THE PROBLEM OF AGGRESSIVE BEHAVIOR AMONG ADOLESCENTS IN KAZAKHSTAN (LITERATURE REVIEW)

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Abstract - This article addresses the issue of aggressive behavior among adolescents in Kazakhstan in comparison with global trends. The analysis draws on statistical data from international studies and national sources. Findings indicate that the prevalence of bullying and cyberbullying among Kazakhstani adolescents is comparable to global levels, yet their subjective sense of insecurity in the school environment is higher than the OECD average. Key determinants of aggression include family disciplinary practices, school climate, digital environment, and cultural tolerance toward violence. The study highlights the need for comprehensive preventive measures targeting schools, families, and the digital sphere. The results are of practical importance for shaping public policy in the field of adolescent mental health and violence prevention.

Keywords - Adolescents, Aggression, Bullying, Cyberbullying, Kazakhstan.

I. INTRODUCTION

In modern society, there is a persistent trend toward the increase of aggressive behavior among adolescents, as evidenced by both international and national research. According to the World Health Organization, aggression and violence occupy a significant place among the factors affecting the health and social well-being of young people. In Kazakhstan, this issue has also become increasingly acute: the number of conflicts in the school environment, cases of bullying and cyberbullying, as well as adolescent involvement in deviant behavior, has been rising. Aggressiveness during adolescence not only complicates the processes of socialization and education but also increases the risk of forming antisocial attitudes in adulthood. Therefore, studying the factors influencing the development of aggressive behavior and identifying effective strategies for its prevention and correction represent a highly relevant task for both Kazakhstan and the global scientific and practical agenda.

Aggressive behavior among adolescents has a multifaceted impact on the social development of society, affecting key institutions such as the family, the education system, and healthcare. In the educational environment, aggression manifests itself in the form of bullying, violence, and conflicts, leading to a decline in learning quality, disruption of the psychological climate, and an increase in school maladaptation. For the healthcare system, this problem is reflected in a growing number of visits to psychologists and psychiatrists, a rise in stress- and anxiety-related disorders, and the need to develop and implement specialized prevention and behavioral correction programs. In a broader social context, adolescent aggression is associated with an increase in deviant behavior, youth criminalization, and the formation of long-term negative attitudes that affect social stability and the economic development of the state. Thus, the study of this issue is of great importance for ensuring social security, preserving the mental health of adolescents, and enhancing the effectiveness of educational and preventive measures.

International Experience in Studying Adolescent Aggressive Behavior

The study of aggressive behavior among adolescents represents an important area of global research, as aggression is closely associated with mental health problems, school adaptation difficulties, and future social integration challenges among young people. Numerous international studies emphasize the need for interdisciplinary approaches that combine educational, psychological, and public health perspectives.

According to the World Health Organization, violence among adolescents is one of the leading causes of injury and mortality in the 10-19 age group [1]. Bullying and physical aggression are recognized as global issues requiring systemic intervention. The report highlights that approximately 30% of adolescents worldwide experience aggressive behavior in school settings.

The Health Behaviour in School-aged Children (HBSC) project, conducted under the auspices of WHO, regularly performs cross-national studies in more than 40 countries across Europe and North America. The results demonstrate that the prevalence of aggression and bullying varies considerably depending on socio-economic conditions and the quality of the educational environment [2]. These findings underscore the importance of developing school-based prevention programs that consider cultural and social contexts.

In the United States, adolescent aggression has been extensively studied in the context of school violence and cyberbullying. Longitudinal studies by the Centers for Disease Control and Prevention [3] show

that around 20% of high school students have been victims of bullying at least once, while 15% have experienced cyberbullying. Furthermore, research highlights the association between aggressive behavior, mental health issues, substance use, and low academic achievement [4]. These findings have informed national prevention programs that focus on social-emotional learning and peer-support interventions.

In Asian countries such as China, South Korea, and Japan, special attention is given to the phenomena of cyberbullying and academic pressure. Studies reveal that adolescents in large metropolitan areas are more likely to encounter aggressive behavior compared to their peers in rural regions [5,6]. South Korea has implemented national programs for the prevention of school aggression, including the integration of school psychologists and community-based social support services.

A comparative analysis of global research shows that the underlying factors of adolescent aggression-family environment, peer influence, media exposure, and social pressure-are largely universal. However, the prevalence, manifestations, and intensity of aggressive behaviors differ across cultural and socio-economic contexts. In high-income countries, emphasis is placed on the prevention of cyberbullying and psychological aggression, whereas in low- and middle-income countries, the primary challenges remain physical violence and school conflicts. These findings highlight the need for culturally sensitive, evidence-based interventions to address adolescent aggression worldwide.

II. THE MAIN PART

Recent research and statistical data reveal a complex picture of adolescent aggression and bullying in Kazakhstan, encompassing both school-based and online environments. According to PISA-2022 data, 26% of boys and 19% of girls reported being bullied "several times a month" or more frequently, while 12% of students do not feel safe in the classroom, 14% in other areas of the school, and 16% on their way to school [7]. The UNICEF Kazakhstan Kids Online study [8] and a subsequent UNICEF press release [9] found that 21% of children in Kazakhstan had experienced cyberbullying and 15% encountered unwanted online content daily. Early and intensive internet exposure increases vulnerability: 46% of children go online for the first time between the ages of 5-8, and 92% use smartphones almost constantly.

Family dynamics also play a dual role as both risk and protective factors: UNICEF's assessment showed that over the past two years, 74.3% of parents reported using some form of violence as a disciplinary method at home-30.6% physical and 72.2% psychological-reflecting a widespread normative tolerance for violence that shapes aggressive behavioral models among adolescents [10].

In response, Kazakhstan has strengthened its legal and institutional framework: since 2022, the Rules on the Prevention of Bullying among Children have required schools to develop annual prevention plans, conduct awareness activities for parents and students, and regulate case investigation procedures [11]. Further, 2024 legislative amendments introduced administrative responsibility for bullying and cyberbullying against minors, enhancing the accountability of schools and law enforcement bodies [12].

School environment indicators, however, remain mixed: PISA-2022 reports high levels of teacher support but also frequent distractions caused by digital devices (21-23%), correlating with feelings of insecurity and victimization risks. The growing prevalence of early digital socialization, including daily use of social media and messaging platforms, intensifies online risks such as contact with adults, adding strangers, and sharing personal media-especially in urban settings [8].

Cultural and social determinants further shape these patterns: the normative acceptance of "harsh" disciplinary practices within families fosters tolerance toward aggression and discourages help-seeking behavior, while gender differences persist-boys are more likely to experience direct physical aggression, whereas girls report indirect forms and cyberbullying, consistent with global HBSC and PISA trends [7,10].

Social determinants such as the normalization of violence in upbringing and early digitalization exacerbate aggression and victimization risks. While Kazakhstan has made substantial progress in updating its legal and policy frameworks, continuous monitoring, evidence-based evaluation, and the effective implementation of preventive measures at the school and family levels remain essential.

Factors Influencing Adolescent Aggression in Kazakhstan

A synthesis of empirical and theoretical studies reveals that adolescent aggression in Kazakhstan is determined by a complex interplay of family, school, media, and socio-economic factors. Studies such as Zhaparov [13] show that adolescents from single-parent families demonstrate higher aggression levels due to emotional instability and reduced parental support. Tyutyunkova [14] found that family conflicts and exposure to aggressive parental models are often internalized and transferred into peer interactions, particularly in socially disadvantaged environments.

The study by Assylbekova Marziya [15] demonstrated that aggression most frequently occurs in social networks (42.8%), followed by public spaces (33.5%) and schools (23.7%), with victims showing reduced academic performance and higher self-harm ideation. Broader theoretical reviews [16,17] identify school climate, peer conflict, and insufficient teacher support as key predictors of adolescent aggression.

Guided by Bandura's Social Learning Theory, adolescents often adopt aggressive behaviors through observation and imitation of media models. Research highlights the "cultivation" and "disinhibition" effects of violent media, which normalize aggression by weakening inhibitory control. Assylbekova Marziya [18] reported that over 42% of surveyed adolescents encountered aggression online, confirming that digital environments have become primary arenas for hostile interactions and cybermobbing-manifested in rumor spreading, harassment, and public humiliation.

Although direct studies on Kazakhstan remain limited, international evidence (e.g., BELLA Study, Germany) links low socio-economic status, family instability, and poor social support with higher risks of antisocial behavior. UNICEF assessments emphasize that in Kazakhstan, violence within the family is often perceived as an acceptable form of discipline, reflecting deep-rooted socio-economic and cultural determinants that indirectly sustain adolescent aggression [19].

Empirical research within Kazakhstan highlights several distinct personal, psychological, and behavioral dimensions of adolescent aggression, illustrating its multifactorial and context-dependent nature. According to Serbina [20], aggressive adolescents exhibit a combination of heightened aggressiveness and hostility, coupled with limited capacity to differentiate negative emotions. They tend to rely on primitive behavioral strategies-physical or verbal aggression-rather than constructive communication. Among adolescents with a hyperthymic accentuation type, aggression manifests primarily in overt physical and verbal forms, whereas those with labile temperament types exhibit passive, reactive aggression linked to emotional instability. These characteristics impede social skill development and complicate successful adaptation to the social environment.

Yegenisova [21] identified a significant overlap between aggression and other forms of deviant behavior, including alcohol and substance use, fighting, intimidation, and physical or psychological violence. These findings indicate that aggressive adolescents are frequently embedded in broader networks of antisocial behavior, reflecting cumulative social and emotional maladaptation.

Studies focusing on aggressive behavior among adolescent girls highlight emotional dysregulation as a key factor. High levels of tension and anxiety are characteristic, often coexisting with somatic symptoms such as muscular rigidity. Psychological interventions such as relaxation techniques, deep breathing, and progressive muscle relaxation accompanied by calm music have been recommended to mitigate these manifestations.

Kamaliyev D.M. reported [22] that up to 41% of adolescents demonstrate aggression associated with resentment, suspicion, and indirect hostility. Such individuals frequently experience difficulties in social adjustment, poor interpersonal relationships, and emotional imbalance, which in turn reinforce aggressive tendencies.

Research conducted in 2021 showed that aggressive adolescents display distinctive patterns of digital self-presentation, characterized by dominance-seeking, decreased empathy, and a higher propensity for antisocial and risky behaviors in social media and messaging environments. These behaviors reinforce social polarization and increase the potential for online conflict [23].

These findings demonstrate that adolescent aggression in Kazakhstan is closely linked to personal and emotional dysfunctions and to broader environmental influences-ranging from family and peer relationships to digital ecosystems. Preventive and corrective interventions should thus focus on strengthening emotional regulation, enhancing self-esteem, developing social adaptation skills, and providing educational programs on safe online behavior. Such comprehensive strategies would contribute to fostering resilience, empathy, and constructive communication among Kazakhstani youth.

III. CONCLUSION

The findings of this study demonstrate that the level of adolescent aggression and bullying in Kazakhstan is comparable to international averages (PISA, HBSC), yet the perceived sense of insecurity among students remains significantly higher. This discrepancy indicates that the quantitative prevalence of aggressive incidents does not fully capture the psychological dimension of the problem. The persistence of traditional forms of aggression-such as physical violence and school bullying-alongside the increasing prevalence of cyberbullying reflects a transitional stage of socialization, where offline and online environments interact and reinforce each other. The influence of early digital exposure, weak family

communication, and insufficiently protective school climates underscores the multidimensional nature of adolescent aggression.

Cultural and social determinants play a decisive role in shaping aggressive behavior. The normalization of violence within family upbringing, limited trust in institutional protection mechanisms, and low levels of digital literacy amplify both the risks of aggression and victimization. At the same time, gender-specific trends in aggression correspond to global patterns but are more pronounced in Kazakhstan, indicating the need for targeted prevention programs. Addressing these challenges requires an integrated approach involving families, schools, and digital ecosystems, supported by evidence-based policies, continuous monitoring, and intersectoral cooperation aimed at strengthening psychological safety and promoting nonviolent communication among adolescents.

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