



Factors Causing Aggression Behavior Viewed from Psychology: A Literature Study

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ABSTRACT

This literature review aims to analyze the factors that cause aggression from a psychological perspective. By conducting a systematic literature review, this study integrates the current findings from 24 articles published between 2014 and 2024. Through literature searches in various online databases such as Google Scholar, PubMed, Science Direct, Scopus, and Research Gate, this study limited the focus to the risk and psychological factors associated with aggressive behavior. The results of the analysis showed that there are various factors that can influence aggressive behavior, such as low emotion regulation, lack of perspective-taking, impulsivity, childhood experiences, and media and online gaming factors. The implications of these findings can be used in the development of evidence-based prevention and intervention programs to reduce aggression behavior in society.

Keywords: Factors, aggression, psychology, literature

1. INTRODUCTION

Aggression is a primitive act that has been recognized for generations. At the beginning of human history, aggression was carried out for the purpose of survival, but today aggression can occur with a variety of diverse motives (Hastuti, 2018). Many events occur as manifestations of aggressive behavior, whether verbal, physical, relational, or cyber. Currently, various forms of aggression behavior can be found in almost every mass media, even in everyday life. Cursing, swearing, robbery, murder, riots, and various types of criminal and violent behavior are examples of this aggressive behavior.

In 2018, cases of aggressive behavior among adolescents reached 294,281 incidents. In 2019, there were 269,324 incidents, and in 2020, there were 247,218 incidents (Central Bureau of Statistics, 2023). The Indonesian Child Protection Commission (KPAI) revealed that the number of gang brawls in Indonesia increased by 1.1% in 2022 compared to the previous year. In 2021, the number of cases of gang fights was 12.9%, and in 2022, it increased by 14% (KPAI, 2023). Research conducted by Budiman et al. (2023) found that 46.4% of adolescents engaged in verbal aggressive behavior, 29.6% showed physical aggression behavior, 12.8% showed anger aggressive behavior, and 11.2% of adolescents showed hostile aggressive behavior in Jember Regency. Another study found 72% of students experienced high levels of aggression, committed aggressive acts physically and verbally, and showed anger and hostility (Am et al., 2023).

Aggressiveness remains a global issue that requires serious attention, with negative impacts that extend from the individual level to society. In the last decade, technological advances and social changes have given rise to new contexts for the manifestation of aggressive behavior, such as cyberbullying (Kowalski et al., 2014; Gohal et al., 2023). Meta-analyses show a positive association between exposure to violence in video games and increased aggressive cognitions, affect, and behavior (Greitemeyer & Mügge, 2014; Prescott et al., 2018; Sörman et al., 2016; Yao et al., 2019). Meanwhile, social media platforms can be a venue for the spread of hate and provocations that trigger conflict escalation (Müller & Schwarz, 2021).

Aggression can be defined as a behavior or behavioral tendency that aims to harm others physically, verbally, and psychologically (Tian et al., 2019). According to Moore and Fine, aggressiveness refers to behavior that involves physical or verbal violence against other individuals or objects (Park et al., 2021). Aspects of aggressive behavior include physical aspects, verbal aspects, and aspects that are destructive (Perez-Gramaje et al., 2020). Meanwhile, according to Buss and Perry (Putryani & Tentama, 2020), there are four forms of aggression: physical aggression, verbal aggression, anger, and hostility.

Studies on aggressiveness have been conducted from various theoretical perspectives in psychology, including biological, cognitive, social, and environmental approaches. Each of these approaches offers unique insights into how and why aggressive behavior occurs. In Ling et al.'s (2019) research, biological theory emphasizes the role of genetic and neurobiological factors in predicting aggressiveness. Meanwhile, the cognitive processes associated with anger and aggression involve information processing, judgment, and interpretation of situations that trigger aggressive responses

(Kowalski et al., 2014). According to social learning theory, aggressive behavior is learned through social interaction with others, especially through observation and imitation of models of aggression in the social environment (Rumjaun&Narod, 2020).

However, protective factors have also received attention. Empathy, emotion regulation, and conflict resolution skills have been shown to reduce aggressive tendencies (Gutiérrez-Cobo et al., 2023; Hsieh & Chen, 2017; Kokkinos et al., 2019). Mindfulness-based intervention programs (Gillions et al., 2019) and cognitive-behavioral therapy have shown promising results in managing aggression in various populations (Vacher et al., 2022). In addition, aggressive behavior has a significant impact both on the individual themselves and on the surrounding environment. Impacts on individuals include mental health issues such as depression, anxiety, and behavioral disorders; poor social relationships; decreased academic performance; and a high risk of crime. Then the impact on the environment is that acts of aggression can create an unsafe environment, cause tension in family relationships, affect social norms in the community, and create a non-conducive environment (Martínez-Monteagudo et al., 2019; Robles-Haydar et al., 2021).

Although many studies have been conducted, the synthesis of how these factors interact to influence aggression behavior is limited. Therefore, a systematic literature review is needed to integrate current findings and identify knowledge gaps. This research aims to conduct an in-depth analysis of the causal factors of aggression behavior from a psychological perspective through this literature review. Furthermore, the implications of the findings will be discussed in the context of developing evidence-based prevention and intervention programs to reduce aggression behavior in society.

2. METHODS

This research is a literature review by collecting several scientific articles relevant to the research topic. A literature review is a relatively systematic analysis of collecting and synthesizing previous studies (Snyder, 2019). In this study, the literature search was conducted through several online databases, namely Google Scholar, Pubmed, Science Direct, Scopus, and ResearchGate. The literature search in this study was limited between 2015 and 2024 to see the novelty and development of research on the chosen focus. In this literature search, the keywords used were risk factor, psychological factor, aggressive behavior, factor of aggression, and psychological aggressive factor. After searching all available articles, there were 24 articles that met the predetermined inclusion criteria. The inclusion criteria in this study are that the articles are experimental studies available in full text using Indonesian or English, and the articles must have been published within the last 10 years between 2014 and 2024.

2.1 Materials

The data for this study came from a wide variety of literature that discusses the factors contributing to aggressive behavior. The types of literature used include journal articles, book chapters, and systematic reviews. However, the data did not include articles from mass media or websites.

2.2 Procedure

The literature collection process was not conducted in a structured manner and used predefined key concept terms. The literature search was conducted randomly through different online platforms, namely Google Scholar, Pubmed, Science Direct, Scopus, and ResearchGate. After the literature search, the researcher conducted the analysis, starting with the title, abstract, and then the text as a whole.

2.3 Data Analysis

In this study, each document found was carefully analyzed. Each publication found will be briefly reviewed by the author. The author reads the title, abstract, some important parts of the body of the text, and the conclusion to assess the relevance of the text. At this stage, irrelevant manuscripts will be deleted, while selected manuscripts will be analyzed in more depth. Then, the author conducts a careful review of the content of the selected manuscripts. The author is familiar with the author's argument, methodology, findings, and approach. I collected and summarized information on the background of the authors or researchers of the selected literature, the year and place of publication, the type of publication, the themes studied, and the results found. This process supported the author in identifying relevant themes to answer the research questions posed. Furthermore, the author conducted a comparative analysis, critique, and linking of the literature found. The results of the research are arranged in order of time and theme to facilitate understanding.

3. RESULTS

Based on the results of the review, the author found various factors of aggressive behavior in terms of psychology. In more detail, these factors are described in the following table:

Table 1. Socio-demographic Characteristics of Findings

No.	Researcher	Researcher Area	Researcher Subject
1.	(Gómez-Leal et al., 2022)	Spain	282 young adults (107 male) Age between 18 and 23 years old, with an average

			of 22 years old
2.	(Aroyewum et al., 2023)	Nigeria	350 undergraduate students
3.	(Robles-Haydar et al., 2021)	Colombia, with different socioeconomic levels: Middle socioeconomic (47.9%) Low socioeconomic (37.6%) High socioeconomic (14.5%)	827 adolescents aged 11–16 years
4.	(Fauzi et al., 2023)	Malaysia	484 school students aged 16
5.	(Sharma & Marimuthu, 2014)	India	5476 participants, with a breakdown of: 47% female 53% male Average age: 20 years
6.	(Heizomi et al., 2021)	Iran	707 female students of secondary school age
7.	(Dou et al., 2023)	China	1,064 junior high school students
8.	(Hornsveld & Kraaimaat, 2023)	Netherlands	102 male prisoners
9.	(Yang et al., 2022)	China	4,530 school youth 9–18 years old
10.	(Legas et al., 2022)	Ethiopia	838 adult drug users
11.	(Ibrahim et al., 2024)	Jordan	932 university students
12.	(Karam et al., 2024)	Lebanon	403 participants over the age of 18
13.	(Deng et al., 2024)	China	9214 students with an average age of 15 years
14.	(Wiyono et al., 2024)	Indonesia	52 Grade 8 Junior High School students
15.	(Gutiérrez-Cobo et al., 2018)	Spain	303 females 103 male Age: 19–38 years
16.	(Yao et al., 2019)	China	547 undergraduate students: 265 male 282 female Age: 16–26 years old
17.	(Jia et al., 2016)	China	476 first-year children 416 second-year children 490 children in the third year 3 and 6 years old
18.	(Hsieh & Chen, 2017)	Taiwan	41 males 39 females Average age: 21 years
19.	(Weidler et al., 2019)	Germany	81 females with an average age of 24–28 years
20.	(Stefanile et al., 2021)	Italy	166 male communities 197 female communities 100 male inmates
21.	(Liu et al., 2022)	China	235 primary school students
22.	(Salimi et al., 2019)	Iran	900 subjects in a fourth, fifth, and sixth grade elementary school environment, with the following breakdown: 445 female students 455 male students

			563 parents 104 teachers
23.	(Mayasari et al., 2020)	Indonesia	119 elementary school students in grades 4 and 5
24.	(Ashraf et al., 2020)	India	381 students, with details: 170 male students 211 female students

3.1 Socio-Demographic Characteristics

There were 17 findings included in this literature review. From the findings of the articles, the authors found a variety of socio-demographic conditions in the research. The number of published studies based on different geographical locations is as follows: two studies in the Spanish region (Gómez-Leal et al., 2022; Gutiérrez-Cobo et al., 2018), one study in Nigeria (Aroyewum et al., 2023), one study in the Colombian country (Robles-Haydar et al., 2021), one study in Malaysia (Fauzi et al., 2023), two studies in the country of India (Ashraf et al., 2020; Sharma & Marimuthu, 2014), two studies in Iran (Heizomi et al., 2021; Salimi et al., 2019), one studies conducted in the Netherlands (Hornsveld & Kraaimaat, 2023), one study in the country of Ethiopia (Legas et al., 2022), one study in Jordan (Ibrahim et al., 2024), one study in the Lebanese region (Karam et al., 2024), one study in the country of Germany (Weidler et al., 2019), one study in Italy (Stefanile et al., 2021), one study conducted in Taiwan (Hsieh & Chen, 2017), six studies conducted in China (Deng et al., 2024; Dou et al., 2023; Jia et al., 2016; Liu et al., 2022; Yang et al., 2022; Yao et al., 2019), and two studies conducted in Indonesia (Mayasari et al., 2020; Wiyono et al., 2024). These studies were conducted in different regions and under different geographical conditions.

The subjects of these studies also varied. One study conducted by Jia et al. (2016) explored the factors that influence aggression behavior in preschool children. Meanwhile, three studies were conducted on elementary school students (Liu et al., 2022; Mayasari et al., 2020; Salimi et al., 2019). Seven studies with subjects of school adolescents aged 9 to 18 years (Deng et al., 2024; Dou et al., 2023; Fauzi et al., 2023; Heizomi et al., 2021; Robles-Haydar et al., 2021; Wiyono et al., 2024; Yang et al., 2022). Four studies with undergraduate student subjects (Aroyewum et al., 2023; Ashraf et al., 2020; Ibrahim et al., 2024; Yao et al., 2019). Adult subjects with an age range of 18–38 years totaled six studies (Gómez-Leal et al., 2022; Gutiérrez-Cobo et al., 2018; Hsieh & Chen, 2017; Karam et al., 2024; Sharma & Marimuthu, 2014; Weidler et al., 2019). In addition, there are two studies looking at the factors influencing aggression behavior in prisoners (Hornsveld & Kraaimaat, 2023; Stefanile et al., 2021). Research conducted by Legas et al. (2022) explored the factors influencing aggression behavior in individuals with drug addiction.

Table 2. Factors that influence aggression behavior

No.	Researcher	Factors	Findings
1.	(Gómez-Leal et al., 2022)	Protective factors: - Emotion management skills - Perspective-taking - Positive affect - Cognitive reappraisal Risk factors: - Impulsivity - Fantasy and personal pressure - Negative influence - Sensitivity to punishment and reward - Expressive suppression	- There is a positive correlation between aggression and personal distress, fantasy, expressive suppression, sensitivity to punishment and reward, and negative affect. - There is a negative correlation between aggression behavior and emotion management ability, perspective-taking, positive affect, and cognitive reappraisal.
2.	(Aroyewum et al., 2023)	- Adverse childhood experiences - Authoritarian parenting	Multiple correlation analyses identified authoritarian parenting ($r(350) = 0.258; p < 0.01$) and adverse childhood experiences ($r(285) = p < 0.01$) as positively associated with aggressive behavior.

3.	(Robles-Haydar et al., 2021)	<p>Protective factors:</p> <ul style="list-style-type: none"> - Gender - Transcendence value - Conformity - Favorable personality traits - Parenting (maternal and paternal control, guilt induction, and positive discipline applied by fathers) <p>Risk factors:</p> <ul style="list-style-type: none"> - Open personality - Moral disengagement - Leadership values - Emotional instability, energy, and power values - Maternal permissiveness - Trust/friendship - Verbal discipline - Rejection 	<ul style="list-style-type: none"> - Females are less likely to exhibit aggressive behavior than males ($\beta = -0.15$). - Conformity levels tend to be higher in adolescents who have lower levels of aggression ($\beta = 0.08$). - Personality traits ($\beta = 0.03$) have an indirect effect on aggression behavior. - Paternal parenting influences leadership values and inhibits aggression ($\beta = -0.07$). - Positive discipline used by fathers can reduce aggression behavior ($\beta = -0.10$). - The greater the father's guilt and induction, the lower the child's aggression ($\beta = -0.01$). - Parental affection ($\beta = -.01$) and maternal control ($\beta = -0.0001$) affect leadership value and can reduce aggression ($\beta = 0.07$). - Open personality traits ($\beta = 0.12$) and moral disengagement ($\beta = 0.09$) influence aggression to be higher. - The greater the maternal rejection ($\beta = 0.02$), the higher the level of aggression in children and adolescents. - The more emotionally labile ($\beta = 0.01$) and energetic adolescents are ($\beta = 0.01$), the more aggressive they tend to be.
4.	(Fauzi et al., 2023)	<ul style="list-style-type: none"> - Attitude toward aggression - Normative beliefs about aggression - Personality traits - Emotional intelligence 	<ul style="list-style-type: none"> - There is a positive correlation between attitudes toward aggression ($\beta = 0.314$; $p < 0.001$), normative beliefs about aggression ($\beta = 0.270$; $p < 0.001$), and personality traits ($\beta = 0.272$; $p < 0.001$) with aggression behavior. - There is no significant relationship between emotional intelligence ($\beta = -0.22$; $p = 0.637$) and aggression behavior.
5.	(Sharma & Marimuthu, 2014)	<ul style="list-style-type: none"> - Substance use (alcohol and tobacco) - Mood disturbance - Family influence - Peer influence - Psychological problems such as ADHD, mood sadness, loneliness, anxiety, irrational fears, and suspiciousness - Academic influences - Childhood experiences 	<p>The results showed that there was an influence of all these factors on aggression behavior.</p>

		<ul style="list-style-type: none"> - Physical and sexual abuse - TV and media 	
6.	(Heizomi et al., 2021)	<ul style="list-style-type: none"> - Poor teacher-student relationship - Low parental support - Low satisfaction with body image - High sense of loneliness - Low perception of social acceptance 	Low teacher-student relationships ($\beta=-0.04$; $p<0.05$), low parental support ($\beta=-0.07$; $p<0.05$), low body image satisfaction ($\beta=-0.04$, $p<0.05$), and low social acceptance ($\beta=-0.16$; $p<0.05$) were negatively associated with trait aggressiveness, while feelings of loneliness ($\beta=0.13$; $p<0.05$) showed a positive association with trait aggressiveness. In addition, aggressiveness was significantly and positively associated with poor psychological well-being.
7.	(Dou et al., 2023)	Basic Psychological Need Satisfaction (BPNS)	BPNS is significantly and negatively associated with aggressive behavior in adolescents ($\beta = -0.37$; $p<0.001$).
8.	(Hornsveld&Kraaimaat, 2023)	<ul style="list-style-type: none"> - The nature of anger - Neuroticism - Lack of a friendly attitude 	Anger, neuroticism, and low agreeableness had significant relationships with verbal and physical aggression.
9.	(Yang et al., 2022)	<ul style="list-style-type: none"> - Neuroticism - Psychoticism - Cohesion - Uncertainty and dissatisfaction 	<ul style="list-style-type: none"> - Neuroticism and psychoticism are positively associated with aggressive behavior. - Cohesion is negatively related to aggressive behavior. - Uncertainty and dissatisfaction have a positive impact on aggression.
10.	(Legas et al., 2022)	<ul style="list-style-type: none"> - Stressful life - Family history of mental illness - Physical illness - Symptoms of depression 	Stressful life (AOR=2.209, 95 CI; 1.423, 3.429), family history of mental illness (AOR=4.038, 95 CI; 2.046, 7.971), physical illness (AOR=2.01, 95 CI; 1.332, 3.032), and depressive symptoms (AOR=2.342, 95 CI; 1.686, 3.253) were significantly associated with aggression behavior among individuals with substance use problems.
11.	(Ibrahim et al., 2024)	<ul style="list-style-type: none"> - Depression - Life satisfaction - Spiritual well-being 	<ul style="list-style-type: none"> - Depression, spiritual well-being, perceived social support, and life satisfaction were significantly correlated with aggression ($p = 0.001$). - Spiritual well-being and life satisfaction were negatively correlated with aggression behavior, meaning that when aggression levels are high, spiritual well-being levels are low. - Depression is positively correlated with aggression. This means that when the level of aggression is high, the level of depression is also high.
12.	(Karam et al., 2024)	<ul style="list-style-type: none"> - Loneliness - Psychological distress - Social competence 	<ul style="list-style-type: none"> - Loneliness and psychological distress significantly influenced physical aggression ($p<0.001$), verbal aggression ($p<0.001$), hostility ($p<0.001$), and anger ($p<0.001$).

			<ul style="list-style-type: none"> - Perceived social competence was significantly related to verbal aggression ($p = 0.008$) and anger ($p = 0.002$).
13.	(Deng et al., 2024)	<ul style="list-style-type: none"> - Internet Gaming Disorder (IGD) - Psychological distress 	<ul style="list-style-type: none"> - Playing online games excessively can increase aggression behavior ($\beta = 0.059$; $p < 0.001$). - Psychological pressure can have a significant effect on aggression behavior ($\beta = 0.425$; $p < 0.001$).
14.	(Wiyono et al., 2024)	Online game addiction	There is a significant relationship between online game addiction and aggressive behavior ($p < 0.001$).
15.	(Gutiérrez-Cobo et al., 2018)	Protective factors include the ability to manage emotions.	A good ability to understand emotions can indirectly reduce high levels of aggression through its influence on the negative impact of aggression.
16.	(Yao et al., 2019)	<ul style="list-style-type: none"> - Violent Video Game Exposure (VVGE) - Moral disengagement - Anger - Hostility 	<ul style="list-style-type: none"> - VVGE was positively associated with moral disengagement, shame, and aggressive traits (physical aggression, verbal aggression, anger, and hostility). - Moral disengagement, anger, and hostility are factors that increase the risk of higher levels of aggression after repeated exposure to violent video games.
17.	(Jia et al., 2016)	<ul style="list-style-type: none"> - Family conflict - Hostile/coercive parenting - Inconsistent parenting between grandparents and parents - High TV viewing intensity 	Family conflict (OR=1.231, 95% CI: 1.115-1.360), coercive parenting (OR=1.083, 95% CI: 1.051-1.116), inconsistent parenting between grandparents and parents (OR=1.658, 95% CI: 1.175-2.341), and more time spent watching TV (OR=1.999, 95% CI: 1.568-2.550) significantly predicted child aggression behavior.
18.	(Hsieh & Chen, 2017)	<ul style="list-style-type: none"> - Emotion regulation - Inhibitory control 	Individuals with low emotion regulation exhibit high aggression behavior ($p = 0.000$).
19.	(Weidler et al., 2019)	<ul style="list-style-type: none"> - Personality traits (aggression traits) - Provocation - Defeat 	Individuals with high arousal are prone to exhibit aggressive behavior ($p = 0.001$).
20.	(Stefanile et al., 2021)	<ul style="list-style-type: none"> - Low self-esteem - Attitude towards violence - Emotion dysregulation (mediator) 	Self-esteem and attitude towards violence have a significant effect on aggressive behavior ($p < 0.001$).
21.	(Liu et al., 2022)	<ul style="list-style-type: none"> - Harsh parenting - Normative beliefs about aggression - Low self-efficacy and emotion regulation 	<ul style="list-style-type: none"> - Abusive parenting was positively correlated with children's aggressive behavior ($r = 0.37$; $p < 0.01$). - Children's normative beliefs about aggression were positively correlated with children's aggressive behavior ($r = 0.47$; $p < 0.01$).

			<ul style="list-style-type: none"> - Emotional self-efficacy in managing children is negatively correlated with children's aggressive behavior ($r = -0.31$; $p < 0.01$).
22.	(Salimi et al., 2019)	<ul style="list-style-type: none"> - Low individual self-efficacy - Perceived social norms - Observational learning - Outcome expectation - Situational perception - Parental knowledge - Parental attitudes - Teacher attitude - Teacher self-efficacy 	<ul style="list-style-type: none"> - Self-efficacy ($p < 0.001$), perceived social norms ($p = 0.011$), observational learning ($p < 0.001$), outcome expectation ($p = 0.027$), and situational perception ($p < 0.001$) have a significant relationship with aggressive behavior in students. - Parents' knowledge ($p = 0.005$), parents' attitudes ($p = 0.012$), teachers' attitudes ($p = 0.001$), and teachers' self-efficacy ($p = 0.021$) are significantly related to students' aggressive behavior.
23.	(Mayasari et al., 2020)	<ul style="list-style-type: none"> - Peer interaction - School discipline - Authoritarian parenting 	<ul style="list-style-type: none"> - Peer interaction and authoritarian parenting have a positive but insignificant effect on student aggressive behavior. - School discipline has a negative and significant effect on student aggressive behavior.
24.	(Ashraf et al., 2020)	<ul style="list-style-type: none"> - Authoritarian parenting - Permissive parenting - Religious commitment 	<ul style="list-style-type: none"> - Authoritarian parenting has a significant negative relationship with children's aggressive behavior. - Permissive parenting has a significant positive relationship with children's aggressive behavior. - Religious commitment has a significant negative relationship with children's aggressive behavior.

4. DISCUSSION

Based on the literature review that has been conducted, several main factors that contribute to aggression behavior from a psychological point of view were found. Each of these categories of factors has a significant role in influencing a person's tendency to behave aggressively. The results of this literature study reveal the complexity of the causes of aggression behavior. No single factor can fully explain why a person behaves aggressively, but rather the interaction of multiple contributing factors. Some of these factors include:

4.1 Low emotional regulation

The emotional management ability factor is one of the important aspects of understanding a person's aggressive behavior. Individuals who experience emotional instability tend to find it difficult to control their emotional reactions (Schmidt, 2022). This can lead to an increased risk of aggressive behavior, as uncontrolled emotions can trigger excessive aggressive responses (Hsieh & Chen, 2017).

Individuals who experience emotion dysregulation, which is difficulty regulating their emotions, have a higher risk of exhibiting aggressive behavior. The inability to manage emotions well can lead to uncontrollable aggressive responses (Gómez-Leal et al., 2022). Individuals who have a low ability to regulate their emotions are also prone to aggressive behavior (Robles-Haydar et al., 2021). Lack of control over negative emotions such as anger or frustration can cause the individual to react aggressively towards others (Gutiérrez-Cobo et al., 2023).

4.2 Lack of perspective-taking

Perspective-taking is a person's ability to see a situation from another person's point of view (Gómez-Leal et al., 2022). Perspective-taking is often related to a person's level of empathy. Individuals who have a high level of empathy tend to be better able to understand other people's feelings and points of view, thus reducing the likelihood of aggressive behavior (Lo Cricchio et al., 2022).

The ability to take the perspective of others is also part of important social skills. Individuals who have good social skills tend to be more able to communicate effectively and resolve conflicts regarding aggressiveness (De Lillo & Ferguson, 2023). Perspective-taking is also related to an individual's ability to resolve conflicts in a constructive way. By being able to see situations from other people's perspectives, individuals can find solutions that are satisfactory to all parties without the need to resort to aggression. In addition, the cognitive reappraisal process is also related to perspective-taking ability. Individuals who are able to reevaluate their thoughts and beliefs, as well as see situations from different perspectives, tend to be better able to avoid aggressive responses in conflict.

4.3 Impulsivity

Impulsivity is one of the factors that can influence a person's aggressive behavior. Impulsivity refers to a person's tendency to act without careful consideration or without thinking about the consequences of these actions (Carver & Johnson, 2018). Impulsive individuals tend to react spontaneously and without self-control in challenging situations. Individuals who have high levels of impulsivity tend to exhibit aggressive behavior. The tendency to act without consideration can cause the individual to respond aggressively in situations of conflict or frustration (Madole et al., 2020).

The ability to control impulsivity is very important in preventing aggressive behavior. Individuals who are able to control themselves and restrain themselves are better able to manage negative emotions and conflict without resorting to aggression. In addition, environmental factors can also affect a person's level of impulsivity. An environment filled with stress or conflict can increase an individual's impulsivity, which in turn can increase the risk of aggressive behavior (Gómez-Leal et al., 2022).

4.4 Childhood experiences

Childhood experiences involving trauma, physical, emotional, or sexual abuse can increase an individual's risk of exhibiting aggressive behavior later in life. Unaddressed trauma and abuse can lead to emotional and psychological disturbances that trigger aggressive responses as a survival mechanism or a way to cope with tension (Sharma & Marimuthu, 2014).

In addition, authoritarian, permissive, and inconsistent parenting can affect children's emotional and social development. Authoritarian parenting involving strict control and harsh punishment can lead to anger and dissatisfaction in children, which can then be expressed through aggressive behavior (Aroyewum et al., 2023; Mayasari et al., 2020; Ashraf et al., 2020). On the other hand, permissive parenting with a lack of boundaries and discipline can result in children's inability to regulate their emotions and behavior (Robles-Haydar et al., 2021; Ashraf et al., 2020). Experiences of neglect, rejection, or lack of attention from parents can lead to insecurity and emotional instability in children (Jia et al., 2016). Children who feel unloved or neglected tend to find other ways to express their emotions and needs, which, in some cases, can lead to aggressive behavior.

Children tend to imitate the behavior they see from adults around them, including aggressive behavior. If children are exposed to models of aggressive behavior, whether in the family, school, or media environment, they may mimic these patterns in response to conflict or frustration. Furthermore, low parental support and involvement in children's lives can also contribute to aggressive behavior (Heizomi et al., 2021). Lack of emotional support, lack of supervision, and lack of healthy communication within the family can increase a child's risk of exhibiting aggressive behavior in response to emotional instability and an unsupportive environment (Salimi et al., 2019).

4.5 Media and online gaming

The influence of media and online gaming on aggressive behavior is an important topic in the study of psychology and human behavior. Exposure to violent media content, whether in the form of movies, TV shows, or video games, can influence a person's perception and response to conflict and aggression (Sharma & Marimuthu, 2014). Research has shown that continued exposure to media depicting violence can increase one's aggression and anger and reduce sensitivity to violence (Jia et al., 2016).

In addition, playing video games that contain elements of violence and aggression can affect one's behavior, especially on the level of physical and verbal aggression (Prescott et al., 2018)(Yao et al., 2019)(Barrington & Ferguson, 2022). Video games that reinforce aggressive behavior or provide positive rewards for aggressive behavior may strengthen the association between violence and rewards, which in turn may increase the risk of aggressive behavior in real life (Yao et al., 2019).

Gaming addiction (Internet Gaming Disorder) may also be a risk factor for aggressive behavior. Individuals with online gaming disorders tend to spend excessive time in the virtual world. This can reduce social interaction in the real world and increase frustration and anger, which can ultimately be expressed through aggressive behavior (Deng et al., 2024). Media and online games can also serve as behavioral models for individuals, especially children and adolescents. If characters in media or online games exhibit aggressive behavior as a way to resolve conflicts or achieve goals, individuals who watch or play those games may mimic those patterns of behavior in real life (Wiyono et al., 2024).

Repeated exposure to violence in the media and online games can also lead to desensitization to violence (Miedzobrodzka et al., 2023). Individuals who are constantly exposed to violence are likely to become less sensitive to the negative impact of aggressive behavior, thus increasing their risk of exhibiting aggressive behavior in their daily lives.

5. CONCLUSION

The results of this study found that aggressive behavior has a complexity of causes that involve the interaction of various factors. This literature review highlights the importance of understanding the psychological factors that influence an individual's aggressive behavior. Although much research has been conducted in this area, the synthesis of the interactions between these factors is limited. Therefore, systematic literature research is needed to identify knowledge gaps and develop effective prevention and intervention programs to reduce aggression in society. Thus, a deeper understanding of the factors that cause aggressive behavior can help in designing appropriate strategies to address the problem of aggression in society.

Based on the research findings that identify the factors that cause aggression from a psychological perspective, it is recommended to increase public understanding and awareness of the importance of emotion regulation, empathy skills, and conflict resolution in reducing the tendency toward aggressive behavior. Mindfulness-based intervention programs and cognitive behavioral therapy can also be effective options for managing aggression in various populations. In addition, there is a need for cross-sectoral cooperation between the government, educational institutions, and the community in implementing evidence-based prevention and intervention programs to create a safe environment, support mental health, and reduce the risk of aggressive behavior in the community. Thus, joint efforts in understanding and addressing the factors that cause aggression can have a positive impact on creating a more harmonious and conducive environment for all individuals.

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