

Roots of Rage: Examining the Link between Parental Dynamics and Youth Aggression in South Punjab

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ABSTRACT

Aim of the Study: This study explores “Roots of rage: Examining the link between parental dynamics and youth aggression in South Punjab, Pakistan”, with a particular focus on the influence of parental dynamics. It investigates how different parenting styles authoritative, authoritarian, permissive, and neglectful impact children's development and leads to aggression and violence in young adulthood.

Methodology: The data were collected by quantitative method using three leading universities of South Punjab with (n=400) students of universities. The Morgan formula was used for the selection of samples. In the study standardized instrumentation was used: Social Stress Scale, Violence Scale and Aggression Scale. The data were analyzed with statistical methods such as multiple linear regression (MLR) ANOVA and coefficient analysis.

Findings: The study found that the boys aged twenty years, majority live in cities. The boys and their parent's relations also found not strong. Many children responses that their parents did not much understand their issues. They were not satisfied with parental relationship. Many of the boys said that their mothers were role model for them.

Conclusion: The study found a connection between children's violent behavior and parental supervision. Parents need to keep an eye on their children in a way that deters them from doing crimes. When their children are not at home, parents should be aware of their friends and monitor their whereabouts and activities.

Keywords: Violent Behavior, Aggression, Social Stress, Parenting Styles.

1. INTRODUCTION

Parents are very important part of their children's life.. A strong parent-child relationship, combined with spending quality time together, can significantly enhance children's social, emotional, and cognitive skills. These factors greatly influence how children cope with social and emotional challenges, as well as learning difficulties. They also contribute to improving academic performance, mental well-being, and physical health. Conversely, adverse childhood experiences, particularly those resulting from social and economic isolation, are associated with negative outcomes. Research indicates that children who experience adverse childhood environments are more likely to struggle academically, face health

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problems, and encounter social difficulties (Safdar & Malik, 2025; Hosoda et. al., 2024; Safdar & Wasem, 2025). Despite extensive research highlighting the development of children life parents role were essential, the phenomenon of children exhibiting aggression towards their parents remains comparatively underexplored. Young people's physical aggression towards their parents is, therefore, a significant issue in both real-world and academic discussions. There is considerable research on various forms of family aggression, such as spousal violence and the physical abuse of children, as well as on youth aggression more broadly. Parent's behavior are very crucial in shaping children's development both physically and mentally. Harsh parenting involves various negative approaches, such as aggression, shouting, and rough treatment, which can be harmful to children. Children often adopt the negative attitudes or behaviors of their parents through observation and imitation, as they cannot critically assess situations or seek appropriate guidance. The connection of boys and their parents are not connected with each other and it became harsh reactions of both sides that are emotional perspective (Liu, et.al, 2022: Boxer, et al., 2009).

1.1 Types of Parenting Approaches

Authoritative Approach: The authoritative parenting approach is characterized by high levels of both responsiveness and demanding. Among the four main parenting styles, it is considered the most effective, as authoritative parents gave their children free hand to decide their own decisions and then admit from their own faults, while also providing guidance and setting clear boundaries. Such parents tend to raise self-confident and resilient children who are more likely to achieve good academic results and enjoy a satisfying life with better physical and psychological health.

Authoritarian Approach: This approach involves low responsiveness and high demands. It is highly restrictive styles of parenting, where elders impose strict rules and regulations that children are expected to follow; failure to comply often results in punishment. In such environments, children tend to develop a mindset of conformity rather than independent thinking. They struggle to distinguish right from wrong on their own. These children often have low self-esteem, feel dissatisfied, are overly dependent, perform poorly in academics, and are more vulnerable to mental health issues.

Permissive approach: The permissive parenting approach is characterized by low levels of control and high sensitivity. Parents following this style impose few, if any, restrictions on their children and often behave more like friends than authority figures. As a result, children raised in such environments may become deviant when their desires are denied, struggle with emotional regulation, and find it difficult to cope with challenges. They often display poor self-control, behave inappropriately in public, tend to be self-centered, and may frequently involve in problematic behaviors like theft.

Neglectful Approach: The neglectful parenting approach scores poorly across all key dimensions. These parents fail to meet their children's emotional, mental, or physical needs; they are largely absent from their life's and do not involve in their activities. As a result of receiving little to no guidance, children are left to make judgments on their own. The lack of interpersonal connections during early childhood makes it difficult for these children to form healthy relationships. They often struggle to regulate their emotions and may withdraw from social life. In severe cases, this emotional mental health issues, like misery and desperate behavior (Arifeen & Mathur, 2022).

1.2 Aggression

Aggression is the deliberate act of causing injury to another who does not wish to be harmed. It can arise from various sources and may occur with or without provocation. As intent plays a key role in determining behavior, not all harmful actions are necessarily considered aggressive. Aggression may be perceived differently depending on the context. However, deliberate aggression is generally regarded as far more serious than unintentional harm.

1.2.1 Types of Aggression

Aggression refers to any behavior directed toward another individual that is intended to cause harm, whether physical or psychological. Within the behavioral sciences, aggression is commonly categorized into two main types: Impulsive and instrumental aggression.

Impulsive Aggression: This form of aggression is spontaneous and typically occurs in response to heightened emotional arousal. It is often referred to as affective aggression because it is driven by intense emotions such as anger or frustration rather than premeditated intent.

Instrumental Aggression: In contrast, instrumental aggression is deliberate and goal-oriented. It is sometimes referred to as predatory aggression, as the behavior is intended to harm another person as a means to achieve a specific objective (Magaji, 2024).

Violence and related constructs: While aggression and violence are related, they are conceptually distinct. Violence involves the use of physical strength whether threatened or actual against oneself, others damage, death, mental harm. All violent acts are aggressive, but not all aggressive acts are violent, as aggression can also include verbal or psychological harm without physical force (World Health organization, 2002). Behavioral research highlights that stress often arises from feelings of unpredictability and lack of control (De Giudice et al, .2018)

1.3 Types of Violence

Physical Violence: This form of violence involves the use of physical force or objects to control other individual's actions. Domestic violence also involves the use of any part of the body or a weapon (such as a gun) to coerce someone into acting against their will. It encompasses behaviors such as beating, selfishness, aggression, and striking, burning, hitting, hair-pulling, verbal abuse, cutting, and pushing.

Sexual Violence: Force is used when someone compels another person to engage in sexual activity against their will. This includes acts such as rape, coercion, the use of a weapon, non-consensual sexual contact, or forcing a person to engage in sexual acts with another individual, an object, or an animal.

Psychological Violence: It is influenced by individual actions and thoughts. In addition to those who used fear to control the mind, it also involves experiences of loneliness, severe prejudice, verbal abuse, persistent disappointment, psychological distress, and being confined within the home.

Spiritual Violence: Spiritual violence includes mocking different faiths and the manipulation, abuse, and control of others' spiritual beliefs and practices (Dahlberg and Krug, 2006).

1.4 Significant of study

This study explores the key reasons why some young adults may engage in violent behavior. The age group under study, experiences numerous changes and challenges, which can lead to stress and aggression, particularly when coupled with strained relationships with their parents. By understanding these issues, the study can contribute to the development of programs aimed at managing stress, improving family relationships, and preventing violence. It can also provide valuable guidance for teachers, counselors, and policymakers in better supporting young people. Overall, this research has the potential to promote safer and healthier families and communities.

2. METHODOLOGY

This section presents the methods used to examine *the Link between Parental Dynamics and Youth Aggression in South Punjab*. Universities were selected from districts in South Punjab. The target population comprised all students enrolled in universities at the time of the study. The student population of Bahauddin Zakariya University, Multan, was 26,659; the Islamia University, Bahawalpur, had 25,000 students; and Ghazi University, Dera Ghazi Khan, had 6,500 students. The sample size was firm by the Morgan formula, resulting in a total of (n=400) students, with approximately 133 students selected from

each university. A Multistage simple random sampling technique was used to select the sample. As a tool for data collection, a structured questionnaire was used. Standardized scales such as the Social Stress Scale, Violence Scale, and Aggression Scale were used.

The aggression Scale comprised nine components. Statistical techniques, including Multiple Linear Regression (MLR), ANOVA, and coefficients, were applied for data analysis.

For data collection, researcher first obtained a letter from the department. Then, researcher visited the three selected universities one by one. Researcher started with Bahauddin Zakariya University (BZU) Multan. After Bahauddin Zakariya University then went to at the University of Bahawalpur, researcher showed the letter to the Department of Sociology. After verifying the letter, permission was granted to collect data.

2.1 Data Collection Tools

The Violence Scale: The violence scale was provided by Dahlberg et al. (2005). The violent scale included five items. Following data collection, the measurements were coded and fine-tuned, and the acceptable value was 0.91, which was higher than $\alpha = 0.69$.

Aggression Scale: This scale was provided by Dahlberg et al. (2005). There were 9 items in aggression scale. The value reliability was 0.87 that was acceptable because it was higher than $\alpha = 0.69$.

Social Stress Scale: Cohen et al. created the Social Stress scale in 1994. Eight components made up the Social Stress scale. Data collection was followed by coding, fine-tuning, and measurement; Where the value of 0.87 was acceptable because it was higher than $\alpha = 0.69$.

Violent behavior relationship with parents: Eleven scales were used to measure how parents were impacted by violent conduct. In this case, the value of 0.87 was suitable because it was higher than $\alpha=0.7$.

Violent behavior relationship with deviant acts: Three scales were used to measure how parents were impacted by aggressive behavior. When the figure of 0.72 exceeded $\alpha = 0.7$, it was deemed acceptable.

2.2 Multivariate Analysis

Multiple linear regressions (MLR), often known as multiple regression, are statistical procedures that incorporate a number of explanatory factors. Multiple linear regressions are used to model the linear relationship between the explanatory (independent) factors and response (dependent) variables. numerous regressions can be considered an extension of ordinary least-squares (OLS) regression since they consider numerous explanatory variables.

In general, the regression equation is written as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \dots + b_nX_n + e$$

3. RESULTS AND DISCUSSIONS

This section is divided into two sections. Descriptive analysis comes first, followed by hypothesis testing.

Part 1 Descriptive Analysis

Table 1: Demographic Profile

Variables	Categories	<i>f</i>	%
Age (Years)	Up-to 20	248	62.0
	21 to 24	133	33.3
	25 to 28	19	4.8
Residential Area	Urban	248	62.0
	Rural	152	38.0

Gender	Male	217	54.3
	Female	183	45.8
Education	B.S	361	90.3
	M.A or MSc	26	6.5
	M.phil	13	3.3
Family Structure	Two-Parent Family	317	79.3
	Step-parent or Partner Family	9	2.3
	Single-Parent Family	66	16.5
	Other Adult Caregiver	8	2.0
Educational Subject	Science	133	33.3
	Arts	231	57.8
	Business or Management	36	9.0
Socio-economic Status	Low	19	4.8
	Middle	340	85.0
	High	41	10.3
Family Income	1-25000	55	13.8
	26000-50000	148	37.0
	510000-75000	57	14.2
	76000-100000	79	19.8
	100001-125000	25	6.3
	126000-above	36	9.0

Table 1 revealed that a total of 400 people took part in the study. Of those who took part in the debate, 248 were under 20 years of age and 133 were between 21 and 24 years of age. Just 19 of the participants were between the ages of 25 and 28. The percentage of boys who experienced violent abuse in urban regions was 47% greater than that of boys in rural areas, and it was 64% higher than the average proportion of men in both urban and rural areas. According to the tables, 152 individuals come from rural areas and 248 individuals lived in urban areas. Just 183 women and 217 males participated in the study, according to a frequency table for the variable gender. The B.S. program was linked to 361, 26, and 13 of the 400 respondents in the educational table. This is because there are more B.S. students than in other programs. Only 39 individuals had postgraduate qualifications, whereas the maximum (361) was undergraduates.

Family structure was significant; 317 individuals were members of two-parent families, which indicated that both the mother and the father were still living. 66 of the participants' parents were from single-parent households, meaning that either parent had passed away, or the participants' stepparents meant that their father had two wives. Among the participants, 8 did not have either parent. The majority of Pakistani families were middle class, as indicated by the table 340 out of 400 students. Of these, 41 had high socioeconomic position, while 19 had poor socioeconomic status. According to the table, the majority of participants' families made less than Rs. 100001. Just 61 people said their family's income was more than Rs. 100001.

Table 2: Regarding their Parent's Information

Variables	Categories	<i>f</i>	%
Father Education	Illiterate	37	9.3
	Primary	35	8.8
	Middle	45	11.3
	Metric	97	24.3
	B.A	75	18.8
	M.A	56	14.0
	Other	55	13.8
	Business man	154	38.5

Father Occupation	Private Job	45	11.3
	Govt Job	117	29.3
	Dr	26	6.5
	Other	58	14.5
	House Wife	343	85.8
Mother Occupations	Teaching	29	7.2
	Banking	2	0.5
	Dr	6	1.5
	Other	20	5.0

According to the table 2, Father's education was included in the study, with the majority (97 %) having complete matriculation. Father occupations mostly were businessman and also government employee. Mostly mothers were house wife.

Table 3: Regarding Parents Relationship with children

Variables	Scale	<i>f</i>	%
Inform to Parents to go anywhere	Strongly disagree	41	10.3
	Disagree	19	4.8
	Uncertain	15	3.8
	Agree	145	36.3
	Strong Agree	180	45.0
Sharing issues with parents	Strongly disagree	21	5.3
	Disagree	28	7.0
	Uncertain	26	6.5
	Agree	160	40.0
	Strong Agree	165	41.3
Understanding issues with Parents	Strongly disagree	152	38.0
	Disagree	133	33.3
	Uncertain	47	11.8
	Agree	33	8.3
	Strong Agree	35	8.8
Parents feel trusted	Strongly disagree	22	5.5
	Disagree	16	4.0
	Uncertain	32	8.0
	Agree	117	29.3
	Strong Agree	213	53.3

Table 3 shows that 180 adults' responses were that they inform their parents when they were going anywhere and 165 adults' also share their issues with their parents. But when they discuss about understanding issues with parents maximum response that parents did not understand their issues and also parents feel not trusted.

Table 4: Regarding their depending upon their parents

Variables	Scale	<i>f</i>	%
Depend upon their parents for advice, guidance	Strongly disagree	24	6.0
	Disagree	26	6.5
	Uncertain	27	6.8
	Agree	121	30.3
	Strong Agree	202	50.5
Wants Admiration for Parents	Strongly disagree	14	3.5
	Disagree	23	5.8
	Uncertain	34	8.5

Agree	127	31.8
Strong Agree	202	50.5
Total	400	100.0

According to the table 4, almost the respondent said that they are depending upon their parents for advice and guidance and many boys' wants that their parents admire them. There are fewer boys said that they are not want to claim their parents to admired them

Table 5: *Level of Violent Behavior: Dahlberg et al. (2005) provided the scale of violence*

Categories	<i>f</i>	%
Low	134	33.5
Medium	221	55.3
High	45	11.3
Total	400	100.0

According to the table 5, the prevalence of violent behavior was shown in this table, where 33.5 percent of respondents were low level, 55.3 percent were middle level, and 11.3 percent were high level.

Table 6: *Level of Aggression: Dahlberg et al. (2006) explain the aggression scale.*

Scale	<i>f</i>	%
Low	236	59.0
Medium	103	25.8
High	61	15.3
Total	400	100.0

This table 6 predicted that out of the 400 respondents, 59.0% respondents showed that they had low level of aggression and 15.3% showed that they had high level.

Table 7: *Level of Social Stress: The Social Stress scale was explained by Scale, (2019).*

Scale	<i>f</i>	%
Low	73	18.3
Medium	255	63.7
High	72	18.0
Total	400	100.0

Table 7 shows that the social stress levels of the respondents were shown in the table. 18.3 percent respondents reported low level and 18.0 percent respondents reported high level of social stress.

Part 2 Hypothesis Testing Psychological Determinants of Violent Behavior

H₁: Violent behavior of Young People is positively correlated with Social Stress.

H₂: violent behavior is positively correlated with aggression of individual.

Table 8: *Correlations*

	t-violent behavior	t-Aggression	t-Social Stress
Pearson Correlation	1	-.094	.109*
Sig.(2-tailed)		.060	.029
N	400	400	400

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

The correlation results are displayed in the table 8 above. It showed that there is a positive correlation between social stress and aggressive behavior. O'Connor (2015) further explains that social stress is a

significant contributor to violent behavior. As part of a community-based initiative to prevent or minimize gang violence, cultural knowledge and beliefs, as well as exposure to social stressors (including gang membership), were measured. However, this program relied heavily on self-reports because it was specifically designed for Hispanic/Latino teenagers. On the other hand, the data did not support the second hypothesis, which states that an individual's aggression is correlated with their violent behavior.

H3: Parental attachment with respondent predicts the violent behavior of the respondent.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137 ^a	.019	.016	3.95711

a. Predictors: (Constant), relnparnt

Table 10: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	118.813	1	118.813	7.588	.006 ^b
Residual	6232.164	398	15.659		
Total	6350.977	399			

a. Dependent Variable: t_Violent Behavior

b. b. Predictors: (Constant), Relationship with parents

Table 11: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	10.477	1.068		9.810	.000
Rel with parents	.108	.039	.137	2.755	.006

a. Dependent Variable: t_vb

In the table 9, 10 and 11 of model summary, R value shows that this model is 13 percent predicting the dependent variable i.e. violent behavior. The large F value of the ANOVA indicated that this model is a good predictor of violent behavior. The significant value of regression coefficient showed the effect of parental attachment on the violent behavior can be predicted through equation: Violent Behavior = 10.477 – 0.108 (relationship with Parents)

Table 12: Summary of Step Wise Linear Regression Models

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.958 ^e	.917	.916	1.16543	.002	8.710	1
2	.958 ^f	.919	.917	1.15590	.002	6.462	1
3	.959 ^g	.920	.918	1.14727	.001	5.964	1
4	.960 ^h	.922	.920	1.13858	.001	6.029	1
5	.961 ⁱ	.923	.921	1.13188	.001	4.882	1
6	.961 ^j	.924	.922	1.12329	.001	6.007	1
7	.962 ^k	.925	.923	1.11815	.001	3.991	1
8	.962 ^l	.926	.923	1.11179	.001	4.721	1

Table 12 indicates that the stepwise linear regression models demonstrated consistently strong predictive performance, with R increasing from .958 to .962 and R² improving from .917 to .926. The adjusted R² values remained stable (.916–.923), confirming model robustness. The declining standard error and significant incremental R² changes suggest that each added predictor contributed modest yet meaningful improvements to the model's explanatory power.

4. DISCUSSION

The researchers find that the boys whose age was twenty years and also majority live in cities. The children and their parents' relations were not strong.

In some parts of Pakistan, such as Peshawar city, 62% of violent crimes were committed by young people between the ages of 20 and 30. According to certain statistics, 74% of men who were between the ages of 20 and 40 were involved in violent crimes. These reports were all gathered in the medical facilities. In Rawalpindi, where 77 percent of instances were reported and the youths were between the ages of 16 and 45, the similar situation was observed. There, it was reported that 41 percent of youngsters were between 16 and 20 years of age who were engaging in violent behavior (Zaman and Sabir, 2013).

Violence has been an inescapable phenomenon that has impacted every facet of life since the beginning of human history. It has long been believed that men are more violent than women. In the general population, reports of violence against men were significantly higher than those against women. According to the findings of multidisciplinary studies, violence was a complicated issue that could be examined from a number of perspectives, such as biological, hereditary, governmental, religious, cultural, and financial (Staniloiu, & Markowitsch, 2012).

Adults said that they lived with their parents and some said that they lived with their relatives but those adults were more close to the religious beliefs, they participated in violent behavior adults were more violent than female (Clubb, 2001). Most of the respondents belonged to two-parent Muslim families and were studying BS in arts subjects and they. It was determined that the middle class, a third of the respondents were fit, as their income was around 50 thousand.

Besides financial status, socioeconomic status is also represented by a person's own perception of social class or position, financial security, and level of education. There are also other options and possibilities available to them in society and their socioeconomic status could also involve their social position. In particular, poverty was not due to one reason but rather many physical and psychological pressures (Currie et al., 1997). Serious concerns have been expressed globally in recent years due to the rise in violent and criminal conduct. From developing nations in Latin America to Eastern Europe, crime and violence were major, expanding obstacles that impacted societal stability. Economic activity had been impacted by the adverse impacts (Fajnzylber et al. 2002).

The study has included the education of the fathers with the majority (97 %) having reached a full matriculation level. The majority of fathers worked as businessman, and some worked as government employees. Mostly mothers were house wife. There must be a collaborative bunch of activities for the parents by the school management. This would offer an integrated approach for better student outcomes not only academically but also behaviorally. As a result, there would be an increased number of parents in the classroom, an empowerment of parents to become involved in schools and a parent's effective contribution to a high quality education system (Đurišić, and Bunjevac, 2017). 165 adults' also share their issues with their parents. But when they discuss about understanding issues with parent's maximum response that parents did not understand their issues and also parents feel not trusted.

Adults said that they lived with their parents and some said that they lived with their relatives but those adults were more closer to the religious beliefs, they participated in violent behavior adults were more violent than females (Clubb, 2001). Any youth who committed a violent or criminal act was also influenced by the actions of their parents. Youth who interacted with a particular violent group were more likely to engage in violent behavior, and social structures influenced them to carry out violent acts (Heimer, 1997). Parent/child relationship was not very good. Most of the respondents were of view that they had a reluctant type of relationship with their parents. Many of respondents viewed their mothers as their role models.

The research explained that parents are an essential part in grooming a teenager. When parent's behavior is not satisfying, their children become annoying. Especially the teenage boys and girls become

aggressive and commit violent acts (Ashraf et al., 2020). Youth is a vital part of any country but when majority youth were in stress then nation can't progress. The youth were not sharing their all activities with their parents. So, they were in stress. This study defines that teenagers are very important to any country. Teenagers participate in their social activities properly if they are in a healthy state of mind. They are under stress, so they are not doing their social and educational activities properly (Deng et al., 2022).

5. CONCLUSION

The study found a connection between children's violent behavior and parental supervision. Parents need to keep an eye on their children in a way that deters them from doing crimes. When their children are not at home, parents should be aware of their friends and monitor their whereabouts and activities.

Family members work on having fruitful conversations regarding family matters and listening to each other's points of view. There was a negative correlation between parents and children's violent behavior. Children coming from families with poor or terrible family practices were found to be more likely to act violently than youth coming from families with good or better family practices. Programs to raise parental awareness must be started right away in order to instruct parents on how to build wholesome families. It is important to get parents to understand this topic and NGOs and media can help.

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Conflict of Interest

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