequencies (Teacher Personality & Aggression). Chi-square value of 69.60, $p < .001$ confirms a significant association between teacher personality and aggression. Strict or neutral traits contribute to higher aggression; enthusiastic and humorous traits contribute to lower aggression.
9. Observed Contingency Table (Teaching Styles and Student Aggression). Teaching styles were classified as *Teacher-Centered, Learner-Centered, Effective, and Other*. Learner-centered and effective teaching styles correlated with significantly lower student aggression, while teacher-centered styles showed high aggression.
10. Expected Frequencies (Teaching Style & Aggression). A Chi-square value of 51.24, $df = 3, p < .001$, indicates a significant relationship between teaching style and student aggression. The

data strongly suggest that interactive, engaging teaching reduces aggression among secondary school students.

Conclusion

This study set out to explore the complex issue of aggression among secondary school students by examining its causes, the impact of socio-demographic factors, and the role of teacher behavior. The findings have contributed valuable insights to the field of educational psychology and classroom management.

This study explored the pressing issue of aggression among secondary school students by investigating its underlying causes, the influence of socio-demographic factors, and the role of teacher behavior. Grounded in a quantitative approach, the research revealed that aggression is a multidimensional problem shaped by personal, familial, and institutional dynamics.

The findings highlight the need for a shift in how aggression is perceived and addressed in schools not merely as a disciplinary problem, but as a social-emotional issue that reflects students' broader life experiences. Reducing aggression in schools requires coordinated efforts involving teachers, parents, counselors, school leaders, and policymakers.

This thesis contributes new insights specific to the Pakistani educational context and calls for more compassionate, research-based approaches in classroom management, school discipline, and teacher training. It is hoped that the study will serve as a foundation for meaningful change in how aggression is handled in schools and inspire further academic exploration into student behavior and emotional well-being.

Recommendations

In light of the study's findings on the factors contributing to aggression among secondary school students, the following recommendations are proposed to support students, educators, and the education system more broadly.

Recommendations for Teachers

Shift from traditional teacher-centered methods to learner-centered approaches that encourage student participation and emotional expression.

Promote a positive classroom climate by modeling respectful behavior, using praise, and addressing conflicts constructively.

Attend professional development programs focused on behavior management, emotional intelligence, and conflict resolution.

Identify students with recurring aggression and collaborate with counselors for timely intervention.

Recommendations for Future Research

In view of the limitations of this study, several areas are recommended for future.

- Conduct qualitative studies such as interviews or focus groups to gain deeper, more personal insights into the emotional and behavioral aspects of aggression.
- Undertake longitudinal research to study how student aggression evolves over time and assess the long-term impact of school interventions.
- Explore teacher and parent perspectives in parallel to student viewpoints to gain a more holistic understanding of the school environment.
- Expand the research to rural areas or other provinces, as this study focused on a specific urban setting and may not represent all regions.
- Investigate the role of social media, cyberbullying, and online environments as emerging sources of aggression among adolescents.

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