

Aggressive Behavior Has A Negative Effect

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Aggressive behavior can cause physical injury, emotional distress, damaged relationships, disciplinary problems, and wider social harm. The original essay argues that aggression may have biological or temperamental roots while the particular ways people express anger are often learned through parents, peers, television, films, video games, and repeated social experience. That central distinction should be preserved: feeling anger is not the same as committing violence, and an aggressive impulse does not make harmful action inevitable. People learn scripts for interpreting provocation, deciding whether retaliation is acceptable, and selecting verbal or physical responses. Observational learning can therefore increase risk when children repeatedly see aggression rewarded, normalized, or used without meaningful consequences. However, media exposure is only one factor. Family conflict, harsh discipline, peer approval, neighborhood conditions, stress, trauma, substance use, personality, and access to supportive adults can strengthen or weaken aggressive patterns. A responsible analysis avoids claiming that every viewer becomes violent and instead examines how repeated models interact with the individual and environment.

Aggression, Anger, and Violence Are Not Identical

Aggression generally refers to behavior intended to harm another person who wishes to avoid that harm. Violence is a severe form of aggression involving or threatening significant physical injury. Anger, by contrast, is an emotion. It can alert a person to perceived injustice, frustration, danger, or boundary violation without necessarily producing aggression. The original essay sometimes moves too quickly from innate aggressive tendencies to violent action. A person may feel intense anger and respond by speaking firmly, leaving a dangerous situation, asking for help, exercising, writing, or solving the underlying problem. The distinction matters for prevention because children need more than instructions never to feel angry. They need language for emotion, models of self-control, and nonviolent methods of expressing needs.

Freud treated aggression as a powerful human drive, while later psychological theories have emphasized learning, cognition, biology, and social context. No single theory explains every aggressive act. Temperament may affect emotional intensity, impulsivity, and sensitivity to frustration, but temperament is not destiny. Social experiences teach whether anger is interpreted as shame, threat, competition, or a problem that can be discussed. Executive functions, empathy, moral beliefs, and anticipated consequences also influence whether an impulse becomes behavior. A complete explanation therefore considers both disposition and learning rather than choosing one as the exclusive cause.

Observational Learning and Behavioral Scripts

Albert Bandura's [social learning](#) research demonstrated that children can imitate aggressive actions they observe, especially when a model appears powerful, attractive, similar to them, or rewarded. Observation does not create a mechanical copy in every child. It supplies possible scripts. A child who sees a character answer disrespect with a punch learns that physical dominance is one available response. Whether the child uses that response depends on memory, expected reward, adult supervision, peer reactions, emotional arousal, and alternative skills. The American Psychological Association notes that violence is substantially learned and that nonviolent problem-solving can also be taught (APA, n.d.). This is an important extension of the original essay: the same learning processes that transmit aggression can support empathy, negotiation, and self-regulation.

Scripts become more accessible through repetition. If entertainment, family interactions, and peer culture all portray humiliation as deserved and retaliation as admirable, a child may begin interpreting ambiguous events as deliberate attacks. Someone accidentally bumping into the child may be treated as an enemy rather than as a person who made a mistake. This hostile attribution pattern can lead to escalation. Adults can interrupt it by asking children to generate multiple explanations, identify emotions, consider consequences, and rehearse calm responses. Prevention is therefore not limited to reducing media exposure; it involves building a richer set of behavioral choices.

Television, Film, and Video Games

The original article states that most violence is inspired by television and video games, which is too broad. Research supports concern that violent media can contribute to aggressive thoughts, feelings, desensitization, or behavior under some conditions, but violence in society cannot be reduced to one medium. Most people who watch action films or play violent games do not commit serious violence. Media effects are probabilistic, often modest, and shaped by age, content, context, identification with characters, parental guidance, and other risk factors. It is more accurate to say that repeated exposure may add to an existing risk environment rather than independently determine an outcome.

Content also differs. A story that portrays violence as glamorous, humorous, consequence-free, and rewarded communicates something different from a story that shows grief, accountability, and the long-term effects on victims. Interactive games vary in goals, cooperation, realism, and social setting. Parents and educators should therefore evaluate not only whether violence appears but how it is framed. Co-viewing and discussion can help children distinguish fiction from acceptable real-world conduct. Questions such as "Who was harmed?", "What other choice could the character have made?", and "What consequences did the story ignore?" turn passive viewing into critical interpretation.

Family Modeling and Harsh Discipline

The original essay correctly observes that children learn language and behavior from adults. A child who regularly hears insults may use insults when frustrated because those words have become part of the available emotional vocabulary. A child who sees an adult win arguments through threats may associate fear with authority. Physical punishment can communicate the contradictory message that hitting is wrong unless a stronger person believes it is justified. The APA's review of physical discipline reports that it does not improve long-term behavior and is associated with emotional, behavioral, and academic problems; it may also model physical aggression as a method of conflict resolution (APA, 2019).

Positive modeling requires adults to demonstrate repair as well as calmness. Parents will sometimes lose patience, but they can acknowledge harm, apologize, and show how to respond differently. Consistent boundaries, predictable consequences, warmth, and explanation help children connect behavior with responsibility. Adults should avoid humiliating discipline because shame can produce secrecy and resentment rather than moral understanding. The goal is not obedience based on fear; it is the gradual development of internal control and concern for others.

Temperament, Arousal, and Self-Regulation

The original discussion notes that people differ in how quickly anger arises, how intensely it is felt, and how long it lasts. This is a useful observation. Some children are highly reactive, while others withdraw or recover quickly. High reactivity does not equal bad character. It means that the child may need more support noticing early bodily signs such as muscle tension, rapid breathing, heat, or an urge to shout. Skills are easier to use before arousal reaches its peak. Slow breathing, a brief pause, movement, sensory regulation, and rehearsed language can reduce the likelihood of impulsive harm.

Self-regulation develops through relationships. Young children initially depend on adults to help them calm down, label emotions, and organize responses. Over time, these interactions become internal skills. Sleep, nutrition, exercise, neurodevelopmental conditions, stress, and trauma can affect regulation. A child who is chronically frightened may react strongly to cues that others consider minor. Such behavior should be addressed firmly when it harms others, but understanding its function improves intervention. Punishment alone may suppress an incident without teaching a safer response.

Dramatic Displays, Property Damage, and Road Rage

The original essay uses examples such as punching a locker, shouting publicly, making a dramatic

exit, and imitating adult road rage. These acts can provide immediate release or a temporary sense of power, which reinforces them even when they damage relationships. Entertainment may supply the visible style of the display, but the reward often comes from the real environment: peers laugh, others become silent, or the aggressor escapes an uncomfortable conversation. Effective intervention examines the function of the behavior. If aggression gains attention, control, or avoidance, the person needs a nonviolent way to achieve the legitimate part of that goal without causing harm.

Road rage also illustrates social modeling. Children observe how adults respond to delay, mistakes, and anonymity. A parent who insults other drivers teaches that inconvenience justifies dehumanization. Adults can instead narrate uncertainty: the other driver may be lost, frightened, distracted, or dealing with an emergency. This does not excuse unsafe driving; it prevents an assumption of malicious intent from escalating emotion. The lesson applies beyond traffic to online communication and school conflict.

Bullying and Peer Reinforcement

Bullying involves repeated aggression combined with a power imbalance. It may be physical, verbal, relational, or digital. The original article is right that children can imitate humiliating behavior presented as entertainment, but bullying is sustained by the peer environment as much as by the individual aggressor. Laughter, attention, silence, forwarding cruel content, and social rewards can strengthen it. Prevention must therefore engage bystanders, classroom norms, reporting systems, and adult responsiveness. Telling a targeted child simply to ignore bullying transfers responsibility away from the group that permits it.

Consequences for bullying should protect the target and require accountability, but they should also teach behavior. Restorative approaches may be useful only when participation is safe and voluntary; they should not force a victim to reconcile. Schools need clear policies, confidential reporting, documentation, and support for both affected students. An aggressor may need empathy training, supervision, family intervention, or mental-health support, but understanding contributing factors does not remove responsibility.

Sexual Content, Consent, and the Need for Accurate Distinctions

The original essay incorrectly associates consensual sadomasochistic interests with sexual aggression and marital rape. These are not equivalent. Consensual adult sexual practices require informed, voluntary, ongoing agreement and respect for boundaries. Sexual violence occurs when consent is absent, coerced, withdrawn, or impossible. A person's consensual interest does not establish a tendency to assault others. Media portrayals can still be criticized when they romanticize coercion, ignore negotiation, or present controlling behavior as love. The appropriate lesson is media literacy

and consent education, not stigma toward adults whose consensual relationships differ from conventional expectations.

Young viewers need age-appropriate teaching that fictional romance is not a guide to consent. Consent must be freely given, specific, reversible, informed, and communicated. Marriage or dating never creates automatic permission. Alcohol, intimidation, manipulation, and power imbalance can undermine meaningful agreement. Correcting the original claim strengthens the essay's central concern: harmful behavior is learned when media and communities blur the difference between mutual choice and domination.

Protective Factors and Prevention

Aggression is less likely to become persistent violence when children have stable relationships, clear expectations, emotional vocabulary, safe schools, opportunities for achievement, and adults who respond early. Media limits may be useful, especially for younger children, but prohibition alone is insufficient. Families can select developmentally appropriate content, avoid screens during vulnerable times, discuss stories, and model respectful disagreement. Schools can teach conflict resolution, cooperative learning, digital citizenship, and help-seeking. Communities can reduce exposure to violence and provide accessible mental-health services.

When aggressive behavior is frequent, severe, sudden, or associated with threats, cruelty, weapons, self-harm, trauma, or major functional decline, professional assessment may be necessary. Evaluation should consider safety, developmental history, family stress, learning difficulties, substance use, mood, attention, and exposure to violence. It should not assume that a diagnosis automatically makes someone dangerous. The purpose is to understand the pattern and create an individualized plan.

Conclusion

Aggression can have serious negative effects, but its development is more complex than the claim that television or video games directly produce violence. Temperament and arousal influence how anger feels; families, peers, media, and institutions teach scripts for expressing it; and consequences determine whether a response becomes habitual. The original essay's strongest idea is that behavior can be learned. That insight also creates hope because nonviolent behavior can be modeled, practiced, rewarded, and strengthened. Prevention requires accurate distinctions between anger and violence, fantasy and action, consensual sexuality and assault, risk factors and inevitability. Children benefit when adults neither dismiss aggression nor define them by it. They need protection, accountability, emotional skills, and examples of power exercised without humiliation or harm.

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