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Factores asociados a la propagación del comportamiento agresivo en
escuelas infantiles de Jerusalén Este: la perspectiva de sus maestros

Factors of Spreading the Aggressive Behavior among kindergarteners
from the Perspective of their Teachers in East Jerusalem

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TITULO: *Factors of Spreading the Aggressive Behavior among kindergarteners from the Perspective of their Teachers in East Jerusalem*

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TÍTULO DE LA TESIS: *Factors of Spreading the Aggressive Behavior among kindergarteners from the Perspective of their Teachers in East Jerusalem.*

Factores asociados a la propagación del comportamiento agresivo en escuelas infantiles de Jerusalén Este: la perspectiva de sus maestros

DOCTORANDA: Dua Shanti.

INFORME RAZONADO DE LA DIRECTORA DE LA TESIS
Reasoned report of the thesis supervisors

La tesis doctoral titulada: “*Factors of Spreading the Aggressive Behavior among kindergarteners from the Perspective of their Teachers in East Jerusalem*” [“Factores asociados a la propagación del comportamiento agresivo en escuelas infantiles de Jerusalén Este: la perspectiva de sus maestros”], presentada por Doña Dua Shanti, deriva de un trabajo de investigación original llevado a cabo por la doctoranda durante un periodo de formación que compatibilizó con su trabajo docente y de gestión en el ámbito educativo en Jerusalén. Dicho estudio, estuvo motivado, en parte, por el interés en trasladar los resultados de esta investigación a la transformación y mejora de su contexto real próximo. La implicación y autonomía de la doctoranda ha sido muy alta a lo largo de todo el proceso. Cabe mencionar el aprendizaje continuo y el desafío que ha supuesto la coordinación y seguimiento del trabajo, debido a la procedencia internacional y a la comunicación en una lengua no materna para ninguna de las partes. Por lo que se quiere destacar el esfuerzo y constancia de la doctoranda para superar las dificultades derivadas de esto y facilitar la consecución de la tarea. Además de llevar a cabo el trabajo científico, la doctoranda ha participado en diversas actividades formativas pertinentes para el desarrollo del mismo.

A juicio de la directora de Tesis, el trabajo cumple con todos los requisitos científicos y académicos para ser autorizada y proceder con su presentación y defensa como Tesis Doctoral dentro del marco regulador de Estudios de Doctorado de la Universidad de Córdoba, RD 99/2011, Programa de Doctorado en Ciencias Sociales y Jurídicas.

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Por todo lo expuesto, se considera que esta Tesis Doctoral reúne las condiciones necesarias y la calidad suficiente para optar a la obtención del Grado de Doctora por la Universidad de Córdoba y se autoriza la presentación de la tesis doctoral.

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Extended abstract

Introduction

Behavior concerns in schools in general, and in the classroom in particular, are among the topics that most educators at all levels are concerned about these days. The teacher has become accustomed to children's disrespect for the teacher, disobedience to directions, aggressive behavior toward others, and other undesirable behaviors in the classroom. In certain contexts, this can be a very relevant problem. Students' lack of attention and problematic behaviors in the classroom cause a significant amount of learning time to be lost during class, and the teacher's interest has resulted in the curtailing of this work using tactics that hinder the educational processes growth or affect the classroom climate. A teacher whose concentration is disrupted and irritated as a result of the commotion caused by some pupils may be driven, under pressure or stress, to punish these students by repeatedly screaming at them. Kindergarten is the second most influential social institution after the family in terms of influencing child rearing and care, and its significance is due to its important educational process and cultivating the minds of children, as its natural function is to receive children at an early age so that it 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 caliber of children. One of the most undesirable, complex and challenging parts of school life is the hostile behavior that some kindergarten students exhibit against their peers. A review of previous studies reveals that many factors may contribute to the emergence of aggressive behaviors; however, there is a lack of understanding of the factors that contribute to such aggressive behavior, which necessitates a thorough understanding of the types and manifestations of this aggressive behavior. It also turns out that there are many sorts

and classifications of aggressive behavior, with aggression falling into two distinct categories: proactive and reactive. Furthermore, there are other expressions of violence that differ depending on an individual's age, culture, educational approach, psychological formation, and moral pattern. Furthermore, aggression manifestations in kindergarten children can be addressed by following a variety of recommended ways and processes to treat and monitor children's hostile behavior.

Given that Palestinian child witnesses constant killing, destruction, displacement, and demolition in his/her environment, which has changed their composition and made them more willing to have violent and aggressive behaviors, a study to determine the factors influencing the acquisition of aggressive behavior in these children is required, in order to choose the most appropriate approach methods.

Objective

The purpose of this study is to investigate the elements that contribute to the spread of violent behavior in kindergarten from the perspective of their teachers in East Jerusalem. The research will focus on aggressive behavior, types of aggression and forms of aggressive behavior in kindergarten children, and the variables that may be related to its appearance and maintenance will be analyzed, finally, guidelines for its prevention are reviewed and proposed.

Method

In this study, the descriptive-analytical technique was used to evaluate the literature as well as build a questionnaire that was utilized to create a theoretical basis for the research issue, while the quantitative method was employed in the questionnaire. The information gathered from this questionnaire will help teachers in East Jerusalem gain a better understanding of the factors that contribute to the spread of aggressive behavior among kindergarten students. Data analysis was carried out using the findings from the literature review and questionnaire. These surveys were distributed to a random sample of kindergarten teachers working in educational centers located in East Jerusalem. The research population is made up of kindergarten teachers who work at educational centers in East Jerusalem. The researcher relied on a random sample of 150 teachers to fulfill the study's goal.

Results

The study showed that, from the perspective of the teachers, parental and societal factors have a significant impact on the aggressive behaviors and act that some kindergarten children engage in. Authoritarian parenting, tough social and economic conditions, and a large number of family members can all contribute to neglect and a lack of interest in children. Students may react to violence due to social factors such as a lack of social skills, difficulty getting along with classmates, or emotions of guilt or jealousy. The study discovered that environmental factors like children's prolonged exposure to the media, the absence of recreational institutions, and the expansion of damage and war in the surrounding environment all have a significant part in determining their aggressive behaviors and expressions. This is consistent with social learning theory, which claims that a child's violent behavior is a learned behavior from the environment around the individual through his social interactions with the environment.

Teachers' perceptions of the spread of aggressive behavior among kindergartens were similar based on gender, but statistically significant differences were found between teachers' perceptions of the spread of aggressive behavior factors based on academic qualifications, academic specialization, and years of experience in favor of teachers with higher academic degrees and years of experience, as well as those with scientific specializations.

Implications

This study may aid policymakers in the Palestinian government and the Ministry of Education in developing local educational policies or appropriate interventions to address the phenomenon of child aggression, as well as in working to provide appropriate therapeutic, recreational, and social interventions that improve the child's psychological state and reduce the expansion of the aggressive behaviors.

The study made a number of recommendations, including hosting seminars, lectures, meetings, and workshops specialized in raising and caring for children, producing instructional television and social media programs based on the teachings of values, creating cultural clubs and sports facilities, providing values for children, activating the role of community institutions in collaboration, training educational counselors in schools on how to prevent student aggression, creating family counseling programs

and addressing the Ministry of Education and the local community in order to work on the construction of new classrooms and kindergartens, as well as innovative educational programs that foster creativity and critical thinking. Additionally, the family must make every effort to prevent inappropriate treatment approaches such as rejection, discrimination, control, domination, and contempt. Ministry of Education and the local community are urged to work on the construction of new classrooms and kindergartens, as well as to implement innovative educational programs that foster creativity, social skills and critical thinking in pupils.

Resumen extenso

Introducción

Las cuestiones relacionadas con el comportamiento en las escuelas en general, y en el aula en particular, se encuentran entre los temas que preocupan a los y las educadoras en todos los niveles hoy en día. Muchos docentes observan conductas de falta de respeto a las normas, desobediencia a las instrucciones, comportamientos agresivos entre iguales y otros comportamientos problemáticos en el aula. En determinados contextos, este puede ser un problema de especial relevancia, donde la falta de atención del alumnado o las acciones desafiantes originan una pérdida significativa de tiempo de aprendizaje durante las clases, o hacen que se dedique mucha energía en el abordaje de estos problemas, repercutiendo en el desarrollo del propio proceso educativo y en el clima del aula. Por otra parte, la interrupción constante o la falta de recursos para el manejo de este tipo de situaciones puede generar estrés o irritabilidad en la labor docente, que pueden impulsar a utilizar el castigo, las reprimendas o los gritos de manera repetida.

La escuela infantil es la segunda institución social más influyente después de la familia en cuanto a incidir en la crianza y cuidado de los niños y niñas. Su trascendencia se debe al importante papel que desempeña en el proceso educativo y de desarrollo desde edades muy tempranas. Sin embargo, una de las partes más complejas y no deseables de la vida escolar es el comportamiento hostil entre iguales, que puede manifestarse desde esta primera infancia.

Una revisión de estudios previos revela que muchos factores pueden contribuir a la aparición de comportamientos agresivos; sin embargo, existe una falta de comprensión de los factores que contribuyen a tales comportamientos, lo que requiere una comprensión profunda de los tipos y manifestaciones de la conducta agresiva a

edades tempranas. Existen diversos tipos y clasificaciones de comportamiento agresivo, y este se divide en dos categorías: proactiva y reactiva. Además, existen otras expresiones de violencia que difieren según la edad, la cultura, el enfoque educativo, la formación psicológica y el patrón moral de la persona. Además, las manifestaciones de agresión en los niños y niñas pequeñas se pueden abordar siguiendo una variedad de formas y procesos recomendados para tratar y monitorear el comportamiento hostil a estas edades. Las niñas y niños Palestinos son testigos constantes de asesinatos, destrucción, desplazamientos y demoliciones en su entorno, esto puede haber cambiado su composición del entorno y volverlos más propensos a tener comportamientos violentos y agresivos. Se plantea la necesidad de conocer cuáles son los factores que influyen en la adquisición de comportamientos agresivos en estos niños y niñas, para poder elegir y proponer métodos de abordaje ajustados a estas circunstancias.

Objetivo

El presente estudio tiene la finalidad de indagar sobre los elementos que contribuyen a la propagación del comportamiento violento en escuelas infantiles de Jerusalén Este, teniendo en cuenta la perspectiva de sus maestros y maestras. La investigación se enfocará en el comportamiento agresivo en niños y niñas de infantil, se analizarán los tipos de agresividad, las diversas formas de comportamiento agresivo y las variables que pueden estar relacionadas con su aparición y mantenimiento, finalmente, se revisarán y propondrán orientaciones para su prevención.

Método

Se utilizó la técnica descriptivo-analítica para valorar la literatura previa y construir un instrumento para recoger información relevante para este estudio. Este método permitió crear una base teórica para la comprensión del problema de investigación y utilizar elementos cuantitativos para el desarrollo del cuestionario. El cuestionario se diseñó con el objetivo de recoger información sobre el punto de vista de los docentes, sobre los factores que contribuyen a la propagación del comportamiento agresivo entre estudiantes de escuelas infantiles. Las encuestas se distribuyeron a una muestra aleatoria de 150 maestros y maestras de jardín de infantes que trabajaban en centros educativos ubicados en Jerusalén Este.

Resultados

El estudio mostró que, desde la perspectiva de los maestros y maestras, los factores familiares y sociales tienen un impacto significativo en los comportamientos y actos agresivos en los que se involucran algunos niños y niñas de las escuelas infantiles de Jerusalén Este. La paternidad autoritaria, las difíciles condiciones sociales y económicas y un elevado número de miembros en la familia pueden contribuir al descuido en ciertos aspectos de la crianza y a la falta de atención en los infantes. Los menores pueden reaccionar a la violencia debido a factores sociales como la falta de habilidades sociales, dificultad para construir relaciones positivas con sus pares, sentimientos de culpa o celos. El estudio reveló que los factores ambientales como la exposición prolongada de los niños a los medios, la ausencia de instituciones recreativas y la expansión del daño y la guerra en el entorno circundante juegan un rol importante en el desarrollo de conductas y expresiones agresivas. Todo esto es consistente con la teoría del aprendizaje social, que afirma que el comportamiento violento de un niño es un comportamiento aprendido del entorno que rodea al individuo a través de sus interacciones sociales con él.

Las percepciones de los docentes sobre la propagación del comportamiento agresivo en las escuelas infantiles fueron similares en función del género, aunque se encontraron diferencias estadísticamente significativas entre las percepciones de los docentes según las calificaciones académicas, la especialización académica y los años de experiencia.

Implicaciones

Este estudio puede ayudar a los legisladores del gobierno Palestino y del Ministerio de Educación a desarrollar políticas educativas locales o intervenciones apropiadas para abordar el fenómeno de la agresión infantil, así como a trabajar para proporcionar intervenciones terapéuticas, recreativas y sociales apropiadas que mejoren el estado psicológico del niño y reduzcan la propagación de los comportamientos agresivos.

En base al análisis de la literatura previa y los hallazgos de este estudio se elaboraron una serie de recomendaciones, incluyendo la organización de seminarios, conferencias, reuniones y talleres especializados en la crianza y el cuidado de los niños y niñas; la producción de programas educativos de televisión y redes sociales, la implicación del tejido social a través de la creación de clubes culturales e

instalaciones deportivas, la creación de recursos basados en valores. Se destaca la importancia de activar el papel de las instituciones comunitarias en colaboración con los consejeros educativos para ofrecer formación en las escuelas sobre cómo prevenir la agresión estudiantil, y la creación de programas de asesoramiento familiar. Además, la familia debe hacer todo lo posible para evitar enfoques de tratamiento inadecuados como el rechazo, la discriminación, el control, la dominación y el desprecio. Finalmente, se refuerza el papel del Ministerio de Educación y la comunidad local para la construcción de nuevas aulas y escuelas infantiles, así como para la implementación de programas educativos innovadores que fomenten la creatividad, las habilidades sociales y el pensamiento crítico.

Chapter One

Introduction

1.1 Background

Childcare tops the priorities of the educators' and sociologists' agendas. Studying their behaviors helps in providing answers and explanations for controversial questions and matters arise in the pedagogical and sociology fields, and mostly lead to establishing methods to adjust their behaviors and completely or partially treat them. Yaacob & Siew (2010) point out that early binding is vital.

When it comes to studying children's behaviors, aggressive and violent behaviors tops the priorities of pedagogy and sociology alike as it is that controlling children's behavior in early stages is much easier than treating it in advanced stages, and that's why aggressive behavior in a child at any age always needs to be taken seriously (American Academy of Child and Adolescent Psychiatry [AACAP], 2011). Aggressive behavior during childhood can be defined as offending the others with either words or hands and trying to grab something from someone (Lewis & Bear, 2009; Monroe, 2011). For Walumoli (2016), Childish aggressive behaviors include the behaviors that are directed in harming others and tend to be a nuisance to many people.

Many researchers and scholars have investigated examining the aggressive behavior among children. In this context, some of these are briefly listed and summarized for the purposes of this proposal.

Estévez et al., (2018) examined the extent to which aggressive behavior towards peers predicts greater personal, school, and family maladjustment in adolescent aggressors of both genders. The findings indicated that aggressive behavior was related to low scores in academic engagement, friends in the classroom, perception of teachers support, and a positive attitude towards school.

Eisenbraun (2007) investigated the prevalence and evolution of school violence as well as the risk factors for students, families, and schools. Findings of her study revealed that gender, age, ethnicity, past victimization, and drug or alcohol use are among many other factors that contribute to violent youth at school. Also, the findings disclosed that the familial environment in which a student lives can also influence his or her behavior at school. Among other factors, if parents are too lax or too controlling, their children may be at a greater risk.

Imtiaz et al., (2010) examined the factors affecting the aggressive behavior among youth. Findings of the study illustrated the family environment, attitude towards religious sect, educational attitude, dissatisfaction with job and media violence are influential in causing aggressive behavior among youth but relationships with peer group is such an important factor that is more significant in causing aggressive behavior among youth.

Moreover, Sidorowicz and Hair (2009), in their study, they attempted to assess peer conflict and aggressive behaviors, and presented a guide for out-of-school time program practitioners. In addition, Shilpi and Sandhya (2017) examined the prevalence of aggressive behavior among children co-detained with imprisoned mothers in a selected prison of north India.

Revising the main results of these studies reveal that there are different factors standing behind the spread of the aggressive behavior among children. Some of these factors relate to the low scores in academic engagement, friends in the classroom, perception of teacher support, familial environment and parents' laxation and control, peer group, dissatisfaction with job and media violence and/or the absence of one of them.

1.2 Study Problem

Researchers in the fields of psychology, education, and sociology show great interest in the phenomenon of aggressive behavior. Despite this, opinions about the aspects and causes of this behavior, and the methods of dealing with it, are still very different. Studies have included classifications of types of aggressive behavior (Imtiaz et al., 2010; Schick & Cierpka, 2016), and some studies have attempted to distinguish aggressive behavior from other concepts such as violence (Ghorab & Ayman, 2012). 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 towards 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 (Schick & Cierpka, 2016). 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 continuous screaming at them, or 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 towards their peers in kindergarten (Duman & Margolin, 2007). Therefore, the researcher decided to prepare this study to discover the factors of spreading aggressive behavior among kindergarten from the viewpoint of their teachers in East Jerusalem.

1.3 Study Questions

The current study problem is represented by the following main question:

What are the Factors of Spreading Aggressive Behavior among kindergarteners from the Perspective of their Teachers in East Jerusalem?

A number of sub-questions emerge from the main question, the most important of which are:

- What are the familial reasons that enhance the aggressive behavior among kindergartners, from the perspective of their educators?
- What are the opinion of the educator about the impact of media on the prevalence of aggression among children?
- What are the social factors underlying behind the spread of aggressive behaviors among kindergartens?
- What are the effect of the independent variables represented in the sex, academic qualification, years of experience and the academic specialization on the sample's response towards the factors of spreading the aggressive behavior among kindergartens?

1.4 Study Objectives

The current study aims at fulfilling the following main goal:

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

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

- Examining the familial reasons that enhance the aggressive behavior among kindergartners, from the perspective of their educators.
- Investigating the opinion of the educator about the impact of media on prevalence of aggression among children.
- Identifying the social factors that underlying behind the spread of aggressive behaviors among kindergartens.

- 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 towards the factors of spreading the aggressive behavior among kindergartens.

1.5 Study Hypotheses

The study attempts to test the following hypotheses: Firstly, there are familial, environmental and media factors standing behind the spread of the aggressive behaviors among kindergarteners. Secondly, there are no significantly statistical differences at ($\alpha \leq 0.05$) in the sample's responses degree towards 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.

1.6 Study Significance

This study aims at investigating the factors that standing behind spreading aggressive behaviors among children aged between (4-5) years in the kindergartens located in East Jerusalem from the Perspectives of their educators. Therefore, 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 an 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 of 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. Also, 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.

Chapter Two

Literature Review

2.1 Introduction

The phenomenon of aggressive behaviour among children and adolescents has been an important research and social issue, which has attracted the attention of researchers since the eighties of the last century, where there has been a significant increase in research that analysed this problem, its manifestations and factors affecting it, reflecting the seriousness of this growing problem in both Western and Eastern cultures (Harachi et al., 2006; McNamara et al., 2010; Valles & Knutson, 2008).

This growing interest in this phenomenon has been due to the increase in juvenile crime in the past decades. One of the key discoveries after a significant collection of criminological research is that persistent delinquent acts in adolescence rise as the result of anticipated developmental directions of behaviour issues starting in childhood (Yizhen et al., 2006). This means that aggressive behaviour has high stability, as it can last to adulthood, and its hearty and unavoidable consequences can be viewed on long-term results, for example, poorer psychosocial functioning (Huesmann et al., 2009).

Furthermore, children and teenagers' aggressive behaviour not only influences their own psychological improvement, yet in addition influences the society's stability. It was stated by previous studies that early aggressive behaviour could have adverse outcomes, including, poor physical and mental health, negative consequences for

social improvement, and violations in adulthood (Harachi et al., 2006; Huesmann et al., 2009).

Population based examinations have demonstrated that high level of aggressive behaviour brings about high social costs (because of high paces of service utilized for the treatment of mental issue, misconduct, unemployment and incarceration) and impaired family functioning, even as right on time as preschool years (kindergarteners aged six years or more youthful) (Huesmann et al., 2009; Raaijmakers et al., 2011).

Accordingly, in order to promote an adequate development and social stability of adolescents and children, it is essential to recognize the meaning of aggressive behaviour, the factors affecting it during these developmental stages and to propose suitable interventions to reduce and prevent the emergence of aggression (Jia et al., 2016). This would be achieved through this chapter, which reviews the literature and sheds light on key issues and definitions related to aggressive behaviour among children and that would lead into building a solid conceptual base for the subsequent chapters.

2.2 Identifying Aggressive Behaviour

It is not easy to define aggression as a universal concept; there are conflicts between psychologists on giving a comprehensive definition of aggression, but many of them have accepted the first and old definition of Buss (1961) who sees aggression as: a reaction that would provide perverse incentives to another organism, which is also any form of behaviour directed towards another organism, and this behaviour is disturbing to him/her (Al-Saleh, 2012).

The purpose of the damage is indicated by the function of aggressiveness. In fact, there appear to be two distinct causes for a youngster to harm another person. Reactive aggressiveness is typically driven by rage or hatred, and it is frequently an immediate response to some perceived danger. Proactive aggressiveness, on the other hand, is driven by a desire to attain a certain goal. Although some researchers suggest that aggressiveness should be studied on a continuum rather than in a binary manner,

other research has shown that anticipatory and reactive aggression correlate differentially with child outcomes, such as social cognitive conditioning (Estévez et al., 2013).

Aggression's form is also essential, but researchers appear to be having difficulty agreeing on terminology for these subtypes. The researchers concentrated on both overt and covert types of violence, such as punching, kicking, and biting. Paying attention to this sort of aggression makes sense because the repercussions are easy to see, have a noticeable and immediate effect on the victim, and can have far-reaching social ramifications (Vrucinic, 2013). This hostility can be direct (for example, hitting someone in the face) or indirect (for example, ruining someone's possessions). Verbal aggressiveness, defined as the use of words to cause harm to another person, can occur either directly or indirectly. Furthermore, new study has revealed a sort of aggressiveness that is more manipulative and can be carried out in a non-aggressive manner (eg rumour) (Estévez et al., 2018).

Estévez et al. (2018) asserted that aggressive behaviour comprises undesirable actions and behaviours directed at others or at oneself. It has been defined as "negative behaviour issued by a youngster towards others, manifesting as physical or linguistic violence or as indirect gestures and statements of unhappiness with him." Sears characterizes the emotional response during the developmental stages in detail, and it appears clearly in the second year in the form of functional hostility since it is tied to the fulfilment of his own wants (Vrucinic, 2013). According to the Dictionary of Psychology and Psychiatry (1998), aggressive behaviour is a symptom of a mental condition that is driven by anger, hostility, and intense competition in order to damage others.

Many later scientists and researchers have endeavoured to develop the Buss's definition of aggression, where Mayer in 1997 (cited in Murtaza et al., 2021), identified aggression as unfriendly, damaging, and dangerous conduct. He further stated that aggression is not an emotion, a feeling, an attitude, a diagnosis or a motive, rather aggression is a behavioural reaction to an inner state. It is firmly presumed that aggression is a result of both social (learned) factors and hereditary (biological)

factors. Human biology works in a social setting: the environment impacts the advancement of nerve associations similarly as biological procedures influence reaction to the environment (Imtiaz et al., 2010).

Such terms as aggressiveness, hostility, destructiveness and violence are related to this idea. Each term of those are utilized to recognize patterns or tendencies to verbal or physical behaviour directed against a person or thing. Some people imagine that the term aggression can be utilized just if such tendency is attached with the goal of harming a person or thing. Others see aggression regardless to whether a given individual means to hurt or harm anybody or their motivation is to cause injury; at long last, if their aggressive conduct fills in as an instrument to accomplish different aims (Kulesza, 2015).

Nowadays there are a great deal of definitions and every one of them expect that aggression is to be comprehended as any purposeful activity which looks to inflict damage to somebody, cause physical torment and oral suffering; in other words, it is an intentional activity with the end goal of causing somebody hurt, which cannot be defended. A case of such a methodology is the definition by who perceives aggression as: Any act (physical or verbal), aimed at causing psychological or physical harm, real or symbolic to a person or something equivalent to it (Fatima & Khatoon, 2015).

Dodge & Pettit (2003) defined it as a behaviour that is intended to hurt, harm or injure another person. However, regardless of the multiplicity of definitions, there is a consensus that aggression represents a behaviour driven by anger, hatred and excessive competition, and tends to harm or sabotage or defeat others, and in some cases to self; it is a behaviour that has become common in children and is a problem that appears in both school and family, public places and others (Waddell, 2012).

Imtiaz et al. (2010) stated that the expressions "aggressive behaviour" and "aggression" are utilized interchangeably. Aggressive types of conduct can be portrayed by verbal or physical attack. Aggression acts change during an individual's life span. At the point when young children lack verbal aptitudes, aggression is

overwhelmingly physical. However, when their verbal abilities improve, they could be utilized as tranquil communication, yet additionally for aggressive purposes.

Aggression, similar to a wide range of conduct, includes biological powers. Nonetheless, biological factors alone do not decide the improvement of aggression. The social condition of the individual represents also a powerful controller of neurobiological procedures and behaviour. In other words, aggressive behaviour can be identified as the result of the regulation of exterior and interior stimuli by living creatures (Jianghong, 2009). The living being carries inside stimuli to the circumstance, yet additionally controls and interprets outside stimuli (social learning, intellectual procedures) that follow up on the living being. While interior stimuli might be identified with aggression, it might be basically an inclination just, requiring other psychological, environmental, and social variables to upgrade or reduce this biological inclination (Jianghong, 2009).

It is clear from the previous definitions that the aggression is a result of a turbulent psychological situation, due to the situations of frustration and internal and external conflicts experienced by the child, especially in stressful situations such as war, and the poverty, fear, deprivation and loss of loved ones, which leads to aggressive behaviour towards others expressing protection for himself, or satisfy the need or aggression in order to prove self, and this aggression may be physical or moral (Schick & Cierpka, 2016).

Accordingly, given the killing, destruction and displacement of Palestine, this was enough to promote aggressive behaviour in children in terms of the environment outside stimuli of aggression, where Abu-Mustafa, 2009 (cited in Mohammed & Faraj, 2015) proved this in his study and drew the attention of researchers that one of the most common behavioural problems among Palestinian children is: the problem of aggressive behaviour.

However, there is a lack of understanding of the factors leading to this aggressive behaviour, which requires an understanding of the types and manifestations of this aggressive behaviour which are discussed below.

2.2.1 Theories explaining aggressive behaviour in children

As it is indicated in the domain of scientific research, aggressive behaviour will continue to be an important issue and one of the issues deserving of inquiry and study. Because aggressive conduct, like any other human behaviour, is multidimensional, entangled with variables, and caused by a variety of factors, we cannot reduce it to a single explanation. There are numerous hypotheses that explain aggressive behaviour due to the variety of forms and motives of hostility (Bauman, 2015).

Each group took a different path based on its theoretical principles. The instructions were written as follows:

First, consider the biological direction.

Second, consider the psychological direction.

Third, there is the societal direction.

1. The biological direction

This school of thought contends that aggression and violence are an integral element of human nature, and that it is the natural expression of various suppressed violent instincts. That any endeavour to restrain human aggression will fail; rather, it represents the risk of social retreat. Because all human interactions, community systems, and group spirit are inspired from within by this sensation of hostility, human civilization cannot exist without an expression of aggression (Schick & Cierpka, 2016).

In which a person has a biological mechanism, this mechanism expands when a feeling of fury is raised, causing some physiological changes that alter the heart rate, increase blood pressure, and increase the level of glucose in it, causing tension to fight weariness and exhaustion. The individual bites his teeth and emits reflexive sounds, and his sensory perception lowers, so that he may not feel hurt throughout his combat with his opponent (Goodnight et al., 2017).

It is considered on this tendency that explaining aggressive behavior solely in terms of biological elements is insufficient, and the researcher agrees that explaining aggressive behavior does not include only one aspect; it is a set of individual and environmental conditions that contribute to aggression (Maren & Tracy, 2012).

2. Psychological direction

In its interpretation of aggressive conduct, the psychological trend was separated into three divisions, each of which supports one of the leading ideas in the area of psychology:

3. Psychoanalytic direction

Freud initially discovered that hostility is mostly directed outward, and subsequently realized that aggression is increasingly directed inward, culminating in death. Aggression, according to Freud, has an internal origin, a persistent pressure that necessitates release (venting) even when there are no tensions. The drive to express hostility may overpower the defensive systems that normally keep it in check, and violence arises spontaneously (Ozceli, 2017).

According to Freud, everyone has an aggressive motive, but a normal person does not exhibit his hostile motive to others or even to himself. Freud also demonstrates that aggressiveness does not have to be aimed at the cause of aggression. Because of the pictures of the palm that prevent directing the aggression towards its genuine source, animosity may be directed towards an alternate target through displacement (Vlaicu, 2020).

Children who have been abused by their parents may exhibit hostile behavior toward their peers. For fear of being suppressed, a person's violent energy must be released in some manner, which leads to acts of aggressiveness that may amount to murder or suicide, according to Freud.

According to Freud's theories on violent behavior in children, aggression is an inherent impulse that accumulates within the kid, and if the pent-up aggressive energy is not released, the violence will increase. As a result, the greatest technique to get rid of hostility is to unload this "Catharsis dactrive" by expressing aggression in a socially acceptable conduct known as "Sublimations." As a result, Freud made us recognize that directly resisting aggressiveness is nonsensical; but we may adapt its goals and forms such that it is dedicated to life (Brenner, 1971).

Many critics of psychoanalysis argue that Freud overestimated the importance of instinct. As a result, these experts advocate for minimizing the importance of instincts

and emphasizing the psychological and social elements that are thought to form personality (Estévez et al., 2013).

Vlaicu (2020) confirmed that the researcher concurred; the concept of instinct in describing human conduct is rejected; because violent behavior is not a general habit, indicating that it is not instinctive. In addition, there is no evidence to suggest that aggression is a physiological requirement like thirst and hunger. Many studies have demonstrated that while all individuals have the same physiological demands, they differ in their aggressive behavior.

4. Frustration-Aggression Theory

"Dollard," "Doob," "Miller," "Mawrer," and "Sears" were among the first psychological scientists to present the notion of frustration-aggression. This theory was formed, and a synopsis of the concept of the relationship between frustration and violence, which is that when it occurs, Frustration demonstrates hostility (Breuer & Elson, 2017).

Frustration always precedes aggressive behavior, and this frustration leads to aggressive behavior. When a person is irritated, he has an aggressive desire for the cause of his irritation or other sources, or if he believes he is accountable for what occurred to him in frustration, he blames her instead of blaming others (Crawford, 2015).

This theory focuses on the social dimensions of human conduct, and the first illustration of this theory was based on the notion that frustration and violence are linked. Because there is a relationship between frustration as a cause and aggression as a response, the theory states that all frustration raises the likelihood of a violent reply (Breuer & Elson, 2017).

Aggression, which can be physical or verbal, is one of the most prevalent responses produced in a gloomy environment. Whereas hostility is frequently focused at the source of frustration, if the avenue of aggression is stopped, this aggression may turn inside and become hostile against oneself.

The founders of this theory came to the following conclusions from their research on the relationship between frustration and violence, which can be regarded as the particular psychological grounds for this relationship:

A - The strength of the motivation for aggressive action fluctuates with the individual's level of frustration.

B - When an individual is subjected to frustration and responds aggressively to the source of his dissatisfaction, his psychological energy is expelled. The tension generated by irritation is dissipated, and the individual's inner harmony restores.

C - The stopping of violent conduct in situations where the individual is frustrated causes him to experience new dissatisfaction. This is because stopping aggressiveness is regarded as a fresh frustration that builds stress and creates the urge for aggression, making the individual inclined to aggression in response to any basic excitement in the surroundings.

D- A person may become involved in a dispute because of frustration if his urge to attack the source of the irritation equals his wish to control the hostility. This conflict is handled by giving one of the two goals precedence over the other.

Individual variances exist between individuals in understanding and identifying the source of frustration and directing their direct aggressiveness according to the source of dissatisfaction as the individual strives to attain his goals. As a result, individuals differ in the direction of their hostile impulses, as the individual may perceive that the reasons for blocking the realization of his demands are in material and social reality. The individual may attribute the inability to attain his aims to the incapacity and lack of ability to fulfill his goals, and he directs his hostility at himself in the form of self-blame. Because the individual may be unable to identify the source of his irritation or his reluctance to address its causes, he conceals it, resulting in indirect hostility that manifests as several psychological and mental functioning disorders (Maren & Tracy, 2012)

Personal development is heavily influenced by how a person handles frustration and distress. As a result, psychologists encourage parents to offer their children a dosage of safety, but to expose them to modest doses of irritation that increase over time, in order to strengthen their tolerance of frustration. If the youngster does not understand this in basic situations, he will be extremely unhappy when he becomes frustrated, and the consequences will be disastrous (Vlaicu, 2020).

5. Social learning direction

Social learning theorists view aggression, like other types of conduct, as a learnt social behavior. Aggression, according to Bandura, is a broad range of conduct that develops in humans because of prior experience in which a person gains violent responses. This hypothesis is built around three major dimensions (Lyons & Berge, 2012).

1. The formation of the foundations of hostility through observation and imitation.
2. The outside cause of violence.
3. Encourage aggression.

According to Bandura, most violent conduct is learnt through observation and imitation. The individual learns from three sources through seeing this behavior: "the familial impact, the peer influence, and the influence of symbolic models such as television." In the sense that the individual emulates the models, he observes and surrounds. Furthermore, watching violent behavior of teachers when disciplining their kids has an influence on students who imitate this behavior, and teachers, without realizing it, become vivid examples of various sorts of verbal and physical hostile behavior (Liebert & Nelson, 1981).

The aggressive models that the individual acquires from his parents, siblings, teachers, friends, and television celebrities foster aggressive behavior in his private life. Aggressive actions are taught responses, with reinforcement leading the way.

Furthermore, in terms of, Bandura proposed the following factors that aid in the persistence of violent behavior (Bandura, 1978).

- External direct reinforcement is demonstrated by the individual's aggressive behavior being praised by his or her parents or society.
- Self-reinforcement occur when the aggressor believes that his actions will result in a reward for him or his family members.
- The individual recognizing the aggressor's material benefits illustrates alternative reinforcement and relieving him of potential danger, therefore these individual attempts to mimic the aggressor in his violence.
- Liberation from self-punishment: By dehumanizing the victim and convincing himself that, the victim ought to be assaulted and hurt.

Bandura discussed the role of cognitive elements (people's thoughts and beliefs) in controlling violent behavior. Some aggressors or perpetrators of aggression may feel

compelled to defend their aggressive actions, such as claiming that the victim caused them to act aggressively. As a result, the culprit may not experience any sense of guilt because of his actions.

6. Social direction

According to proponents of social orientation, aggressive behavior is related to the kind and type of culture. According to studies, various social elements, such as fast social change, internal migration, and others, contribute to the expansion of aggression, as rural youngsters are more violent than their urban peers are (Bauman, 2015). Concerning the tiny family in which the process of socializing the behavior of the children is carried out, studies have shown that the large size of the family increases the rate of aggressiveness among the children, which they ascribe to an increase in competitiveness among the children (Bandura, 1978).

2.3 Types of Aggression

Aggression can be classified into two extraordinary sorts: proactive and reactive (McAdams, 2002). Various sorts of aggression yield various corresponds; in this manner, understanding these distinctions are fundamental for the reasons for both treatment and prevention. Connor et al. (2004) depict proactive as a coercive activity utilized as a means for accomplishing an objective. It is regularly described as being conscious and ruthless in nature (Vitiello & Stoff, 1997). Further, literature has clarified proactive as a type of domination and terrorizing. This kind of aggression is commonly unjustifiable and utilized as an intentional demonstration to impact others (Dodge & Coie, 1987). Alternately, Connor et al. (2004) portray reactive as a defensive reaction regularly carried on of disappointment or anger that is brought about by incitement. Reactive is frequently connected with strong negative effect, impulsivity and being antagonistic in intent.

Moreover, reactive aggression type is emotionally charged, impulsive and inadequately controlled. On the other hand, proactive aggression type is unemotional and more controlled. Children and adolescences who are proactively aggressive regard physically coercive acts think of it as ordinary to utilize power to acquire the utilization of what they need. Dodge and Coie (1987) proposed also that reactive

aggression underlies the relationship among aggression and suicidal behaviour, with the understood suspicion that proactive aggression was unrelated to suicidal behaviour. Another similar research was done in a qualitative interview type study by Conner et al. (2009). The Premeditated Aggression Scale was created to quantify premeditated and impulsive aggression. Different factors that were investigated at were depressive side effects, liquor issues, and essential substance of utilization, drug use, and suicide endeavours. The outcomes demonstrated that reactive aggression was related with more noteworthy likelihood of suicide ideation and endeavours. The probability of the two ideations and endeavours of aggression is additionally increased among people with higher Alcohol Use Disorders. The outcomes indicated that proactive aggression or hostility was related with a person's endeavours to self-hurt. Along these lines, there is proof that maybe both reactive and proactive kinds of aggression have an association with self-destructive (suicidal) conduct (Waddell, 2012).

The literature converges on the high reliability and validity of these two subtypes of aggression (Poulin & Boivin, 2000). Babcock et al. (2014) noticed that there must be a distinction between these two types according to the great differences and impacts regarding them. He further stated that aggression, especially typologies portrayed as proactive and reactive are regularly utilized mistakenly. Various investigations do not fittingly operationalize their subtypes of aggression and will in general utilize the phrasing 'reactive' and 'proactive' synonymously with premeditated and impulsive.

Furthermore, Babcock et al. (2014) study considers that the manifestations and forms of behaviour for each typology, as distinct, and accordingly they should be treated differently in order to provide the suitable treatment.

Aggression can be classified into numerous types (Sturmey et al., 2017):

- Bodily aggression: the use of physical force against another, which may be based on methods and things targeted at causing injury to the other.
- Verbal aggression is defined as a reliance on foul and filthy language to refer to insults, bullying, and threatening to hurt people.

- Aggression against property includes ruining and sabotaging other people's property in revenge for the owner's incapacity to face this individual.
- Hostile aggression: It is aggression with the intent of taking revenge on the person, so he plots a plan to harm him.
- Symptomatic aggressiveness: Provocative cues, such as thrusting out the tongue, are used in this sort of aggression.
- Passive aggressiveness is expressed in indifference to the other or the subject and is portrayed by neglect, which is regarded a negative sort of violence.
- Positive aggression: It is part of human nature, and it is confronted and protected from external attack, in addition to mental achievements and achieving independence, which is the foundation of pride and pride to maintain his head held high in front of his colleagues.
- Internal aggression: when it is directed directly towards the individual in question.
- External aggression: When the youngster is unable to direct aggression directly, he attempts to achieve it indirectly, such as by transforming it into a person or thing related to the person in question.

2.4 Aggressive behaviour in the context of kindergarten

Aggressive behaviour arises among children as a result of environmental conditions or emotions that occur within them, making them appear in different forms and degrees leading to harm to other children or things that are around him, including physical aggression (assault on others such as beatings and kicking), aggression Verbal (such as cursing), and symbolic aggression (a contempt for and ridicule of others) (Duman & Margolin, 2007).

The most common form of aggressive behaviour in children of both gender in kindergarten is verbal abuse. It also includes harassment and verbal provocation such as insult, it is the most painful and most profound. Extortion, physical violence, ostracism, exclusion of some children from the group, property damage and threats are common forms of abuse that often occur in school (Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015).

Good day-care programs designed to prevent persistent violence are important for children between 2 and 5 years of ages to essential long-term psychological well-being. Although some of the previous literature indicates that children tend to grow out of or see changes in early childhood externalization behaviours (Campbell, 2002; Hill et al., 2006), other research suggests that some children who show rapid growths in aggressive behaviour among 2 and 3 years of age tend to exhibit stable levels of aggression as they mature (Alink et al., 2006). Several studies have been prepared that demonstrate effective interventions to address aggression behaviour in schools with children in the primary, middle and secondary levels (Leff et al., 2001). On the other hand, relatively few studies and intervention programs designed for children between the ages of 0-5 that were implemented and showed high efficacy in addressing aggression behaviour.

The child may appear in kindergarten in many aggressive behaviours such as stubbornness, and rebellion against the rules in force in kindergarten such as destroying kindergarten property, bullying other children, and taking their property, this may be due to the child's jealousy from peers, the child expresses this through one of the manifestations of aggressive behaviour (Huesmann et al., 2009). Or because of the quarrel between him and one of the kindergarten children shows aggressive behaviours such as beatings and cracking of things and others. The deprivation of adult attention within the kindergarten contributes to the promotion of aggressive behaviour in the child so that anger and aggression becomes a way to draw attention (Jester et al., 2005).

According to Lochman et al. (2012) Efficient day-care-kindergarten interventions must target the known active risk mechanisms that contribute to maintaining aggressive behaviour, particularly addressing the self-regulatory behaviours of children and the behaviours of parents. Over the past years, classroom-based research has focused on improving comprehensive prevention programs for young children. Universal prevention programs for pre-school and kindergarten environments have shown that teachers can be equipped to improve the social skills of children. Psychosocial interactions by parents over the pre-school years in relation to their parenting strategies have immediate effects on both parenting patterns and children's disruptive and non-compliant activities.

A number of different models of effective parenting programs have been found for parents of children in this age group, including parenting workshops, group meetings, and training during children's interactions. In clinical settings or programs targeting high-risk families, the latter form of a parent-child program involving coaching was used more than in large-scale preventive services. These parenting programs are combined with classroom-based programs that focus on social and emotional improvement (Lochman et al., 2012).

2.5 Manifestations and Forms of Aggressive Behaviour

The different forms of expression of aggression vary according to age, culture, method of education, psychological formation and the moral pattern on which the individual grew up (Jiangong, 2009). There are several manifestations for aggression, and it is represented in several forms, including (Ghorab & Ayman, 2012):

1. Expressions appearing on the facial features, such as: attack, frown, redness of the face, angry expressions.
2. Through the mouth such as: biting, spitting, issuing voices, contempt, denunciation and threat.
3. Through the body such as: throwing on the ground, kicking, cramping, fainting, waving hands and feet for revenge, beating, throwing things, pushing, scratching and tightening hair
4. Through verbal images such as: shouting, prejudices, insults, obscenity in saying, irony and sarcasm, malicious, defamation, satire, cursing, teasing, blame and criticism
5. Through moral images such as: vengeance, stubbornness, offense, challenge, underdevelopment, deterioration and failure to work, and indifference to others or the subjects.
6. Through public acts of aggression such as: setting fires, resisting and challenging authorities, beating, pushing, kicking, stabbing, quarrelling, vandalism or any kind of abuse, which children use together to tear or hide books or pamphlets or write them down or graffiti.

Moreover, children hostility and aggressive behaviour has turned into a noteworthy issue all through the world and accordingly, a noteworthy research area for examination. Researchers have characterized different forms of aggressive behaviour (Murlidhar & Shastri, 2016). Fatima and Khatoon (2015) depict another five patterns and forms of students' aggressive behaviour, which are:

1. Over excited aggression; abnormal amounts of activity bringing about aggressive incidents and accidents .
2. Affective aggression; portrayed by serious begrudge, anger, rage and animosity .
3. Impulsive aggression; quietness and passiveness yet extremely low tolerance for dissatisfaction, bringing about vicious or dangerous exercises.
4. Instrumental aggression; tormenting, bullying, scary and undermining others, to accomplish the desired objectives.
5. Predatory aggression; waiting for an opportunity and making revenge from others .

Murlidhar and Shastri (2016) stated also, that aggression in schools is a very visible phenomenon that dominates cultures and ethnicity. This is because children in school get a lot of opportunities and exposure to various stimuli and cues to show their learned behaviours or learn new behaviours. Accordingly, they classified aggression forms in schools into the following ones which are: aggressive behaviours against school property, against their peers and classmates, against their teachers and managers.

Furthermore, Kulesza (2015) stated that the diversity in the definition of the concept of "aggression" is the reason for the diversity of its forms and manifestation classification. Thus, Kulesza (2015) considers forms of aggression in three dimensions: according to the aggression committed, according to its character and according to the moral content of behaviour, as shown below:

1. Forms of aggression according to moral content:
 - a) Social: damaging, acting against the community.
 - b) Prosaically aggression : accomplish the objectives of an individual and society
2. Forms of aggression according to the aggression committed :

- a) Affective aggression: has nothing to do with fulfilling any requirements; its sole aim is forceful conduct, infliction of damage or pain to somebody - an individual is aggressive for inner intentions, aggressive conduct is not identified with any other advantages.
 - b) Instrumental aggression: hostility is just a way to fulfil some other purposes, complete some plans, and achieve intentions– an individual is aggressive when in this way their plans, aims, objectives can be carried out
3. Forms of aggression according to its character:
- a) Offensive aggression: it is classified into interspecific and intraspecific aggression
 - b) Defensive aggression: which its purpose to defense a property, territory or self.

Jianghong, (2009) also demonstrated that aggressive behaviour in childhood is part of the normal developmental process as the manifestations of aggressive behaviour of the child change with the change in the temporal life stage of the child. This can be seen from the common case that when young children lack verbal skills, aggression is often physical, but when verbal skills develop, this method of aggression is used.

Jianghong (2009) also showed that according to Tremblay et al. (2006), anger usually reach its peaks between 18 and 24 months and gradually decreases by five years. Most children suffer from the onset of physical aggression by the end of their second year. This early aggressive behaviour includes screaming and crying, calming tantrums, biting, kicking and throwing broken objects, and later with increasing social interactions, aggression may be directed towards his peers. After that, child's aggressive forms of behaviour develop, to include certain behaviours such as teasing bullying, fighting, irritability, cruelty to animals and igniting fire (Lopez & Emmer, 2002). During early adolescence, more serious violence develops; including gang battles and the use of knives, while in the late adolescence the use of weapons escalates (Fite et al., 2009).

However, regardless of the shape and appearance of aggressive behaviour, the factors and causes of these types of aggressive behaviour represent the pivotal attention of behavioural and social scientists as long as understanding these factors facilitates

access to appropriate interventions to reduce and prevent the emergence of aggression (Estévez et al., 2018). Those factors are discussed below.

2.6 Factors Inducing Aggressive Behaviour

The existence of a single factor in an individual does not, without any other factor else cause aggressive and violent behaviours. However, several factors combine and react together to shape and contribute to aggressive behaviours (Imtiaz et al., 2010).

Accordingly several factors have been investigated as causes of aggression behaviour in children and adolescence; such as biological and genetic factors including the sex and neurophysiological components, environmental factors, including media exposure to violence, poverty and the general environmental apathy, psychological factors are also another types of factors including in causing aggressive behaviours which consisted mainly of the cognitive, emotional and behavioural components and lastly social factors were mainly the centre of attention for the researchers as causes of aggression in humans, where family dynamics and parental or caregiver involvement are significantly correlated with an individual's propensity to engage in violent and aggressive behaviour (Schick & Cierpka, 2016).

A bio-psycho-social model has turned out to be set up to clarify and portray the reasons for aggressive behaviour. The biological corresponds of dissocial conduct incorporate hereditary, physiological and neurobiological components. Adoption and twin investigations consider specifically strong suitable proof of hereditary and genetic components in the advancement of dissocial issue behaviour (Rhee & Waldman, 2002). One especially well confirmed aggression behaviour marker is by all accounts the male sex. Dissocial and particularly aggressive practices are displayed significantly more much of the time by males than females, which can mostly be attributed to neurophysiological factors, for example, a more elevated amount of testosterone in the male sex (Campbell, 2006). Early unfavourable neurophysiological impacts because of complications during pregnancy or birth and maternal risk-taking conduct such as smoking during pregnancy, were additionally observed to be dangers for dissocial and aggressive behaviour development in the child (Raine, 2002).

Moreover, different investigations give proof in dissocial and aggressive youngsters and adolescents of a disturbance in the serotonin, testosterone, noradrenaline and cortisol balance, and deficits in frontal and temporal lobe activity (mental disorder). So far it has just been rarely conceivable to find absolutely defensive impacts of biological factors (Schick & Cierpka, 2016).

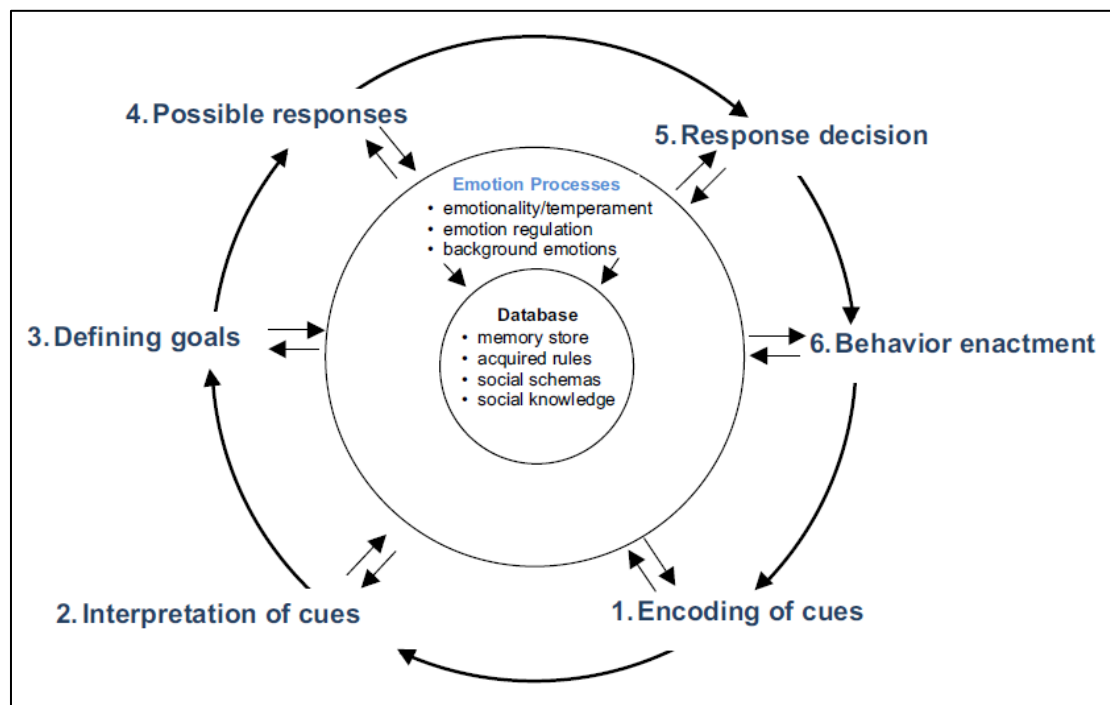
The second group of factors influencing the aggressive behaviour in the structure of bio-psychosocial models contains psychological factors on the emotional, behavioural and cognitive levels. Thus, such an example is that below-average intelligence accompanied with increased dissocial and aggressive behaviour, while above-average intelligence is correlated by less aggressive behaviour and represents a protective factor against antisocial behaviour (Vance et al., 2002). The associations among intelligence and dissocial and aggressive conduct can be clarified by the way that kids with spatial cognitive deficiencies experience issues distinguishing feelings based on facial expression, and in this way, as often as possible cannot behave as per the circumstance and /or the emotional conditions (Raine et al., 2005). Children's scholarly abilities, however, likewise relate with their academic performance which thusly associates with dissocial and aggressive conduct. For example, poor school performance negatively affects confidence, which builds the likelihood of criminal and aggressive conduct (Trzesniewski et al., 2006), and poor school performance also corresponds with more grounded involvement in deviant companion gatherings and encourages dissocial and aggressive conduct as well (Dishion et al., 2005).

Other deficiencies (and therefore, simultaneously markers of a particular initiation of assets) of dissocial and aggressive children and teenagers can be found in the region of social emotional skills, for example, impulse controls and communicative competencies (Schick & Cierpka, 2016). Because of deficiencies in these regions, in communications with companions and adults, dissocial and aggressive kids and children return all the more much of the time to socially incompetent action strategies, which in turn provoke aggressive reactions in their interaction partners and can in the long-term lead to rejection and social exclusion. Also, dissocial and aggressive children have certain particular deficiencies in processing information and dealing with knowledge, as the exploration group driven by Dodge has found (Dodge

& Pettit, 2003). The social information processing model contains six stages and was reached out by Lemerise and Arsenio (2000) to incorporate emotional aspects, which is shown in Figure 1.

Figure 3

Integrated model of emotion processes and cognition in social information processing (Lemerise & Arsenio, 2000)



Schick and Cierpka (2016) stated that dissocial children exhibit consistent deficiencies at all the six information processing steps shown in the previous figure, which accordingly motivate their tendency towards committing aggressive behaviour.

The last third group of factors influencing the aggressive behaviour in the structure of bio-psycho-social models contains social factors which were mainly attracted the vast majority of researchers as causes of aggression in humans (Schick & Cierpka, 2016). The parenting style and family environment are considered as key significance factors of these social factors category for the development of these aggressive attitudes and patterns (Jia et al., 2016).

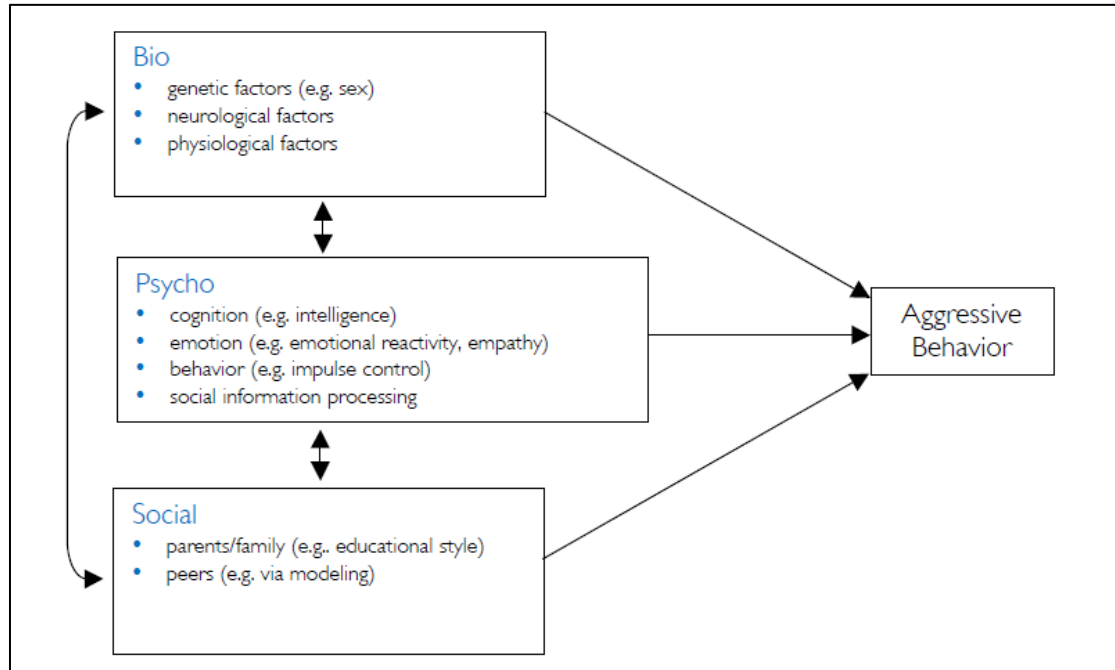
For instance, the authoritarian and the careless parenting styles appear to be related with the improvement of aggressive and dissocial conduct issues, while the authoritative parenting style has progressively defensive and compensatory impacts (Steinberg, 2001). Parental viciousness has ended up being an especially decisive risk factor for dissocial and aggressive conduct (Wolfe et al., 2003).

Family environment assumes a significant job in the advancement of children's aggressive behaviours (Ehrenreich et al., 2014). It has been discovered when studying preschool kids and younger students, that family struggle and absence of family cohesiveness anticipate a developmental direction toward aggressive and dissocial behaviours (Jester et al., 2005). Conversely, children who were presented to positive family conditions, including less family conflicts and more family union, were less inclined to commit aggressive behaviours or have decreased degrees of aggression, notwithstanding when they had high forceful convictions or hostile comprehensions (Andreas & Watson, 2009).

Yizhen et al. (2006) utilized the Child Behaviour Checklist (CBCL) on a sample of 4010 younger students and found that kids brought up in progressively intellectual and recreational family environments were more averse to develop aggressive behaviour. While engaged/ supportive parenting style is corresponded with positive results in regard to youngsters' conduct and a lower probability of acting aggressively (Braza et al., 2015). It has been also found that antagonistic/aversive child rearing is a critical supporter of aggressive conduct in early adolescence (Benzies et al., 2009). Besides, children of parents who utilize exceptionally prohibitive and controlling parental styles likewise show increasingly aggressive behavioural patterns (Braza et al., 2015). Accordingly, Schick and Cierpka (2016) summarized those factors into a model called Bio-psycho-social risk and protective factors model of aggressive behavior, represented in Figure 2.

Figure 4

Bio-psycho-social risk and protective factors model of aggressive behavior (Schick & Cierpka, 2016)



2.6.1 Biological Factors

Individual differences in aggressive behaviour are definitely influenced by biological variables. Physical aggressiveness in childhood is thought to be responsible for 60 percent of hereditary disorders. In order to forecast which children would become physically violent, general weakness may interact with children's life experiences (Tonckens, 2017). Genes may also influence individual differences in aggression across temperament, which are inherited personality traits that have been demonstrated early in life.

Preliminary evidence reveals that biological factors are also linked to relational aggressiveness. Relational aggression's genetic impacts are expected to be weaker than its physical effects. Temperamental features and relationship aggressiveness have also been researched, although one study indicated that in kindergarten, lower levels of inhibition were predicted to be higher in a mix of physical and relational violence (Coccaro & Siever 2015).

When it comes to the breeders of physical violence in children, parenting and other family factors play a crucial impact. Parental warmth, in particular, is a significant role in how children are socialized, and a lack of it is linked to child behaviour problems, beyond probable biological impacts (Mendes et al., 2009). Parental antagonism impairs children's self-regulatory skills, particularly emotion management, increasing the risk of externalizing behaviours. The coercive home environment also functions as a training ground, with aggressive youngsters learning through parent-child interactions that unpleasant behaviours are successful in dealing with external demands (Coccaro & Siever 2015).

Several studies have also found a link between severe kinds of parenting and violent conduct in children (Julius, 2015). Furthermore, harsh parenting is a strong predictor of substantial adjustment issues in children. As a result, parental features frequently contribute to these interpersonal problems inside the family. Poor and a lack of education also seem to worsen parental weakness and children's physical violence. As a result, unfavorable interactions may exist in different familial contexts. Parents who have major marital problems have children who demonstrate high levels of physical violence in their early years of life (Coccaro & Siever 2015).

2.7 The influence of media on childhood aggression

Many studies have proven that children's exposure to media violence can promote their development of aggressive behaviour. While some children's activities are instructive or prosaically in nature, others are filled with violence. Furthermore, much of this violence is presented to be justified and rewarded, giving a presentation that violence is okay when the cause allows (Kamini & Priyanka, 2016).

Watching violence in the media can have both short and long-term consequences for children's aggression. Watching violence can predispose a child to act aggressively in later situations in the short run. Boys who saw the violent film were physically assaulted (e.g. hit, pushed, elbowed). Childhood exposure to media violence can also have a significant long-term effect on the progress of hostility (Natwarsinh, 2014). As a result, children who grew up watching a lot of violence on TV were more likely to be hostile as adults. Indeed, youngsters are vulnerable to media influence because their behaviour and attitude toward aggression are still (Fitzpatrick et al., 2016).

2.8 Consequences of children aggression

Children's aggressive conduct produces significant difficulty in coping, such as comprehension issues (e.g. anxiety, depression, loneliness, low self-esteem). Child victims are also more likely to be shunned by their classmates and to be socially isolated. Many of these issues are allowed into adulthood, in part because physical abuse is so consistent, with the same children being assaulted for years (Lakhtdir et al., 2020). This stability can be linked to a reciprocal effect in which the child's victimized inner actions and lack of peer acceptability tend to elicit additional victimization, causing the child's emotional health and peer acceptance to decrease further (Bartels et al., 2018).

In comparison to physical abuse studies, there is minimal research on relational, indirect, or social types of abuse. However, current research indicates that persons who have been subjected to such abuse on a regular basis face significant challenges, such as peer rejection and vulnerability to internalizing symptoms (depression, loneliness, social anxiety, and avoidance). Girls are also more likely to be sexually molested, whilst boys are more likely to be physically beaten (Lakhtdir et al., 2020).

Physical violence is also a major risk factor for concurrent and future maladjustment in the chronic offender. Boys who exhibit persistent physical violence as children are far more prone than their classmates to participate in risky and violent delinquency in adolescence. Notably, this effect holds even after controlling for chronic levels of disruptive childhood behaviors, which have long been regarded as severe disapproval, as well as other mismatches like as inner distress and academic (Bartels et al., 2018).

Similarly, relational aggressiveness is linked to a variety of unfavorable consequences in preschool, including peer rejection. Notably, when physical aggressiveness is initially explored, many of these expectations

persist. Depending on the gender of the perpetrator, the relationship between forms of violence or victimization appears to be modest. Many mismatch problems tend to be more severe in youngsters who participate in inappropriate gender aggressiveness (girls who are physically aggressive and boys who are aggressive in relationships), according to data. Girls appear to be more vulnerable to abuse in relationships, but boys are the most susceptible to physical abuse (Schick & Cierpka, 2016).

This conclusion is consistent with the notion that when girls are targeted by their peers' manipulative actions, they are more likely to express emotional discomfort. Although aggression is often related with unfavorable offender outcomes, recent research has also revealed that some aggressive children achieve social prominence as early as preschool. Social case studies, in particular, reveal that the most aggressive youngsters are those who are controversial or contemptuous. However, by definition, contentious children are not uniformly disliked and exhibit high amounts of positive conduct (Estévez et al., 2018).

2.9 Prevention of Aggressive Behaviour

At last, the target of the different psychological pedagogical methodologies for preventing aggressive behaviour is to neutralize or limit hazard factors, and to develop or empower protective elements (Moffitt & Caspi, 2001). It is prescribed from different quarters those aggressive preventing programs to be directed in schools and kindergartens. This is due to the ability of reaching many children in those places, especially kids from high-risk families that would somehow be hard to reach – stigmatization procedures can be avoided, and kids with a larger number of social capabilities can function as role models for their classmate. Moreover, schools and kindergartens are excellently fit to leading educational plans and programs intended as long as possible and empower an immediate and progressing transfer of what has been realized (Schick & Cierpka, 2016).

However, Ghorab and Ayman, (2012) stated some recommended ways and steps to treat and control children's aggression behaviour, which are:

- Avoiding malpractice in child-rearing and parenting styles: the previous mentioned studies showed that a combination of idleness in the system and aggressive attitudes of parents can produce very aggressive children, and the continuation of this combination of weak patriarchal compassion and cruel corporal punishment for a long period of time leads to aggression, rebellion and irresponsibility in children.

- Developing the sense of happiness in them: it was also mentioned in the previous section that people who practice positive tendencies tend to be gentle towards themselves and others in many ways, while children living in an atmosphere of criticism tend to be more aggressive.
- Changing the environment: This can be done by rearranging the place where the child lives, whether in the family, in school or in the classroom, in terms of seating arrangement, for example, the more space children have to play, the less likely they are to be aggressive.
- Promoting desirable behaviour: Adults often assume that good children's behaviour is a foregone conclusion, and therefore they do not promote it even though the first step in addressing aggressive behaviour is to promote good behaviour of the child.
- Teaching social skills: Children fight and commit aggressive behaviours because they lack social skills such as speaking gently with others or expressing themselves without hurting the feelings of others; therefore, they must be taught communication and emotional intelligence skills with others.
- Detection of aggressive tendencies: aggressive tendencies can be detected in children, either by observing them during free activity such as play or drawing, or by listening to their automatic stories without the use of guides, etc.

Eventually, it is known that the society in all its institutions seeks to significantly reduce or mitigate this social behaviour, and because of the different circumstances of children and students including their social and economic environments which affect the different manifestations of aggressive behaviour; there should be different preventive measurements to reduce the aggressive behaviour of children (Fatima & Khatoon, 2015).

Finally, the goal of the many psychological-pedagogical approaches to reducing violent behaviour is to reduce or neutralize risk variables while increasing or encouraging protective factors. It appears to be especially useful to begin preventive action as early in a child's development as possible (Sim et al., 2011). This is true because, on the one hand, it was possible to demonstrate relative biographical stability of dissocial behaviour, and on the other hand, developmental psychology

research show that personality and behavioural tendencies are more flexible in the early years of life than later in life (National Institute for Health and Care Excellence [NICE], 2015). The need that prevention begin as soon as feasible is also reinforced by neurobiological research findings, which demonstrate the enormous malleability of a child's brain. Aside from the point in time, the location of implementation is also thought to be important for the effectiveness of individual preventative measures (Øien & Lillevik, 2014).

Prevention programs at and in schools and kindergartens are advised by a variety of sources. This allows you to reach a large number of children – notably children from high-risk households who would otherwise be impossible to reach – prevent stigmatization processes, and children with higher levels of social competences can serve as role models for their peers. Furthermore, schools and kindergartens are well-suited to delivering long-term curriculum that allows for direct and ongoing transfer of what has been learnt (Sim et al., 2011).

Prevention programs for dissocial conduct address significantly various levels and differ in substance in response to the complexity of the set of situations, the theoretical orientation and profession of academics, and existing financial and structural possibilities. Specific violence prevention programs, on the one hand, and so-called life skill programs, on the other, are used in various European nations to prevent aggressive conduct in kindergartens and elementary schools (Fatima & Khatoon, 2015). The former is specifically designed to deter violent and aggressive behavior.

The latter, in their original form, are usually aimed at avoiding drug intake, but they are increasingly being recommended and used more frequently as violence prevention strategies (Sim et al., 2011). In addition to the Petermann group's behavioral instruction, the Faustlos curriculum has gained traction, particularly in nursery and elementary schools in German-speaking nations (Øien & Lillevik, 2014).

2.10 Preschool teachers' perspectives on aggressive behaviors among children

For children, behavior can be described as all behaviors that have formed because of their social, economic, and cultural circumstances, as it is a complicated process that extends beyond simple physical acquisitions and movement control according to

adult norms (Türkoğlu, 2019). It is also possible that various problem situations will occur because of this intricate procedure. Behavioral difficulties are defined as behavioral situations that impair a child's capacity to apply existing skills, gain new skills, interact with their environment, and maintain social harmony, as well as jeopardize their or their peers' safety (Ersan, 2020).

Aggressive behavior is one of the most common behavioral issues among preschool children. Child aggression has been identified as a major public health issue around the world in recent years, particularly in the United States. Aggression is defined as an individual taking an unfavorable position in the environment, forcing another person to adopt his or her wishes, and displaying hostile behaviors meant to injure or harm another person or generate fear in others (Türkoğlu, 2019).

According to most studies, there are three main types of aggression: physical, verbal, and indirect. Physical aggressiveness comprises physical contact such as punching, slapping, kicking, biting, shoving, grasping, and tugging, whereas verbal aggression includes the use of words to threaten, intimidate, or annoy others. Physical hostility frequently follows verbal aggression. Situations like, as gossip, exclusion, silence, and sabotage are examples of indirect aggression (Filho et al., 2016).

Various scientific research have revealed conflicting views on the causes of violence. While many studies believe that aggressive urges are inborn in humans, children learn both aggressive and non-aggressive behaviors through observing and mimicking others (Türkoğlu, 2019). Furthermore, some researchers have discovered that aggression occurs because of individual characteristics such as social and emotional difficulties, low self-esteem, academic failure, and peer exclusion, as well as environmental characteristics such as poverty, unemployment, and low socioeconomic status, limited social support for children, inability to be an appropriate role model for the child, and family conflicts (Filho et al., 2016).

Uchegbu (2020) asserted that aggressive behavior is a normal component of a child's growth. The great majority of children aged 3-5 years have higher levels of hostility due to factors such as limited verbal ability, enhanced motor skills, a sense of independence, and they express themselves through physical aggression. Furthermore, aggressiveness becomes a significant concern as children enter preschool and begin to interact with their peers on a wide scale (Filho et al., 2016). In

response to their challenges, children employ various compliance tactics, such as aggressiveness, poverty, family activity (bad parent paradigm), educational action (negative teacher attitudes), and the individual creating it are the risk variables that increase the possibility of a youngster exhibiting violent conduct (anti-social behaviors) (Türkoğlu, 2019).

It is critical to identify whether the behavior problems noticed in children are a problem or a natural part of the growth process, in other words, to distinguish between normal children and children who exhibit deviant behaviors. The idea here seems to be that these actions are normal during the developmental time; but if the instructor or parents regard this conduct as a problem without understanding it is normal and attempting to find a solution, it may reward this behavior (Filho et al., 2016).

If the behavior is identified as an issue and disregarded, it can escalate to more serious difficulties in the following procedure. As a result, it is critical to focus on behavioral difficulties during these early years so that behaviors labeled as problems in childhood do not rise to bigger behavioral and social developmental problems (Filho et al., 2016).

The large percentage of kindergarten teachers classified aggressive behavior as "damage friends," while some defined it as "behavioral disorder," "destructive aspects," and "self-harm." When reviewing studies in the literature, it was discovered that aggressive behavior is commonly classified as a behavioral disorder. At the age of 3-5 years, aggression includes the risk of harm occurring, his classmates, an objects, or an animal (Türkoğlu, 2019).

Teachers often define aggressive behavior as "hurting" someone or something, such as "striking, pushing, tearing, throwing, and self-scratching," since aggressive children employ physical aggression against themselves, their friends, and classmates, causing pain. It was shown that all professors who characterized aggression as a "behavioral problem" worked in low socioeconomic institutions. These teachers underlined that the children in their classrooms have a variety of non-aggressive behavioral issues that require therapy or expert assistance (Filho et al., 2016).

Moreover, teachers noted that children from poorer socioeconomic backgrounds, particularly those in kindergarten classes inside a primary school, exhibited behavior

that is more violent. Because of poverty, children in lower socioeconomic zones are also exposed to aggressive behaviors in the family setting (Filho et al., 2016). The reality that children in nursery classes who serve within a kindergarten are exposed to aggressive actions of children enrolled in kindergarten or see that these children frequently incorporate aggression in relationships with one another, might be viewed as explanations for the scenario at hand. According to studies, physical aggressiveness is the most common type of violence in children (Türkoğlu, 2019).

According to the majority of kindergarten instructors, "parental attitude" is the most essential factor in promoting violence. Other lecturers highlighted the role of "environment" and "sex" in violent behavior. Teachers noted that children of parents who exhibit authoritarian, overprotective, or indifferent parenting styles, as opposed to democratic parenting styles, are more likely to exhibit persistent aggressive or aggressive conduct (Ersan, 2020).

Children who are continually repressed, defended, or apathetic by their parents at home may utilize violence against their classmates or remain insensitive to the violence they are subjected to at home. According to studies, parental attitudes are linked to aggressive behavior; in other words, children who have a close relationship with their parents exhibit less aggressive conduct (Filho et al., 2016).

In fact, this scenario can be explained by the fact that males are more active than girls and that boy's look up to male family members (father, uncle, uncle, etc.) as role models. Identification is crucial in learning aggressive behavior. If children's immediate surroundings and peers exhibit or encourage aggressive conduct, children may absorb or generalize similar behaviors to their environment (Breuer & Elson, 2017).

Furthermore, all teachers agreed that male children engage in violent behaviors far more than females, and that male and female children are more prone to physical, verbal, and indirect aggressiveness, respectively. The majority of kindergarten teachers reported that children resorted to aggressive behavior in battles that arose during game activities for a variety of reasons, including sharing games and breaching game rules. Furthermore, teachers reported hostile behaviors in the classroom in situations such as being unable to share materials accessible at centers, lining up to get materials during leisure time activities, and failing to achieve

anything they insist and demand in class as a result. Insist on their desire and refusal to let go of the mother, father, or grandfather who drives them to school (Estévez et al., 2018).

It is possible to believe that all cases of the emergence of the aforementioned aggressive behaviors are in fact natural consequences of behaviors such as sharing, possessiveness, and self-centeredness that children exhibit during the egocentric period because, during the egocentric period, children act according to their own perspectives and cannot imagine themselves in the shoes of others (Kamini & Priyanka, 2016).

The majority of teachers reported that peer relationships with an aggressive child are strained for a variety of reasons, including fear of aggressive children, the appearance of a lack of communication, and disruption in the classroom. Situations that induce fear, anxiety, and anxiety in youngsters have a negative impact on their communication with peers. According to research, aggressive behaviors have a negative impact on social connections (Filho et al., 2016).

There was a substantial association between children's levels of aggressiveness, fear and anxiety, antisocial behavior, and their peers' exposure to violence. Furthermore, some teachers claim that violence has little effect on children's interactions with their classmates by claiming that children ignore or forget the hostile behaviors they witness, or that they respond in a timely manner (NICE, 2015).

Teachers working in institutions in lower socioeconomic regions reported that negative behaviors observed at school by students who are accustomed to being exposed to aggressive behaviors by family members and people in their immediate surroundings did not damage their peer connections. However, two preschool teachers stated that negative behaviors have a good impact on children's peer relationships because aggressive behaviors allow children to get to know each other better and experience their reactions (Schick & Cierpka, 2016).

NICE (2015) said that boys enjoy fighting games that appear to be aggressive, but the aim and outcome are entirely different since fighting games are not aggressive, and in these games, youngsters have fun while also testing their physical abilities against one another. Children learn how to moderate their violent behaviors and lessen aggression impulses because of fighting in games.

Teachers who build positive interactions with children can help children avert undesirable behaviors by creating a trusting environment in their classrooms. In this regard, it is critical that teachers understand the tactics they must employ to combat undesired behaviors, and they should be supported in this regard. To deal with aggressive behaviors in the classroom, the majority of kindergarten teachers interviewed said they used "verbal warnings" such as explaining the impropriety of the behavior, attempted to convince and getting angry, as well as "punishment" methods such as exclusion from the game or activity (Ozceli, 2017)

According to studies, kindergarten teachers prefer verbal warnings against undesirable behaviors. Other professors indicated that they set the "classroom rules" as the class at the start of each term, as well as the punishments that would be enforced on individuals who did not obey these rules by a unanimous decision (Fitzpatrick et al., 2016).

Students demonstrate the behaviors of acting in line with these rules and cooperating when the instructor decides the rules and the consequences to be enforced when these rules are not followed in collaboration with the teacher. Furthermore, the teachers underlined that they involved the family in the process and collaborated with them, arguing that aggressive behaviors are commonly found in the homes of children who exhibit aggressive tendencies (Øien & Lillevik, 2014).

2.11 Gender Differences in kids aggressive behaviors

The finding that boys are more physically aggressive than girls is one of the most constant and robust gender differences in the psychological literature. This result has been found in a variety of investigations under a variety of situations (Björkqvist, 2017). According to meta-analyses, people utilize physical aggressiveness more than girls do during preschool and early childhood. Furthermore, this gender disparity is visible across diverse demographics and socioeconomic settings (Schick & Cierpka, 2016).

Boys are more prone than girls do to be physically aggressive for a variety of reasons. Aside from biological and morphological differences, males and girls are socially configured differently when it comes to violence. Parents, instructors, and even classmates discourage girls from using physical aggressiveness (Padgett & Tremblay,

2020). Boys' violence, on the other hand, is less likely to be punished by those in power, especially if the hostility is minor. Many people are raised to be tough; in fact, in some cultures, boys are occasionally taught that physical aggressiveness is acceptable, if not required, when their reputation is endangered (Björkqvist, 2017).

Boys are stereotypically more aggressive than girls are. This viewpoint, however, has historically been based on physical violence research. When it comes to non-physical aggression, studies have shown that girls can be equally as violent as boys can. For a variety of reasons, girls were once thought to be more aggressive in relationships than boys were (Meichenbaum, 2014). Girls are more inclined to invest in high-value relationships than boys do. As a result, behavior that is destructive to such a commodity would be a particularly effective way of female hostility. Furthermore, relational violence may provide a mechanism for girls to strike while avoiding societal costs associated with outright aggressiveness against females (Endendijk et al., 2017).

Although there are compelling theoretical reasons why girls are more aggressive in emotional relationships than boys, the evidence for this gender disparity is equivocal. Some research show that girls are more aggressive in relationships than boys, whereas others show no gender differences and boys are more relationally aggressive than girls are. Gender differences appear to depend on the method of measurement as well, though meta-analysis contradicted this (Ticusan, 2014). Observational studies revealed the greatest disparity between the genders, despite the fact that they comprised a very small number of researches. In fact, several researches revealed no gender difference in indirect violence using observational approaches (Drnas, 2020).

Generally, these analyses show a high degree of similarity in relationship violence rather than a significant difference between the sexes. The popular media account that emphasizes on gender differences may contribute to the notion that girls are more aggressive in relationships than boys are. It is crucial to note, however, that while girls may not use relational aggression more than boys may, they are more likely to employ relational aggression than physical types (Endendijk et al., 2017).

2.12 Conclusion

This chapter discusses what has been discussed in previous studies regarding factors of spreading aggressive behaviour among kindergartens. In this chapter, the researcher highlights the aggressive behaviour, types of aggression, manifestations and forms of aggressive behaviour, aggressive behaviour in kindergarten children, factors that stimulate aggressive behaviour, and means to prevent aggressive behaviour.

A review of previous studies shows there are many factors that may lead to the emergence of aggressive behaviours; however, there is a lack of understanding of the factors that lead to such aggressive behaviour, which requires understanding the types and manifestations of this aggressive behaviour in detail. It also turns out that there are different forms and classifications of aggressive behaviour, where aggression can be classified into two unusual types: proactive and reactive. In addition, there are many manifestations of aggression that vary according to age, culture, method of education, psychological formation, and the moral pattern on which an individual grew up. Moreover, the manifestations of aggression in kindergarten children can be addressed by following a number of recommended methods and steps to treat and monitor the aggressive behaviour of children.

So, given that the Palestinian child watches continually the killing, destruction, displacement, and demolition in his/her environment, which have changed their composition and made them more willing to have violent and aggressive behaviours, this requires a study to find out the factors affecting the acquisition of aggressive behaviour of these children to choose the most appropriate methods of treatment, which will be achieved through this study.

Chapter Three

Methodology

3.1 Introduction

This chapter includes a presentation of the approach used in this study and a description of the study population and sample. It also shows the steps for preparing and developing the study tool, the procedures in which the study was carried out, the sources of obtaining information in addition to the statistical methods used in processing and analyzing data, extracting results, and examining the validity and reliability of the study tool.

3.2 Nature and methodology of the study

The methodology is defined as the path the researcher took to reach the desired goal, and it is a set of tools that the researcher uses to provide evidence, evidence and arguments to confirm the hypothesis or theory (Creswell, 2012; Kothari, 2004). The study adopted the descriptive analytical approach based on the nature of the study and the information to be obtained from the opinions of the participants within the study sample, and through the questions that the study tries to answer. As this approach is one of the best scientific research methods appropriate for this type of studies that dealt with the concept of aggressive behavior among Kindergarten in particular, which used the descriptive research methodology and because it is considered one of the best methods to achieve the goals of the study, due to its relevance to nature (Shanti & Moreno, 2023).

The methodology of any research can be defined as a set of strategies used to reach the desired results. Therefore, the methodology is created according to the methodology of the study, the researcher's attitudes and ideas (Ritchie & Spencer, 2002). This study is located within the theoretical frameworks of analytical descriptive studies, to achieve the study objectives, many processes, methods and strategies have been implemented in the research, but the most used methods for conducting the same type of this study are analytical descriptive methods.

3.2.1 Quantitative approach

The quantitative approach is primarily defined as a deductive approach, which relies on the use of several surveys. This method mainly collects, examines, and uses data to verify theories of relativity (Sukamolson, 2007).

The methodology used in this study to achieve objectives included theoretical framework, using a survey to collect data and examine it later. The survey approach is considered a semi-deductive approach, unlike the experimentation approach which is considered a purely deductive approach (Skirrow et al., 2021). The descriptive analytical method used in this study was to review the literature in addition to designing the questionnaire that was used to create a theoretical background for the research topic, while the quantitative method used in the questionnaire was used. The data collected from this questionnaire will lead to a better understanding of factors of spreading the aggressive behavior among kindergarteners from the perspective of their teachers in East Jerusalem. Finally, data analysis was performed based on the literature review and questionnaire.

3.2.2 Research strategy

The strategy used in this study is a survey that is considered the most appropriate way to collect data, as this strategy will ensure that the data collected is preserved with a degree of accuracy and reliability and can allow the researcher to easily compare the data collected due to the ability to standardize it. In order to accomplish this research in a professional manner and with a degree of realism, a large number of samples and questionnaires are needed, which is the best and most effective way to do this. These

surveys will be distributed to a random sample of kindergarten teachers working in educational centers located in East Jerusalem.

One of the important facts that must be mentioned here is that each strategy can contain a different type of approach such as empirical research, case study research, interviews, surveys, etc.

3.3 Population and Samples

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

The following Table 1 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):

Table 14

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	City	92	61.3%	

location	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%

According to the results of Table 1, it can be noticed that the study sample consisted of both gender (males and females). The majority of the sample was male (60%), while the female group constitutes (40%) of the total sample. This percentage gives an indication that the sample is representative of population and that it takes into account the point of view of females and males alike, but perhaps the slight increase in the number of male participants is that men practice more jobs and work than females in Palestine due to the difficult political and economic conditions that the region is going through due to the war.

It is also evident from Table 1 that the whole members of the study sample were well-educated in which the vast majority of participants are holders of a Master's degree (44%), while (36.7%) of the study sample hold a Bachelor's degree, and finally the lowest percentage (19.3%) of participants holds Diploma's degree. This indicates that the educators in kindergartens have a high level of educational competencies and are able to answer survey's questions efficiently and with high credibility.

With regard to years of experience, Table 1 shows that the most participating group in the survey is (more than 10 years) with a percentage (53.3%), followed by (25.3%) participants of (5-10 years). Finally, the lowest survey participation was (less than 5 years) with a percentage of (21.3%). This means that the sample members of educators in kindergartens in East Jerusalem are from different age groups, which means that they have a different and varied amount of knowledge, competencies and experiences and will lead to a diversity of views towards the factors of the spread of aggressive behavior among kindergartens, which will enrich and give credibility to the study.

As for the (specialization) variable, it can be noted that the most participating group in the survey was (literary specialization) by (57.3%), and the least participation in the survey was (scientific specialization) (42.7%). This indicates the diversity of the specializations of the teachers participating in the study, which will give a variety of perspectives and enrich the study with different information.

As for the variables of residence, the location of the kindergarten, and the characteristics of the classes in which the members of the study worked, it is evident from Table 1 that the most participating group in the survey were working in the kindergartens located in the city by (61.3%), and the least participating in the survey were from rural kindergartens (village) (38.7%). However, the most participating group live in the city by (56%) and the least participated live in the camps (15.3%). This indicates a difference in the social classes of teachers and a variation in the conditions of the schools in which they work, which may be reflected in the variation in the aggressive behavior of the students according to the location and the surrounding circumstances.

Finally, the Table 1 shows that the largest percentage of teachers work in classrooms of average size (20-30 students) by (49.3%), then size of (30-40) by (36%), while the percentage of those working in large classrooms (more than 41 students) are few (14.7%), so this give us the ability to explore whether there is an effect of the number of students in the class on their aggressive behavior.

3.4 Data Resources

To achieve the objectives of the study, the researcher resorted to using two main sources of data collection, namely:

1. Secondary sources: To cover the descriptive part and design the theoretical framework, many relevant documents, refereed scientific research, magazines, articles, books, relevant foreign references, previous studies, and university theses dealing with the topic of factors of spreading aggressive behavior among kindergartens were reviewed.

2. Primary sources: The researcher used a questionnaire for the study, which was developed for the purpose of collecting information from the primary sources. The questionnaire included a set of questions related to the variables, goals and hypotheses of the study.

For this study, primary data were collected from kindergarten teachers working in educational centers located in East Jerusalem through a Likert scale questionnaire regarding the dissemination of aggressive behavior among kindergarten (Hage & Powers, 1992). This data will be used as the primary source because this is the data that is collected for the first time for this study only and no data will be used from other studies. The primary data source will be useful in studies because it will be without effect (Hage & Powers, 1992).

3.5 Study tool

The researcher developed a questionnaire as a main tool for 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 answering its questions. Then it was distributed to a sample of kindergarten teachers working in educational centers located in East Jerusalem.

The researcher used the questionnaire as a tool to study it. The questionnaire included two axes, each of which are subdivided into a number of fields. The first axis dealt with the manifestations and forms of aggressive behavior; its areas were:

- Verbal and physical aggressive behavior towards the self.
- Aggressive behavior towards others.
- Aggressive behavior directed towards property.

As for the second axis, the causes of aggressive behavior, its areas were:

- Family causes.
- Inside kindergartener causes.
- The surrounding environment causes.

The researcher designed and developed it as an instrument for collecting information, according to the following steps:

1. Review the theoretical literature on aggressive behavior, its causes and manifestations.
2. Review the research, studies and books that examined aggressive behavior, its causes and manifestations. The study tool consisted of two parts, namely:

In this study, a Likert scale and structured questionnaire will be used. Likert scale questionnaire is made on the basis of the dependent and independent variable (Heifetz & Laurie, 2001). Where the questionnaire first included a cover letter in the introduction to the questionnaire that works to clarify the objectives of the study and confirms the confidentiality of the information used and ensure that it is used only for scientific research purposes, and a Likert five-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, strongly disagree = 1).

Then the instrument included two parts:

1. The first part: the demographic variables for the study sample individuals for the purpose of describing the study sample.
2. The second part: It included (63) items, distributed on two axes and (6) areas to identify and analyze the factors that standing behind the spread of the aggressive behavior among kindergarteners from the perspective of their educators in East Jerusalem.

Table 2 below shows the questionnaire's sections, dimensions and the number of statements related to each dimension:

Table 15*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 towards the self	11
2	The second area: Aggressive behavior towards others	13
3	The third area: aggressive behavior directed towards 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

3.5.1 The advantages and disadvantages of Questionnaires

Questionnaires are effective ways to collect digital data that can help support or create hypotheses (Cohen et al., 2017; Rassel et al., 2020). In the context of this study, the main objective of the questionnaires is to determine the factors spreading aggressive behavior among kindergartens from the viewpoint of their teachers in East Jerusalem.

There are many different problems with using questionnaires such as poorly selected samples and low response rate, as well as the context of the circumstances in which the questionnaire was filled out that may have a significant impact on the data collected or the results. Additionally, high-response questionnaires must be easy to use, use clear and accurate language and take a relatively short period of time to complete (Cooper & Schindler, 2006; Daikeler, et al., 2020). Teachers will ask you if

they prefer a paper or online questionnaire, which will help ensure a fast response rate.

Gill and Johnson (2010) explained that the main characteristics of any survey are its ability to work, focus, build and ask a variety of questions in an understandable and easy way for all respondents. Moreover, the collected data should be checked easily and the questions should be neutral. In order to achieve these goals, when designing a questionnaire, we must consider five topics such as: questionnaire focus, type of answer, complete order, grade of questionnaire, and question type (Gill & Johnson, 2010).

The researcher will make inquiries directly related to the subject matter of the study, which can allow an easy understanding of the influence of leadership in managing change. The researcher ensures that all questions are related to the topic and that the correct name is used in the questions. The online questionnaire contains many disadvantages and advantages. There is a benefit in using this method, which is that these questionnaires will guarantee transparency in the answers and responses due to the lack or lack of communication between respondents because they are different, while the main disadvantage of the online questionnaire is that the response rate is lower when compared to other methods, a larger sample of the population.

3.5.2 Validity and Reliability

Validity and reliability are among the most significant topics of interest to researchers in terms of their profound impact on the research results and their ability to generalize those results. Reliability and validity are related to the tools used in the research, their ability to measure what they are designed for, and the accuracy of the readings taken from those tools.

According to Garson (2002) and Golafshani (2003) validity in scientific research can be defined as the accuracy of the research on measuring the purpose for which it is designed, i.e. to what degree the research tool provides us with information related to the research problem from the study population itself.

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 as shown in Appendix (1).

However, in order to ensure the overall validity and reliability of the tool, it was applied to a small pilot sample of (20) kindergarteners teachers working in East Jerusalem. This pilot study meant to acquire primer estimations of the 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 (Bell et al., 2022).

3. Validity

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, and the results are as shown in Table 3 below.

Table 16*The internal consistency between the items of the questionnaire*

Questionnaire sections	No. of item	Pearson Correlation Coef.	Significance level	No. of item	Pearson Correlation Coef.	Significance level
Verbal and physical aggressive behavior towards the self	1	0.532**	0.000	2	0.605**	0.000
	3	0.765**	0.000	4	0.751**	0.000
	5	0.662**	0.000	6	0.618**	0.000
	7	0.808**	0.000	8	0.731**	0.000
	9	0.713**	0.000	10	0.562**	0.000
	11	0.428**	0.002			
Overall coef.		0.773**				
Aggressive behavior towards others	12	0.703**	0.000	13	0.782**	0.000
	14	0.730**	0.000	15	0.649**	0.000
	16	0.722**	0.000	17	0.728**	0.000
	18	0.810**	0.000	19	0.710**	0.000
	20	0.729**	0.000	21	0.710**	0.000
	22	0.704**	0.000	23	0.705**	0.000
	24	0.642**	0.000			

Overall coef.		0.897**				
Aggressive	25	0.578**	0.000	26	0.648**	0.000
behavior directed	27	0.792**	0.000	28	0.844**	0.000
towards property	29	0.824**	0.000	30	0.820**	0.000
	31	0.631**	0.000	32	0.781**	0.000
	33	0.807**	0.000			
Overall coef.		0.899**				
Family causes	34	0.531**	0.000	35	0.702**	0.000
	36	0.646**	0.000	37	0.344**	0.000
	38	0.607**	0.000	39	0.591**	0.000
	40	0.571**	0.000	41	0.649**	0.000
	42	0.779**	0.000	43	0.790**	0.000
	44	0.658**	0.000			
Overall coef.		0.885**				
Social causes	45	0.589**	0.000	46	0.546**	0.000
	47	0.649**	0.000	48	0.622**	0.000
	49	0.702**	0.000	50	0.655**	0.000
	51	0.822**	0.000	52	0.821**	0.000
	53	0.864**	0.000	54	0.773**	0.000

Overall coef.		0.876**				
The surrounding	55	0.769**	0.000	56	0.710**	0.000
environment	57	0.892**	0.000	58	0.819**	0.000
causes	59	0.864**	0.000	60	0.848**	0.000
	61	0.804**	0.000	62	0.678**	0.000
	63	0.603**	0.000			
Overall coef.		0.903**				
Questionnaire		0.912**				
Overall Coef.						

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

It is clear from the above Table 3 that all the statements are related to its designed section of the questionnaire as the calculated Pearson correlation coefficients of them ranges between (0.334 – 0.892) and they are statistically significant ($p=0.000$). This means that the overall statement of the questionnaire are valid and consistent internally for measuring the purpose for which it was designed.

4. Reliability

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 (Garson, 2002; Golafshani, 2003). For this study, Cronbach's Alpha which is the most common test for reliability was calculated via SPSS to determine the reliability of the questionnaire instrument.

The following Table 4 demonstrate the tested reliability coefficients for the distributed questionnaire utilizing Cronbach' alpha values:

Table 17

The results of Cronbach' alpha reliability test

Questionnaire sections and dimensions	Cronbach Alpha coef.
Section1: Manifestations and forms of aggressive behavior	
The first dimension: Verbal and physical aggressive behavior towards the self	0.862
The second dimension: Aggressive behavior towards others	0.919
The third dimension: aggressive behavior directed towards property	0.900
Section2: The causes of aggressive behavior	
The first dimension: Family causes	0.841
The second dimension: Social causes	0.889
The third dimension: The surrounding environment causes	0.915
Overall questionnaire's items	0.973

It can be noticed from the previous Table 4 that the Cronbach' alpha value was determined to be ranged from (0.841-0.919) 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 Alpha values are higher than (0.7) for all of its individual part as well as overall part. 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 (Graham, 2006).

3.6 Statistical methods used

To achieve the objectives of the study and analyzed 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:

5. Standards of descriptive statistics:

1. Frequencies and percentages: To clarify the characteristics of the study population, broken down by categories, for personal (demographic) variables.
2. 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.

6. Analytical Statistics:

1. Alpha Cronbach test.
2. Single sample testing (One- Sample T Test)
3. Multiple regression analysis.

3.7 Summary

This chapter provides an overview of the methodology used in this study, a description of the community and a sample of the study. It also explained the steps of preparing and developing the study tool, the procedures implemented in the study, the sources of access to data, and the statistical methods used in data processing and analysis.

The next chapter will review the findings of the field study, describing the characteristics of the sample members of the study. It also describes the responses of the members of the study sample to the sections of the study tool and its variables. The following chapter also includes the test of the hypotheses that the study seeks to answer.

Chapter Four

Results

4.1 Introduction

In the previous chapter, the researcher discussed and explained the quantitative descriptive method used in this study to collect and analyze data. Accordingly, the current chapter seeks to analyze the data collected from the quantitative survey (questionnaires) conducted on a sample of 150 teachers working in kindergarteners in East Jerusalem in order to obtain a comprehensive and influential conclusion regarding the factors responsible for spreading aggressive behavior among kindergarteners in East Jerusalem.

4.2 The Descriptive Data Analysis Results

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 five-point Likert scale were calculated via SPSS, where means ranging from (1-1.80) were considered very low, from (1.81 to 2.60) were considered low, from (2.61-3.40) were considered moderate, from (3.41-4.20) were considered high and from (4.21-5.00) were considered very high.

4.2.1 The Familial Reasons that Enhance the Aggressive Behaviour 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 behaviour among kindergartners, from the perspective of their educators? So, in order to answer this question, descriptive summary (means & standard deviation) of the responses to the indicator items were calculated as shown in the following Table 5.

Table 18

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	3.59	1.04	Medium	7

	to their aggression in kindergarteners.				
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 kindergarteners 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	

It can be noticed from Table 4 above that the arithmetic means that measure the familial reasons that enhance the aggressive behavior among kindergartners ranged from high to medium with means of (3.03 – 3.92). It can be also seen that item (34), which states that: "Some families encourage their children to behave aggressively", represents the highest agreed mean statement (3.92, Std. = 0.83) and was followed by item (35) secondly in which it stated that: "Authoritarian upbringing leads to the child engaging in aggressive behavior" with a mean (3.84, Std.= 0.97), thirdly item (40) in which it stated that: "Many children who come to kindergarteners are deprived of the expenses, which lead to the theft of their colleagues" with a mean (3.24, Std.= 1.08) and fourthly item (37) which stated that: "Narrow home size" with a mean (3.03, Std.= 0.99).

Moreover, the overall mean for this section was (3.58) indicating that most of the study sample strongly agree with the items of this part of the study. This indicates that familial reasons have a great influence on the aggressive behaviours 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 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.

This study agrees with Ehrenreich et al. (2014) that the causes of the aggressive behaviour 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 behaviour is affected by the violent behaviour 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 (2012) 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 behaviour 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.

4.2.2 Social Factors Underlying behind the Spread of Aggressive Behaviours 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 behaviours among kindergartens? So, in order to answer this question, descriptive summary (means & standard deviation) of the responses to the indicator items were calculated as shown in the following Table 6.

Table 19

Descriptive Summary for the social factors underlying behind the spread of aggressive behaviours among kindergartens, from the perspective of their educators (n=150)

#	Statements	Means	Standard deviations	Practices degree	Rank
46	Frequent absence 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 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	

It can be noticed from Table 6 above that the arithmetic means that measure the social factors underlying behind the spread of aggressive behaviors among kindergartens are high and medium, ranging between (3.35 – 3.90). It can be also seen that item (46), which states that: " Frequent absence of the child ", represents the highest agreed mean statement (3.90, Std. = 0.91) and was followed by item (48) secondly in which it stated that: " The child's understanding of the subjects decreased " with a mean (3.87, Std.= 0.79), thirdly item (54) in which it stated that: " Not providing social counseling to the child " with a mean (3.42, Std.= 0.97) and fourthly item (52) which stated that: " Low achievement in the child " with a mean (3.35, Std.= 1.01).

Moreover, the overall mean for this section was (3.62) which shows that most of the study sample highly agrees with the items of this part of the study. This indicates that most of the study sample strongly agree 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 between 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 reacting 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 (2016), 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 confirm with what Waddell (2012) 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.

4.2.3 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 & standard deviation) of the responses to the indicator items were calculated as shown in the following Table 7.

Table 20

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 towards 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 towards 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	

It can be noticed from Table 7 above that the arithmetic means that measure the opinion of the educator about the impact of environmental factors on the prevalence of aggression among children are high and medium, ranging between (3.41 – 3.89). It can be also seen that item (62), which states that: "The absence of entertainment establishments in the social environment that accommodate children", represents the highest agreed mean statement (3.89, Std. = 0.89) and was followed by item (61) secondly in which it stated that: "Neglecting economic, social, and institutional needs increases the aggressive behavior" with a mean (3.85, Std.= 0.99), thirdly item (63) in which it stated that: "The absence of entertainment establishments in the social environment that accommodate children" with a mean (3.44, Std.= 1.10) and fourthly item (58) which stated that: "Failure to treat the child as a free and efficient member of his community and kindergarteners causes him to increase his aggressive behavior" with a mean (3.41, Std.= 0.89).

Moreover, the overall mean for this section was (3.69) which indicates that most of the study sample strongly agree 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 environment. This all makes the Palestinian child feel insecure and reassured in most stages of their lives and leads them to commit hostile attitudes towards others and towards themselves.

This result is consistent with what was stated in Abu-Mustafa (cited in Mohammed & Faraj, 2015) and Al-Saleh (2012) 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.

4.3 The Inferential Data Analysis Results

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 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 as shown below:

4.3.1 The Impact of Participants' Gender on their View of the Factors that Spread the Aggressive Behaviour 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 were as shown in Table 8 below.

Table 21*Difference between participants' perceptions according to gender*

Questionnaire Fields	Variable level	The number of individuals	Means	Standard deviation	Value (T)	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		

*Statistical function at the significance level ($\alpha \leq 0.05$).

Table 8 shows there are no statistically significant differences for the factors of spreading the aggressive 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.

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 (Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012), who 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.

4.3.2 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. The results were as shown in Table 9 below.

Table 22*Difference between participants' perceptions according to academic qualification*

Fields	the	The source of	Sum of	DOF	Mean	Value	Significa
questionnaire	the	the contrast	squares		squares	(F)	nce level
The causes	Family	Between groups	3.951	2	1.976	5.848	0.004*
		Within groups	49.657	147	0.338		
		Total	53.608	149			
The causes	Social	Between groups	7.285	2	3.643	9.429	0.000*
		Within groups	56.788	147	0.386		
		Total	64.073	149			
The surrounding environment causes		Between groups	10.356	2	5.178	10.524	0.000*
		Within groups	72.330	147	0.492		
		Total	82.686	149			
Overall		Between groups	4.816	2	2.408	8.609	0.000*
		Within groups	41.117	147	0.280		
		Total	45.933	149			

* Statistical significance at the significance level ($\alpha \leq 0.05$).

Table 9 shows that 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 (0.000), which is a statistical significance. However, to determine the source of the statistical differences between the academic qualification variable categories, Scheffe test has been applied, see Table 10.

Table 23

Scheffe test values for detecting the source of difference between one-way ANOVA results according to academic qualification

Fields questionnaire	the Level of academic qualification	Means	Diploma	Bachelor	Master
The Family causes	Diploma	3.26	-	0.004*	0.011*
	Bachelor	3.72		-	0.550
	Master	3.60			-
The Social causes	Diploma	3.21	-	0.000*	0.011*
	Bachelor	3.83		-	0.227
	Master	3.63			-
The surrounding environment causes	Diploma	3.26	-	0.000*	0.064
	Bachelor	3.98		-	0.024*
	Master	3.63			-
Overall	Diploma	3.34	-	0.000*	0.039*
	Bachelor	3.84		-	0.123
	Master	3.65			-

According to 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. Also, statistical differences appeared between the academic qualification category (Diploma) and the academic qualification category (Master) and that these differences were in favor of category (Master) due to the high mean of this category.

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 with what was shown by the study of (Connor et al., 2004; Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012) who 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 may 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 diploma and bachelors' degrees, while the number of teachers with a master's degree was a small percentage. However, those teachers, i.e. masters holders or higher, tend to teach students in secondary stages because of their high qualifications.

4.3.3 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. Table 11 shows the results of that test.

Table 24*Difference between participants' perceptions according to years of experience*

Fields the questionnaire	the source of the contrast	Sum of squares	of DOF	Mean squares	Value (F)	Significance level
The Family causes	Between groups	2.368	2	1.184	3.396	0.036*
	Within groups	51.240	147	0.349		
	Total	53.608	149			
The Social causes	Between groups	4.148	2	2.074	5.088	0.007*
	Within groups	59.925	147	0.408		
	Total	64.073	149			
The surrounding environment causes	Between groups	3.256	2	1.628	3.013	0.052
	Within groups	79.430	147	0.540		
	Total	82.686	149			
Overall	Between groups	2.143	2	1.072	3.598	0.030*
	Within groups	43.789	147	0.298		
	Total	45.933	149			

* Statistical significance at the significance level ($\alpha \leq 0.05$).

Table 11 shows 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 (0.030), which is a statistical significance. To determine the source of the statistical differences between the years of experience variable categories, Scheffe test has been applied, see Table 12.

Table 25

Scheffe test values for detecting the source of difference between one-way ANOVA results according to academic qualification

Fields	the	Level of years	Means	less	5-10	more than
questionnaire		of experience		than 5	years	10 years
The Family causes		less than 5	3.34	-	0.140	0.041*
		5-10 years	3.62		-	0.962
		more than 10 years	3.65			-
The Social causes		less than 5	3.31	-	0.076	0.008*
		5-10 years	3.66		-	0.850
		more than 10 years	3.73			-
The surrounding environment causes		less than 5	3.53	-	0.999	0.168
		5-10 years	3.53		-	0.124
		more than 10 years	3.83			-
The Tool as a whole		less than 5	3.45	-	0.394	0.032*
		5-10 years	3.63		-	0.515
		more than 10 years	3.76			-

According to 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.

The researcher attributes this to the fact that more experienced teachers are more able to distinguish aggressive behaviors of children, and more 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 (Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012; Ghorab & Ayman, 2012) 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 (cited in Mohammed & Faraj, 2015) 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 sometimes, especially in front of teachers with long or medium years of experience to intimidate the new teachers at times.

4.3.4 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 were as shown in Table 13 below:

Table 26*Difference between participants' perceptions according to academic specialization*

Questionnaire Fields	Variable level	The number of individuals	Means	Standard deviation	Value (T)	Significance level
The Family causes	Scientific Specialization	64	3.70	0.55	2.234	0.027*
	literary Specialization	86	3.49	0.61		
The Social causes	Scientific Specialization	64	3.76	0.70	2.296	0.023*
	literary Specialization	86	3.52	0.60		
The surrounding environment causes	Scientific Specialization	64	3.81	0.70	1.808	0.073
	literary Specialization	86	3.59	0.76		
Overall	Scientific Specialization	64	3.77	0.50	2.191	0.030*
	literary Specialization	86	3.57	0.57		

*Statistical function at the significance level ($\alpha \leq 0.05$).

Table 13 shows there are statistically significant differences for the factors of spreading the aggressive behavior among kindergartens is 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 (0.030), which is statistically significant. Moreover, these differences are in favor of category (Scientific Specialization) due to the high arithmetic mean of this category.

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 of (Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012; Clow, 2016) who 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.

Chapter Five

Discussions and Conclusions

5.1 Introduction

This chapter makes conclusions about the discussed results and presents a set of research suggestions and future recommendations for academics and researchers in the field of pedagogical and educational disciplines.

5.2 Findings and Discussion

The issue of aggressive conduct fascinates all researchers in psychology, education, and sociology. Child aggressive behaviour problems in general, and especially in school and kindergarten, are among the topics that most teachers at all levels are concerned about these days. Lack of respect for the teacher, failure to accept directions, aggressive behaviour against others, and other bad classroom behaviours have become common occurrences for teachers. The loss of a lot of learning time during class due to students' lack of attention and disruptive behaviour, and the teacher's concern may cause this work to be curtailed by utilizing tactics that hinder the educational process's growth.

A number of prior studies reveals that many factors may contribute to the emergence of aggressive behaviour; however, there is a lack of understanding of the factors that contribute to such aggressive behaviours, which necessitates a detailed understanding of the types and manifestations of this aggressive behaviours. Furthermore, there are

other forms of violence that differ depending on the individual's age, culture, manner of schooling, psychological formation, and moral type. As a result, and given the fact that the Palestinian child represents a sensitive condition in that he/she is the most vulnerable child in the world to engage in aggressive behavior as a result of what he/she constantly witnesses in terms of killing, destruction, displacement, and demolition in his/her environment.

This resulted in a change in their composition, making them more vulnerable to violent and aggressive behaviors. The purpose of this study was to examine the most prominent factors and causes that work on the acquisition of these children to aggressive behavior, as well as the differences in teachers' perceptions of aggressive behavior based on their different socio-demographic characteristics.

The study concluded that family members reasons have a significant influence on the aggressive behaviors that some children exhibit in kindergartens, such as parental involvement by subjecting their children to embarrassment, derision, or punitive. As well, the difficult socioeconomic conditions of some families, and the large number of family members, which may lead to carelessness of children and lack of interest in them, which in turn will lead to the children's aggressive actions and behavior.

The findings also indicated that social causes have a significant impact on the behaviors and manifestations of aggression between children. As the child's lack of social skills, inability to get along with his classmates, or feelings of shame or jealousy resulting from differential treatment between children in kindergarten, all push the student to react to aggression in order to relieve his feelings of jealousy or social helplessness.

Furthermore, the study found that environmental factors play a significant role in influencing children's aggressive behaviors and manifestations, such as their prolonged exposure to the media, which publishes a lot about issues of violence, poverty, and general environmental indifference, the absence of recreational institutions in the child's social environment, and the spread of destruction and war in the surrounding environment. All of this makes the Palestinian child feel uneasy and comforted at various times of their existence, leading them to adopt antagonistic attitudes toward others and oneself.

In terms of statistical differences between teachers' perceptions of aggressive behavior and its factors in kindergartens based on (gender, academic qualification, years of experience, academic specialization), the study found no statistically significant differences between teachers' perceptions of aggressive behavior and its factors based on gender. This is owing to the fact that kindergarten instructors are subjected to comparable conditions, and they live in the same conditions as the rest of the Palestinian people. Teachers of all sexes observe youngsters attempting to release their frustrations through violent conduct, particularly material aggression, which is more widespread among students, and this behavior does not differ between males and girls in schools.

This was attributed to the fact that, in contrast to teachers with lesser education levels, teachers with higher academic degrees are better informed and aware of the significance of the issue of violent behavior and the importance of dealing with aggressive conduct. Furthermore, because of their extensive experience in this field, more experienced teachers are better able to recognize aggressive behaviors in children and are better able than new teachers to deal with hostile situations in students, in addition to the fact that students fear old teachers more than they fear new teachers.

This study may help decision makers in the Palestinian government and the Ministry of Education design local educational policies or appropriate interventions to deal with the phenomenon of child aggression and to work to provide appropriate therapeutic, recreational, and social interventions that improve the child's psychological state and reduce his/her proclivity to aggression. It also helps the research community and Palestinian parents understand the most essential elements influencing their children's violence, allowing them to avoid these issues and devise remedial measures for them.

Therefore, this research came to fill these knowledge gaps by addressing the following research questions:

- What are the familial reasons that enhance the aggressive behavior among kindergartners, from the perspective of their educators?

- What are the opinion of the educator about the impact of media on the prevalence of aggression among children?
- What are the social factors underlying behind the spread of aggressive behaviors among kindergartens?
- What are the effect of the independent variables represented in the sex, academic qualification, years of experience and the academic specialization on the sample's response towards the factors of spreading the aggressive behavior among kindergarteners?

Hence, this research started with a review of the literature review, and then presented the methodology used to analyze the data. Third, the research presents the results of this research that describes the aggressive behaviors of children in the kindergarten stage and the factors that spread these behaviors from the perspective of teachers in East Jerusalem. Fourth, a discussion and analysis of the research findings are presented to enable a better understanding of the prevalence factors of these behaviors from the perspective of teachers in East Jerusalem. Finally, it shows directions for future research as well as the limits of the study.

The purpose of this study is to look into the characteristics that contribute to the prevalence of violent behavior among children aged (4-5) years in kindergartens in East Jerusalem, as seen by their teachers. As a result, the current study could be significant for a number of reasons. First, it aids in recognizing and categorizing these factors. Second, it validates a previously unchecked community and so delivers accurate data. Finally, it will include some advice that may assist parents and educators in addressing these concerns and mitigating their impact.

In reality, the importance of this discovery cannot be overstated. It aids in determining the most critical elements contributing to the spread of violent behavior among youngsters in East Jerusalem. It may also aid in the discovery of solutions to these phenomena. Furthermore, doing this research will help to bridge the knowledge gap regarding the study's location (East Jerusalem). This understanding can aid in the development of local educational policies or relevant actions to address this occurrence. Finally, the current study's results and primary conclusions will be

compared to those of other research in order to determine the generalizability of their findings.

In this study, its methodology relied on the descriptive-analytical approach through statistical analysis of the answers of a sample of (150) male and female teachers who teach primary school students in East Jerusalem schools. For at least once general experience, with different qualifications and age groups, of an electronic questionnaire distributed to them, and using various descriptive tests (means, standard deviations, and percentages) and analytical tests (one-way ANOVA and independent sample T-test) in the SPSS software.

The results presented in the previous section are to answer the research questions, which is to identify the factors behind spreading aggressive behavior among kindergartens from the perspective of their teachers in East Jerusalem. The study answered the various questions of this study and tested its hypotheses. Below is a discussion of these findings and how they answered the four study questions:

5.2.1 Discussion of the Results related to the First Question: What are the familial reasons that enhance the aggressive behavior among kindergartners, from the perspective of their educators?

its manifestations and causes, the descriptive statistics (means and standard deviation) of the responses and their top position, which were evoked using a five-point Likert scale were calculated via SPSS, in order to identify the factors responsible for spreading aggressive behavior among kindergartners in East Jerusalem. Where means ranging from (4.21-5.00) were considered very high, and from (3.41-4.20) were considered high, from (1.81 to 2.60) were considered low, from (2.61-3.40) were considered moderate, and from (1-1.80) were considered very low.

The descriptive analysis of the acquired data in this section focuses on investigating the study question, which is, what are the familial causes that improve aggressive behavior among kindergartners, according to their educators? To answer this question, a descriptive summary (means and standard deviation) of the responses to the indicator items was computed.

The arithmetic means that measure the familial reasons that enhance the aggressive behavior among kindergartners ranged from high to medium with means of (3.03 –

3.92). It can be also seen that "Some families encourage their children to behave aggressively", represents the highest agreed to mean statement (3.92, Std. = 0.83) and was followed by that: "Authoritarian upbringing leads to the child engaging in aggressive behavior" with a mean (3.84, Std. = 0.97). Thirdly it is stated that "Many children who come to kindergarteners are deprived of the expenses, which lead to the theft of their colleagues" with a mean (3.24, Std. = 1.08) and finally, it is stated that "Narrow home size" with a mean (3.03, Std. = 0.99).

Furthermore, the overall mean for this section was (3.58), indicating that the majority of the study population strongly agrees with the items in this section. This suggests that familial factors have a significant impact on the violent behaviors and activities that certain children exhibit in kindergartens, such as authoritarian parenting by subjecting their children to shame, scorn, or punishment. Furthermore, the difficult social and economic conditions of some families. As well, a large number of family members may lead to neglect of children and lack of interest in them, which leads to the child adopting aggressive behavior at times, and the child's desire to get rid of power, and to practice aggression that had been practiced on him against other children in kindergarten.

This study agrees with Ehrenreich et al. (2014) study that the causes of most children's aggressive behavior are usually hereditary and acquired from the family, because these children are more like the passive recipient of the situation, so their behavior is affected by the violent behavior resulting from their parents, as the child takes the father's actions in all forms of abuse and begins to show them off among their friends.

Ghorab and Ayman (2012) characterized this element as a factor that pushes the child's desire to get rid of parental authority, and violent conduct arises when the child has the option to get rid of parental pressure and control, i.e. when in kindergarten. Also, when he/she is physically humiliated by his/her family, this reinforces his/her memory that aggression and the use of force are OK, so he/she practices violence towards his/her kindergarten classmates, who are often physically weaker than him/her.

5.2.2 Discussion of the Results related to the Second Question: What are the opinion of the educator about the impact of media on the prevalence of aggression among children?

Children's exposure to violence in the media can encourage the development of violent behavior. While some children's activities are educational or mundane in character, others are violent. Furthermore, much of this violence is presented as justified and rewarded, implying that violence is acceptable when the cause allows.

Exposure to media violence can have both short and long-term effects on children's aggression. In the short run, witnessing violence can predispose a youngster to act aggressively in later scenarios. Boys who viewed the violent video were assaulted physically (e.g. hit, pushed, and elbowed). Childhood exposure to violence in the media can potentially have a long-term impact on the progression of hatred. As a result, children who grew up watching a lot of violent television were more likely to be unfriendly as adults. Indeed, because their behavior and attitude toward aggression are still developing, children are vulnerable to media impact.

5.2.3 Discussion of the Results related to the Third Question: What are the social factors underlying behind the spread of aggressive behaviors among kindergartens?

The descriptive analysis of the obtained data in this section focuses on the third study question, which is: What are the social elements causing the proliferation of violent behaviors among kindergartens? To answer this question, a descriptive summary (means and standard deviation) of the responses to the indicator items was calculated.

The arithmetic means that measure the social factors underlying the spread of aggressive behaviors among kindergartens are high and medium, ranging between (3.35 – 3.90). It can be also stated that: " Frequent absence of the child ", represents the highest agreed to mean statement (3.90, Std. = 0.91) and was followed by " The child's understanding of the subjects decreased " with a mean (3.87, Std.= 0.79), it is stated that: " Not providing social counseling to the child " with a mean (3.42, Std.= 0.97) and finally it is stated that: " Low achievement in the child " with a mean (3.35, Std.= 1.01).

Furthermore, the overall mean for this portion was (3.62), indicating that the majority of the study population strongly agrees with the items in this section of the study.

This indicates that the majority of the study sample strongly agrees with the items in this section of the study, implying that social causes have a significant influence on the behaviors and manifestations of aggression between children, as the child's lack of social skills, inability to get along with his classmates, or feelings of shame or jealousy as a result of differential treatment between children in kindergarten, all push the student to react to aggression through violence.

This finding concurs with Schick and Cierpka (2016) bio-psycho-social risk and protective factors model of aggressive behavior, which demonstrated that children who lack social skills lack the ability to communicate and socially interact, as well as control their emotions, and are thus socially incompetent. They frequently generate hostile reactions from coworkers and, in the end, might lead to social alienation and rejection.

This also confirms with what Waddell (2012) 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.

5.2.4 Discussion of the Results related to the Fourth Question: What are the effect of the independent variables represented in the sex, academic qualification, years of experience and the academic specialization on the sample's response towards the factors of spreading the aggressive behavior among kindergartens?

Statistical difference between participants' perceptions about the factors of spreading the aggressive behavior among kindergartens according to (sex, academic qualification, years of experience, and academic specialization) was analyzed by one way 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 as shown below:

5.2.5 The Impact of Participants' Gender on their View of the Factors that Spread the Aggressive Behavior among Kindergartens

An independent sample T-test was used to determine the extent to which there are significant differences in participants' assessments of the elements that contribute to the spread of aggressive behavior among kindergartens based on the variable of gender.

the results showed that there are no statistically significant differences for the factors of spreading the aggressive 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.

The researcher believes that this is related to the fact that kindergarten instructors encounter identical situations, and they live in the same conditions as other ordinary Palestinians. Teachers of all sexes observe youngsters attempting to release their frustrations through violent conduct, particularly material aggression, which is more widespread among students, and this behavior does not differ between males and girls in schools. This is perfectly compatible with the findings of the study (Abu Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012), which found that people's and instructors' attitudes toward violence are influenced by factors other than gender, such as social, environmental, cognitive, and other factors.

5.2.6 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 used to determine the extent to which there are significant differences in participants' judgments of the elements that contribute to the spread of aggressive behavior among kindergartens based on the variable of academic qualifications.

The results showed that 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 (0.000), which is a statistical significance. However, to determine the source of the statistical differences between the academic qualification variable categories.

According to the Scheffer 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 that these differences were in favor of category (Master) due to the high mean of this category.

The findings indicated that the explanation for this disparity is that teachers with better educational credentials are more informed and aware of the significance of the issue of violent conduct, as well as the need of dealing with aggressive behavior. Unlike the less educated or ignorant, who still retain a traditional attitude and are unaware of the hazards of violent behavior.

This varies from the findings of (Connor et al., 2004; Abu Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012), who found no statistically significant differences between respondents based on educational qualification, and the reason for this is that teachers with different degrees are not concerned with hiding the reality of hostile students, but rather with controlling these students and addressing behavior.

The researchers also suggested that the lack of difference could be attributable to the ministry's policy of assigning instructors to educational levels based on their academic qualifications. As a result, there has been an increase in the number of kindergarten instructors with intermediate diplomas and bachelor's degrees, whereas the number of teachers with master's degrees has been a tiny percentage. However, due to their high qualifications, those teachers, i.e. master's degree holders or higher, tend to educate pupils in secondary stages.

5.2.7 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 used to determine the extent to which there were significant differences in participants' judgments of the causes that spread aggressive behavior among kindergarteners in East Jerusalem, based on the years of experience variable.

The findings showed 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 (0.030), which is a statistical significance.

Per the Scheffer test, statistical differences developed between the years of experience category (less than 5) and the experience category (more than 10 years), and these differences favored the category (more than 10 years) due to its high mean.

According to the researcher, this is because more experienced teachers are better able to distinguish aggressive behaviors in children and are better able than new teachers to deal with hostile cases of students due to their extensive experience in this field. As well, the fact that students fear old teachers more than they fear new teachers.

However, this finding contradicts the findings of another study (Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012; Ghorab & Ayman, 2012), which found that there are no statistically significant differences between teachers' views based on their different educational experiences, because teachers, regardless of their experience, notice and witness aggressive behavior in students, and their opinion is unaffected by their years of experience. According to Abu-Mustafa (cited in Mohammed & Faraj, 2015) aggressive students do not fear old teachers or those with a medium or low level of experience. Upon that contrary, they may try to portray it as a form of challenge for instructors at times, particularly in front of teachers with long or medium years of experience, in order to intimidate the new teachers.

5.2.8 The Impact of Participants' Academic Specialization on their View of the Factors that Spread the Aggressive Behavior among Kindergartens

An independent sample T-test was used to determine the extent to which there are significant differences in participants' assessments of the elements that contribute to the spread of violent behavior among kindergartens based on the variable of academic specialty.

The findings revealed statistically significant differences for the factors of spreading aggressive behavior among kindergartens is 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 (0.030), which is statistically

significant. Furthermore, these discrepancies benefit category (Scientific Specialization) due to its large arithmetic mean.

The findings indicated that this is because teachers of scientific disciplines are more aware, cognitive, and knowledgeable than teachers of literary disciplines, because scientific disciplines require teachers with higher degrees and educational attained than literary disciplines, which may reflect in their greater awareness of the factors and manifestations of aggressive behavior in children.

However, this contradicts the findings of (Abu-Mustafa, 2009, cited in Mohammed & Faraj, 2015; Al-Saleh, 2012; Clow, 2016), who found that teachers of various specialties have a similar perspective on the manifestations of violent conduct, and instructors are important members of society. Therefore, the teacher is a family member as well as a teacher at the school. Furthermore, being one of the cornerstones of society and the environment surrounding it, they do not differ greatly in their beliefs regarding this topic, and their expertise has little bearing on their perspectives on the reasons and manifestations of aggressive conduct.

Hence, this research started with a review of the literature review, and then presented the methodology used to analyse the data. Third, the research presents the results of this research, which describes the aggressive behaviours of children in the kindergarten stage and its impact on those around them. Fourth, a discussion and analysis of the research results are presented to enable a better understanding of the aggressive behavior prevalent in kindergarten children and the teachers' level of awareness of this behaviours. Finally, it shows directions for future research as well as the limits of the study.

The researcher discussed and explained the quantitative descriptive strategy utilized to gather and analyse data in this study. As a result, the current chapter aims to analyse the data gathered from a quantitative survey (questionnaires) administered to a sample of 150 kindergarten teachers in East Jerusalem in order to reach a comprehensive and influential conclusion about the factors responsible for the spread of aggressive behaviours among kindergarteners in East Jerusalem.

It can be concluding that the purpose of this study is to explore the aggressive behaviours of children in kindergarten and the degree of their teachers' awareness of this to understand how external factors such as the surrounding environment, parents

and psychological factors affect children's behaviours with their peers and their communication in the classroom. The study contributes to the investigation of the causes of kindergarten teachers in the aggressive behaviours of students with their peers in the classroom, and the extent to which teachers' opinion differ towards the reasons why children engage in aggressive behaviours while they are in the classroom with their colleagues. Finally, making recommendations about the topic of study may improve the teaching and learning process.

5.3 Hypotheses Discussion

The purpose of this study was to investigate the first hypothesis, which discussed the most essential elements and reasons that drive these youngsters to develop violent behaviours. Clarifying the second hypothesis, which analyses the disparities in instructors' perceptions of aggressive behaviours based on their various socio-demographic factors. These two possibilities are discussed more below:

Family, environmental, and media factors influence the spread of violent conduct among kindergarten students

The current study believes that a variety of factors may contribute to the formation of violent behaviours in kindergarten-aged children. However, there is a lack of awareness of the causes that contribute to such violent conduct, which necessitates a thorough study of the various types and manifestations of such aggressive behaviours. Furthermore, there are other expressions of violence that differ according to age, culture, educational system, psychological development, and ethical type in which the individual was raised.

Given the impact of the environment on the child's behavior, the Palestinian child represents a sensitive situation in that he is the child most vulnerable around the world to commit aggressive behavior because of what he witnesses constantly in his environment of death, ruination, displacement, and demolition, which led to changing their composition and making them more ready for violent and aggressive behavior.

The first hypothesis also demonstrated that social factors, such as the child's lack of social skills, difficulty to cohabit with his classmates, or feelings of shame or jealousy, have a substantial impact on the child's behaviours and expressions of

aggression. All of this, because of the uneven treatment of children in kindergarten, pushes the student to respond to aggressiveness in order to relieve feelings of envy or social impotence.

This is consistent with the social learning theory, which claims that a child's aggressive conduct is a learned behaviour from the environment around the individual through his social interactions with the environment and a set of variables and factors that aid in its acquisition. This includes behaviours like imitation, mimicry, reinforcement, and others.

The hypothesis's results also indicated that environmental factors play a significant role in influencing children's behavior and manifestations of aggression, such as their prolonged exposure to the media, which publishes a lot about reports of abuse, deprivation, and general environmental indifference, the lack of entertainment in the Palestinian child's social environment, and the spread of destruction and war in the surrounding environment. All of this makes the Palestinian youngster feel uneasy and comforted at various phases of his development, leading to aggressive attitudes toward peers.

In terms of family reasons, the study's findings revealed that authoritarian parenting has a significant impact on the aggressive behaviours and actions that some children exhibit in kindergarten, by subjecting their children to humiliation, ridicule, and punishment, as well as social and economic difficulties.

The conditions of some families, as well as the huge number of family members, may lead to child neglect and lack of attention to them, which in turn leads to the child's adoption of aggressive conduct at times, and the child's desire to be free of authority. In kindergarten, there was also the practice of aggressiveness toward other children.

The differences in teachers' perceptions of aggressive behaviour based on their various socio-demographic factors

In terms of statistical differences between teachers' perceptions of aggressive behavior and its factors in kindergartens (sex, academic qualification, years of experience, academic specialization), the second hypothesis revealed that there were no statistically significant differences between teachers' perceptions of aggressive behaviour and its factors by sex.

This is owing to the fact that kindergarten instructors live in similar conditions to the rest of the Palestinian population. Teachers of both genders see that children are attempting to release their frustrations through aggressive behavior, particularly in subjects, that this behaviour is more widespread among students, and that this behaviour does not differ between males and females in schools.

Statistically significant differences were found between teachers' perceptions of the factors influencing the spread of aggressive behaviour 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.

This was explained by the fact that, in contrast to teachers with lower educational levels, teachers with higher academic degrees are better informed and aware of the significance of the issue of violent behavior in children and the importance of dealing with aggressive behavior. Furthermore, because of their extensive experience in the field, more experienced teachers are better able to recognize aggressive behaviors in children and are better able than new teachers to deal with hostile situations of students, as well as the fact that students fear old teachers more than they fear new teachers.

5.4 Conclusions

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 towards 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.

The issue of aggressive conduct fascinates all researchers in psychology, education, and sociology. Despite this, opinion on the elements and origins of this behavior, as

well as the strategies for coping with it, remain widely divergent. Some research try to distinguish aggressive behavior from other notions such as violence by categorizing forms of aggressive conduct.

Behavior concerns at school in general, and in the classroom in particular, are among the topics that most teachers at all levels are concerned about these days. Disrespect for the teacher, disobedience to directions, aggressive behavior toward others, and other unpleasant actions of students in the classroom have become common occurrences for the teacher. Students' lack of attention and preoccupation with disruptive behaviors in the classroom wastes a lot of learning time during class, and the teacher's preoccupation may limit this work by employing methods that are detrimental to the educational process's progress.

(A teacher whose concentration is disrupted by the turmoil generated by some pupils may be forced, in moments of stress and rage, to punish these students by yelling at them, insulting them, or utilizing the beating method.) Kindergarten is the second most influential social institution after the family in terms of influencing the upbringing and care of the child, and its significance stems from its important educational process and refining the minds of children, as its natural function is to accept children at an early age so that this is possible. To be the first point of contact for them after the family, which places them in an educational and strategic position, and comprehensive monitoring helps them to uncover children's strengths and pleasant and unpleasant characteristics in their personalities. One of the most undesirable, complex, and challenging parts of school life is some children's aggressive behavior against their kindergarten peers. As a result, the researcher decided to conduct this study in order to discover the factors that contribute to the spread of aggressive behavior in kindergartens from the perspective of their teachers in East Jerusalem.

A review of previous studies shows 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 details. 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, and 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 socio-demographic characteristics.

The study concluded 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 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.

The study also revealed that social causes have a great influence on the behaviors and manifestations of aggression against between children, as the child's lack of social skills, his/her inability to get along with his classmates, or his/her feeling of shame or jealousy resulting from differential treatment between children in kindergarten, all push the student to reacting to aggression through which he/she empties his feelings of jealousy or social helplessness.

This comes in line with the theory of social learning where the theory stated that the aggressive behavior of the child is a learned behavior from the environment surroundings 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 study indicated 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 environment. This all makes the Palestinian child feel insecure and reassured in most stages of their lives and leads them to commit hostile attitudes towards other and towards themselves.

As for the statistical differences between teachers' perceptions about the factors of the spread of aggressive behavior among kindergartens according to (gender, academic qualification, years of experience, academic specialization), the study showed that there are no statistically significant differences between teachers' perceptions of aggressive behavior and its factors according to gender. This is due to the fact that 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 schools.

However, statistically significant differences were revealed between teachers' perceptions about the factors of the spread of aggressive behavior among kindergartens according to academic qualifications, academic specialization and years of experience in favor of teachers with higher academic degrees and years of experience and those with scientific specializations.

This was explained by the fact that teachers with higher academic degrees are more educated and aware of the seriousness of the issue of aggressive behavior and the importance of dealing with aggressive behavior, unlike teachers with lower education levels. In addition, more experienced teachers are more able to recognize aggressive behaviors of children, and more able than new teachers to deal with hostile situations 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.

This study may benefit policy makers in the Palestinian government and the Ministry of Education in designing local educational policies or appropriate interventions to deal with this phenomenon of child aggression, and to work to provide appropriate

therapeutic, recreational and social interventions that improve the child's psychological state and reduce his/ her tendency towards aggression. It also benefits the study community and the Palestinian parents in realizing the most important factors affecting the child's aggression and thus enabling them to avoid these factors and develop remedial solutions for them.

Limitations

1. The study using quantitative approach, may using mix method lead to more accurate results.
2. The study using survey tool, may using more than one tool such as interviews and observations, the results will be more specific.
3. The sample is just teachers working in educational centre located in East Jerusalem, may the future studies other countries.
4. The sample is small (150 respondent), the bigger sample the more specific and accurate results.

5.5 Recommendations

In light of the previous results and conclusions, the study presented a number of recommendations, which are as follows:

1. Holding seminars, lectures, meetings, and workshops specialized in raising and caring for children, to overcome their developmental and behavioral problems.
2. Producing educational television and social media programs, derived from the principles of values, and then showing them to children in their spare time to reduce their aggressive actions.
3. Establishing cultural clubs and sports centers and encouraging children to register in them to fill their spare time, strengthen their belonging, and direct them to the correct behavioral direction.
4. Providing public libraries with the Islamic stories of children, which call for love, intimacy, and cooperation among them.

5. Activate the role of community institutions in cooperation; to train those in charge of raising children, and learn about the various aspects of development, its manifestations, and its problems, with the help of researchers specialized in the field of psychology.
6. Training educational counselors in schools on how to reduce the aggressive behavior of students.
7. Establishing counseling programs for the family with the aim of providing them with methods that lead to the development of a positive personality that keeps them away from aggressive behavior and its bad manifestations.
8. The family must make every effort to avoid improper treatment methods such as rejection, discrimination, control, domination and contempt, given the major role played by family in developing the personality of children.
9. Address the Ministry of Education and the local community; in order to work on building new classrooms and kindergartens and modern educational programs that develop creativity and thinking among students and distract them from aggressive behavior.
10. Creating an empowering environment at home, as well as strong parental support and commitment to their children's education.
11. Good peer company might influence a student's behavior.
12. Developing a child's self-confidence by encouraging him to be regularly praised by the instructor and parents.
13. Parents can assist their child in instilling a spirit of tolerance in others around him in order to avoid violent conduct in or out of the classroom.

5.6 Future Studies

Based on the findings and conclusions of this research, there are opportunities for future research including:

1. It is recommended to conduct similar future research and studies investigating the manifestations and cause of aggressive behavior in age groups other than those targeted by this study.
2. Conducting future studies related to the manifestations and causes of aggressive behavior from parents' points of view.
3. Future research may investigate the manifestations and causes of aggressive behavior between United Nations Relief and Works Agency for Palestine Refugees (UNRWA) schools and government schools at the West Bank level.
4. Conducting experimental studies on the effectiveness of training programs in helping students overcome their aggressive behaviors and problems.
5. Researching aggressive behavior and its relationship to socialization, family violence, and treatment of parents.
6. Conducting studies on aggressive behavior and its relationship to other variable such as, self-esteem, social and emotional intelligence, social competence, and ability to achieve.

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