

Effect of family relations and school environment on aggressive behavior of school age students

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Abstract

Background: Family and school conditions have been reliably connected to aggression issues in adolescence. **Aim:** Assessing effect of family relations and school environment on aggressive behavior of school age students, exploring the difference between adolescence aggressive behavior in relation to teaching environment and family relation. **Design:** A descriptive, cross-sectional design was utilized. **Setting:** The study was conducted at two randomly selected preparatory governmental schools affiliated to Al-Sayeda Zeinab educational directorate, Cairo, Egypt. **Sample:** A purposive sample of 180 adolescents in selected preparatory schools was included in the study. **Tools:** Five tools were used, 1) Socio-demographic data sheet for students, 2) Socio-demographic data sheet for parents, 3) Aggressive Behavior Scale, 4) Brief Family Relationship Scale and 5) School Climate Scale. **Results:** Showed that there were “statistical significant differences” between father and mother educational characteristics and methods of home punishment. Also, there was a significant statistical relationship between family relations and aggressive behavior of children. **Conclusion:** A significant statistical relationship between family relations and aggressive behavior of children. Also, a significant statistical relationship was found between school environment and aggressive behavior of children. Also, a significant statistical relationship was revealed between aggressive behavior of children and socio-demographic characteristics of their parents. **Recommendations:** Psycho-educational programs about impulsivity, aggression, family relations will be important to increase students and parents’ awareness about behavioral competencies and challenges.

Keywords: Family relations, School environment, Aggressive behavior, Adolescents

Introduction

Education is critical to the development of human culture and society as a whole. It produces a well-balanced essential personality. It also explores aggressive behaviour as well as other facets of personality. “Aggressive behavior refers to such verbal, nonverbal and physical behavior that injures another person indirectly or directly and results in extraneous gains for the aggressor” (Tam & Frank Wai-Ming, 2013). “The experience and expression of aggression have been found to have a significant relationship with different dimensions of personality namely neuroticism, openness, agreeableness and conscientiousness” (Dasgupta and Ghosh 2012). In the experience and presentation of aggression, emotional intelligence and the essence of parental treatment, both fathers and mothers also play a significant role.

Teenage violence has become an increasingly significant global public health issue (Sugimoto-Matsuda & Braun, 2013). Nearly, one third of North American and European adolescents reported being in a physical struggle within a year to a year and a half before being surveyed (Eaton et al., 2012; Walsh et al., 2013). More than half of teenagers record participation in physical combat in the Middle East and Sub-Saharan Africa (Rudatsikira et al., 2007). In international research literature, family and school conditions have been reliably associated with issues of aggression in adolescents. (Estévez, Musitu & Herrero, 2005; Steffgen, Recchia & Viechtbauer, 2013).

The family and the school are the closest social contexts to a developing adolescent, making its interaction with the individual characteristics of the adolescent a key object of analysis. Family and school are the closest social contexts for a developing adolescent,

making his interactions with individual characteristics of the adolescent a prime objective of analysis. In this line, previous studies indicate that "the characteristics of each of the two environments, the family and the school, can be linked to individual factors that, in turn, predict aggressive behavior." A dysfunctional family environment marked by high levels of family conflict, insufficient or negative interaction with parents and lack of parental support has a negative effect on the growth of children's basic social skills in relation to the context of the family. These skills include the ability to predict the adverse impact of their actions on the victim, showing low levels of empathy (Batanova & Loukas, 2014; VanNoorden, Haselager, Cillessen & Bukowski, 2015).

Since only a few teenagers can readily embrace their parents' expectations, the proper and incorrect supervision and functioning of the family and parents plays an important role in the socialisation process and their normal or abnormal growth. "Parental relationships and family functioning are also related to adolescent behavioral development" (Nazif, Ahmadi & Ahghar, 2012).

"With regard to family relations, positive family environment seems to be a stronger protective factor for adolescent in the development of problems of behavior at school" (Potirniche & Enache, 2014). Negative elements, including frequent family disagreements and a lack of feeling of emotional union between members, have been confirmed in family system performance with violent adolescents (Espelage et al., 2013; Estévez et al., 2014; Cerezo, Sánchez, Ruiz & Areense, 2015). The prevalence of regular, intense conflicts in the family and the lack of affective stability among the family members are among the risk factors reported in adolescents as potential precursors for the development of aggressive behaviors towards peers (Wienke et al., 2009; Estévez et al., 2014).

"The lack of bonding between parents and children was a risk factor. And a year after separation, young people with separated parents have higher levels of emotional and instrumental aggression, both physically and

verbally. The emergence of violent behaviour is influenced by interactions in the family and peer group." Exposure to a violent family climate, in particular, has been linked to delinquency-related abuse (López et al., 2008).

The school atmosphere is essentially the complete academic, social, emotional and physical environments that teach the students collectively. It is the interactive relationships that occur between students themselves and between students and teachers and is one of the key tools that influence the classroom environment (Amorse, Bridges, Dipietro & Lovett, 2010). The school climate is the first encounter in which learners gain a range of characteristics outside of home environments. At this time, the attributes acquired remain with their personality throughout life. Students exhibit many attitudes, such as passive, hostile and antisocial behavior, in various school settings. These also impact the life as well as academic achievement of the student. Over the years, the issue of violent behavior in school has risen and impacts school work at several different levels (Kozina Ana, 2007).

School environment includes "the physical and aesthetic surroundings, the psychosocial climate and culture of the school". The school building and the area around it, biological or chemical agents, and physical conditions such as temperature, noise and lighting are factors affecting the physical environment. The physical, emotional and social environments that impact the well-being of students and staff are part of the psychological environment (Dasgupta & Ghosh, 2012).

In a good and healthy school environment, students feel near individuals at school, are glad to be there, feel part of the school, believe that teachers treat them fairly, and have a sense of security while at school. Safety includes physical, emotional, and intellectual considerations. Intellectual integrity is a subset of emotional security and refers to students' comfort when they face intellectual risks in school, such as asking questions, making comments, joining groups and choosing to study difficult topics (Powers et al., 2013). The aggressive behavior that some adolescents display towards their peers in the school setting

refers to a series of behaviors that target their classmates in order to intentionally cause harm, on a physical, psychological, verbal and relational level (**Estévez, Moreno, Jiménez & Musitu, 2013**).

Schools that are “characterised by high rates of positive interactions and encouragement between the instructor and the students appear to encourage the growth of self-guidance and conflict management skills, and thereby minimise student aggression.” (**Thomes, Bierman & Powers, 2011**). “Positive classroom environments reduce disruptive behaviour in two ways: first, the teacher uses disciplinary strategies and proactive management of interventions that do not promote student misconduct, and second, the teacher includes a model to help students better resolve conflicts, including support for emotional and social expression and problem-solving skills” (**Silvia, Blitstein & Williams, 2011**).

Significance of the study

Aggressive behavior “is a major issue of present society, which is a reason of many socially unacceptable activities happening in our surroundings as well as in schools”. When reading daily newspapers, and social media, it was noticed that so many incidents take place in schools due to aggressive behavior of students. Children in the school environment are involved in many anti-social activities like incidents of misbehave with teachers, bullying peers, etc. On the flip side, “The school climate has a significant impact on students' future behaviour. Students' behaviour is influenced by the atmosphere they are exposed to during their school years” (**Kaya et al., 2012**).

More exposure to elementary classrooms with high levels of student violence, according to previous studies, may lead to the development of aggressive behaviour problems. As a result, preventing student violence is an important mental health intervention that will help children grow fully, preparing them for a stable and secure social environment (**Datta et al., 2016**).

“In Egypt, another study conducted by **Arafa and Senosy (2017)** in Beni-Suef University of 6740 students revealed that

almost half of the students (482%) reported experiencing bullying victimization in the past three months. Female students, students who lived in cities, and those who spent more time on the internet were more exposed; students' reactions to the worst victimisation incident were mainly indignation (63.1%), hate (23.2%), and sorrow (22.6%) toward the worst victimization incidence otherwise”. A study conducted by (**Michael, Wilson, Andrea & Berchtolod, 2013**) found that Egypt is the highly prevalent rate (34.2%) of school aggression.

“Psychiatric nursing is concerned with identifying factors increase aggression among school age students, as a primary health care provider, psychiatric nurse can work with other professionals to reduce levels of aggression among students, strength their stress level prevention and coping mechanisms as well as to promote their general health. Nowadays, a lot of attention has been paid for school aggression and its consequences. That is why; an attempt has been made to conduct this study. The findings of this study might help to reduce the negative consequences among students and enhancing the factors that improve family and school relation”.

Operational definitions:

Aggressive behavior

“A behavior which means to harm someone or try to hurt others. It had many types which can range from verbal abuse to the destruction of victims personal property. People with aggressive behavior may face other types of aggression such as physical, verbal and indirect, which sometimes lead them to many problems”. It was measured by the aggressive behavior scale (Melegy, 1987).

“The social-emotional climate of a school which plays a role in the development of balanced personality. The school environment is responsible to create good habits in the children”. It was measured by School Climate Scale (Zahraa, 2017)

Family relations

“Any combination of filiations or conjugal relationships that join two people directly or through a third party”. It was

measured by the Brief Family Relationship Scale (Moos, Moos & Trickett, 1989).

Subjects and Methods

The aim of the study has two folds:

- Assessing effect of family relations and school environment on aggressive behavior of school age students.
- Exploring the difference between adolescence aggressive behavior in relation to teaching environment and family relation.

Research questions:

Q1-What is the extent of the relationship between family relation and aggressive behavior?

Q2-What is the level of the relationship between school environment and aggressive behavior?

Design:

“A descriptive, cross-sectional design was utilized in the study”.

Setting:

This study “was carried out” at two randomly selected preparatory governmental schools affiliated to Al-Sayeda Zeinab educational directorate, Cairo, Egypt.

Sample:

A purposive sample of 180 school age students of selected preparatory schools was included in this study. Preparatory students were chosen especially because they were more aware and knowledgeable than their younger colleagues who may need their family caregivers to answer the questions and also to facilitate earlier detection of the problem. The random selection of a list of schools which were written in a small piece of paper individually, and then the paper was folded and put within the container. Two preparatory governmental schools from the educational, governmental sectors in Cairo governorate, two classes from every school were randomly selected from the list of the classes. The sample size was calculated by power analysis. Inclusion criteria: Age from 11 to 15 years old, both gender, the child should not be involved in any teaching program regarding this topic,

children were not having mental or physical handicap.

Tools:

(1) Students Socio-demographic Data Sheet:

It was designed by the researchers and included information about students such as age, gender, residence, ranking between their siblings, relation with family, responsible person for students..etc.,

(2) Family Socio-demographic Data Sheet:

It included information about the family such as their age, occupation, level of education, source of income, family income, crowding index..etc.,

(3) Aggressive Behavior Scale:

It was originally developed by Melegy, (1987) . It aimed to assess aggressive behavior of school age children. Validity and reliability of this scale were (0.82) according to physical aggression (0.86), verbal aggression (0.88), hostility (0.75) and anger (0.77). This scale divided into four subscales dealing with physical aggression, verbal aggression, anger and hostility. Every subscale contained fourteen questions and the score of every question arranged from four to zero. Four scores mean very much while zero means not at all. Regarding the score was obtained an aggressive behavior scale: (Score from 56: 43 referred to very high aggression, score from 42: 29 referred to high aggression, score from 28: 15 referred to moderate aggression, score from 14: zero referred to low aggression).

(4) Brief Family Relationship Scale (BFRS):

It was developed by (Moos, Moos & Trickett, 1989). It aimed to assess the relationship between family members , it consisted of 27 (true–false) items and modified by the researchers into 16 items, it include three subscales: (1) cohesion (seven items referring to degree of commitment and support family members provide for one another, e.g. “Family members really help and support one another”); (2) expressiveness (three items regarding the extent to which family

members are encouraged to express their feelings directly, e.g., “Family members often keep their feelings to themselves” reverse coded); (3) conflict (six items referring to the amount of openly expressed anger and conflict among family members, e.g. “We fight a lot in our family”). Alpha reliabilities for these subscales in the present study were .85, .80, and .86, respectively. Items with (R) were reversed-key. Only the final 16 items were shown here. Three items, 10 (In our family, we do things for each other without being asked), 15 (In our family, we work out our problems), and 17 (In our family, we are usually careful about what we say to each other), were removed in the process of our analysis.

- (5) **School Climate Scale:** Developed by Zahraa, (2017). It was designed to assess the school climate among students, the scale contains 52 items classified into 5 categories as follow. Student teacher relationship 12 items, The students' relationship with each other 11 items, student relationship with the content of the curriculum 8 items, student relationship with the school administration 6 items and Student relationship to the physical environment 15 items its five point Likert scale ranged from Never (1) to Always (5) A high score on the scales indicated a positive classroom climate and a low scores on the scale provided indication of negative classroom climate.

Procedure:

An “official permission” was obtained from the Central Agency for Public Mobilization and Statistics. This permission was followed by obtaining formal permissions from Cairo, Educational Directorate to conduct the proposed study as well; permission was obtained from educational zone, the related Educational Department in Cairo Governorate and the directors of the randomly selected schools. Students were asked to participate in the study and the researcher explained the aim of the study to all students. Also, written

consent was obtained from the parents before enrolling the students in the study. The consent form has been sent to the parents by their children to obtain their consent. Oral consent was obtained from the children to participate in the study.

Adolescence school age students' personal data questionnaire, school aggression Scale, family relationships scale and school climate scale were filled out by the researcher during the school day at leisure time or break or sport time.. Data was collected three days/week for two hours each day. Data was collected from October 2019 till January 2020.

Ethical considerations:

After the official approval, then the identification of the participants were done and they were told that they had the right to withdraw from the study at any time. Participants who decided to participate in the study gave their informed consent. The confidentiality of the data and the privacy of the students were both covered. Code numbers were created and kept by the researchers to keep students' anonymity.

Pilot study:

The pilot study was conducted on 10% of students to examine the clarity of questions and time needed to complete the study tools. “Modifications were made based on the findings.

Students who participated in the pilot study would not be able to participate in the main study. The students were instructed to carefully read the instructions, which stated that truthful answers were desired and that their responses would only be used for scientific study”.

Statistical design:

“Upon completion of data collection, data computed and analyzed, relevant statistical tests used by using statistical package for the social science (SPSS), version 20 for analysis. The P value was set at 0.05”.

Results

Table (1): Frequency distribution of family socio-demographic characteristics (n= 180)

Family variables	No.	%
Family size:		
1-3	17	9.4
4-6	141	78.3
≥ 7	22	12.2
Mean± SD= 4.91± 1.35		
Father age :		
30<40 year	34	18.9
40<50 year	105	58.3
50≤ 60 year	41	22.8
Mean± SD= 46.16± 5.64		
Mother age:		
20<30 year	1	.6
30<40 year	109	60.6
40<50 year	65	36.1
Mean± SD= 39.76± 5.14		
Income source:	73	40.6
Father		
Mother	6	3.3
Father & mother	101	56.1
Recreational activities:		
no	77	42.8
Yes	103	57.2

Table (1) illustrated in relation to family size that (78.3%) of the number of family members was between 4-6 members. According to age of fathers, the mean age was (Mean± SD= 46.16± 5.64) while the mean age of mothers was (Mean± SD= 39.76± 5.14). In relation to the source of family income, results showed that both parents were responsible for it (56.1%) while minority (3.3%) of mothers were responsible alone for the family income. According to recreational activities, more than half of the participants (57.2 %) were doing recreational activities with their children.

Table (2): Frequency distribution of socio-demographic characteristics of the child (n= 180)

Child variables	No.	%
Age:		
11<13 years	31	17.2
13<16 years	149	82.8
Mean± SD= 13.99 ± 1.17		
Gender:		
Male	94	52.2
Female	86	47.8
Residence place:		
Rural	25	13.9
Urban	155	86.1
Living with family:		
Yes	147	81.7
No	33	18.3

Table (2) clarified that the mean age of the participated children was (Mean± SD= 13.99 ± 1.17). In relation to gender, results showed that (52.2%) of the children were male, the majority of them (86.1%) were living in urban areas and (81.7%) of the participated children were living with their families.

Table (3): Frequency distribution of school environment characteristics (n= 180)

School environment characteristics	No.	%
Harm in school:		
No	109	60.6
Yes	71	39.4
If yes, type of harm:		
Physical	20	11.1
Financial	7	3.9
Psychological	44	24.4
Persons who cause harm?		
Teachers	20	11.1
Colleagues	50	27.8
Others	1	.6

Table (3) showed in relation to characteristics of school environment that (60.6%) of the children reported no harm in school while (39.4%) of them reported occurrence of harm in school. According to the type of harm (24.4%) of the participated children reported psychological harm while 11.1% of the harm occurred from their teachers.

Figure (1): Types of home punishment (n=180)

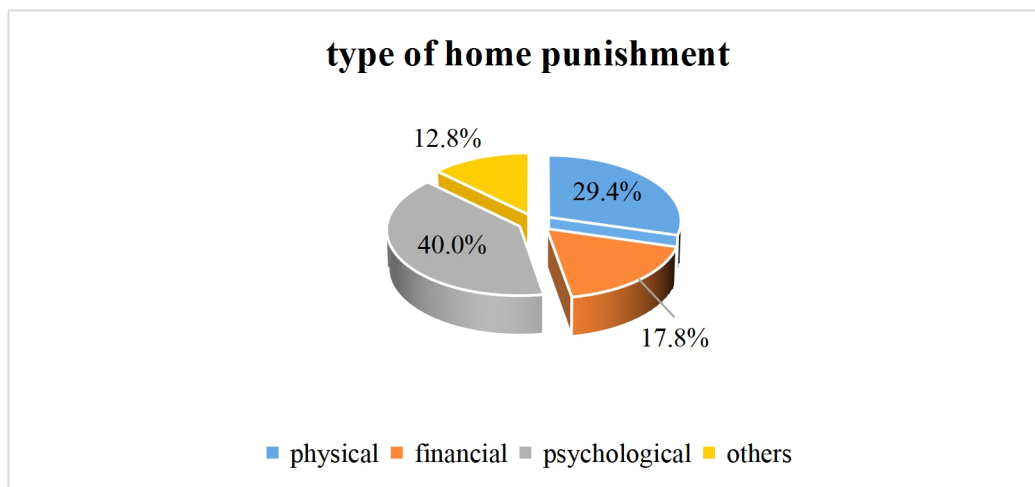


Figure (1) showed that parents used (40%) of the psychological punishment type to punish their children

Table (4): Comparison between family characteristics in relation to aggressive behavior (n= 180)

Family characteristics	Categories	Aggressive behavior		test	P
		Mean	SD		
Father job	Work	95.76	35.04	t= .14	.47
	Doesn't work	97.73	29.35		
Mother job	Work	96.14	36.75	t= .14	.09
	Housewife	95.39	30.63		
Father education	Cannot read & write	131.00	24.88	F=8.89	.00*
	Read& write	65.67	36.23		
	Secondary	114.48	28.32		
	University	89.08	33.98		
Mother education	Cannot read & write	106.67	47.28	F=1.53	.21
	Read& write	86.00	11.00		
	Secondary	101.73	31.93		
	University	91.37	35.77		
Source of income	Father	95.01	31.58	F=.37	.69
	Mother	107.67	25.92		
	Both father & mother	95.80	37.26		
Ways of punishment	Physical	95.53	30.11	F=.78	.51
	Financial	98.28	32.97		
	Psychological	98.21	38.98		
	Others	86.04	32.59		
Family recreational activities	No	102.73	34.57	t= 2.32	.45
	Yes	90.76	33.98		

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (4) illustrated that there was a highly significant statistical difference only between father educational characteristics as regard aggressive behavior as ($F= 8.89$; $P= .00$), while other variables had no significant statistical difference when compared with aggressive behavior.

Table (5): Comparison between family characteristics in relation to school environment (n= 180)

Family characteristics	Categories	School environment		test	P
		Mean	SD		
Father job	Work	172.14	22.90	t= 1.29	.24
	Doesn't work	162.73	31.23		
Mother job	Work	173.34	24.93	t= 1.48	.04*
	Housewife	168.25	20.3		
Source of income	Father	169.86	20.60	F=3.38	.03*
	Mother	150.00	32.95		
	Both fathers & mothers	174.07	24.32		
Ways of home punishment	Physical	167.23	22.16	F=2.69	.04*
	Financial	174.44	25.2		
	Psychological	176.13	23.52		
	Others	163.26	21.14		
Family recreational activities	No	176.97	24.72	t= 2.67	.04*
	Yes	167.51	21.79		

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (5) presented that there was significant statistical difference between mother educational characteristics and school environment when ($t= 1.48$; $P= .04$). Also results showed that there were significant statistical differences between source of income, ways of home punishment and family recreational activities as regard school environment as ($F= 3.38$; $P= .03$), ($F= 2.69$; $P= .04$); ($t= 2.67$; $P= .04$) respectively.

Table (6): Comparison between family characteristics in relation to family relationship (n= 180)

Family characteristics	Categories	Family relationship		test	P
		Mean	SD		
Father education	Cannot read & write	22.33	2.52	F=11.52	.00*
	Read& write	26.67	1.15		
	Secondary	23.43	3.68		
	University	26.66	3.29		
Mother education	Cannot read & write	24.83	3.49	F=3.40	.01*
	Read& write	28.00	1.73		
	Secondary	24.79	3.96		
	University	26.44	3.29		
Ways of home punishment	Physical	26.72	3.04	F=3.09	.02*
	Financial	25.03	3.86		
	Psychological	25.08	3.86		
	Others	26.69	3.36		
Family recreational activities	No	24.81	3.59	t= 3.12	.59
	Yes	26.48	3.52		

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (6) showed that there were significant statistical differences between father and mother educational characteristics and ways of home punishment as ($F= 11.52$; $P=.00$), ($F=3.40$; $P=.01$), ($F=3.09$; $P=.02$) respectively. While there was no significant statistical difference between family recreational activities and family relations when ($t= 3.12$; $P=.59$).

Table (7): Comparison between child characteristics and their aggressive behavior (n= 180)

Child characteristics	Categories	Aggressive behavior		test	P
		Mean	SD		
Gender	Male	106.29	31.33	t=4.43	.44
	Female	84.49	34.69		
Living with family	No	97.64	29.92	t=.32	.19
	Yes	95.48	35.70		
School harm	No	91.05	32.20	t=2.35	.25
	Yes	103.29	37.12		
Dependence on others	No	86.44	32.09	t= 5.59	.63
	Yes	114.75	31.95		
Helping others	No	100.95	36.09	t= .48	.61
	Yes	95.28	34.54		
Team work preference	No	97.50	37.04	t= .28	.71
	Yes	95.55	34.27		

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (7) showed that there were no significant statistical differences between variables of child characteristics and the aggressive behavior of the child.

Table (8): Comparison between child characteristics in relation to school environment (n= 180)

Child characteristics	Categories	School environment		test	P
		Mean	SD		
Gender	Male	173.45	25.77	t=1.14	.01*
	Female	169.50	20.69		
Child rank	1 st	162.81	14.89	F=5.25	.001*
	2 nd	173.47	24.88		
	3 rd	180.70	28.32		
	4 th	179.25	21.63		
	5 th	209.00	0		
Living with family	No	168.21	23.39	t= .91	.83
	Yes	172.31	23.53		
School harm	No	167.50	22.18	t= 2.93	.13
	Yes	177.79	24.23		
Attention grasping	No	166.05	20.36	t= 3.29	.003*
	Yes	177.32	25.22		
Dependence on others	No	167.63	21.22	t= 3.05	.03*
	Yes	179.42	25.92		
Helping others	No	166.32	23.53	t= .67	.97
	Yes	172.18	23.48		

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (8) illustrated that there were significant statistical differences between variables of child in relation to gender, child rank, attention grasping and dependence on others in relation to school environment when ($t= 1.14$; $P=.01$), ($F= 5.25$; $P= .001$), ($t= 3.29$; $P= .003$) and ($t= 3.05$; $P=.03$) respectively. While the other variables such as living with family and helping others had no significant statistical difference as regard school environment.

Table (9): Comparison between child characteristics as regard family relations (n= 180)

Child characteristics	Categories	Family relationship		test	P
		Mean	SD		
Class level	1 st preparatory	26.52	3.17	F=6.24	.00*
	2 nd preparatory	26.35	3.69		
	3 rd preparatory	26.14	3.37		
	1 st secondary	22.19	3.19		
	2 nd secondary	19.00	0		
	3 rd secondary	25.67	1.53		
Child rank	1 st	27.34	2.76	F=9.85	.00*
	2 nd	25.59	3.51		
	3 rd	23.88	3.69		
	4 th	22.50	4.24		
	5 th	32.00	0		
Living with family	No	25.09	3.95	$t= 1.17$.17
	Yes	25.91	3.56		
Dependence on others	No	26.23	3.36	$t= 2.36$.05
	Yes	24.82	4.01		
Helping others	No	25.95	1.96	$t= 1.03$.59
	Yes	25.73	3.79		
Team work preference	No	26.10	2.48	$t= .74$.00*
	Yes	25.69	3.83		

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (9) showed that there were significant statistical differences between variables of class level of the child, child rank and team work preference as regard family relations as ($F= 6.24$; $P= .00$), ($F= 9.85$; $P= .00$); ($t= .74$; $P= .00$) respectively. While the other variables such as living with family, depending on others, helping others had no significant statistical difference as regard family relations.

Table (10): Coefficient correlation between family relations, school environment and aggressive behavior of children (n=180)

Variables	Correlation	Total aggressive behavior
Total family relationship	r	.460**
	p	.000
Total school environment	r	.282**
	p	.000

* Statistically significant at $P<0.05$ ** highly statistically significant at $P<0.01$

Table (10) represented that there was significant statistical relationship between family relations and aggressive behavior of children when ($r = .460$; $p = .000$). Also this table revealed significant statistical relationship between school environment and aggressive behavior of children as ($r = .282$; $p = .000$).

Table (11): Coefficient correlation between socio-demographic characteristics, family relations, school environment and aggressive behavior of children (n=180)

Variables	Correlation	Total aggressive behavior	Total school environment	Total family relationship
Family size	r	.11	.23	.08
	p	.15	.002*	.26
Father age	r	.17	.12	.20
	p	.02*	.09	.007*
Mother age	r	.066	.004	.05
	p	.38	.95	.49
Family income	r	.20	.13	.32
	p	.007*	.09	.00*
Child age	r	.174	.188	.204
	p	.019*	.011*	.006*

* Statistically significant at $P < 0.05$ ** highly statistically significant at $P < 0.01$

Table (11) showed a significant statistical relationship between aggressive behavior of children and father age as ($r = .17$; $p = .02$). Also significant statistical relationships were found between aggressive behavior of children and family income and child age when ($r = .20$; $p = .007$) and ($r = .174$; $p = .019$) respectively. This table represented significant statistical relationships between school environment, family size and child age when ($r = .23$; $p = .002$) and ($r = .188$; $p = .011$) respectively. Also, this table showed significant statistical relationships between family relations, father age, family income and child age as ($r = .20$; $p = .007$); ($r = .32$; $p = .00$); ($r = .204$; $p = .006$) respectively.

Discussion

Study results showed that parents used (40%) of the psychological punishment type to punish their children. Recent research evidence by (Gershoff & Grogan-Kaylor, 2016) indicated the opposite: “Physical punishment is associated with violence, and children who have been abused in this manner are more likely to develop a number of developmental issues in the future. While many parents believe in physical discipline as a means to an end, they are also depressed, irritated, or upset with their children when they use it. If parents use negative types of discipline (e.g., physical or psychological punishment), their children may be more likely to rebel”.

As well as a previous study by Durrant & Ensom (2012) found that, “the overall psychological adjustment index was positively and substantially associated with parental harshness and the sum of recorded types. In other words, participants who were subjected to the most severe or varied types of punishment were more likely to have poor psychological adjustment. Furthermore, parental justice was found to be both significantly and negatively related to the psychological adjustment index,

implying that the more just the penalty, the better the psychological adjustment.”. In addition, Alampay, et al. (2017), found that frequent punishment is closely related to child negative outcomes regardless of how the punishment is delivered.

In the same line previous study by (Afifi et al., 2012) reported that “children who have been severely punished can have difficulty reading the language and acts of others, as well as misinterpreting the punishment as an act of hostility that does not occur. Worse, severe punishment can result in a variety of personality disorders”. Furthermore, as stated by Oshio, Umeda & Kawakami (2012) who pointed out, whose childhood adversity experiences (such as parental maltreatment) have a negative impact on adults' subjective well-being. As a result, the tradition of using corporal punishment to teach children healthy habits should be abandoned. “Children who are exposed to higher levels of parental adversity and the amount of punishments, as well as lower levels of justice, are more likely to be mentally maladjusted. Parents should be aware of this”.

In relation to the characteristics of the school environment (60.6%) of the children reported no harm in school. "During a class, teachers should promote connectedness by using deliberate student groupings and collaborative activities. Programs, social and instructional activities, and relationships serve as cofactors that enable educators and students to form connections and influence one another's growth" (Osher et al., 2018). "To launch effective violence prevention programmes, it is important to form relationships with the school, community, and family. Future initiatives must be multi-component, multi-system, and multi-discipline centred on theory. Efforts can begin in elementary school and focus on the middle and high school transition years".

Regarding the relation between parents, educational level and aggression of their children. There was high significant statistical difference between father educational characteristics as regard aggressive behavior. "Low socioeconomic status and low parental education levels may influence negative family relationship patterns, which in turn may influence child behaviour problems (such as violent behaviour) and, in turn, lower academic and achievement-oriented attitudes over time". In the same context, Véronneau, et al. (2014) found that "parental education was shown to be inversely linked to behavioural issues like violence. There is already some evidence that certain factors, such as parental education and inhibitory control ability, can play a role in reducing these behaviours, especially in adolescents" (Qiao et al., 2016).

Power assertion has been primarily linked to contextual variables such as social status and parental education. "Parents with lower education levels use power-assertive behaviours with their children more frequently," according to the evidence (Bornstein, 2015). Moreover, low educational levels of the mother and high housing density were both found to be associated with youth violence. This difference can be attributed to different cultures and study samples. However, "parental education aids in understanding children's demands and attitudes during their formative years. Family disputes, marital failure, and a lack of intimate relationships

with parents, as well as challenging control and insufficient supervision, all lead to the likelihood of behavioural issues and violence in children and adolescents".

According to the relation between parental education and home punishment the study results shown that, there were significant statistical differences between father and mother educational characteristics and ways of home punishment. In the same line, "previous research suggests that environmental variables, such as family and education, can be related to individual factors, which are significant predictors of violent behaviour. A dysfunctional family atmosphere characterized by high levels of family conflict, insufficient or negative contact with parents, and a lack of parental support has a negative impact on the child's social development." (Durrant & Ensom, 2012).

A research study by (Estévez et al., 2016) found that "Low scores in the school dimensions of attitude toward school and teachers, academic involvement, classroom friendship, and perceived teacher support are all related to violence. In addition, aggressiveness is linked to high scores in offensive and avoidant family contact, as well as family conflict, and low scores in open communication with parents, family experience, and so on in the family sphere.

In the same line, similar study conducted by (Radford, Corral, Bradley & Fisher, 2013) found that "many family risk factors lead to violent behaviour in school children, including parental marital status, family type, parent-child relationship, drug abuse, and mental disorder. Family as being the primary environment in which the children grow household characteristics such as family relationships, family coherence, parenting style and socioeconomic conditions are linked to rates of aggression and violence. Children who either witness or experience domestic violence are more likely to behave aggressively toward others in schools and in other settings".

Regarding "the relationship between family relations, school environment and aggressive behavior of children study results represented that there was significant statistical correlation between family relations and

aggressive behavior of children". These findings were consistent with **(Potirniche & Enache, 2014)** found that "poor attachment between parents and children was a risk factor. The youngsters with divorced parents exhibit higher levels of both emotional and instrumental aggression, physically as well as verbally, even a year after separation".

A similar study conducted by **(Beaver et al., 2009)** indicated that, "the emotional stress experienced by the parents may cause family disintegration, affecting children's ability to socialize due to feelings of frustration and insecurity, as well as to tensions and conflicts. Kids who have a negative self-image as a child are more likely to be violent as adults." The quality of relationships with parents aids the production of an empathic response, which prevents participation in violence against peers at school. The nature of a girl's family relationships often has a strong protective effect. "Both European and North American studies have documented the importance of family functioning on behavioral adjustment among girls" **(Stephenson et al., 2014; Van der Put et al., 2014)**.

These results were consistent with those found in previous study, where negative family climate, precisely characterized by high levels of family conflict and the lack of a feeling of affective union among its members have been identified as risk factors for the development of violent behavior in adolescents **(Estévez et al., 2014 & Estévez, Jiménez & Cava, 2016)**. In this regard, children's violence exacerbates communication difficulties with both father and mother, as well as a lack of affective solidarity among family members. At the same time, the adolescent's hostility appears to be increasing disputes among all family members. Also study results revealed a significant statistical correlation between the school environment and aggressive behavior of children. Previous research pointed out that, the problem of aggressive behaviour in school is increasing through the years and is affecting school work at many different levels **(Romi et al., 2016)**. There are many factors which may contribute information about aggressive behavior like mental health conditions and physical damage. Aggressive behavior is reactionary and impulsive behavior and teacher can

control the aggressive behavior in various ways.

Prior research by **Kaur & Niwas (2017)** "found a significant correlation between aggression and school environment of secondary school students. In other words, positive interactions with classmates and teachers may be a protective factor in the need to socially recognize a bad reputation, which in turn is closely related to exhibiting fewer behavioral problems.

According to **Madankar (2013)** a positive and healthy school climate, students feel close to people at school, are happy to be there, feel a part of the school, believe teachers treat them fairly, and feel personally safe while at school. Safety includes physical, emotional and they take intellectual risks at school such as asking questions, making comments, joining groups, and choosing to study difficult topics. Furthermore, **Powers, et al. (2013)** indicated that heightened classroom aggressive-disruptive behavior levels were related to proximal peer relations, including an increased likelihood of having aggressive friends and lower levels of peer dislike of aggressive-disruptive children.

Also, the results revealed that significant statistical correlation between family relations and income. Previous research by **(Clark & Ladd, 2000)** has discovered that parent-child connectedness is positively correlated with socioeconomic status. Children may be deprived of favourable psychological circumstances that would support their cognitive growth as a consequence of the unfavourable relationship. In contrast, "parents in high SES families have much more time, energy and knowledge about education, and they are inclined to express more warmth and affection in order to cultivate a favorable parent-child relationship" **(Kraus et al., 2012; Dixon et al., 2017)**.

"Children who belong to families of low socioeconomic status or who have unwanted parent-child relationships may lack access to material resources, and may face stressful life events as well as a negative family atmosphere" **(Kim et al., 2018)**. Therefore, proper and incorrect supervision, work of the

family and parents play an important role in the socialization process of adolescents and their normal or abnormal development.

Conclusion

It can be concluded that there was a significant statistical relationship between family relations and aggressive behavior of children. Also, a significant statistical relationship was found between school environment and aggressive behavior of children. Also, a significant statistical relationship was revealed between aggressive behavior of children and socio-demographic characteristics of their parents.

Recommendations

- Formative assessment and screening of targeted intervention and strategies that help students avoid distractions to their academic work are very useful.
- Direct interventions aimed at reducing aggressive behavior among children might be designed to address domain-specific problems.
- Psycho-educational programs about impulsivity, aggression, family relations will be important to increase students and parents' awareness about behavioral competencies and challenges.

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