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# The Social Dynamics of Student Brawls: A Theoretical Review of Causes, Impacts, and Interventions

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**Abstract**

Student brawls reflect the complex social dynamics of adolescence and pose a critical challenge within the educational environment. This study employs a Systematic Literature Review (SLR) to investigate the root causes, consequences, and intervention strategies related to student brawls. A thorough search of Scopus and Dimensions databases was conducted, focusing on publications from 2015 to 2025. Inclusion criteria required that studies be published in educational journals, explicitly address student brawls, and be available in full-text form in English. Data were extracted using a standardized form and analysed thematically, drawing on social control theory and social learning theory. The findings reveal that internal factors—such as identity crises and emotional instability—and external factors—like peer pressure, lack of family support, repressive school policies, and negative influences from social media—are primary contributors to student brawls. These acts result not only in physical harm but also in psychosocial trauma and disruption of the educational environment. Effective interventions require a holistic and preventive approach, including character education, family counselling, and the development of a supportive school climate. This study highlights the urgent need for integrated, humanistic strategies to cultivate a culture of peace in schools and address the structural roots of youth brawls.

**Keywords**: *Student Brawls, Educational Intervention, Social Learning Theory, School Climate, SLR*

## Introduction

The increasing incidence of student brawls within educational institutions has become a significant concern, reflecting broader social challenges faced by adolescents. This issue has garnered attention in various countries, including Indonesia, where it has been identified as a critical barrier to the creation of safe and conducive learning environments (Anam et al., 2024; Hapni et al., 2023; Sanjayanti et al., 2022; Zafi et al., 2023). These violent incidents are not merely physical altercations; they encompass a range of psychosocial impacts that affect students' emotional and academic development, often resulting in long-term harm (Peyton et al., 2017; Samad et al., 2023). Such behaviours hinder the internalization of positive character values and obstruct students' academic progress (Moreno et al., 2023).

This phenomenon is conceptualized within the framework of adolescence as a period of heightened vulnerability, during which identity crises and emotional instability are prevalent (Dits Prasanti, 2018; Putra & Apsari, 2021). The search for personal identity, coupled with the pressures of social conformity, often triggers aggressive behaviours, including involvement in brawls. Social theories, particularly Hirschi's Social Control Theory and Bandura's Social

Learning Theory, offer valuable lenses through which these behaviours can be understood. According to these theories, aggressive acts are frequently learned through imitation and social interaction within permissive or hostile environments (Chriss, 2007; Costello & Laub, 2020; Hines & Saudino, 2004; Ho, 2009; Hong et al., 2021; Vowell, 2007; Wells & Rankin, 2017). This suggests that student brawls are not isolated events but are embedded in complex networks of social relationships.

Previous research has highlighted several variables contributing to student brawls, including peer group dynamics, socioeconomic background, and exposure to media violence (Malette, 2017; Putrawati & Aryani, 2023; Rahmawati & Fuad, 2023; Schäfer & Korn, 2004). These factors are often exacerbated by an absence of effective conflict resolution education, which can further perpetuate violent behaviors in adolescents (Hayadin, 2019; Herlina & Suryana, 2020). The integration of social control and learning theories within this research is aimed at providing a comprehensive understanding of the root causes of student brawls by addressing both individual psychological drivers and the broader social contexts that influence behaviour.

In the digital age, the influence of social media has added a new layer of complexity to the issue. Zografova & Dimitrova (2023) argue that digital platforms not only reinforce peer pressure but also serve as arenas where social exclusivity and rivalry are heightened, further perpetuating a culture of aggression. This shift extends the problem of student brawls from physical confrontations to online spaces, requiring intervention strategies to evolve in tandem with these technological changes (Beri, 2018; Pajriah et al., 2023).

Moreover, the drive for self-expression and the need to maintain social status among peers have emerged as significant psychological triggers for adolescent aggression (Logis et al., 2013). Students who are unable to assert their identity or find social validation are more likely to resort to violence, either as a form of self-defence or as a way to gain recognition within peer groups (Dozortseva et al., 2022). Therefore, the challenge of addressing student brawls requires not only individual interventions but also a systemic approach that considers the intersection of various social factors, such as family dynamics, peer influence, and societal norms (Abio et al., 2020; Hani & Alleimon, 2022; Paramaswasti et al., 2023; Ramani & Zhimin, 2010; Thao et al., 2023).

Empirical studies on the impacts of student brawls have revealed that these incidents extend beyond the immediate physical harm to include social and academic consequences (Purnama et al., 2024; Zera et al., 2021). Victims often experience long-term emotional trauma, and the school environment becomes characterized by fear and instability, which impedes academic engagement and disrupts social cohesion (Herlina & Suryana, 2020; Zafi et al., 2023). Furthermore, brawls often lead to a cycle of violence, where the normalization of aggression among peers contributes to a perpetuation of violent behaviour in both school and social contexts (Nurhaeni et al., 2016; Siregar, 2024).

The existing literature highlights the need for a more integrated approach to understanding and addressing student brawls. Many studies have focused on isolated factors such as family dynamics or media influence, but the complex interplay between multiple social determinants remains underexplored (Benbenishty & Astor, 2009; Dodo & Muzenje, 2019; Estevez et al., 2013). This research aims to fill this gap by constructing a critical synthesis of the existing literature, focusing on the interconnectedness of social, psychological, and environmental factors that contribute to violent behaviour in school settings.

The urgency of this research is underscored by its potential practical implications. From an academic perspective, the integration of sociology, adolescent developmental psychology, and education provides a more holistic framework for understanding the dynamics of youth violence. From a policy standpoint, the findings may inform the development of preventive strategies that

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are grounded in the social contexts of the students themselves, addressing not only the symptoms of violence but also the structural causes. This approach is essential for developing more effective, sustainable solutions that prioritize humanistic and community-based interventions over reactive measures (Sukarma et al., 2018).

This study's contribution lies in its potential to develop a conceptual framework that integrates key variables such as social status, peer group dynamics, and familial relationships in explaining adolescent violence. By evaluating the effectiveness of existing prevention strategies, this research seeks to propose more proactive, integrated approaches that emphasize early intervention, emotional regulation, and community involvement. Ultimately, the goal is to foster a culture of peace in schools through comprehensive, socially grounded approaches to conflict resolution, while addressing the structural roots of violence.

## Method

This study employs a Systematic Literature Review (SLR) methodology to investigate the causes, impacts, and interventions associated with student brawls in educational settings. The SLR approach was chosen due to its rigorous and structured process for synthesizing existing research, which enables a thorough and unbiased understanding of the topic. In line with established guidelines for conducting systematic reviews (Moher et al., 2015), the study follows a transparent process to identify, assess, and integrate relevant studies that contribute to the understanding of student brawls.

A comprehensive search was conducted across two major academic databases—Scopus and Dimensions—ensuring access to a broad spectrum of peer-reviewed literature from 2015 to 2025. The inclusion criteria were specifically designed to capture studies published in English that directly address student brawls or inter-student violence in the context of educational environments. These studies were selected based on their relevance to the research questions, with a particular focus on empirical studies, review articles, and theoretical papers that explore the psychosocial dynamics and educational implications of student brawls. Search terms such as "student brawl," "inter-student conflict," and "student-on-student violence" were used in combination with Boolean operators to ensure a comprehensive search.

The search terms used in titles and abstracts included combinations of: “student brawl”, “inter-student conflict”, “altercation between students”, and “student-on-student violence”. The Boolean operator “OR” was used to broaden the search scope. The search strategy involved combining identified keywords, which are detailed in Table 1, customized for each database. In order to maintain consistency and accessibility, the search was limited to English-language publications only.

Tabel 1. Search Equation Used

| Database | Search Equation |
|---|---|
| **Scopus** | TITLE – ABS - KEY ("Student brawl" OR"inter-student conflict" OR “altercation between students” OR "student-on-student violence").<br>Year of Publication: 2015 - 2025 |
| **Dimensions** | Free text in full data ("Student brawl" OR"inter-student conflict" OR “altercation between students” OR "student-on-student violence")<br>Year of Publication limited to “2025 OR 2024 OR 2023 OR 2022 OR 2021 OR 2020 OR 2019 OR 2018 0R 2017 OR 2016 0R 2015” |

Field of Search: 39 Education OR 3901 Curriculum and Pedagogy OR 3903 Education Systems OR 3902 Education Policy, Sociology and Philosophy, 50 Philosophy and Religious Study

The article selection process was structured in two phases to ensure precision and consistency. First, an initial screening of titles and abstracts was performed to exclude studies that did not meet the inclusion criteria. This phase eliminated irrelevant studies, those published in languages other than English, and articles that lacked a direct focus on student brawls. In the second phase, the full texts of the remaining studies were reviewed for methodological rigor and relevance to the research questions. Following this careful selection, a total of 10 studies were deemed appropriate for inclusion in the final analysis.

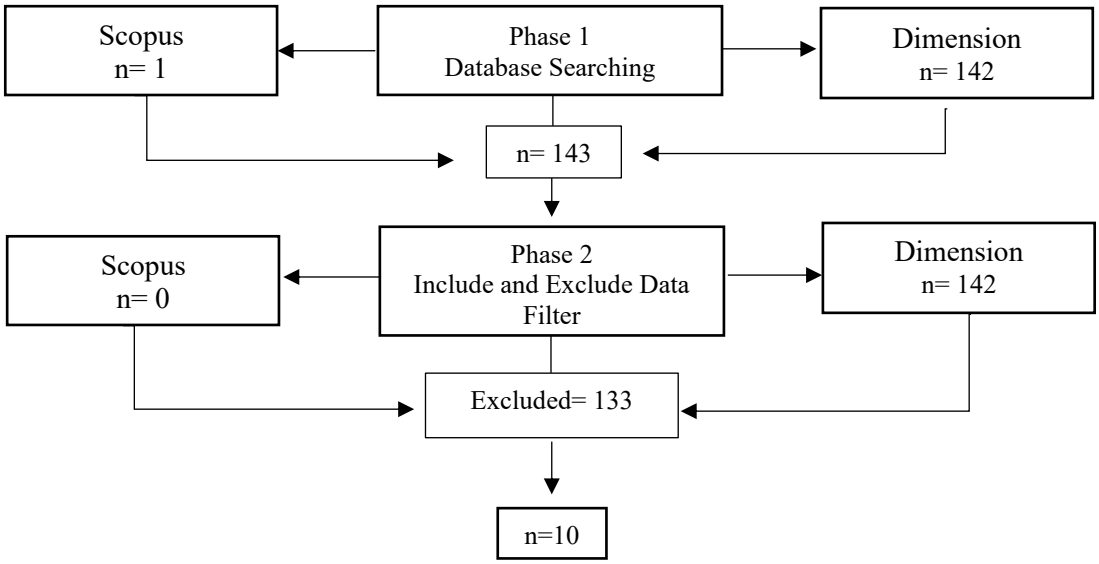



Figure 1. Search and Filtering Process

Data extraction was carried out systematically, focusing on key elements such as study objectives, research methodologies, sample sizes, and findings related to the causes, impacts, and interventions associated with student brawls. A thematic analysis was applied to identify recurring patterns and themes across the studies, which allowed for a comprehensive understanding of the factors contributing to student aggression and the effectiveness of intervention strategies. To ensure the quality and reliability of the review, each included study was assessed for methodological rigor using established quality criteria (Liberati et al., 2009), ensuring that only studies meeting a minimum threshold of methodological quality were considered for the final synthesis.

## Results

This systematic approach provides a robust framework for understanding the complex phenomenon of student brawls and offers valuable insights for developing more effective educational interventions. By synthesizing existing research, this study highlights the importance of addressing both the individual and structural factors that contribute to student aggression and provides evidence-based recommendations for improving school-based

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policies and practices aimed at reducing violence among students. Table 2 is a summary of the results of the analysis.

Tabel 2. Summary Causes, Impacts, and Interventions of Student Brawls

| Source | Causes | Impacts | Interventions |
|---|---|---|---|
| Nurhaeni et al. (2016) | Internal factors (identity search, emotional instability). External factors: peer pressure, environmental conditions, school rivalry. Ineffective parenting (neglectful, permissive, authoritarian) | Increased adolescent involvement in brawls. Decreased academic focus and school attendance. Negative peer reinforcement and normalization of brawl | Democratic parenting improves adolescent behaviour. Health education & family counselling Peer trust-building and role modelling School-based interventions (counselling, sanctions, extracurriculars) |
| Hayadin (2019) | Enemy perception, hostility between student groups, rivalry, bullying, and external influence. | Physical harm, psychological trauma, school reputation damage, community fear. | Eliminating enemy perceptions, promoting inter-school cooperation, education about consequences of brawl. |
| Herlina & Suryana (2020) | Trivial issues, peer influence, group solidarity, seniority. | Destruction, physical injuries, fatalities, long-term rivalry. | Implementing Character Education through the Child-Friendly School policy, fostering better teacher-student-parent relations, promoting conflict resolution. |
| Zera et al. (2021) | Low self-identity, peer pressure, environmental influences (family, school, social). | Aggressive behaviour, increased brawl, social alienation. | Enhancing self-identity through counselling, group dynamics, family education, and school support programs. |
| Hapni et al. (2023) | Disputes between groups, lack of character education, identity crisis during adolescence. | Emotional and social instability, escalation of brawl, deviant behaviour. | Islamic counselling approach, moral education, character building, and community involvement. |

| | | | |
|---|---|---|---|
| Dias (2023) | Family issues, peer influence, socioeconomic factors, lack of role models. | Physical and psychological harm, academic setbacks, alienation. | Social-emotional learning programs, mentoring, creating safe spaces, addressing underlying social inequalities. |
| Purnama et al. (2024) | Weak parental attachment, negative peer influence, lack of emotional regulation. | Aggressive behaviour, anxiety, poor academic performance, social isolation. | Educating parents on fostering secure attachments, improving peer interaction, providing mental health support and counselling. |
| Perry et al. (2023) | Exclusionary discipline, school hardening, crisis intervention, lack of social-emotional learning programs. | Brawl against teachers, burnout, reduced academic achievement, loss of instructional time. | Prevention strategies, school climate improvement, social-emotional learning, classroom management, and conflict resolution. |
| Siregar (2024) | Lack of self-awareness, weak self-control, lack of parental attention, free association, social media, and peer pressure. | Social disorder, harm to victims, long-term physical and emotional consequences. | Guidance and moral education by Pancasila and Citizenship Education (PPKn) teachers, promoting self-awareness, communication with parents, and conflict resolution. |
| Sripa et al. (2025) | Rivalry between schools, revenge, peer pressure, lack of conflict resolution. | Physical harm, social unrest, damage to school's reputation. | Developing model schools with a participatory action research approach, enhancing collaborative networks, implementing the "3S3C Practice Model". |

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# Discussion

### *Causes of Students Brawls*

Research into the causes of student fights shows that aggressive behaviour among adolescents cannot be separated from a web of interconnected internal and external factors. One of the most prominent internal contributors is the search for identity and emotional instability, which are both common during adolescence. This stage is a critical period in an individual's psychological development, where rapid physical and emotional changes often lead to confusion and a lack of emotional regulation—conditions that can easily trigger aggressive acts like fighting. These tendencies are often worsened by peer pressure, which can fuel conflict or rivalry between individuals or groups of students. As highlighted by Nurhaeni et al. (2016), the combination of identity-seeking behaviour and emotional instability, reinforced by social pressure and an unsupportive environment, stands as a major trigger for student altercations. Within student social dynamics, the perception of other groups as threats or enemies, along with prolonged hostility, frequently serves as a key spark for brawl. Hayadin (2019) notes that rivalry between groups and bullying behaviours help create a conflict-prone environment. The surrounding social setting—especially media and community influences—can intensify these tensions. Group loyalty pressures often push students to prove their allegiance in destructive ways. Herlina & Suryana (2020) emphasize that strong peer influence and group solidarity can lead students to engage in conflict, even over trivial matters.

Broader social factors like family conditions and the general social environment also play crucial roles in shaping students' aggressive tendencies. Zera et al. (2021) state that family issues, such as unstable parental relationships and lack of attention, can worsen the identity crisis that students face. In such conditions, students may turn to aggression as a form of escape from psychological pressure. Moreover, the lack of character education at school hampers their ability to develop constructive conflict-resolution skills. Hapni et al. (2023) show that without adequate character education, students lack the competencies needed to manage conflict, often leading to violent outcomes.

Beyond that, other social problems such as family economic instability and lack of parental involvement further increase the risk of students engaging in fights. Dias (2023) highlights that when parents are unable to provide adequate attention and supervision—especially in the context of economic hardship—students become even more susceptible to negative environmental influences. Purnama et al. (2024) argue that the combination of weak parental engagement and negative peer influence significantly raises the likelihood of students getting involved in fights as a way to express emotions or assert their identity.

School policies also play a role that cannot be overlooked. Strict or exclusionary disciplinary policies, as discussed by Perry et al. (2023), often aggravate the problem. Harsh punishments without accompanying guidance may actually drive students toward aggressive behaviour as a form of resistance. The absence of social-emotional learning programs in school limits students' abilities to regulate emotions and build healthy social relationships. In this regard, the school's failure to equip students with emotional management and conflict-resolution skills contributes to rising tension between individuals and groups.

In today's digital age, social media has become another influential external factor. Siregar (2024) points out that students' lack of self-awareness and self-control is frequently fuelled by insufficient parental attention and exposure to negative social interactions online. Students' inability to filter and process external influences increases the likelihood of them reacting aggressively to both internal and external conflicts they experience.

When compared to existing theories, these findings reinforce sociological and psychological perspectives that view school fights as outcomes of complex social, emotional, and structural interactions. Saekan (2023) reported that 51% of school fights are triggered by peer provocation, highlighting the significant role of social dynamics in conflict generation. From a developmental psychology standpoint, low empathy, individualism, and poor anger management are among the primary drivers of aggressive behaviour ((Darwis Nasution, 2021; Nurmanita & Ridwan, 2023; Putri et al., 2024; Saekan, 2023). Education systems that prioritize academic achievement over character development and socio-emotional skills have also been criticized for perpetuating these issues (Saekan, 2023; Syamsiah et al., 2023).

From an educational viewpoint, disharmony within the school environment and weak cohesion among students further fuel conflict (Wahidah & Firman, 2020). Antisocial behaviours such as bullying and teasing create atmospheres ripe for brawl (Nurmanita & Ridwan, 2023; Widianti et al., 2022). The consequences of such behaviours extend beyond the individuals involved, damaging the broader educational environment by eroding trust and weakening collaborative spirit among students (Apandie et al., 2022; Sihite et al., 2023).

From a sociological perspective, along with developmental psychology, educational studies, and the psychosocial characteristics of adolescents, student brawls can be seen as a complex phenomenon influenced by multiple interconnected factors. The search for identity, emotional instability, peer influence, and the lack of character education in schools all contribute to the high incidence of fights among students. An unsupportive social environment and ineffective school disciplinary policies only worsen this issue. To address this, a comprehensive approach is required, including improvements in family parenting, character education in schools, and better management of external influences, such as social media, in students' lives.

***The Impact of Students Brawls***

Research on the impact of student fights reveals that these incidents affect not just the individuals involved, but also have far-reaching consequences on the school environment and the surrounding community. Numerous studies highlight the physical, psychological, social, and academic repercussions that arise from student fights, touching nearly every aspect of their lives. According to Nurhaeni et al. (2016), student fights can increase the involvement of teens in violent behaviour, which in turn distracts them from their academics and lowers school attendance. Additionally, these fights often reinforce violent norms among peers, leading to a continuous cycle where brawl becomes seen as an acceptable way to resolve conflicts. Hayadin (2019) adds that the physical consequences of fighting can include serious injuries, psychological trauma, and damage to the school's reputation, which can create fear within the broader community. Therefore, the consequences of fights extend beyond the individuals involved and affect how the school is perceived by others.

Furthermore, Herlina & Suryana (2020) explain that student fights can lead to severe physical injuries, and in some cases, even death. These fights often exacerbate rivalries between student groups, leading to long-lasting negative impacts. Zera et al. (2021) point out that student fights can spark further aggressive behaviour and worsen brawl at school, often resulting in social isolation for both the perpetrators and the victims. This shows that fights don't just affect student relationships but can create an unsafe and tense environment.

The broader impacts can also be seen in students' emotional and social stability. Hapni et al. (2023) explain that student fights can cause emotional and social instability, which often leads to other deviant behaviours. Students involved in fights tend to experience an escalation of brawl, worsening their behaviour both at school and outside of school. Dias (2023) also mentions that fights can cause significant physical and psychological harm, as well as hinder students' academic development, leaving them feeling alienated from their peers.

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Purnama et al. (2024) emphasize that students involved in fights often display increased aggression, anxiety, and poor academic performance. Social isolation also becomes a noticeable impact, leaving students feeling detached from both the school and their community. Perry et al. (2023) note that the effects of fights are not only felt by students but also by teachers, who may experience brawl from students and feel emotionally drained. This can lead to teacher burnout and a decline in students' academic achievements, as well as a loss of valuable teaching time that could have been used for learning activities.

The social impact of student fights is also significant. Siregar (2024) explains that student fights can create major social disruptions, harm victims physically and emotionally, and lead to long-term consequences for both the perpetrators and the victims, such as permanent physical injuries and psychological trauma. Sripa et al. (2025) add that student fights can worsen social tensions at school and disrupt harmony within the community. Moreover, the reputation of a school involved in fights can be damaged, diminishing its positive image in the eyes of the public.

Overall, the impact of student fights is much broader than just physical conflicts between individuals. These fights have long-lasting consequences both personally and socially. From the physical and psychological damage suffered by students to the disruption of the social environment and the school's reputation, student fights bring about destructive effects that influence many areas of their lives. Therefore, it's crucial to address the issue of student fights with a more holistic approach, one that includes strengthening character education, addressing school brawl, and providing psychosocial support for students involved in conflicts.

***Interventions Against Students Brawls***

Research on interventions for student fights suggests various approaches that can be implemented to prevent and reduce brawl in schools. These approaches include efforts focused on improving interpersonal relationships, strengthening character education, and managing emotions, through support from families, schools, and communities.

According to Nurhaeni et al. (2016), one effective intervention is the implementation of democratic parenting at home, which can help improve adolescent behaviour. In this context, health education and family counselling are also essential to support parents' role in shaping students' character. At school, approaches based on trust between students, the development of role models, and school-based interventions such as counselling, sanctions, and extracurricular activities can all help reduce the potential for fights. This intervention emphasizes the importance of good communication between schools and families, as well as the development of students through positive activities.

Hayadin (2019) highlights the importance of eliminating enemy perceptions between student groups and promoting cooperation among schools. Education that teaches the consequences of brawl is also important to raise students' awareness about the impact of violent actions they may engage in. This effort aims to create a better understanding of the importance of peace and unity, as well as foster mutual respect among students from different schools.

Meanwhile, Herlina & Suryana (2020) emphasize the need for implementing character education through the Child-Friendly School (CFS) policy. This education focuses on shaping positive character traits in students while also improving relationships between teachers, students, and parents. Additionally, promoting constructive conflict resolution among students is important so they can learn to manage differences in peaceful ways.

In the context of enhancing self-identity, Zera et al. (2021) recommend counselling approaches and group dynamics that help students understand and strengthen their self-identity. Family education and support from schools are also crucial in providing a strong

foundation for students' personal development. This approach aims to create students who are more self-aware and capable of managing conflicts in healthier ways.

Hapni et al. (2023) suggest applying an Islamic counselling approach that integrates moral education, character development, and community involvement to support positive change in students. This approach emphasizes religious and moral values that can shape students' attitudes toward differences and conflicts.

According to Dias (2023), social-emotional learning (SEL) programs and mentoring play a significant role in helping students manage their emotions and build positive social skills. Furthermore, creating safe spaces for students and addressing the social inequalities underlying violent behaviour are key steps in preventing fights. Through this program, students are equipped with skills to understand themselves and others, as well as ways to resolve conflicts peacefully.

Purnama et al. (2024) highlight the importance of parental education in forming secure attachments between parents and children, which can help reduce aggressive behaviour in students. Additionally, improving peer interactions and providing mental health support and counselling are vital in addressing psychological issues that may trigger fights.

Perry et al. (2023) emphasize the importance of prevention strategies at schools by enhancing the school climate. This includes the implementation of social-emotional learning, effective classroom management, and conflict resolution training. By creating a supportive and safe school environment, students will be better able to manage their feelings and resolve differences in more peaceful ways.

Siregar (2024) suggests that guidance and moral education through subjects like Pancasila and Citizenship Education (PPKn) are crucial in developing students' self-awareness. Through this approach, students are trained to recognize their role in society, communicate effectively with their parents, and resolve conflicts constructively.

Finally, Sripa et al. (2025) propose a research-based participatory action model that aims to strengthen collaborative networks among various parties at school. This model focuses on implementing the "3S3C" practice, which promotes communication, cooperation, and conflict resolution in a participatory manner among students and other stakeholders.

Effective intervention strategies to address student brawls can be optimally designed by integrating theoretical frameworks from Social Learning Theory and Social Control Theory. These two approaches provide a strong conceptual foundation for understanding the roots of aggressive behaviour and formulating prevention strategies that emphasize the reinforcement of prosocial behaviour, strengthening social bonds, and restoring interpersonal relationships within academic environments.

Social Learning Theory, as proposed by Bandura, asserts that aggressive behaviour is not spontaneous but learned through observation and social interaction within specific environments. Students who are frequently exposed to brawl or deviant behaviour are more likely to imitate and internalize such patterns. Therefore, effective interventions should focus on fostering a campus environment rich in constructive role models. As highlighted by Hsu et al. (2024), involving peers as agents of change—through mentoring programs or peer-led group training—contributes to the establishment of prosocial norms among students. Regular exposure to figures that embody positive behaviour can significantly reduce students' likelihood of engaging in violent acts.

Meanwhile, Social Control Theory, developed by Hirschi, emphasizes the role of social bonds in preventing deviant behaviour. This theory identifies four key elements—attachment, commitment, involvement, and belief—which, when properly nurtured, serve as internal control mechanisms against behaviours such as group fights. In this context, fostering harmonious

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relationships between lecturers and students is critical. Interpersonal relationships built on mutual trust and emotional engagement not only encourage academic involvement but also diminish the impulse to engage in deviant actions. Mguye (2024) affirms that strengthening social bonds is highly effective in reducing students' motivation for violent behaviour.

Beyond reinforcing social ties, restorative approaches have also proven effective in managing student conflicts. Practices such as open dialogues, peaceful mediation, and group activities that foster empathy aim to rebuild damaged social connections and cultivate a collective sense of responsibility within the academic community. Haryono (2023) emphasizes that this approach not only resolves immediate conflicts but also deepens students' attachment to positive social norms.

Integrating principles from both Social Learning Theory and Social Control Theory enables higher education institutions to create safe, inclusive, and supportive environments. When campuses are able to provide positive behavioural models and reinforce students' social connectedness, the tendency to engage in physical altercations decreases significantly. Mashwama & Omodan (2024) also note that community-based interventions that focus on students' emotional and social well-being foster a more conducive learning atmosphere and serve as an effective preventive measure against conflict escalation.

Therefore, intervention strategies aimed at addressing student brawl should not rely solely on punitive measures or reactive disciplinary approaches. Instead, transformative efforts—through active campus community engagement, the cultivation of healthy interpersonal relationships, and the internalization of prosocial norms—offer a more effective and sustainable solution for addressing the root causes of aggressive behaviour in higher education settings.

***Implications***

This study provides valuable insights into the complex causes of student brawls and presents actionable implications for educational policy development. One of the primary recommendations is the need for schools to incorporate comprehensive character education and social-emotional learning (SEL) into their curricula. Educational policies should prioritize the integration of these programs to equip students with the skills to manage emotions, resolve conflicts constructively, and engage in positive social interactions. By focusing on the development of emotional intelligence and empathy, schools can prevent the escalation of conflicts into violent altercations, thereby fostering a safer and more harmonious school environment.

Furthermore, the research emphasizes the importance of a whole-school approach, where educators, parents, and the broader community collaborate to address the root causes of student aggression. Educational policymakers should implement programs that promote parental involvement in children's social and emotional development, recognizing that family dynamics play a critical role in shaping students' behaviour. Policies that encourage family counselling, positive parenting programs, and community engagement initiatives can strengthen the support network around students, making it more effective in reducing violent behaviours. Additionally, schools should establish partnerships with community organizations to provide targeted interventions that address socioeconomic disparities, which often exacerbate aggression among students.

Finally, from a policy standpoint, the study highlights the need for schools to reassess disciplinary practices and adopt restorative justice models that focus on rehabilitation rather than punishment. Policies should encourage conflict resolution practices that restore relationships, build trust, and reintegrate students into the school community after incidents of violence. Such reforms in school discipline policies could reduce the punitive environment that sometimes escalates conflicts and replace it with a more supportive and understanding

approach. In doing so, schools will not only curb instances of student brawls but also foster a culture of respect and collaboration, which is vital for the overall well-being and academic success of students.

## Conclusion

The phenomenon of student brawls reflects the complex psychosocial dynamics of adolescence, which cannot be interpreted through a linear or single-perspective lens. This article emphasizes that violent behaviour among students is the result of an interplay of multiple factors, including identity confusion, peer pressure, limited parental involvement, school policies that fail to accommodate diversity, and the dominant influence of social media along with an internalized culture of brawl that has permeated collective consciousness.

Understanding this issue is achieved through a synthesis of social control theory and social learning theory, which together reveal that aggressive tendencies tend to flourish in permissive social environments that do not adequately support the development of healthy character. Repressive approaches that rely solely on punitive measures have proven to be suboptimal. Instead, preventive strategies rooted in character education, active parental engagement, reinforcement of positive social bonds, and the creation of inclusive and supportive school environments are essential in mitigating student brawl in a sustainable manner.

Furthermore, this research highlights the necessity of an interdisciplinary strategy that combines insights from sociology, developmental psychology, and education in order to formulate more contextualized and human-centred interventions. Evidence-based recommendations and best practices from various parts of the world reinforce the urgency of restoring social relationships and strengthening adolescent identity as fundamental components of a long-term solution. Therefore, efforts to address student brawls must not merely focus on suppressing symptoms but instead target the structural roots embedded within the adolescent social ecosystem.

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