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**PHYSICAL AGGRESSION TOWARDS DIVERSITY: ANTECEDENTS,
BEHAVIOR AND CONSEQUENCES**

Sana Rehman¹, Um i Lela², Mohammad Latif³

¹Lecturer at GIFT University Gujranwala Pakistan.

**²Assistant Professor Head of department Humanities and social sciences at GIFT
University Gujranwala, Pakistan.**

**³Assistant Professor, In charge Department of Education, GC Women University Sialkot,
Punjab, Pakistan.**

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Abstract:

Physical aggression is a prevalent health concern that occurs in many forms throughout the world. Physical aggression can cause severe negative effects, bodily injuries and students experience significant rates of physical aggression. In Pakistan, only a few studies examine the adolescent's experiences of physical aggression. Studies that go beyond the prevalence are scarce, and the little is known about the triggers and consequences that surround these incidents. The current qualitative study used the A-B-C (antecedents-behaviour and consequence) framework to understand how incidents of physical aggression directed towards adolescents unfold. The sample included 1250 adolescents who completed the anonymous survey and described the event leading up to and following their experiences with physical aggression. Using conventional content analysis the common antecedents were retrieved, i.e. diversity in religion, race/ethnicity and socio-economic status and the common consequences police, family or legal involvement, antisocial behaviour, terroristic inclination, and psychological problems. Further analysis depicted eight common A-B-C patterns that have been highlighted and discussed. The utility of A-B-C- framework or adolescents directed violence is described along

with the practice, implication and policy. Exploring the content surrounding the incidents of physical aggression directed against adolescents provides useful information for violence prevention and intervention.

1- Introduction:

Physical aggression at school and community is a significant health concern of current time. The act of physical aggression comprised of throwing objects, pushing, hitting (by hand or with the use of a weapon) and shoving (Benbenishty & Astor, 2005). Physical aggression can have adverse and everlasting effects on adolescents in school and social community (Brennan & Baskin-Sommers, 2019). Physical aggression adversely affects the psychological, physical and mental health of adolescents. Pakistan considered a multicultural and multifaceted or polarized society due to its geopolitical positions. The plight of physical violence is high in the country as a multifaceted population live in this region (Batoool, 2013). The prevalence of violence in different cities of Pakistan depicts the true but alarming picture. Shaikh, Abio, Celedonia, & Wilson (2019) reported that in Pakistan, 20% adolescent had been involved in physical fighting, among which 78% were males. In other studies, the prevalence rate of physical violence in Rawalpindi among people (age range 16-45) found to be 77% (Farooq et al., 2010). In most of the cases, the adolescents are the perpetrators and the victim as well (Berezin et al., 2017). The physical aggression or violence among adolescent is alarming, but the studies go beyond prevalence are limited. In particular, knowledge is insufficient about the situation antecedents and consequences of physical aggression towards adolescents. Exploring antecedents and consequences of physical aggression would help in understanding why and how incidents of physical aggression occur among adolescents.

1.1- Antecedent's Behaviour Consequence Framework:

Previous researches have focused on the physical violence/aggression against adolescent in terms of types of physical aggression and perpetrators, resulting in terrorism inclination towards diverse groups and mental health issues (Fridh, Lindström, & Rosvall, 2014; Friberg et al., 2015; Klika, Herrenkohl, & Lee, 2013). Very few studies have been carried out to investigate the antecedents and consequences of physical aggression towards diversity (McMahon et al., 2013; Namiba, 2016). The diversity in terms of religion, race, ethnicity, sect and other socio-demographical characteristics leads to verbal or physical aggression (Leach, Berman, & Eubanks, 2008; Bogart et al., 2013; Conger et al., 2015).

Theories can enhance our understanding of physical aggression towards diversity by identifying what mechanism are interlinked with aggression (Shetgiri, Kataoka, Ponce, Flores, Chung, 2010). For example, theories of diversity illustrates that people manifest frustration and aggression towards those who belong to different entities (Berezin et al., 2017). Acceptance for diversity is crucial for eradicating physical aggression. Lack of acceptance may view as antecedents of aggression for the other person (Simons, Chen, Stewart, Brody, 2003). However, the interpretation of antecedents and consequences may differ according to the reporter and timing or sequence.

A-B-C model or functional behavioural analysis model combines the experimental or descriptive data to understand behaviour as a function of the environment (McMahon et al., 2019). The A-B-C framework provides immediate incidents (A) and Consequences (C) of a particular behaviour (B) and provides a clear picture to understand the physical aggression

against diversity. Intersectional perspective provides a clear but alarming picture of multiple social division leads to physical aggression or triggers or responses.

A-B-C model or functional behavioural analysis has been used in multiple setting for behaviour modification of school children of mainstreams and the child with disabilities as well (McMahon, 2019). Functional behavioural analysis has been used widely for controlling aggression among students of different grades. For example, teachers implement

behaviour modification techniques as antecedents' strategies such as modelling, explicit instructions, and common consequences include planned ignoring, redirecting and timeouts — traditional behaviour analysis comprised of meticulous documentation or observation of events as they unfold. In the current study, the traditional approach of functional behavioural analysis was modified to explain the events of diversity that lead to physical aggression experienced by adolescents. A similar approach was used to investigate the physical aggression towards teachers.

The current study extended the framework of A-B-C among adolescents using functional behavioural analysis for the identification of behaviour triggers and illustrating the A-B-C patterns of adolescent directed behaviour.

1.2- Investigating the rationale:

Physical aggression has been a serious problem in schools with substantive rates and adverse effect. Yet researches are very few to illustrate how the incidents of physical aggression towards diversity unfold (Leach, Berman, and Eubanks, 2008; Bogart et al., 2013; Conger et al., 2015). The current qualitative study investigates the contextual factors covering incidents of physical aggression among adolescents using the A-B-C framework to address the following questions. A) What type of physical aggression adolescent's experience? How do you define physical aggression? B) What are the reasons for physical aggression? C) What incidents and consequences are involved in physical aggression towards adolescents? D) What are the common A-B-C- patterns illicit physical aggression-directed behaviour towards adolescents? Understanding physical aggression perpetrators, antecedents, consequences and patterns considering the demographical differences may inform violence prevention and intervention strategies.

2- Material and Methods:

Participants are a subset of students from the FG higher secondary schools of Rawalpindi, Pakistan. Around 1250 students were responded to open-ended questionnaires regarding their experiences for being discriminated. Around (45%) females and (55%) males with an average age of 12-17 years responded about their upsetting incidents of physical aggression.

2.1- Measures;

An indigenous questionnaire was developed to investigate the targeted phenomenon. The study used the data from four open-ended prompts A) what type of physical aggression adolescents experience? How do you define physical aggression? B) What are the reasons for physical aggression? C) What incidents and consequences are involved in physical aggression towards adolescents? D) What are the common A-B-C- patterns illicit physical aggression-directed behaviour towards adolescents?

2.2- Coding and Analysis:

For coding of the data, the inductive approach and the conventional content analysis was used to make the relevant themes (Creswell, 2013; Hsieh & Shannon, 2005). The qualitative approach was selected to make relevant themes for antecedents and consequences of diversity.

2.2.1- Coding and Reliability:

The researchers used QSR NVIVO 10 for creating codes from the open-ended data. Initially, the researcher read all the raw data of open-ended surveys to get familiarity with the retrieved information. The researchers used the iterative coding process to develop a hierarchal coding structure across coders using participant's responses (Miles and Huberman, 1994). This way, a codebook of common themes was developed. Conesus based decision was taken to organize and finalize the hierarchal codes and sub-codes. Secondly, the code's definitions,

inclusion and exclusion criteria were defined. Thirdly the inter-reliability was measured and found to be (.079) for every question through pilot testing on 10% participants of the total sample.

2.2.2- Data Analysis:

Data analysis was carried out on all six responses for a 10% population who described physical aggression for diversity with antecedents and consequences. Physical aggression was defined in the codebook as a type of aggression in which people intentionally harm other people in the form of injury, property loss and kicking. Using a functional behavioural analysis, codes were developed in a systematical way to define a) type of physical aggression b) causes for physical aggression c) events that occur prior and after physical aggression. The logistic regression analysis was carried out to assess the student's experience of physical aggression antecedents, consequences and behaviour.

3- Results:

The first research question regarding the type of physical aggression student's experience was bodily contact (70%) and hitting non-living objects (30%). Bodily contact comprised of hitting, kicking, pushing and biting. Nonliving object-oriented aggression comprised of throwing things, use of a weapon and breaking things. Types of aggression did not vary in gender, race and ethnicity. Logistic regressions analysis revealed that government school students experience more physical aggression than the students of private schools. [Odd Ration .36] and [CL 124-127]. The second question why people manifest physical aggression responses depicted that diversity in gender, race, religion, ethnicity, beauty standards, socio-economic status and academic achievements.

3.1- Antecedents and Consequences:

The third item of the study comprised of antecedents and consequences of physical aggression towards adolescents. The most frequently reported antecedents of physical aggression is different kinds of diversity a) Religion b) ethnicity/race c) socio-economic status and d) sect. These antecedents have been defined as diversity in Religion that provokes physical aggression as disrespect some's belief. The races/ethnicity also evokes physical aggression, and in Pakistan, Punjabi, Baluchi, Sindhi, and Kashmiri are the most common races. The diversity in ritual, customs and living standards among adolescents frequently leads to physical aggression. Socio-

economic status depicts the class difference in which the people with or not get social equality and justice and often found to be a victim of physical aggression. The sect is another important antecedent of physical aggression as it evokes socio-cognitive conflicts. Remaining antecedents include gender, class, language, disability, and physical appearance. Further logistic regression analysis revealed that male adolescents experience more socio-economic, religious and sect oriented diversity. Antecedents do not vary in school and age level.

The consequences of physical aggression were also identified. The most common consequences were antisocial behaviour, including property destruction, arguing, and blaming others. Another consequence of aggression is isolation. The second common consequence was terroristic inclination. A few students reported the consequence of social isolation as a result of physical aggression. The consequence of physical aggression was also police or legal involvements. Family involvement was also found to be a consequence of physical aggression. The mocking and defaming reported being a consequence of physical aggression. Only 2% of adolescents also reported no consequences in response to physical aggression (inaction).

3.2- A-B-C Patterns:

The fourth item of the study was to address the several antecedents-behavioural and consequence patterns of physical aggression that emerge from the analysis. For example, antecedents such as heated agreement on religion often lead to several consequences, i.e. antisocial behaviour among adolescents. Furthermore, disparities in race and ethnicity lead to the consequences of terrorist inclination and the feeling of hatred. The A-B-C pattern is described below.

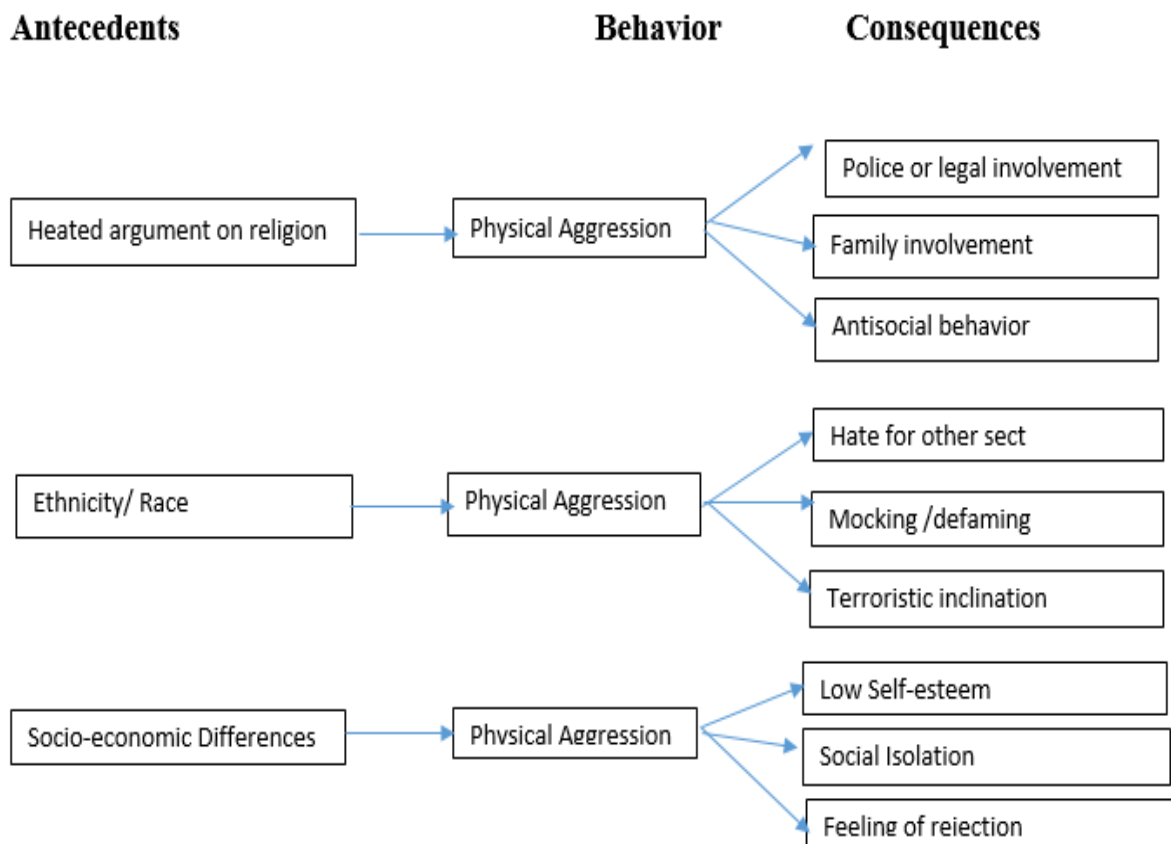


Figure 1: Patterns and Consequences of Physical Aggression

3.2.1- Heated Arguments on Religion (A) Physical aggression (B)

The heated argument on religion among adolescents often leads to physical aggression. Adolescents of different religion possess diverse belief often pass remarks on others religion, which cause physical fights. It was also reported by the students that even the people with the same religion often experience obnoxious physical aggression due to believing in different religious scholars. These incidents often result in police or legal involvement, family involvement and antisocial behaviour.

3.2.2- Heated Argument on Religion (A) physical aggression (B) Police or Legal Involvement (C)

Heated arguments on religion often cause physical aggression and result in legal or police involvement. The police frequently involve in the matter to stop physical aggression. (A 17 years old students stated that)

‘‘Once I had a heated argument on religion with my fellow. He was a Christian and reported that Muslims are terrorists and how they have ruined people in western countries. According to him, Muslims spread terror in the name of religion. I raised my point in return and shared my thoughts on Christianity and claimed they would not be sent to heaven. The fight turned uglier, and the matter was reported to the police, but the charge was not filed

against anyone. The incident took place in the public place, and we both were threatened by the police and left out. In my opinion, the sinner guy should be sent to jail in charge of disrespecting Islam”.

3.2.3- Heated arguments on religion (A) physical aggression (B) Antisocial Behavior (C)

These heated arguments often lead to antisocial behaviour such as property loss and harming others etc. According to the participant, the incidents of blasphemy and misconception or misleading information frequently provoke them to shoot the committers. The incidents of burning the Holy Quran was also very challenging for them to bear. They wanted to punish and destroy that person to threaten the sinner. Furthermore, the people who do not spend their lives according to the injunction of Islam also deserve punishments. Different religious scholar translates the verses of the Holy Quran in different ways, which also raises the inter-group conflicts.

3.2.4- The heated Argument on Religion (A) Physical aggression (B) Family involvement (C)

Sometimes the heated argument among adolescents brings about family involvement. The families also interrupt to stop the fight, but it was also observed that family involvement increases physical aggression. The families prolong the fight for defaming their religion.

3.2.5- Myths regarding Ethnic/Race Disparity (A) Physical aggression (B)

In Pakistan, Punjabi, Baluchi, Sindhi and pathani are the predominant races. Many myths are associated with all four races and adolescents frequently found to disrespect each other. Disrespect for other races or ethnicity leads to physical aggression.

3.2.6- Myths regarding Ethnic/Race disparity (A) Physical aggression (B) Hate for another sect (C)

When a Punjabi boy was asked to describe all the races in one line. He stated that

“Punjabi are sincere people, while Pathans are a fool. According to him, Sindhi people are disloyal”.

The description depicted his belief and disrespect for other religions and the Pathan student took that statement offensively and passed negative remarks on Punjabi people. Then they started showing hate for the opposite sect. The student learns the myths against other ethnicity and races at home, school and playgrounds. Expressing such a myth not merely increase the chances of a physical fight but also develops a feeling of hate.

3.2.7- Myths regarding Ethnic/Race disparity (A) Physical aggression (B) Mocking/defaming

During the study, it was also observed that adolescents were also reacted in a sarcastic or humorous way. For defining another sect they were telling hilarious jokes to degrade other sects. One student stated that

“Pathan is the fooliest people as they purchase things in 1000 RS and sell in 2000. They even do not understand the bargains and profit loss principles.”

3.2.8- Myths regarding Ethnic/Race disparity (A) Physical aggression (B) Terroristic Inclination (C)

Ethnic and racial disparity leads to physical aggression and, as a result, emerges terroristic inclination among adolescents. The student found to project their negative belief in the form of hate and mocking and suggested that such foolish people should be killed.

3.2.9- Socio-economic difference (A) Physical Aggression (B)

Equality in social facilities, social rights and economic prosperity is the right of every person. In contrast, the misbalance between all these advantages emerge due to socio-economic difference. The socio-economic difference leads to physical and aggression.

3.2.10- Socio-economic difference (A) Physical Aggression (B) Low self-esteem (C)

The injustice due to socio-economic differences is crucial in developing physical aggression that further results in low self-esteem among adolescents.

3.2.11- Socio-economic difference (A) Physical Aggression (B) Social Isolation (C)

Social isolation is evident among adolescents belongs to low socioeconomic status. A student (16 years old reported following)

“Once I had a fight with my fellow belongs to high socio-economic status. The fighter started with the tidy uniform I was wearing. He passed remarks on my mother that she does not take care of my clothes. I replied back and criticized him in return. Then the physical fight was raised. I found no teacher support as he was rich. His parents used to visit school off and on. This incident was very lamenting for me. I asked my mother to buy new clothes for me, but again I did not have that. Now I prefer not to join other classmates in recess time. I found peace in isolation as no-one can make fun of me”.

The situation shows an alarming picture of the school setting and how diversity in socio-economic status is affecting the mental health of the students.

3.2.12- Socio-economic difference (A) Physical Aggression (B) Property loss

The property loss and was found to be another consequence of physical aggression. The adolescent of both socio-economic classes reported property loss as a result of physical aggression. (Student of Government school reported)

“Once I did not have enough money to eat during recess. My friend used to share food with me. Once someone stole their money as I was the poorer guy, therefore I was being suspected. I was not a thief et al., but now I all destroy their things”.

3.2.11-Socio-economic difference (A) physical aggression (B) inaction (C)

A number of students reported no consequences in response to physical aggression. According to students many times, the guys with high socio-economic status bully us, but when we file complaints against them to family or school authorities, No-one takes action, and they just let go of the situation. The students displayed their lamenting behaviour of teachers as well as parents.

4- Discussion:

The present study provided important information regarding antecedents, behaviour and consequences of physical aggression towards diversity among adolescents. A number of studies are available in literature depicted the prevalence rate of physical aggression among adolescents (Sharma &Marimuthu, 2014: Shaikh, Abio, Celedonia, Wilson, 2019: Farooq et al., 2010). The current study intended to investigate the triggering factors along with consequences using functional behavioural analysis approach to understand the relationship between diversity and physical aggression among adolescents. The A-B-C framework offer insight to better understand physical aggression in the community, developing a method to reduce aggression and intervene effectively when it is likely to occur.

Our sample comprised of an adolescent who experienced a wide range of physical aggression including aggressive posturing, bodily contact and use of weapons etc. Adolescents were a victim as well as the perpetrator of physical aggression in the current study and family members were occasionally perpetrators, literature depicts the same patterns (Sharma &Marimuthu, 2014). Early adolescence age was found to be more vulnerable to physical aggression over diversity issues compare to late adolescents. The adolescent's age is crucial for behavioural, emotional, physical and psychological development, and one may experience different kinds of arousal in aggression. Very few studies have investigated how physical aggression vary across time, and the current study takes an initial step in exploring developmental differences.

Common antecedents of physical aggression were heated arguments on religion and diversity in race/ethnic composition and socioeconomic status. The consequences of the antecedents were reported as police, legal or family involvement, antisocial behaviour, social isolation, low self-esteem, terroristic inclination, and feeling of rejection and mocking/defaming opposite group. The antecedes, behavior and consequences of physical aggression towards adolescent found variability and add to limited literature in this area.

4.1- Physical aggression A-B-C pattern:

Adolescent's reaction indicated common A-B-C patterns regarding incidents of aggression. Identification of A-B-C pattern of aggression helps the school teachers, parents and community stakeholders to prevent the incidents of aggression and learn when and how to interfere. The heated argument on religion often leads to adolescent-directed physical aggression. The consequences of such heated arguments result in the police, legal or family involvement, antisocial behaviour, hate, mocking, terroristic inclination, low self-esteem, low self-esteem, social isolation and feeling of rejection. Adolescents provided varied response son intervention in physical aggression or putting favourable opinion towards religion, ethnicity or race. The involvement of adolescents in such conversation led to many upsetting incidents. The adolescent should take safety precautions putting their points regarding religion (Leach, Berman, and Eubanks, 2008).

Police or legal involvement was one of the most common consequence in the proposed A-B-C pattern. The heated argument on religion hurt the adolescent firm belief. As a result, they get involved in physical fights at school or community. Police, Legal or family involvement in intervening physical violence among adolescents often create an obnoxious climate for the future. It leads to antisocial behaviour, and adolescents try to find a possible chance to harm the opposite group. The ethnic or racial disparity found to be another antecedent of physical aggression among adolescents. As in Pakistan, four races are very common, i.e. Punjab, Sindhi, Baluchi and Pathan. The disparity in racial composition and discrimination results in

mocking/defaming, other groups. Also again it leads to terroristic inclination. The police or legal involvement is crucial in aggression prevention but adversely effect on adolescents. Therefore the aggression prevention strategies should primarily focus on developing tolerance, building relationships, self-regulation, decision making skill and acceptance for diversity (Simmons, Wittig, & Grant, 2010).

Involvement of family member was another consequence of aggression resulting from a heated argument on religion. This include adolescent involves their family, peers and relatives to support their religion and handling aggression aftermath of the incidents. Literature suggested that adolescent often seek help from after the incidents of violence. Adolescents who witnessed such incidents also reported their experiences for similar situation and consequences.

Adolescents reported that police also involve in breaking up aggression, indicating the severity of incidents. If the physical fight took place on public pace, so the eye-witnessed community representer, elderly people or relatives contact police to stop physical violence. Hence, the excessive involvement of police develops a feeling for antisocial behaviour. Adolescents prefer to harm another opposite group in the covert way (such as property loss or stealing etc. sometimes, such incidents of aggression also take play in a school setting. The school teacher, administrative staff and guard may assist in stopping physical aggression, many schools have developed policies to prevent physical aggression but a number of school at district level lack effective policies to prevent physical aggression. In every school, the school administrators should develop specific and structures and protocols to contact police in case of immediate physical threat.

The current study also illustrated how racial/ethnic disparity leads to physical aggression. The differences in tradition, customs, rituals and living standards are associated with obnoxious consequences. The acceptance and respect for diversity creates a better environmental atmosphere and lowers the rates for adolescent's aggression. Therefore it is important for teachers, parents to promote tolerance and acceptance among adolescents for diversity (Kritsotakis et al., 2014; Verkuyten, Yogeewaran, & Adelman, 2019). The current study suggested the three common outcomes, i.e., hate, mocking/defaming and terroristic inclination. Adolescents often feel frustrated when they view other people are celebrating different custom, tradition, rituals. Furthermore, the diversity in a physical structure such as colour, shape size and weight also develop a negative feeling and as they express negativity that results in physical aggression. Such unacceptable behaviour considered antecedents of physical aggression and result in hate for other racial and ethnic composition. Furthermore, adolescent pass mean remarks to defame opposite group. The mocking was found to be very prevalent among adolescents according to adolescent's responses; terroristic inclination was found to be high.

Another pattern of A-B-C revealed that socio-economic difference is another antecedent of physical aggression. The adolescents with high socioeconomic status manifest lack of acceptance for the poor people. For a minor mistake, people with low socioeconomic status have to face obnoxious consequences. They cannot ask for justice both in the community as well as the school setting. They experience injustice by school teachers and community stakeholders. These incidents show the lack of acceptance for diversity (people with low socioeconomic status). Diversity in socioeconomic status allows adolescents to manifest physical aggression towards feeble people without any fear. Literature supported the findings of the current study. These incidents of physical aggression due to diversity leads to low self-esteem, social isolation

and feeling of rejection among people with low-socio-economic status. Sometimes such incidents develop antisocial behaviour or terrorististic inclination among adolescents.

Although many incidents of physical aggression result in negative consequences. A few studies cited the favourable argument for their religion, sect and ethnicity helped in promoting acceptance for diversity. The literature suggested multiple ways to promote acceptance for diversity and the most effective is a lesson plan. Through curriculum design, acceptance for diversity can be promoted, and the incidents of violence can be reduced.

4.2- Limitation:

The findings of the study are consistent with the context of several limitations. The A-B-C pattern of adolescent's descriptions highlighted the robust nature of the proposed pattern. Although the results may vary in particularly detailed questions about A and C had been posed. In addition, the cross-section self-reported data was used instead of observation. Therefore the timing, duration and additional information in the sequence of antecedents and consequences were lacking. Furthermore, in many cases, adolescent's behaviour that has viewed as an antecedent (Heated argument on religion) of aggression could be a consequence. The researcher assessed the temporal order of incidents through qualitative data, but the participants have not described the full sequence of A-B-C of aggressive behaviour.

The longitudinal and observational data may provide the bidirectional influence and temporal order of incidents. The sample was limited to the experiences of adolescents of Rawalpindi Pakistan. Therefore the findings do not provide the true picture of physical aggression A-B-C model in Pakistan or globally. Finally, the physical aggression among adolescents may influence by other contextual factors (i.e. diversity in the sect, language and academic achievement). Future studies should include all the predictors of violence at the community as well as at school level. Regardless of study limitation, these adolescents demonstrated the significance of pattern and illustrated the implication for practice, research and policy.

4.3- Implications:

4.3.1- Research:

This is one of the first studies to apply the A-B-C pattern to adolescent-directed aggression in Pakistan. Future researchers may take these pattern and nuances between consequences and antecedents within the large, diverse sample in Pakistan or even in western countries. Behavioural observation and survey research design has been carried out across time, but still, in-depth interviews are needed. Traditional functional analysis is also useful to investigate the antecedents and consequence of physical aggression. The current study used the modified pattern of A-B-C framework, including how the consequences in A-B-C pattern became the antecedents in new incidents. The police or legal involvement and antisocial behaviour were common consequences in the current study A-B-C pattern. Although police or legal involvement neither improve adolescents behaviour to avoid physical aggression nor reduced terrorististic or antisocial behaviour. Therefore it is imperative to reduced heated argument on religion for improving better behavioural pattern. Lunenburg (2010) suggested effective techniques to enforce and create better policies, procedures, rules and norms to build acceptance for diversity in culture. Through the curriculum design of social and Islamic studies, equality, acceptance, and justice can be promoted. Lastly, future studies investigating adolescents-directed violence by warranted to understand the critical period of youth better contribute to such issues.

4.3.2- Practice:

The practical implications of the current study can be implemented in a school setting following the A-B-C patterns to determine what actions are crucial in reducing incidents of violence. The study data indicated that favourable actions and words for one's religion, race/ethnicity is an obligation of adolescents frequently resulted in their own victimization of physical aggression. However, adolescents cannot be accused of causing such incidents of physical fights. The study findings highlight the need for promoting tolerance to accept the diversity in religion/race/ethnicity. The acceptance and tolerance for diversity can be promoted through curriculum design and lesson plan. Hurting someone belief religion or class is unacceptable and cause violence disrespect ad other social evil. Literature is enriched with the evidence-based study proposed the effective techniques to promote acceptance for diversity (Kritsotakis et al., 2014: Verkuyten, Yogeewaran, & Adelman, 2019). Furthermore, a collaboration of teachers, parents and school stakeholders can bring positive outcomes (APA Zero Tolerance Task Force, 2008). Discussion of aggression prevention among adolescents emphasis the acceptance for diversity and prevention of aggression. Bullying prevention, improving adolescent's engagement, and threat assessment oriented strategies may assist in aggression prevention.

4.2.4- Policy;

The findings of the current study have implications for national policy. The APA task force zero tolerance has called for the establishment of an anonymous national register reported for violence or aggression to better understand the nature and level of issue. Such as hurting someone religious belief etc. systematic assessment of the incident of physical aggression may elaborate on the temporal order of A-B-C to make a management plan for reducing violence.

4.2.5- Conclusion:

Adolescent-directive violence against diversity is a significant yet alarming global issue requiring our attention. Assessment of antecedents, consequences and 4949behavior of physical aggression towards adolescents helped in enhancing our understanding of the pattern, context and perpetrators of related to incidents of physical aggression and gives voice to the adolescents experiencing violence. Findings of the current study underscore the need for replication efforts and the need for new directions.

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