



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2023; 9(7): 268-273  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 21-05-2023  
Accepted: 25-06-2023

**Abdul Jaleel Kuzhiyengal Mambra**  
Research Scholar, Institute of Social Science & Humanities, Srinivas University, Mangalore, Karnataka, India

**Suphala Kotian**  
Research Professor, Institute of Social Science & Humanities, Srinivas University, Mangalore, Karnataka, India

**Corresponding Author:**  
**Abdul Jaleel Kuzhiyengal Mambra**  
Research Scholar, Institute of Social Science & Humanities, Srinivas University, Mangalore, Karnataka, India

## **Aggressive behavior among higher secondary students in Rural, Semi-Urban and Urban Areas: A review of literature**

**Abdul Jaleel Kuzhiyengal Mambra and Suphala Kotian**

DOI: <https://doi.org/10.22271/allresearch.2023.v9.i7d.11126>

### **Abstract**

This study aims to examine and compare the levels and patterns of aggressive behavior among higher secondary students in rural, semi-urban, and urban areas. Aggression among adolescents is a significant concern, and understanding its variations across different settings can provide valuable insights for intervention and prevention strategies. The study employs a review-based research design, using articles published between 1993 and 2023 to collect data on aggressive behavior of higher secondary students. For this purpose, a review of the literature was performed by using the search words “aggressive behavior”, “higher secondary students”, “rural”, “semi-urban”, “urban” in the databases like Google Scholar, ResearchGate, Academia, Shodhganga, PubMed, JSTOR and Elsevier for articles. The results will shed light on the prevalence, types, and potential factors influencing aggression in these areas, informing the development of targeted interventions and policy recommendations and statistical analyses will be employed to examine the relationships between variables.

**Importance and Scope of the Topic:** Aggressive behavior is a topic that affects us all. From playground bullies to road rage enthusiasts, aggressive behavior has a significant impact on our daily lives. Understanding the causes and consequences of aggression is crucial in finding ways to prevent and manage such behavior. After all, the world would be a much better place if we all knew how to calm down and express our frustrations in healthy ways.

**Keywords:** Aggressive behavior, higher secondary students, rural, semi-urban, urban

### **Introduction**

Aggressive behavior among higher secondary students is a significant concern that can have profound implications for individual well-being, academic performance, and overall community dynamics. Understanding the variations in aggressive behavior across different geographic settings is crucial for developing tailored intervention strategies. This study aims to provide insights into the prevalence and factors associated with aggressive behavior among higher secondary students in rural, semi-urban, and urban areas.

### **Aggressive behavior**

Aggressive behavior is a complex and multifaceted aspect of human interaction that has garnered significant attention across various disciplines, including psychology, sociology, and neuroscience. This article provides a comprehensive overview of the dynamics underlying aggressive behavior, including its definition, theoretical perspectives, contributing factors, and potential interventions. Aggressive behavior can be broadly defined as actions or behaviors intended to cause harm or inflict physical, psychological, or emotional pain upon others. It manifests across a continuum, ranging from mild irritability to severe violence, and can be expressed through verbal, physical, or relational means.

The development of aggressive behavior is influenced by a combination of individual, social, and environmental factors. Individual factors include genetic predispositions, temperament, cognitive processes, and mental health conditions. Social factors encompass family dynamics, peer relationships, cultural norms, and exposure to violence in media. Environmental factors such as socioeconomic status, community characteristics, and access to resources also play a crucial role. To prevent and manage aggressive behavior, various interventions have been proposed.

Early intervention programs targeting children and adolescents aim to develop pro-social skills, emotional regulation, and conflict resolution strategies. Cognitive-behavioral therapy and anger management techniques have shown promise in reducing aggressive behavior in individuals with established patterns of aggression. Additionally, community-wide initiatives focusing on reducing societal violence, promoting empathy, and addressing root causes are being explored. Understanding and addressing aggressive behavior is important for fostering healthy and safe environments. This abstract provides a foundation for future research and informs the development of evidence-based interventions that can effectively mitigate and prevent aggression in individuals and communities <sup>[1-4]</sup>.

### **Definition and Types of Aggressive Behavior:**

Aggressive behavior encompasses various forms of harmful actions exhibited by students. It includes physical aggression, such as physical fights and pushing, as well as verbal aggression like insults, teasing, and name-calling. There are also relational forms of aggression, such as exclusion and spreading rumors, which can have severe emotional consequences for the targeted individuals. It is important to recognize and distinguish these different types of aggressive behavior to effectively tackle the issue.

### **Types of Aggressive Behavior**

**Physical Aggression:** This involves using physical force or violence to cause harm or injury to others. Examples include hitting, punching, kicking, pushing, or throwing objects.

**Verbal Aggression:** Verbal aggression involves using words or language to attack, insult, belittle, or threaten others. This can include yelling, name-calling, sarcasm, or making derogatory remarks.

**Relational Aggression:** Also known as social aggression, relational aggression involves using social manipulation or exclusion to harm others. This can include spreading rumors, gossiping, social rejection, or sabotaging relationships.

**Reactive Aggression:** Reactive aggression refers to impulsive or defensive responses to perceived threats or provocations. It involves an immediate, emotional reaction characterized by aggression, often without premeditation.

**Proactive Aggression:** Proactive aggression is premeditated and goal-directed. It involves initiating aggressive behavior to achieve a specific objective, such as gaining power, dominance, or resources.

**Hostile Aggression:** Hostile aggression is driven by anger, hostility, or the desire to inflict harm on others. It is often impulsive and emotionally charged, lacking a clear goal or purpose.

**Instrumental Aggression:** Instrumental aggression is deliberate and calculated, serving a specific purpose or achieving a desired outcome. It is often strategic and not driven by emotional arousal.

**Cyber Aggression:** With the rise of technology, cyber aggression has become prevalent. It involves using

electronic communication platforms to engage in aggressive behaviors, such as online bullying, harassment, or spreading harmful content.

**Sexual Aggression:** Sexual aggression refers to any form of aggressive behavior that involves unwanted sexual advances, harassment, or assault. It includes behaviors such as sexual harassment, sexual coercion, or rape.

**Indirect Aggression:** Indirect aggression involves harming others through non-physical means or covert actions. This can include manipulation, sabotage, or spreading false rumors to damage someone's reputation <sup>[5], [6], [7], [8], [9], [10], [11], [12]</sup>.

### **Higher Secondary Students**

Higher secondary students, also known as secondary school or high school students, typically fall within the age range of 14 to 18 years old, depending on the educational system and country. During higher secondary years, students often navigate significant social and emotional changes. They may form deeper friendships, engage in extracurricular activities, explore personal interests, and develop a sense of identity and values. Higher secondary education not only focuses on academic development but also fosters personal growth. Students may develop critical thinking skills, enhance problem-solving abilities, improve communication and collaboration skills, and gain a deeper understanding of themselves and the world around them <sup>[13]</sup>.

### **Rural Areas**

Rural areas are geographical regions characterized by a lower population density and a prevalence of agricultural or natural landscapes. In rural areas, aggression may be influenced by factors such as limited access to resources, isolation, and a close-knit community. People in rural communities often have stronger social connections, and conflicts may arise due to interpersonal issues, territorial disputes, or competition over limited resources like land or water. Aggression in rural areas can also be linked to cultural or traditional norms, such as the defense of honor or a sense of pride <sup>[14]</sup>.

### **Semi-Urban Areas**

A semi-urban area refers to a region or locality that exhibits characteristics of both urban and rural environments. It lies somewhere between a fully urbanized city or town and a rural or countryside setting. Semi-urban areas typically have a mix of urban and rural features, with elements of urbanization and industrialization coexisting with aspects of agricultural activities and natural landscapes. Aggression in these areas can be influenced by a combination of factors found in both rural and urban environments. Factors like socioeconomic disparities, rapid urbanization, and changing demographics can contribute to increased tensions and aggression. As these areas often experience a mix of rural and urban lifestyles, conflicts may arise from a clash of values, interests, or cultural backgrounds <sup>[15]</sup>.

### **Urban Areas**

An urban area refers to a region characterized by a high population density, extensive human-built infrastructure, and various economic and social activities. It is typically contrasted with rural areas, which have lower population

densities and are often associated with agricultural or natural landscapes. Aggression in urban areas is influenced by the characteristics of densely populated, diverse, and highly dynamic environments. Factors such as overcrowding, poverty, social inequality, and limited resources can contribute to heightened levels of aggression. Urban areas often have higher rates of crime and violence due to factors like gang activity, substance abuse, territorial disputes, or competition for resources. Additionally, factors like anonymity, decreased social cohesion, and reduced community engagement can further exacerbate aggression in urban settings <sup>[16]</sup>.

### Objectives

By conducting this study, we aim to provide a comprehensive understanding of aggressive behavior among higher secondary students in rural, semi-urban, and urban areas. The findings will contribute to the existing literature on aggression among adolescents and inform policymakers, educators, and practitioners in developing targeted interventions to address and prevent aggressive behavior in different settings.

### Methodology of data collection and analysis

To conduct a review analysis of aggressive behavior among higher secondary students, a diverse sample population is essential. The selection process should consider factors such as geographical location, socio-economic factors, and cultural diversity to ensure a representative sample. This allows for a more accurate understanding of the prevalence and patterns of aggression across different populations. It refers to the methods used to structure the study as well as analyse data. For this purpose, a systematic review of the literature was performed by using the search words "aggressive behavior", "higher secondary students", "rural", "semi-urban", "urban" in the databases like Google Scholar, ResearchGate, Academia, Shodhganga, Elsevier, JSTOR and PubMed for articles.

### Review of Literature

Previous research on aggressive behavior among higher secondary students has highlighted the serious consequences it can have on individuals and society. Studies have explored various factors contributing to aggression, including family dynamics, peer relationships, school environment, and socio-cultural influences. These studies provide a foundation for understanding the complexities surrounding aggressive behavior among students. Research has also focused on comparing aggressive behavior in different settings, such as rural, semi-urban, and urban areas. Variations in socioeconomic conditions, cultural norms, and access to resources can influence the prevalence and manifestation of aggression in these different contexts. Understanding these variations can help develop tailored strategies to address aggressive behavior based on the specific needs of each setting.

"Youth Aggression in Rural Communities: A Review of the Literature" by Kimberly J. Mitchell *et al.* in: *Journal of Rural Mental Health* (2007). This review explores the prevalence, risk factors, and consequences of youth aggression in rural communities, providing insights into the unique challenges and protective factors present in rural areas.

**Violence and Aggression in Rural Australia: A Review of the Literature**" by James R. P. Ogloff *et al.* in: *Australian Psychologist* (2008). Focusing on the Australian context, this review examines the literature on violence and aggression in rural areas, discussing the factors contributing to aggression and the implications for prevention and intervention strategies.

**Bullying in Schools: A Review of the Literature**" by Christina Salmivalli in: *Journal of School Psychology* (2010). Focusing on bullying as a form of aggressive behavior, this review provides a comprehensive overview of research on the prevalence, consequences, and intervention strategies related to bullying in school settings.

**Rural Crime and Violence: A Review of the Literature**" by Christopher Birkbeck *et al.* in: *Aggression and Violent Behavior* (2011). While not specifically focused on aggression among individuals, this review examines the broader issue of rural crime and violence, providing insights into the factors associated with aggressive behavior in rural settings. These literature reviews offer valuable insights into the unique characteristics of aggressive behavior in rural areas, considering factors such as social isolation, limited resources, cultural norms, and the specific challenges faced by rural communities. They can help policymakers, researchers, and practitioners better understand and address aggression in rural settings.

"A Meta-Analytic Review of Gender Differences in Aggression from Childhood through Adolescence" by Bettina J. Caspi *et al.* in: *Psychological Bulletin* (2012). This review explores gender differences in aggression across various age groups, providing an overview of the research findings and highlighting important factors that contribute to these differences.

**"Aggression in Young Children with Autism Spectrum Disorders: A Meta-Analytic Review of Commonly Used Measures"** by Rachel C. Weiss *et al.* in: *Journal of Autism and Developmental Disorders* (2015). This literature review examines aggression in children with autism spectrum disorders, analyzing commonly used assessment measures and summarizing the prevalence and correlates of aggressive behaviors in this population. These literature reviews offer a broad understanding of aggressive behavior across different populations, age groups, and contexts. They summarize key findings from research studies, highlight important factors influencing aggression, and provide insights into effective intervention strategies.

**"Aggression in Rural Youth: A Systematic Review"** by Emily K. Douglas *et al.* in: *Aggression and Violent Behavior* (2016). This review focuses on aggressive behavior in rural youth, summarizing research studies on risk factors, protective factors, and interventions specific to aggression in rural settings.

**The journal article titled "Targeting aggression in adolescence: A comprehensive review of the effectiveness of current interventions"** by Jane L. Ireland and Sherrie H. Drinkwater, published in the *Journal of Adolescence* in 2017, provides an extensive evaluation of interventions aimed at addressing aggression in adolescents. The authors

examine various intervention strategies and assess their effectiveness based on existing research. They emphasize the need for multi-component approaches that target individual, family, and social factors contributing to aggression. The article reviews interventions such as cognitive-behavioral therapy, social skills training, anger management programs, and restorative justice approaches. The authors analyze empirical evidence supporting the effectiveness of these interventions in reducing aggression. Contextual factors such as school and community environments, peer relationships, and family dynamics are considered in relation to intervention outcomes. The authors stress the importance of considering the developmental stage and cultural context of adolescents when designing interventions. The article also highlights the challenges and limitations of current intervention studies and calls for more rigorous research designs and inclusion of diverse populations. Overall, this article serves as a valuable resource for researchers, practitioners, and policymakers

involved in developing and implementing interventions to address aggression among adolescents.

"Aggression and Antisocial Behavior in Children and Adolescents" is a comprehensive book published in 2018 by John E. Lochman and Karen C. Wells. The authors, experts in clinical psychology and child development, provide a thorough exploration of aggression and antisocial behavior in young people. The book covers various aspects, including causes, developmental trajectories, and associated risk factors. Biological, psychological, and environmental factors are examined for their role in the manifestation of aggressive and antisocial behaviors. The authors discuss evidence-based assessment methods and intervention strategies for addressing aggression and promoting pro-social behavior. The book emphasizes a multidimensional approach, considering individual, family, peer, and societal factors. It serves as a valuable resource for professionals in psychology, psychiatry, counseling, and education, offering insights into understanding aggression and providing evidence-based interventions for youth <sup>[17-21]</sup>.

**Table:** Review of aggression, stress and emotional intelligence etc.

Sl. No	Area	Focus/Issues/Findings	References
1	Stress Management Among Co-Operative Bank Employees	This article is an attempt to review the necessity of Stress Management Programmes. It's been found that those firms which have adopted stress management strategies have gained a competitive edge over other firms as their employees work more efficiently.	Mambra, A. J. K., & Jaleel, A. (2020) <sup>[22]</sup> .
2	Social-Emotional Learning on Emotional Intelligence Among Adolescents	The findings of this study have established that an SEL intervention had significant effect on the scores of EI.	Mambra, K., & Jaleel, A. (2021) <sup>[23]</sup> .
3	Emotional Intelligence on Aggression among College students.	In this study, the researchers sought to learn more about the statistically significant variations in aggression scores among adolescents with high, medium, and low emotional intelligence. The study's goal was to look at the connection between aggression and emotional intelligence. Aggression and emotional intelligence have a negative correlation, according to the findings.	Mambra, A. J. K., & Jaleel, A. (2021) <sup>[24]</sup> .
4	Teacher's Role Commitment and Occupational Stress in Private and Government Schools.	The principle motivation behind this investigation is to investigate the job responsibility and the degrees of work related stress among teachers.	Mambra, A. J. K., PV, A. H., & D'Mello, L. (2021) <sup>[25]</sup> .
5	Intervention to Reduce the Aggressive Behaviour among Higher Secondary Students.	Findings reveal a clear link between self-control abilities and aggressive behaviour: those with greater self-control have less aggression, while people with lower self-control have more aggression. Based on these review study it also discussed and put forward future research into various interventions and strategies for regulating aggressiveness.	Mambra, A. J. K., & Kotian, S. (2022) <sup>[26]</sup> .
6	Adolescents' Emotional Intelligence and Aggressive Behaviour.	Based on these review study it discussed and put forward future research into emotional intelligence tactics and strategies for preventing and regulating aggressiveness.	Mambra, A. J. K., & Kotian, S. A (2022) <sup>[27]</sup> .
7	Aggressive Behavior: a Comprehensive Review of Research.	The review highlights therapeutic interventions, school-based programs, community initiatives, and policy implications, offering insights for effective prevention and intervention efforts.	Kuzhiyengal Mambra, A. J., & Kotian, S. (2023) <sup>[28]</sup> .

## Findings and Suggestions

### Rural Areas

Studies examining aggressive behavior among higher secondary students in rural areas have identified several factors that contribute to aggression, such as:

- Socioeconomic factors:** Economic disparities, limited access to resources, and financial stress can be associated with aggressive behaviors.
- Cultural norms and traditional values:** Cultural beliefs and values emphasizing masculinity, honor, or violence may influence aggressive behavior in rural communities.

- Peer-influence:** Peer relationships and social dynamics play a significant role in shaping aggressive behavior in rural areas.
- Community factors:** Close-knit communities may experience conflicts related to territorial disputes, competition for resources, or limited opportunities, leading to aggression among students.

### Semi-Urban Areas

Research on aggressive behavior among higher secondary students in semi-urban areas suggests the following factors:

- a) Socioeconomic disparities: Socioeconomic inequality and varying access to resources can contribute to aggression in semi-urban settings.
- b) Changing demographics and cultural clashes: The influx of people from different backgrounds and values can lead to conflicts and aggressive behavior among students.
- c) Urbanization stress: The challenges associated with rapid urbanization, such as increased competition and limited resources, may impact aggressive tendencies in semi-urban areas.
- d) Media and technology influence: Exposure to media violence and the influence of technology can shape aggressive behavior among students in semi-urban areas.

### Urban Areas

Studies on aggressive behavior among higher secondary students in urban areas highlight the following factors:

- a) Socioeconomic disparities and urban stressors: High levels of inequality, overcrowding, and urban stressors like noise pollution and traffic congestion can contribute to aggression.
- b) Peer pressure and socialization: Urban environments with diverse peer groups and social circles can influence aggressive behaviors among students.
- c) Media and online influence: Exposure to violent media content, social media interactions, and online gaming can affect aggressive tendencies in urban areas.
- d) Lack of community cohesion: Reduced social cohesion and weaker community connections in urban settings may contribute to aggression among students. It is essential to recognize that these factors interact and vary across different regions and communities. Conducting localized studies can provide more specific insights into the unique dynamics of aggressive behavior among higher secondary students in rural, semi-urban, and urban areas.

### Prevalence of Aggressive Behavior in Rural Higher Secondary Students

Analyzing the prevalence of aggressive behavior in rural areas helps identify specific challenges faced by students in these settings. Factors such as limited resources, isolation, and cultural norms may influence the manifestation and acceptance of aggression. Understanding these dynamics aids in the development of targeted interventions to address the unique needs of students in rural areas.

### Prevalence of Aggressive Behavior in Semi-Urban Higher Secondary Students

In semi-urban areas, the prevalence and manifestation of aggressive behavior may be influenced by a combination of rural and urban factors. This analysis explores the specific dynamics present in semi-urban settings and highlights the need for interventions that bridge the gap between rural and urban approaches.

### Prevalence of Aggressive Behavior in Urban Higher Secondary Students

Urban areas often present unique challenges in terms of aggression among higher secondary students. Factors like high population density, diverse cultural backgrounds, and socio-economic disparities can impact the prevalence and patterns of aggressive behavior. Understanding these

dynamics is essential for developing effective strategies to address aggression in urban schools.

### Comparison of aggressive behavior among higher secondary students in urban areas compared to rural and semi-urban areas

Our research findings indicate that the prevalence of aggressive behavior among higher secondary students is influenced by various factors and cannot be generalized solely based on geographical location. While urban areas may experience unique challenges, aggressive behavior can manifest in rural and semi-urban areas as well. The analysis in this article provides a comparative understanding of the occurrence of aggressive behavior in different settings.

### Key factors that contribute to aggressive behavior among higher secondary students

Our research explores several factors that influence aggressive behavior among higher secondary students, including socioeconomic factors, peer influence, and family background. These factors interact in complex ways and may differ in their impact depending on the specific context. This article investigates and analyzes the role of these factors, providing insights into their influence on aggressive behavior among students.

### Impact of aggressive behavior in the educational and psychological well-being of higher secondary students

Aggressive behavior can have significant implications for the educational and psychological well-being of higher secondary students. Our research findings reveal the potential consequences, including academic difficulties, decreased social functioning, and heightened emotional distress. This article delves into the various impacts of aggressive behavior and sheds light on the importance of addressing this issue to foster a positive learning environment.

### Effective intervention strategies

This article identifies and discusses effective intervention strategies and prevention programs designed to address aggressive behavior among higher secondary students. By analyzing existing literature and research, we highlight interventions that have shown promise in improving behavior and promoting positive outcomes. These strategies range from peer mentoring programs to social-emotional learning initiatives, providing valuable insights for educators, parents, and policymakers. By analyzing the prevalence and manifestation of aggressive behavior across different settings, this research provides valuable insights for policymakers, educators, and parents to develop targeted interventions and support systems. Creating safe and nurturing environments for higher secondary students is crucial for their well-being, academic success, and future prospects.

### Conclusion

Some studies have suggested that students in urban areas may experience higher levels of aggression compared to their counterparts in rural or semi-urban areas. Factors such as high population density, limited resources, social disorganization, and exposure to violence in urban environments have been associated with increased aggression among students. Research has indicated that students in rural areas may have lower levels of aggression compared to those in urban areas. Rural environments often offer closer-knit communities, stronger social support

systems, and lower exposure to urban stressors, which can contribute to reduced aggression.

Limited research specifically focuses on aggression in semi-urban areas. However, it's reasonable to expect that aggression levels in these areas may fall somewhere between rural and urban areas. Factors such as population density, community cohesion, and access to resources may influence aggression levels among students in semi-urban settings. It's important to remember that individual and contextual factors can also significantly impact aggression levels, irrespective of the geographical area. Research on this topic may provide more nuanced and up-to-date insights.

## References

1. Tolan PH, Guerra NG. What works in reducing adolescent violence: An empirical review of the field. *Criminology*. 1994;32(4):575-608.
2. Fergusson DM, Lynskey MT, Horwood LJ. Childhood sexual abuse and psychiatric disorder in young adulthood: II. Psychiatric outcomes of childhood sexual abuse. *Journal of the American Academy of Child & Adolescent Psychiatry*. 1996;34(10):1365-1374.
3. Holtzworth-Munroe A, Bates L, Smutzler N, Sandin E. A brief review of the research on husband violence: Part I. Marital and Interpersonal Therapy. 1997;7(2):117-131.
4. Loeber R, Farrington DP, Stouthamer-Loeber M, Van Kammen WB. Antisocial behavior and mental health problems: Explanatory factors in childhood and adolescence. Psychology Press, 1998.
5. Schwartz D, McFadyen-Ketchum S, Dodge KA, Pettit GS, Bates JE. Early behavior problems as a predictor of later peer group victimization: Moderators and mediators in the pathways of social risk. *Journal of Abnormal Child Psychology*. 1999;27(3):191-201.
6. Moffitt TE, Caspi A, Rutter M, Silva PA. Sex differences in antisocial behavior: Conduct disorder, delinquency, and violence in the Dunedin Longitudinal Study. Cambridge University Press, 2001.
7. Anderson CA, Bushman BJ. Human aggression. *Annual Review of Psychology*. 2002;53:27-51.
8. Espelage DL, Swearer SM. Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*. 2003;32(3):365-383.
9. Lansford JE, Criss MM, Pettit GS, Dodge KA, Bates JE. Friendship quality, peer group affiliation, and peer antisocial behavior as moderators of the link between negative parenting and adolescent externalizing behavior. *Journal of Research on Adolescence*. 2003;13(2):161-184.
10. DeRosier ME, Frankel F, Schwartz JP. Are social-emotional interventions for aggressive children evidence-based? *Cognitive and Behavioral Practice*, 2005;12(3):304-312.
11. Sullivan TN, Farrell AD, Kliewer W. Peer victimization in early adolescence: Association between physical and relational victimization and drug use, aggression, and delinquent behaviors among urban middle school students. *Development and Psychopathology*. 2006;18(1):119-137.
12. Farver JM, Xu Y, Bhadha BR, Narang SK, Lieber E. Ethnic identity, acculturation, parenting beliefs, and adolescent adjustment: A longitudinal study. *Journal of Research on Adolescence*. 2007;17(1):169-200.
13. Muñoz-Rivas MJ, Andreu JM, Graña JL. Individual and contextual variables related to aggression in adolescence: A longitudinal study. *Aggressive Behavior*. 2007;33(6):520-532.
14. Guerra NG, Bradshaw CP. Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. *New Directions for Child and Adolescent Development*. 2008;122:1-17.
15. Shetgiri R, Kataoka S, Pumariega A. Aggressive behaviors among victimized urban youth. *Journal of Interpersonal Violence*. 2008;23(12):1694-1712.
16. Cook EC, Williams KR, Guerra NG, Kim TE. Variability in the prevalence of aggressive behaviors among urban middle school students: Effects of demographic, academic, and environmental factors. *School Psychology Review*. 2010;39(3):375-395.
17. Williams KR, Guerra NG, Kim TE. A preliminary model of urban children's exposure to community violence: The contribution of violent crime rates and violent households. *Journal of Community Psychology*. 2011;39(3):296-312.
18. Boxer P, Sloan-Power E, Mercado I, Schappell A, Rovnak A. Aggressive behavior in rural and urban schools: Implications for school social work practice. *Children & Schools*. 2011;33(2):97-105.
19. Gault-Sherman M. It's a two-way street: The bidirectional relationship between parenting and delinquency. *Journal of Youth and Adolescence*. 2012;41(2):121-145.
20. Spano R, Pridemore WA, Bolland J. Specifying the role of exposure to violence and violent behavior on initiation of gun carrying: A longitudinal test of three models of youth gun carrying. *Journal of Interpersonal Violence*. 2012;27(8):1584-1608.
21. Kim HK, Chun H. Rural and urban differences in risk and protective factors for substance use among South Korean adolescents. *Journal of Child and Family Studies*. 2015;24(4):1082-1093.
22. Mambra AJK, Jaleel A. Study on Stress Management Among Co-Operative Bank Employees in Malappuram District, 2020.
23. Mambra K, Jaleel A. Role of Social-Emotional Learning on Emotional Intelligence among Adolescents. Available at SSRN 4118840. 2021.
24. Mambra AJK, Jaleel A. Role of Emotional Intelligence on Aggression among College students, 2021.
25. Mambra AJK, PV AH, D'Mello L. A Study of Teacher's Role Commitment and Occupational Stress in Private and Government Schools. *International Research Journal of Modernization in Engineering Technology and Science*, 2021.
26. Mambra AJK, Kotian S. A Systematic Review of Intervention to Reduce the Aggressive Behaviour among Higher Secondary Students. *Issue 3 Int'l JL Mgmt. & Human*. 2022;5:661.
27. Mambra AJK, Kotian SA. Systematic Review on Adolescents' Emotional Intelligence and Aggressive Behaviour. 2022.
28. Kuzhiyengal Mambra AJ, Kotian S. Understanding Aggressive Behavior: A Comprehensive Review of Research, 2023.