

The Effect of Gender on Aggressive Behaviors among Kuwaiti Children

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Abstract: Child aggression is a serious social problem that affects children's lives. This study examines the relationship between three types of aggressive behavior- physical, verbal, and indirect aggression - from sociocultural and social work perspectives. Furthermore, it investigates the effect of gender among the three types of aggressive behavior and the most common aggressive behavior among a sample of 329 Kuwaiti children. The results showed that there is a positive correlation between gender and the three types of aggression. In addition, the results showed that there are significant differences between boys and girls in terms of physical aggression, verbal aggression, and indirect aggression. The results also illustrated that indirect aggression is more prevalent among Kuwaiti children.

Key words: Aggressive behavior, Social work, Children, Gender.

Introduction

Childhood aggression has become an important subject of research in many social science fields such as social work, anthropology, and sociology, due to its impact on early childhood development and its being

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a risk factor for negative social- and psychological outcomes. There are some implications of child aggression, such as juvenile delinquency, poor academic performance, and unemployment in adulthood (e.g., Broidy et al., 2003; Chassin et al., 1999; Cole, 1990; Dumas et al., 1994; Koko & Pulkkinen, 2000; Leff et al., 2010).

In the field of social work, aggressive behavior among children is a major subject of research because of the impact of this behavior both on the aggressors and the victims future. Therefore, several studies have focused on child aggression so as to examine the onset of the aggression, forms of aggression, the type of aggression that is performed more often and is more common, the role of gender, as well as the cultural attitudes and perceptions toward aggression.

Statement of the Problem

Many societies have suffered in recent times from child aggression. Child aggression has become a challenging issue in the field of social work because it can affect childrens well-being and their future. In Kuwait as in many societies, childrens aggressive behavior appears among both girls and boys. However, studies of this phenomenon in Kuwait are few and most of them were conducted after the Iraqi invasion of Kuwait. Al-Mashan (1994) studied aggression among Kuwaiti adolescents and adults after Iraqs' invasion from the perspective of psychology. The findings of Al-Mashans study showed no significant differences between females and males on aggression.

The Significance of the Study

Many researchers have studied child aggression in the West and in the Arab world from a sociological and a psychological the perspective. However, studies that address child aggression from the viewpoint of social work and culture have been scarce. In Kuwait, it would be instructive to study child aggression in relation to its types as well as to its relation to gender, in order to assist social workers to realize differences between Kuwaiti boys and girls in term of the type of aggression. The current study will be one of the first studies that examine aggression among Kuwaiti children in the field of social work.

Definition of Aggression

Olweus (1993) defines aggression as a particular behavior such as

mocking and fighting that is performed to harm others. Radwan (2006) explains that aggressive behavior can have both positive and negative characteristics; negative aggression can apply to such behavior as beating and attacking others, or feelings such as harboring anger and hatred toward others; or it can be related to personal attitude based on instinct and motivation.

Abu Mostafah (2006) defines aggressive behavior as a learned performance developed due to home or school environments. Aggression takes various forms such as self-aggression, aggressive behavior toward others, or destructive behavior toward ones school, among others. Hawashen and Hawashen (1996) divide aggressive behavior into three categories. The first category is based on aim or intention (attack or defensive). For example, aggressive behavior is either against others and causing harm to them or carried out in self-protection. The second category is based on forms of aggression that can be either physical or verbal. The last category of aggression is based on the receivers, i.e. whether the aggression received is direct or indirect.

Al-Khateeb (1988) defines “social aggression” as aggressive actions against people who cause aggression and “antisocial aggression” as an aggression and harmful performance from one person toward another, such as rape. Al-Shirbeny (1994) illustrates that child aggressive behavior can take several forms, as follows:

- Gesture of aggression such as children sticking out their tongue, or hand gesture, or spitting.
- Body aggression such as children using their body as a tool to hit others, or using their teeth, nails, and feet to scratch, kick, and harm others.
- Competition and disagreement aggression such as a childs aggressive and brutal behavior due to competition or jealousy while playing a game or studying.

The Social Work Dictionary defines aggression as both direct and indirect behavior. Direct aggressive behavior includes verbal or physical attacks and indirect aggressive behavior includes destructive behavior during activities such as competitive and athletic endeavors (Barker, 2003). In the current study, aggressive behavior is categorized under physical, verbal, and indirect aggression. The category of aggressive behavior used in this study is similar to the category of aggression that

many other researchers used in their studies (Crick & Grotpeter, 1995; Dodge et al., 2006; Galen & Underwood, 1997; Molhim, 2007; Ostrov & Keating, 2004).

Physical aggression has been defined by researchers as any performance or action carried out with intent to harm someone by using physical force such as pushing and kicking, or verbally threatening another with physical harm (Dodge et al., 2006). On the other hand, relational aggression (Crick & Grotpeter, 1995) or social aggression (Galen & Underwood, 1997) takes different forms that aim to destroy, threaten, or manipulate relationships. There are usually two forms of relational aggression, verbal and nonverbal. Verbal aggression includes yelling at other children, making hurtful comments, and threatening to hurt them physically. Nonverbal relational aggression may take the form of the aggressor taking subtle actions such as not allowing the other child to sit on his/her chair by putting his or her feet on the chair as a sign of humiliation. This form of aggression can be observed among children as young as three years old (Ostrov & Keating, 2004).

Another form of relational aggression is indirect relational aggression in which the identity of the aggressors may be hidden and unknown. Moreover, the aggressor avoids direct confrontation by using others in the peer group to hurt the victim. The aggressive behavior in this form of aggression becomes covert and silent, such as the aggressor harming a child by offending him or her, gossiping about a peer, and spreading mean rumors. The aim of the aggressor is to alienate the victim from his or her peers by damaging his or her social status and relationships with others. This psychopathological behavior of the aggressor affects the victim negatively and damages the victim's self-esteem, confidence, and social standing.

Theoretical Framework and Literature Review

Researchers have focused on understanding the onset, cause, and the negative psychological, academic, and social consequences of child aggressive behavior for both aggressors and victims (Capaldi et al., 2001; Hinshaw & Lee, 2003; Leff et al., 2010; Vaillancourt et al., 2007; Vandenberg & Marsh, 2009).

White and Kowalski (1998) attribute aggressive behavior to cultural attitudes in some patriarchal societies, in which aggression and violent

behavior among boys are valued as signs of masculinity, strength, and respect from others. Certain societies value men more than women and expect men to manipulate every aspect and relationship in society by using their male power. White and Kowalski (1998) point out that parents in such communities tend to raise their boys to use their physical power to defend themselves when attacked by other children else they will be stigmatized as cowards among their peers. According to this biocultural perspective, researchers explain the prevalence of physical aggression among young children in terms of how a culture identifies and signifies a particular emotion and how it perceives patterns of behavior as aggressive or not (Miller & Chen, 2006).

Forms of aggression that vary according to a child's gender have also been examined. Benenson (1993), Cross and Madsen (1997), and Murray-Close et al. (2007) have illustrated that relational aggression during childhood is more common among girls than boys. Girls tend to manipulate, humiliate, spread rumors, and gossip more with their female friends than do boys. Researchers have explained the results of studies in terms of girls' nature and attitudes that differ from boys, especially when it comes to the importance of social status.

Girls who are exposed to relational disagreement report higher rates of physiological and psychological problems than boys do (Murray-Close et al., 2007). However, Vaillancourt et al. (2003), Salmivalli and Kaukiainen (2004), and Crick et al.'s (1997) findings show that boys report higher rates of indirect aggression than girls do. Boys also are impacted socially and psychologically when they encounter relational aggression. Studies have revealed that boys who show relational aggression report higher rates of psychosocial maladjustment than do boys who display gender-normative expressions of aggression. On the other hand, Park et al. (2005) who studied boys and girls in first- and fifth grades saw a decline in relational and physical aggression, and especially girls expressed less physical aggression through time.

Valles and Knutson (2008) examined the relationship between methods of discipline that mothers use and children's forms of aggressive behavior. The study aimed to explore the history of child abuse and the effect of the means of discipline (direct or indirect aggression) that mothers use on their children, and whether this type of aggression affects children's behavior in the future. Valles and Knutson's (2008) findings

showed that girls tend to use indirect, verbal aggression more than boys do. On the other hand, boys were found to use physical aggression more than girls do.

A study conducted by Badran (2004) in Egypt among students in elementary school revealed that there is a relationship between childrens aggressive behaviors and small games and activities in which they are engaged. Badran (2004) illustrated that boys show more aggressive behavior than girls, which can be attributed to societal norms and values of masculinity that encourage and accept boys aggressive and disruptive behavior as part of the image of manhood and the male ego.

Abu Mostafah (2006) explained that the most common aggressive behavior among children between the ages of 6 to 9 years old in Palestine include writing on the walls of the classroom and school, beating their classmates during break time, shouting and screaming at their friends, or taking their classmates belongings by force. The findings also showed that boys reveal more aggressive and destructive behavior than do girls.

Abdualgani (1986) finds that high school boys show more aggressive behavior than girls. Alsayed (2000) studied aggressive behavior among children who live in a foster home. His findings also revealed that boys show more aggressive behaviors than girls. Al-Safty (1994) conducted a study among middle school students in the United Arab Emirates. His findings revealed that boys show more aggressive behavior than girls. This can be explained in terms of cultural norms where parents treat and raise their sons to be tough and strong through challenging and encouraging them to engage in rough sports and activities that demand hard physical effort.

Shuhemi (1994) revealed that from an anthropological and cultural perspective, a patriarchal society values and encourages certain behaviors in boys as a reflection of masculinity expressed in power, domination, and aggression, which are, at the same time, unacceptable characteristics for girls. Based on these cultural norms, parents forgive boys and are more tolerant with their aggressive behavior than with that of girls.

In Kuwait, some studies examined aggressive behavior among children. Sahel (1991) looked into social and psychological problems before and after the Iraqi invasion among a sample of Kuwaiti children (n = 428). One of the findings of his study showed that child aggressive

behavior in Kuwait increased after the Iraqi invasion of Kuwait, where the rate of aggressive behavior among children rose from 13.1% before the invasion to 25.8% after it. Another study that examined the effect of the Iraqi invasion on students was conducted

by Social Work Facilities in the Ministry of Education (1991). The findings showed that the aggressive behavior increased by 54.6% among students in Kuwait.

Theories on Aggression

Aggressive behavior among children is a phenomenon that many researchers attempt to understand and study. There are many psychological and social theories that appear to explain aggression such as biological theory, instinct theory, and social learning theory.

Biological Theory

Biological theory explains that childrens aggressive and violent behavior can be attributed to brain nerves in the hypothalamus area responsible for the persons emotions such as anger, irritation, and aggression (Mash & Wolfe, 2002). Another physiological explanation is genetic mutation. A study conducted in the United States demonstrated that individuals with abnormal chromosomes (XYY) develop higher destructive and hostile behavior than do individuals with normal chromosomes (Watfah, 1996).

Instinct Theory

Child aggressive behavior also can be clarified by the instinct theory which explains childrens aggressive manners and performance as being instinctive and natural behavior against threatening events so as to maintain their safety and wellbeing. If they cannot express and reveal this behavior and apply it to others, they will develop mental problems.

Social Learning Theory

The aggressive behavior is a learning behavior that children learn from their environment. According to Bandura (1977), aggressive behavior is a social learning behavior like any other type of behavior and it is learned through behavior modeling. Bandura explains that children can learn aggressive response by observing their environment.

Most of the findings in the literature indicate that boys tend to be

more aggressive than girls. However, the type of aggression used is different based on the child's gender, where girls use more indirect, verbal aggression; and boys use more physical aggression. The causes of aggression also vary. Some studies relate it to the values and norms of the families, i.e. environmental causes, and others relate it to instinctive or biological causes.

Research Hypotheses

The purpose of this study is to examine the relationship among three types of aggressive behavior - the physical, verbal, and indirect - among Kuwaiti children. Based on the above literature review, the study raises the question whether there exists any significant differences between Kuwaiti boys and girls in terms of physical aggressive behavior, verbal aggressive behavior, or indirect aggression. It also seeks to find out which of these three types of aggressive behavior is more common among Kuwaiti children. To answer these questions, the following hypotheses were formulated:

- **H1:** There is a significant difference between Kuwaiti boys and girls in terms of physical aggressive behavior on the aggressive behavior scale for children.
- **H2:** There is a significant difference between Kuwaiti boys and girls in terms of verbal aggressive behavior on the aggressive behavior scale for children.
- **H3:** There is a significant difference between Kuwaiti boys and girls in terms of indirect aggression on the aggressive behavior scale for children.

Methodology

A descriptive approach was selected to address the research questions. It is used for descriptive and explanatory purposes.

Study and Method Type

Descriptive analyses were conducted to provide information about the sample and find the means, standard deviations, and range of scores.

Research Sample

The population of this study is Kuwaiti children enrolled in summer camps in Kuwait to learn new skills and subjects. Most of the summer

camps in Kuwait were open from 8 in the morning until 2 pm. Although the camps accommodate Kuwaiti and non-Kuwaiti children, this study was limited to Kuwaiti children. The study used a non-probability, convenience-sampling method to recruit participants. The recruitment was conducted between the middle of June and the end of August, 2011 for camps located in six districts in Kuwait as follows: two summer camps in Farwaniya, two in AlAsima, two in Mubarak Al-Kabeer, two in Hawalli, one in Al Ahmadi, and one in Aljahra. The participants were 329 Kuwaiti children, 111 boys and 218 girls, recruited from 10 summer camps in Kuwait. On average, the children were 10-14 years old at the time of the study.

Instrument

The aggressive behavior scale for children (Batha, 2000) includes three sub-scales, which represent three types of aggressive behavior. The first sub-scale includes 14 items that describe physical aggressive behavior. The second sub-scale consists of 14 verbal aggressive behavior items. The third sub-scale includes 14 indirect aggression items. The aggressive behavior scale consists of 42 self-descriptive statements to which the participants responded on a 4-point scale ranging from 4 = more; 3 = less; 2 = rare; 1 = very rare.

Batha (2000) found the aggressive behavior scale for children as valid and reliable, with $\alpha=0.78$. The alpha for each sub-scale in the aggressive behavior scale is physical aggressive behavior ($\alpha=0.75$), verbal aggressive behavior ($\alpha=0.80$), and indirect aggression ($\alpha=0.79$). In the current study, the overall alpha for the aggressive behavior scale is $\alpha=0.95$. In addition, each sub-scale showed adequate reliability: physical aggressive behavior ($\alpha=0.92$), verbal aggressive behavior ($\alpha=0.91$), and indirect aggression ($\alpha=0.84$).

Results

The researchers used correlation among physical aggressive behavior, verbal aggressive behavior, and indirect aggression variables to test their relation to gender. The results show a positive correlation between physical aggressive behavior and verbal aggressive behavior ($r=0.83$) and between physical aggressive behavior and indirect aggression ($r=0.67$). Furthermore, a positive correlation between verbal aggressive behavior and indirect aggression ($r=0.73$) was noticed. (See

Table 1: Correlation between physical aggressive behavior, verbal aggressive behavior, and indirect aggression variables).

Table 1
Correlation between Physical Aggressive Behavior, Verbal Aggressive Behavior, and Indirect Aggression Variables

Variables		X ₁	X ₂	X ₃
X ₁	physical aggressive behavior,	1.00		
X ₂	verbal aggressive behavior	0.835(**)	1.00	
X ₃	indirect aggression	0.672(**)	0.731(**)	1.00

** Correlation is significant at the 0.01 level (2-tailed).

Initial analyses examined whether physical aggressive behavior, verbal aggressive behavior, and indirect aggression varied by gender. The difference between boys and girls was statistically significant for overall aggression ($t = 6.18, p = 0.000$). Boys had a mean of 96.82 and girls had a mean of 78.67.

T-tests were utilized to evaluate physical aggressive behavior depending on the child's gender. The results showed that boys displayed more physical aggressive behavior than girls did ($t = 5.98, p = 0.000$), which means that there is a statistically significant difference between boys and girls in terms of physical aggressive behavior with a mean of 30.82 for boys and a mean of 23.94 for girls.

The results of the T-test showed that there is a significant difference between Kuwaiti boys and girls in terms of verbal aggressive behavior ($t = 4.78, p = 0.000$). Kuwaiti boys had a mean of 30.81 and Kuwaiti girls had a mean of 25.50.

In addition, the findings of this study support our last hypothesis, H3, that there is a significant difference between Kuwaiti boys and girls in terms of indirect aggression ($t = 6.04, p = 0.000$). This indicates that Kuwaiti boys express more indirect aggression than Kuwaiti girls do, with a mean of 35.19 for boys and a mean of 29.22 for girls. (See Table 2: T-test for gender and physical aggressive behavior, verbal aggressive behavior, and indirect aggression variables).

Table 2
T-test for Childs Gender and Physical Aggressive Behavior, Verbal Aggressive Behavior, and Indirect Aggression Variables

	Boys		Girls			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>df</i> *	<i>t</i>
physical aggressive behavior	30.82	11.39	23.94	8.92	326	5.98***
verbal aggressive behavior	30.81	10.96	25.50	8.67	326	4078***
indirect aggression	35.19	8.85	29.22	8.21	326	6.04***

*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$, (2-tailed).

The third aim of this study is to investigate which of the three types of aggressive behavior (physical, verbal, and indirect aggression) is more prevalent among Kuwaiti children. Therefore, the means of the physical aggressive behavior sub-scale, verbal aggressive behavior sub-scale, and indirect aggression sub-scale were computed.

The means of the three types of aggressive behavior showed that the mean for physical aggressive behavior sub-scale is 26.26, with a standard deviation of 10.31. The verbal aggressive behavior sub-scale had a mean of 27.27 and a standard deviation of 9.80. The indirect aggression sub-scale had a mean of 31.20 and a standard deviation of 8.88.

This result illustrated that indirect aggression is more prevalent among Kuwaiti children than physical aggressive behavior. The last type of aggression that is prevalent is verbal aggressive behavior. (See Table 3: Means and standard deviations for physical, verbal, and indirect aggression sub-scales).

Table 3
Means and Standard Deviations for Physical, Verbal,
and Indirect Aggression Sub-Scales

Sub-Scales	<i>M</i>	<i>SD</i>
Physical aggressive behavior	26.26	10.31
Verbal aggressive behavior	27.27	9.80
Indirect aggression	31.20	8.88

Discussion

Aggressive behavior among children is an important social issue in social science research. Aggressive behavior can negatively affect childrens relationships with their families, peers, and even with their societies. For example, child aggression is associated with many negative social-psychological adjustment outcomes such as poor communication skill development, drug addiction, and peer rejection (Chassin et al., 1999; Cole, 1990; Dumas et al., 1994). Furthermore, child aggression has an impact on the development of social and emotional regulation in social interactions (Eisenberg & Fabes, 1998).

Many cross-cultural studies show a significant relationship between parent-child socialization and childrens personality (Grogan-Kaylor & Otis, 2003; Jonson-Reid et al., 2004; Khamis, 2000). The findings illustrate that parents attitudes, values, and sex discrimination that mostly favor sons over daughters significantly affect their children. The studies illustrate that the way parents raise and treat their children may shape and affect the development of childrens personality. Furthermore, children who have been treated harshly by their parents usually develop maladjustment to their academic and social environment.

The findings of this study have identified some of the correlates of aggressive behavior. They showed that there is a positive correlation, i.e. a positive relationship among the three types of aggression—physical, verbal, and indirect aggression. For instance, when physical aggressive behavior increases, verbal aggression increases as well; and indirect aggression tends to increase accordingly.

The results of the current study show that Kuwaiti boys are more likely to be aggressive than Kuwaiti girls in all three aggressive behaviors.

This is due to Kuwaiti culture, which is a masculine culture. In this type of culture, boys have the right to be aggressive with their peers and with others, if needed. However, girls in Kuwait have to be polite and well-behaved, and have to practice and display “good” manners. Families in Kuwait encourage boys to be brave by fighting with other boys and they raise girls to obey orders from their families and later from their husbands.

According to feminist theory, in early childhood parents treat and socialize their children in terms of their gender. In patriarchal societies such as the Kuwaiti society, males are favored and valued more than females and are expected to dominate and control the household and the dynamics in their relationships. Male aggressive behavior is regarded as normal and acceptable in this patriarchal culture because it is viewed as a tool of dominance and authority (White & Kowalski, 1998).

Moreover, Kuwaiti culture is a conservative culture in which girls are usually expected to stay at home with their mothers for protection and to be prepared for their future roles in their households as wives and mothers. Young girls usually spend much of their time helping their mothers in doing daily household chores and taking care of their younger siblings. Also, Kuwaiti parents teach their children from early age that the normal and correct place for girls is at home with their mothers, and the normal place for boys is outside with their fathers. This cultural practice is based on the gender roles in Kuwaiti society that shape childrens personality and determine how parents raise them. In this patriarchal society, boys are raised to be prepared for their future roles as heads of households. This has been characterized by a strong personality, one that is courageous and fearless. Males are expected to be able to stand up to others and confront them verbally as well as physically.

Furthermore, boys tend to be more prepared to stand up for themselves and protect themselves when they encounter any kind of aggression from strangers or companions because they spend more time outside their family setting. Their interactions with their peers during childhood along with socialization by their parents play a major role in shaping boys personalities and behavior as they grow into adulthood.

Indirect aggression is the most prevalent aggressive behavior among Kuwaiti children, as shown in this studys findings, followed by physical

aggressive behavior, and verbal aggression. Indirect aggressive behavior is the most frequently selected form of aggression for the children because they do not have to be in direct opposition with other children. They can harm the other child by gossiping and spreading rumors, without facing him or her. Moreover, using this type of aggression will make the children hurt another child and at the same time, not put themselves in a risky situation that exposes them to punishment.

The other type of aggressive behavior prevalent among Kuwaiti children is physical aggressive behavior. Kuwaiti children are taught by their families that they have to be brave when they face other children. The concept of bravery is very broad in Kuwaiti society. However, part of the idea of bravery has to do with being aggressive toward the person you do not like. Therefore, the second choice for children after using indirect aggression is physical aggression, which takes many forms, such as shoving and kicking. The main idea behind this is that they would be punished for taking an action that would make them feel satisfied with humiliating the other child in front of others.

The last aggressive behavior common among Kuwaiti children is verbal aggression. Children may attempt to use verbal aggressive behavior especially to challenge another child's power. However, Kuwaiti children select verbal aggression as the last resource of aggression to harm other children. They choose this only if the first two types of aggression do not help them to assert their identities or to fulfill their desire to harm other children.

Implications for Social Work

Aggressive behavior is one of the social problems that confront Kuwaiti society as it affects both the child's life and environment. The research's findings have important implications for social work practice. Social workers can use short-term therapeutic practices which help increase positive behavior outcomes for aggressive children. These interventions include Cognitive-Behavioral Therapy, Family Therapy, Play Therapy, and Skill Training.

Social workers should work with aggressive children in terms of their gender. The intervention should work not only with the child, but also with parents. Herrenkohl and Russo (2001) found that preschool children who experience unsympathetic and harsh relationships with

their mothers and who are exposed to severe physical punishment by their mothers show more aggressive behavior at school compared to their classmates. Stauffacher and DeHart (2005) attribute preschoolers relational aggression to the nature and experience of their relationships with their mothers and siblings. Social workers have to assist parents to help children prevent undesirable aggressive behavior.

Future Research

Future research should distinguish between the different subgroups ages and gender in each aggressive behavior types, such as physical aggression, verbal aggression, and indirect aggression. Sub-age groups may influence aggressive behavior in both girls and boys in Kuwait. Moreover, social and environmental factors such as families, friends, and schools could have an impact on child aggressive behavior, which would help to understand the causes of the undesirable behavior among Kuwaiti children.

Conclusion

Aggression is one of the problems of behavior that children suffer from. It may affect children in later life because children with aggressive behavior are more likely to engage in delinquent and criminal action in adulthood. Early interventions with children who demonstrate aggressive behavior are more likely to reduce antisocial behavior. The findings of this study will help social workers in Kuwait to work with children who demonstrate aggressive behavior based on their gender. Hopefully, the findings of this study will contribute to develop programs in Kuwait that address childrens aggressive behavior.

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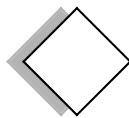
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تأثير نوع الجنس على السلوكيات العدوانية بين الأطفال الكويتيين

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ملخص: السلوك العدواني لدى الأطفال يؤثر على حياتهم. هذه الدراسة تقوم باختبار ثلاثة أنواع من السلوك العدائي (الجسدي واللفظي وغير المباشر) من المنظور الثقافي ومن منظور الخدمة الاجتماعية. بالإضافة إلى البحث في تأثير الجنس على السلوك العدواني بأنواعه الثلاثة. كذلك معرفة أي سلوك عدواني هو الأكثر انتشاراً بين عينة تتكون من 329 من الأطفال الكويتيين. النتائج أوضحت أن هناك ارتباطاً بين أنواع السلوك العدواني والجنس. وبالإضافة إلى ذلك، أظهرت النتائج أن هناك فروقاً بين الذكور والإناث من حيث العدوان الجسدي واللفظي وغير المباشر، وأن العدوان غير المباشر هو الأكثر انتشاراً بين الأطفال الكويتيين.

المصطلحات الأساسية: السلوك العدواني، الخدمة الاجتماعية، الأطفال، الجنس.

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