



## Research Article

# Determinants of Agressive Behavior Among Junior High School Students in a Public School in Laguna, Philippines

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### ARTICLE INFO

#### Article History

Date Received: April 25,2021

Date Accepted: May 18,2021

#### Keywords

aggressive behavior, internal and external factors, junior high school, personality subtraits

### ABSTRACT

The study aimed to determine the factors affecting junior high school students' aggressive behavior in a Public Secondary School in San Pablo City, Laguna. A cross-sectional survey-correlational research design was adopted for the study. The respondents were 360 Junior High School students drawn through simple random sampling. Descriptive and inferential statistical tools were employed to analyze the data. There were significant associations between physical aggression and parenting style and parental supervision among the internal and external factors considered. On the other hand, parent's educational attainment and interpersonal intelligence were significantly associated with verbal aggression. Moreover, sex, parenting style, and parental supervision were also found to be significantly associated with anger. Interpersonal intelligence was also significantly associated with hostility. Parental supervision and interpersonal intelligence were also found to be significantly associated with the overall aggressive behavior. In terms of influences, the findings revealed that student's physical aggression was influenced by parental supervision; verbal aggression was influenced by both parent's educational attainment and interpersonal intelligence; student's sex and parental supervision influenced anger; hostility was influenced by interpersonal intelligence, and the overall aggressive behavior was influenced by parental supervision and interpersonal intelligence. An action plan was prepared, and further research on the same variables was recommended to address the factors linked to aggressive behavior.

### INTRODUCTION

Aggressive behavior is a truly prevalent and problematic issue faced by educators not only by students from primary schools but also from secondary schools. Educators, especially novice ones who do not know how to intervene with this kind of behavior, often aggravate the situation by screaming at the aggressive child, crying, or walking out of the classroom. Sometimes, this causes physiological distress like increased blood pressure to the educator. In some cases, the issue becomes personal: the behavior causes the child to receive subjective undeserving grades, suspension, or worse, expulsion. In addition, it can also cause a diversion from the planned teaching-learning

process, which leads to less academic engaged time, the long transition time of the new lessons, or unfollowed lesson plan.

The distracting effects of the aggressive behavior cause negative consequences not only to the teacher but also to the aggressive students and their classmates. Some of the possible effects are as follows: decreased academic concentration, especially when the educator uses the class time to give "sermons" to the aggressive ones, possible retaliation of students who are academically concerned or grade conscious, and leaving a negative impression on the competency of



the educator upon seeing that he cannot effectively deal with the aggressive student. In addition, the students may also become afraid and unmotivated to attend classes, particularly when this aggression often happens and is consistently ignored. Lastly, the worst can be that the behavior might influence or encourage other students to behave similarly. To avoid the latter consequence, this study explored the internal and external factors associated with the aggression of students from Junior High School. Specifically, it explored the commonly perceived factors associated with aggression. The internal factors refer to the respondent's inner nature that influences aggression. On the other hand, external factors refer to the characteristics of the people surrounding the child or situations that may influence the respondents' aggressive behavior.

Based on the literature, some of the internal factors related to aggression were age, sex, and interpersonal intelligence. In contrast, the external factors related to aggression include family structure, household size, parent's educational attainment, parenting styles, parental supervision, and peer influence (Shaffer, ; Datta & Firdoush, 2012; 2007; Thilagavathy & Albert, 2013; 2012; 2014; Tedeschi & Felson, 1994; Olweus, 1984; 2010; Powers, 2008; 2015; 2014).

This study aimed to determine the factors influencing junior high school students' aggressive behavior in a public secondary school in San Pablo City, Laguna. Specifically, it sought to:

1. analyze the relationship of the internal and external factors with personality sub traits and overall aggressive behavior;
2. analyze the internal and external factors that influence personality sub traits and overall aggressive behavior; and
3. recommend an intervention program that would address the problems surrounding aggressive behavior of Junior High School students.

## MATERIALS AND METHODS

The study covered one out of the 15 Secondary Public Schools in San Pablo City. The selected school was the most populous school among all Public Secondary Schools in San Pablo City. It had a regular student population of 3,566 Junior High School students at the time of the study.

The study adopted the cross-sectional survey correlational research design to address the research objectives. In this study, the cross-sectional design was utilized by gathering the data at only a one-point in time. Survey correlation was employed through a multi-scale questionnaire and various correlational analyses. On the other hand, the study used multiple regression analysis to determine the internal and external factors that influence the dependent variables.

The sample of the study consisted of 360 enrolled Public Junior High students from Grades 7 to 10. They were drawn from a population of 3,566 regular students. The sample respondents were selected through simple random sampling with the application



of proportional allocation. The total population of the school was 3,566 and the formula used was  $n = \frac{N}{1 + Ne^2}$ ; where:  $n$ =number of samples, 360;  $N$ =total population, 3,566;  $e$ =margin of error, 0.05. Table 1 shows the distribution of respondents.

Table 1. Distribution of Sample Respondents per Grade Level

GRADE	POPULATION	PERCENTAGE	SAMPLE SIZE
7	1025	28.74	103
8	901	25.27	91
9	897	25.15	91
10	743	20.84	75
<b>Total</b>	<b>3,566</b>	<b>100</b>	<b>360</b>

The multi-scale questionnaire was used to achieve the objectives of the study. It consists of a variety of adapted scales from different authors with the addition of some questions to determine the respondents' socio-demographic characteristics such as age, sex, grade level), family characteristics that include family structure, household size, and parent or guardian's parental attributes such as parent/guardian's educational attainment. The scales adapted were Parenting Styles Questionnaire (Robinson, Mandlco, Olsen, & Hart, Robinson et al., 1995), Parental Monitoring Scale (Stattin and Kerr, 2000), Peer Pressure Inventory (Mukama, 2010), The Aggression Questionnaire (Buss and Perry, 1992 as cited by Martinez, Murgui, Garcia, & Garcia (2019), Multiple Intelligence Inventory (McKenzie, 2014). The scales used were originally written in English, but they were translated into the Tagalog language to facilitate a better understanding of the questions by the respondents and to achieve the objectives of the study.

The first step undertaken to arrive at the actual

data gathering was the development of the research instrument. Subsequently, the authors sought the DepEd San Pablo OIC Schools Division Superintendent's permission and referrals to the School Heads involved in the pretesting of the questionnaire and actual survey administration. After permission was secured, the pretesting of the questionnaire and its actual survey administration followed. As part of the ethical research protocol, the researcher explained and obtained informed consent to and from the participants of the study after disclosing relevant information about the research objectives. He included respondents/participants who were readily available and who preferred to be part of the study without any means of coercion. The respondents were treated with fairness before, during, and after the research process. During the data collection proper, participants were encouraged to answer the questions during the most comfortable time for them to respond. All information gathered was treated with confidentiality and security and was used only for the research. The name of the school and the student-respondents were also withheld to ensure that their privacy is protected.

Before pretesting, content validity was conducted by an expert on Educational Therapy for Learning Disabilities and Special Education. Content validity is a process of validation that requires an expert's opinion on the worthiness of the instrument. With additional background in Child Psychology, the expert was deemed qualified to examine the instrument's validity before pretesting. Once the questionnaire was revised based on expert's review, pretesting followed.



This was conducted in another Public Secondary School in San Pablo City, which had similar characteristics to the target respondents. The School Principal purposively chose thirty respondents (30) from Junior High to answer the questionnaires. After answering, the respondents had a group-debriefing assessment and suggestions from the respondents were gathered.

The entire pretesting procedure lasted for approximately 40 minutes. The responses were then encoded, and the research instrument's reliability was determined using Cronbach's Alpha Coefficient, an internal consistency measure. The closer Cronbach's alpha coefficient is to 1.0, the greater is the consistency of the items in the scale (Gliem and Gliem, 2003). The obtained Cronbach's alpha coefficient is 0.87, which is considered good to excellent using the rule of thumb by George and Mallery (2003) as cited by Gliem and Gliem (2003). After the reliability testing, the questionnaire was revised, and a finalized questionnaire was developed.

The actual survey administration was conducted in the target Public Secondary School. Due to a large number of sections (85) to be covered, two days were allotted for the entire survey administration, during which the school's guidance counselor assisted the author. The respondents of each batch took approximately 40 minutes to finish answering the questionnaire. Figure 3 shows the entire process of the data gathering.

Based on the objectives of the study, the data were

analyzed as follows:

- Pearson Product Moment Correlation or Pearson  $r$  was employed for continuous dependent (overall aggression, physical, verbal, anger, and hostility scores) and independent variables (age, interpersonal intelligence, parental supervision and peer influence); Spearman rho for the continuous dependent variable (overall aggression, physical, verbal, anger and hostility scores) and categorical variables (family structure, parenting style and parent's educational attainment); and Point-Biserial Correlation for continuous dependent variables (overall aggression, physical, verbal, anger and hostility scores) and dichotomous categorical variable (sex) to analyze the relationship of internal and external factors with the personality sub traits and overall aggressive behavior which was objective number one. Moreover, the responses were encoded into the SPSS software for analysis. Furthermore, the table below was used to interpret the correlation coefficient result (Best & Kahn, 1998 as cited by Garcia, 2008).

CORRELATION COEFFICIENT	DEGREE OF RELATIONSHIP
$r$	Description
.00 - .20	Negligible
.21 - .40	Low
.41 - .60	Moderate
.61 - .80	Substantial
.81 - .1.00	High to Very High

- Multiple Regression was used to analyze the internal and external factors that influence personality sub traits and overall aggressive behavior, which was objective number two.





- An action plan and other recommendations were also created, including an intervention program that would address the aggressive behavior of Junior High School students to realize objective number three.

## RESULTS AND DISCUSSION

In this study, the relationship between the dependent variables (personality sub traits and overall aggressive behavior) and the independent continuous variables (age, household size, parental supervision, peer influence, and interpersonal intelligence) were analyzed using the Pearson Product Moment Correlation Coefficient.

On the other hand, Spearman rho was used to determine the relationship between each dependent variable (physical aggression, verbal aggression, anger, hostility, overall aggressive behavior) and categorical variables (family structure, parent influencing respondents' behavior, parent/guardian's educational attainment, parenting style). To determine the relationship between one continuous variable (physical aggression, verbal aggression, anger, hostility, overall aggressive behavior) and a dichotomous variable (sex), Point Biserial Correlation was employed.

Table 2 shows the correlational analyses between personality sub traits, overall aggressive behavior, and respondents' internal and external factors using different statistical analyses.

**Table 2. Correlates of Personality Subtraits and Overall Aggressive Behavior among the Internal and External Factors**

Factors	Physical Aggression		Verbal Aggression		Anger		Hostility		Overall Aggressive Behavior	
	r	p	r	p	r	p	r	p	r	p
<b>Internal Factors</b>										
Age	.016	.755	.094	.075	.044	.409	.024	.644	.051	.332
Sex	-.083	.118	.058	.273	.147	.005**	.066	.212	.058	.275
Interpersonal Intelligence	.033	.528	.124	.019*	.084	.113	.137	.009**	.120	.023*
<b>External Factors</b>										
Family Structure	-.012	.821	.079	.135	.065	.220	.084	.110	.072	.173
Household Size	.028	.591	.052	.324	.039	.458	.066	.214	.058	.272
Parent's Educational Attainment	-.017	.745	-.113	.033*	-.039	.465	.046	.383	-.023	.669
Parenting Style	.116	.028*	.040	.452	.106	.044*	.062	.240	.100	.057
Parental Supervision	-.137	.009**	-.029	.585	-.194	.000**	-.083	.116	-.146	.006**
Peer Influence	-.025	.634	.072	.173	.075	.158	.022	.677	.042	.429

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)

The analysis using Pearson r between age and the personality subtraits yielded no significant relationships (physical aggression:  $r=.016$ ;  $p=.755$ ; verbal aggression:  $r=.094$ ;  $p=.075$ ; anger:  $r=.044$ ;  $p=.409$ ; hostility:  $r=.024$ ;  $p=.644$ ) (Table 2). Similarly, no significant relationship existed between overall aggressive behavior and age ( $r=.051$ ,  $p=.332$ ).

The result of Point-Biserial Correlation analysis for physical aggression and sex was also not significant ( $r=-.083$ ;  $p=.118$ ) (Table 2). In addition, the relationship between sex and the three personality sub traits was not significant except for anger which was statistically significant (verbal aggression:  $r=.058$ ;  $p=.273$ ; anger:  $r=.147$ ;  $p=.005$ ; hostility:  $r=.066$ ;  $p=.212$ ) (Table 2). The implication on the result of the anger sub trait that females express anger more than males is supported by the study cited by Burt (n.d.), which indicated that females expressed anger more often than males. Nevertheless, the type of anger ex-



pressed is personal anger or self-anger (Fischer & Evers, 2011 cited by Bailen, Green, & Thompson, 2019). However, Burt (n.d.) further explained in his cited study that these findings did not agree with another study. Such a study indicated that no anger differences existed between males and females. It affirmed that although the gender may respond and express anger differently, they generally experience similar levels of anger (Zimprich & Mascherek, 2012). Furthermore, overall aggressive behavior and sex analysis yielded a not significant relationship ( $r=.058$ ,  $p=.275$ ).

The correlation between physical aggression and interpersonal intelligence was not significant (physical aggression:  $r=.033$ ;  $p=.528$ ). The same not significant relationship existed between anger and interpersonal intelligence (anger:  $r=.084$ ;  $p=.113$ ). On the other hand, the correlation analyses were statistically significant for verbal aggression and hostility (verbal aggression:  $r=.124$ ;  $p=.019$ ; hostility:  $r=.137$ ;  $p=.009$ ) (Table 2). The relationship was also significant for overall aggressive behavior, which was negligible positive ( $r=.120$ ,  $p=.023$ ). The results imply that as interpersonal intelligence increases, verbal aggression/ hostility/ overall aggressive behavior increases. As interpersonal intelligence decreases, verbal aggression/ hostility/ overall behavior likewise decreases. This implication is supported by the claim that high interpersonal intelligence is one of the dominant characteristics of delinquent adolescents (Shaffer, 2010/1988). In addition, most delinquent adolescents are socially competent. Many adolescents become delinquent because of the expression of their social talents through

antisocial behavior (Shaffer, 2010, 1988).

The result of the Spearman rho analysis for physical aggression was not significant ( $r=-.012$ ;  $p=.821$ ). Similar not significant relationships existed between family structure and the three personality sub traits (verbal aggression:  $r=.079$ ;  $p=.135$ ; anger:  $r=.065$ ;  $p=.220$ ; hostility:  $r=.084$ ;  $p=.110$ ) (Table 2). The same relationship existed between the overall aggressive behavior and family structure which was not significant ( $r=.072$ ,  $p=.173$ ) (Table 2).

The analysis using Pearson  $r$  between household size and the personality sub traits was not significant (physical aggression:  $r=.028$ ;  $p=.591$ ; verbal aggression:  $r=.052$ ;  $p=.324$ ; anger:  $r=.039$ ;  $p=.458$ ; hostility:  $r=.066$ ;  $p=.214$ ). The same relationship, which was not significant ( $r=.058$ ,  $p=.272$ ), existed between overall aggressive behavior and household size (Table 2).

The result of the analysis using Spearman rho between parent's educational attainment and the three personality sub traits of aggression showed a not significant relationship except for verbal aggression, which was statistically significant (physical aggression:  $r=-.017$ ;  $p=.745$ ; verbal aggression:  $r=-.113$ ;  $p=.033$ ; anger:  $r=-.039$ ;  $p=.465$ ) (Table 2). The negative relationship found in verbal aggression implies that higher verbal aggression is recorded with respondents belonging to lower parental educational attainment. Hence, the lower the educational attainment of the parent or guardian, the more verbally aggressive the respondents will be. Similarly, the study cited by Scott et al. (2012) indicated that parent's with



low education are associated with a child behavior problem (Webster-Stratton, & Reid, & Stoolmiller 2008; Bloomquist & Schnell, 2005).

On the other hand, the result also showed that the relationship between parent's educational attainment and hostility was not significant ( $r=.046$ ;  $p=.383$ ). Furthermore, the relationship between overall aggressive behavior and parent's educational attainment yielded not significant ( $r=-.023$ ,  $p=.669$ ).

Spearman rho's correlation analysis between physical aggression and parenting style was a negligible positive significant relationship (physical aggression:  $r=.116$ ;  $p=.028$ ). The same significant relationship existed between anger and parenting style, which was negligible positive (anger:  $r=.106$ ;  $p=.044$ ). The significant relationships imply that higher physical aggression or anger is recorded with respondents who perceived their parents to practice permissive parenting style compared to respondents who perceived their parents to practice authoritarian and authoritative parenting styles. Similarly, as cited by Scott et al. (2012) parenting style that is harsh and inconsistent is associated with a child's behavior problem (Scott, 2008 ; Finzi-Dotan, Bilu, & Golubchik., 2011; Dadds, 1995 ). To add, the study conducted by Summers & Bakken (n.d.) indicated that adolescents from authoritative parenting households had fewer school disciplinary actions received than those adolescents from other types of households. It also explained that adolescents receiving an authoritative parenting style had positive outcomes such as decreased disruptive

behavior and increased academic success. However, these findings were contradicted by the study of Aha-di, Hejazi, & Foumany (2014), which indicated that there was no relationship between parenting styles and aggression.

The statistical significance attained from physical aggression agreed with the study of Dela Torre-Cruz et al. (2014), which indicated that adolescents whose parents showed authoritative parenting style had lower scores in both physical and verbal aggression compared with peers whose parents showed an authoritarian style. Furthermore, the statistical significance obtained for the anger sub trait can also be linked with the other three sub traits since anger is a pre-manifestation of aggression. According to Buss & Perry (1992), it is the prelude of aggression, as cited by Martinez, Murgui, Garcia, & Garcia (2019).

On the other hand, the relationships were both not significant for verbal aggression and hostility (verbal aggression:  $r=.040$ ;  $p=.452$ ; hostility:  $r=.062$ ;  $p=.240$ ). However, as seen in Table 2, the relationship between the overall aggressive behavior and parenting style yielded no significant relationship ( $r=.100$ ,  $p=.057$ ).

The degree of correlation between parental supervision and personality sub traits was negligible negative and significant for physical aggression and anger. However, it was not statistically significant for verbal aggression and hostility (physical aggression:  $r=-.137$ ;  $p=.009$ ; verbal aggression:  $r=-.029$ ;  $p=.585$ ;



anger:  $r=-.194$ ;  $p=.000$ ; hostility:  $r=-.083$ ;  $p=.116$ ). Moreover, Table II2 shows a negligible negative relationship between overall aggressive behavior and parental supervision ( $r=-.146$ ,  $p=.006$ ).

The direction of correlation implies that as parental supervision increases, overall aggressive behavior (or its sub traits) decreases or as parental supervision decreases, overall aggressive behavior (or its sub traits) increases. This finding supported Summers & Bakken's (n.d.) study, which suggested that more parental supervision is minimally associated with a lower rate of adolescent deviance. This could be explained using the Theory of Attachment by Bowlby in 1969 as cited by Cherry (2019), which explains that the more steady the relationship between a parent and a child, the more likely it is to behave. Additionally, Scott et al. (2012) cited that poor monitoring and supervision of children's activities strongly predict anti-social behavior (Loeber & Stouthamer-Loeber, 1986).

Peer influence was generally regarded as positive and important in shaping one's interpersonal skills. However, it can also have a negative impact. As explained by the Social Interaction Theory (Tedeshi & Felson, 1994), peer acceptance can be a motivating factor for aggressive behavior, especially if adolescents show self-identity, like toughness and belongingness to the group. In connection to this, Kumar & Varma (2016) cited peer pressure as an important reason for observed behavior in childhood and adolescence. This study revealed that the degree of correlation between physical aggression and peer influence

was not significant ( $r=-.025$ ;  $p=.634$ ). Furthermore, the relationships between the three personality sub traits and peer influence were also not significant (verbal aggression:  $r=.072$ ;  $p=.173$ ; anger:  $r=.075$ ;  $p=.158$ ; hostility:  $r=.022$ ;  $p=.677$ ). The same not significant relationship in Table 2 existed between overall aggressive behavior and peer influence ( $r=.042$ ,  $p=.429$ ).

Using Multiple Regression, the influences of the internal and external factors to the personality sub traits and overall aggressive behavior were determined. For the regression analysis, physical aggression, verbal aggression, anger, hostility, and overall aggressive behavior were used as dependent variables. The independent variables were age, sex, interpersonal intelligence, family structure, parent's educational attainment, household size, parenting style, parental supervision, and peer influence. Table 3 shows the regression analyses results.

**Table 3. Regression Analyses Results Between Internal/External Factors and Personality Subtraits and Overall Aggressive Behavior**

FACTORS	PHYSICAL AGGRESSION		VERBAL AGGRESSION		ANGER		HOSTILITY		OVERALL AGGRESSIVE BEHAVIOR	
	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.
<b>Internal Factors</b>										
Age	-.024	.664	.059	.286	-.010	.850	-.021	.700	-.005	.929
Sex	-.063	.239	.070	.186	.182	.001**	.076	.154	.082	.122
Interpersonal Intelligence	.034	.529	.117	.029*	.080	.127	.133	.013*	.116	.031*
<b>External Factors</b>										
Family Structure	-.023	.671	.080	.135	.021	.686	.071	.187	.044	.407
Household Size	.022	.685	.023	.657	.011	.833	.058	.279	.037	.481
Parent's Educational Attainment	-.008	.885	-.120	.024*	-.063	.222	.042	.426	-.032	.547
Parenting Style	.081	.135	.043	.426	.096	.066	.053	.321	.087	.105
Parental Supervision	-.119	.035*	-.013	.814	-.209	.000**	-.074	.185	-.138	.014*
Peer Influence	-.012	.825	.052	.332	.089	.092	-.001	.990	.037	.491

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)





Based on the results presented in Table 3, anger was significantly influenced by sex (stand. coeff.  $\beta = .182$ ;  $p = .001$ ). Hence, female respondents are expected to have a higher level of anger. This is supported by the study cited by Burt (n.d.), which indicated that females expressed anger more often than males. Nevertheless, the type of anger expressed is personal anger or self-anger (Fischer & Evers, 2011 cited by Bailen, Green, & Thompson, 2019). However, Burt (n.d.) further explained in his cited study that these findings did not agree with another study. Such a study indicated that no anger differences existed between males and females. It affirmed that although the gender may respond and express anger differently, they generally experience similar levels of anger (Zimprich & Mascherek, 2012).

Table 3 also illustrates that interpersonal intelligence significantly influences verbal aggression (stand. coeff.  $\beta = .117$ ;  $p = .029$ ), hostility (stand. coeff.  $\beta = .133$ ;  $p = .013$ ), and overall aggressive behavior (stand. coeff.  $\beta = .116$ ;  $p = .031$ ). The results imply that high verbal aggression/hostility/overall aggressive behavior is expected from an individual with high interpersonal intelligence. A low verbal aggression/hostility/overall aggressive behavior is expected when an individual has low interpersonal intelligence. This implication is supported by the claim that high interpersonal intelligence is one of the dominant characteristics of delinquent adolescents (Shaffer & Kipp, 2010). In addition, most delinquent adolescents are socially competent. Many adolescents become delinquent because of the expression of their social talents

through antisocial behavior (Shaffer & Kipp, 2010).

Moreover, a significant relationship was also found between parent's educational attainment and verbal aggression (stand. coeff.  $\beta = -.120$ ;  $p = .024$ ). Thus, respondents who had parents with lower educational attainment are expected to have higher verbal aggression. Similarly, the study cited by Scott et al. (2012) indicated that parent's with low education are associated with a child behavior problem (Webster-Stratton, & Reid & Stoolmiller, 2008; Bloomquist & Schnell, 2005).

Lastly, parental supervision was found to significantly influence physical aggression (stand. coeff.  $\beta = -.119$ ;  $p = .035$ ), anger (stand. coeff.  $\beta = -.209$ ;  $p = .000$ ) and overall aggressive behavior (stand. coeff.  $\beta = -.138$ ;  $p = .014$ ). The results imply that respondents with high parental supervision are expected to have low physical aggression, low anger, and low overall aggressive behavior. Similarly, the study of Summers and Bakken (n.d.) suggested that minimally, more parental supervision is associated with a lower rate of adolescent deviance. In addition, the Theory of Attachment by Bowlby (1969, as cited by Cherry (2019)) explained that the more steady the relationship between a parent and a child, the more likely it is that the child would behave. Moreover, Scott et al. (2012) cited that poor monitoring and supervision of children's activities strongly predict antisocial behavior (Loeber & Stouthamer-Loeber, 1986).

To sum up, the results imply that the main fac-



tors that influence respondents' aggressive behavior are the level of parental supervision received and the level of interpersonal intelligence possessed. Specifically, the lower the level of parental supervision, the more aggressive (specifically physically and anger) the respondents will be. The same will occur for respondents with higher interpersonal intelligence (specifically verbal and hostility). Additionally, parental supervision has a greater influence on the respondents' overall aggressive behavior than interpersonal intelligence. Moreover, respondents with low parental education tend to be verbally aggressive, and female respondents tend to have a high level of anger.

## CONCLUSION AND RECOMMENDATIONS

In terms of the association between each personality sub trait and the independent variables, it can be concluded that among the internal and external factors studied, parenting style and parental supervision were associated with physical aggression, but only parental supervision influenced physical aggression.

On the other hand, among the internal and external factors studied, only educational attainment and interpersonal intelligence were associated with verbal aggression, with the former having the greater influence. Moreover, sex, parenting style, and parental supervision were also associated with anger personality sub trait. However, only sex and parental supervision influenced anger, with the latter having greater influence. Only interpersonal intelligence was associated and influenced with the hostility personality sub trait.

Lastly, it can also be concluded that there was an association between the respondents' overall aggressive behavior and interpersonal intelligence. Similarly, there was also an association between parental supervision and the respondents' overall aggressive behavior. In addition, parental supervision contributed to the respondents' overall aggressive behavior, followed by interpersonal intelligence.

As a result of this study, an action plan to address the aggressive behavior among Junior High School students is being proposed. The action plan details the specific activities to address the problem, the target participants, responsible individuals and/or agencies, and the implementing partners. It also identifies the particular function/s to be performed by the school, the Department of Education, and the parents. These play significant and collaborative roles to address and hopefully control aggressive behavior among Junior High School students.

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