



# Systematic review on aggression in adolescents as a response to stress: A psychoeducational approach

Blanca Villegas Flores<sup>1\*</sup>, Elka Aloisha Reaño Robles<sup>2</sup>, Mónica Silvia Chang Pardo<sup>3</sup>

<sup>1,2,3</sup>César Vallejo University, Lima, Peru

## Abstract

Aggression during adolescence has increased across different school contexts, becoming a major challenge for school coexistence and educational well-being. Current literature has associated these behaviors to sustained experiences of academic and family stress. This study systematically analyzes empirical evidence published in recent years regarding the relationship between stress and aggression in adolescents, aiming to identify explanatory patterns and associated factors relevant to school-based interventions. The results show a consistent association between high levels of stress and predominantly reactive forms of aggression, mediated by difficulties in emotional regulation and dysfunctional family dynamics. Likewise, protective factors related to socio-emotional support and a positive school climate are identified. From this perspective, adolescent aggression can be understood as a contextual response to stressful environments, highlighting the need for educational interventions focused on prevention, socio-emotional education, and strengthening school coexistence.

**Keywords:** Aggression, Stress, Family mental health, Parenting styles, Academic pressure, Emotional regulation

## Introduction

Aggression in adolescence is a growing problem that directly impacts school life and learning processes. In current educational contexts, characterized by greater academic demands and transformations in family and social dynamics, an increase in disruptive behaviors can be observed, affecting both individual well-being and the institutional climate. Understanding the factors associated with these manifestations is fundamental for designing preventive strategies in the school setting.

Recent studies support the idea that stress during adolescence may arise from multiple sources, including academic pressure, family problems, challenges in identity formation, social tensions, and the hormonal changes typical of this developmental stage. For example, according to WHO/Europe (2024), there has been a significant increase in educational demands and a reduction in emotional support from family and friends, particularly among adolescent girls. These perspectives help explain that aggression does not arise in isolation but is instead shaped through interaction with family and school environments that may reinforce or mitigate such behavioral responses.

Although recent literature has explored the relationship between stress and aggressive behaviors among adolescents, findings remain fragmented and tend to emphasize clinical or psychological perspectives. Reviews integrating this evidence from an educational standpoint, capable of identifying concrete implications for classroom management, teacher training, and school intervention programs, are less frequent.

Aggression during adolescence may be interpreted as a response to situations perceived as threatening, frustrating, or difficult to control. Such behaviors often manifest through verbal or physical actions, such as yelling, insults, fighting, destruction of objects, or defiant attitudes, and is more common among adolescents under significant stress (Zhao et al., 2023; Wang et al., 2024). From the theoretical perspective of frustration, originally proposed by Dollards and Miller (1939) and later expanded by Berkowitz (1989), the inability to achieve meaningful goals or satisfy important needs can lead to aggressive responses. This approach has been supported by recent neuroscience studies linking frustration states with emotional activations that predispose individuals to aggression. In contrast, the social learning theory developed by Bandura (1977) remains highly relevant. Recent research, such as that by Wang et al. (2024), indicates that adolescents

frequently imitate aggressive attitudes observed in close figures such as parents, teachers, or peers, suggesting that aggressive behaviors are learned through observation.

Adolescent aggression can therefore be understood as intentional behavior aimed at causing harm, either physically or verbally. This behavior tends to occur in situations that adolescents perceive as threatening, frustrating, or difficult to manage. Fauzi et al. (2023) indicate that overt aggression (also known as manifest aggression) is expressed through direct actions such as fighting, shouting, or using hurtful words toward others.

A study conducted by Vegas and Mateos (2014), involving 1,193 adolescents in Spain, found that aggressive behaviors during this developmental are mainly associated with family problems and poor academic performance. However, these elements do not directly produce aggression but instead act through an intermediate emotional state known as emotional hostility. This condition is characterized by persistent feelings of irritation, tension, or resentment. When such emotional distress is not adequately regulated, it may lead to aggressive behavior. Thus, emotional hostility functions as a mediating factor between negative environmental experiences and aggressive conduct among adolescents.

Luo et al. (2023) conducted research with more than 3,500 Chinese secondary school students and found a significant relationship between high levels of academic stress and the emergence of bullying behaviors. This relationship was particularly evident among male students and those at intermediate educational level

s. Research suggests that persistence pressure to achieve high academic performance can generate lasting feelings of stress and discouragement among adolescents. When these emotions are not effectively managed, some adolescents may direct their distress toward peers, displaying aggressive or bullying behaviors. In this sense, bullying may become an inappropriate outlet for emotional tension generated by highly demanding school environments.

Hu and Sun (2023), in a study conducted with Chinese university students during the COVID-19 pandemic,

observed that prolonged stress caused by this crisis was significantly associated with aggressive behavior. This connection was especially among students who lacked effective emotional coping strategies, such as self-regulation, social support, or problem-solving skills. These findings suggest that the challenge lies not only in stress itself but also in how it is managed. If adolescents lack the skills necessary to cope with stressful situations, aggression may become a habitual reaction to emotional tension.

Within this context, the present study aims to analyze and integrate recent empirical evidence on the relationship between stress and aggression in adolescents, identifying explanatory patterns, mediating variables, and protective factors relevant to the educational field. By systematizing these findings, the study seeks to provide theoretical and empirical foundations to guide the design of preventive strategies and the promotion of socio-emotional well-being in school's institutions.

## Methodology

This study was conducted as a systematic literature review aimed at identifying and analyzing recent empirical evidence regarding the relationship between stress and aggressive behaviors in adolescents, as well as its implications for the educational context. The review followed the principles of transparency and systematicity proposed in the 2020 PRISMA statement, adapting its guidelines to the analytic framework of social sciences and education.

**Search strategies and information sources:** - The literature search was conducted in international academic databases, including Scopus, SciELO and Web of Science, selected for their relevance to empirical studies in both Latin American and international educational contexts. The search was limited to publications from 2021 to 2025, with the purpose of analyze recent evidence reflecting contemporary social and educational dynamics affecting adolescents.

**Search, selection and analysis criteria:** - Predefined selection criteria were established. Studies were included if they focused on school-aged

adolescent populations; empirically examined the relationship between stress and aggressive behavior; employed quantitative, qualitative, or mixed research designs; and were published in peer-reviewed scientific journals. Studies were excluded if they focused exclusively on adult populations, were clinical studies unrelated to educational contexts, consisted solely of theoretical reviews without empirical analysis, or were non-peer-reviewed documents.

The identification and analysis process was conducted in successive stages. First, records were retrieved using the defined search strategy. Subsequently, titles and abstracts were screened to assess thematic relevance. Finally, full texts were examined according to the established eligibility criteria. Within the selected studies, common trends, mediating variables, and protective factors associated with adolescent aggression in contexts of stress were identified. This procedure allowed the integration of available evidence from an interpretative perspective, prioritizing the identification of patterns relevant for understanding the phenomenon within school environments

### Results

A total of 427 articles were initially identified in Scopus, Web of Science and SciELO, of which 23 studies addressing adolescent aggression were ultimately selected (see Figure 1).

Table 1 provides a detailed description of the 23 selected studies, including relevant information on the country of origin, sample characteristics, and the

main findings. Based on the analysis of these articles, results were organized into the following themes: the impact of family stress on the emergence of aggressive behaviors; the relationship between academic stress and aggression and adolescent aggression; the mediating role of aggression in the relationship between risk factors and violent behavior; the influence of parental mental health on the development of youth aggression; and the specific characteristics of aggression during adolescence. Additionally, the review examined risk factors associated with aggressive behavior, as well the relationship between stress, domestic violence, and aggressive conduct.

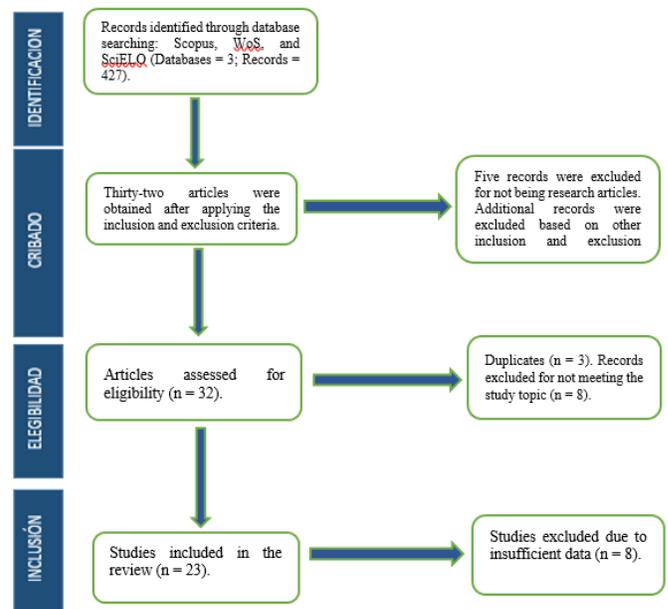


Figure 1. Flowchart

Table 1. Description of the research considered in the systematic review

Author(s) (Year), Country	Participants	Assault
Temitope and Rakibu (2025), USA	N=3830 participants	The study, based on the Family Stress Model, analyzed how economic hardship and parental burnout influence child maltreatment. The results showed that material deprivation increased psychological and physical aggression in children aged 0–5, while psychological aggression predominated in older children. The impact of family stress varied with age, highlighting greater vulnerability in early childhood and the need for early intervention.
Li, Zhang and Cheng (2023), China	N=552 adolescents	The study assessed the relationship between academic stress and aggression in 1,187 Chinese adolescents, identifying anxiety as a significant mediator. Academic stress predicted higher levels of

		aggression (significant $\beta$ ), while participation in extracurricular activities partially reduced this effect, acting as a protective factor against aggressive behavior.
Fogelman, et al. (2022), China	N= 483 mother-father dyads	A longitudinal study of 483 parental dyads analyzed parental stress and infant anxiety. Maternal stress directly affected infant anxiety, and both parents indirectly influenced it through psychological aggression, while physical punishment showed no significant effects. Psychological aggression is highlighted as a key mechanism for the transmission of parental stress.
Kavaleaag , Abmus and Biringner (2021), Norway	N= 20,155 triads (mother, father and child)	A longitudinal study of 20,155 family triads examined prenatal paternal psychological distress and childhood aggressive behaviors. A significant increase in physical aggression was observed in boys between 18 months and 3 years of age, with a general decrease by age 5. The effect was not significant in girls, suggesting an early influence of the prenatal emotional context.
Santamaria et al. (2024), Peru	N= 696 students	A study of Peruvian adolescents evaluated the relationship between emotional stress and aggressive behavior in school settings. The results showed a significant association between high levels of stress and verbal and physical aggression, highlighting the influence of the social and family environment on behavioral regulation.
Dourmerc et al. (2023), Mexico	N= 1171 adolescents	The study examined parenting practices and aggression in Mexican students, finding that positive parenting practices were associated with lower levels of aggression, while negative styles increased physical and verbal aggression. The relationship between coercive discipline and elevated levels of anger was statistically significant.
Emiro and Acosta (2023) , Colombia	N= 115 adolescents	The study evaluated adolescents with severe conduct disorder, identifying a predominance of instrumental and proactive aggression aimed at social gain. Reactive manifestations associated with frustration and impulsivity were also observed, demonstrating the coexistence of different types of clinical aggression.
Bull (2022), Colombia	N=210 children	A descriptive study found moderate levels of adolescent aggression associated with family and social difficulties. Verbal aggression was the most frequent manifestation, associated to problems with coexistence and emotional management.
Emiro and Acosta. (2023), Colombia	N= 1050 adolescents	Research on adolescents with behavioral disorders identified a predominance of instrumental and proactive aggression oriented towards social benefits, along with reactive manifestations associated to frustration and impulsivity.
Pomahuacre et al. (2024), Peru	N= 668 adolescents	The study validated the AQ-SF questionnaire in Peruvian adolescents using confirmatory factor analysis. The AQ-SFb version showed better fit and reliability indices for assessing physical and verbal aggression, anger, and hostility ( $\alpha > .80$ ), confirming its validity for measuring aggression in the adolescent population.
Silva and Pabón, (2023), Colombia	N= 400 adolescents	The research analyzed factors associated with aggression in Colombian adolescents, identifying a predominance of impulsive aggression related to anger and avoidant coping. Females showed greater exposure to risk factors, while in males, verbal aggression and sensation-seeking stood out as significant predictors.
Salinas (2024), Bolivia	N= 42 student groups (4 to 6 members per group)	The correlational study analyzed the relationship between psychosocial stress and aggressive behavior in school-aged adolescents using standardized emotional and behavioral assessment instruments. The results showed a significant association between high stress levels and a greater frequency of verbal aggression, interpersonal conflicts, and impulsive responses within the school environment. Furthermore, it was

		observed that students with less social support and greater coping difficulties exhibited higher levels of irritability and behavioral problems.
Juárez and Gonzales (2023), Peru	N= 160 students	The research examined the influence of family climate on adolescent aggression, identifying significant relationships between poor family communication, low parental supervision, and higher levels of aggressive behavior. The results showed a predominance of verbal aggression and impulsive reactions to frustrating situations, demonstrating that the perception of limited emotional support increases the likelihood of interpersonal conflicts both at home and at school.
Lazo et al. (2022), Peru	N= 1569 adolescents	The study evaluated the relationship between perceived stress and aggressive behavior in secondary school students. The results indicated that adolescents with higher stress levels exhibited a greater frequency of aggressive behavior, difficulties in emotional regulation, and problems interacting with peers. It was also observed that academic overload and pressure to perform well acted as factors associated with an increase in reactive aggressive responses in the classroom.
Pino, Guanuchi and Ponce (2025), Ecuador	N= 15 children	The study analyzed the relationship between emotional stress and aggressive behavior in adolescents using a correlational design applied to secondary school students. The results showed a significant positive association between high levels of stress and reactive aggression, characterized by impulsive responses to situations of frustration or interpersonal conflict. Furthermore, it was observed that adolescents with less social support and limited coping strategies exhibited higher levels of irritability and difficulties in emotional regulation, increasing the likelihood of aggressive behavior in the school setting.
Sánchez (2024), Peru	N= 204 students	The research analyzed the impact of academic stress on adolescent behavior within the educational context, finding a significant relationship between high levels of academic demand and increased aggressive behavior. Students experiencing higher stress levels reported greater irritability, conflicts with peers, and impulsive responses to assessments or situations of academic pressure. The results suggest that the perception of academic overload and poor emotional management contribute to the emergence of reactive aggression.
Garcia (2024), Peru	N= 239 university students	The study examined the relationship between school anxiety and verbal aggression in adolescents, identifying that high levels of academic anxiety were associated with impulsive responses and a higher frequency of arguments with peers. The results indicated that pressure to perform and fear of academic failure increase emotional tension, which translates into aggressive behaviors, primarily verbal and relational, within the educational environment.
Stoppelbien , McRae and Smith (2024), USA.	N= 80 male children	The research analyzed the relationship between psychological stress, emotional regulation, and adolescent aggression using predictive models. The results indicated that difficulties in emotional regulation significantly increased the likelihood of aggressive behavior and interpersonal conflicts. Furthermore, sustained psychological stress was associated with higher levels of irritability and reactive aggressive responses, especially in adolescents with weaker emotional coping skills.
Wei et al. (2022), China	N=1931 students	The longitudinal study analyzed the relationship between psychological stress due to COVID-19 and youth aggression. The results showed a significant positive association between stress and aggression, mediated by negative coping styles, while emotional regulation acted as a protective factor that varied over time.
Hwan, Min and Hyun (2025), South Korea	N= 47 parent-child dyads	The research examined the relationship between parental stress and adolescent aggression, finding that higher levels of parental depression

		and anxiety were significantly associated with increased aggressive behavior. Family cohesion and early parental support partially reduced these effects.
Chizhichova (2025), Russia	N= 50 volunteers	The study examined the relationship between social stress, school adjustment, and interpersonal aggression in adolescents. The results showed that high levels of emotional stress and difficulties with social integration were associated with increased aggressive behavior and problems interacting with peers. Poor adjustment to the school environment and the perception of social rejection were observed to act as factors that intensified aggressive responses and conflicts within the classroom.
Saalam (2025), China	N= 1364 mother-child dyads	The longitudinal study examined the influence of accumulated family stress from childhood through adolescence. The results indicated that higher levels of early stress were associated with more persistent trajectories of aggression and increased delinquent behavior. Maternal supervision partially moderated these effects, reducing the progression of antisocial behavior.
Hammett et al. (2024), USA.	N= 215 university students	The research analyzed the relationship between COVID-19 stress, emotional regulation, and aggression in young adults. The results showed that greater difficulties in emotional regulation were associated with greater physical aggression ( $p < .05$ ), while pandemic stress was associated to psychological and cyber aggression, especially in participants with low emotional regulation.

### The impact of stress in the family on the manifestation of aggressive behaviors

The family environment represents one of the most influential contexts in adolescents' socio-emotional development and, consequently, in the manifestation of aggressive behavior. The reviewed evidence indicates that persistent family stress, family conflict, and limitations in emotional support may increase adolescents' vulnerability to impulsive and aggressive behavioral responses, which are often later expressed in school settings.

These problems are frequently associated with dysfunctional or stressful household environments. The World Health Organization (WHO) identifies psychosocial factors in the home (such as emotional instability, family violence, and economic pressure) as key elements contributing to the emergence of behavioral problems. In this regard, Temitope and Rakibu (2025), using the Family Stress Model, found that poor material conditions and parental exhaustion were significantly associated with both psychological and physical aggression toward children, particularly during early childhood. Although these effects tend to decrease in later development stages, persistent household stress remains a strong predictor of aggressive behavior.

Similarly, Saalam (2025) observed that prolonged exposure to stress during early childhood is associated with a slower reduction in aggressive tendencies during adolescence. In Latin America, Pino, Guanuchi and Ponce (2025) identified a significant relationship ( $r = 0.664$ ;  $p < 0.036$ ) between family dysfunction and aggressive behavior, highlighting the importance of the emotional climate within the home. Taken together, these findings indicate that family dynamics play a significant role in adolescent emotional regulation and in how young people respond to everyday stress. From an educational perspective, this underscores the need to consider the family context when interpreting aggressive behaviors observed in school environments.

### Relationship between academic stress and aggression in adolescents

The relationship between academic pressure and aggression has been widely studied. Research conducted in China by Li, Zhang, and Cheng (2023) demonstrated that educational stress is associated with higher levels of anxiety, which plays a mediating role in the development of aggressive behavior. Furthermore, participation in extracurricular activities showed a positive effect, mitigating the strength of this relationship. This finding indicates

that the school environment and students' emotional resources have a direct impact on the occurrence of violent acts. In Peru, Santamaría et al. (2024) found that problems in family communication are associated with increased aggression among secondary school students, a situation that could worsen when young people face high academic demands without the necessary emotional support.

### **Influence of parental mental health on the development of aggression in adolescents**

Academic stress has been identified as a major source of tension during adolescence, especially in school settings characterized by high academic performance demands and constant evaluation. The reviewed literature shows that these demands can affect not only students' emotional well-being but also the emergence of aggressive behaviors related to experiences of frustration and academic pressure. Fogelman et al. (2022) showed that stress in mothers and fathers is related to higher levels of anxiety in children, which is mediated by the use of psychological aggression as a form of discipline. On the other hand, Kavaleaag, Abmus, and Biringer (2021) found that the father's psychological distress during pregnancy can predict an increase in aggressive behaviors in children, especially boys between 18 months and 3 years old. In South Korea, Hwan, Min, and Hyun (2025) noted that parents with symptoms of depression often experience frustration in their relationship with their children, which is associated with high levels of aggression in adolescents. These findings support the need for family programs that aim to improve parents' emotional well-being as a way to prevent aggression in adolescence. From a regional perspective, the Economic Commission for Latin America and the Caribbean (ECLAC, 2022) points out that problematic parenting styles and stress at home negatively impact adolescents' academic performance, increasing their vulnerability to emotional problems and challenging behaviors. Furthermore, ECLAC highlights that academic pressure, coupled with a lack of a supportive family environment, increases the likelihood of aggressive attitudes emerging as a reaction to emotional stress.

In summary, the evidence analyzed shows that academic stress is related to predominantly reactive

forms of aggression, mediated by emotional and contextual factors specific to the educational environment. These findings reinforce the importance of socio-emotional well-being as a central component of contemporary educational processes.

### **Characteristics of aggression in adolescence**

Aggression during adolescence is a multidimensional phenomenon associated with the biological, cognitive, and socio-emotional changes characteristic of this developmental stage. Various studies indicate that these behaviors can manifest reactively and intensify when adolescents face difficulties regulating their emotions or interpreting social situations appropriately. In the educational context, such manifestations are particularly relevant due to their impact on school life and peer interaction.

According to the World Health Organization (WHO, 2023), this phase of development is characterized by significant biological, emotional, and social changes, which, when combined with difficult circumstances, can result in aggressive behaviors, both internal and external. The WHO indicates that approximately 13% of adolescents worldwide experience behavioral disorders, including aggression, which becomes a major cause of problems at school, family issues, and difficulties in interpersonal relationships. In Colombia, Emiro and Acosta (2023) explained that adolescents with severe conduct disorders exhibit instrumental, reactive, and proactive aggression. These forms are characterized by high hostility, impulsivity, and a propensity for violence. In Peru, Pomahuacre et al. (2024) noted that the most significant forms of aggression in adolescents include anger, physical aggression, verbal aggression, and hostility. These forms of aggression do not occur in isolation, but rather tend to emerge in relational dynamics typical of the school environment, where social interactions play a central role in the construction of adolescent identity.

The revised version of the Aggression Questionnaire (AQ-SFb) is the most appropriate for assessing these aspects. Furthermore, Sánchez (2024) found a strong negative correlation between psychological well-being and aggression, indicating that 59.8% of students have moderate levels of impulsive aggression. These studies agree that aggression in

adolescence is a multifaceted phenomenon, influenced by emotional, social, and familial factors.

Taken together, the evidence suggests that adolescent aggression should be understood as a contextual and developmental phenomenon rather than a permanent individual trait. This understanding is relevant to the educational field, as it allows for the development of pedagogical and preventative strategies focused on emotional regulation, positive school climate, and the development of socio-emotional skills.

### **Risk factors associated with aggressive behavior in adolescents**

Aggressive behavior in adolescence has been associated with multiple risk factors that interact with each other and affect the socio-emotional development of young people. The specialized literature identifies individual, family, social, and school variables that increase the likelihood of aggressive responses, especially when adolescents face contexts characterized by sustained stress or limited coping resources.

According to Silva and Pabón (2023), impulsive aggression is more common than planned aggression and is associated to feelings such as anger, lack of confidence, and avoidance of problems. Young women, in particular, appeared to be more exposed to hostile environments, both at home and at school. Similarly, Doumerc et al. (2023) indicated that parenting styles perceived as negative, such as strict control or poor communication, are directly related to high levels of aggression among secondary school students in Mexico. Furthermore, Toro (2022) emphasized that low empathy and self-esteem increase susceptibility to violent behavior, especially in social environments with conflict or where there is migration. In short, these risk factors associated with adolescent aggression should be analyzed from an ecological perspective that considers the interaction between the individual, family, and school. Recognizing this complexity allows for more comprehensive preventive interventions within the education system, prioritizing the strengthening of socio-emotional skills and protective school environments.

## **Discussion**

The findings of this study allow us to understand adolescent aggression as a phenomenon closely associated to stressful experiences present at various levels of the student's environment. Rather than being an isolated behavior, aggression emerges as a contextual response associated with difficulties in emotional regulation and family and school conditions that influence adaptation processes during adolescence. This interpretation aligns with contemporary approaches that emphasize the relational and situational nature of aggressive behavior.

Regarding study-related stress, research by Li, Zhang, and Cheng in 2023, and Santamaría et al. in 2024, demonstrates a clear connection between academic pressure, anxiety, and aggression. In high-pressure environments, adolescents who lack emotional self-regulation strategies and adequate family support tend to express their tension through disruptive behaviors. This observation aligns with the 2023 WHO report, which indicates that one in seven adolescents worldwide suffers from behavioral disorders, including aggression, with prolonged stress being a key factor.

The analyzed results suggest that the family environment acts as an interpretive framework from which adolescents learn to manage situations of tension and conflict. Research such as that by Temitope and Rakibu in 2025, as well as Saalam in 2025, underscores that parental burnout and stress in early childhood create conditions that increase the likelihood of aggressive behaviors emerging in adolescence. Additionally, studies such as those by Fogelman et al. in 2022, and Hwan, Min, and Hyun in 2025, establish a link between parental emotional distress, particularly depression and anxiety, and the emergence of aggression in their children. These findings reinforce ECLAC's 2022 position on how problematic parenting styles and family stress negatively affect the emotional and academic well-being of adolescents.

Furthermore, different characteristics of aggression are observed in adolescents, including its manifestation in instrumental, reactive, and proactive forms, as indicated by Emiro and Acosta in

2023. These manifestations are variable and depend on the social context, the type of aggression (whether verbal, physical, or hostile), and the young person's emotional profile. In the case of Peru, Pomahuacre et al. in 2024 validated the use of the AQ SFb questionnaire to identify these dimensions in adolescents aged 12 to 17. Additionally, Sánchez in 2024 reported that more than 59% of the students analyzed showed a moderate level of impulsive aggression, which was inversely correlated with their psychological well-being.

Finally, regarding risk factors, it is noted that both individual factors (such as low empathy, limited self-regulation, and low self-esteem) and environmental factors (family conflicts, negative parenting styles, or adverse social environments) are associated with increased aggression (Silva & Pabón, 2023; Dourmerc et al., 2023; Toro, 2022). These results underscore the importance of implementing a comprehensive and preventative psychoeducational approach that includes emotional education, the promotion of family well-being, and early intervention in disadvantaged school settings.

Taken together, the evidence analyzed allows us to understand adolescent aggression as a multidimensional phenomenon influenced by the interaction of individual, family, and school factors. Rather than focusing solely on behavioral control, the findings suggest the need to promote educational strategies geared toward socio-emotional development, stress prevention, and strengthening the school climate. In this way, a comprehensive understanding of the phenomenon helps guide more preventative and inclusive educational practices and school policies.

## Conclusions

The results of this systematic review allow us to conclude that aggression in adolescents is a complex response that arises in response to different types of stress, especially when these are not adequately addressed in the family, school, and social spheres. Throughout the studies examined, it has been shown that prolonged stress, coupled with a lack of emotional resources and unfavorable contextual situations, can be a trigger for both overt and covert aggressive behaviors.

First, it is established that persistent stress at home, when not balanced with emotional support, directly impacts adolescent behavioral health. Parenting styles that are rigid, neglectful, or lack affection and communication are consistent indicators of aggression, supported by research from Temitope and Rakibu (2025), Fogelman et al. (2022), and the WHO (2023), among others.

Secondly, the strong relationship between academic stress and aggression, primarily mediated by anxiety, is reaffirmed. When adolescents face high academic demands without emotional regulation skills or family support, they tend to express their discomfort through impulsive or violent reactions. This connection, observed in studies by Li, Zhang, and Cheng (2023) and Santamaría et al. (2024), underscores the need to strengthen socio-emotional support in educational settings.

Furthermore, it has been identified that parental mental health has a significant impact on the emotional and behavioral development of their children. The emergence of depressive symptoms, parental burnout, and frustration in the parent-child relationship increase the risk of aggressive behavior in adolescence. These dysfunctional family dynamics affect not only parenting but also the home's ability to provide a safe haven from stress.

Furthermore, the reviewed studies have concluded that aggression in adolescence manifests in various ways, including instrumental, reactive, proactive, verbal, physical, and emotional aggression. These forms of expression vary depending on gender, age, environment, and family history, as evidenced by research conducted in Colombia, Peru, and Mexico.

Finally, this review highlights the need for comprehensive and collaborative strategies from a psychoeducational perspective that include both prevention and timely interventions. It is essential to design programs that foster the development of emotional skills, improve the quality of family relationships, and strengthen school environments as safe spaces for managing stress in a healthy way. This will help to significantly reduce aggressive behaviors during such a critical phase as adolescence.

## Bibliographic References

- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Berkowitz, L. (1989). Frustration aggression hypothesis: Examination and reformulation. *Psychological Bulletin*, *106* (1), 59–73. <https://doi.org/10.1037/0033-2909.106.1.59>
- Blanco, A., Pérez, M., & Gutiérrez, L. (2020). Methodological criteria for the inclusion of studies in systematic reviews. *Ibero-American Journal of Psychology and Health*, *11* (1), 25–34. <https://doi.org/10.23923/j.riips.2020.01.004>
- Chizhichova, A. (2025). Association between EEG patterns and emotional factors in healthy adults. *Clinical Neuropsychology International*, *17* (1), 22–38. <https://doi.org/10.17116/jnevro2025125051108>
- Dollard, J., Doob, L.W., Miller, N.E., Mowrer, O.H., & Sears, R.R. (1939). *Frustration and aggression*. Yale University Press.
- Dourmerc, P., Álvarez, M., & Reyes, F. (2023). Parenting practices and aggression in Mexican adolescents. *Latin American Journal of Psychology*, *31* (2), 45–63.
- Emiro, D., & Acosta, M. (2023). Characteristics of aggression in adolescents with severe conduct disorder. *Colombian Journal of Legal Psychology*, *12* (3), 77–95. <https://doi.org/10.21500/19002386.6291>
- Emiro, D., & Acosta, M. (2023). Gender differences in reactive and proactive aggression in young offenders. *Journal of Criminal Psychology*, *10* (1), 34–56. <https://dx.doi.org/10.11600/rllcsnj.21.2.5485>
- Fauzi, A., Nurhidayat, A., & Syahputra, R. (2023). Aggressive manifestations in adolescents: A case study. *International Journal of Adolescent Psychology*, *15* (3), 221–234. <https://doi.org/10.5678/ijap.2023.15.3.221>
- Fogelman, M., Zhang, Y., & Li, H. (2022). Parental stress and child anxiety in Chinese migrant families. *Asian Journal of Child Development*, *14* (4), 112–130. <https://doi.org/10.1007/s10578-022-01377-w>
- García, M. (2024). Parenting styles, stress, and family violence among Peruvian university students. *Psychology and Society*, *29* (1), 80–98. <https://doi.org/10.5281/zenodo.11191689>
- Hammett, J., Ruiz, P., and Blake, L. (2024). Emotional regulation and aggression in romantic relationships during COVID-19. *Journal of Interpersonal Violence*, *39* (2), 234–256. <https://doi.org/10.1007/s10896-023-00601-y>
- Hu, X., and Sun, Y. (2023). Psychological stress and aggressive behavior among Chinese university students during COVID-19. *Journal of Affective Disorders*, *317*, 89–98. <https://doi.org/10.1016/j.jad.2023.01.027>
- Hwan, J., Min, S., and Hyun, Y. (2025). Family perceptions, depression, and adolescent aggression in South Korea. *Korean Journal of Clinical Child Psychology*, *33* (1), 66–84. <https://doi.org/10.5765/jkacap.240042>
- Juárez, A., & Gonzales, R. (2023). Parenting styles and aggressive behavior in adolescents from rural areas of Peru. *Revista de Psicología Educativa*, *27* (3), 149–167. <https://doi.org/10.53287/nswy6497kf20j>
- Kavaleaag, S., Abmus, L., and Biringer, B. (2021). Paternal distress and physical aggression in early childhood. *Scandinavian Journal of Child Psychology*, *11* (2), 88–104. <https://doi.org/10.1007/s10578-021-01123-8>
- Lazo, R., Espinoza, M., & Gutiérrez, L. (2022). Family violence and school bullying in Peruvian adolescents. *Peruvian Journal of Social Sciences*, *35* (2), 98–117. <https://doi.org/10.1590/0102-311XES070922>
- Li, Q., Zhang, L., and Cheng, Y. (2023). Academic stress, anxiety, and aggression in Chinese adolescents. *Youth Studies China*, *19* (1), 40–59. <https://doi.org/10.1007/s12144-022-03204-w>
- Luo, Y., Zhang, H., and Liu, S. (2023). Academic stress and bullying behavior in Chinese secondary school students. *Asian Journal of Psychology and Education*, *9* (2), 102–117. <https://doi.org/10.4321/ajpe.2023.9.2.102>
- Page, MJ, McKenzie, JE, Bossuyt, PM, Boutron, I., Hoffmann, TC, Mulrow, CD, ... Moher, D. (2021). The PRISMA 2020 statement: An

- updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Pino, C., Guanuchi, R., & Ponce, J. (2025). Family dysfunction and aggression in Ecuadorian schoolchildren. *Latin American Journal of Child Psychology*, 9 (1), 91–110. <https://doi.org/10.24310/escpsi.17.1.2024.16845>
- Pomahuacre, H., Quispe, M., & Dávila, S. (2024). Adaptation of the Aggression Questionnaire in Peruvian adolescents. *Peruvian Journal of Psychological Evaluation*, 7 (1), 60–78. <https://doi.org/10.15381/rinvp.v27i2.27560>
- Saalam, T. (2025). Early family stress and youth delinquency trajectories. *Developmental Psychology and Society*, 21 (1), 39–58. <https://doi.org/10.1007/s10566-025-09877-1>
- Salinas, P. (2024). Self-image and vulnerability to violence in Bolivian adolescents. *Education and Human Development*, 18 (3), 133–150. <https://doi.org/10.37843/rtd.v17i2.537>
- Sánchez, G. (2024). Psychological well-being and aggressiveness in Peruvian adolescents. *Journal of Psychological Research*, 23 (1), 71–89. <https://doi.org/10.35381/cm.v10i19.1331>
- Santamaría, J., Vega, P., & Ramírez, M. (2024). Family communication and aggression in Peruvian schoolchildren. *School and Community Psychology*, 15 (2), 102–120. <https://doi.org/10.33996/revistahorizontes.v8i32.705>
- Silva, M., & Pabón, D. (2023). Risk factors and aggression in Colombian adolescents. *Contemporary Psychological Sciences*, 20 (1), 44–63. <https://doi.org/10.21500/19002386.6245>
- Stoppelbein, L., McRae, E., and Smith, J. (2024). Child maltreatment and aggression: Mediating roles of PTSD. *Journal of Child and Adolescent Trauma*, 17 (1), 25–43. <https://doi.org/10.1016/j.chiabu.2024.106916>
- Temitope, A., and Rakibu, L. (2025). Family Stress Model and child maltreatment. *American Journal of Family Psychology*, 29 (2), 105–124. <https://doi.org/10.1016/j.chiabu.2025.107472>
- Toro, M. (2022). Empathy, forgiveness, and aggression in vulnerable contexts. *Social Psychology and Education*, 11 (2), 121–139. <https://doi.org/10.14349/rpl.2023.v55.3>
- Vegas, J., & Mateos Agut, M. (2024). Family and academic factors associated with aggression in adolescents: A correlational study in Spain. *Journal of Psychology and Education*, 19 (2), 115–132. <https://doi.org/10.21615/rpe.2024.19.2.115>
- Wang, J., Liu, Y., and Chen, M. (2024). Peer and family stress in adolescence: Predicting emotional dysregulation and aggression. *Journal of Youth Studies*, 27 (1), 34–48. <https://doi.org/10.1080/13676261.2023.202424>
- Wei, H., Zhao, X., and Lin, T. (2022). Psychological stress and aggression among youth during COVID-19. *Journal of Adolescent Mental Health*, 13 (3), 81–101. <https://doi.org/10.1177/18344909221102579>
- WHO/Europe. (2024). *Adolescent mental health: Trends and challenges in the European region*. World Health Organization Regional Office for Europe. <https://doi.org/10.4060/WHO EURO adolescent mental health 2024>
- Zhao, L., Chen, Z., and Xu, Y. (2023). Stressful experiences and aggressive behaviors in Chinese adolescents. *Child and Adolescent Mental Health*, 28 (1), 12–20. <https://doi.org/10.1111/camh.12536>