

Research Article

Factors of Spreading the Aggressive Behavior among Kindergarteners from the Perspective of Their Teachers in East Jerusalem

Dua Shanti¹ and Eliana M. Moreno ^{1,2}

¹Department of Psychology, University of Córdoba, Córdoba, Spain

²Maimonides Institute for Research in Biomedicine of Córdoba (IMIBIC), Reina Sofía University Hospital, Córdoba, Spain

Correspondence should be addressed to Eliana M. Moreno; eliana.moreno@uco.es

Received 17 November 2022; Revised 22 February 2023; Accepted 18 March 2023; Published 27 April 2023

Academic Editor: S. Maheswaran

Copyright © 2023 Dua Shanti and Eliana M. Moreno. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

This research aims to investigate the factors behind the spread of aggressive behavior in kindergartens from the point of view of educators in East Jerusalem. The descriptive analytical approach and quantitative research methods were used, which included *t*-test, independent sample *t*-test, and analysis of variance. Before collecting data, the reliability and validity of the questionnaire were checked. The questionnaire tool was distributed to a sample of 150 kindergarten teachers working in educational centers located in East Jerusalem. The research reached a number of results, the most important of which is that there are statistically significant differences in the factors of the spread of aggressive behavior in kindergartens due to the variable of academic specialization in the questionnaire, except for the dimension. Findings of the study show that there is a lack of understanding of the factors that lead to aggressive behavior, which requires understanding the types and manifestations of aggressive behavior in detail. Familial reasons have a great influence on the aggressive behaviors and actions that some children practice in kindergartens, and social factors, such as the child's lack of social skills, have a substantial impact on the child's behaviors and expressions of aggression. The researcher recommended the necessity of holding seminars, lectures, meetings, and workshops specialized in raising and caring for children to overcome their developmental and behavioral problems. The study offers significant new information about the causes that lead to the spread of violent behavior among kindergarteners in East Jerusalem, as seen from the teachers' perspective. To fully comprehend the elements that lead to violent behavior in this population, more study is necessary. This can assist in creating treatments and techniques that are more successful in reducing aggressive behavior in kindergarteners.

1. Introduction

The issue of aggressive behavior among kindergarteners is a significant concern for educators, parents, and society at large. While some level of physical and verbal aggression is common among young children, it can become a serious problem if it is persistent and severe. Aggressive behavior can have negative effects on children's development, academic achievement, and social relationships and can also create a challenging learning environment for teachers and other students.

In East Jerusalem, the issue of aggressive behavior among kindergarteners is particularly pressing. The city has experienced decades of conflict and political instability, which can

have profound effects on children's development and behavior. Furthermore, the education system in East Jerusalem faces significant challenges, including limited resources and a shortage of qualified teachers. These factors can make it difficult for teachers to provide the support and guidance that young children need to learn how to manage their emotions and behavior.

To address this issue, it is essential to understand the factors that contribute to the spread of aggressive behavior among kindergarteners in East Jerusalem. In this research paper, we will explore this topic from the perspective of teachers in the region. Through interviews and surveys, we will examine the experiences and perceptions of kindergarten

teachers regarding the causes and manifestations of aggressive behavior among their students.

Our study will draw on previous research on the topic, including studies that have identified factors, such as family dynamics, peer relationships, and cultural and societal influences, as contributing to aggressive behavior in young children (e.g., [1–3]). We will also consider the unique context of East Jerusalem, including the impact of the political situation and the challenges faced by the education system in the region.

The findings of our research will have important implications for educators, policymakers, and parents in East Jerusalem and beyond. By understanding the factors that contribute to aggressive behavior among kindergartners, we can develop more effective strategies for prevention and intervention. This research has the potential to inform the development of policies and programs aimed at improving the social and emotional well-being of young children in the region and beyond.

1.1. Research Problem. Behavior problems in school, in general, and in the classroom, in particular, are among the issues that concern most educators at all levels these days. The lack of respect for the teacher, lack of obedience to instructions, aggressive behaviors toward others, and the different negative behaviors of children in the classroom have become familiar phenomena faced by the teacher. The lack of attention of students and preoccupation with troublesome subversive behaviors in the classroom causes a lot of learning time to be lost during the class, and the teacher's preoccupation has caused the curbing of this work using methods that harm the progress of the educational process [4]. A teacher whose focus is disturbed and annoyed as a result of the chaos that some students make may be forced, under moments of pressure mixed with anger, to punish these students by continuously screaming at them, insulting them, or using the method of beating. Kindergarten is the second social institution after the family in terms of influencing child rearing and care, and its importance is due to its important educational process and refining the minds of children, as its natural function is to receive children at an early age so that will be the first station for dealing with them directly after the family, which it places it in an educational and strategic position, and comprehensive monitoring enables it to discover the capabilities of children and to discover negative and positive tendencies in their personalities. Perhaps one of the most negative, complicated, and problematic aspects of school life is the aspect of the aggressive behavior that some children practice toward their peers in kindergarten [5]. Therefore, the researcher decided to prepare this research to discover the factors of spreading aggressive behavior among kindergarten from the viewpoint of their teachers in East Jerusalem.

1.2. Research Objectives. The current research aims at fulfilling the following main goal:

Identifying and analyzing the factors that stand behind the spread of the aggressive behavior among kindergartners from the perspective of their educators in East Jerusalem.

The study also attempts to provide answers for the following minor objectives:

- (i) Examining the familial reasons that enhance the aggressive behavior among kindergartners from the perspective of their educators.
- (ii) Investigating the opinion of the educator about the impact of media on the prevalence of aggression among children.
- (iii) Identifying the social factors underlying the spread of aggressive behaviors among kindergartners.
- (iv) Testing the effect of the independent variables represented in the sex, academic qualification, years of experience, and the academic specialization on the sample's response toward the factors of spreading the aggressive behavior among kindergartners.

1.3. Research Hypotheses. The study attempts to test the following hypotheses: First, there are familial, environmental, and media factors standing behind the spread of the aggressive behaviors among kindergartners. Second, there are no statistically significant differences at $\alpha \leq 0.05$ in the sample's responses degree toward the factors standing behind the spread of aggressive behavior among kindergartners with respect to the variables of sex, academic degree, years of experience, and the academic specialization.

1.4. Research Significance. The current study can be significant for several reasons. First, it helps to recognize and classify these factors. Second, it investigates a population that has never been examined before, and thus it presents authentic data. Finally, it will represent some recommendations that may help parents and educators how to treat these factors and reduce their impacts. Actually, there is an importance in carrying out this research. It helps to recognize the most important factors that stand behind the prevalence of aggressive behaviors among children in East Jerusalem. In addition, it may help in findings solutions to this phenomenon. Furthermore, carrying out this research will help to bridge a gap in knowledge in regard to the location where the study will be conducted (East Jerusalem). This knowledge could contribute to the design of local educational policies or appropriate interventions to handle this phenomenon. Finally, the results and main findings of the current study will be compared to other studies' results so that generalizing its results would be possible.

2. Literature Review

Aggressive behavior in young children is a complex and multifaceted issue, and understanding the factors that contribute to its spread is essential for developing effective interventions. In this section, we review previous research on the topic, including studies that have identified various factors that contribute to aggressive behavior in young children.

2.1. Familial Reasons that Enhance the Aggressive Behavior. One study that explored the familial reasons that may contribute to aggressive behavior among kindergartners found

that parental warmth and responsiveness were important protective factors against aggression [6]. This study highlights the importance of positive family relationships in reducing aggressive behavior.

Another study examined the role of parental discipline in shaping aggressive behavior among preschoolers and found that harsh and inconsistent discipline was associated with higher levels of aggression [7]. This suggests that the way parents discipline their children can have a significant impact on their behavior.

Additionally, a study by Lee et al. [8] found that children who experienced parental conflict and had a more negative view of their family relationships were more likely to exhibit aggressive behavior in the classroom. This highlights the importance of addressing family dynamics and relationships in reducing aggressive behavior.

In a more recent study, Averous et al. [9] found that parental emotional support and positive parenting practices were associated with lower levels of aggressive behavior among preschoolers. This study emphasizes the importance of creating a positive family environment to promote prosocial behavior in children.

2.2. *The Impact of Media on the Prevalence of Aggression among Children*

2.2.1. Cultural and Societal Influences. Finally, cultural and societal influences can also contribute to the spread of aggressive behavior in young children. Research has shown that children who grow up in violent or unstable environments are more likely to exhibit aggressive behavior [1]. Additionally, gender roles and expectations can contribute to the spread of aggressive behavior, with boys being more likely to exhibit physically aggressive behavior [2]. Therefore, interventions aimed at addressing aggressive behavior in young children must take into account cultural and societal factors.

The impact of media on the prevalence of aggression among children has been a topic of interest for many years, with numerous studies exploring the relationship between media exposure and aggressive behavior in children. In this section, we review recent literature on the topic and investigate the opinions of educators about the impact of media on the prevalence of aggression among children.

2.2.2. Media Exposure and Aggressive Behavior. Research has shown that exposure to violent media content can have a significant impact on children's behavior. Studies have found that children who are exposed to violent media content, such as movies, video games, and television shows, are more likely to exhibit aggressive behavior [10–12]. Furthermore, research has shown that the effects of media exposure on children's behavior can be long-lasting, with some studies suggesting that the impact of media exposure on aggression can persist into adulthood [13].

2.3. Opinions of Educators. The impact of media on the prevalence of aggression among children is a topic of concern for many educators. Recent research has explored the opinions of educators on this topic, with some studies finding that

educators believe that media exposure can contribute to aggressive behavior in children. For example, a study conducted by Zaman and Noureen [14] found that the majority of educators in their sample believed that media exposure was a significant factor contributing to the prevalence of aggression among children. Similarly, a study conducted by Shariff and Hjelmervik [15] found that educators believed that exposure to violent media content was a contributing factor to the prevalence of cyberbullying.

However, some studies have found that educators may not be fully aware of the impact of media exposure on children's behavior. For example, a study conducted by Carpenter et al. [16] found that many educators in their sample were not fully aware of the impact of media exposure on aggression and were not incorporating media literacy education into their teaching.

2.4. Media Literacy Education. Media literacy education is an approach that aims to teach children how to critically analyze media content and understand the impact of media on their behavior. Recent research has explored the effectiveness of media literacy education in reducing the impact of media exposure on aggression. Studies have found that media literacy education can be effective in reducing the impact of media exposure on aggression [17, 18]. Furthermore, some studies have suggested that media literacy education can be a useful tool for educators in addressing the impact of media exposure on aggression [15, 16].

Aggressive behavior is a common problem among young children, and it can have a significant impact on their social and emotional development. In this section, we review recent literature on the social factors underlying the spread of aggressive behaviors among kindergarteners.

2.5. *Social Factors Underlying the Spread of Aggressive Behaviors*

2.5.1. Peer Relationships. Peer relationships are a significant social factor that can contribute to the spread of aggressive behavior among kindergarteners. Research has shown that children who have poor peer relationships are more likely to exhibit aggressive behavior [19]. Furthermore, studies have found that children who are exposed to aggressive behavior from their peers are more likely to exhibit aggressive behavior themselves [20].

2.5.2. Parenting Styles. Parenting styles can also play a significant role in the spread of aggressive behavior among kindergarteners. Research has shown that children who are raised in households with authoritative parenting styles, characterized by warmth, support, and clear expectations, are less likely to exhibit aggressive behavior [21]. Conversely, children who are raised in households with authoritarian or neglectful parenting styles are more likely to exhibit aggressive behavior [22].

2.5.3. Social and Economic Disadvantage. Social and economic disadvantage is another social factor that can contribute to the spread of aggressive behavior among kindergarteners. Research has found that children who grow up in disadvantaged neighborhoods are more likely to exhibit aggressive behavior [23].

TABLE 1: Questionnaire design and sections.

| Hierarchy | Questionnaire fields | Number of statements |
|--|---|----------------------|
| The first scale: manifestations and forms of aggressive behavior | | |
| 1 | The first area: verbal and physical aggressive behavior toward the self | 11 |
| 2 | The second area: aggressive behavior toward others | 13 |
| 3 | The third area: aggressive behavior directed toward property | 9 |
| The second scale: the causes of aggressive behavior | | |
| 4 | The first area: family causes | 11 |
| 5 | The second area: social causes | 10 |
| 6 | The third area: the surrounding environment causes | 9 |
| Total no. statements in the questionnaire | | 63 |

Furthermore, studies have found that poverty can be a significant risk factor for aggressive behavior in children [24].

2.5.4. School Environment. The school environment can also play a significant role in the spread of aggressive behavior among kindergarteners. Research has found that children who attend schools with high levels of violence and aggression are more likely to exhibit aggressive behavior themselves [25]. Furthermore, studies have found that school-based interventions aimed at reducing aggressive behavior can be effective in improving the social and emotional outcomes of kindergarteners [26].

3. Methodology

To achieve the objectives of the study and address its problem, a descriptive-analytical approach and quantitative research methods were used. The questionnaire tool was used with a random sample of kindergarten teachers working in educational centers located in East Jerusalem.

3.1. Population and Samples. The study population consists of kindergarten teachers who are working in the educational centers located in East Jerusalem. To achieve the goal of this study, the researcher relied on a random sample of 150 teachers, where 150 questionnaires were distributed and were fully recovered by 100%.

3.2. Research Tool. The researcher developed a questionnaire as the main tool for the study by referring to a set of literature and previous studies to measure the variables emanating from the hypotheses and model of the study and answer its questions.

A Likert 5-point scale was used in order to measure the opinions of the sample members, so the answers varied between strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. Then the questionnaire included two parts:

- (i) The first part: are the demographic variables for the study sample individuals for the purpose of describing the study sample.
- (ii) The second part: included 63 items, distributed on 2 axes, and 6 areas to identify and analyze the factors that stand behind the spread of aggressive behavior

among kindergarteners. Table 1 shows the questionnaire's sections, dimensions, and the number of statements related to each dimension.

3.3. Statistical Methods used in the Study. To achieve the objectives of the study and analyze the data obtained from the questionnaire will be relied on SPSS program; descriptive results will be shown through frequencies and percentages in the case of qualitative variables and means, typical deviations, and lowest and highest values in quantitative variables. If applicable, we also will use contingency tables and tests to find out the meaning of the relationship or differences between different variables, and in general, the following main statistical methods were used:

- (i) Frequencies and percentages: to clarify the characteristics of the study population, broken down by categories, for personal (demographic) variables.
- (ii) Standard averages and deviations: to determine the level of both the independent variable and the dependent variable and the order of the dimensions of the study variables.
- (iii) Alpha Cronbach test.
- (iv) Single sample testing (one-sample *t*-test).
- (v) Multiple regression analysis.

3.4. Results and Analysis

3.4.1. Validity Analysis. In this study, the validity of the content of the tool (the questionnaire) was verified by presenting it to the supervisor of the study and groups of educational experts, as they were asked to ensure that the questionnaire covered the subject of the study, the extent of the clarity of the wording of the phrases, and the extent of their affiliation with the section in which they are related to. They were asked to express their opinions regarding the need of questionnaire for modification, addition, or deletion, which the researcher has done in detail to make the questionnaire in the final form.

However, in order to ensure the overall validity and reliability of the tool, it was applied to a small pilot sample of 20 kindergartener's teachers working in East Jerusalem. This pilot study is meant to acquire primer estimations of the

TABLE 2: Descriptive statistics of respondents.

| Variable | Level | Number | Percent | Total |
|---------------------------------|---------------------------|--------|---------|-------|
| Gender | Male | 90 | 60.0 | 150 |
| | Female | 60 | 40.0 | |
| Academic qualification | Diploma | 29 | 19.3 | |
| | Bachelor | 55 | 36.7 | |
| | Master | 66 | 44.0 | |
| Years of experience | Less than 5 | 32 | 21.3 | |
| | 5–10 years | 38 | 25.3 | |
| | More than 10 years | 80 | 53.3 | |
| Academic specialization | Scientific specialization | 64 | 42.7 | |
| | Literary specialization | 86 | 57.3 | |
| Kindergartener's location | City | 92 | 61.3 | |
| | Village | 58 | 38.7 | |
| Place of residence | City | 84 | 56.0 | |
| | Village | 43 | 28.7 | |
| | Camp | 23 | 15.3 | |
| Number of students in the class | 20–30 | 74 | 49.3 | |
| | 30–40 | 54 | 36.0 | |
| | Over 41 | 22 | 14.7 | |

expected quality of the collected data and feature different issues in the data collection tool, including uncertain or unacceptable inquiries, before beginning the real survey. It prompted a few proposed alterations to the inquiries and helped the researcher in editing the inquiries and improving the reliability of its study tool.

To validate the questionnaire, Pearson correlation coefficients were calculated using SPSS to confirm the consistency of all the survey items with the axis (section) to which they belong. It was clear that all the statements are related to the designed section of the questionnaire as the calculated Pearson correlation coefficients of them range between 0.334 and 0.892, and they are statistically significant ($p \leq 0.001$). This means that the overall statement of the questionnaire is valid and consistent internally for measuring the purpose for which it was designed.

3.4.2. Reliability Analysis. Reliability is defined as the ability of the instrument (tool) to produce the same results if the measurement is repeated on the same sample multiple times in the same conditions [27]. For this study, Cronbach's α , which is the most common test for reliability, was calculated via SPSS to determine the reliability of the questionnaire instrument. Cronbach's α value was determined to be ranged from 0.841 to 0.919 for items of all sections and dimensions. Moreover, it was 0.973 for the overall 63 questionnaire statements, meaning that the tool's reliability is acceptable as long as Cronbach's α values are higher than 0.7 for all of its individual parts as well as overall parts. These results indicate that all of the statements are correlated to its section, and the overall sections' statements are related to the questionnaire, and no need for revising or discarding any item [28].

3.5. Results of Descriptive Data Analysis. In order to identify the factors responsible for spreading aggressive behavior

among kindergarteners in East Jerusalem, its manifestations and causes, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were elicited using a 5-point Likert scale were calculated via SPSS, where means ranging from 1 to 1.80 were considered very low, from 1.81 to 2.60 were considered low, from 2.61 to 3.40 were considered moderate, from 3.41 to 4.20 were considered high and from 4.21 to 5.00 were considered very high.

Table 2 shows the description of the members of the study sample according to gender, academic qualification, years of experience, academic specializations, their kindergartener's location, place of residence, and number of students in their classes.

3.5.1. The Familial Reasons that Enhance the Aggressive Behavior among Kindergartners. In this part, the descriptive analysis of the collected data focuses on investigating the research question, which is: what are the familial reasons that enhance the aggressive behavior among kindergartners from the perspective of their educators? So, in order to answer this question, descriptive summary (means and standard deviation) of the responses to the indicator items were calculated, as shown in Table 3.

Moreover, the overall mean for this section was 3.58, indicating that most of the study sample strongly agreed with the items of this part of the study. This indicates that familial reasons have a great influence on the aggressive behaviors and actions that some children practice in kindergartens, as the authoritarian parenting of parents, by subjecting their children to humiliation, ridicule, or punishment, as well as the difficult social and economic conditions of some families, and the large number of family members that may lead to neglect of children and lack of interest in them, which in turn leads to the child adopting aggressive behavior at

TABLE 3: Descriptive summary for the familial reasons that enhance the aggressive behavior among kindergartners from the perspective of their educators ($n = 150$).

| | Statements | Means | Standard deviations | Practices degree | Rank |
|---------|---|-------|---------------------|------------------|------|
| 34 | Some families encourage their children to behave aggressively | 3.92 | 0.83 | High | 1 |
| 35 | Authoritarian upbringing leads to the child engaging in aggressive behavior | 3.84 | 0.97 | High | 2 |
| 36 | The large number of family members | 3.83 | 0.92 | High | 3 |
| 42 | Many children suffer from rejection by their parents, which leads them to commit some form of aggression in kindergartners | 3.81 | 0.92 | High | 4 |
| 41 | Many students live in families where parents have been absent for a long time | 3.80 | 0.93 | High | 5 |
| 44 | Many children are subjected to insult, ridicule, or punishment by their parents, which makes them aggressive in kindergartners | 3.78 | 0.79 | High | 6 |
| 43 | Many children live in oppressive families that prevent them from expressing their opinions, which leads to their aggression in kindergartners | 3.59 | 1.04 | Medium | 7 |
| 39 | The low economic level of the family | 3.50 | 1.00 | Medium | 8 |
| 38 | Many children live in families with a low social level, which leads them to engage in aggression | 3.34 | 0.99 | Medium | 9 |
| 40 | Many children who come to kindergartners are deprived of the expenses, which lead to the theft of their colleagues | 3.24 | 1.08 | Medium | 10 |
| 37 | Narrow home size | 3.03 | 0.99 | Medium | 11 |
| Overall | | 3.58 | 0.59 | Medium | |

times, and the desire of the child to get rid of power, and to practice aggression that had practiced on him against other children in kindergarten.

3.5.2. Social Factors Underlying behind the Spread of Aggressive Behaviors among Kindergarten. In this part, the descriptive analysis of the collected data focuses on investigating the research second question, which is: what are the social factors underlying behind the spread of aggressive behaviors among kindergartners? So, in order to answer this question, descriptive summary (means and standard deviation) of the responses to the indicator items were calculated, as shown in Table 4.

Moreover, the overall mean for this section was 3.62, which shows that most of the study sample highly agreed with the items of this part of the study. This indicates that most of the study sample strongly agreed with the items of this part of the study, which implies that social causes have a great influence on the behaviors and manifestations of aggression against children, as the child's lack of social skills, his inability to get along with his classmates, or his feeling of shame or jealousy resulting from differential treatment between children in kindergarten, all push the student to react to aggression through which he/she empties his feelings of jealousy or social helplessness.

This study agrees with the bio-psycho-social risk and protective factors model of aggressive behavior developed by Schick and Cierpka [4], through which it was shown that children who lack social skills, do not have the ability to communicate and socially interact, and do not control their emotions, that is, they socially incompetent, they would

often elicit aggressive reactions in interactions with colleagues and can, in the long run, lead to social exclusion, and rejection. This also confirms what Waddell [29] did in his study, as he explained the aggressive behavior of children according to the theory of social learning and that this aggressive behavior of the child is a learned behavior from the environment surrounding the individual through his social interactions with the environment, and a set of conditions and factors that help to acquire this behavior, such as imitation, simulation, reinforcement, and others.

3.5.3. The Impact of Environmental Factors on the Prevalence of Aggression among Children. In this part, the descriptive analysis of the collected data focuses on investigating the research third question, which is: what is the opinion of the educator about the impact of environmental factors on the prevalence of aggression among children? So, in order to answer this question, descriptive summary (means and standard deviation) of the responses to the indicator items were calculated, as shown in Table 5.

Moreover, the overall mean for this section was 3.69, which indicates that most of the study sample strongly agreed with the items of this part of the study. This indicates that environmental factors have a major role in influencing the behaviors and manifestations of aggression in children, including their prolonged exposure to the media that publish a lot about issues of violence, poverty, and general environmental indifference, the absence of recreational institutions in the social environment surrounding the child, and the spread of destruction and war in the surrounding

TABLE 4: Descriptive summary for the social factors underlying behind the spread of aggressive behaviors among kindergartens, from the perspective of their educators ($n = 150$).

| | Statements | Means | Standard deviations | Practices degree | Rank |
|---------|---|-------|---------------------|------------------|------|
| 46 | Frequent absences of the child | 3.90 | 0.91 | High | 1 |
| 48 | The child's understanding of the subjects decreased | 3.87 | 0.79 | High | 2 |
| 49 | Classes are crowded, and the number of children is crowded | 3.82 | 0.77 | High | 3 |
| 45 | The teachers deal with the children harshly | 3.74 | 0.89 | High | 4 |
| 47 | Jealousy resulting from the differential treatment between children in kindergarten | 3.70 | 0.90 | High | 5 |
| 50 | The child does not have social control | 3.64 | 0.90 | Medium | 6 |
| 51 | The inability of the teacher in the classroom to control the system | 3.52 | 1.06 | Medium | 7 |
| 53 | Weak personality of the teacher | 3.46 | 0.97 | Medium | 8 |
| 54 | Not providing social counseling to the child | 3.42 | 0.97 | Medium | 9 |
| 52 | Low achievement in the child | 3.35 | 1.01 | Medium | 10 |
| Overall | | 3.62 | 0.65 | Medium | |

TABLE 5: Descriptive summary for the impact of environmental factors on the prevalence of aggression among children, from the perspective of their educators ($n = 150$).

| | Statements | Means | Standard deviations | Practices degree | Rank |
|---------|---|-------|---------------------|------------------|------|
| 62 | The absence of entertainment establishments in the social environment that accommodate children | 3.89 | 0.89 | High | 1 |
| 61 | Neglecting economic, social, and institutional needs increases the aggressive behavior | 3.85 | 0.99 | High | 2 |
| 60 | Obliging a child to a certain behavior affects his aggressive behavior toward others | 3.77 | 1.03 | High | 3 |
| 55 | The loss of love and family affection leads to aggressive personalities in the environment in which they were brought up | 3.74 | 0.95 | High | 4 |
| 56 | Loss of security and reassurance in most stages of a child's life leads to hostile attitudes toward and harm to others | 3.72 | 0.98 | High | 5 |
| 57 | Depriving the child of things he loves | 3.56 | 0.87 | Medium | 6 |
| 59 | Interfering with the child's freedom and depriving him of expressing his opinion and thinking leads to the practice of aggression | 3.50 | 0.99 | Medium | 7 |
| 63 | The absence of entertainment establishments in the social environment that accommodate children | 3.44 | 1.10 | Medium | 8 |
| 58 | Failure to treat the child as a free and efficient member of his community and kindergarteners causes him to increase his aggressive behavior | 3.41 | 0.89 | Medium | 9 |
| Overall | | 3.69 | 0.74 | High | |

environment. This all makes the Palestinian child feel insecure and reassured in most stages of their lives and leads them to commit hostile attitudes toward others and toward themselves.

3.6. The Results of Inferential Data Analysis. Statistical difference between participants' perceptions about the factors of spreading the aggressive behavior among kindergartens according to sex, academic qualification, years of experience, and the academic specialization was analyzed by one-way analysis of variance (ANOVA) for variables that have more than two categories (academic qualifications and years of experience) and independent t -test for variables that have

two categories (sex and academic specialization) utilizing SPSS. The results are shown below.

3.6.1. The Impact of Participants' Gender on Their View of the Factors that Spread the Aggressive Behavior among Kindergartens. Independent sample t -test test was conducted to identify the extent of the existence of significant differences between participants' perceptions about the factors that lead to the spread of the aggressive behavior among kindergartens according to the variable of gender. The results are shown in Table 6.

Table 6 shows that there are no statistically significant differences for the factors of spreading the aggressive

TABLE 6: Difference between participants' perceptions according to gender.

| Questionnaire fields | Variable level | The number of individuals | Means | Standard deviations | Value (<i>T</i>) | Significance level |
|------------------------------------|----------------|---------------------------|-------|---------------------|--------------------|--------------------|
| The family causes | Male | 90 | 3.58 | 0.63 | 0.106 | 0.916 |
| | Female | 60 | 3.57 | 0.54 | | |
| The social causes | Male | 90 | 3.64 | 0.66 | 0.456 | 0.649 |
| | Female | 60 | 3.59 | 0.64 | | |
| The surrounding environment causes | Male | 90 | 3.68 | 0.70 | -0.243 | 0.808 |
| | Female | 60 | 3.71 | 0.80 | | |
| Overall | Male | 90 | 3.66 | 0.56 | -0.043 | 0.966 |
| | Female | 60 | 3.66 | 0.54 | | |

behavior among kindergartens is attributed to the gender variable in all areas of the questionnaire, where the value of *T* for the tool as a whole was -0.043 at a significance level 0.808 , which is not statistically significant.

3.6.2. The Impact of Participants' Academic Qualification on Their View of the Factors that Spread the Aggressive Behavior among Kindergartens. The one-way ANOVA test was applied to identify the extent of the existence of significant differences between participants' perceptions about the factors that lead to the spread of the aggressive behavior among kindergartens according to the variable of academic qualifications.

Therefore, there are statistically significant differences for the factors of spreading the aggressive behavior among kindergarteners in East Jerusalem, according to the academic qualification variable, as the value of *F* for the tool as a whole was 8.609 at a significance level ($p \leq 0.001$), which is a statistical significance.

According to the Scheffe test, it can be noticed that the statistical differences appeared between the academic qualification category (Diploma) and the academic qualification category (Bachelor) and that these differences were in favor of the category (Bachelor) due to the high mean of this category. In addition, statistical differences appeared between the academic qualification category (Diploma) and the academic qualification category (Master), and these differences were in favor of the category (Master) due to the high mean of this category.

3.6.3. The Impact of Participants' Years of Experience on Their View of the Factors that Spread the Aggressive Behavior among Kindergartens. The one-way ANOVA test was applied to identify the extent of the existence of significant differences between participants' perceptions about the factors of spreading the aggressive behavior among kindergarteners in East Jerusalem, according to the years of experience variable. It was found that there are statistically significant differences for the factors of spreading the aggressive behavior among kindergarteners in East Jerusalem, according to the years of experience variable, as the value of *F* for the tool as a whole was 3.598 at a significance level of 0.030 , which is a statistical significance. According to the Scheffe test, it can be noticed that the statistical differences appeared between the years of experience category (less than 5) and the experience category (more than 10 years) and that these differences were in favor

of the category (more than 10 years) due to the high mean of this category.

3.6.4. The Impact of Participants' Academic Specialization on Their View of the Factors that Spread the Aggressive Behavior among Kindergartens. Independent sample *t*-test test was conducted to identify the extent of the existence of significant differences between participants' perceptions about the factors that lead to the spread of the aggressive behavior among kindergartens according to the variable of academic specialization.

The results showed that there are statistically significant differences for the factors of spreading the aggressive behavior among kindergartens attributed to the academic specialization variable in all areas of the questionnaire, except for the dimension (the surrounding environment causes), which is not statistically significant, where the value of *T* for the tool as a whole was 2.191 at a significance level of 0.030 , which is statistically significant. Moreover, these differences are in favor of the category (scientific specialization) due to the high arithmetic mean of this category.

4. Discussion

The spread of aggressive behavior among kindergarteners is a concerning issue that affects many educational systems around the world. In East Jerusalem, this issue is particularly important due to the social, political, and economic challenges that the region faces, which can exacerbate aggressive behavior among young children. To better understand this issue, it is important to identify and analyze the factors that contribute to the spread of aggressive behavior among kindergarteners from the perspective of their educators.

One of the key factors that can contribute to the spread of aggressive behavior among kindergarteners is exposure to violence and conflict. In East Jerusalem, children may witness or experience violence and conflict on a regular basis, which can lead to an increase in aggressive behavior. Additionally, socioeconomic factors such as poverty, discrimination, and limited access to resources can also contribute to the spread of aggressive behavior among kindergarteners.

Another important factor is the quality of relationships between educators and students. Educators who are unable to establish positive, supportive relationships with their students may find it difficult to address and prevent aggressive behavior. Inadequate training and support for educators can

also be a contributing factor, as educators may not have the necessary skills or knowledge to address and prevent aggressive behavior among their students.

Cultural factors may also play a role in the spread of aggressive behavior among kindergarteners in East Jerusalem. Traditional cultural beliefs that prioritize aggression or violence as a means of resolving conflict can be transmitted to young children, which can contribute to the normalization of aggressive behavior.

To address these factors and prevent the spread of aggressive behavior among kindergarteners, educators in East Jerusalem may need to receive additional training and support, particularly in conflict resolution and positive discipline strategies. Additionally, efforts may need to be made to address the socioeconomic challenges faced by families in the region, which can contribute to the spread of aggressive behavior among young children. It may also be important to engage with families and communities to promote positive cultural norms and values that prioritize peaceful conflict resolution.

This study agrees with the study of Ehrenreich et al. [30] that the causes of the aggressive behavior of most children are usually hereditary and acquired from the family, as these children are more like the passive recipient of the situation, so his/her behavior is affected by the violent behavior resulting from their parents, as the child takes the actions of the father in all forms of abuse and begins to show them of among their friends. Ghorab and Ayman [31] explained this factor too, as a factor that pushes the desire of the child to get rid of the authority of the parents, and the aggressive behavior appears when the child has the opportunity to get rid of the pressure and control of his parents, i.e., while he is in kindergarten. Also, when he/she is physically humiliated by his/her family, this will support his/her memory that the behavior of aggression and the demonstration of force is permissible, so he/she practices the behavior of aggression against his classmates in the kindergarten who are often weaker than him/her physically.

In addition, this study agrees with the bio-psycho-social risk and protective factors model of aggressive behavior developed by Schick and Cierpka [4], through which it was shown that children who lack social skills do not have the ability to communicate and socially interact, and do not control their emotions, that is, they socially incompetent, they would often elicit aggressive reactions in interactions with colleagues and can, in the long run, lead to social exclusion and rejection. This also confirms what Waddell [29] did in his study, as he explained the aggressive behavior of children according to the theory of social learning and that this aggressive behavior of the child is a learned behavior from the environment surrounding the individual through his social interactions with the environment, and a set of conditions and factors that help to acquire this behavior, such as imitation, simulation, reinforcement, and others.

Moreover, the results have shown that overall, the mean score for all statements was 3.58, with a standard deviation of 0.59. This suggests that the educators generally perceived familial factors as moderately important in enhancing aggressive

behavior among kindergarteners, which is consistent with what was stated in Abu Mustafa [32] and Al-Saleh's [33] studies that showed that environmental factors and the child's surrounding environment play a major role in influencing the child's aggressive behavior, especially in the Palestinian society where due to the tense environment and the bloody events that he/she witnesses on the ground, continuously and daily, such as conditions of oppression, injustice, and deprivation that he/she is exposed to. Also, Palestinian children's exposure to oppression and abuse represented in the methods of killing and occupation with various technological means, bombing schools and students inside them, and destroying homes lead to a shock in children, and their automatic reactions emerge in the form of resistance and aggressive behaviors.

The result of the descriptive summary for the social factors underlying behind the spread of aggressive behaviors among kindergartens, from the perspective of their educators, shows that the highest-ranked statement was "frequent absence of the child," which received a mean score of 3.90 and was rated as a high-practice degree factor. This suggests that educators perceive absenteeism as a major factor contributing to the spread of aggressive behaviors among kindergarteners. Overall, the educators rated the social factors underlying the spread of aggressive behaviors among kindergarteners as a medium-practice degree. This suggests that while these factors may be significant, they may not be the most important factor in promoting aggressive behavior among kindergarteners.

Similarly, the results of the descriptive summary for the impact of environmental factors on the prevalence of aggression among children, from the perspective of their educators, shows that environmental factors play an important role in the prevalence of aggression among children. The educators identified the absence of entertainment establishments in the social environment that accommodates children as the most significant factor that contributes to the prevalence of aggressive behavior, followed by neglecting economic, social, and institutional needs.

Furthermore, the educators perceived that obliging a child to a certain behavior affects his aggressive behavior toward others, and loss of love and family affection leads to aggressive personalities in the environment in which they were brought up. Loss of security and reassurance in most stages of a child's life and depriving the child of things he loves were also identified as factors contributing to the prevalence of aggressive behavior.

Interfering with the child's freedom and depriving him of expressing his opinion and thinking, failure to treat the child as a free and efficient member of his community, and kindergarteners were also identified as contributing factors to aggressive behavior but with lower means and medium practice degrees.

Furthermore, the results of the difference between participants' perceptions according to gender showed that for the family causes variable, both male and female participants had similar mean scores of 3.58 and 3.57, respectively, and standard deviations of 0.63 and 0.54, respectively. The *t*-test value of 0.106 and significance level of 0.916 suggests that

there is no significant difference between the perceptions of male and female participants on this variable.

Similarly, for the social causes variable, the mean scores for male and female participants were 3.64 and 3.59, respectively, with standard deviations of 0.66 and 0.64, respectively. The *t*-test value of 0.456 and significance level of 0.649 suggests no significant difference between the perceptions of male and female participants.

For the surrounding environment causes variable, the mean scores for male and female participants were 3.68 and 3.71, respectively, with standard deviations of 0.70 and 0.80, respectively. The *t*-test value of -0.243 and significance level of 0.808 suggests no significant difference between the perceptions of male and female participants.

Finally, the overall perceptions variable showed mean scores of 3.66 for both male and female participants, with standard deviations of 0.56 and 0.54, respectively. The *t*-test value of -0.043 and significance level of 0.966 suggests no significant difference between the perceptions of male and female participants.

Overall, the results suggest that there are no significant gender differences in participants' perceptions of family causes, social causes, surrounding environment causes, and overall perceptions.

The researcher believes that this is because the conditions experienced by kindergarten teachers are similar, and they live in the same conditions that the other normal Palestinian people live. Teachers of different sex see that children try to vent themselves through aggressive behavior, especially the material one that is more prevalent among students, and this behavior does not differ between males and females in school. This is completely consistent with what was stated in the study [32, 33], which indicated that people's and teachers' views regarding aggression do not change according to gender, but according to other factors such as social, environmental, cognitive, and other factors.

Likewise, the researcher believes that the reason for this difference may be due to the fact that teachers who possess higher educational certificates are more educated and aware of the seriousness of the issue of aggressive behavior and the importance of dealing with aggressive behavior, unlike the educated with lower degrees or the uneducated who still possess a traditional mindset and have little knowledge of the dangers of aggressive behavior. This differs from what was shown by the study [32–34], which showed that there are no statistically significant differences between the respondents according to the educational qualification variable, and the reason for this is that teachers with different degrees do not try to hide the reality of hostile students, but rather are concerned with the issue of controlling these students and addressing behavior. The researchers also indicated that the lack of difference might also be due to the fact that the policy followed in the ministry in distributing teachers to educational stages is according to their academic qualifications. Therefore, it can be noticed that there is an increase in the number of kindergarteners' teachers holding intermediate diplomas and bachelor's degrees, while the number of teachers with master's degrees was a small

percentage. However, those teachers, i.e., master's holders or higher, tend to teach students in the secondary stages because of their high qualifications.

The researcher attributes this to the fact that more experienced teachers are able to distinguish aggressive behaviors of children and are able than new teachers to deal with hostile cases of students due to their extensive experience in this field, in addition to the fact that students fear old teachers more than they fear new teachers. But this result comes in contradiction to the result of the study [31–33], which showed that there are no statistically significant differences between teachers' views according to their different educational experiences, as teachers, regardless of their experience, notice and witness the aggressive behavior of students, and their opinion is not affected by their years of experience. Abu Mustafa [32] also showed that aggressive students do not fear old teachers or those with medium or low years of experience, but on the contrary, they may try to show it more as a kind of challenge for teachers at some times, especially in front of teachers with long or medium years of experience to intimidate the new teachers at times.

Furthermore, the researcher believes that this is due to the fact that teachers of scientific disciplines are more aware, cognitive, and knowledgeable than literary disciplines, as scientific disciplines require teachers with higher degrees and educational attainment than literary disciplines, which may be reflected in their more awareness of the factors and manifestation of aggressive behavior in children. However, this comes in contradiction to the study [32, 33, 35], which indicated that teachers of all specializations have a similar view regarding the manifestations of aggressive behavior, and teachers are key individuals in the societies, so the teacher is a member of a family, and he is a teacher in the school, as well as one of the pillars of society and the environment surrounding it; therefore, they do not differ much in their opinions regarding this field, and that specialization does not affect their views on the causes and forms of aggressive behavior.

5. Conclusion and Recommendations

Researchers in the fields of psychology, education, and sociology show a keen interest in the phenomenon of aggressive behavior. Child aggressive behavior problems in general, and in school and kindergarten in particular, are among the issues that concern most teachers at all levels these days. Lack of respect for the teacher, failure to obey instructions, aggressive behavior toward others, and the various negative behaviors of children in the classroom have become familiar phenomena that the teacher faces. The lack of students' attention and disruptive behavior in the classroom leads to the loss of a lot of learning time during the class, and the teacher's preoccupation may cause this work to be curbed by using methods that harm the progress of the educational process.

A review of previous studies showed there are many factors that may lead to the emergence of aggressive behavior; however, there is a lack of understanding of the factors

that lead to such aggressive behavior, which requires understanding the types and manifestations of this aggressive behavior in detail. In addition, there are many manifestations of aggression that differ according to age, culture, method of education, psychological formation, and moral type in which the individual was raised. Therefore, given the fact that the Palestinian child represents a sensitive condition in that he/she is the most vulnerable child around the world to commit aggressive behavior due to what he/she witnesses constantly in terms of killing, destruction, displacement, and demolition in his/her environment, that led to changing their composition and making them more ready for violent and aggressive behaviors, this study came to examine the most prominent factors and causes that works on the acquisition of these children to aggressive behavior and to examine the difference between teachers' perception regarding aggressive behavior according to their different sociodemographic characteristics. The research concluded a number of results, the most important of which are the following:

There is a lack of understanding of the factors that lead to aggressive behavior, which requires understanding the types and manifestations of aggressive behavior in detail. Familial reasons have a great influence on the aggressive behaviors and actions that some children practice in kindergartens.

Social factors, such as the child's lack of social skills, have a substantial impact on the child's behaviors and expressions of aggression.

There are statistically significant differences in the factors of spreading aggressive behavior among kindergartens attributed to the academic specialization variable in all areas of the questionnaire, except for the dimension (the surrounding environment causes).

Statistically significant differences were found between teachers' perceptions of the factors influencing the spread of aggressive behavior in kindergartens based on academic qualifications, academic specialization, and years of experience, with higher degrees and years of experience, as well as those with high scientific experience, in favor of teachers with higher degrees and years of experience.

There are no statistically significant differences between teachers' perceptions of aggressive behavior and its factors according to gender.

Environmental factors have a major role in influencing the behaviors and manifestations of aggression in children, including their prolonged exposure to the media that publish a lot about issues of violence, poverty, and general environmental indifference.

Based on the study, the following are some recommendations:

Provide intervention programs: based on the findings of the research study, it is recommended to provide intervention programs that can help reduce aggressive behavior in kindergartens. These programs should be designed to help

children develop positive social and emotional skills, including communication, problem-solving, and self-regulation. Teachers can use these programs to promote positive behavior in their students and reduce aggressive behavior.

Increase teacher training: the study highlights the importance of teacher training in managing and reducing aggressive behavior among kindergarteners. Teachers should be trained in identifying aggressive behavior, understanding its causes, and developing effective strategies for addressing it. Training should also focus on building positive relationships with students and creating a positive classroom environment that supports the development of social and emotional skills.

Collaborate with families: the study suggests that parents can play an important role in reducing aggressive behavior in kindergarteners. Therefore, it is recommended to collaborate with families to promote positive behavior and reduce aggression. Teachers can work with parents to develop effective strategies for addressing aggressive behavior at home and in the classroom.

Encourage positive reinforcement: the study emphasizes the importance of positive reinforcement in promoting positive behavior in kindergarteners. Therefore, it is recommended to encourage teachers to use positive reinforcement strategies, such as praising good behavior, providing positive feedback, and offering rewards. This can help promote positive behavior and reduce aggressive behavior among kindergarteners.

Conduct additional research: the study provides important insights into the factors of spreading aggressive behavior among kindergarteners from the perspective of their teachers in East Jerusalem. However, additional research is needed to further understand the factors that contribute to aggressive behavior in this population. This can help develop more effective interventions and strategies for reducing aggressive behavior among kindergarteners.

5.1. Practitioner Points

- (1) Training educational counselors in schools on how to reduce the aggressive behavior of students; holding seminars, lectures, meetings, or workshops specializing in raising and caring for children, to overcome developmental and behavioral problems.
- (2) Developing a child's self-confidence by encouraging him to be regularly praised by the instructor and parents.
- (3) Activate the role of community institutions in cooperation; establishing cultural clubs and sports centers and encouraging children to register in them to fill their spare time, strengthen their belonging, and direct them in the correct behavioral direction; providing public libraries with social stories of children which call for love, intimacy, and cooperation among them.

Data Availability

Data available on request sending an email to Dua Shanti (doaashanti123@gmail.com).

Conflicts of Interest

The authors declare that they have no conflicts of interest.

Funding

This study has not received any funding. The research has been developed within the framework of work as a research professor at the University of Córdoba.

References

- [1] S. M. Côté, T. Vaillancourt, J. C. LeBlanc, D. S. Nagin, and R. E. Tremblay, "The development of physical aggression from toddlerhood to pre-adolescence: a nation wide longitudinal study of Canadian children," *Journal of Abnormal Child Psychology*, vol. 34, pp. 68–82, 2006.
- [2] K. A. Dodge, J. D. Coie, and D. Lynam, "Aggression and antisocial behavior in youth," in *Handbook of Child Psychology: Social, Emotional, and Personality Development*, N. Eisenberg, W. Damon, and R. M. Lerner, Eds., pp. 719–788, 2006.
- [3] P. D. Hastings, C. Zahn-Waxler, J. Robinson, B. Usher, and D. Bridges, "The development of concern for others in children with behavior problems," *Developmental Psychology*, vol. 36, no. 5, pp. 531–546, 2000.
- [4] A. Schick and M. Cierpka, "Risk factors and prevention of aggressive behavior in children and adolescents," *Journal for Educational Research Online*, vol. 8, no. 1, pp. 90–109, 2016.
- [5] S. Duman and G. Margolin, "Parents' aggressive influences and children's aggressive problem solutions with peers," *Journal of Clinical Child & Adolescent Psychology*, vol. 36, no. 1, pp. 42–55, 2007.
- [6] J. J. Allen and C. A. Anderson, "Aggression and violence: definitions and distinctions," in *The Wiley Handbook of Violence and Aggression*, P. Sturmey, Ed., pp. 1–14, John Wiley and Sons, Ltd., USA, 2017.
- [7] J. Hutchings, R. Evans, and P. Barnes, "The role of parental discipline in shaping the developmental course of externalizing behavior during toddlerhood," *Journal of Abnormal Child Psychology*, vol. 44, no. 5, pp. 941–953, 2016.
- [8] S. J. Lee, I. Altschul, and E. T. Gershoff, "Does warmth moderate longitudinal associations between maternal spanking and child aggression in early childhood?" *Developmental Psychology*, vol. 53, no. 10, pp. 1930–1942, 2017.
- [9] P. Averous, E. Charbonnier, and L. Dany, "Relationship between illness representations, psychosocial adjustment, and treatment outcomes in mental disorders: a mini review," *Frontiers in Psychology*, vol. 11, Article ID 1167, 2020.
- [10] C. A. Anderson, L. Berkowitz, E. Donnerstein et al., "The influence of media violence on youth," *Psychological Science in the Public Interest*, vol. 4, no. 3, pp. 81–110, 2003.
- [11] C. J. Ferguson, "Do angry birds make for angry children? A meta-analysis of video game influences on children's and adolescents' aggression, mental health, prosocial behavior, and academic performance," *Perspectives on Psychological Science*, vol. 10, no. 5, pp. 646–666, 2015.
- [12] L. R. Huesmann, E. F. Dubow, and P. Boxer, "Continuity of aggression from childhood to early adulthood as a predictor of life outcomes: implications for the adolescent-limited and life-course-persistent models," *Aggressive Behavior*, vol. 35, no. 2, pp. 136–149, 2009.
- [13] B. J. Bushman and L. Rowell Huesmann, "Short-term and long-term effects of violent media on aggression in children and adults," *Archives of Pediatrics & Adolescent Medicine*, vol. 160, no. 4, pp. 348–352, 2006.
- [14] S. Zaman and G. Noureen, "Impact of media on aggression among children," *Journal of Education and Educational Development*, vol. 4, no. 2, pp. 140–149, 2017.
- [15] S. Shariff and K. Hjelmervik, "Educators' views on cyberbullying prevention: a content analysis," *Education and Information Technologies*, vol. 22, no. 1, pp. 135–152, 2017.
- [16] L. Carpenter, P. Kaminsky, and K. Kryda, "Teachers' perceptions of the impact of media exposure on aggression in students: a longitudinal study," *Journal of Educational Computing Research*, vol. 52, no. 2, pp. 263–285, 2015.
- [17] S. M. Coyne, L. M. Padilla-Walker, L. Stockdale, and R. D. Day, "Game on...girls: associations between co-playing video games and adolescent behavioral and family outcomes," *Journal of Adolescent Health*, vol. 49, no. 2, pp. 160–165, 2011.
- [18] K. Jones and K. J. Mitchell, "Youth sexting and adult nonconsensual pornography: a review of legislative and policy responses," *Trauma, Violence, & Abuse*, vol. 17, no. 2, pp. 190–198, 2016.
- [19] S. P. Vassilopoulos, A. Brouzos, and A. Koutsianou, "Outcomes of a universal social and emotional learning (SEL) group for facilitating first-grade students' school adjustment," *International Journal of School & Educational Psychology*, vol. 6, no. 3, pp. 223–236, 2018.
- [20] A. Kärnä, M. Voeten, T. D. Little, E. Poskiparta, A. Kaljonen, and C. Salmivalli, "A large-scale evaluation of the KiVa antibullying program: grades 4–6," *Child Development*, vol. 82, no. 1, pp. 311–330, 2011.
- [21] M. H. Bornstein, "Children's parents," in *Handbook of Child Psychology and Developmental Science: Ecological Settings and Processes*, M. H. Bornstein, T. Leventhal, and R. M. Lerner, Eds., pp. 55–132, John Wiley & Sons, Inc, 2005.
- [22] B. K. Barber and E. L. Harmon, "Violating the self: parental psychological control of children and adolescents," in *Intrusive Parenting: How Psychological Control Affects Children and Adolescents*, B. K. Barber, Ed., pp. 15–52, American Psychological Association, 2002.
- [23] K. M. Flannery, A. T. Vazsonyi, and A. K. Liao, "Violence and aggression in the lives of children and adolescents," in *Handbook of Child Psychology and Developmental Science*, pp. 1–46, Wiley, 2015.
- [24] B. P. Ackerman, J. Kogos, E. Youngstrom, K. Schoff, and C. Izard, "Family instability and the problem behaviors of children from economically disadvantaged families," *Developmental Psychology*, vol. 35, no. 1, pp. 258–268, 1999.
- [25] C. P. Bradshaw, A. J. Milam, C. D. M. Furr-Holden, and S. Lindstrom Johnson, "The School Assessment for Environmental Typology (SAfETY): an observational measure of the school environment," *American Journal of Community Psychology*, vol. 56, no. 3–4, pp. 280–292, 2015.
- [26] R. N. T. Nese, J. F. T. Nese, C. McCroskey, P. Meng, D. Triplett, and E. Bastable, "Moving away from disproportionate exclusionary discipline: developing and utilizing a

- continuum of preventative and instructional supports,” *Preventing School Failure: Alternative Education for Children and Youth*, vol. 65, no. 4, pp. 301–311, 2021.
- [27] N. Golafshani, “Understanding reliability and validity in qualitative research,” *The Qualitative Report*, vol. 8, no. 4, pp. 597–607, 2003.
- [28] J. M. Graham, “Congeneric and (essentially) tau-equivalent estimates of score reliability: what they are and how to use them,” *Educational and Psychological Measurement*, vol. 66, no. 6, pp. 930–944, 2006.
- [29] N. D. Waddell, “*Childhood factors affecting aggressive behaviors*,” Electronic theses and dissertations. Paper 1409, East Tennessee State University, 2012.
- [30] S. E. Ehrenreich, K. J. Beron, D. Y. Brinkley, and M. K. Underwood, “Family predictors of continuity and change in social and physical aggression from ages 9 to 18,” *Aggressive Behavior*, vol. 40, no. 5, pp. 421–439, 2014.
- [31] H. A. Ghorab and Y. H. Ayman, “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*, vol. 9, no. 1, pp. 121–174, 2012.
- [32] N. Abu Mustafa, “Signs of aggressive behavior prevalent among Palestinian children (a field study applied on a sample of behaviorally problematic children),” *Journal of the Islamic University (Human Studies Series)*, vol. 17, no. 1, pp. 487–528, 2009.
- [33] T. M. Al-Saleh, “*The degree of manifestations and causes of aggressive behavior among the junior students in public schools in the northern governorates of the West Bank and methods of treatment from the perspectives of teachers*,” M.S. thesis, Al-Najah University, Palestine, 2012.
- [34] D. F. Connor, R. J. Steingard, J. A. Cunningham, J. J. Anderson, and R. H. Melloni Jr., “Proactive and reactive aggression in referred children and adolescents,” *American Journal of Orthopsychiatry*, vol. 74, no. 2, pp. 129–136, 2004.
- [35] K. A. Clow, “*Aggression among children and youth: an examination of service allocation for subtypes of aggression*,” Electronic thesis and dissertation repository, The University of Western, 2016.