

MEASUREMENT OF FIVE DIMENSIONS OF AGGRESSIVE BEHAVIOR PATTERN AMONG SECONDARY SCHOOLS STUDENTS: A CRITICAL COMPARISON ACROSS GENDER, SCHOOL AND LOCATION

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Abstract

Purpose: The aggressive behavior practice and its existence in youth almost everywhere across the globe. Educational institutes in Pakistan can't be separated from this behavior including street, road, park and other common places. The aggressive behavior is of different interlinking nested subtypes. It found at various among the students. This research study was done to measure the different nested aggressive behaviors of secondary students and explore the difference of aggressive behavior patterns based upon gender, location and type of school of district Peshawar, Pakistan.

Method: The sample was comprised of 1800 secondary level students based upon gender from public and private secondary schools located at rural and urban area of District Peshawar. Multistage random sampling technique was used. Aggressive behavior Inventory based upon aggressive questionnaire (Buss & Perry, 1992) was adopted and modified (translated into Urdu) to measure the aggressive behavior patterns (five aspects) of secondary level students. Teacher rating was also used as confirmatory source. T-test was

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used to explore the difference of aggressive behavior patterns in secondary level students based upon gender, location and type of school.

Findings: It was found that all the patterns of aggressive behavior occur in secondary level students of District Peshawar. It was also revealed that there is no significant difference of aggressive behavior patterns on the basis of gender, location and type of school.

Implication for Research and Practice: The presence of high level of aggressive behavior patterns in secondary level students gives insight to the policy makers about the consequences and dire need to device coping strategy and also informing teacher to examine and control its effects in their practice.

Keywords: aggressive behavior, secondary students, sector of the society and insignificance.

Introduction

Aggressive behavior is an inappropriate goal oriented behavior that intends to hurt or harm another individual verbally, physically or financially. It is one the integral problem that affects the adolescents in major. And it is more alarming in secondary schools students. Parents, teachers and population concern to the education all are feeling this with intensity and it is found in students either in one form or some other form (Fayso, 2019). Another difference is the observation that aggressive acts may differ in terms of their primary purpose, the presence or absence of anger and the degree of planning involved (Ramirez, 2009).

Another, aggressive behavior could not be circumscribed to one dimension. It is multiple in its nature, name and its practice. Researchers labeled the aggressive behavior to deviant behavior (Domracheva & Andreeva, 2019), anti social behavior (Odeode, 2019) and sometime problem behavior (Amstad & Müller 2020). Bandura (1973) differentiated instrumental and hostile aggression. He explained instrumental aggression which aims extraneous gain while Hostile aggression described as actions that result in physical injury to another rather than extraneous gain. Ramirez (2009) also explained with difference the two. Hostile aggression is an angry, unplanned act intended to harm another person. It is oriented towards the infliction of injury on another individual; its primarily goal is to hurt the victim while Instrumental aggression is conceived as a premeditated technique for obtaining a variety of objectives, such as some reward, profit, or advantage for the aggressor. Its primary goal is to achieve some form of non-aggressive incentive rather than to inflict harm to the victim.

On the same token, physical and verbal aggressive behaviors exist in school varies in their applied form. The first is label direct in which hitting and striking occurs and in other stealing is the primary function. Also, talking about a man behind his/her back considered aggression of indirect behavior (Pérez-Fuentes et al., 2019).

Hunt (1993) describes five patterns of aggressive behavior:

- (1) Over aroused aggression (anger): Those students who involve in over aroused aggressive behavior always provoked their peers or others to response aggressively
- (2) Impulsive aggression (physical aggressive behavior): Students having low tolerance for frustration whenever frustrated become violent and aggressive
- (3) Affective aggression (hostile aggressive behavior): The form of aggressive behavior is always caused by negative emotions
- (4) Predatory aggression (Design aggression): Students who engaged in predatory aggressive behavior always seek revenge. It is a planned and goal oriented behavior
- (5) Instrumental (verbal) aggression: This pattern of aggressive behavior is a verbal behavior in which one person or groups of persons harass another person directly or indirectly (Zarpoli, 2012).

It is perceived that a person exhibit aggressive behavior to show his dominance. Several studies showed that culturally male are more aggressive than female (Rehman & Nahar, 2013). Hussain (2013) said that girls are more emotionally aggressive than boys whereas boys are more hyper (anger) aggressive than girls. Morshad and Ahsan (2010) have said that 21% students in urban suffering from behavior problems. In Pakistan there is lack of information about the prevalence and magnitude of aggression among secondary level students. Only a couple of studies were carried out in Lahore and Karachi to determine the prevalence of problem behavior in school children. The one study found prevalence of 9.3% and other found higher than all with behavior problems (Hussein. S.A, 2008).The prevailing aggression behavior can turn them into powder keg waiting to explode. Unfortunately, our teachers, parents and society are unaware of this fact. In order to improve the situation our teacher, administration and parents need to make aware the prevalence of aggressive behavior has severe consequences. Our teachers must be skilled and knows strategies to prevent the development of aggressive behavior in the students. Aggressive behavior patterns refer an inappropriate behavior that harm or hurt another individual directly or indirectly and results in extraneous gain for aggressor. Aggressive behavior is a universal problem which increases at middle age and adolescence becomes vital concern of everyone because it may cause harm to others (Chen, 2010 & Masten, 2005). It is found that 10% to 20% children are suffering from behavior problems in developed countries while the

percentage is even higher in developing countries (Nikapota, 1991). The Aggressive behavior has been increasing since the last three decades of the 20th century and the prevalence rate in children is about 20 % in 1990 (Encyclopedia of Education). The problem of aggressive behavior is a matter of great concern not only in Pakistan but it is realized all over the world. People in Pakistan daily experience and suffer aggressive behavior in public places. The proliferation of aggressive behavior patterns in our society is alarming that may cause horrible consequences for the generation. All form of aggressive behavior such as physiological (physical & verbal) and psychological (anger, affective and predatory) not only prevail but on the rise. A couple of studies have been conducted in Pakistan in different context. In this scenario, the researcher inspired to carry out research study. In this study the researcher want to measures the aggressive behavior patterns described by Hunt (Zarpoli, 2012) and explore the differences of aggressive behavior patterns based upon gender, location and type of school. The study will draw the attention of educational researchers in Pakistan the vital problem of aggressive behavior. In this context, the research questions that this study sought to answer were as follow:

- i. What are aggressive behavior patterns possessed by the students at secondary schools?
- ii. Is there any difference in aggressive behavior patterns in students on the bases of gender?
- iii. Do aggressive behavior patterns of public secondary school students differ from that of the students of private secondary schools?
- iv. Is there any difference of aggressive behavior patterns in students of urban and rural secondary schools?

Review of Related Literature

The term aggressive behavior is defined differently in social sciences but many psychologists agreed on the definition that aggressive behavior is an inappropriate behavior to injure another person or for some extraneous gain or both of them (Buss, 1992).

Theoretical Understanding

This study seeks theoretical support from main psychological theories; behavioral theory, social theory, cognitive development theory, biological theory and psychoanalytical theory.

Theory of behavior stated that children learn aggressive behavior from stimulus present in the environment. Behaviorism relies on two form of conditioning; classical conditioning and operant conditioning. It explains how behaviors are associated with some stimulus in the environment and learn new behavior. Cognitive theory refers how individual perceive and

understand stimulus in the environment. Children learn new behaviors and concepts through a series of four different stages in their life span (Khalil and Zahoorulhaq, 2019). When children fail to obtain goal successfully in these stages they show aggression. The moral domain of cognitive theory studies the violence and aggressive behavior. Information processing model refers how people make decisions as they go through a series of thought processes. According to this theory when people store information improperly or due to forgetting theory a person unable to retrieve the information correctly it makes him act aggressively. Aggressor may interpret information wrongly at the time of decision. Biological theories explain certain types of aggressive behavior acquired by environment or by genetics heredity. The theory of psychoanalytic is based on the ideas of Sigmund Freud who believed that the human behavior including aggressive behavior is developed due to unconscious forces operating in the mind of a person. He believed that unwanted experiences and event of shame occur in early age might affect a person to operate normally which makes a person to act aggressively. Social learning theory of Albert Bandura emphasizes that aggressive behavior occurs when people experience and observing other, while acting aggressively and appreciated. General Aggressive Model (GMA) refers how environment adds much to the aggressive behavior. In teaching learning process the role of head and teacher is multifaceted. For quality instruction the head teacher and teachers must aware of all concern behaviors that are exist in the school environment (Dilnashin, Inamullah, Irshadullah & Khalil 2016).

Review of Previous Researches

Few studies have investigated the prevalence of aggressive behavior and revealed the differences based upon gender, location and type of school.

Joshi and Rizwan (2015) explored that level of aggression is higher in girls than boys whereas boys with higher grade showed more aggression than girls. A stratified random sampling technique was used to select 80 students with equal size of boys and girls. To analyze the data mean, Standard Deviation and t-test was used. To found the level of aggression standardized aggression scale has been used which was originally developed by Dr. GauriPayari and Dr. Raj Kumar.

Hossain (2013) conducted a study found insight about the prevalence of aggressive behavior among the students. Aggressive behavior was assessed using self-repot and strengths and difficulties questionnaire (SDQ). The study found that emotional problem in girls is higher than that of boys while hyperactivity inattention prevail more among boys. It is also explored that 22% students were found abnormal or lies at the borderline.

Rehman and Nahar (2013) explored that boys are more aggressive than girls. In location itis revealed that students of urban have not shown more

aggressive behavior than students of rural. The sample of the study was consisted of 80 respondents which were equally distributed on the basis of gender. A stratified random sampling technique was used for the data collection from university students of age 20-25 years. A Bengali version of aggressive behavior scale developed by Rehman (2003) originally developed by Buss and Perry (1992) was used for measurement of aggression.

Hussein (2008) found in his study that girls were more abnormal than boys. The study also found that students with problem behavior of private school were higher than students of Govt community schools. To found aggression SDQ, Goodman, 1999 was used. Logistic regression was also used to identify the factors associated with parent rating.

Khundi and Khan (1992) found in his study that 9.3% school children suffering from emotional problem. It is also found that behavior problem in school children prevail more in urban school while the prevalence of problem behavior in private school children was found 7.5% and in state run schools children was 10.3.

Anderson and colleagues (2017) proposed a list of psycho-social factors which possibly lead to aggressive behavior such that: violent media use (23%), sex (12%), Abusive parenting (9%), peer victimization (17%), peer delinquency (28%), and neighborhood crime (11%) possibly lead human aggressive behavior.

Method

Research Design

This study is a descriptive research study. The aggressive behavior inventory 5-point Likert scale was used to measure the prevalence of aggressive behavior patterns of secondary level students. Teacher rating was used as confirmatory source. T-test was used to compare the aggressive behavior patterns based upon gender, type of school and location.

Research Sample

A sample size of 1800 secondary level students (both gender) selected from 34 public and private schools located at rural and urban area of Peshawar. To select the above sample Multistage random sampling technique was used. A total 684 students 191 boys (urban), 206 boys (rural) and 189 girls (urban), 98 girls (rural) selected from 13 public schools. A total 1116 students 279 boys (urban), 279 boys (rural) and 279 girls (urban), 279 girls (rural) selected from 21 private schools. It was followed by the selection of 60 students from one school (30 from 9th and 30 from 10th) out of 30 students 15 from science group and 15 from arts group). The researcher randomly selected 684 students (both gender) from public schools and 1116 students (both gender) from private school. The researcher initially selected 30 sample schools for selecting 1800 secondary level students, 60

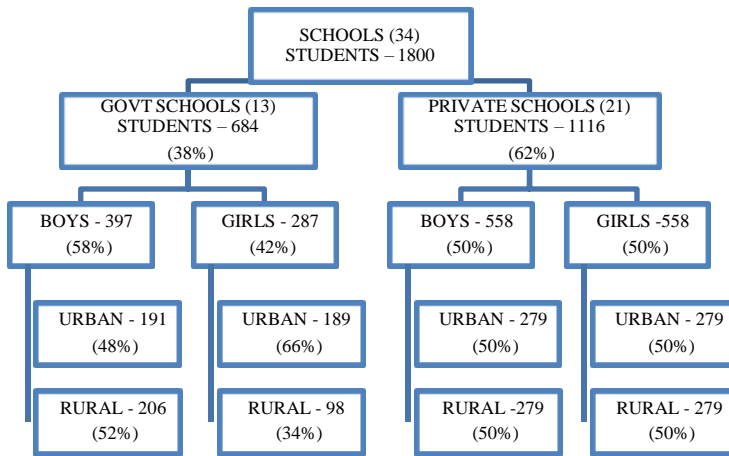
from each school but some schools having strength less than 60 in secondary classes so, researcher randomly selected four more schools. A sample size of 1800 respondents (955 boys&845 girls) was taken as target population.

Table 1: Summary of Govt. / Private Schools

	Type	Govt. / Public	Non-Govt./ Pvt.	Total
Rural	Boys	63	27	90
	Girls	44	8	52
	Co-Edu	-	159	159
Urban	Boys	43	45	88
	Girls	38	32	70
	Co-Edu	-	140	140
Total (Rural+Urban)	Boys	106	72	178
	Girls	78	40	118
	Co-Edu	-	299	299
G. Total		184	411	595

Table 2: Number of Students in Public and Private Secondary Schools of EMISKP (2015-16)

Institution	Boys	Girls	Total	Percentage
Government (Public schools)	17462 (58%)	12513 (42%)	29975 (100%)	38%
Non-Government (Private schools)	24096 (50%)	24096 (50%)	48192 (100%)	62%
Total	41558	36609	78167	100%



Source: Annual Statistical Report 2014-15 Khyber Pakhtunkhwa

Figure 1: Sample Breakdown of District Peshawar

Research Instruments and Procedure

Aggressive behavior inventory was adapted from National Institute of Psychology (NIP) Islamabad and modified for the collection of data. It contained 33 statements and was divided into 5 patterns; over aroused aggression (nine statements), Impulsive aggression (eight statements), Affective aggression (seven statements), Instrumental aggression (five statements) and Predatory aggression (four statements). The researcher developed the statements for the fifth pattern having statements number 30, 31, 32 and 33. The maximum possible score was 165 and minimum possible score was 33. A score of 100 was regarded as aggressive score. Teacher rating was used as confirmatory source to verify the aggressiveness of student. It consisted five statements and every statement measured one pattern of aggressive behavior. Those students who obtained aggressive score but their class teacher did not mark them aggressive or students who were marked aggressive by their class teacher but did not obtained aggressive score excluded from the list of aggressive students. The researcher selected 505 students who obtained aggressive score and also marked aggressive by their class teacher.

To check the validity of the modified aggressive behavior inventory, views of experts (Faculty members of Secondary and Elementary Education department) of Allama Iqbal Open University Islamabad were obtained who found the inventory valid for measuring aggressive behavior patterns of secondary level students. On their suggestion I incorporated all the changes in Urdu language of aggressive behavior inventory and also calculated the

reliability of fifth pattern of my Inventory which was found 0.63. The pilot testing was conducted. The sample size of the piloting consisted of 240 respondents selected randomly from three secondary schools (boys) and one secondary school (girls). These were not included in the main sample. The piloting was conducted successfully because no difficulties were recorded.

Results

In order to measure the prevalence of aggressive behavior patterns in secondary level students the percentage, mean score and standard deviation was obtained. To explore the difference in aggressive behavior patterns based upon gender, location and type of school t-test was calculated.

Data Analysis

Table 3: Measurement of Aggressive Students in Secondary Level Students

No. of students	Non-Aggressive	Self-Reported aggressive students	Teacher Rated aggressive students	Aggressive Students	%	Mean	Sd.
1800	1295	519	505	505	28.1	110.8	9.27

In Table-3, the responses of 1800 secondary students were collected and tabulated. The numerical analysis revealed that out of 1800 only 519 were found aggressive. Further those 519 were re-investigated by their concern teachers in which 505 were declared statistically aggressive. Further the aggressive behaviors of the targeted sample of 505 were statistically analyzed for their sub-aggressive behaviors attributes.

Table 4: Prevalence of Aggressive Behavior Pattern in Secondary Level Students

Patterns	No. of Subjects	Aggressive	% tage	Mean	S.D.
Impulsive	505	54	10.7	35.8	3.08
Instrumental	505	164	32.5	20.9	1.91
Over aroused	505	77	15.2	28.2	3.11
Affective	505	130	25.7	32.7	2.85
Predatory	505	80	15.8	17.1	1.80

The table 4. shows the percentage of all the five patterns of aggressive behavior. The obtained percentage reveals that Instrumental aggressive

behavior (verbal aggression) was found the most dominant pattern that is 32.5%, Impulsive aggressive behavior (physical aggression) 10.7%, Predatory aggressive behavior (design aggression)15.8%, over aroused aggressive behavior (anger) 15.2% and affective aggressive behavior (hostile aggression) was found 25.7%.

Table5: Comparison of Aggression Behavior Patterns in Boys and Girls

Pattern	Gender	N	Mean	S.D.	t-value	P-value
Overall	Boys	295	111.02	9.37	4.28	0.66
	Girls	210	110.66	9.16		
Impulsive	Boys	37	36.22	3.29	1.56	0.12
	Girls	17	34.82	2.40		
Instrumental	Boys	85	20.78	2.02	- 1.21	0.22
	Girls	79	21.15	1.79		
Over aroused	Boys	44	27.84	3.10	-1.26	0.21
	Girls	33	28.75	3.11		
Affective	Boys	83	29.13	3.37	.938	0.35
	Girls	47	32.89	2.84		
Predatory	Boys	45	17.20	1.86	.491	0.62
	Girls	35	17.00	1.73		

Table-5 shows that accumulated score (Overall) of aggressive behavior patterns based upon gender the P-value is 0.66 which is highly insignificant. The obtained mean scores are 111.02 and 110.00 respectively. The t-value obtained for the mean difference is 4.28 which are insignificant at 0.05 levels. The result reveals that there is no significant difference in the aggressive behavior pattern in secondary level boys and girls.

On the same pattern if we look at the column entries of sub-behaviors of this table, it is vivid that secondary school students are insignificant across the gender. So, the hypothesis that there is no significant difference in the aggressive behavior pattern among secondary level students across the gender is accepted.

The analyses negate the result of most of the researchers that gender has significant differences in their aggression. We can conclude that in

aggression aspect boys and girls having similar intensity in district Peshawar specific region.

Table4: Comparison of Aggression Behavior Patterns in Rural and Urban Secondary Level Students

Pattern	Location	N	Mean	S.D.	t-value	P-value
Overall	Rural	266	110.74	9.13	-0.31	0.75
	Urban	239	111.00	9.45		
Impulsive	Rural	30	35.68	2.56	-.216	0.83
	Urban	24	35.87	2.67		
Instru-mental	Rural	80	20.78	1.87	- 1.14	0.25
	Urban	84	21.13	1.97		
Over aroused	Rural	36	28.08	3.65	- 0.370	0.71
	Urban	40	28.35	2.58		
Affective	Rural	71	33.00	2.67	1.25	0.21
	Urban	59	32.37	3.02		
Predatory	Rural	48	17.22	1.67	0.708	0.48
	Urban	32	16.93	1.98		

The Table-4 shows the P-value of accumulated score (Overall) of aggressive behavior patterns of rural and urban secondary level students is 0.75 which indicates highly insignificant level of aggression. The obtained mean values are 110.74 and 111.00. It indicates that this pattern of rural and urban secondary level students have no significant difference. It indicates that rural secondary level students and urban secondary level students are similar in this pattern of aggressive behavior. So, the hypothesis that there is no significant difference in the aggressive behavior pattern in rural and urban secondary level students is accepted.

On the same pattern if we look at the column entries of sub-behaviors of this table, it is vivid that secondary school students are insignificant across rural and urban. So, the hypothesis that there is no significant difference in the aggressive behavior pattern among secondary level students across the rural and urban is accepted. It shows that this pattern is similar in both rural and urban secondary level students.

Table5: Comparison of Aggression Behavior Patterns in Public and Private Secondary Level Students

Pattern	Location	N	Mean	S.D.	t-value	P-value
Overall	Public	167	110.21	8.25	-	0.26
	Private	338	111.19	9.73	1.11	
Impulsive	Public	17	36.29	3.45	0.84	0.40
	Private	37	35.52	2.91		
Instrumental	Public	61	20.85	2.13	-	0.57
	Private	103	21.02	1.79	0.56	
Over aroused	Public	18	27.55	3.60	-	0.30
	Private	58	28.43	2.95	1.04	
Affective	Public	50	32.54	3.17	-0.55	0.58
	Private	80	32.82	2.63		
Predatory	Public	21	16.76	1.89	-	0.30
	Private	59	17.23	1.76	1.04	

The Table-5 shows the P-value of accumulated score (Overall) of aggressive behavior patterns of public and private secondary level students is 0.26 which indicates insignificant level of aggression. The obtained mean values are 110.21 and 111.19. It indicates that this pattern of public and private secondary level students have no significant difference. So, the hypothesis that there is no significant difference in the aggressive behavior pattern in rural and urban secondary level students is accepted.

On the same pattern if we look at the column entries of sub-behaviors of this table, it is vivid that secondary school students are insignificant across the public and private cadre.

Implication, Discussion, Conclusion and Recommendations

Implications of this Research Study

The present study replicates the result of (Yaratan & Uludag, 2012) that aggression exists with the education context. The result shows that percentage of aggression is very high in secondary level students and these students at the risk of getting suffered from the aggression behavior. The aggression behavior of the students could be triggered from various sources but the present study did not investigate the pre-existing of aggression. Aggressive behavior in Peshawar is very alarming need to tackled on war bases otherwise these students turn into powder keg ready to explode. After reviewed the related literature the researcher state that sources of aggressive behavior may stem from teacher-student relationship, family trouble such that parents style and parents relationship and injustice from teacher and administration. Many studies revealed the negative relationship between

aggressive behavior and academic achievement (Uludag, 2003 & Geoges, 2012). It indicates that when aggression increases the academic achievement of the students decreases. In order to mitigate the consequences of aggressive behavior the administration should appoint mentor or counselor to monitor the aggressive behavior of the students.

Discussion, Conclusion

Aggressive behavior is an inappropriate behavior of an individual intended to hurt another person psychologically, physically or financially. Its severe form may be killing of a person. USDJ (2012) reported 1203564 crimes of violence in 2011. The result of the present study shows in Table 1 that Impulsive aggressive behavior was found 10.7%, Instrumental 32.5%. Over aroused 15.2%, affective 25.7% and Predatory aggressive behavior was found 15.8%. The finding of the study is consistent and replicate the finding of Nitapota (1991) as according to his study 10% to 20% children are suffering from behavior problems in developed countries and the prevalence is same or higher in developing countries while in Rural Bangladesh 21% students found suffering from any form of problem behavior (Morshad & Ahsan, 2010). The results of this research study revealed that: no differences in the level of aggressive behavior on the basis of gender; location (rural & urban) and type (public and private) among secondary school students were investigated.

Despite the limitations the present study provided the valuable data about the prevalence of aggressive behavior patterns in Pakistani students. It is concludes that in our culture we see aggressive people establish their dominance over other people. Verbal aggression is most common pattern of aggressive behavior because it is not rated as bad as physical aggression. Physical aggression is almost 11% which is dangerous and alarming as it causes injuries to the victim. Predatory aggressive behavior is a pattern in which aggressor does not shows his resentment directly but indirectly destroys someone belongings. It is goal oriented behavior. A person who engaged in anger aggressive behavior rarely chooses his victim and shows his resentment. Affective aggressive behavior is a negative emotion which is usually aroused when someone provokes other. In this pattern of the aggressive behavior a student retaliates after been provoked.

Lagadhir (2011) explored that student of urban area exhibit more aggressive behavior than rural students. All these studies revealed diverse results which highlight the importance of continuous research for in-depth understanding of the relationship. The findings will help to understand the reason, causes and consequences of aggressive behavior in Pakistan. The hypothesis that there is no significant difference of aggressive behavior patterns between rural and urban secondary level students is accepted. It concludes that the current research adds to the depository of knowledge in

the area related to aggression. The study may have important implication for social worker, counselors and organizations working with aggressive students. One limitation of this study that the factors such as socio-economic status, health condition, single parent and family background were not controlled.

The finding of this study gave the contrast finding of previous study which showed that students of public school experienced all the patterns of aggressive behavior more than the students of private school (Omisore, 2012). This study reported that students of private school experienced 25% less aggression than students of public school. The US national report unveiled that 4.3 % student of public school face aggression whereas 2.6 % students of private school got victim of aggression. Similarly, the study of Ez-Elarab (2007) also revealed that different patterns of aggressive behavior were found higher in public school than private school. After reviewing the related studies the researcher perceived that the discipline and code of conduct control the execution of aggressive behavior whereas it is not possible in public school due to heavy enrollment and government policy and constitution. The hypothesis that there is no significant difference of aggressive behavior patterns between public and private secondary level students is accepted. The study looks the self-report of students and teachers and does not take into account the incidents of aggressive behavior. However, this limitation is neutralized by triangulation the teacher and students score.

Recommendations

1. The result of the study showed that all the patterns of aggressive behavior were found prevalent among students of secondary schools in district Peshawar. The instrumental aggressive behavior was found the most persistent pattern among secondary level students. In Pakistani culture instrumental aggressive behavior is not rated as bad as physical aggressive behavior. It is recommended that aggressor may be educated that this act is disliked by everyone and it is also a flaw in his personality.
2. It is also concluded that high level of instrumental aggressive behavior (verbal) may turn into physical aggressive behavior. It may be controlled through social education and proper guidance at early. The aggressor must be discouraged to demonstrate any pattern of aggression behavior.
3. Although the impulsive aggressive behavior (physical) was found less persistent among the secondary level students but it can cause hazards to norms of the society. It is recommended that parents and teachers should continuously monitor the behavior of the child. It is important to prevent the development of inappropriate behavior. It is also recommended that

anecdotal record may be maintained by the teachers and heads of education institutions.

4. It is recommended that anger management seminars and awareness program should be arranged which will equip teachers and students to deal with stressful situation. There is a need to arrange students counseling and psycho-therapy for the students of terror affected area Peshawar.

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