

Aggression in Adolescents: A Scoping Review

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Abstract

Children are at a very precarious age when they become adolescents. It is as if their whole world turns turtle! There are so many changes happening all at once, physical, mental, emotional, and it can be very confusing and overwhelming for them. A large percentage of them are not able to process what is happening and turn to various coping mechanisms. In all of this confusion, there is also an upheaval in their emotions, and many times the adolescent is not able to regulate their emotions, which in turn causes frustration, further leading to the child becoming aggressive at the slightest provocation. The consequences of these outbursts of aggression are so many times uncalled for and cause so much harm and damage to not only the receiver of the aggressive outburst but to oneself as well.

Anger is an emotion that is not actually understood, and therefore, it has a wrong connotation to it. However, anger is something that tells a person that something wrong is happening to them. The problem is that adolescents are unable to process and express that anger in a correct way, furthering the

frustration that tags along with the emotion. Aggression is just an expression of pent-up anger, which is not good for the overall well-being of the adolescent. This causes children not to reach their potential and affects their social interactions, their academics, and, the majority of the time, the family environment gets disturbed, causing more frustration, and the whole thing finally becomes a vicious circle out of which the adolescent, even when wanting to, is sadly unable to get free from.

Studies have shown that when a positive environment is created for aggressive adolescents and the aggression acknowledged, things do take a turn for the better. When they are given the opportunity to express themselves in a safe place and feel that they are not being judged in any way, they begin to recognize the triggers and work on regulating their emotions so that there are no aggressive outbursts, which most of the time are detrimental to the adolescents themselves. If given the opportunity, an adolescent almost always responds to a positive and caring approach. They do try, and it is not a 'flip the switch' kind of method where things begin to get better immediately, but when there is a sense of belonging and acceptance, the adolescent begins to communicate better, and there is a definite improvement in almost all aspects of their lives and especially academics, which is the constant so to say, the sword over their heads. Thus, for every behavioural change needed and aspired for, the key is time. With constant and consistent positive reinforcement and counselling, aggression does get regulated, and improvement in social interactions is also seen.

Keywords: aggression, adolescents, academic potential, social interactions.

Introduction

In this day and age, the rat race is run at an abnormally fast pace and has become exceptionally stressful, especially for adolescents. And sadly, even with all the information and knowledge that the adolescents of this era have at the click of a button, which they can access easily, they are still unable to cope with the pressures of life and land up not being able to regulate their emotions. During this time, children are trying to understand what's happening to them and are also seeking to understand their identity, and become extremely sensitive to their surroundings, which causes their behaviour to be erratic at times and aggressive. (Steinberg, 2014; Casey et al., 2016). This leads to so much frustration, low self-esteem, and a huge lack of confidence. Social media adds insult to injury with all the façades that people throw out there. Adolescents being still children and quite immature, are unable to differentiate between the truth and the smokescreens of the day and age, fall prey to troubled minds, and, not

being able to place a finger on what is going wrong, they end up being angry, which plays out as aggression spiraling into unending problems for them. Thus, aggression, broadly defined as behavior intended to harm others physically or psychologically, manifests in various forms such as physical, verbal, relational, and cyber aggression (Anderson & Bushman, 2002). It thus becomes a vicious cycle. Aggression in adolescents has emerged as a significant concern in educational and social contexts. Playing out as various forms of aggression, like physical, verbal, relational, or reactive, adolescent aggression has its origin in a range of psychosocial, environmental, familial, and individual-level factors. As adolescence is a critical period for identity formation and emotional regulation, unchecked aggression can lead to lifelong behavioral and relational difficulties.

All over the world, aggression in adolescents is displayed by them in many ways, like bullying, altercations- verbal and physical, to online aggression, and in absolute extreme cases, and even to self-harm. Research tells us that aggression in adolescents is not caused due to a single reason, but by a labyrinth of causes, some overt and some covert reasons. Chung (2019) identified a strong association between anxiety and aggression among adolescents, revealing how internal emotional distress can externalize into aggressive actions. Similarly, Zhang (2023) found that depressive and socially anxious adolescents are more prone to aggression, particularly when family functioning is poor, thereby highlighting very paradoxically, the role of the family as both a risk and protective factor.

Aggression has been a subject of extensive longitudinal research. Henriksen (2021) traced the progression of physical aggression from early to late adolescence in Norway, identifying early behavioral problems, substance use, and low academic achievement as consistent predictors of aggressive routes. Thus, it can be said that aggression in adolescents is not something that happens out of the blue but is a culmination of many factors like family environment, socio-economic conditions, academic hurdles, peer influence, and the list can go on - brewing under the surface which, when triggered, is seen as an uncontrollable outburst of aggression, from time to time causing untold damage to others and oneself in many cases.

Also, biological predispositions such as hormonal fluctuations and deficits in emotional regulation have been linked to increased aggression during puberty (Dodge et al., 2015). Therefore, at this stage in their lives, there are a lot of changes in their emotions that they are unable to understand, which further leads to an expression that escalates into aggression in most cases. Thus, in school settings, this is not something that we should ignore, but sadly, we do due to a host of obstacles and hurdles, and sometimes just school management red tape bureaucracy. This all becomes a problem because adolescent aggression is an intricate interplay based on the environment and the very existence of the adolescent. Experimental evidence also underscores the role of contextual influences. Family dynamics characterized by conflict, neglect, or inconsistent discipline contribute to higher aggression levels (Tremblay, 2010), while peer rejection and exposure to community violence exacerbate hostile behaviors (Huesmann, 2003). If people, especially teachers would connect to the adolescents, in some way or the other, they would undeniably be able to understand the aggression of the adolescents and would definitely be able to mitigate the outbursts to a large extent, thus becoming a great help to every stakeholder – themselves, the school management, parents, researchers, and policy makers which would in turn help sort out these problems and work towards finding resolutions to this glaring problem. This is much needed because this problem, with its myriad of heartbreaking consequences, is very alarming and rising with leaps and bounds every day. Thus, interventions are an absolute must to be able to curb and solve this thorn in the flesh of a problem.

Research Questions

- What are the different types of aggression observed among adolescents as reported in various studies?
- What are the factors that cause aggression in adolescents?
- How is aggression expressed differently across gender and age groups among adolescents?
- What tools and methodologies are used to identify and measure aggression in school settings?
- What is the role of teachers and schools in controlling and managing aggressive behavior among

adolescents?

- What interventions have been implemented for adolescents to reduce or manage aggressive behavior effectively?

Methodology

In the first stage, the researcher framed the research questions related to the study. On the basis of research questions reviewed literature from (2002 to 2025) databases, journals, and other credible academic sources using combinations of the terms aggression, adolescents, academic potential, social interactions and case studies of adolescents. Review included quantitative and qualitative studies, longitudinal studies, theoretical studies.

This process helped in collecting a comprehensive and representative body of literature related to the research questions.

After having gone through the identified literature, the researcher came to certain conclusions based on the research questions. This blend underlined common patterns, themes, and variations across studies.

Thus, this scoping review provided an organized overview of how existing literature addressed the research questions.

The summarized findings helped in identifying implications, and areas for future research.

Summarized findings of the Studies-

Studies on Aggression in Adolescents (2004-2025)

Author(s)	Year	Country	Study Design	Population	Key Findings	Gaps Identified
Borrego-Ruiz, A. & Borrego, J. J.	2025	Spain	Narrative Review	Adolescents/Youth (review of existing studies on violent video games and aggression)	Violent video game exposure may normalize aggression, promote moral disengagement, and reinforce aggressive behaviors, though evidence remains mixed.	Overreliance on cross-sectional studies, small samples, and limited female representation
Duan, S., Xu, X., Pi, H., Lai, J., & Huang, Y.	2025	China	Cross-sectional survey; sequential mediation analysis	727 middle and high school adolescents	Childhood psychological abuse significantly predicted adolescent aggression	Cross-sectional design limited causal inference

Bharati, D. R.	2024	India (Bihar)	Cross-Sectional Study	600 school adolescents	Reported moderate aggression; associated with parental neglect and low emotional regulation.	Limited to one district; no psychological intervention tested.
Deepthi D. P. & Rose Mary	2024	India	Quantitative, correlational survey study	64 college students	No significant association between aggression and defiant behavior.	Small sample size, gender imbalance, and lack of analysis of specific behaviors contributing to aggression and defiance.
Devapramod V. B.	2024	India	Systematic narrative review	Literature from Scopus, PubMed, and Web of Science on adolescents and parenting	Authoritative and supportive parenting reduces adolescent aggression, while harsh and neglectful parenting increases aggressive behaviour.	Need for longitudinal studies, cross-cultural comparisons, and evaluation of community for a better understanding.
Pushpalatha, R.	2024	India, Karnataka	Quantitative, cross-sectional study using purposive sampling	60 school students (30 boys, 30 girls), aged 10–16 years	Significant gender differences were found in both peer victimization and aggression among school students.	Small sample size, limited to one city cannot bring about a concrete conclusion.

Sook Jang & Hye Young Ahn	2023	South Korea	Cross-sectional structural equation modeling (SEM) study based on Ajzen's Theory of Planned Behavior	310 middle school students from two schools in Korea	Parenting behavior and aggression regulation intention significantly predicted aggression.	Limited generalizability due to sample from only one city.
Zhang, C., Zhang, Q., Zhuang, H., & Xu, W.	2023	China	Longitudinal study (cross-lagged panel design)	Chinese adolescents	Depression, social anxiety, and aggression showed reciprocal relationships over time. Strong family functioning reduced the impact of these problems.	Limited to Chinese adolescents; reliance on self-report measures; other contextual factors (e.g., school and peer influences) not examined.
Kumar, M., Bhilwar, M., & Kapoor, R.	2023	India (Delhi)	Cross-Sectional Analytical Study	School-going adolescents	Found gender, family environment, and media exposure as major factors.	Not peer-reviewed; limited to online respondents.
Rubio, M. D., Edward, H. Kennedy, Baćak, V. & Nagin, D. S.	2023	USA	Longitudinal observational study using Add Health data with causal inference methods	School going adolescents	Victimization increased later aggression. Effect was stronger at younger ages.	Relied on observational data; findings limited to U.S. adolescents.

Sharma, S.	2023	India	Qualitative Study	Indian adolescents	Explored social, emotional, and digital factors contributing to bullying and aggression.	Limited qualitative sample; lacked quantitative validation.
Kumar, M., Bhilwar, M., & Kapoor, R.	2023	India	Cross-sectional	School-going adolescents (Delhi)	Over 50% scored high on the Buss–Perry Aggression Scale; correlates included parental conflict and substance use.	Urban focus; lacks rural or socio-economic comparison.
Fauzi, F. A., Zulkefli, N. A. M., & Baharom, A.	2023	Malaysia	Cross-sectional	Secondary school students	Biopsychosocial predictors—family stress, peer influence, and anxiety—were significant.	Does not explore intervention strategies.
Tremblay R. E.	2022	Canada	Narrative review and synthesis of longitudinal, developmental, and intervention studies	Infants, toddlers, preschool children, and adolescents from multiple longitudinal cohorts	Physical aggression emerges naturally in early childhood, peaks around 30–42 months, and declines as most children learn self-regulation; persistent aggression predicts later violence.	Limited understanding of why some children remain chronically aggressive, why sex differences occur, and which biological and environmental mechanisms drive aggression trajectories.
Singh, A. K., & Verma, P.	2020	India (Northern Region)	Case Study	Adolescents in schools	Substance abuse is significantly linked with verbal and	Focused only on male adolescents.

					physical aggression.	
Henrikse n M. el al	2020	Norway	Two-wave longitudinal cohort study (4-year follow-up)	2,289 adolescents (13–16 years at baseline; mean age 14.5 years) from the Young-HUNT study	Male gender, alcohol intoxication, smoking, and attention problems predicted later physical aggression; heavy drinking predicted persistent aggression.	Relied on a single self-report aggression item; only two assessment points; no socioeconomic status (SES) controls; limited measurement of aggression forms.
Sharma, P., & Kumar, A.	2020	India (Delhi)	Cross-Sectional Study	Urban school adolescents	Urban stressors and media exposure correlated with aggressive behavior.	No rural comparison; cross-sectional design limits causality.
Kishore, J., Tripathi, N., Mandal, R. K., & Tomar, S. K.	2019	India	Cross-Sectional Study	School adolescents	Socio-demographic factors such as low SES and male gender predicted higher aggression.	No longitudinal analysis; limited geographic scope.
Patel, M., & Shah, K.	2019	India (Gujarat)	Correlational Study	Adolescents (13–17 years)	Excessive video g is associated with increased aggressive behavior.	Self-reported data; small sample.
Sidhu, T. K., Kaur, P., Sangha, N. K., & Bansal, A. S.	2019	India (Punjab)	Cross-Sectional Study	500 adolescents from urban and rural schools	High prevalence of aggression among rural adolescents is linked with family stress	Did not analyze intervention outcomes.

					and poor communication	
Kishore, J., Tripathi, N., Mandal, R. K., & Tomar, S. K.	2019	India	Cross-sectional	School adolescents	Aggression is linked to male gender, nuclear family type, and low parental education.	Does not examine psychological or peer factors.
Kim, E., Cheong, J., & Park, M.	2018	South Korea	Cross-sectional study using Structural Equation Modeling (SEM)	402 first-year middle school students (approximately 13 years old) from four middle schools in Seoul.	Adolescent aggressiveness was positively associated with a higher risk of Internet Gaming Disorder (IGD).	The study used a cross-sectional design, limiting causal inferences. Participants were drawn only from middle schools in Seoul, reducing generalizability to other regions and age groups.
Kumari, S.	2018	India	Cross-sectional	School adolescents (Karnataka)	Moderate levels of aggression observed; family environment and stress play significant roles.	Sample limited to one state; lacks longitudinal insight.
Kaur, R.	2018	India (Punjab)	Case Study	School-going adolescents	Found significant verbal and physical aggression linked to peer influence and parental conflict.	Small sample size; lacked gender comparison.

Datta, P. P., & Firdoush, K. A.	2018	India (Haryana)	Cross-Sectional Study	300 rural adolescents	Verbal aggression is more prevalent among males, linked with parental conflict.	Did not include behavioral interventions.
Jiménez, T. I.	2017	Spain	Quantitative Study	Secondary school adolescents	Individual impulsivity and family conflict strongly predicted aggression.	Cultural limitations and no test interventions.
Dodge, K. A., Malone, P. S., Lansford, J. E., Sorbring, E., Skinner, A. T., Tapanya, S., Tirado, L. M. U., Zelli, A., Alampay, L. P., Al-Hassan, S. M., Bacchini, D., Bombi, A. S., Bornstein, M. H., Chang, L., Deater-Deckard, K., Di Giunta, L.,	2015	9 countries: China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and the United States (12 cultural/ecological groups)	Longitudinal, cross-cultural cohort study (4-year follow-up) using multilevel and structural modeling analyses	1,299 children, 51% girls, from 12 ecological-cultural groups across nine countries, followed over four years	Hostile Attributional Bias (HAB)—the tendency to interpret ambiguous actions as intentionally hostile—significantly predicted reactive aggression and later chronic aggressive behavior across cultures.	Although longitudinal, the study could not establish definitive causality between hostile attribution bias and aggression. Aggression and attribution measures relied partly on self-reports and hypothetical vignettes, which may not fully reflect real-life behavior.

Oburu, P., & Pastorelli, C.						
Sharma, M., & Marimuthu, P.	2014	India	Descriptive Study	Urban youth	Identified psychosocial stress, substance use, and peer pressure as predictors.	Lack of intervention or coping strategy assessment.
Th. Bihari Singh, Rakesh Mohanty, Lalrhiatpui, Mary Haobam, Mohit Saini	2014	India	Critical Review (Narrative Literature Review)	Existing literature on aggression and violent behaviour across different populations, including children, adolescents, adults, and psychiatric populations	The review identified multiple contributors to aggression and violence, including biological factors, psychological factors, gender differences, family influences, social environment, substance abuse, and psychiatric disorders.	More research is needed to determine the effectiveness and parameters of psychosocial interventions.
Banth, S.	2011	India	Descriptive/Comparative Study	High school students	Physical aggression is higher among boys; relational aggression is higher among girls.	Focused only on gender; ignored socio-economic background.
Datta, P. P., & Firdous, K. A.	2012	India (Rural Haryana)	Cross-Sectional Study	400 rural adolescents	Aggression is linked to low parental education and family conflict.	Excluded urban comparison; relied on self-reporting.

Hein, K. D.	2004	USA	Case Study	Elementary classroom students	Classroom interventions and teacher training reduced aggressive incidents.	Limited to a single classroom; lacked long-term follow-up.
Huesmann, L. R., Moise-Titus, J., Podolski, C. L., & Eron, L. D.	2003	USA	Longitudinal study (15-year follow-up)	Initial sample of 557 children aged 6–10 years from public and parochial schools in Illinois	Childhood exposure to TV violence significantly predicted aggressive and violent behavior in young adulthood for both males and females.	The study focused primarily on television violence and did not examine newer forms of media, e.g., the internet and social media.
Craig A. Anderson & Brad J. Bushman	2002	USA	Narrative Literature Review / Theoretical Review	Not based on a single sample; synthesizes findings from children, adolescents, and adults across multiple studies	Using the General Aggression Model (GAM), explaining how personal and environmental variables influence aggressive behavior through cognition, affect, and arousal.	Not enough longitudinal and cross-cultural research has been done to examine aggression across different contexts.

Synthesis of the Reviewed Literature

From previous studies, aggression amongst adolescents is categorized into three types: physical aggression, verbal aggression, and relational aggression. Physical aggression refers to activities involving actions like hitting, pushing, or even physical assault of one another. On the other hand, verbal aggression can be described as shouting, abusing, threatening, and using threatening language towards someone (Anderson & Bushman, 2002; Buss & Perry, 1992). Gender difference studies show that boys tend to engage in physical aggression more than girls in some societies, although there are variations from individual to individual (Banth, 2011; Pushpalatha, 2024). Verbal aggression has been noted to have severe implications for decades, and it plays a huge role in the way

people live out their lives. It has also been noted that there is something known as relational or social aggression, like peer rejection, bullying, and exclusion, which is very common among females. Another very common factor is the family environment. This is a major stressor that causes so much damage in children is the family environment. Unable to express what they are feeling, adolescents manifest their frustrations through aggressive behaviour, which takes various forms like verbal, physical, and social aggression.

There are so many reasons why adolescents are aggressive, and therefore, a precise finger cannot be placed on any particular reason. However, with whatever studies we have, it is seen that there are a number of reasons for this behaviour, which can be, at the top of the list, parental conflict, domestic abuse seen in the home, neglect of children, lack of parental education, and punishment meted out instead of discipline, unsafe school settings, etc. One other weighty reason for aggression seen in adolescents is the pressure of the need to keep up in the social media competition of the present day and age. Also, the explosion of knowledge on the internet and the inability to discern what and how much to consume is a task and can be seen to be a trigger for aggression in adolescents. There have been studies done on the relationship between exposure to violent video games and aggression. However, results have remained inconclusive, and the current evidence does not show that playing video games has any direct causal effect on aggression (Borrego-Ruiz & Borrego, 2025). Another study done by Kim et al. (2018) looked at the relationship between aggressiveness and internet gaming disorder.

Existing research suggests that age and gender may influence the expression of aggression among adolescents. Some studies indicate that boys tend to exhibit higher levels of physical and verbal aggression, whereas girls may demonstrate relational aggression through behaviours such as social exclusion, peer rejection, and interpersonal conflict (Banth, 2011; Pushpalatha, 2024). However, these patterns are not universal, as bullying and other aggressive behaviours can occur across genders and age groups. In the Indian context, research examining the effectiveness of age-specific and gender-responsive interventions remains limited. This highlights the need for further studies exploring targeted behavioural interventions that address the diverse manifestations of adolescent aggression.

The methodology that is most commonly employed in the assessment and research of this area is the Buss and Perry (1992) aggression scale, which is used to measure the aggression level in an adolescent. Case studies were another method used to assess interventions and the resulting behavioural changes. Cross-sectional surveys with questionnaires or structured interviews assessed prevalence and correlates. The psychosocial factors related to this field of study were gauged by qualitative approaches. On the whole, it has been seen that qualitative and quantitative approaches with questionnaires and interviews have been used to gauge the levels of aggression in adolescents. Still, all of these approaches are, on the whole, self-reported and cross-sectional, especially in the rural and backward areas of India, which is not a good indicator of correct and accurate results.

School is a place where a huge amount of work on behavioural change in aggressive adolescents can be done. The role of teachers is therefore tantamount to the need for intervention in this field of study if behavioural changes in adolescents need to be seen. Teachers' training, classroom activities, positive behavioural interventions, and teacher-student relations may play an important role in aggression prevention and management in educational contexts. Hein (2004) has explored classroom interventions aimed at preventing aggression, whereas Hein et al. (2015) have found correlations between perceptions of controlling teacher behavior, anger, and bullying in high schools. These results imply that school settings and teacher-student relations are significant for aggression management, but they do not prove that there is any particular teacher training or classroom activity that would effectively reduce aggression in all cases. Intervention programs and policies against bullying may be taken into account, but their effectiveness needs to be researched.

However, most Indian studies focus on prevalence and comparison, with very limited research on actual school-mediated interventions. Therefore, teachers need to be trained with evidence-based strategies in this field so as to bring down the levels of aggression in teenagers.

In India, there are few and far between studies on aggression in adolescents, and therefore, not much work on

intervention in the same area is seen. Such difficulties require time-consuming counseling, peer support programs, and other strategies, such as being in a program that helps to regulate emotions and take control of the situation that leads to an outburst of aggression. While international literature has explored the link between education-related activities, teacher behavior, and aggression among teenagers, the efficacy of specific interventions at schools cannot be derived from the aforementioned observational literature alone (Hein et al., 2015). As far as the Indian literature is concerned, the number of studies that provide information regarding the efficacy of interventions is minimal; hence, more studies are required for evaluating culturally relevant interventions at schools. Besides, studies exploring the impact of violent video games on aggression among teenagers have found conflicting results; hence, the distinction between associations and causality needs to be kept in mind (Borrego-Ruiz & Borrego, 2025). The impact of social media needs to be studied separately.

In conclusion, it has been seen that aggression in India is triggered by many different reasons, and assessment is based on self-report methods and cross-sectional studies, with very few to no programs facilitating behavioural change interventions. Educators and educational institutions can have a significant part to play in identifying and managing aggressive behavior among adolescents. Previous studies indicate that the relationship between teachers and students, as well as the classroom setting, affects the behavioral outcome (Hein, 2004; Hein et al., 2015). However, more intervention research specific to context is needed to understand what interventions work for reducing aggression among adolescents in India.

Thus, it has been seen that almost all research done has used mostly those designs that only identify correlations between the cause and effect of teenage aggression, but have not managed to map the entire road to aggression; in other words, the studies have not been able to map the progress between the causes and effects of adolescent aggression. Therefore, there is a need for more integrative and intervention-based research that looks at all levels: the child itself, the family, peer, and institutional variables, so that there is a better and clearer picture of adolescent aggression.

Further, the rural population of India is not even taken into consideration in studies that are conducted abroad, and these studies from abroad do not really fall into the Indian context. And on the global front, the population of developing countries is not even considered.

The causes of aggression in adolescents are various, and the effects are devastating and far-reaching; correctional intervention has to involve the various stakeholders, like family, schools, and other community frameworks. While all may seem lost due to adolescent aggression, youngsters are very responsive to compassionate and empathy-guided structured interventions like early identification, family acceptance of the problem and positive involvement, and emotional regulation training, which are essential for prevention. This is further evident from all the above-stated studies since the finger points towards the dual relationship between aggression and internalizing psychological disorders too, which makes it easy to say that aggression is not only a problem that gets worsened because of external conditions but is intertwined with depression and anxiety as well (Chung et al., 2019; Zhang et al., 2023).

The current scoping review looked at literature ranging from 1992 to 2025, which included cross-sectional studies, longitudinal studies, qualitative studies, narrative/theoretical reviews, and instrument development studies. The reviewed literature provided insight into the various forms of adolescent aggression and their relationships with individual, psychological, family, sociological, and educational factors. Through comparison of results obtained in different study designs and among different population groups, this scoping review revealed common themes, weaknesses in methods employed, and areas that need more research. Because this scoping review was not a comprehensive, evidence-based analysis of the literature but rather an academic literature-based exercise, the results should be considered a descriptive summary of the literature rather than conclusions about causative factors or the effectiveness of interventions for adolescent aggression.

Suggestions for future research

Any and all existing research on adolescent aggression in India is still not adequately established and is very scrappy in its findings. The main causes are that there is actually not enough research done because India, being such a huge and populous country, the rural areas are not even taken into consideration for research. Furthermore, there is a large influence from research done in the Western world, and most of the time, the research done leaves out underdeveloped and developing countries. Thus, it can be clearly stated that a better understanding is still needed in the area of aggression in adolescents.

It is therefore hoped that proper, context-specific, longitudinal, and intervention-based studies be done in the country of India so that a better and clearer picture can be got in the area of adolescent aggression and interventions for the prevention of the detrimental effects of adolescent aggression. It is therefore anticipated that by including both the urban and rural youth in the further studies and research of the said topic, there would be more effective outcomes for the intervention and prevention of aggression in adolescents in India.

If adolescent aggression in India is studied through culturally relevant, longitudinal, and school-based approaches that include diverse socio-economic groups, then a more accurate understanding of its causes, manifestations, and solutions will emerge, leading to more effective and sustainable intervention models.

This review is noteworthy as it brings to the forefront many critical research gaps and emphasizes the need for indigenous studies on adolescent aggression. By researching and analyzing the existing literature and recognizing the underexplored areas, this review aims to guide future research toward creating contextually applicable frameworks for aggression management and prevention in Indian adolescents across the length and breadth of the country. Moreover, it accentuates the necessity of integrating psychological, educational, and socio-cultural dimensions to form a comprehensive understanding of adolescent aggression.

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