

A Systematic Review on Aggressive Behaviour of Adolescents with Relation to Their Family Environment and School Environment

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Abstract

Society has seen an increase in the incidents of aggression or violence among youth. There are various factors of aggression like individual, biological, genetic and environmental factors. Among environmental factors, overall family environment and school environment are the most important factors of behavior development.

Aim:

The aim of this systematic review was to synthesise the result of study related to relation between family environment and aggressive behaviour, school environment and aggressive behaviour.

Methods:

Databases like PubMed, Google Scholar, Shodhganga, SAGE journal online, Research Gate, CYBERPSYCHOLOGY & BEHAVIOR, ELSEVIER, Springer- journal Archive, were searched for the relevant literature keeping in mind all the criteria for the present research. Researcher identified eight studies related to family environment and aggression, four studies related to school environment and aggression.

Results:

Most of the studies used large sample more than 500. Most of the studies used the aggression questionnaire of Buss & Perry. Most of the studies reported that family conflict was a stronger predictor of aggression. Negative teacher-student, student-peers relation, lack of teacher support, lack of cognitive encouragement by teachers, rejection by teacher as well as peers and low level of control characterized a negative school environment and these are good predictors of aggressive behavior.

Article History: Submitted: 14th November, 2021, Revised: 15th November, 2021, Accepted: 08th December, 2021, Published: 31st December, 2021.

I. INTRODUCTION

Aggression, particularly among young people has been recognized as a significant public health problem. Society has seen an increase in the incidents of aggression or violence among youth. Aggressive behavior produces negative effects not only in the victims, but also in the aggressors. Research studies has documented in regard to the number of young people affected, health care resources utilized and loss of young lives. There is general agreement that behavior, including aggressive and violent behavior, is the result of a complex interplay of individual, biological, genetic and environmental factors. Among environmental factors, overall family environment and school environment are the most important part of child's environment.

According to international scientific literature family and school environment have been consistently linked with aggression problems in adolescents (e.g Esteveg, Musitu, and Herrero 2005) Family and school environment plays a central role in adolescent well-being, mental health. Various research reported that family related factors and psycho-social environment of family have effect on adolescent aggression and violent behaviors. It also reported that school environment is also a major contributor of development of aggressive behavior. Negative family and school environment is the significant predictor of aggression among adolescent.

In this paper researcher review systematically the existing literature regarding adolescent aggression and its association with family environment, school environment and aggression and analyze the relationship between aggression and these three variables. The objectives of this chapter was to systematically review the literature on relationship between aggression and family environment, aggression and school environment among adolescents in order to gain comprehensive understanding of the relationship and predictive influence of family and school environment on aggression and violent behavior. This review should help to develop a clear picture of the current state of research, loopholes of previous researches, which in turn helps in formulating the problem properly, objectives, hypothesis and research question and to determine correct methodology.

II. METHODS

Databases like PubMed, Google Scholar, Shodhganga, Sage journal online, Research Gate, Cyberpsychology & Behavior, Elsevier, Springer- journal Archive, were searched for the relevant literature keeping in mind all the criteria for the present research. Key word used were aggressive behavior, aggressiveness, adolescence aggression, violence, family environment, home environment, family functioning, school environment, family climate, school climate.

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Study selection and inclusion criteria

The first criterion for inclusion in this review was that it be study about the relationship between aggressive behavior and family environment, aggressive behavior and school environment, aggressive behavior and internet addiction. Articles included had study subjects of adolescent population. So, all possible titles and their abstracts were reviewed. Among these, the papers which were selected were fully reviewed.

Inclusion criteria

- Included only studies that examined an association between aggressive behavior and family environment, aggressive behavior and school environment, aggressive behavior and internet addiction.
- Studies having adolescent population as study participants.
- Only full published English language articles were included.

Exclusion criteria

Studies in which mixed population (adult as well as adolescents) was taken into consideration were excluded.

General characteristics of included studies

Key information about the studies included in this review is shown in table 1 (studies on aggression and family environment), table 2 (studies on aggression and school environment). These tables describe the variables analyzed, the size of the sample, assessments tool for included variables, and principal findings of each studies. All included studies used a cross-sectional design; none followed the cohort longitudinally. Among included studies 8 of them were related to aggression and family environment, 4 studies related to aggression and school environment.

To present the result systematically, researcher will consider separately the studies performed with aggression and family environment, aggression and school environment.

Nature of sample

Most of the studies used large sample more than 500 which considered of 57.90% out of 12 studies. 42.10% studies used the sample size 100-500 and only one study used sample size less than 100.

Tools used in studies

For measuring aggressive behaviour the researcher used various scale like Aggression Questionnaire (Buss & Perry), Direct & Indirect Scale (Bjorkqvist et al.), Aggression Scale (Mathur & Bhatnagar), Aggression Questionnaire (Buss & Warren), Buss- Perry Hostility Inventory, Aggression Scale (Orpinas et al.). Most of the studies used the aggression questionnaire of Buss & Perry. For measuring family environment the researcher used mostly the Family Environment Scale of Moos & Moos. In Indian adaptation of Moos scale Bhatia & Chadha developed and standardized a Family Environment Scale which was used in some studies. Also the Family Environment Device and Family Climate Scale (Shah) was used to measure family environment. For the measurement of school environment included studies used School Environment Inventory (Karuna Sankar Mishra), Classroom Environment Scale (Moos), Socio-Emotional School Climate Inventory (Sinha & Bhargava).

III. CRITICAL OVERVIEW OF THE RESULT OF INCLUDED STUDIES

Results in aggression and family environment

Researcher identified eight studies that examined the relationship between aggression of adolescents and family environment (table 1).

From family systems perspectives scholars have examined the role of family environment and family functioning in manifestation of aggression. Rana and Malhotra (2005) examined the relationship between family environment and development of aggressive tendencies. Their findings shows that family environment plays an important role in the development of aggressive tendencies. According to result of this study, factors of family environment have contributed 59% of variance in predicting aggression among boys and 55% of variance among girls.

Rohtash Singh also studied family environment as predictor of aggression. The result of this study reported that aggression is positively correlated with conflict dimension of family environment. This finding points to the fact that people high on conflict tend to have higher tendency for aggression. Aggression found to be negatively correlated with cohesion. It may be interpreted as subjects high on cohesion have tendency to be less aggressive. Lack of cooperation among family members may lead to aggressive behavior whereas better family relations decrease the level of aggression. Stepwise multiple regression analysis reveals conflict and active-recreational orientation the dimension of family environment are the potent predictors of aggression among youth.

Table 1: Studies of aggression and family environment

Authors	Year	Sample	Study location	Aggression measure	Family environment measure	results
Rana and malhotra	2005	200	Simla, India	Direct and indirect aggression scale (Bjorkqvist et al.)	Family environment scale (moos)	Family environment plays an important role in the development of aggressive tendencies.
Antonio Cano	2007	722	Malaga, Spain	Children Social Behavior Scale self-report	Family assessment device	All family dimensions separately were found to be good predictors of both direct and indirect aggression.
Leapetswa Malete	2007	1478	Botswana	Aggression scale (orpinas et al)		Parental monitoring, a negative relationship with parents was a strong predictors of influence of aggression.

Rohitash Singh	2011	250	Haryana	Aggression questionnaire (buss and perry)	Family environment scale (moos & moos)	Aggression is positively correlated with conflict dimension and negatively correlated with cohesion. Conflict and active-recreational orientation are the potent predictors of aggression among youth.
Anshula Garg	2014	150	Ludhiana	Manifest aggression scale (singh)	Family climate scale (shah)	Significant negative correlation is obtained between family environment and aggression of adolescents.
Estevez et al.	2008	1319	Valencia, Spain	School aggression scale	Family environment scale (moos & moos)	A negative climate in the family may lead to aggression. Positive family environment seems to be a stronger protective factor of aggression.
Kaur & Niwas	2016	320	Moga, Haryana	Aggression scale (Mathur & Bhatnagar)	Family environment scale (Bhatia & Chada)	Positive correlation was found between aggression and most of the dimensions of family environment.
Sharma & Sangwan	2016	250	Haryana	Aggression scale (Mathur & Bhatnagar)	Family environment scale (Bhatia & Chada)	Weak affective cohesion, low parental support are more strongly related to aggressive behavior.

Anshula Garg studied the relationship between family climate and aggression. Result suggest a significant negative relationship exist between family climate and aggression of adolescent. Similar finding were obtained in the study of Estevez et al. which was done on Spanish adolescents. The results suggest that a negative climate in the family may lead to aggression. Their findings further suggested that a positive family environment seems to be a stronger protective factor of aggressive behavior.

Leapestwe Malet examined the relationship between family variables and aggression. Study conducted on overall 1478 participants. Result of this study revealed that high score on aggressive behaviors were significantly related to parent-child relations and low parental monitoring. Parental monitoring and relationship with parents was a strong predictors of influence of aggression.

Dhanwinder Kaur and Ram Niwas find out the relationship between aggression and family environment of secondary school students. They found that positive correlation was exist between all dimensions of family environment. Which is indicate more favorable family environment leads to more aggression in secondary school students. This result is contradictory in some dimension with relation to aggression in relation to the study of Sharma et al. and Rana et al.

In a another study in Spain by Antonio Cano suggest that all the family dimensions (communication, problem solving, affective responsiveness, affective involvement, behavior control) separately were found to be good predictors of aggression. Their result also revealed that all the family dimensions of the MMFF, when dysfunctional, were predictive both direct and indirect aggression.

Results in aggression and school environment

Researcher identified four studies to analyzing the relationship between school environment or school climate and aggressive behavior and aggressive tendencies.

Dhanwinder Kaur and Ram Niwas examined the relationship between school environment and aggressive behavior of secondary school students. Aggression was assessed by using Aggression Questionnaire (Mathur and Bhatnagar) and school environment measured by using Socio Emotional School Climate Inventory (Renuka kumari Sinha and Rajni Bhargava). The result showed that a significant negative relationship found between aggression of secondary school students and school environment. Result also showed that more favourable school environment results in low aggressive behavior and low level of school environment was related to high level of aggression.

Similar result found in the study of Estevez et al., they observed both direct and mediating association between classroom environment and school aggression. In their study they studied over 1300 adolescents aged 11-16. They used Classroom Environment scale (Moos & Moos) and School Aggression Scale (Little et al.). They used Structural Equation Program to analyze the influence of the classroom environment in the development of aggressive behaviors. Results of this study showed that a strong negative direct relationship between classroom environment and school aggression. Student perception of quality regarding the teaching processes and social interaction with classmates and teachers, seemed to have a greater direct impact on the development of aggressive behavior. A negative climate in the school contexts may lead to aggression. This result is similar to the study of Kaur and Niwas.

Similar result also found in the study of Rajana et al. findings of their study suggest that a positive school environment seems to be a stronger protective factor in the development of aggressive behavior and aggressive tendencies. The result of this study also showed that rejection in school environment correlated positively and significantly with physical aggression, verbal aggression, anger, hostility and indirect aggression. So rejected students are more prone to aggressive. Acceptance dimension correlated positively and significantly with physical aggression and indirect aggression. Whereas cognitive encouragement in school was found to correlate negatively and significantly with

physical aggression. So lack of teacher support to encouraging student cognitive development is a influencing factor of aggressive behavior.

In a another study in New Zealand Marsh et al. examine the relationship between school climate and aggression among high school students. For this purpose they measure aggressive behavior and attitude towards aggression and also measure relationship in school (teacher-student, student-peers, parental involvement in the school), school climate and school engagement. They analysis data by path analysis. Result showed that school climate strongly and inversely predicted both aggressive behavior and pro-aggressive attitudes. Positive school climate in turn predicted lower pro-aggressive attitudes and less aggressive behavior at school. The result also pointed out the quality of teacher-student relationships was the strongest predictor of school climate, which in turn predicted both aggressive behavior and pro-aggressive attitudes.

Table 2: Studies of aggression and school environment

Authors	Year	Study location	sample	Aggression measure	School environment measure	Key findings
Estevez et al.	2008	Valencia, Spain	1319	School aggression scale (Little et al.)	Classroom environ scale (Moos & Moos)	A strong negative relationship between classroom environment and school aggression.
Marsh et al.	2014	Otago, Newzealand	1370	Aggressive behavior and attitude towards aggression	Relationship in school scale, school climate and school engagement scale.	School climate strongly and inversely predicted both aggressive behavior and pro-aggressive attitudes.
Ranjana et al.	2015	Haryana	300	Aggression questionnaire (Buss & Perry)	School environment inventory (Karuna Sanjay Mishra)	Rejection in school correlated positively and significantly with all types of aggressive behavior. Acceptance dimension correlated positively with physical and indirect aggression. Cognitive encouragement in school correlated negatively with physical aggression.
Kaur & Niyas	2017	Ferozepur, Punjab	300	Aggression questionnaire (Mathur & Bhatnagar)	Socio emotional school climate inventory (Sinha & Bhargava)	A significant negative relationship was found between aggression of secondary school students and school environment.

IV. DISCUSSION

In this review analyzed the literature on relationship between aggression and family environment, school environment and aggression.

Identifying 8 relevant studies on aggression and family environment it was found that psycho-social environment in family was related to aggression problems of adolescents. Included studies suggest that High level of cohesion, expressiveness and low level of conflict characterized a positive family environment, which are protective factors of aggression. But among family variables weak affective cohesion, low parental support, low level of expressiveness and high level of conflict characterized a negative family environment which are stronger predictors of aggression among youth. Most of the studies reported that family conflict was a stronger predictor of aggression. Also Parental monitoring, a negative relationship with parents was a strong predictors of influence of aggression. It was seen that in included studies that family socio-economic status and family size related to aggression. Aggression problem was seen in those adolescents who were from lower income family and nuclear family. So it is clear that family environment is related to aggression of adolescents. A negative climate in the family may lead to aggression and a positive family environment seems to be a stronger protective factor of aggression.

Studies in school environment and aggression reported that negative association between school environment or climate and aggression in adolescents. School climate can predict aggressive behavior. Teacher-student, student-peers relation in school were related to aggression. Negative teacher-student, student-peers relation, lack of teacher support, lack of cognitive encouragement by teachers, rejection by teacher as well as peers and low level of control characterized a negative school environment and these are good predictors of aggressive behavior. Researcher also suggest that school environment is also a protective factor of aggression. A positive school climate is always a protective factor of adolescent aggression.

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