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Abstract: *Aggressive behavior among secondary school students has become a growing concern due to its negative impact on students' academic performance, social adjustment, and psychological well-being. The present study aimed to investigate the relationship between parental relationships, family environment, and aggression among secondary school students. A quantitative research approach was adopted, and data were collected from 500 students enrolled in secondary schools of the Federal Government Educational Institutions in Rawalpindi and Chaklala regions. A structured questionnaire was used to gather information regarding students' perceptions of parental relationships, family environment, and aggressive behavior. The collected data were analyzed using descriptive statistics and Chi-square tests of independence. The findings revealed a statistically significant association between parental relationships and student aggression ($\chi^2 = 28.36, p < .001$). Students reporting poor parental relationships exhibited significantly higher levels of aggression compared to those reporting positive parental relationships. Similarly, a significant relationship was found between family environment and student aggression ($\chi^2 = 13.88, p < .001$). Students from unfavorable family environments were more likely to demonstrate aggressive behavior than those from supportive and nurturing family environments. The study concludes that parental relationships and family environment play a crucial role in shaping students' behavioral outcomes. Positive family interactions and supportive home environments can serve as protective factors against aggression among adolescents. The study recommends that parents, educators, and policymakers work collaboratively to promote healthy family relationships and supportive home environments to reduce aggressive behavior among secondary school students.*

Introduction

Aggression, disruptive, behavioral and conduct related behavior problem in children and youngsters are central issue in our era. Over the past 90 years, plenty of research has been conducted to examine the

initial onset of aggression and conduct problem from multiple perspectives. Aggression in children is heterogeneous, complex, condition with diverse etiologies and consequences (Connor, 2002).

Large number of concerned children who referred to treatment centers has antisocial behavior, i.e. conducts problems, aggressive, misbehave and, and has hostile relationships with family members and peers. Student misbehavior is not only the naughty conduct of the student but also the conduct that disturbs the effective teaching and learning process (Ghazi, Gulap, Muhammad & Khan, 2013). The strong and firm of their aggressive behavior are extremely difficult to treat (Kazdin, 1987, Patterson, 1979, 1982). It is observed data that aggression in children appear to continue over time and across generations (Huesmann, Eron, Lefkowitz & Walder, 1984; Miiitt 1993; Olweus, 1978) and also forecasts more serious antisocial outcomes, e.g., aggression, harming, injuring, law-breaking, substance abuse and rule breaking in the adolescent and adulthood (Achenbarch, Connet, Quay, Verhult, & Howell 1989; Huesmann et al, 1984; Moit, 1993; Patterson, DeBaryshe, & Ramsey, 1989).

Aggression and Aggressive Behavior

Aggression can be defined as an emotion that tends to harm, hurt or destroy something or someone. In case of persons, the intention of harm can be physical or psychological. Aggressive behavior involves conflict between individual of equal level (Roland and Idsoe 2001). The expression of so much emotion is known as aggressive behavior which is usually overt; and varies from mild to severe and it can be expressed against oneself or others around. Normally the term aggression and aggressive behavior are used to indicate negative emotions and behaviors respectively. They are considered part of anti-social behavior; Something morally, ethically or legally inadmissible (Moeller, 2001). However according to Tesser (1995) as quoted by Poggen Poel and Myburgh(2002), aggression can be expressed through both constructive and destructive behaviors. Constructive, if is used for individual and collective welfare, and destructive, is used for individual and collective distortion.

Aggressive Behavior in Children and Youth

Youth aggression and antisocial behavior has become a main problem throughout the world and therefore, a major research area for investigation. Researchers have defined many types and forms of aggressive behaviors. Hunt (1993) describes five pattern of aggressive behavior in students (Zirpoli, 2012). Over aroused aggression, high level of activity causing in accidents and aggressive incidents.

Impulsive aggression, silence and passiveness but very low tolerance for frustration, resulting, in violent or destructive activities. Affective aggression characterized by severe, anger, jealous and hate. Predatory aggression, waiting for a chance and taking revenge from others. Instructional aggression, bullying, scary and hostile others, to achieve the desired goals. Moeller (2001) has studied the contribution of genetic, biological, unpredictable, family, social, and cultural factors in causing aggressive behavior in children and youth under 18 years of age. Television and media violence have also taken into reason. He has mentioned different researches stating that male children and youngsters are more aggressive than female, and that physical aggression is demonstrated by males more than females. However, female aggression is also cumulative progressively.

Aggressive Behavior in Students

Another important cause of aggressive behavior among students discovered by our respondent was negative peer relationship. It has discovered during the study that students on the basis of small issues and personal hatreds start negative competition against each other which results in jealousy. The concept of "success and defeat" in even negligible issues is increasing gradually in children. For them the person on the other side either their friend or class fellow is their adversary or competitor, and they

have to win the competition at any cost. As a result they are unable to accept even small and ordinary things, and as a reaction become aggressive. Groups are also made against each other on the same basis leading to more aggressive behavior among students. Groups also accidentally when there are two types of students in a class; ones, who are good in studies and other co-curricular activities and are getting preferment and attention of all, and the other, weak in both, always undesirable and disregarded. There also starts a negative competition which causes aggression especially in the weak students. Immoral behavior of friends is also one of the causes of aggressive behavior in secondary school girls. Self-interest, selfish, and lying of close friends also results in sadness, isolation and anger in students.

During the last few eras, researchers in the field of aggression have dedicated their aggression to relational, social and indirect aggression (Undr wood et al. 2009). For these types of aggression, the term relational aggression is used here to differentiate it from physical aggression; it is abstractly recognized as the type of aggression which usually damages relationship with others. Freud (1937) stated that aggression is a changing level of conflicts of interest. It is observed that aggressive children face psychological disorder. It is severe mental health issue which is faced by both Western and Eastern countries (McNamara et al.2010), and in many cases it is identified in childhood, it is damaging for the child's psychological growth (Huesmann et al . 2009) Some children have extra behavioral problems that increase in severity with passage of time(Dodge et al. 2006). During adult hood these problems then lead towards behavioral syndromes, sometimes resulting in criminal behavior (Huesmann et al. 2009).

The life of human being is a mixture of different positive and negative emotions. Aggression is one of these emotions, displayed throughout life, but in different form in different stages.

Objectives of the Research

1. To examine the relationship between parental relationships and aggression among secondary school students.
2. To investigate the influence of family environment on aggression among secondary school students.

Research Questions

1. How do parental relationships influence aggression among secondary school students?
2. What is the relationship between family environment and student aggression?

Hypotheses

H₀₁: There is no significant relationship between parental relationship and aggression among secondary school students.

H₀₂: There is no significant relationship between family environment and aggression among secondary school students.

Significance of the Study

1. Counselors may find this study useful in providing guidance and counseling services to students and parents. The findings can help counselors educate parents about the importance of maintaining positive parent-child relationships and creating a supportive family environment to reduce aggressive behavior among adolescents.
2. This study may be beneficial for parents by increasing their awareness of the influence of family relationships and home environment on students' behavior. The findings may encourage parents to adopt positive parenting practices, strengthen communication with their children, and contribute to reducing aggressive behavior among secondary school students.

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).

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.

Types of Aggression

Since aggression is a diverse phenomenon, so attempts have been made to subtype aggression into more comparable categories. The primary problem with respect to categorizing aggression into different subtypes is to select a parsimonious set of standards that integrate most forms of aggression. The study of aggression in human and animal provides several categories and types of aggressive behaviors.

There are many kinds of behavioral disorders. Aggression is just one of the numerous known kinds of conduct problems. The behavioral disabilities that are linked to aggression can be divided into main groups, verbal and physical. Verbal aggression contains such as using abusive language, showing anger, threatening, swearing, and being sarcastic, all in order to cause emotional or psychological pain. On the other hand a physical aggression goal to cause bodily damage and includes bullying, destructing, destruction, gangster and hostile. According to (Shaffer, 2002) an aggression is any form of behavior designed to harm or injure living being. In aggression, the desire to harm is deliberate rather than accident (Sdorow, 1995, Matlin, 1998). Longitudinal research on the long-term stability of aggression shows that the trait is a sensibly stable attribute. However research also indicates that the rate of physical aggression (fighting) tends to drop from middle childhood through adolescence (Shaffer, 2002). The following are some numerous types of aggression commonly found in the literature.

Overt and Covert Aggression

The subtyping of overt and covert aggression has become the midpoint of attention for many researchers from the last many decades. Overt aggression is “an openly hostile act of aggression” (Connor, 2002, p.

10). The characteristics are physical fights, maltreatment, rule breaking, using weapons and guns. Covert aggression is “any hidden, sneaky, clandestine act of aggression” (Connor, 2002, p. 10). Behaviors like theft, absence, running away fire setting are the examples of covert aggression. Oppositional bold behavior lies on the midpoint of this overt-covert continuum.

A meta analysis of 28 studies to decide underlying dimensions of young aggressive behavior, Loeber and Schamling (1985) reported 22 studies child and teenage psychology. They found two poles of behavior, in 11,603 children and adolescents aged 2-18 years, i.e, overt antisocial behavior and secretive, covert acts. In another study, parent rating of 8,194 Americans and Dutch children were analyzed to determine the underlying dimension of antisocial behavior (Achenbach et al, 1989). They found the comparable results, to conduct problem factors emerged from the factor analysis, i.e., “aggression”.

(Overt confrontational behavior) and “delinquent” (covert aggressive behavior, substance abuse). Overt aggressive children are usually called as “fighters”. The children who have the status of the fighter in school and home have severe problem in social emotional and academic domains (Lober & Dihion, 1983).

Reactive and Proactive Aggression

Reactive aggression is known as retaliatory aggression, making an attack in return for a similar attack occur where a person behaves hostilely when there is a real or fictional provocation from another or other people (Shaffer, 2002). This is often done in form of self-defense or revenge.

One general classification for aggression is the “reactive” versus “proactive”. Theoretically, reactive aggression is based on “frustration-aggression model” (Dollard et al, 1993) and proactive aggression based on “social learning theory” (Bandura, 1973).

Usually reactive aggression is theorized as “hot blooded”, protective, unintended, angry and hostile. Proactive aggression is known purposeful and goal directed. Proactive aggression is characterized as “cold blooded” offensive, thoughtful, planned with a goal in mind (Card & Little, 2006; Coie & Dodge, 1986; Dodge, 1991; Dodge & Coie, 1987).

Reactive aggression occurs more often than proactive aggression, and boys are more likely than girls exhibit either form of aggression (Coie & Didge, 1997; Dodge & Coie, 1987). Empirical data demonstrated that reactively aggressive children show more emotion dysregulation have poor social skills, peer rejection, problem with intention and impetuous than children with proactive aggression (Dodge, 1999; Dode, Lochman, Harnish, Bates, & Petti, 1997).

Empirical literature on reactive and proactive aggression has mainly focused on assessing elementary school children in community setting. The major emphasis of research is to examine the social cognition and social information processing in proactive and reactive aggressive children (Crick & Dodge, 1996; Dodge, 1991; Dodge & Coie, 1987).

Proactive aggression is connected with social control, whereas reactive aggression is liked with victimization and peer refusal (Dodge, 1991; Schwartz, MCFadyen-Ketchum, Doge, Petti, & Bates, 1998). Proactive aggression is non-impulsive and well-ordered, and less reactive uncertainty, and low levels of awakening. Reactive aggression is hostile, impulsive, with di-inhibition and more effective unpredictability and high levels of body awakening (Vitiello & stoff 1997). It seems that low level of cortisol played a role in proactive aggression, whereas high levels of cortisol are linked with display of reactive aggression (Gerra et al, a997; Moss, Sanyukov, & Martin, 1995).

Verbal & Physical Aggression

Verbal aggression is known as non-physical harm. The examples of this form of demonstrative or expressive

aggression include name-calling, teasing, quarreling, extortion, intimidating, vicious gossiping, and cruel rumor campaigns (Christie and Christie, 1999; Nicholson & Ayer, 1997). The intention here is to harm or injure another persons' feelings indirectly.

Physical aggression is known as physical harm. There are many examples of this form of hostile aggression that comprise, but are not limited to fighting, bullying, kicking, abusing, harassing, biting, hitting, pushing, and torturing. Other examples of hostile aggressive include street gangsters, school bullies, and children who repeatedly attack their peers (Shaffer, 2002). Shaffer adds that the prevalence of bullying by school age girls occurs just as normally as is true for boys. Habitual bullies however aggress mainly those who are provocative, passive, weak, and socially isolated / withdrawn (Olweus, 1993). Violence is used to cause destruction and the aggression is both direct and overt.

In this range of approach, aggression may be assumed as "Physical" or "verbal" "direct" or "indirect". Verbal aggression is very difficult to define because human speech is so extensively diverse, even tone of voice can be difficult to classify. McCabe and Lipcomb (1988) define verbal aggression is as "any sentence or phrase standing alone and arbitrated to be a rebuke, harsh command, gossip, tease, insult, refusal, hostile assertion of ownership or priority, heartless factual statement, allegation, criticism, obscenity or other expletive" (p. 393). Physical aggression includes acts completed with physical strength or the threat to use physical strength, such as kicking, pushing, punching, etc. (Coe & Grotperter, 1995). Males have more opportunity to use physical aggression than verbal aggression (Monks, Smith, & Swettenthan, 2003). Young children more often show verbal aggression like push, hit, and bite; when they are angry. At preschool age, children have a verbal aggression, like noise, screaming, shouting, yelling and temper tantrums (Coe Didge, 1997). Physical aggression may be proactive or reactive physical aggression. Reactive physical aggression refers to an instant display of violent behavior, whereas proactive physical aggression is an intentional act (Larke, 2004; Vitaro, Brenddgen, & Tremblay 2002).

Instrumental and Hostile Aggression

Instrumental aggression is known as provocative aggression. when a person behaves aggressively, not surely, to revenge, but to get a reward to satisfy exact personal goals such as gaining access to a certain object, space, or privilege and the aggressor is quite confident that aggression will pay off (Shaffer, 2002; Mussen, Conger, Kagan, & Huston, 1984).

An example of this type of aggression are bullies who beat up other kids because they get payoffs of various types from their actions. An influential work by Freshbach (1964) as serious in establishing two major types of aggression based on harm. These distinct subtypes were labeled as "instrumental and "hostile" aggression. If the injury (to a person or object) as the primary goal of the action (pleasure or satisfaction), it is labeled as "hostile aggression".

If the injury was not main purpose and the action was performed for reward other than the pleasure of hurting, then it is labeled an "instrumental aggression". Instrumental aggression provides some reward to the aggressor that is not connected to the victim's distress (Freshbach, 1964). The purpose behind hostile aggression is to cause injury or pain (either physical or psychological).

Instrumental aggression has a strong cognitive component. The person is fully alert of the goals or significances and has a conscious elaborate plan for reaching it (Ross, 1987). Research has mixed support for these two aggression types (Hartup & deWit, 1974). Hartup (1974) examined both type in peer interaction of preschooler and elementary school children. He found age and gender as significant factors. He determined that with age, instrumental aggression reduced, whereas hostile aggression

increased. Boys demonstrated more aggressive aggression than girls. He did not find gender differences or instrumental aggression in the sample. Willis and Foster (1990) also reported that press negatively assessed both types of aggression.

Predatory and Affective Aggression

The characteristics of “predatory” and “affective” aggression are very similar to ‘reactive’ and “proactive” aggression. The difference lies in the conceptual origin of these two dimensions. The reactive – proactive aggression has its origins in social psychological research on human. The theoretical rules of destructive and effective aggression lie in neurobiological research on aggression in animals (Connor, 2002). Predatory aggression is a motivated, goal directed behavior that is implemented with planning and self-control (Moyer, 1976). Effective aggression is impulsive, poorly intentional and intended to injure the target with little or no advantage (Feshbach, 1964, Vitiello, Behar, Hunt, Stoff, & Ricciuit, 1990). Affective aggression is usually associated with a strong negative emotive state. This type of aggression is called “angry” “hostile” or “affective” aggression and its main goal is damage and harm to provocative.

Causes of Aggressive Behavior

Aggressive behavior is a very complex behavior with a variety of multidimensional reasons. In past, social factors were mainly the center of attention for the researchers as reasons of aggression in humans. But, with recent scientific and technological advancements, researchers are now trying to discover new areas, including biological factors. Nelson (2006) in his book has summarized the recent developments in finding a relationship between biological factors and aggression. The main areas of interest include; molecular biology, genetics, nervous system, 5-HT, monoamines, neurotransmitters, nitric oxide (NO), the stimuli and situational factors, stress and drug exploitation. The studies included in the book are based on genetics, biochemistry, neuropsychology, brain imaging, and psychophysiology, and it is decided that individual biological differences lead humans to antisocial behavior according to their own environmental situations.

Researchers Rose, (1963); and Roden(1971) as cited in James (2010) show that watching aggressive cartoons, television plays, and games negatively affect students and they start learning and acting aggressively through the imitation of either from real life or media based visuals. Current research in New Zealand found instances of physical fighting and weapon carrying among high school students in Dunedin were equal to that of rates for the United States of America (Maesh, L, 2006).

Shores, Jack, Genter, Ellis & Wehby (1993) identified that behavior of teacher relating to student-teacher interaction can promote proper behavior and reduced improper behavior. Therefore, Spaulding, A. (2005), describe that teacher should willingly demonstrate respect for students. Respect means that teacher became role models for their students and admit their mistakes by apologize students for their mistakes. Stoff & Cairns (1996) have analyzed genetic, neurobiological and biosocial approaches to the biological study of human antisocial, aggressive, and intense behaviors. They believe that aggressive behavior cannot be studied alone. It requires an interdisciplinary understanding of economic, sociology, politics, psychology, criminology, biomedicine, and other related disciplines. It is very difficult to separate the effects of biology on experience and context, and vice versa. Distressing behavior in schools has been a source of concern for teachers and head teachers for several years and Rose and Gallup, (2005) observed the teacher generally have been found for asking assistance related to behavior problems in class room management.

Pogenpoel & Myburgh (2002) proposed a list of psychological factors investigated by different researchers from time to time that can possibly lead humans to aggressive behavior. These factors include: frustration, economic pressure, exposure to violence through media, aggression in parents, uncomfortable home environment, socio-economic status and non-compatibility with peers. Van Acker, Grant & Henry (1996) describe following important findings related to students' aggressive behavior: School can adversely affect student behavior as there is connection between school environment and students' behavior; teacher may transfer their own anger and aggression against students; and lack of positive teacher feedback for appropriate student's behavior can create understanding behavior in students.

Crick et al, (1999) & Reed et al (2008n) studies examining parenting style is one of the most dominant factors which directly and indirectly influence psychological growth of children and aggression have shown the way parents interact with their children can have both positive and negative results. According to the parenting styles theory, there are three different types of parenting behavior which have direct influence on the psychological growth of children which include authoritative, authoritarian and permissive parenting styles. Each of these parenting styles is directly and indirectly associated with psychological growth of children and thus on aggressive behavior but an authoritarian parenting style is particularly linked with aggression and aggressive behavior in children and adolescents. Since aggression can be harmful for both perpetrator and victim, the current review will integrate the studies that analyze the relationship between parenting styles and aggression. Therefore, the goal of the current review is to synthesize and integrate the studies on parenting styles and aggression in order to identify the main methodological factors associated with this relationship.

There are many possible causes of aggression in humans. The causes can, however be divided into two broad categories: biological (chromosomal, genetic, hormonal), and environmental (classical and operant conditioning, social learning or modeling, child rearing practices, parental / teacher leadership style, and reinforcement). The following are examples of some casual factors from this wide range of sources.

Biological factors

Although biology is concerned in the connection of human aggression, many studies on this issue have had either indecisive or unpredictable results (Pinel, 1990). For instance the inconsistent evidence that androgenic hormone affects the aggressive behavior of humans is, according to Pinel (1990), attributable to two factors. First, hormones have less of an effect on human aggression than they do on aggression in other species. Second, the tests of aggression that have been used to study human aggression are obviously different from those that have confirmed successful in the study of aggression in other species such as rats. Although this limitation a few points can be noted from sources such as Pinel (1990) about the role of biological factors in human aggression. First, studies of human patients in clinical settings indicate that brain stimulation can evoke aggressive affect. Second, the stimulation of the lateral hypothalamus has been shown to elicit predatory, defensive and social aggression in all species. Third, the fact that social aggression in many species occurs more frequently between male than between females is often attributed to the organizational and activation effects of Androgenic hormone. Biologically, males are more aggressive physically and verbally than females (Carlson, 1987; Mussen, Conger, Kagan, & Huston, 1987). However the inclination for boys to act more aggressively than girls is least in children (Shaffer, 2002). Females use more social (relational) aggression than overt aggression. Fourth, those who advocate psychosurgery for the treatment of human aggression usually

endorse lesions to the amygdala. Fifth, it is possible that violent criminal behavior is hereditary because it tends to run in families (Matlin, 1998).

- **Individual characteristics**

The main possible contributing factors to aggression here include having a difficult nature, inappropriate social skills, misunderstanding other people's behavior as hostile, and failure to find nonaggressive solutions to conflicts (Salvin, 1994).

- **Home and School Environments**

The possible source or foundation of aggressive propensities here is the negative effect of teachers and parents whose parenting and leadership styles are autocratic, forced, or oppressive (Mwamwenda, 1995). Children model these undesirable aggressive behaviors. Out-of-control children are typically reared in forced home environments (Shaffer, 2002). In addition, factors such as being cold and rejecting, ignoring aggression among children, constant or unpredictable use of physical punishment to control aggression, nurturing aggressive tendencies, and high tolerance toward aggressive acts, and low disciplinary to aggressive behaviors can all ease the development of aggression among children (Shaffer, 2002). Shaffer further says that child rearing in low income families encourages violence in three ways: inspiring children to respond by force to provocations; applying physical punishment such as spanking; and lack of parental monitoring of children.

- **Peer influence**

Making friendship with antisocial peers or belonging to deviant oriented peer groups whose members have antisocial attitudes and behaviors can lead to the development of aggressive tendencies through modeling violent peers.

Statement of the Problem

Aggressive behavior among secondary school students has emerged as a significant concern in educational institutions due to its adverse effects on academic achievement, social relationships, and emotional well-being. Adolescence is a critical developmental stage during which students are highly influenced by their family environment and parental relationships. A supportive family atmosphere can foster emotional stability and positive behavior, whereas family conflict, poor parental relationships, and inadequate emotional support may contribute to aggressive tendencies among students.

In Pakistan, increasing reports of behavioral problems among adolescents highlight the need to examine family-related factors that influence aggression. Although previous studies have investigated aggression from various perspectives, limited attention has been given to the role of parental relationships and family environment among secondary school students in the local context. Therefore, this study seeks to investigate the relationship between parental relationships, family environment, and aggression among secondary school students, with the aim of providing evidence that can support effective family-based interventions and educational policies.

Research Gap

Previous studies have identified various factors contributing to aggression among adolescents, including peer influence, school climate, teacher behavior, and individual psychological characteristics. However, limited research has specifically examined the combined influence of parental relationships and family environment on aggression among secondary school students in Pakistan. Most existing studies have focused on Western contexts, and their findings may not fully reflect the social and cultural realities of Pakistani families.

Furthermore, there is a lack of empirical evidence regarding how positive and negative family

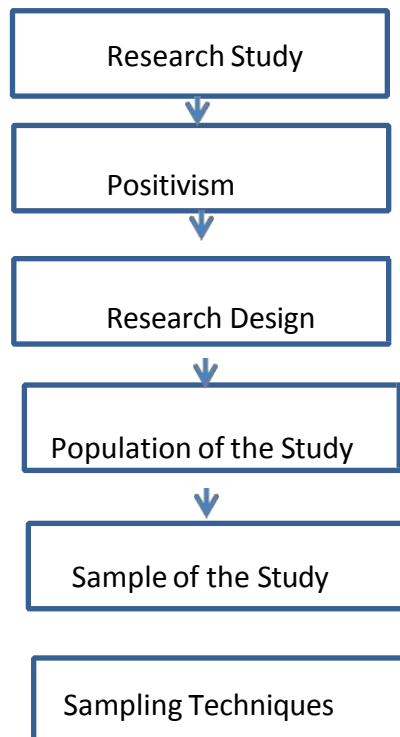
environments influence aggressive behavior among students enrolled in Federal Government secondary schools. Therefore, this study aims to fill this gap by investigating the relationship between parental relationships, family environment, and aggression among secondary school students in Rawalpindi and Chaklala regions.

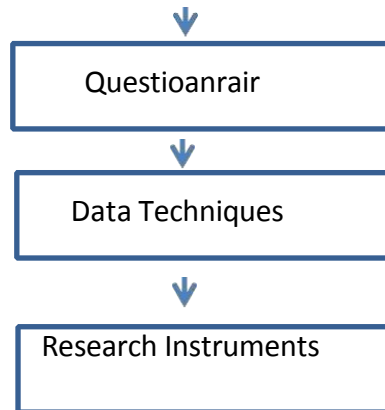
Research Design

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.

Table 1. Parental Relationship and Student Aggression
Observed Contingency Table (n=500)

Parental Relationship	Low Aggression	High Aggression	Total
Good	220	100	320
Bad	80	100	180
Total	300	200	500

Table 4.4 presents the observed frequencies of student aggression levels based on the nature of their parental relationship. A Chi-square test of independence was conducted to examine the association between Parental Relationship (Good vs. Bad) and Student Aggression (Low vs. High). The analysis revealed a statistically significant association between the two variables, $\chi^2(1, N = 500) = 28.36, p < .001$. The results suggest that students with bad parental relationships are more likely to exhibit higher aggression levels compared to those with good parental relationships. This finding aligns with previous research indicating that dysfunctional or conflict-ridden family environments can contribute to emotional instability and increased aggressive tendencies among adolescents. It highlights the importance of positive parental engagement in mitigating aggressive behavior in students.

Table 2. Expected Frequencies (Assuming No Association) n= 500

Parental Relationship	Low Aggression	High Aggression	χ^2	df	p
Good	192.0	128.0	27.35	1	.00
Bad	108.0	72.0			

Table 4.5 shows expected values are calculated based on the marginal totals under the assumption that Parental Relationship and Student Aggression are independent. Because the p-value is much smaller than 0.05 (in fact, extremely close to zero), we reject the null hypothesis. There is a statistically significant association between parental relationship and student aggression. Specifically, students with bad parental relationships are more likely to exhibit high aggression than would be expected if no relationship existed. This suggests that interventions focusing on improving parental engagement and home relationships may contribute to reducing aggressive behaviors in students, particularly those in critical adolescent years such as grades 9 and 10.

Table 3. Family Environment and Student Aggression
Observed Contingency Table (n = 500)

Family Environment	Low Aggression	High Aggression	Total
Good	200	100	300
Bad	100	100	200
Total	300	200	500

Table 4.6 presents the observed frequencies of student aggression levels based on the reported family

environment. A Chi-square test of independence was conducted to examine whether a significant relationship exists between Family Environment (Good/Bad) and Student Aggression (Low/High). The results revealed a statistically significant association, $\chi^2(1, N = 500) = 13.88, p < .001$, indicating that family environment significantly influences student aggression levels. Students from bad family environments were more likely to exhibit high aggression than expected under the assumption of independence. Conversely, those from good family environments tended to show lower aggression levels. This supports the understanding that a nurturing, supportive home environment plays a vital role in the emotional and behavioral development of adolescents.

Table 4. Expected Frequencies (Assuming No Association) n=500

Family Environment	Low Aggression	High Aggression	χ^2	df	p
Good	190.0	120.0	30.44	1	.00
Bad	110.0	80.0			

Table 4.7 These expected values are calculated based on the marginal totals under the assumption that Family Environment and Student Aggression are independent. Because the p-value is much smaller than 0.05 (in fact, extremely close to zero), we reject the null hypothesis. There is a statistically significant association between family environment and student aggression. Specifically, students with bad family environment are more likely to exhibit high aggression than would be expected if no relationship existed. This suggests that interventions focusing on improving family environment may contribute to reducing aggressive behaviors in students, particularly those in critical adolescent years such as grades 9 and 10.

Table: 4.16. Themes Identified from Teacher Interviews on Factors Contributing to Student Aggression.

Factors Representative Response from Interviews

Family Environment	Students from conflict-prone or unsupported families often show aggression.
Parental Relationship	Students who experience poor communication and frequent conflicts with parents tend to display more aggressive behavior.
Parental Monitoring	Lack of parental supervision and guidance increases the likelihood of aggressive behavior among students.
Emotional Support	Students who receive limited emotional support and attention from family members are more likely to exhibit aggressive tendencies.
Parenting Practices	Harsh discipline, inconsistent rules, and negative parenting practices contribute to aggression among adolescents

Findings

- Shows one-way ANOVA for investigating age differences in aggression among secondary students. Results show significant mean differences across age groups $F(1,18) = 3.99, p < .05$.
- Observed Contingency Table (Parental Relationship and Student Aggression). This table displays the observed frequencies of student aggression based on the quality of parental relationships.

Among 500 students, those with good parental relationships predominantly showed low aggression (220 students), while students with bad parental relationships showed a relatively equal distribution between low and high aggression. This comparison highlights a notable link between positive parent-child dynamics and reduced aggressive tendencies.

3. Expected Frequencies (Parental Relationship & Student Aggression). This table provides the expected values assuming no association between parental relationships and aggression. The Chi-square value of 27.35 with $p < .001$ indicates a statistically significant association between poor parental relationships and increased aggression among students.
4. Observed Contingency Table (Family Environment and Student Aggression). It displays the actual frequencies showing how students from good vs bad family environments differed in aggression. A good family environment was associated with a higher number of low-aggression students (200 vs. 100), whereas students from bad environments had equal representation in both aggression levels. Expected Frequencies (Family Environment & Aggression). Expected values and the Chi-square test confirm a significant association ($\chi^2 = 30.44$, $p < .001$) between poor family environment and elevated aggression. Students from negative home settings are more prone to aggression.
5. Themes Identified from Teacher interviews complemented the quantitative results, showing that teacher behavior, teaching style, teacher personality, parental environment, peer influence, and media exposure contribute to student aggression.

Conclusion

This study examined the relationship between parental relationships, family environment, and aggression among secondary school students. The findings revealed that both parental relationships and family environment are significant factors associated with aggressive behavior among adolescents. Students who reported poor parental relationships and unfavorable family environments were more likely to exhibit higher levels of aggression compared to those who experienced positive family interactions and supportive home environments.

The study highlights that aggression among secondary school students is not merely a school-related or disciplinary issue but is strongly influenced by family dynamics and home experiences. Positive parent-child relationships, effective communication, emotional support, and a stable family environment play a crucial role in promoting healthy behavioral and emotional development among adolescents.

The findings emphasize the importance of involving families in efforts to address student aggression. Parents, counselors, educators, and policymakers should work collaboratively to foster supportive home environments that encourage positive behavior and emotional well-being. This study contributes to the existing literature by providing evidence from the Pakistani educational context and underscores the need for family-centered interventions to reduce aggression among secondary school students.

Recommendations

Recommendations for Parents

1. Parents should maintain open, positive, and trusting communication with their children to strengthen parent-child relationships.
2. Families should provide a supportive, stable, and emotionally secure home environment that promotes healthy emotional development.
3. Parents should spend quality time with their children and actively participate in their academic and personal lives.

4. Family conflicts should be managed constructively to minimize their negative impact on children's behavior and emotional well-being.

5. Parents should seek guidance from counselors or educational professionals when persistent behavioral or emotional problems are observed in their children.

Recommendations for Schools and Counselors

1. Schools should organize parent-awareness programs focusing on effective parenting practices and positive family relationships.

2. School counselors should provide counseling and guidance services for students experiencing family-related difficulties.

3. Strong collaboration between parents, teachers, and counselors should be encouraged to identify and address aggressive behavior at an early stage.

Recommendations for Future Research

1. Conduct qualitative studies to gain deeper insights into how family relationships influence aggressive behavior among adolescents.

2. Undertake longitudinal studies to examine the long-term effects of family environment on student aggression.

3. Explore the influence of parenting styles, parental involvement, and family structure on aggressive behavior among secondary school students.

4. Expand the study to different provinces and rural areas to enhance the generalizability of the findings.

5. Investigate the effectiveness of family-based intervention programs in reducing aggression among adolescents.

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