**The aggressive behavior among children: causes and preventing measures**

**Abstract**

This study aimed to investigate the causes of aggressive behavior among children and to propose some preventive measures that can help control the aggressive behavior among children. To achieve the objectives of the study, a qualitative descriptive approach was relied upon, which relied on reviewing studies, research, and books related to the subject of the study. The study found that there are multiple causes that lead to aggressive behavior among children. Some of these factors are related to the family environment, the way parents treat children, media violence, the way the teacher treats children and peer groups. Other studies classified these causes to psychological, cognitive and social factors. The study also found that there are many preventive measures that can be applied in order to control aggressive behavior in children, including: parents' reliance on friendly treatment methods, avoiding tyranny and beating methods, providing adequate space for the child to unleash his/her energies, observing the child and determining his/her aggressive behavior, and developing social communication skills and emotional intelligence among children.

**Key words**: *Aggressive behavior, children, causes, preventing measures*

1. **Introduction**

Sociologists pay great attention to topics related to childcare, especially in issues related to behavior, as studying these fields allows them to answer many of the questions that are at the forefront of the field of education and sociology. Yaacob & Siew (2010: 1061) emphasized that such studies would contribute to providing methods and procedures that can be relied upon in controlling their attitudes, and thus treating them in an appropriate manner that enhances the vital role of children in societies and contributes to their healthy upbringing, especially since they are the youth of the future on whom the success and the advancement of societies depends on them.

Aggressive behavior is considered one of the behaviors that should be given attention by sociologists, researchers and professionals for children. In this regard, the American Academy of Child and Adolescent Psychiatry (2011) emphasized that controlling children's aggressive behavior in early stages is easier and better than controlling it in advanced stages, as the progress of, a person increases the level of his/her rebellion, which means the need to pay attention to the child who shows signs of aggressive behavior early.

In general, aggressive behavior refers to behaviors that cause harm or inconvenience to others (Walumoli, 2016), whether that is through insulting others with offensive and wrong words or through rebellion against others and the desire to take away a certain thing by force (Lewis & Bear, 2009; Monroe, 2011).

The seriousness of aggressive behavior in children lies in the effects resulting from it, as Moreno and Estévez1 (2018) emphasized that aggressive behavior reduces the level of the child's academic participation and thus decreases his/her academic and achievement level. Moreno and Estévez1 (2018) added that this behavior affects the child's relations with his/her friends at school, in addition to strengthening his/her negative attitude towards the school environment. Huesmann et al. (2009) clarified that the effects of aggressive behavior are not limited to the short term; rather, it may extend in the long run and contribute to reducing levels of psychological and social performance of individuals. Eisenbraun (2007) argued that aggressive behavior is not related to a single factor; rather, there are many factors that contribute to the child's aggressive behavior, and these factors expose the child to a greater risk, including the familial environment and the drug or alcohol use among youth at school.

Although the importance of studying aggressive behavior in children; however, this behavior remains a controversial issue that is related to a set of reasons and requires the existence of certain methods and procedures to deal with it effectively and to control it. From these points, this research seeks to investigate the causes of aggressive behavior among children and the preventive measures that can help control it and reduce its levels.

**1.1 Research problem and questions**

The behavioral problems of children in the school environment occupy the attention of teachers at various levels, as manifestations of lack of respect for the teacher, failure to follow school instructions, the practice of negative behaviors in the classroom environment, in addition to showing aggressive behavior towards others towards teachers are among the most prominent of these behavioral problems. Schick & Cierpka (2016) emphasized that the behavioral problems that are existed among students contributed to the teacher's preoccupation in addressing these behaviors at the expense of the time required teaching the curriculum. In many cases, the teacher resorted to the use of certain methods that are inconsistent with the educational interest and may increase the aggressive behavior of students in many cases, including beating or insulting. Huesmann et al. (2009) that the effects of behavioral problems that appear among some children are not limited to teachers, but it also appears to their peers in the classroom.

Although it is important to study the aggressive behavior in children; however, this behavior remains a controversial issue that is related to a set of reasons and requires the existence of certain methods and procedures to deal with it effectively and to control it. Consequently; the problem of this study can be summarized in the following questions:

1. What are the causes of aggressive behavior among children?
2. What are the preventive measures that can help control the aggressive behavior among children?

**1.2 Research importance**

The importance of the study is evidenced from the importance of its goal of studying the causes that lead to aggressive behavior in children, as these results would help to identify areas that need attention from social workers in school settings, in addition to the areas that need attention from teachers and students' parents, thus, trying to take measures that lead to controlling the manifestations of this behavior among children. Previous studies emphasized the importance of controlling aggressive behavior among children, where Harachi et al. (2006) indicated that controlling aggressive behavior affects their mental health and enhances the level of stability in society, and Huesmann et al. (2009) that controlling aggressive behavior improves the individual's social performance.

Moreover, this study contributes to providing preventive measures and educational policies that the various responsible authorities in the school or in the family environment can apply in a way that reflects positively on the students' aggressive behavior and contributes to controlling it. on the other side; this study represents an important addition to studies that investigate the causes of aggressive behavior in children, so that future studies can rely on it and benefit from its results.

**1.3 Research objectives**

This research seeks to achieve the following objectives:

1. To investigate the causes of aggressive behavior among children.
2. To propose some preventive measures that can help control the aggressive behavior among children.
3. **Research methodology**

To achieve the objectives of the study, a qualitative descriptive approach will be relied upon, which relies on reviewing studies, research, and books related to the subject of the study.

1. **Research Literature**

**3.1 The meaning and types of aggressive behavior**

The definitions provided for aggression varied and differed based on the differences existed between viewpoints. In the year 1961, Buss (1961) introduced a definition of aggression represented in that it is a form of behavior that is directed at another organism so that it is annoying and causes harm to the opposite party. Fatima & Khatoon (2015) defined aggression as acts that cause harm to others. Dodge et al. (2006) also defined aggression as a specific behavior that aimed at harming the neighboring party. Waddell (2012) emphasized that aggression cannot be generated without a reason; rather, it results from individuals ’hatred of others, or their anger at each other, or as a result of the high level of competition between individuals, whereby the individual seeks through this behavior to harm and defeat others.

Waddell (2012) pointed out that aggressive behavior has become a common behavior among children, where this behavior appears clearly among children in school, in public places, or in the family environment. Imtiaz et al. (2010) indicated the multiplicity of forms of verbal behavior, as it may take the form of a verbal attack or it may be in the form of a physical attack.

Kulesza (2015) argued that the term aggression is associated with many terms, including destruction, violence, sabotage, and hostility, where the use of each term depends on the nature of the situation the individual is exposed to and the level of harm to which the individual has been exposed. Kulesza (2015) asserted that the ultimate goal of aggression is to hurt or harm the opposite party in order to achieve specific goals of the aggressive party.

Harachi et al. (2006) and Huesmann et al. (2009) agreed that the main reason for the increase in the level of interest in studying the phenomenon of aggressive behavior in children is related to the increase in juvenile crime rates during the past years. This increase is resulted from neglecting to address the aggressive behavior of children in the early stages, where this behavior can easily grow with advancing age if it was not controlled using preventive measures (Huesmann et al., 2009). Yizhen et al. (2006) added that the inability of societies to control aggressive behavior leads to destabilization of societies, negative impact on the individual's psychological and physical health, and weak social relations. Moreover, Raaijmakers et al. (2011) indicated that aggressive behavior increases the costs needed to deal with these situations due to the high cost of treating mental problems.

McAdams (2002) indicated that there are two types of aggression, the first is proactive and the second is reactive. McAdams (2002) argued that these types facilitate the identification of motives, causes and methods of preventing aggressive behavior. Connor et al. (2004) explained that proactive aggression is a coercive activity that the individual resort to in order to achieve certain goals, achieve dominance and control over a certain aspect and to provoke fear and panic among a group of individuals. Thus this type of aggression can be described as being ruthless because it is the result of the individual's preemptive internal motives. Vitiello & Stoff (1997) argued that proactive aggressive behavior is intentional behavior whose primary purpose is to create change and influence others. As for the second type of aggression, it is produced in response to a specific action, whereby the individual is provoked by committing a specific act that incites him/her to show aggressive behavior towards this party (Connor et al. 2004). Waddell (2012) emphasized that the reaction results mainly from causing a negative feeling in the individual that prompts him to show another negative reaction.

Conner, et al. (2009) argued that reactive aggression is seen as less emotional and more controlling than reactionary aggression. At the level of children; Waddell (2012) emphasized that children resort to reactive aggression by using force to achieve their goals and obtain what they want. Dodge and Coie (1987) added that there is a relationship between reactive aggression and suicidal behavior, while there is no relationship between proactive behavior and suicidal behavior.

Through the above, aggressive behavior can be defined as a disorder that affects the individual and aims to harm others. This behavior results from a set of circumstances and factors (internal and external) which are surrounding the individual that may cause a physical or moral aggression. It is also evident through the definitions that the individual resorts to aggressive behavior as a means to protect himself/herself from others and those around him/her and as a way to prove himself/herself and his/her various abilities.

**3.2 The causes of aggressive behavior among children**

There are many factors that lead to aggressive behaviors among individuals, as Imtiaz et al. (2010) showed that aggressive behavior does not result from one single factor. Rather, it results from the interaction of a group of factors with each other that stimulates the aggressive behaviors of the individual. For children and adolescents; the theoretical literature includes a set of factors that stimulate aggressive behavior, including physiological factors, biological factors, genetic factors, environmental factors, psychological factors including unemployment, family factors and the level of parental participation in supporting children, in addition to what is presented through the media of Violence manifestations (Rhee & Waldman, 2002; Raine, 2002; Dishion et al., 2005; Imtiaz et al., 2010; Schick & Cierpka, 2016).

Rhee & Waldman (2002) designed a bio-psycho-social model in order to identify the causes that motivate aggressive behavior in individuals. Rhee & Waldman (2002) concluded that sex is one of the most important factors that stimulate aggressive behavior, as the level of aggression among males is higher than that of females. Raine (2002) concluded that there are many factors that develop aggressive behavior in the child related to the practices of women during pregnancy and childbirth, for example smoking increases the manifestations of aggressive behavior among children.

The results of the studies confirm that psychological, cognitive and social factors are among the most important factors that affect aggressive behavior in individuals (Vance et al., 2002; Raine et al., 2005; Trzesniewski et al., 2006). For example; Intelligence levels are one of the factors associated with aggressive behavior, as individuals whose IQs are lower than average have more manifestations of aggressive behavior than individuals who have higher IQs than average (Vance et al., 2002).

At the social level; the link between levels of intelligence and the level of social behavior can be considered an indicator of aggressive behaviors, as Raine et al. (2005) emphasized that children who have difficulty interpreting facial expressions and determining the reactions of individuals in the social environment show more aggressive behaviors where they cannot respond in a positive way with the circumstances of the place they are.

Moreover, Dishion et al. (2005) and Trzesniewski et al. (2006) clarified that there is a correlation between the academic level of the individuals and the level of aggressive behavior they have. The decline in academic performance increases the chance of the child joining deviant groups, and thus increases his/her level of aggressive behaviors. Schick & Cierpka (2016) added that children's ability to control their emotions and the level of their communicative competencies is one of the determinants that affect aggressive behaviors in children. Children who suffer from weakness in these two aspects are more likely to commit aggressive behaviors such as aggressive reactions, which lead in many cases to exclude them on the social level (Schick & Cierpka, 2016). On another level, Dodge & Pettit (2003) emphasized that children who exhibit non-aggressive behaviors have lower levels of knowledge and have difficulty processing information. Schick and Cierpka (2016) found that non-social children face difficulty weak in processing information, and this weakness increases the possibility of committing aggressive behaviors because of their inability to distinguish the final meaning of the information.

Moreover, family factors that are included in the list of social factors are among the most prominent causes leading to aggressive behavior and among the causes that have received most attention by researchers (Schick & Cierpka, 2016). Wolfe et al. (2003) indicated that parenting patterns used by parents are among the most important social factors that contribute to the development of aggressive attitudes among children. Steinberg (2001) emphasized that the authoritarian parenting pattern and neglect of children are associated with an increase in aggressive behaviors. As well as, enhancing the level of trust between parents and children contributes to reducing the level of aggressive behaviors. Jester et al. (2005) found that family disintegration and parent conflict increase aggressive behaviors among children. Andreas & Watson (2009) added that the family union and the decline in the level of family conflicts reduce the aggressive behaviors of children.

Braza et al. (2015) concluded that applying a supportive parenting method enhances the levels of trust between parents and children, and thus reduces the levels of aggressive behavior among children, while Benzies et al. (2009) concluded that the use of aggressive parenting methods reinforces aggressive behavior in children.

**3.3 Preventing measures of aggressive behavior**

The main goal that psychological educational methodologies seek to achieve is to reduce aggressive behavior, and this can be done by studying the factors and causes that increase the level of aggressive behavior among individuals or by presenting a set of methods that can represent preventive elements that limit their aggressive behavior (Moffitt & Caspi, 2001).

Schick & Cierpka (2016) stressed the importance of developing preventive programs in kindergarten schools due to the importance of this stage and its great impact on the various subsequent developmental stages. Schick & Cierpka (2016) argued that reducing the aggressive behavior of individuals at this stage helps to develop balanced personalities capable of facing various future challenges. John et al. (2012) added that it is important to conduct effective intervention that contributes to controlling the aggressive behavior of children, where this procedure must target the self-behavior of children and the behavior of the parents.

The theoretical literature referred to a set of methods, steps and procedures for controlling and reducing aggressive behavior among children. Some of these methods include (Ghorab and Hijazi, 2012):

1. Enhancing children's feelings of happiness, as the child's presence in an environment that enhances feelings of joy and happiness in him/her enhances his/her feeling of kindness in dealing with others, while the child's presence in an environment that provide him/her with constant criticism will increase the amount of aggressive behavioral practices they show.
2. Staying away from harsh and authoritarian parenting methods when dealing with children, as relying on the hitting method increases the level of aggressive behavior among children by increasing the level of their rebellion.
3. Providing a suitable space for children to show their energies and unleash their creativity, as increasing the space in which children are located reduces their aggressive behavior. It is also important to make a continuous change in the environment in which individuals reside so that it reflects positively on the psyche of children and their feeling with happiness and comfort.
4. Promoting the manifestations of good behavior in children by informing the child that the behaviors he/she exhibits are the correct behaviors that he/she must focus on and seek to develop continuously. It is not necessary to accept absolutely that such behaviors must be shown by the child.
5. Providing children with training programs and activities that enhance their social communication skills and emotional intelligence. The development of these skills reduces the manifestations of aggression in children and develops in them the skills of dealing and communicating kindly.
6. Monitoring children's behavior on an ongoing basis and trying to detect any aggressive tendencies that appear in them in order to deal with it with great accuracy and speed.

John et al. (2012) pointed out the importance of comprehensive prevention programs for children directed at pre-school and kindergarten, as these programs contribute to preparing teachers in an optimal way to be able to deal effectively with children and influence their communication skills in social life. John et al. (2012) added that it is important to focus also on parents and introduce them to appropriate dealing strategies with children because of the significant impact that parenting patterns can have on children's behaviors and aggressive practices. John et al. (2012) indicated to set of procedures and models that can be applied to parents to control the aggressive practices of their children, including workshops, regular group meetings, and practical training on methods of dealing with children. Jester et al. (2005) and John et al. (2012) emphasized the importance of integrating parenting programs with the classroom and their significant impact on improving children's emotional levels and social behaviors.

Various institutions of society must strive to reduce the levels of aggressive behavior in the child (Fatima & Khatoon, 2015). Identifying the causes of this behavior is the first step through which it is possible to control this behavior by taking preventive measures that are commensurate with each of the reasons

1. **Conclusion**

A review of previous studies confirms the multiple causes that lead to aggressive behavior among children. Some of these factors are related to the family environment, the way parents treat children, media violence, the way the teacher treats children and peer groups. Other studies classified these causes to psychological, cognitive and social factors.

The theoretical literature has indicated that there are many preventive measures that can be applied in order to control aggressive behavior in children, including: parents' reliance on friendly treatment methods, avoiding tyranny and beating methods, providing adequate space for the child to unleash his/her energies, observing the child and determining his/her aggressive behavior, and developing social communication skills and emotional intelligence among children.

Thus, various institutions of society must strive to reduce the levels of aggressive behavior in the child. Identifying the causes of this behavior is the first step through which it is possible to control this behavior by taking preventive measures that are commensurate with each of the reasons.

1. **Recommendations**

Based on the finding of the study, the researcher recommended the following:

1. Enhancing parents' awareness of the danger of parenting methods on the aggressive behavior of children, and instructing them to use parenting methods based on kindness and participation.
2. Officials in educational institutions must allocate some classes aimed at developing children's awareness of the seriousness of aggressive behavior and the reasons that could help increase its demonstration.
3. Conducting more studies related to the research field, with the possibility of applying the analytical approach that aims to reveal the correlation between parenting methods and the level of aggressive behavior among children in kindergarten.

**References**

Andreas, JB, & Watson, MW (2009). Moderating effects of family environment on the association between children's aggressive beliefs and their aggression trajectories from childhood to adolescence. *Development and Psychopathology, 21*, 189–205.

Benzies, K, Keown, LA, & Magill-Evans, J (2009). Immediate and sustained effects of parenting on physical aggression in Canadian children aged 6 years and younger. *Canadian Journal of Psychiatry, 54*, 55–64.

Braza, P., Carreras, R., Muñoz, J. M., Braza, F., Azurmendi, A., Pascual-Sagastizábal, E., ... & Sánchez-Martín, J. R. (2015). Negative maternal and paternal parenting styles as predictors of children’s behavioral problems: Moderating effects of the child’s sex. *Journal of Child and Family Studies*, *24*(4), 847-856.

Buss, A. H. (1961). *The psychology of aggression*. wiley.

Conner, K. R., Swogger, M. T., & Houston, R. J. (2009). A test of the reactive aggression-suicidal behavior hypothesis: is there a case for proactive aggression?. *Journal of abnormal psychology*, *118*(1), 235.

Connor, D. F., Steingard, R. J., Cunningham, J. A., Melloni Jr, R. H., & Anderson, J. J. (2004). Proactive and reactive aggression in referred children and adolescents. *American Journal of Orthopsychiatry*, *74*(2), 129-136.

Dishion, T. J., Nelson, S. E., & Yasui, M. (2005). Predicting early adolescent gang involvement from middle school adaptation. *Journal of Clinical Child and Adolescent Psychology, 34*(1), 62–73.

Dodge, K. A., & Coie, J. D. (1987). Social-information-processing factors in reactive and proactive aggression in children's peer groups. *Journal of personality and social psychology*, *53*(6), 1146.

Dodge, K. A., & Pettit, G. S. (2003). A bio psychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*(2), 349-371.

Eisenbraun, k. (2007). Violence in schools: Prevalence, prediction, and prevention. Aggression and Violent Behavior 12 (2007) 459–469. Retrieved from: <http://www15.uta.fi/arkisto/aktk/projects/sta/Eisenbraun_2007_Violence-In-Schools.pdf>

Fatima, S., & Khatoon, S. (2015). Causes of students’ aggressive behavior at secondary school level. *Journal of Literature, Languages and Linguistics*, *11*, 49-65.

Ghorab, H. A. & Ayman, Y. H. (2012). The Effectiveness of the Summer Games Program in Reducing the Manifestations of Aggressive Behavior in Children in the Gaza Strip. *University of Sharjah Journal for Humanities and Social Sciences, 9* (1), 121-174.

Harachi, T. W., Fleming, C. B., White, H. R., Ensminger, M. E., Abbott, R. D., Catalano, R. F., & Haggerty, K. P. (2006). Aggressive behavior among girls and boys during middle childhood: Predictors and sequelae of trajectory group membership. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, *32*(4), 279-293.

Imtiaz, R., Yasin, G., & Yaseen, A. (2010). Sociological Study of the Factors Affecting the Aggressive Behavior among Youth. *Pakistan Journal of Social Sciences (PJSS)*, *30*(1).

Jester, JM, Nigg, JT, Adams, K, Fitzgerald, HE, Puttler, LI, Wong, MM, & Zucker, RA (2005). Inattention/hyperactivity and aggression from early childhood to adolescence: Heterogeneity of trajectories and differential influence of family environment characteristics. *Development and Psychopathology, 17*, 99–125.

Jester, JM, Nigg, JT, Adams, K, Fitzgerald, HE, Puttler, LI, Wong, MM, & Zucker, RA (2005). Inattention/hyperactivity and aggression from early childhood to adolescence: Heterogeneity of trajectories and differential influence of family environment characteristics. *Development and Psychopathology, 17*, 99–125.

John E. et al. (2012). Effective Daycare-Kindergarten Interventions to Prevent Chronic Aggression. Center for Prevention of Youth Behavior Problems, the University of Alabama, USA.

Kulesza, W. (2015). Aggression in Opinion of Primary School Students. *Edukácia (Košice)1*(2), 154-160.

Lewis, K. D., & Bear, B. J. (2009). Manual of school health: A handbook for school nurses, educators, and health professionals, 3rd ed. (pp. 327– 349). St. Louis, MO: Saunder Elsevier.

McAdams, C. R. (2002, April). Trends in the occurrence of reactive and proactive aggression among children and adolescents: Implications for preparation and practice in child and youth care. In *Child and Youth Care Forum* (Vol. 31, No. 2, pp. 89-109). Kluwer Academic Publishers-Plenum Publishers.

Moffitt, T. E., & Caspi, A. (2001). Childhood predictors differentiate life-course persistent and adolescence-limited antisocial pathways among males and females. *Development and psychopathology*, *13*(2), 355-375.

Monroe, R. A. (2011). Health promotion of the preschooler and family. In M. J. Hockenberry & D. Wilson (Eds.), Wong’s nursing care of infants and children (pp. 585–606) (9th ed.). Canada: Mosby Elsevier

Moreno, Jiménez& Estévez1, D. (2018). Aggressive behavior in adolescence as a predictor of personal, family, and school adjustment problems. *Psicothema, Vol. 30, No. 1, 66-73*. Retrieved from: http://www.psicothema.com/pdf/4452.pdf (last accessed 6th Febrauary, 2019).

Raaijmakers, M. A., Posthumus, J. A., Van Hout, B. A., Van Engeland, H., & Matthys, W. (2011). Cross-sectional study into the costs and impact on family functioning of 4-year-old children with aggressive behavior. *Prevention science*, *12*(2), 192-200.

Raine, A. (2002). Biosocial studies of antisocial and violent behaviour in children and adults: A review. *Journal of Abnormal Child Psychology, 30*(4), 311–326.

Raine, A., Moffi tt, T. E., Caspi, A., Loeber, R., Stouthamer-Loeber, M., & Lynam, D. (2005). Neurocognitive impairments in boys on the life-course persistent antisocial path. *Journal of Abnormal Child Psychology, 114*(1), 38–49.

Rhee, S. H., & Waldman, I. D. (2002). Genetic and environmental influences on antisocial behaviour: A meta-analysis of twin and adoption studies. *Psychological Bulletin, 128*(3), 490–529.

Schick, A., & Cierpka, M. (2016). Risk factors and prevention of aggressive behavior in children and adolescents. *Journal for educational research online*, *8*(1), 90-109.

Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence, 11*(1), 1–19.

The American Academy of Child and Adolescent Psychiatry, Understanding Violent Behavior in Children and Adolescents, “Facts for Families,” No. 55 (12/11), December 2011. Retrieved from: <http://www.aacap.org/App_Themes/AACAP/docs/facts_for_families/55_understanding_violent_behavior_in_children_and_adolscents.pdf>

Trzesniewski, K. H., Donnellan, M. B., Moffi tt, T. E., Robins, R. W., Poulton, R., & Caspi, A. (2006). Low self-esteem during adolescence predicts poor health, criminal behaviour, and limited economic prospects during adulthood. *Developmental Psychology, 42*(2), 381–390.

Vance, J. E., Bowen, N. K., Fernandez, G., & Thompson, S. (2002). Risk and protective factors as predictors of outcomes in adolescents with psychiatric disorders and aggression. *Journal of Academic and Child Adolescents Psychiatry, 41*(1), 36–43.

Vitiello, B., & Stoff, D. M. (1997). Subtypes of aggression and their relevance to child psychiatry. *Journal of the American Academy of Child & Adolescent Psychiatry*, *36*(3), 307-315.

Waddell, N. D. (2012). Childhood Factors Affecting Aggressive Behaviors. *Electronic Theses and Dissertations.* Paper 1409. Retrieved on 14th of September 2019 from: <http://dc.etsu.edu/etd/1409>.

Walumoli, A. (2016). Influence of 5-8 Year Old Children’s Aggressive Behaviours on their Educational Progress in Mwingi Central District, Kitui County Kenya. Master Theses. The School of Education. Kenyatta University.

Wolfe, D. A., Crooks, C. V., Lee, V., McIntyre-Smith, A., & Jaff ee, P. G. (2003). The effects of children’s exposure to domestic violence: A meta-analysis and critique. *Clinical Child and Family Psychology Review, 6*(3), 171–187.

Yaacob, N. & Siew, H. (2010). Mother working status and physical aggressive behaviour among children in Malaysia. Procedia Social and Behavioral Sciences 5 (2010) 1061–1066.

Yizhen, Y., Junxia, S., Yan, H., & Jun, W. (2006). Relationship between family characteristics and aggressive behaviors of children and adolescents. *Journal of Huazhong University of Science and Technology [Medical Sciences]*, *26*(3), 380-383.