AN EDUCATOR'S GUIDE FOR MANAGEMENT OF AGGRESSIVE BEHAVIOURS AMONG CHILDREN AND YOUTHS

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DEDICATION

This work is dedicated to Fr. Michael Chilokoa, OP; Fr. Emmanuel Ohayi, OP; and Esther Obi. Thank you for your patience with the young.

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INTRODUCTION

It is obvious that human beings behave differently. While some behaves as gentle which speaks good about them and their families, others tend to be aggressive even when the situation does not warrant such behaviour thereby creating tensions within the environment. I remember an incident between two students (Tom and Janet) years ago; in a class I taught. Tom would seldom talk, and he always appeared gentle. On the other hand, Janet was the out-going type who was fond of playing with boys. So, on this faithful day, an argument ensued between Tom and Janet, and in the course of the argument, Janet said to Tom "If you know your parents gave birth to you, slap me." Tom ended up giving her several slaps that led to her being hospitalized. When I asked Tom why he reacted that way, he simply said to me "Sir, I had to prove to her that my parents gave birth to me." And he meant every word, and was never remorseful about the act. The point is, although Tom seemed calm, he actually was one of the most aggressive individuals in his class.

Aggressive behaviour can be regarded as any action or reaction by an individual which can be destructive or result to fighting, pains or threaten the peace of the others in the environment. Scholars like Zirpoly (2018) described aggressive behaviour as any form of conduct or actions by an individual, which is intended to cause pain, suffering and damage to another person. Aggressive behaviours are common occurrences in schools, especially among secondary school adolescents. Aggressive behaviour encompasses variety of behaviours ranging from verbal aggressive conducts such as false accusation, arguing, to physical fighting and destruction of properties which could happen anywhere including the school environment.

Aggressive behaviour which results to physical fight in classes and during school clubs are not uncommon among students in secondary schools. It has been observed by a good number of educators that aggressive behaviours have become rampant and are preventing the smooth running of school activities. Some magazines and mass media reports have shown that the incidence of past and present rioting in secondary schools is caused by aggressive behaviour of students. In fact, in the school environment, the issue of aggression or exhibition of aggressive behaviour among secondary school students tends to have become an issue of concern among teachers and parents in particular because if left unchecked it will hamper the students' school attendance, and also not allow them to be of good morals.

This book is meant to assist educators, which include formal and non-formal educators of children and youth on how to manage and help children and youths manifesting various aggressive behaviours. Formal educators would include those working strictly in the academia (teachers, lecturers, Counselors etc.). While non-formal educators comprise of all those who in one way or the other, give value to children and youths (Parents, Priests, Pastors, Guardians, Sunday School teachers, Child-care givers etc.). This book is for you.

CHAPTER ONE

GENERAL FACTORS RESPONSIBLE FOR AGGRESSIVE BEHAVIOURS

There are two basic schools of thought concerning the factors responsible for aggressive behaviours: those who opine that internal factors such as biological factors (internal stimuli) cause aggressive behaviour; and scholars who posit external factors such as genetics, stimulus and situational factors, stress, drug use, molecular biology as causes of aggressive behaviour among children and youths. Let us take a look at the general outlook of these factors.

A. Genetic Factors

Shekarey & Rostami (2018), notes that those with first degrees relative who have aggressive behaviour problems are more likely to develop them than those without a similar family history.

B. The Brain Behaviour

Aggressive behaviour can occur when anger inciting experiences are encountered the frontal lobes process this information.

C. Modeling

When children grow up in a home where aggression is a common expression of distress or impulsive reaction to misinterpretation, imagined slights or exaggeration of real circumstance they mimic this behavior pattern until it is internalized.

D. Life Threatening Situation:

This refers to sudden behaviour changes which bring about symptoms that could result to hypoglycemia, acute delirium, mania, meningitis, stroke, alcohol or drug overdose or withdrawal or traumatic brain injury.

E. Frustration

This is the blocking of goal-directed behaviour. Frustration creates a motive for aggression. Fear, punishment or disapproval may cause the aggressive behavior to be displaced against some other target, or oneself.

F. Anger:

An emotional readiness to take an action which could be destructive. Things that can make one to be angry or aggressive include pain, heal, crowding.

G. Biological Factors

i.   Pain, illness (including infections) or physical discomfort (including being constipated or thirsty, or from sitting for too long).
ii. Side effects and/or taking too many medications.
iii. The environment may not meet their needs or may be over-stimulating. It could be too hot or too cold, noisy or too bright.
iv. Poor eyesight or hearing can lead to misunderstandings and misperceptions.
v.   Hallucinations (where people see things that aren't there) and/or delusions (where people believe things that aren't true) can be confusing and frightening, leading the person with dementia to respond to them in an aggressive way.
vi. Loss of inhibitions or decreased awareness of behaviours that are appropriate.

H. Social Factors

i.   Lack of social contact and loneliness.
ii. Boredom, inactivity and sensory deprivation.
iii. Different carers coming in with a different approach or changing the established routine.
iv. Not liking or trusting a particular carer.
v.   Trying to hide their condition from others.

I. Psychological Factors

i.   Misperceptions, memory difficulties or problems of processing information, especially for persons with dementia.
ii. Frustration from not being able to complete a given task.
iii. Depression or other mental health problems.

iv. Stress.

v. Strange or unfamiliar environment.

vi. Difficulty in understanding and interpreting the world around one.

CHAPTER TWO
THE FOUR BASIC FACTORS FOR CHILD/TEENAGE AGGRESSIVE BEHAVIOUR

As educators, we would experience more of social factors as it concerns aggressive behaviour in children and teenagers. There are four basic aspects of these social factors that we shall consider in this book: peer pressure; family structure; media violence; and school environment.

Peer Pressure

This is the force, influence or control which individuals who are of the same age or play mate exert on each other. Peer pressure influences what the adolescent values, knows, wears, eats and learns, and that adolescents display aggressive behaviour in groups, not individually. Young people witness a growing dependence on friends and lesser dependence on parents. It is due to this greater dependence on friends that many students become delinquents. A peer group consists of individuals within ages that are close and the school serves as a primary setting for the membership of peer groups. Peer groups provide a sense of security and they help adolescents to build a sense of identity by not allowing teenagers to be themselves. Peer groups persuade individual members to adopt group values, beliefs, goals and to participate in the same activities. Peer groups directly challenge individual members to comply with existing norms. Hence, members are inclined to take risks. Peer group members believed that risky behaviour increase their standing in the eyes of their peers and assured their acceptance in the group.

Toluhi (2017) points out that peer pressure has a great influence on the child's socialization and this can be negative or positive. The fear of rejection by friends compels many students to engage in the activities that are sanctioned by their group even if they do not approve of such activities. Students are more likely to give in to peer pressure and manifest unacceptable behaviour that may have a negative impact on themselves or on others. As noted by Johnson (2015), peer pressure influences what the adolescent values, knows, wears, eats and learns. With peer pressure, students may take drugs, alcohol, tobacco and weapons, bully other students who are not part of the group or who do not fit the group, and involved in illegal gang activities. They also often break the school rules to

show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in antisocial behaviour.

Chauhan (2020) found that the peer group has significant influence on the teenager's social development because it sets 'rituals" for acceptable behavior. Adolescents are likely to do the same as their closest friends and will emulate the behavior or the dress of their idols through observation and imitation. Steinberg and Chung (2016) in their study found out that there was a link between peer group and aggressive behavior. They established that children begin to depend on their peers for acceptance rather than their parents during adolescence. In addition, peer pressure becomes harder to resist at this stage that the opinions of peers often matter more than those of parents.

Family Structure

The family structure is also important in shaping an individual's behaviour. Family structure concerns with the condition or situation of a family which has to do with whether the parents are living together (intact family) or not (broken or separated family). Adechibu (2020) noted that students from broken homes where there is no leisure, or where the students are brought up by a step or foster parents, or where the parents fail to satisfy the adolescent needs, tend to be more aggressive in the school environment than students without such experiences. This shows that disharmony in the home could influence aggressive acts of students in schools. It has also been observed that the structure of the family and the relationship between its members (intact and broken homes) have positive or negative impact on the sexual life of their children, and that the children living in the shadows of a divorced home are often bewildered by the comings and goings and by the mere fact that essential relationships and emotions are not promoted or are broken off and lead to deviant behaviour.

The structure of the family and the relationship between its members (intact and broken homes) could have positive or negative impact on the sexual life of the children (Landies, 2014). This is because socially accepted human behaviour is not inherently innate at birth, but learned through early childhood socializing process. Ary (2014) also notes that family management practices such as martial breakdown, different caretakers, harsh and inconsistent discipline, or multiple mothering in early childhood are important factors in developing aggressive and antisocial behaviour in secondary school going adolescents. Johnson (2015) observes that divorce causes children to

concentrate their attention on the remaining parent. If this attention is not reciprocated the child feels rebuffed and unwanted.

Parents who are usually pre-occupied with the grief of divorce, especially if he or she did not initiate it may not notice the problem and this may further compound the issue. The child may be forced to look outward and may fall into the wrong hands, and develop a deviant attitude towards people, events and norms. The child in a divorced family unit may turn to drugs and unpleasant behaviours such as premarital sex as a means to cope with low self-esteem, personal stress, and external locus of control and feelings of disillusion. Gidlens (2017) observes that children from an exceptionally caring family, and especially a monogamous family, are likely to be well taken care of by their parents more than children from divorced or patchwork families. He also noticed that only children from monogamous families receive care from both parents (fathers and mothers) as such are hardly misled into antisocial activities such as drug abuse, premarital sex. Douglas (2014) asserts that children from divorced families especially, those living with female parents tend to be involved heavily in premarital sex. The reason he suggested is that mothers tend to be more liberal than fathers thus allowing much more freedom and autonomy. Children, who are aware that their movements and activities are not being monitored, appear to engage in anti-social behaviours such as alcoholic and drug abuse more frequently than those who are monitored.

Media Violence

Media violence is regarded as all forms of abuse and quarrelling which actors and actresses showcase in order to convey a message using print and non-print media. There are different media like social media (Facebook, Twitter, Instagram, Whatsapp etc.), Radio, Television, Computer network and so on. In this digital age, secondary school students are well exposed to different forms of media with its positive and negative impacts on their behaviour. Free applications in android phones do not only display educative films, but also shows all kinds of violent films. This is because young people are more susceptible to the harmful effect of exposure to violence because of the developmental stage of their brains. Heusmann and Taylor (2018) asserts that fictional television and film, violence do contribute to both a short term and a long-term increase in aggression and violence in young viewers, particularly, in the form of imitative suicides and acts of aggression.

Nowadays, children are exposed to different agent of socialization, one of which is the media especially in the urban areas. The main source of information is through the media which tend to

influence one's behaviour either for good or bad depending on the perception of the society. Today media is our best companion with its advantages and disadvantages. There are different media platforms like social media, such as Facebook, Twitter, Instagram, etc. and Radio, Television, Videos, Movies, Video game, Computer network and so on. Besides numerous advantages media has several disadvantages. Media violence is one of the most serious issues in everyday life. Media Violence is the kind of an extreme form of aggression that is produced due to constant exposure to aggressive and violent behavior in mass media, resulting in human suffering, lost lives, and economic hardship to our society as well as an atmosphere of anxiety, fear, and mistrust.

The American Academy of Family Physicians (AAFP, 2013) noted that the three major attitudes learned by watching media violence are aggression, desensitization and victimization. There is consistent evidence that violent imagery in TV, film and video, and computer games have substantial short-term effects on arousal, thoughts and emotions, increasing the likelihood of aggressive or fearful behaviour in younger children. Violence in the media contributes to the development of aggressive behaviour has been supported by meta-analysis. Various Scholars asserts that fictional television and violence film do contribute to both a short term and a long-term increase in aggression and violence in young viewers, particularly, in the form of imitative suicides and acts of aggression. The further revealed that the relationship between media violence and aggression, and real-world violence and aggression is moderated by the nature of the media content and characteristics of the social influences on the individual exposed to that content. Such characteristic includes the age, gender, and intelligence of viewers.

Several psychological and physiological processes underline media-violence effects on aggressive attitudes, beliefs, behaviours and emotions. Furthermore, research evidence shows that even older adolescents and young adults are adversely affected by the consumption of media violence. This demonstrates that the ability to discriminate between fantasy and reality does not inoculate one from the effects of media violence. Scholars found increasing rate of aggression for both boys and girls who watched more television violence even when controlling for initial aggressiveness and many other background factors.

School Environment

This is seen as the place where students spend quality time learning and interacting with others could have a role to play when it comes to behaviour of students. This is because a healthy or conducive school environment is bound to shape the behaviour of learners towards positively, while unhealthy or unconducive school environment might produce students that will be problematic in the society. Positive school environment has positive impact on the formation of students' attitudes and behaviour in many key areas like making decisions, equality and justice, caring, sensitivity, and discipline of a student.

Some studies show that overcrowded classroom, too much harsh discipline measures, student alienation, the feeling of disempowerment from the principal to deal with indiscipline lack of effective leadership from the principal; inadequate supervision, absence of the teaching of social, creative, communication and interpersonal skills, lack of student voice and choice in their learning, the feeling of rejection by students; lack of care from friends, educators and the principal, lack of extracurricular activities and sport activities, the banning or controversial use of corporal punishment, and absence of academic support for students with academic and behaviour problems leads to aggressive behaviour among students.

A healthy environment creates a perfect individual while a less healthy environment will produce problematic society. Positive social environment has been linked to enhancing students' behavior, academic achievement, and motivation. The school environment is the place where adolescents spend most of their daily time, interacting and socializing with others. It is the natural social setting for them. As observed by Ahmad (2016), the following school features encourages students to misbehave: overcrowded classroom; too much harsh discipline measures; student alienation; the feeling of disempowerment from the principal to deal with indiscipline; lack of effective leadership from the principal; inadequate supervision; absence of the teaching of social, creative, communication and interpersonal skills; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems.

Lunenburg and Ornstein cited in Williams (2014) observed that whenever Board of Governors of schools sit to discuss a school plant, facilities will not be left out. UNESCO cited in Williams (2014) noted that the effective control of the flow of materials and the development of procedures for the management of educational materials and equipment is a necessity in all countries, hence there is need for maintenance, training on use and evaluation of these materials and equipment to ensure safe and effective building and moderation of the students' behaviour.

CHAPTER THREE

AGGRESSIVE BEHAVIOUR MANAGEMENT TECHNIQUES

Before we outline various techniques or therapies for managing aggressive behaviour in children and youths, it is pertinent that an educator must take note of the following: you cannot afford to curtail aggressive behaviour with aggressive techniques. However, the basic approach in managing aggressive behaviour is therapy. Therapy can come in different ways, professionally or non-professionally. Here are some techniques or therapies that can help:

COGNITIVE BEHAVIORAL THERAPY (CBT)

CBT is a kind of therapy that has its emphasis on cognitive restructuring, exposure therapy and mindfulness. Through cognitive restructuring, negative thoughts in the aggressive child will be identified and challenged. Also, with the aid of exposure therapy, the aggressive child will be made to confront unpleasant situations, while ensuring the child is of a controlled behaviour. Meanwhile the idea of mindfulness is that the educator would help the aggressive child or youth to cultivate the ability to be conscious of his or her present-moment, in such a way that they will be more conscious of actions they take. CBT can help an educator learn to identify and change unhelpful behaviour patterns in children and youths, and help them practice more helpful coping techniques.

PSYCHODYNAMIC THERAPY-TECHNIQUE

Through psychodynamic therapy, an educator can assist the aggressive child to explore his or her unconscious motivations and emotions; negative past experiences that may have led to the formation of aggressive behaviours; and develop a healthy educator-child relationship that aids openness and love. Basically, psychodynamic therapy/technique can help an educator address mental health symptoms and emotional distress by tracing their roots to earlier life events.

DIALECTICAL BEHAVIOR THERAPY

In dialectical behavior therapy (DBT), the educator focuses on the emotional regulation and interpersonal effectiveness of the child or youth. Emotions can be regulated through identifying and labelling emotions as experienced by the child. The child should be taught to speak about the outburst of temper that occurred, and identify possible triggers. This will help the child cope better

in future occurrences. Furthermore, in practice interpersonal effectiveness, the educator would help the child learn social skills for healthy communication, assertiveness, active-listening and problem-solving skills. In all, dialectical behavior therapy can help the child build and practice skills to tolerate distress, regulate emotions, and navigate interpersonal relationships more effectively.

INTERPERSONAL THERAPY

Interpersonal therapy (IPT) is similar to DBT; however, the focus is on communication. A good number of aggressive reactions are as a result of inability to communicate feelings and thoughts properly. IPT can help the child explore relational challenges that affect his or her mood and contribute to depression and other mental health symptoms. As an educator, you should observe how the child or youth communicates feelings. Communication of feelings should neither be aggressive outbursts or awkward withdrawals. Rather, there should be appropriate communication and naming of hurt felt to whomever or whatever was responsible for such feeling.

PARENT MANAGEMENT TRAINING

Parent management training (PMT) can help address tense family dynamics or unhelpful parenting tactics contributing to or reinforcing aggressive behavior. PMT focuses on parent-child interaction; teaching parents to carryout effective behavioral management for children; and positive reinforcement (encouraging positive behaviours in children through reinforcement). Furthermore, PMT explores approaches like: Behavioral observation (taking note of child behaviour); clear communication and consistency.

THE CHRISTIAN APPROACH

In addition to psychological and behavioral therapies, Christian education offers spiritual principles that can significantly assist in managing aggressive behaviours among children and youths. While psychology provides structured interventions, spirituality addresses the inner transformation of the human person. A holistic educator should therefore integrate both dimensions.

The teachings of **Jesus Christ** provide timeless principles that are practical for emotional regulation, conflict resolution, and character formation.

One of the foundational texts is Matthew 5:38–42, where Jesus teaches:

"You have heard that it was said, 'An eye for an eye and a tooth for a tooth.' But I say to you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also…"

The central theme here may be described as **"willful surrender."**

This surrender is not weakness or passivity. Rather, it is the deliberate choice not to escalate conflict. It is strength under control. For both the educator and the aggressive child, this principle is transformative: not every provocation requires retaliation.

Aggression is often triggered by perceived threats to ego, pride, or identity. A child with a secure sense of self is less likely to react violently to insults or challenges. Christian principles therefore aim at strengthening inner character. Below are seven core teachings of Jesus that serve as practical management techniques:

1. Love and Compassion (Unconditional Love)

"Love your neighbor as yourself." (Mark 12:31)

Jesus emphasized unconditional love, even toward those who are difficult. Aggressive teens often act out due to pain, insecurity, trauma, or unmet needs. Responding with love instead of harsh judgment helps them feel valued.

Application:

i. Show consistent care even when behavior is challenging.

ii. Separate the teen from the behavior ("I care about you, but this behavior is not okay.").

iii. Create a safe, accepting environment.

2. Patience and Forgiveness

Jesus taught forgiveness repeatedly (e.g., forgiving "seventy times seven" – Matthew 18:22). Aggressive behavior does not change overnight. Teens need patience as they learn emotional control. Forgiveness allows room for growth instead of labeling them as "bad."

Application:

i. Avoid holding grudges.

    ii.   Give second chances while maintaining boundaries.

    iii.   Model calm responses instead of reacting emotionally.

3. Peacemaking

"Blessed are the peacemakers." (Matthew 5:9)

Jesus promoted peace over violence. Teaching teens peaceful conflict resolution reflects this principle.

Application:

    i.   Teach communication skills (listening, expressing feelings calmly).

    ii.   Encourage problem-solving instead of fighting.

    iii.   Reward peaceful behavior.

4. Leading by Example

Jesus modeled humility, gentleness, and self-control.

Teenagers learn more from actions than words. Adults who demonstrate calmness, respect, and emotional regulation influence teens positively.

Application:

    i.   Stay calm during conflicts.

    ii.   Admit mistakes and apologize when wrong.

    iii.   Show respectful communication at home or school.

5. Correcting with Gentleness

Jesus corrected people but with compassion (e.g., how he restored Peter after denial).

Discipline should guide, not shame. Harsh punishment can increase aggression, while gentle correction promotes reflection.

Application:

i. Use restorative conversations instead of humiliation.

ii. Explain consequences clearly and fairly.

iii. Focus on teaching responsibility.

6. Valuing Every Individual

Jesus welcomed children and outcasts, saying the Kingdom belongs to such as these (Mark 10:14).

Aggressive teens may feel rejected or misunderstood. Affirming their worth builds self-esteem and reduces anger.

Application:

i. Encourage their strengths and talents.

ii. Listen actively to their struggles.

iii. Provide mentorship and guidance.

7. Overcoming Evil with Good

"Turn the other cheek" (Matthew 5:39).

Jesus taught non-retaliation. Instead of responding to aggression with aggression, respond with calm strength.

Application:

i. Avoid escalating arguments.

ii. Teach teens alternative responses to anger.

iii. Promote empathy and kindness.

GENERAL CONCLUSION AND RECOMMENDATIONS

Aggressive behaviour among children and youths remains one of the most pressing challenges confronting educators, parents, caregivers, and society at large. As this book has demonstrated, aggression is neither a simple behavioural defect nor merely an act of indiscipline. Rather, it is a complex phenomenon influenced by biological, psychological, social, environmental, and spiritual factors. To address it effectively, one must move beyond punishment and adopt a holistic, informed, and compassionate approach.

From the general factors discussed in Chapter One, it is evident that aggression may stem from genetic predispositions, neurological processes, frustration, anger, environmental discomfort, social deprivation, or psychological distress. A child who appears hostile may in fact be reacting to pain, confusion, rejection, trauma, or unmet developmental needs. Therefore, educators must avoid the temptation to label such children as "problematic" without first seeking to understand the underlying causes of their behaviour.

Chapter Two further highlighted four major social contributors to aggressive behaviour: peer pressure, family structure, media violence, and school environment. Adolescents, in their search for identity and belonging, are particularly vulnerable to peer influence. Family instability, inconsistent discipline, or lack of emotional support may intensify tendencies toward aggression. Additionally, constant exposure to violent media content can normalize aggression and desensitize young minds to its consequences. Finally, an unhealthy school climate—characterized by overcrowding, harsh discipline, alienation, and lack of supportive leadership—can aggravate behavioural problems rather than resolve them.

These realities underscore a critical truth: aggression is often learned, reinforced, and sustained within social systems. Consequently, its management requires systemic intervention.

Chapter Three presented practical management techniques rooted in both psychological science and Christian spirituality. Therapeutic approaches such as Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), Psychodynamic techniques, Interpersonal Therapy (IPT), and Parent Management Training (PMT) offer structured and evidence-based strategies for helping children regulate emotions, restructure harmful thoughts, improve communication, and develop healthier coping mechanisms.

However, beyond psychological techniques, this book emphasized the enduring relevance of the teachings of Jesus Christ in character formation and emotional transformation. His principles of love, forgiveness, patience, peacemaking, gentleness, and non-retaliation provide moral and spiritual foundations for managing aggression at its root. The concept of "willful surrender" — choosing not to escalate conflict — represents strength of character rather than weakness. When educators model these virtues, they cultivate environments where emotional maturity can flourish.

It must be reiterated that aggressive behaviour cannot be curtailed through aggressive responses. Harsh punishment, humiliation, intimidation, or excessive corporal measures may produce temporary compliance but often intensify resentment and rebellion. Sustainable transformation requires understanding, structure, consistency, empathy, and firm but compassionate guidance.

Key Recommendations

In light of the discussions presented throughout this book, the following recommendations are proposed:

1. **Holistic Assessment:**
   Educators should assess biological, psychological, social, and environmental factors before determining intervention strategies.

2. **Early Intervention:**
   Aggressive tendencies should be addressed at early developmental stages to prevent escalation during adolescence.

3. **Positive School Climate:**
   Schools should foster inclusive, supportive, and engaging environments with adequate supervision and extracurricular opportunities.

4. **Parental Involvement:**
   Parents and guardians must be actively involved in behavioural management plans, ensuring consistency between home and school.

5. **Emotional Intelligence Education:**
   Curriculum should incorporate social-emotional learning, conflict resolution skills, and communication training.

6. **Responsible Media Exposure:**

   Parents and educators should monitor and guide children's engagement with media content.

7. **Spiritual and Moral Formation:**

   Where appropriate, moral instruction grounded in faith traditions can support character development and self-control.

Ultimately, the goal of managing aggressive behaviour is not suppression but transformation. Children and youths must not only learn what not to do, but also be guided toward what they ought to become—emotionally balanced, socially responsible, and morally grounded individuals.

Every aggressive child carries potential. Beneath hostility may lie leadership energy; beneath defiance may lie a desire for recognition; beneath anger may lie deep emotional wounds. The educator's task is to channel that energy constructively, heal hidden hurts, and nurture strengths.

If families, schools, religious institutions, and communities collaborate intentionally, aggressive behaviour among children and youths can be significantly reduced. More importantly, young people can be guided toward becoming agents of peace rather than instruments of conflict.

In conclusion, effective management of aggressive behaviour requires knowledge, patience, structure, empathy, and moral conviction. When educators combine professional competence with compassionate understanding, they do more than manage behaviour—they shape destinies.

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