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## Aggression as a Determinant of Juvenile Delinquency: A Scoping Review

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**Abstract:** Around the world, there remain major social and developmental problems related to juvenile delinquency and aggression has been shown to often predict such offenses. This scoping review analyzed research papers from 2000 to 2025 to see if aggression can predict juvenile delinquency, identify the main trends and find which subjects still need more study. We used the Arksey and O'Malley framework, with help from PRISMA-ScR guidelines, to select 15 studies that came from a variety of regions and research designs such as cross-sectional, longitudinal or meta-analytic. The review revealed that many types of aggression, especially physically, reactive and impulsive aggression, are strongly linked to theft, assault and actions against social norms. Against what was widely assumed, aggression was closely linked to a variety of risks such as poor grades, family dysfunction, peer influence and experiencing violence. Experts observed that male aggression usually appeared as shouting or physical fights, while female delinquency was measured by increased risks of self-injury. Even with plenty of evidence, there are still problems, including few studies on female adolescents, too much use of cross-sectional data and a shortage of research from low and middle-income countries whose environments may vary greatly. Having various ways to define and measure aggression makes it difficult to compare studies. Even so, early action by schools, therapists and families appears essential, given the results. Having detailed strategies based on each situation is important to handle features of the person and the environment that cause delinquency. Therefore, aggression should be considered a solid and intricate predictor of juvenile delinquency which suggests that new research should focus on long-term and interdisciplinary studies to guide effective approaches for guiding at-risk youth.

**Keywords:** Juvenile Delinquency, Aggression, Reactive Aggression, Proactive Aggression, Early Intervention

## Introduction

Juvenile delinquency continues to be a pressing issue across many societies, touching on concerns about safety, youth development, and the broader social fabric. It refers to the involvement of young people in behaviors that violate the law or social norms, ranging from minor offenses to serious crimes (Abhishek & Balamurugan, 2024). Researchers and practitioners alike have long sought to understand what drives young people down this path so that effective prevention and intervention strategies can be developed. Aggression is a troubling factor that appears regularly in research about youth offending. Aggression means doing things in a complex way to harm others or try to direct or manage others. It appears in different ways such as hitting, name-calling or bullying by exclusion or talking badly about someone (Allen & Anderson, 2017). In this setting, aggression matters because repeatedly, kids who are aggressive tend to go on to break the law (Liu *et al.*, 2013).

It is important to learn the types of aggression and how they are linked with

delinquency when studying aggression as a predictor. When a child or teen feels under threat or angry, reactive aggression can quickly come up as they respond without thinking. Spontaneous and sometimes violent crimes are more strongly connected to this kind of aggression (Marsee & Frick, 2007). Alternatively, people use proactive aggression with intent, usually to reach a purpose such as dominating others or gaining additional things. Such distinctions are valuable because they may explain different goals and, in turn, require various intervention methods (Vitaro, Brendgen, & Barker, 2006).

Facts from psychology and criminology tell us more about the reason aggression and delinquency are linked. As an example, social learning theory suggests that kids may learn to be aggressive from watching others and then discovering that this behavior is not stopped. If aggressive behavior is valued or ignored around a child, it is more likely that the child will learn aggression as a usual method of interacting (Akers & Jennings, 2009). Using a developmental approach, some

researchers' link early emotional or brain issues to a greater likelihood of aggressive behavior and if these problems are not addressed, the child can develop additional antisocial behavior (Frick & Viding, 2009).

As time has passed, studies have found this is a complicated and varied relationship. Some aggressive children do not go on to become delinquent and some delinquent youth are not primarily aggressive. Yet, much research has found that aggression, especially early on, is a most likely signal for risk of future law breaking (Deptula & Cohen, 2004). Investigations of children in the long run indicate that initial aggression tends to progress into patterns of conduct problems like stealing, vandalism or assault (Miller-Johnson *et al.*, 2002). Aggressive youth frequently have problems in school, are rejected by peers and face problems at home circumstances that can increase their chances of delinquency (Dong *et al.*, 2023).

Detecting aggression early in young people can offer valuable insights to help prevent it from happening. When aggressive behaviors can be noticed and addressed by schools, juvenile justice or community services, young people are

more likely to get help. Anger management training, work on social skills and cognitive-behavioral therapy seem effective in reducing aggression and lowering juvenile offending (Goldstein *et al.*, 2013). Still, these interventions must be matched to whether the aggression is due to reacting to situations, acting on impulse, using physical violence or involves relationships (McGuire, 2008). After many years of scientific work, the literature is still scattered. So far, many reviews have analyzed only certain aspects of aggression, either related to violence in schools or to the outcomes of certain therapy treatments (Greene, 2005; Karakuş, 2022). Current research does not look closely enough at how different types of aggression can lead to juvenile delinquency among different age groups and in various places.

At this point, a scoping review can be helpful by carefully outlining the world of existing studies. As a result, we can find out how aggression is defined and measured, the various study methods used and the outcomes that are studied (Arksey & O'Malley, 2005; Peters *et al.*, 2015). It points out what has not been studied well or sufficiently, which types of aggression have not been examined

carefully and which theories are not widely applied, making future improvement easier to identify. Due to how confusing aggression and delinquency can be, it is necessary to use knowledge from different backgrounds. Psychology focuses on how individuals develop and behave, criminology looks at types of crimes and actions by the justice system, social work looks at how families and communities are involved and public health stresses approaches aimed at early intervention and prevention (Frick & Viding, 2009; Lipsey & Cullen, 2007). Combining all these beliefs help us to better understand how aggression may be related to juvenile delinquency.

## Methods

### Scoping Review Framework

Following their original proposal, we used the methodological framework set out by Arksey and O'Malley in 2005 which was later enhanced by Levac *et al.* (2010) and then we used the PRISMA checklist (Tricco *et al.*, 2018). A scoping review helps to fully review and summarize all the available studies on topics that have many different approaches such as aggression and juvenile delinquency. Included in the

review process were these five stages: defining the research questions, searching the literature using set methods, picking studies that met the pre-set criteria, recording the study data and organising and reporting the outcomes (Arksey & O'Malley, 2005). The inclusion criteria and the way we extracted data were adapted throughout the process as understanding of the research grew.

### Research Questions

This review sought to address the following key questions:

1. What is the extent and nature of research exploring aggression as a predictor of juvenile delinquency?
2. How is aggression conceptualized and measured in these studies?
3. What types of juvenile delinquency outcomes are linked with aggression?
4. What are the methodological characteristics of included studies (e.g., sample size, age, settings)?
5. What gaps exist in the current literature regarding aggression and juvenile delinquency?

### Search Strategy

The electronic databases used in the

search were extensive so that there would be complete coverage of required literature. We searched all the following databases: PubMed, PsycINFO, Scopus, Web of Science and Criminal Justice Abstracts. All sources used for the search were published between 2000 and 2025. Search terms were created using both keywords and MeSH terms grouped into three groups: aggression, juvenile delinquency and the link between predictors and outcomes. Boolean operators ("AND", "OR") were used to combine terms effectively. A sample search string for PubMed was:

*("aggression" OR "aggressive behavior" OR "reactive aggression" OR "proactive aggression") AND ("juvenile delinquency" OR "youth offending" OR "juvenile offending") AND ("predictor" OR "risk factor" OR "association")*

Search strategies were adapted appropriately for each database to maximize retrieval sensitivity. Grey literature searches were also conducted via Google Scholar and relevant institutional repositories to identify dissertations, reports, and unpublished studies.

## Inclusion and Exclusion Criteria

Studies were included if they met the following criteria:

- Focused on youth or adolescents (typically aged 10-18 years)
- Examined aggression as an independent variable or predictor related to juvenile delinquency or offending outcomes
- Empirical studies, including quantitative, qualitative, and mixed-methods designs
- Published in English
- Published between 2000 and 2025

Exclusion criteria were:

- Studies focusing solely on adult populations
- Studies not measuring aggression or not relating it to delinquency outcomes
- Reviews, editorials, commentaries, and theoretical papers without empirical data
- Non-English language publications

## Study Selection

All studies were handled by a four-step process as shown in Figure 1: Identification, Screening, Eligibility and Inclusion. The search protocol was used on PubMed, PsycINFO, Google Scholar, Web of Science and Criminal Justice

Abstracts to find all suitable studies. Other grey literature was found using Google Scholar and the repositories of institutions. Duplicate entries were removed automatically using reference management software after records were retrieved. In this phase, the remaining studies were looked at by title and abstract to apply the set inclusion and exclusion rules. Those that did not meet the guidelines were not included in the study. For the final eligibility stage, the team downloaded and individually assessed the entire articles that passed through abstract screening. Eighteen articles in full were examined and only those that met every set criterion were accepted for evaluation. Later, in the inclusion stage, the reference lists of the chosen papers was studied to spot any more relevant articles that might have escaped during the online searches. We displayed the full process using a PRISMA flow diagram (Figure 1), clearly explaining on the records we identified, considered for inclusion and those that were finally included in the scoping review.

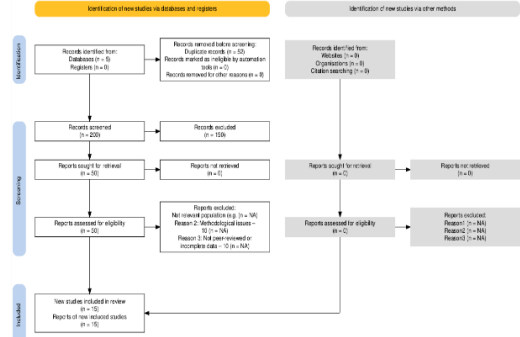


Figure 1: Literature selection process (PRISMA flow diagram).

Data Extraction and Analysis

Studies included in this review were chosen using a thorough and organized data extraction process for accuracy. We collected important data from each study using a standard form that asked about the study’s author(s), publication year, types of research design and measures, characteristics of the study sample and important findings. Data was obtained manually by both participants separately to avoid bias. We only considered core peer-reviewed journal articles published in this time period. Several databases such as PubMed, PsycINFO, Web of Science and Google Scholar were used to make sure a large amount of literature were searched. Relevant keywords with Boolean operators were used to ensure information on aggression (such as physical aggression, anger and impulsivity) and delinquency (such as

antisocial conduct and youth offending) was included. Studies of any kind such as surveys, long-term studies and research reviews, were looked at (Hemphill *et al.*, 2010; Geerlings *et al.*, 2020).

To evaluate the quality of studies, we judged whether sample size was adequate, the tools used were reliable and the descriptions of the research results were precise. Meta-analyses and longitudinal studies were considered more important because they are better able to establish cause and effect (Lankester *et al.*, 2024). However, since no standard tools (such as CASP or PRISMA) were used in the evaluation, there may be less objectivity than there could have been. The data extraction method has the limitation that only studies published in journals are used and studies reporting nothing or negative results are less likely to be found in such publications (Song *et al.*, 2010). Still, the fact that studies used different tools and ways to define aggression and delinquency made it hard to compare them directly. Both using English-only papers and not including grey literature in some field reviews might have missed the inclusion of good studies from non-English regions and valuable,

unpublished reports. Even with these obstacles, the method used in the research was adequate to bring out the core patterns, supported important conclusions and guided further tasks on youth aggression and delinquency.

**Table 1:** Quality Assessment Grades for Included Studies

Authors	Quality Assessment
Tzoumakis <i>et al.</i> , 2012	High. Longitudinal design with robust data on intergenerational aggression. Adequate sample and data collection.
Lankester <i>et al.</i> , 2024	High. Systematic review and meta-analysis with rigorous statistical synthesis and large study base.
Sukhodolsky & Ruchkin, 2004	Medium. Cross-sectional design with adequate aggression measures but limited generalizability.
Stephenson <i>et al.</i> , 2014	High. Risk assessment design, well-matched predictors, and detailed analysis by sex.
Veltri <i>et al.</i> , 2014	Medium. Strong use of PSY-5 personality traits but relies on self-reports and cross-sectional data.
Hartshorn <i>et al.</i> , 2012	High. Path analysis using reliable scales

	and longitudinal design enhances validity.
Srinivasan <i>et al.</i> , 2022	Medium. Uses validated scales; however, sample size is limited to a specific region.
Xie <i>et al.</i> , 2017	High. Uses both implicit and explicit aggression measures across diverse youth groups.
Tong <i>et al.</i> , 2016	Medium. Strong cultural focus, but study lacks longitudinal follow-up for causality.
Geerlings <i>et al.</i> , 2020	High. Large-scale meta-analysis with comprehensive statistical rigor and heterogeneity control.
Case & Haines, 2009	Medium. Review offers in-depth discussion but lacks empirical data collection.
Church <i>et al.</i> , 2009	Medium. Uses path analysis; however, data derived from self-report may bias outcomes.
Rodríguez <i>et al.</i> , 2010	Medium. Bibliometric focus limits direct evidence on aggression-delinquency linkage.
Hemphill <i>et al.</i> , 2010	High. Large-scale cross-sectional study with clear measures and statistical analysis.
Celio <i>et al.</i> , 2006	Medium. Review includes diverse sources but lacks

	critical appraisal of included studies.
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Based on the Mixed Methods Appraisal Tool (MMAT) (Hong *et al.*, 2018).

**Thematic Synthesis**

The 15 included studies together point out several central themes that explain how aggression is linked to juvenile delinquency. A major focus in the literature is the link between certain psychological traits (aggression, impulsivity, anger and psychopathy) and antisocial behavior in youth. Tzoumakis *et al.* (2012), Sukhodolsky & Ruchkin (2004) and Srinivasan *et al.* (2022) are among many who argue that physical aggression, attitudes toward violence and being impulsive often cause someone to engage in delinquent activities. By contrast, emotional dysregulation, appearing as aggression or anger, is often a sign that leads adolescents to either violent or non-violent criminal behaviors. As Hartshorn *et al.* (2012) and Stephenson *et al.* (2014) found, having self-harm and feeling discrimination was strongly correlated with more aggressive and criminal behavior.

A new trend arises from looking at the combined impacts of social, environmental and developmental factors such as early maturity, family structures,



doing well in school and cultural settings. These two studies, as well as recent studies, suggest that early puberty may raise the likelihood of aggression and delinquency in adolescent girls. The environment at home, the friends a child hangs out with and background culture detailed by Church *et al.* (2009), Tong *et al.* (2016) and Case & Haines (2009) are all important factors affecting how youth behave. The same researchers point out that academic performance is important to prevent crime, with lower achievement increasing the possibility of offending. Mixing concepts of personal traits and the setting a person lives in, allows us to see that targeting many factors is necessary to address juvenile aggression and delinquency.

## Results

For this review, we searched from 2000 to 2025 and found 252 reports spread across different databases. After cleaning up the data and assessing the titles and abstracts, 50 articles were chosen for review in full text. Fifteen pieces of research out of the total of 42 met the criteria and were added to the final analysis. How the selection process works is clearly described in Figure 1. No more relevant studies were found by

manually checking the reference sections of the articles we had selected. Of the studies in our review, many covers different locations, approaches and aspects of aggression and juvenile delinquency.

## Characteristics of Included Studies

The studies examined in this review took place in the United States, Russia, China, India, the United Kingdom, Australia, Canada, Nigeria and several different European areas. Several approaches were used, including cross-sectional studies (Sukhodolsky & Ruchkin, 2004; Veltri *et al.*, 2014), longitudinal studies (Tzoumakis *et al.*, 2012), correlational studies (Srinivasan *et al.*, 2022) and risk assessment approaches (Stephenson *et al.*, 2014) alongside two meta-analyses (Geerlings *et al.*, 2020; Lankester *et al.*, 2024). They examined different influences on delinquency, including aggression, impulsivity, psychopathy, education performance and factors from a child's environment and culture.

Information was obtained through using self-report questionnaires, psychometric scales such as the Buss & Perry Aggression Scale and Barratt Impulsiveness Scale, structured

interviews and reviewing administrative records. While some investigations analyzed results depending on gender (Celio *et al.*, 2006; Hemphill *et al.*, 2010), others reviewed risks related to the environment, social setting and family (e.g., Church *et al.*, 2009; Tong *et al.*, 2016). Altogether, the studies explain how personal, growth and social factors influence aggression and delinquency among youth groups. The entire collection of study characteristics is shown in Table 2.

**Table 2:** Overview of study characteristics

Study Title	Authors	Publication Year	Study Design	Aggression Measures	Delinquency Measures	Key Findings
Female Juvenile Delinquency, Mother	Tzoumakis, S.; Lussier, P.; Corra	2012	Longitudinal Study	Physical aggression	Juvenile delinquency, physical	Higher physical aggression in chi

hood, and the Inter generational Trans mis sion of Ag gre ssion and Ant isoc ial Beh avi or	do, R.				ag gre ssion	ldr en of juv eni le del inq uen t mo the rs
The Ass oci ation Bet ween Aca demic Achie ve ment and Sub seq uen t	La nk ester, M.; Co les , C.; Tr ott er, A.; Sc ott , S.; Do wn s,	2024	Meta - an aly sis	Ac ade mi c achiev em ent	Yo uth off en din g, sel f-rep ort s, ad mi nis trat ive rec ord s	Lo we r aca de mi c achiev em ent ass oci ate d wit h inc rea sed yo

YOUTH OFFENDING: A SYSTEMATIC REVIEW AND META-ANALYSIS	J.; Dickson, H.; Wickersham, A.					YOUTH OFFENDING
ASSOCIATION OF NORMATIVE BELIEFS AND ANGER WITH AGGRESSION AND ANTISOCIAL BEHAVIOR IN RUSSIAN MALES	Sulkhodolsky, D. G.; Ruchkin, V. V.	2004	CROSS-SECTIONAL STUDY	ANGER, NORMATIVE BELIEFS	AGGRESSION, ANTISOCIAL BEHAVIOR	HIGH RISK LEVELS CORRELATED WITH MORE FREQUENT AGGRESSIVE ACTS
SEX DIFFERENCES IN PREDICTORS OF VIOLENT AND NON-VIOLENT JUVENILE OFFENDING	Stephenson, Z.; Woodhams, J.; Cooke, C.	2014	RISK ASSESSMENT STUDY	SELF-HARM, AGGRESSION	VIOLENT AND NON-VIOLENT OFFENDING	SELF-HARM AS PREDICTOR FOR FEMALE VIOLENT OFFENDING
DISTINGUISHING PERSONALITY	Veltri, C. O.; Selbom, M.	2014	CROSS-SECTIONAL STUDY	DISCONSTRAINT (DISC), AGGRESSION	VIOLENT AND NON-VIOLENT	AGGRESSIVENESS LINKED TO VIO

Psycho pathology Five (PSY-5) Characteristics Associated With Violent and Nonviolent Juvenile Delinquency	M.; Graham, J. R.; Ben-Porath, Y. S.		y	ssiveness (AGGR)	t delinquency	lent delinquency, disinhibition to nonviolent delinquency	Discrimination, Anger, and Aggression among North American Indigenous Adolescents	B.; Hoyt, D. R.						predict later aggression
Exploring the Relationships of Perceived	Hartsorn, K. J.S.; Whitbeck, L.	2012	Path analysis	Anger, perceived discrimination	Aggression	Discrimination and anger significantly	Impulsivity and Aggression among Male Delinquent Adolescents	Srinivasan, P.; Rentala, S.; Kumar, P.	2022	Correlational Study	Impulsivity (Buss & Perry Aggression scale, Barratt Impulsiv	Juvenile delinquency	Impulsivity and aggression were significantly correlated	

Res idin g in Obs erv atio n Ho mes -A Des crip tive Cor rela tion Stu dy fro m Eas t Indi a				ene ss sca le)			idiv ist Mi gra nt Yo uth in Chi na	ou, X. C.			Tes t)		No n- Off end ers
Ag gre ssio n Dif fere nce s Am ong No n- Off end er, Ons et- Off end er, and Rec	Xi e, X. D.; Zh ou, Q.; Ch en, L.; Fe ng, B.; Ji, C. W. ; Ge ng, W. X.; Zh	20 17	Cr os s- se cti on al Stu dy	Ag gre ssi on (B uss & Per ry Ag gre ssi on sca le, Im pli cit As soc iati on	Ju ve nil e del inq ue nc y	On set- off end ers exh ibit ed gre ate r agg res sio n tha n rec idi vist s and	The Infl uen ce of Cul ture - Spe cifi c Per son alit y Tra its on the De vel op me nt of Del inq uen cy in At- Ris k Yo uth	To ng, T. S.; Ku , L.; Za rof f, C. M.	20 16	Cr os s- se cti on al Stu dy	Ag gre ssi on (C hin ese Per son alit y As ses sm ent Inv ent ory )	Ju ve nil e del inq ue nc y (se lf- rep ort s)	Fa mil y and cul tur e- spe cifi c per son alit y trait s pre dic t juv eni le del inq uen cy in at- ris k yo uth
							The	Ge	20	M	Psy	Ju	Psy

Association Between Psycho-pathy and Delinquency in Juveniles: A Three-Level Meta-Analysis	erlings, Y.; Ascher, J.J.; Stams, G. J.J. M.; Assink, M.	20	eta - analysis	cho-pathy traits (impulsivity, callous - une-motional traits)	ve-nile delinquency, violent recidivism	cho-pathy traits positively associated with delinquency and recidivism	ch, Policy and Practice							k factors, highlighting protective factors and policy implications
Understanding Youth Offending: Risk Factor Research	Cause, S.; Haines, K.	2009	Book	Not applicable	Juvenile delinquency, risk factors	Comprehensive review of juvenile delinquency and risk factors		An Examination of Differential Association and Social Control Theory Family Sys	Church, W. T.; Wharton, T.; Taylor, J. K.	2009	Path Analysis Study	Self-image, family cohesion	Juvenile delinquency, delinquent behavior	Positive self-image leads to decreased delinquency; association with delinq

tem s and Del inq uen cy						uen t pee rs is str on ges t pre dic tor	Of Stu dy						roa che s
Juv enil e Del inq uen cy And Yo ung Off end er: Bib liog rap hic al And Bib lio met ric Rev iew Of Tw o Per spe ctiv es	Ro dri gu ez, F.J .; Ro dri gu ez- Fr an co, L.; Ló pe z- Ce per o, J.; Bri ng as, C.	20 10	Re vie w	No t app lica ble	Ju ve nil e del inq ue nc y, yo un g off en der	His tori cal bib lio me tric ana lysi s of juv eni le del inq uen cy res ear ch, em pha sizi ng the cha nge in the ore tica l app	Pub erta l Sta ge and the Pre val enc e of Vio len ce and Soc ial/ Rel atio nal Ag gre ssio n	He mp hil l, S. A.; Ko tev ski , A.; He rre nk ohl , T.I .; To um bo ur ou, J. W. ; Ca rli n, J. B.; Ca tal an o, R. F.; Pat ton , G. C.	20 10	Cr os s- se cti on al Stu dy	Vi ole nt beh avi or, soc ial/ rel ati ona l agg res sion	Ju ve nil e del inq ue nc y, agg res sion	Pu ber tal sta ge str on gly ass oci ate d wit h inc rea sed vio len t beh avi or and soc ial agg res sion, par tic ula rly in ear ly pu ber ty
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ly Mat urat ion as a Risk Fac tor for Ag gre ssio n and Del inq uen cy in Ad oles cen t Girl s: A Rev iew	lio , M. ; Ka rni k, N. S.; Ste ine r, H.	06	era tur e Re vie w	ly ph ysi cal ma tur ati on	ve nil e del inq ue nc y, ag gre ssi on	ly ph ysi cal ma tur ati on in ado les cen t girl s lin ked to hig her ris ks of agg res sio n and del inq uen cy, infl uen ced by soc ial and env iro nm ent al fac tor
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**Themes**

The review found many instances where aggression and delinquency appeared repeatedly among children and adolescents. A major focus was on how being impulsive, lacking strong self-control and having psychopathic characteristics often contributed to both aggressive and delinquent acts. The researchers found that living through domestic violence, not being closely supervised by parents and experiencing neighborhood disadvantage were key themes. Experts agree that ACEs such as trauma and neglect, may negatively affect how a person's mind develops and can lead to more aggressive behavior (as observed by Hemphill *et al.*, 2010 and Geerlings *et al.*, 2020). In addition, being behind in school and not engaging in school activities played a role. Some studies mentioned that getting early help for mental health problems can ease behavioral issues, but a lack of access makes those problems worse. Finally, researchers investigated how gender differences and peer influence affect youth aggression and delinquency, helping to explain how youth’s individual



traits and group effects interact.

### **Relationship Between Aggression and Juvenile Delinquency**

The reports of all the included studies showed a clear link between aggression and juvenile delinquency. Aggression was consistently found to be an important predictor of delinquent behaviors in cross-sectional, longitudinal and meta-analysis studies. Sukhodolsky and Ruchkin (2004) discovered that higher levels of anger and beliefs about violence in Russia were associated with increased aggression and antisocial acts in male juveniles. Likewise, Veltri and his colleagues found that aggressive personality traits led to violent offenses, but those who are more disinhibited usually commit non-violent crimes. These conclusions back up the view that aggression, in addition to being an outcome, also leads to a variety of delinquencies from small offenses to serious violent offenses.

The research also showed that starting to act aggressively as a child or teenager can influence repeated uncaring behavior. In 2012, Tzoumakis and colleagues found that girls with mothers who had juvenile delinquency records tended to show

higher levels of physical aggression. Geerlings *et al.* (2020) performed a meta-analysis that confirmed that traits such as impulsivity and callousness are related to both juvenile offending and repeat offending. All in all, the findings underline the key role of aggression in the beginning and persistence of juvenile delinquency which helps target prevention and intervention with this problem.

### **Other Relevant Predictors Identified Alongside Aggression**

Apart from aggression, various other significant reasons for juvenile delinquency were found. An important reason for this was impulsivity, since this was strongly related to delinquency among male adolescents, as the study by Srinivasan *et al.* (2022) stated. The Buss & Perry and Barratt scales for impulsivity were used to show that youth with less impulse control tend to become involved in antisocial and criminal acts. Looking at the available literature, academic underachievement was also identified, according to Lankester *et al.* (2024), as important in predicting youth offending and was linked by the review and analysis to the importance of cognitive and

educational challenges in delinquency.

Both sociocultural and family benefits were found to play a big role in juvenile offending. Tong *et al.* (2016) discovered that culture-based personality traits and family problems were top predictors of delinquency in youth at risk in China. Other studies such as the one by Hartshorn *et al.* (2012), showed that both experiencing discrimination and having anger issues were associated with increased aggression among Indigenous adolescents, meaning that extra stress on minorities may result in higher risk. They also pointed out the influence of both family systems and peers, showing that hanging out with delinquent peers is the biggest driver of youth delinquency. Such predictors indicate that while aggression is key, delinquent behavior often comes from the mix of individual nature, stressful situations and influences from the environment.

### Gaps in the Literature

There is a lot of information available about aggression and juvenile delinquency, but many important gaps are still missing in the research. Many of the studies in the review focused mainly on male adolescents, whereas there are

fewer studies about similar relationships in female youth. Because research doesn't focus on gender differences, we don't fully appreciate how aggression and delinquency appear in men and women. For instance, Stephenson *et al.* (2014) brought attention to the fact that self-harm can be a sign of later committing violent offenses in females. Our understanding of gender and these risk factors can be expanded by carrying out more research.

Over-dependence on cross-sectional observations limits the capacity to determine if there is a real connection between aggression and delinquency. While studies like Tzoumakis *et al.* (2012) reveal important details about development, we see few approaches of this type. Most studies on this topic have taken place in Western or developed countries, with relatively little focused on low- and middle-income countries and especially in sub-Saharan Africa. How aggression is expressed and juvenile delinquency is responded to can be influenced by cultural features, the standards of society and regulations, but these aspects are not well studied in the research. To bridge these gaps and develop helpful global strategies, we

need more diverse, long-term and culturally sensitive research.

## DISCUSSION

It was found that among teens, there is a fundamental link between aggression and delinquent acts based on what has been studied so far. In different environments and with different research methods, studies often conclude that physical and reactive aggression in youth is strongly linked to antisocial behavior and crimes. The results fit with the social learning theory which predicts that individuals observe others behave aggressively and get rewarded for it (Bandura, 1973). Because aggression appears in most of the reviewed studies, it is important in guiding early intervention programs and making juvenile justice policies.

Even so, aggression is closely connected to other experiences. The review discovered that impulsivity, seeing violence, problems within the family, poor academic performance and associating with delinquent peers are common in youth with ADHD. These factors agree with the ecological systems theory from Bronfenbrenner (1979) by stating that a child's development is guided by a mix of family, peer, school

and societal environment. To explain, impulsivity and trouble with executive function cause aggression which increases the chances of a child engaging in delinquent actions, according to Srinivasan *et al.* (2022). Some studies, for example Tong *et al.* (2016), found that stressors in society such as being poor, facing discrimination or living in violence-tainted communities, work together with individual factors to lead adolescents to delinquency.

The review highlights several important topics that haven't been thoroughly studied yet. Very little research is focused on how female adolescents fall into a life of delinquency. While research mostly deals with male youth aggression and delinquency, new information indicates that females use different pathways for this. As an example, when females feel aggression, they might harm themselves which can at times result in later externalising behaviors (Stephenson *et al.*, 2014). Moreover, studies done mainly in rich countries tend to have less meaning for low and middle-income countries, since their cultures and child welfare methods are not the same. Because longitudinal data is not present in much research, it's difficult to draw

conclusions about the link between aggression and growing criminal behavior.

It is clear from the review that we need strong, culturally matched and multi-tiered interventions that securely address aggression, as well as review family support, engagement in schoolwork and impact from peers. Any preventive approach for youth at risk should bring together behavioral therapy, anger management training, and skills for conflict resolution and academic assistance. Working with caregivers, educators and law enforcement can improve how juvenile delinquency is handled and make those solutions fit the context. A clearer picture of how aggression and delinquency affect one another, based on wide-ranging and inclusive studies, can guide efforts to reduce youth crime internationally.

## Conclusion

The review illustrates that aggression plays a major role in causing juvenile delinquency, but that other factors such as impulsivity, family trouble, youth friendships and stressful surroundings are also important. It is evident from the results that delinquency among

adolescents is complex and that a complete approach is required both for research and intervention. While aggression is reliably linked to delinquency, there remain significant gaps in research involving different gender groups, other cultures and long-term analyses which hold back how much we can apply our current findings. To make sure programs work, addressing these differences is necessary. To make a difference, policies and interventions against juvenile delinquency should involve early action on aggression, assist youth's families and make use of programs within the community to lower risks and support good development.

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