

The Effect of Peer Pressure on Aggressive Behavior in Adolescents: A Systematic Literature Review

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ABSTRACT

Aggressive behavior is a common problem that often occurs in teenagers, both verbally and physically. Aggressive behavior in adolescents is influenced by several peer variables, one of which is peer pressure. This systematic literature review aims to analyze 13 international journals regarding the influence of peer pressure on aggressive behavior in adolescents. Literature research was carried out by searching for publications written in English regarding selected investigation topics using four databases, namely Scopus, Science Direct, PubMed, and Google Scholar. Only studies that focused on peer pressure and aggressive behavior in adolescents were included in the analysis. The results of this systematic literature review found that peer pressure has a significant influence on aggressive behavior in adolescents. Adolescents who experience peer pressure tend to be more susceptible to engaging in aggressive behavior compared to adolescents who do not experience such pressure. These findings provide important implications for the development of appropriate intervention and prevention strategies, both at the individual level and in the adolescent social environment.

Keywords: *Pressure, peers, aggression, adolescents*

Aggression refers to any form of action aimed at causing harm, injury, or pain to another individual (Martínez-Monteagudo et al., 2019). Aggressive behavior is often associated with violent behavior carried out verbally or physically and aims to injure other people and fulfill self-satisfaction by carrying out aggressive actions (Yeni Karneli & Karneli, 2019). Aggressive behavior is often carried out during childhood and adolescence. Based on previous research findings, aggressive behavior carried out by students can include insulting friends, swearing, shouting, calling friends names with inappropriate words which can cause hurt to friends and can ultimately trigger arguments and even fights. (Yeni Karneli & Karneli, 2019).

Aggressive behavior can be influenced by internal and external factors. Internal factors include biological, emotional and personality aspects. Biological factors include hormonal changes, mental health disorders, and genetic factors (Fauzi et al., 2023; Robles-Haydar et al., 2021). Meanwhile, emotional factors such as anger, frustration, stress and

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disappointment(Vega et al., 2022). Apart from that, personality factors such as impulsivity(Connor et al., 2019), low level of empathy(Chen et al., 2021; Palumbo & Latzman, 2021), lack of self-control(Putra & Tobing, 2023), and low self-esteem(Amad et al., 2021). Then external factors include social environmental factors such as schools(Lin et al., 2020), parents too family(Masud et al., 2019), and peers(Farrell et al., 2021; Lin et al., 2020; Ojukwu et al., 2020; Sabboh & Matthew, 2021; Thompson et al., 2020)Aggressive behavior is not always triggered by a single factor, but is influenced by various interacting factors, both internal and external factors(Muarifah et al., 2023).

One of the most influential factors is peer pressure(Sabboh & Matthew, 2021). Peer pressure is a phenomenon where teenagers feel compelled to behave in accordance with the norms that exist in their group because of pressure from their peers.(Murugesan, 2019). Peer pressure during adolescence is caused by their desire to feel comfortable among their peers. They tend to follow what their friends do without considering whether it is right or wrong for themselves(Moldes, 2019).

This refers to Erikson's theory in the 5th stage of identity vs confusion. The role of adolescents in this case is very important for their development process. They need consistent help and motivation from adults to feel safe and become more independent. In this case, they must be given the opportunity to achieve success in increasingly complex tasks(Maree, 2021). However, in the transition process there was a significant change, namely the emergence of peer groups. Peer groups can influence a person's self-perception and social skills(Ojukwu et al., 2020). Deviant peer groups provide a consistent opportunity to stimulate aggressive behavior, because aggression is likely to occur considered a normative behavior that can form maladaptive attitudes. Additionally, under the influence of peer pressure, adolescents are encouraged to behave aggressively to fit in with their peer group(Lin et al., 2020). Previous research suggests that peers can influence each other to engage in antisocial behavior, one of which is increasing vulnerability to aggressive behavior(Sabboh & Matthew, 2021).

The study of the extent of the influence of peer pressure on aggressive behavior in adolescence is an interesting topic for further exploration. Recent research shows that aggressive behavior in adolescents is not only influenced by parents or family, but also by peer pressure. Although much research has been conducted in the last five years regarding parental influence, little has specifically discussed the impact of peer pressure on adolescent aggressive behavior. In addition, there has been no systematic literature review regarding the influence of peer pressure on the level of aggressiveness of adolescents.

The recent increase in aggressive behavior in adolescents shows the need for research related to the factors that cause aggression, especially in the peer environment. Analysis of the variables associated with aggressive behavior in adolescents can help identify these problems. This research has significant importance because of the lack of similar research at present, so it can be a reference for further research in this field. So, from this background, this research tries to see and review the influence of peer pressure on adolescent aggressive behavior.

METHODOLOGY

Procedure

This research aims to analyze 13 international journals regarding the influence of peer pressure on aggressive behavior in adolescents. The following methods are used in this systematic review research:

Literature Search Strategy

In this research, a literature search was carried out from four databases, namely Scopus, Science Direct, PubMed, and Google Scholar for publications written in English. In planning this review, the author used a systematic review question formulation known as SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type). The time span of the research is limited to the period 2019 to 2024 so that the research can be considered modern and relevant. Next, the authors determined the search terms to be used and designed an appropriate search protocol. These search terms were taken from the research questions and expanded to cover all relevant aspects. A comprehensive list of search terms was compiled, including words such as aggressiveness, aggressive behavior, physical aggression, verbal aggression, peer pressure, peer influence, peer affiliation, and peer victimization. The next stage is to check for duplication in all journals found. The author uses Mendeley and Rayyan to carry out this examination. After that, the author screened all journals that had passed the duplication check.

Eligibility Criteria

Article-articles found had to report the influence of peer pressure on adolescent aggressiveness in order to be included in this research investigation and identification. The study must also include a regression study design written in English. In order to ensure that all studies included in this review have undergone an expert review process to ensure scientific accuracy, the articles must use a quality design. Meanwhile, books, proceedings, systematic reviews, meta-analyses, and studies that did not report on peer pressure on adolescent aggressive behavior were not selected for this research.

Article Selection

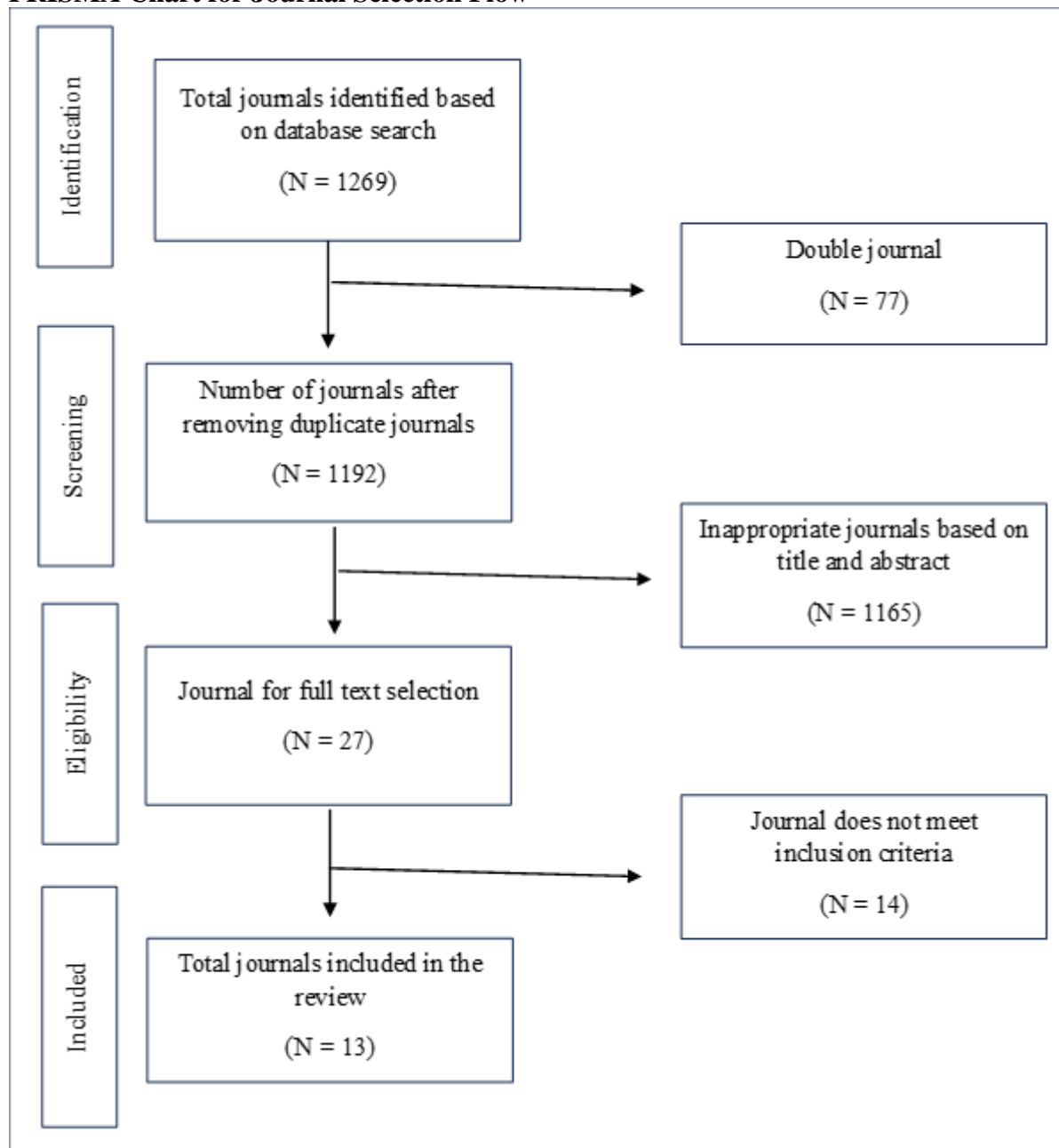
Determining the relevance of each article begins by adjusting the title to the research topic, then considering the data contained in the abstract. If the abstract does not provide sufficient information, then proceed with reproduction of the full text. This article will be evaluated using established criteria to determine its success. This study will use an observational study design to investigate the influence of peer pressure on adolescent aggressiveness. The results of this process will be included in the final analysis.

Search and Filtering

During this literature search, 1269 articles were identified from Scopus (n = 28), Science Direct (n = 91), PubMed (n = 150), and Google Scholar (1000). The citations were entered into a review management program, and 77 duplicates were removed. A total of 27 articles were found for full text testing after the initial screening stage. The final result was that 13 articles were selected for review analysis. Figure 1 depicts the research selection procedure using Prism Graphics.

RESULTS

PRISMA Chart for Journal Selection Flow



Research Characteristics

There were 13 studies included in this literature review. The number of published studies based on different geographical areas is as follows: Switzerland(Hofmann & Müller, 2021), China(Lin et al., 2020; Liu et al., 2021;Lansford et al., 2020; Tian et al., 2019), United States of America(Coleman & Farrell, 2021; Farrell et al., 2021; Thompson et al., 2020;Lansford et al., 2020), Malaysia(Wey & Madon, 2022), Nigeria(Ojukwu et al., 2020; Sabboh & Sikirulai, 2021), Spain(Malonda et al., 2019), India(Seema et al., 2023), Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand(Lansford et al., 2020). All subjects in the review study were teenagers with an average age of 9 to 19 years. Some studies included demographic characteristics such as father's and mother's education(Malonda et al., 2019; Tian et al., 2019), teenagers who come from rural or urban

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areas(Tian et al., 2019), and from certain regions such as bilingual regions(Hofmann & Müller, 2021). Further analysis can be seen in Table 1.

Table 1. Socio-demographic characteristics of subjects

No	Writer	Country	Subject	Sample
1.	(Hofmann & Müller, 2021)	Bilingual (German/French) region in Switzerland	792 students	Mean age at T1 = 13.12 years (SD=0.48 years) and 52.7% of participants were male
2.	(Lansford et al., 2020)	China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand and the United States	Teenagers aged 12, 14 and 15 years	China (N=123, 52% Female) Colombia (N=108, 56% Female) Naples, Italy (N=102, 52% Female) Rome, Italy (N=111, 50% Female) Jordan (N=114, 47% Female) Kenya (N=100, 60% Female) Philippines (N=120), 49% Female Sweden (N=129, 48 women) Thailand (N=120, 49% Female) United States (N=110, European-American; African-American, N=102; Latin American, N=99)
3.	(Thompson et al., 2020)	Southeastern United States	2,290 State High School students in urban areas	Mean age 12.9 (SD=1.10), 53% female
4.	(Tian et al., 2019)	Guangdong, South China	4265 teenagers (2074 boys) Ages 9-19 years	54.35% of participants' fathers and 62.49% of mothers had less than a high school education 39.22% came from rural areas 43.20% from small-medium cities 17.58% of the metropolitan area
5.	(Liu et al., 2021)	Guangzhou, South China	1,200 high school teenagers Ages 11-19 years	547 junior high school students (grade 7=182, grade 8=218, grade 9=147) 624 high school students (class 10=205, class 11=213, class 12=206) 49.70% male (N=582) 50.30% Female (N=589)
6.	(Coleman & Farrell, 2021)	Southeastern United States	10 student groups 2010-2018 Age 12.3 years (SD=1.00)	N = 2,575 (865 6th grade students, 860 7th grade students, 850 8th grade students)
7.	(Farrell et al., 2021)	United States of America	Students from three public high schools in the southeastern United States serving urban neighborhoods with high rates of poverty and violent crime	N=2,707 (934 6th grade students, 869 7th grade students, and 904 8th grade students) Mean age 12.4 (SD=1.0)

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8.	(Wey & Madon, 2022)	Selangor, Malaysia	Early teens attending school in Selangor	N=471 Age 14 years
9.	(Ojukwu et al., 2020)	Abia state, Nigeria	2nd grade high school students (N=4,195 boys and N=4588 girls)	878 SS II students
10.	(Sabboh & Sikirulai, 2021)	Ibadan metropolitan city, Nigeria	All youth of government secondary schools in Ibadan metropolis	200 middle and high school students
11.	(Malonda et al., 2019)	Valencia, Spain	N=417 (192 boys and 225 girls) Age 14.70 (SD=0.68; 13-17 years)	Parents were married 83.7%; divorced parents 13.2% Mothers with a high school diploma/equivalent 42.2%; higher education 30.7%; less than high school 21.8% Fathers with a high school diploma/equivalent 41%; higher education 28.7%; less than high school 24% Students from Spain (86.6%), Ecuador (3.4%), Colombia (2%), Bolivia (1.1%), and Romania (1.7%).
12.	(Seema et al., 2023)	Haryana, India	150 naughty teenagers Age 14-18 years	N=150, aged 14-18 years
13.	(Lin et al., 2020a)	Guangdong, China	N=732 teenagers from 3 state junior high schools	N=732 (367 men=men and 365 women) Mean age 11.28 (SD=1.56; range 9-15 years)

Instrument to measure the main variables

Measuring Peer Pressure

Several instruments are used to measure peer pressure. Two studies used The Peer Pressure for Fighting scale (Farrell et al., 2018) (Coleman & Farrell, 2021; Thompson et al., 2020). The Peer Pressure for Fighting Scale is a scale consisting of seven items that asks adolescents how often they experienced pressure to get involved in fighting in the last 30 days. (Farrell et al., 2018). Hoffman & Muller (2021) used the "Antisocial Behavior" subscale of the German version of the Reynolds Adolescent Adjustment Screening Inventory (RAASI). This subscale measures self-reported antisocial behavior such as consuming drugs or alcohol, being outside the house without parents' knowledge, breaking school or home rules, doing bad things on purpose, having problems at home or at school, not doing work. home, and breaking the law (Balkin et al., 2013). A study used Peer Group Influence Questionnaires (PGIQ) to obtain information and measure the influence of students' peer groups on aggressive behavior with 15 items (Ojukwu et al., 2020). Meanwhile research conducted by Tian, et al (2019) using the Chinese version of the Deviant Peers Questionnaire (Zhu et al., 2015). Consisting of 12 items used to measure deviant peer affiliation in the last half year. An example of a question asked is "How many of your friends have been involved in fights in the last 6 months?" Each item is rated on a 1–3 scale, where 1 indicates never occurs and 3 indicates occurs 6 or more times. Higher scores indicate higher levels of affiliation (Tian et al., 2019; Zhu et al., 2015).

In addition, three studies (Malonda et al., 2019; Wey & Madon, 2022; Liu et al., 2021) used The revised version of the Inventory of Parent and Peer Attachment (IPPA) to measure

attachment relationships with peers among adolescents. Consists of 3 parts, where each part contains 25 items. In research by Liu, et al(2021)mentioned that this scale has previously been shown to have adequate psychometric properties when applied to Chinese people(Song et al., 2009). Seema, et al(2023)using the Peer Pressure Scale is a unidimensional scale that estimates adolescent peer pressure. This scale consists of 25 items and can be administered individually or in small groups(Saini, 2022).

Measurement of Aggressive Behavior

Various kinds of instruments to measure aggressive behavior. Research conducted by Hofman & Muller(2021)using the Subscale of the self-report version of the Friberg Self- and Peer-Report Scales-Antisocial Behavior(Müller, 2015)which consists of nine items to measure the following behaviors: direct aggressive actions (e.g. hitting/kicking, pushing, threatening, harassing, or insulting others), indirect aggressive actions (e.g. spreading rumors about others, playing with others), and behavior defiant (for example, having a heated argument with someone else or feeling very angry). Then Ojukwu(2020)using the Students' Aggressive Behavior Questionnaire (SABQ) to obtain information about students' aggressive behavior. SABQ is divided into 3 clusters. Cluster A contains 10 items about physical aggression, cluster B contains 6 items about emotional aggression, and cluster C has 8 items about verbal aggression. A study conducted by Sabboh & Sikirulai(2021)used the Aggressive Behavior Scale (ABS) instrument by Buss and Perry to evaluate students' aggressive behavior in 4 dimensions, namely physical, verbal, emotional and hostile. Physical aggression measures the tendency to use physical force when expressing anger or aggression with a 5-item scale. The verbal aggression scale assesses the tendency to argue verbally, consisting of 5 items. The emotional scale evaluating feelings of resentment, suspicion, and feelings of alienation that can interfere with physical and mental health, also consists of 5 items. While the hostility scale evaluates arousal and control related to anger, it also consists of 5 items. In Lansford's research, the Youth Self Report Form of the Child Behavior Checklist was used(Lansford et al., 2020), two probability variables were developed that were related to behavior at each age. The first variable is the opportunity for aggressive behavior, while the second variable is the opportunity for naughty behavior to occur. Each participant was asked to rate the extent to which they had opportunities to engage in these behaviors using a 3-point scale(Lansford et al., 2020).

Additionally, Thompson, et al(2020)used The Problem Behavior Frequency Scale-Adolescent Report (PBFS-AR; Farrell, Sullivan, Goncy, & Le, 2016) to assess the frequency of physical, verbal, and relational forms of aggression and victimization, drug use, and other delinquent behavior. Items are rated on a 6-point frequency scale based on the past 30 days. Another research conducted by Tian, et al(2019)using the Buss-Warren aggression questionnaire (BWAQ) Chinese adaptation(Lin et al., 2018; Maxwell, 2008)containing 19 items used to indicate the level of physical, relationship, and verbal aggression behavior over the past 6 months, such as "Sometimes, I can't control the urge to attack other people.". In the research of Seema, et al(2023)The Buss-Warren Aggression Questionnaire (BWAQ) consists of 34 items covering five scales-Physical Aggression (PHY), Verbal Aggression (VER), Anger (ANG), Hostility (HOS) and Indirect Aggression (IND). Each AQ item describes a trait related to aggression, and test takers score the description on a scale ranging from 1 ("Don't like me at all") to 5 ("Very much like me"). Then, Malonda, et al(2019)using the Physical and Verbal Aggression Scale(Caprara & Pastorelli, 1993)Spanish adaptation(Martucdnez et al., 2001)which consists of 20 items to assess behavior that harms others physically or verbally, on a unidimensional scale. Respondents indicate the frequency with which the behavior occurs in each statement (often, sometimes, never). An example

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item is, 'I threaten others'. Then Liu, et al(2021)used the Behavioral Tendency Questionnaire for Adolescent Behavior Problems compiled by Zhang et al (2009) to measure adolescent aggressive behavior during the last six months. The measurement of this instrument is almost the same as the Buss-Warren Aggression Questionnaire because it looks at behavior that occurred during the last six months.

Two studies used the Physical Aggression subscale of the Problem Behavior Frequency Scale-Adolescent Report (PBFS-AR)(Farrell et al., 2010)to measure physical aggression using the five-item physical aggression subscale. Participants rated how often they participated in specific acts of physical aggression (e.g., “Hitting or slapping someone”) in the past 30 days on a 6-point frequency scale(Coleman & Farrell, 2021; Farrell et al., 2021). Wey & Madon(2022)using the Reactive-Proactive Aggression Questionnaire (RPQ)(Raine et al., 2010)as a research instrument. This instrument is used to measure adolescent aggressive behavior. This scale consists of 23 items with a 3-point scale, namely 0 = Never, 1 = Sometimes, and 2 = Always. Proactive aggression items (2, 4, 6, 9, 10, 12, 15, 17, 18, 20, 21, 23) and reactive items (1, 3, 5, 7, 8, 11, 13, 14, 16, 19, 22) are added together to form a proactive and reactive scale. The proactive and reactive scale scores are added together to obtain a total aggression score(Raine et al., 2010).

Table 2. Measurement tools to test peer pressure and aggressiveness

Measurement	Tool Description	Reviewed Studies Using This Tool
<i>Peer pressure instrument</i>		
“Antisocial Behavior” subscale of the German version of the Reynolds Adolescent Adjustment Screening Inventory (RAASI; Hampel & Petermann, 2005; Reynolds, 2001)	This subscale measures self-reported antisocial behavior, such as using drugs or alcohol, leaving the house without parents' knowledge, breaking school/home rules, carrying out harmful actions on purpose, facing problems in the home/school environment, not completing homework, and breaking the law. Participants rated the frequency of their behavior on a 3-point scale (0=never or almost never, 1=sometimes, and 2=almost always). Possible scores range from 1-16.	(Hofmann & Müller, 2021)
“Peer Group Influence Questionnaires” (PGIQ)	Contains 15 items that obtain information about the influence of students' peer groups on aggressive behavior	(Ojukwu et al., 2020)
Peer pressure scale was developed by Rigby and Slee (1994)	The scale consists of fifteen (15) items that have a Likert answer format ranging from strongly agree = 5 to strongly disagree = 1. Some sample items include: “I have good relationships with my friends” and “My friends approve of my violent actions.” This instrument yielded an internal consistency of 0.86. The scale was revalidated and its internal consistency was 0.93.	(Sabboh & Matthew, 2021)
Peer support subscale	The peer support subscale consists of an assessment of the extent to which the adolescent's friends do not support or support the adolescent's involvement in	(Lansford et al., 2020)

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Measurement	Tool Description	Reviewed Studies Using This Tool
<i>Peer pressure instrument</i>	each behavior from the opportunities subscale. Peer support scores are divided into 3 categories: peers do not encourage the behavior, peers do not prohibit or support the behavior, and peers support the behavior.	
The Peer Pressure for Fighting scale(Farrell et al., 2018)	a seven-item scale that asks adolescents how often they experience stress. Includes items about pressure to fight from both friends (e.g., “A friend wants you to back him up in a fight”) and the larger peer group (e.g., “Other people try to get you to start a fight with someone”). Each participant will rate each item using a 6-point rating scale with the following references: 1 (never), 2 (1-2 times), 3 (3-5 times), 4 (6-9 times), 5 (10-19 times), and 6 (20 times or more).	(Thompson et al., 2020),(Coleman & Farrell, 2021)
Chinese version of the Deviant Peers Questionnaire(Zhu et al., 2015)	Twelve items indexing deviant peer affiliation assess how many of a student's friends have exhibited deviant behavior in the past half year. An example item is “How many of your friends have been involved in fights in the last six months?” Each item is rated on a scale from 1 (never) to 3 (six or more times). The average of the 12 items was calculated, with higher scores reflecting more deviant peer affiliation. In research(Lu et al., 2020), All items are rated using a five-point scale (1 = “none”, 5 = “almost all”)	(Tian et al., 2019)
The revised version of the Inventory of Parent and Peer Attachment (IPPA)	To measure attachment relationships with peers among adolescents. IPPA consists of 3 parts where each part consists of 25 items to assess adolescents' attachment to their peers. The Likert scale consists of 5 points with answers 5 = Almost always or always true, 4 = Often true, 3 = Sometimes true, 2 = Not very often true, or 1 = Almost never or never true. Higher scores reflect higher engagement with peers. In research(Malonda et al., 2019)used 12 items to evaluate behavioral and affective/cognitive dimensions, communication, trust, and isolation, related to peer attachment. In this study, researchers only measured attachment to peers, but not to parents. An example item is, 'My friends respect my feelings'	(Wey & Madon, 2022),(Malonda et al., 2019),(Liu et al., 2021)
Peer Pressure Scale (Singh & Saini, 2010)	The scale consists of 25 items. This assessment uses a 5-point Likert scale for self-reporting, with categories Strongly Disagree (5), Disagree (4), Can't Say (3),	(Seema et al., 2023)

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Measurement	Tool Description	Reviewed Studies Using This Tool
<i>Peer pressure instrument</i>		
	Agree (2) and Strongly Agree (1). A choice of 5 on the scale reflects the “strongly agree” category, while a score of 1 represents the “strongly disagree” choice. The possible score range is 25-125. A high score means more peer pressure, while a low score means less peer pressure	
<i>Aggressive Behavior Instrument</i>		
Subscale of the self-report version of the Friborg Self- and Peer-Report Scales-Antisocial Behavior (Müller, 2015)	The aggression scale contains nine items that measure the following behaviors: direct aggressive acts (e.g., hitting/kicking, pushing, threatening, harassing, or insulting others), indirect aggressive acts (e.g., spreading rumors about others, making fun of others), and behavior defiant (for example, having a heated argument with someone else or feeling very angry). Students anonymously self-reported the number of days over the past 2 weeks that they exhibited a particular behavior.	(Hofmann & Müller, 2021)
Students' Aggressive Behavior Questionnaire (SABQ)	Used to obtain information about students' aggressive behavior. SABQ is divided into 3 clusters. (Cluster A, contains 10 items about physical aggression, cluster B, 6 items about emotional aggression, while cluster C, has 8 items about verbal aggression. Each instrument is created on a four-point rating scale, namely: Very High Level, High Level, Low Level and Very Low Level are given a weight of 4, 3, 2, 1 respectively	(Ojukwu et al., 2020)
Aggressive Behavior Scale (ABS) by Buss and Perry (1992)	Used to evaluate students' aggressive behavior in 4 dimensions, namely physical, verbal, emotional and hostile. Physical aggression measures the tendency to use physical force when expressing anger or aggression with a 5-item scale. The verbal aggression scale assesses the tendency to argue verbally, consisting of 5 items. The emotional scale evaluating feelings of resentment, suspicion, and feelings of alienation that can interfere with physical and mental health, also consists of 5 items. While the hostility scale evaluates arousal and control related to anger, it also consists of 5 items. This instrument consists of twenty (20) items with a Likert answer format ranging from strongly agree = 5 to strongly disagree = 1.	(Sabboh & Sirikulai, 2021)
Youth Self Report Form of the Child Behavior Checklist (Achenbach & Rescorla,	In Lansford's research, 2 opportunity variables were developed that were related to behavior at each age. The first	(Lansford et al., 2020)

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Measurement	Tool Description	Reviewed Studies Using This Tool
<i>Peer pressure instrument</i> 2001)(Achenbach, 2015)	variable is the opportunity for aggressive behavior, while the second variable is the opportunity for naughty behavior to occur. Each participant was asked to rate the extent to which they had opportunities to engage in these behaviors using a 3-point scale. The scale consists of the number 0 which means no or few opportunities, the number 1 which means several opportunities, and the number 2 which means many opportunities.	
The Problem Behavior Frequency Scale-Adolescent Report (PBFS-AR; Farrell, Sullivan, Goncy, & Le, 2016)	To assess the frequency of physical, verbal, and relational forms of aggression and victimization, drug use, and other delinquent behavior. Items are rated on a 6-point frequency scale based on the last 30 days, 1=never,2=1-2 times,3=3-5 times;4=6-9 times,5=10-19 times,and 6=20 times or more.	(Thompson et al., 2020)
Buss–Warren aggression questionnaire (BWAQ)(Lin et al., 2018; Maxwell, 2008)	19 items were used to indicate the level of physical, relational, and verbal aggressive behavior over the past 6 months, such as “Sometimes, I cannot control the urge to attack other people.” Responses were rated on a 5-point scale (from 1 = Not at all to 5 = Really like me). The average of the 19 items was calculated, with higher scores reflecting more aggressive behavior. Seema, et al.'s research consisted of 34 items covering five scales- Physical Aggression (PHY), Verbal Aggression (VER), Anger (ANG), Hostility (HOS) and Indirect Aggression (IND). Each AQ item describes a trait related to aggression, and test takers score the description on a scale ranging from 1 (“Not at all like me”) to 5 (“A lot like me”)	(Tian et al., 2019),(Seema et al., 2023)
Physical and Verbal Aggression Scale(Caprara & Pastorelli, 1993)Spanish adaptation(Martucdnez et al., 2001)	This scale uses 20 items to assess behavior that harms others physically or verbally, on a unidimensional scale. Respondents indicate the frequency of occurrence of the behavior in each statement (often, sometimes, never). An example item is, 'I threaten others'	(Malonda et al., 2019)
Behavioral Tendency Questionnaire for Adolescent Behavior Problems compiled by Zhang et al	Used to measure adolescent aggressive behavior during the last six months. An example item is “I often hit walls or something like that when I'm bored.” This question consists of six items measured on a 5-point Likert scale (from “1 = never” to “5 = always”), where a high score indicates strong aggressive tendencies.	(Liu et al., 2021)

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Measurement	Tool Description	Reviewed Studies Using This Tool
<i>Peer pressure instrument</i>		
Physical Aggression subscale of the Problem Behavior Frequency Scale-Adolescent Report (PBFS-AR)(Farrell et al., 2010)	Physical aggression was measured using the five-item physical aggression subscale. Participants rated how often they participated in specific acts of physical aggression (e.g., “Hitting or slapping someone”) in the past 30 days on a 6-point frequency scale, ranging from never to 20 or more times.	(Coleman & Farrell, 2021),(Farrell et al., 2021)
Reactive-Proactive Aggression Questionnaire (RPQ)(Raine et al., 2010).	Used to measure adolescent aggressive behavior. This scale consists of 23 items with a 3-point scale, namely 0 = Never, 1 = Sometimes, and 2 = Always. Proactive aggression items (2, 4, 6, 9, 10, 12, 15, 17, 18, 20, 21, 23) and reactive items (1, 3, 5, 7, 8, 11, 13, 14, 16, 19, 22) are added together to form a proactive and reactive scale. The proactive and reactive scale scores are added together to obtain a total aggression score.	(Wey & Madon, 2022)

The influence of peer pressure on aggressive behavior in adolescents

From the results of the review analysis that has been carried out, it was found that peer pressure can influence aggressive behavior in adolescents. Five studies stated that the influence of peer pressure was positively correlated with aggressive behavior in adolescents(Coleman & Farrell, 2021; Farrell et al., 2021; Ojukwu et al., 2020; Thompson et al., 2020;Seema et al., 2023). Meanwhile Tian(2019)explained that deviant peer affiliation can positively predict aggressive behavior in adolescents. Three studies stated that peer attachment had a significant effect on adolescent aggressive behavior(Malonda et al., 2019; Wey & Madon, 2022;Liu et al., 2021). Apart from that, there are several other factors such as school connectedness or school climate. Adolescents with higher school connectedness are more likely to associate with deviant peers, which in turn contributes to higher levels of aggressive behavior(Tian et al., 2019). According to Hofman, et al(2021)High-risk adolescents may show increased openness to engaging in aggressive behavior when paired with peers who are also deviant. Lansford(2020)stated that at the age of 14 years, the opportunity for aggressive behavior increases in certain locations or regions such as Kenya, Sweden, China, Jordan and the United States. Deviant peer groups provide consistent opportunities to encourage aggressive behavior(Lin et al., 2020).

Table 3. Analysis of the data used and research findings

Writer	Analysis used	Findings
(Ojukwu et al., 2020)	Multiple Regression analysis and Pearson Product Moment Correlation analysis.	Peer group influence has a high positive correlation with aggressive behavior of high school students (correlation coefficient (r)=0.71 within the coefficient range of 0.61-0.80) There is a significant relationship between the influence of peer groups and the aggressive behavior of high school students (F=334.505 (p=0.000) < 0.05). There is a very low relationship between peer group influence and aggressive behavior of high school students in terms of gender

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		differences ($r=0.074$ within the coefficient range of 0.00-.20) There is a low level of positive differences between locations (urban and rural) in peer relationships, which influence groups and aggressive behavior of high school students ($r=0.414$ within the coefficient range of 0.41-0.60)
(Sabboh & Sikirulai, 2021)	Multiple Regression Analysis and Pearson Product Moment Correlation	Increased peer pressure and media influence can increase students' aggressive behavior by 25% and 19.7% respectively. Meanwhile, increasing the influence of school climate can reduce students' aggressive behavior by 66.7%. Where the strongest factor is peer pressure ($\beta=.250$, $t=6.852$, $p<0.01$).
(Thompson et al., 2020)	MPlus Version 7.11 (Muthen & Muthen, 2015)	Self-reported physical aggression was positively correlated with peer pressure to fight ($r_s=0.49$ and 0.52 , respectively), friends' delinquent behavior ($r_s=0.38$ and 0.35), and friends' support for fighting ($r_s=0.30$ and 0.19 , respectively each) Peer delinquent behavior, peer pressure to fight, and peer support for fighting each predicted increased adolescent physical aggression ($\beta_s=0.05$ to 0.08 , $p_s<0.05$).
(Tian et al., 2019)	SPSS 20.0 was used for descriptive statistics. Mplus 7.1 was used to conduct structural equation modeling to test mediation and moderation effects.	Deviant peer affiliation positively predicted aggressive behavior ($b=0.23$, $SE=0.02$, $t=12.40$, $p<0.01$). Bootstrapping analysis showed that deviant peer affiliation partially mediated the relationship between parental psychological control and aggressive behavior (indirect effect= 0.0352 , $SE=0.0055$, 95% $CI=[0.0249, 0.0471]$) Adolescents with higher school connectedness were more likely to associate with deviant peers, which in turn contributed to higher levels of aggressive behavior (indirect effect= 0.0375 , $SE=0.0079$, 95% $CI [0.0235, 0.0546]$).
(Malonda et al., 2019)	SPSS 19 was used to estimate the mean and standard deviation. Also to calculate repeated measures analysis of variance (ANOVA) to test for differences in means across time and gender. Structural Equations Model (SEM) in Mplus 6.1 was used to explore the two longitudinal models.	Peer attachment was positively related to prosocial behavior and negatively related to aggression. Significant indirect effect of peer attachment on aggression ($\beta=-0.03$; CI 95%= $[-0.03, -0.005]$), via prosocial behavior and aggression ($\beta=0.02$; CI 95%= $[-0.02, -0.005]$).
(Liu et al., 2021)	SPSS 21.0 and Mplus 7.4	Peer attachment is significantly related to NEG (Negative) ($b=0.40$, $SE=0.04$, $\beta=0.33$, $t=10.44$, $p<0.001$, 95% $CI [0.33, 0.47]$), NEG (Negative) has a significant effect on behavior aggressive ($b=-0.21$, $SE=0.04$, $\beta=-0.19$, $t=-5.61$, $p<0.001$, 95% $CI [-0.28, -0.14]$) Bootstrapping analysis showed that NEG significantly mediated the relationship between peer attachment and aggressive behavior (indirect effect= -0.08 , $SE=0.02$, $\beta=-0.06$, $t=-4.70$, $p<0.001$, 95% $CI [-0.12, 0.05]$)

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		Peer attachment influences aggressive behavior among male adolescents ($b=-0.28$, $SE=-0.06$, $t=-4.86$, $p<0.001$, 95% CI [-0.40, -0.17]), but is not significant among female adolescents ($b=0.05$, $SE=0.06$, $t=0.95$, $p=0.359$, 95% CI [-0.06, 0.16]).
(Coleman & Farrell, 2021)	Scaled chi-square difference test(Satorra & Bentler, 2010) Model fit was evaluated based on root mean square error of approximation (RMSEA), comparative fit index (CFI), and Tucker-Lewis index (TLI)	There was a correlation between the four peer variables (peer pressure for fighting, friends' delinquent behavior, friends' support for fighting, and friends' support for non-violence) with physical aggression ranging from 0.23 to 0.55. Peer pressure to fight significantly moderated the relationship between victimization and changes in physical aggression in boys and girls. Peer delinquent behavior significantly moderated the relationship between victimization and physical aggression in boys, but not in girls.
(Farrell et al., 2021)	One-sided cross-lagged regression analyzes using Mplus Version 8.4	Peer pressure to fight mediated the relationship between witnessing violence and changes in physical aggression, whereas peer delinquent behavior mediated the relationship between physical aggression and changes in witnessing violence and victimization.
(Seema et al., 2023)	Pearson Product Moments	Peer pressure is the strongest predictor of juvenile delinquency. The maximum prediction is explained by Peer Pressure with a multiple of R of 0.711 and a square of R equal to 0.102 ($F=49.839$, $P<0.01$). The regression coefficient shows that verbal aggression has a positive influence on juvenile delinquency. Apart from that, physical aggression has a positive influence on juvenile delinquency.
(Wey & Madon, 2022)	Statistical Package for the Social Science (SPSS software version 20.0) and Pearson Product-Moment Correlation	Peer attachment ($r = -0.173$, $p < 0.001$) has a significant negative relationship with aggression
(Hofmann & Müller, 2021)	Descriptive statistics, multilevel analysis of change, sensitivity analysis, MLwiN version 2.36 software	High-risk adolescents may show increased openness to engaging in aggressive behavior when paired with peers who are also deviant.
(Lansford et al., 2020)	Multilevel linear regression, full information maximum likelihood, fixed effects regression analysis, Chi-Square Test, and bivariate Mann-Whitney U Test	At age 14, the odds of aggressive behavior occurring in a given location ranged from 0.10 in Kenya to 0.65 in Sweden. Peer support for aggressive behavior in specific locations ranged from 0.90 in China to 0.74 in Jordan. Peer support for delinquent behavior ranged from 0.16 in China to 0.64 in European American samples in the United States.
(Lin et al., 2020a)	Bivariate intercorrelation analysis, Chi-Square Test	Deviant peer groups provide consistent opportunities to encourage aggressive behavior.

DISCUSSION

This systematic review aims to further explore the influence of peers on aggressive behavior in adolescents. Overall, based on the research conducted in this review, it seems that there is an influence between peer pressure on aggressive behavior in adolescents. From the systematic review analysis that has been carried out, it was found that peer pressure has a significant influence on aggressive behavior in adolescents. In general, adolescents who experience peer pressure tend to be more susceptible to engaging in aggressive behavior compared to adolescents who do not experience such pressure.

Peers have a significant role in shaping adolescent social behavior, including aggressive behavior. Relationships with peers can influence how teens react to certain situations and how they express their emotions. Peer pressure to engage in aggressive behavior can increase a teenager's risk of exhibiting aggressive behavior (Malonda et al., 2019; Seema et al., 2023)

The study conducted by Tian, et al (2019) shows that peer pressure can have a significant influence on adolescent aggressive behavior. Adolescents who are involved with peers are more likely to exhibit aggressive behavior. This can happen because teenagers can learn and imitate aggressive behavior patterns from their peers. Apart from that, negative peer pressure can also influence teenagers to engage in aggressive behavior as a form of unhealthy social interaction.

In the research findings of Thompson, et al (2020) There is a reciprocal relationship between peer pressure and the frequency of adolescent physical aggression. Findings suggest that peer pressure to fight appears to be a highly significant and unique predictor of physical aggression reported by both adolescents and teachers. This reciprocal effect shows that peer pressure not only influences adolescent aggressive behavior, but is also influenced by the adolescent's own aggressive behavior.

Peers can encourage or pressure teenagers to engage in aggressive behavior, such as fighting. This can occur because of adolescents' perceptions that behaving aggressively can increase their social status among peers or because of fear of rejection if they do not participate in aggressive behavior encouraged by peers. (Farrell et al., 2021). Previous studies have also shown that peer pressure to fight can predict adolescents' aggressive behavior. This shows that the influence of peer pressure on adolescent aggression is an important factor to consider in understanding the dynamics of the relationship between peers, exposure to violence, and physical aggression in adolescents. (Farrell et al., 2021).

In the school environment, peer pressure can influence adolescents to imitate or adapt aggressive behavior shown by their peers because of the intensity of interactions with their peers. Adolescents who are driven to engage in aggression because aggressive behavior is considered the norm among their peers may experience an increase in their own aggressive behavior (Hofmann & Müller, 2021).

Several ways in which peer pressure can influence aggressive behavior in adolescents, the first is behavioral models. Teenagers tend to imitate the behavior of peers who are considered popular or influential. If peers exhibit aggressive behavior, teens may feel pressured to do the same to be accepted in the group (Lansford et al., 2020; Liu et al., 2021). Then group norms that support or justify aggressive behavior can make adolescents feel that aggression is an acceptable way to resolve conflict or show strength (Lansford et al., 2020).

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In the gender aspect, previous research shows that there is no difference in aggressive behavior shown by boys and girls(Ojukwu et al., 2020). However, now this view is starting to change. Today, boys tend to exhibit more aggressive behavior and engage in fighting, stealing, bullying, and other criminal activities(Sabboh & Sikirulai, 2021). Meanwhile, girls tend to show more verbal aggressive behavior.

Apart from that, from a geographical aspect, Lansford, et al(2020)states that the likelihood of engaging in aggressive or delinquent behavior can vary between cultures, depending on how much time adolescents spend and the environment in which they spend that time. Research conducted by Ojukwu(2020)stated that there is a significant correlation between the aggressive behavior of urban and rural senior secondary school students in Abia State.

This research reveals that there are several factors that have a significant influence on adolescent aggressive behavior. These factors include peer influence in the form of deviant peer affiliation(Tian et al., 2019), naughty behavior of friends(Coleman & Farrell, 2021; Thompson et al., 2020), media, and school climate(Sabboh & Sikirulai, 2021). Another factor is that a tense school atmosphere can result in students showing aggressive behavior such as intimidation, fighting, truancy, etc. which will ultimately have a negative impact on students' academic achievement.(Sabboh & Sikirulai, 2021). The findings of his research also found that four predictors (peer pressure, media influence, self-efficacy, and school climate) were significant predictors of aggressive behavior. The most dominant factor is peer pressure(Seema et al., 2023), then the influence of social media and school climate, while self-efficacy has the lowest influence(Sabboh & Sikirulai, 2021). However, several studies have also found that the influence of peer pressure on aggressive behavior in adolescents can be caused by other factors such as gender, age, cultural background, individual personality characteristics, and the geographical area where they live.(Farrell et al., 2021;Lansford et al., 2020; Tian et al., 2019).

Aggressive behavior in adolescents has various forms, namely physical or verbal aggression. Physical aggression refers to the act of harming another person, while verbal aggression refers to the use of words intended to harm another person(Ojukwu et al., 2020). Aggressive behavior among teenagers sometimes takes the form of overreacting, screaming, yelling, or becoming very agitated due to interference from other people. Aggressive behavior is considered antisocial behavior that occurs in many situations whenever someone hurts another person physically or mentally. This forms a dangerous reaction towards others in self-defense.

Various forms of peer deviance influence and are influenced by adolescent physical aggression. It is important to examine several peer factors, such as problematic peer behavior, peer support for adolescent fighting, and peer pressure to fight. Research conducted by Thompson, et al found that peers are an integral source of influence for adolescents in urban communities who are exposed to high levels of violence(Thompson et al., 2020). When conflict or provocation occurs, peer pressure can have a direct influence on a teenager's decision to carry out aggression. Peer pressure includes the behavior of friends and acquaintances, peer selection because peer similarity may not be an important factor because adolescents cannot choose all their friends at school. This suggests that adolescents can influence the broader social context based on how they respond to their peers' behavior. Adolescents can play an active role in creating their own environment and the overall school climate through their responses to peer influences.

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In research by Liu, et al (Liu et al., 2021) it was found that adolescents who had strong peer attachments showed less aggressive behavior. Peers have an important role for teenagers and that attachment to peers has a significant influence on teenagers' aggressive behavior. Other research also finds that teenagers who feel neglected by their peers tend to have difficulty getting along with their classmates and often experience negative emotions, which ultimately contributes to problematic behavior. (Krause et al., 2003). Some researchers also argue that teenagers who have low levels of empathy tend to experience difficulty in understanding the emotions of their peers, thus potentially increasing aggressive behavior. (Carlo et al., 2012).

Deviant peer groups provide consistent opportunities to encourage aggressive behavior. This is because aggression is often considered normal behavior and can form inappropriate attitudes towards aggression. In addition, under the influence of peer pressure, adolescents are encouraged to behave aggressively in order to fit in with their peer group. Adolescents who are in risky contexts, such as community violence, may have a greater tendency to become involved in other risky contexts, such as deviant peer groups. This ultimately increases their chances of engaging in problematic behavior (Lin et al., 2020).

CONCLUSION

Aggressiveness carried out by teenagers both physically and verbally has a detrimental impact on both the perpetrator and the victim. Violent acts such as brawls, beatings, etc., which are examples of physical aggressiveness, can cause physical harm to the victim such as injury, disability, or even death. This problem of aggressiveness will hinder teenagers in carrying out their developmental tasks. Failure to fulfill developmental tasks during adolescence will have an impact on future developmental tasks.

Many factors influence aggressiveness in adolescents, namely gender differences, family parenting, school climate, social media, self-efficacy, deviant peer attachment, and peer pressure. Of all these factors, the most influential factor is peer pressure. Adolescents can play an active role in creating their own environment and the overall school climate through their responses to peer influence and pressure.

Therefore, targeted interventions or prevention programs to address this problem must take into account the factors that have been discovered. Overall, this systematic review confirms that peer pressure is an important risk factor that can trigger or exacerbate aggressive behavior in adolescents. These findings provide important implications for the development of appropriate intervention and prevention strategies, both at the individual level and in the adolescent social environment.

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Conflict of Interest

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