9-1-2025

Exploring the Contextual Antecedents of Nonfamilial Aggression in Women Arrested for Aggressive Behavior

Tatiana Pouncy
Walden University

Walden University

College of Psychology and Community Services

This is to certify that the doctoral dissertation by

Tatiana Pouncy

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Susan Marcus, Committee Chairperson, Psychology Faculty
Dr. Leann Stadtlander, Committee Member, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2025

Abstract

Exploring the Contextual Antecedents of Nonfamilial Aggression in Women Arrested for Aggressive Behavior

by

Tatiana Pouncy

MS, Capella University, 2015

BS, Capella University, 2015

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

August 2025

Abstract

The prevalence of physical aggression among women has increased, challenging traditional gender norms that portray women as nurturing and nonviolent. While most research on aggression has focused on men, children, or intimate partner violence, research is sparse concerning female aggression outside familial contexts. In this qualitative multiple-case study, the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior were explored using the general aggression model as the theoretical framework. Data were obtained from 20 publicly documented cases using archival sources such as media stories, court documents, and video recordings. According to thematic and document analysis, aggressive behavior was influenced by both distal (e.g., mental illness, substance misuse, trauma, personality traits) and proximate (e.g., emotional arousal, situational stress, hostile attribution bias) factors. The key themes included premeditation, substance use, impulsivity, mental illness, relationship conflict, manipulation, and disproportionate responses to stress. Findings challenge female behavioral assumptions of aggression and highlight the need for female-specific interventions and policies. This qualitative study helps to deepen the understanding of female aggressiveness and has significance for criminal justice, mental health, and social services. The potential social change implications of this research include a better knowledge of nonfamilial aggression in women and efforts to create opportunities to communicate my results in facilities that serve women who have become involved with the criminal justice system.

Exploring the Contextual Antecedents of Nonfamilial Aggression in Women Arrested for Aggressive Behavior

by

Tatiana Pouncy

MS, Capella University, 2015

BS, Capella University, 2015

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

August 2025

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

The prevalence of physical aggressiveness among women has increased, even though society continues to characterize women as nurturing and nonviolent (Richardson, 2005). While most of the research on female aggression has been devoted to determining the origins of aggression in women within the sphere of intimate partner violence, the familial sphere, or indirect aggression, there is a limited number of studies that investigate and attempt to comprehend aggressive behavior in women beyond the familial setting (Gavin & Porter, 2015; Sheehan et al., 2021). This is of particular concern when women's' aggression leads to incarceration, and about 80% of women in prison were mothers; unlike men, many were single parents raising small children or giving birth inside prison (Swavola et al., 2016). The social change implications of this study could provide a better understanding of female physical aggression, contribute to the existing literature by expanding upon aggression research through the female perspective without comparison to male behavior, and can be applied to developing reference and training manuals for social and psychological science, researchers, counselors, and all forms of law enforcement.

The first section of Chapter 1 contains the overview, background, problem statement, and purpose of the study. The second section continues with the theoretical framework, nature of the study, definitions, prevailing assumptions of aggression, limitations, and significance. As the summary concludes in the final section of chapter one, I transition into the examination of the literature in Chapter 2.

Background

Women arrested for overt aggression were more likely than nonviolent offenders to have experienced abuse, single-parent households, substance abuse, and parents with mental health issues (Fedock & Covington, 2019). Since 2015, the Bureau of Justice Statistics showed an increase in women arrested and booked for murder (15.4%), negligent manslaughter (4.0%), and assault (80.6%; Carson, 2023). The number of females in jail increased by 9%, while the number of females in state or federal prisons increased by almost 5% (Carson, 2023; Zhen, 2023). Based on the self-reports of victims of violence, women account for about 14% of violent offenders and an annual average of about 2.1 million violent female offenders; three out of four violent female offenders committed simple assault; and an estimated 28% of violent female offenders were juveniles (Greenfeld & Snell, 1999; United States Department of Justice, 2023). About 53% of violent female offenders committed the crime alone, while 40% were with other women; 8% committed the offense with at least one male offender; while 1% of male violent offenders did so in the presence of a female offender (Greenfeld & Snell, 1999). Accordingly, women were more likely to engage in aggression, do so in public with onlookers, and do so in response to a perceived slight from another woman (Richardson, 2005).

Published literature reviews of research on aggression revealed that most of the studies focused on children and men and have suggested that more research needs to be conducted on aggression in women (Tuente et al., 2019). In their book on female aggression, Gavin and Porter (2015) indicated that the prevalence of physical

aggressiveness among girls and women has increased, even though society continues to characterize women as nurturing. Their book revealed the lack of attention to female-perpetrated aggression and abuse. Although researchers have investigated the issue of aggression, exploring the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior has not been explored using published media and documents.

Primary relationships affect women's aggression. Women convicted of overt aggression will often say their male companions facilitated the beginning of a crime, and violence (Pepler et al., 2004). Aggressive women often report substantial trauma histories, greater rates of trauma-related symptoms, and witnessing of maternal aggression (Lünnemann et al., 2019). It has been suggested that the presence of these complex social antecedents have increased in frequency and intensity (Wrangham, 2018), and recent developments documenting the rise of physical assaults, murder, and weapons offenses in female aggressive incidents have provoked the need for further study in women. In sum, the literature on female aggression has suggested that women's violence and aggression are leaving the domestic context, where it has been relatively invisible, and are entering the public arena (Gavin & Porter, 2015). This represents a change in the context in which female aggression occurs; thus, disproving the myth that women were passive, the study of aggression in women continues to be limited (Richardson, 2005).

Problem Statement

Past studies of aggressive behavior have focused on children, adolescents, and male aggression, and Tuente et al. (2019) and others have pointed out that the research on

female aggression is limited. For example, though society portrays women as nurturing, Gavin and Porter (2015) found that physical aggression among girls and women has increased. According to organizations like the United Kingdom Home Office (2012) and the United States Bureau of Justice (2014), crime rates were declining in countries with reliable data. However, the reports also show that violent crimes committed by females have increased. Giordano and Copp (2019) go further in their review to theorize in the areas of neighborhood factors, family, and peers to document precursors or contextualize girls' and women's violent behavior.

Further, research has shown the 80% of women in jail were mothers, often single parents raising their young children or giving birth inside prison (Richie et al., 2000; Sawyer, 2018). Despite these alarming developments conflicts in the literature, the research on female aggression is outdated, sparse, and restricted. Research on women who were later arrested for nonfamilial aggression may reveal a deeper understanding for this rise. Although women may not commit intimate partner violence for self-defense, research showed that gender still strongly affects outcomes. Brown et al. (2019) studied female victimization as a precursor to violence, aggression, and delinquency. Gendered aggression constellations challenge social dynamics and aggression patterns.

The reasons women commit intimate partner violence were not always self-defense, but gender still strongly affects outcomes. Some research has been done to understand the origins of female aggression. Female victimization was initially studied as a precursor to aggression and delinquency (Brown et al., 2019). Research suggests that men and females in close relationships exhibit similar levels of aggression (Straus, 1997).

Female victims were more likely to sustain injuries, including fatalities, owing to physical differences (Daly & Wilson, 1988). The issue of "more aggressive sex" is meaningless unless the terms "more" and "less" were defined. Females behave aggressively like men do so when they were not at risk of being recognized and hence retaliated against, although reports of physical injury and homicide by men were greater than reports of women (Grusec, 1972; Mallick & McCandless, 1966).

Many studies have attempted to understand the origins of women's aggression in intimate relationships and domestic settings (Sheehan et al., 2021). Interpersonal violence has been recognized and studied extensively as a "gendered issue" (i.e., that women were the victims of violence); however, minimal effort has been directed towards the experience of Interpersonal violence when the woman is the perpetrator (Scott-Storey et al., 2023). Therefore, much of what is currently known about Interpersonal violence comes from samples of women and, in particular, cisgender heterosexual women in relationships with men; and even less is known about women's aggression outside the home (Gavin & Porter, 2015).

Bandura (1973) and Gavin and Porter (2015) have described the functional aspects of aggression in society, particularly for the aggressor, and noted that aggression does not require others to respond, unlike other social behaviors that require reciprocity, suggesting that contextual factors can vary. Euler et al. (2017) noted that adolescents with more reactive and proactive aggression had lower levels of emotional and cognitive empathy. Cognitive processes were additionally interconnected with developmental and emotional factors. Murray-Close et al. (2010) stated that such experiences could have a

contagious effect on contextual factors of cognition, social information processing, and emotional functioning. Emotion and developmental factors were also linked to cognitive processes. Therefore, the idea of underlying motive is entrenched in modern definitions of aggression. Understanding the aggressor's primary aims and intentions is important when determining the option of pursuing an aggressive act.

In sum, the research on aggression in women suggests that women seem to utilize aggressiveness in specific ways inside relationships, such as to express displeasure or anger rather than physically harming others (Warburton & Anderson, 2018). With a better understanding of the contextual antecedents that were present in women's aggressive behavior, more clarity can be found regarding women's ability to act aggressively. Therefore, more research is needed to understand better the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior.

Purpose of the Study

The purpose of the study was to explore the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. I used a multiple case study approach, requiring the use of archival and documented records of criminal activity, media coverage, and personal stories from the female aggressors' perspective (Atkinson, 2002; Bowen, 2009). A thematic analysis is proposed to analyze data, and this involves an in-depth, immersive review of the video and text data, in-depth interview archives, and court records to identify meaningful patterns and derive themes.

Research Questions

The following primary research question used in this qualitative case study:

RQ: What were the contextual antecedents of nonfamilial aggression in adult women arrested for aggressive behavior? The four subquestions associated with the primary research question are:

SQ1: What were the contexts and settings of an aggressive event initiated by a female outside the familial setting?

SQ2: What were the triggers for that aggressive event?

SQ3: What happens during the expression of female aggression in that context?

SQ4: What happens after the aggressive event?

Theoretical Framework

The general aggression model (GAM) was the primary organizing framework used to explore female aggression toward nonfamilial individuals (Allen et al., 2018). For this study, the primary concepts were (a) context and setting, (b) aggression triggers, (c) the expressions of female aggression, and (d) consequences ("what happened after"). These four concepts were consistent with the GAM and were used to develop the coding schemes to search the archival data.

To answer the research questions in this qualitative study, the specific research design will involve a multiple case study technique (Yazan, 2015; Yin, 2018) employing document review and analysis (Bowen, 2009) to investigate the concepts associated with physical aggression by adult females outside of the familial setting. A case study is a research method and strategy for investigating human activities and experiences that were bounded by a particular context, time frame or location. In this case, the common bounded context across participants is the circumstances that led up to and included the

aggressive event (Miles, 2018; Yin, 2018). The other characteristic of a qualitative case study is the use of multiple data sources. I used online sources such as Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, LexiLawandcrime.com, Justice.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles). As per Yin (2018), I aimed to approach trustworthiness through triangulation chains of evidence, analytic techniques like pattern matching, and dependability by describing the process I used to select cases and sources.

Nature of the Study

By using a case study approach, I incorporated documentary research to scrutinize already-existing data, regardless of whether it has been analyzed before (see Bowen, 2009; Yazan, 2015). Document analysis was carried out as stand-alone research or as a part of a broader qualitative methodologies study, to support or contradict, clarify or add to conclusions from other data sources when they were used in triangulation, which helps prevent bias. Other qualitative methods (generic, narrative) were considered but not chosen, as these approaches require direct access to participants. This is not feasible given the resources accessible for the current study.

Data gathering included developing a database and spreadsheet to identify and code the setting and circumstances of adult females who used direct aggression using archival records. A review of multiple cases (and multiple documents for each case) of

overt physical aggression by women was completed (see Yin, 2018). I used online sources such as Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, Justice.com, CourtChatter.com, Lawandcrime.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles).

Examining published videos on Youtube.com prepared me to identify the initial data sources and structure (the data tracker spreadsheets) for the data analysis. Using multiple data sources assisted me in triangulating the information to achieve greater dependability. I used primary concepts from the GAM to identify codes and patterns that focus on context and setting, aggression triggers, and the perspective expressions of their aggression.

Qualitative analysis' focus on subject-oriented data is a benefit for this study, as it allows for examining the participants' perspectives in their own postings, both video and text. However, I recognize that document analysis and triangulation were constrained by what is included and left out, and depends on the availability and accuracy of published documents. Trustworthiness will be enhanced through triangulation of chains of evidence, using recognized sources, and immersing myself in the data to represent the results with fidelity (Yin, 2018).

Definitions

Aggressiveness: Conduct meant to hurt someone or something (Allen et al., 2018).

Anger: A negative emotional response brought on by provocation, irritation, tension, actual or imagined wrongdoing by another person, or a sense of unfairness (American Psychological Association, 2021).

Direct Aggression: Any overt action taken to hurt another person or damage their property physically (DeWall et al., 2013).

Displaced Aggression: Occurs when an individual aggresses against an innocent substitute target who is not responsible for the aggressor's current desire to aggress (Dewall et al., 2013).

Harm: The process of creating mental or bodily damage (Allen et al., 2018).

Hostile aggression: Also known as impulsive, reactive, or affective aggression, is thought to occur in reaction to some form of perceived provocation (Allen et al., 2018).

Proactive aggression: Alternatively referred to as intentional, reflective, or instrumental aggression, proactive aggression is characterized by an emotionless demeanor, is premeditated, and is driven primarily by a financial benefit rather than malicious intent (DeWall et al., 2013).

Reactive aggression: An affectively hot, reactive aggression (also referred to as hostile, affective, angry, impulsive, and retaliatory aggression) is characterized by the following characteristics: it is invariably a reaction to a provocation, is frequently impulsive, is accompanied by anger, and is primarily motivated by the intent to cause harm (DeWall et al., 2013).

Overt Aggression: Characterized by its conspicuous nature (Allen & Anderson, 2017a).

Violence: Actions with the goal of creating severe damage (Allen et al., 2018).

Assumptions

I assumed that female aggression may not follow the parameters established by the GAM. Prior research has suggested that when conventional cultural constraints were relaxed, any similarities between male-like physiology and behavior and female physiology and behavior decline. Given the choice of data collection, the individuals were not available for interviews, and only their published experiences were accessible. As a result, the study's data sources included documentation, public court documents, police records, and archival records with efforts to triangulate across sources.

Scope and Delimitations

This multiple case study allowed me to define the scope of the study to include contextual antecedents of aggressive behavior by adult women who were arrested for overt physically aggressive behavior. The scope also included amateur and professional video and other media. The target sample from the study will be selected from data posted from 2015-2023. The date was chosen because prior literature first noted the increase in female aggressive behavior (Gavin & Porter, 2015).

Delimitations excluded adolescent females and women who have been publicly aggressive but not arrested. Delimitations also excluded some categories of aggressive behavior (Buss, 1961). These exclusions included weapons offenses, theft, rape, or arson. While attempted to locate 20-30 participant cases to fulfill the sampling criteria and meet the requirements of the GAM contextual antecedents, I may be limited in the ability to

gather enough historical, documented, and archival data to undertake an analysis that would satisfy the research question objectives.

Limitations

Regarding transferability, this study was limited to published video and other media of aggressive acts. Similarly, all sources of data were based in the United States, and the findings may preclude transferability to other cultures and countries because of cultural differences. Another challenge was establishing the credibility of the participants' statements, as I could not contact them directly. The other potential challenge is that the questions I want to address may not be thoroughly available in the existing data. These issues are further discussed in Chapter 3.

Significance

Aggressive behavior is a ubiquitous problem in society, and the consequences of aggression for both victims and perpetrators were serious and psychologically damaging in the short and long term. While female aggressive behavior is not new (Simmons, 2011), it has become more prevalent and makes headlines (Denson et al., 2018). Female aggression and violence can take the form of relational aggression, interpersonal regression, and physical aggression (Martinescu et al., 2019).

It is critical to recognize the growing incidence of female aggression and violence. The current research points out conflicting results: some studies found no gender differences or greater incidence of relationship aggressiveness among boys (Orpinas et al., 2015), while others indicate that females were more prone than men to use relational aggressiveness rather than physical aggression (Eliot, 2021; Tuente et al.,

2019). This general qualitative study will help describe the experience of the physical, social, psychological, and temporal antecedents using on the GAM to understand the experience of the aggression event and its aftermath.

The findings of this qualitative study may spark more inquiry into female physical aggression. The findings of my study may contribute to the existing literature by expanding upon aggression research through the female perspectives without the comparison to male behavior or from an evolutionary perspective. The results may be applied to developing a reference guide and be included as a training manual for psychological science, researchers, counselors, and all forms of law enforcement.

Summary

Due to the increase in female physical aggression, this study explores the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. In Chapter 1, I addressed the background of the study, problem statements, purpose of the study, research questions, nature of the study, limitations, and significance. In Chapter 2, I review the literature on the current understanding of female aggression from theoretical and research-based publications.

Chapter 2: Literature Review

The purpose of this qualitative study was to explore the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. Considerable research has explored antecedents of aggressive behavior, including trauma, prior histories of aggression, and personality. However, more research is called for regarding the personal and contextual circumstances that surround the aggressive event.

For this chapter, I reviewed the GAM as the theoretical framework, which focuses on aggressive personality development and knowledge structures (see Anderson & Bushman, 2002; DeWall et al., 2013). The GAM is a comprehensive model that includes biological factors, personality development, social factors, fundamental cognitive processes (perception, priming), short-term and long-term processes, and decision processes to comprehend aggressiveness. Research on how the GAM has been applied is discussed, including the key concepts and variables that have been studied in the aggression literature. The findings tend to support current understandings that aggressive acts were the product of multiple factors (e.g., Gutiérrez-Cobo et al., 2018; Navas-Casado et al., 2023), and that this understanding can be used to formulate and assess intervention models (Gilbert et al., 2017; McMurran, 2009). The last section of the literature review focuses on gender differences, and how female aggressive behavior has been studied, particularly in female offenders. The decrease in female offender aggression has been documented (Carson, 2021; Estrada et al., 2019; Fedock & Covington, 2019). The research has also indicated that female-perpetrated aggression is often relational, with

cofactors of posttraumatic stress disorder (PTSD) and substance use as other key predictors.

This chapter includes seven parts: an introduction, a literature search strategy, theoretical foundations, conceptual framework, a literature review based on key concepts in the search terms, a summary, and a conclusion. The GAM contextual factors for female aggression include social, developmental, personality, and cognitive. I aimed to enhance understanding of how affective states, including anger, frustration, and emotional dysregulation, influence aggressive behavior in women by identifying both distal and proximate factors.

Literature Search Strategy

To find peer-reviewed journal publications concentrating on the contextual antecedents of nonfamilial aggression in adult women arrested for aggressive behavior was part of the search approach, I conducted a thorough literature search through the Walden online library, showing Academic Search Complete, APA PsycArticles, APA PsycBooks, APA PsycExtra, APA PsycInfo, CINAHL Plus with Full Text, eBook Collection, MEDLINE with Full Text, SocINDEX with Full Text, Gale Academic, ProQuest Central, Psychiatry Online, SAGE Journals, ScienceDirect, Taylor and Francis Online, Criminal Justice Database, Criminological highlights, FindLaw, Gale eBooks; and Gale OneFile: LegalTrac. The keywords searched were *perception, self-concept, social behavior, social perspectives, impulsive behavior, decision-making, psychosocial factors, emotions, self-regulation, attitude, anger, violence, self-control, confluence, personality, aggression, hostile, attack, frustration, emotion, general aggression model,*

and *frustration-aggression theory*. The literature review's chosen publications were peer-reviewed and released during the previous eight years. My search criteria included only papers released between 2015 and the present. The literature review included older studies that gave important background information and made important discoveries.

Overview of Aggression

While aggression in humans has been the subject of considerable study, the field has had an ongoing discussion and debate on defining what it means. A shared definition has yet to be developed; however, the following concepts that guide this literature were described here. *Aggressiveness* is conduct meant to hurt someone or something (Allen et al., 2018). In contrast, anger is an emotion and a crucial activator of aggression. Anger is not required nor sufficient for aggressiveness to happen, even though they have a mutually beneficial connection. It should also be noted that aggression may happen without anger despite their mutually beneficial connection. The emotion of anger takes the form of actions and behaviors intended to dispel the cause of the irritation or convey the emotion. Cassiello-Robins and Barlow (2016) noted that anger is seen as troublesome when it is excessive, and Veenstra et al. (2018) associated displays of aggressiveness or results in discomfort or functional impairment.

In contrast, *anger* refers to a negative emotional response brought on by provocation, irritation, tension, actual or imagined wrongdoing by another person, or a sense of unfairness (American Psychological Association [APA] 2021). *Direct aggression* is any overt action taken to hurt another person or damage their property physically (DeWall et al., 2013). *Hostile aggression* (also known as impulsive, reactive,

or affective aggression) is thought to occur in reaction to some form of perceived provocation (Allen et al., 2018). It is thought to be illogical, unplanned, and anger-driven, with the ultimate intention of harming the target. Hostility has been used to stress cognitive and attitude elements, such as perceiving people and the world negatively when more minute differences were established (Cassiello-Robbins & Barlow, 2016). *Violence* is often described as actions that create severe damage (Allen et al., 2018). However, aggressive behavior is not always violent; all violence is a form of aggression. Differences can be found in physical and emotional violence. Similar to hostility, violence does not require injury. The most prevalent scientific definition of *violence* is intense aggressiveness that aims to cause significant bodily damage (Allen & Anderson, 2017b). Allen and Anderson (2017b) have pointed out that, unlike criminologists, political scientists, public policymakers, and the general public, most social psychologists consider violence a subcategory of aggressiveness. However, violence is usually studied with excessive physical aggressiveness. Understanding the purpose of violence is crucial to understanding contextual antecedents of nonfamilial aggression in adult women.

Theoretical Framework: The General Aggression Model (GAM)

Overview

Many theories of aggression based on social learning, cognition, and biological aspects have been developed. The theories share the intent to connect factors about the person with their environment and personality that explain how people become and act aggressively. Anderson and Bushman (2002) proposed a unifying framework for understanding all of the concepts that explain how aggressive behavior works in humans,

using the role of cognitive, social, developmental, personality, and biological factors in aggression. In a more recent edition (Warburton & Anderson, 2018), go into more detail. In the sections that follow, I present the key definitions, then explain the model and applications of the model to current literature.

According to DeWall et al. (2013), aggression is defined as a purposeful action carried out with the aim of harming someone who is motivated to prevent that injury. Allen and Anderson (2017b) stated that aggression can happen when there is a hostile or agitated mood, and the aggressor may not think about what will happen after the act. The work of Anderson and his colleagues attempted to classify aggressive behaviors in a more complex way that considers different motivations and types of aggression that were usually automatic but change based on their effects.

The GAM has been used as a research framework for over ten years and has been used to explain various forms of aggressive behavior (Warburton & Anderson, 2018). The GAM describes aggression's origins, characteristics, and appraisal by providing an integrative, simplistic, and unifying framework for domain-specific aggression. In this model, aggressive behavior derives from "cognition, affect, or arousal," and arousal moderates the effects of situational and personal factors on aggressiveness, making it possible to understand and potentially control or redirect human aggression. It is noted that this model has not been used to study female aggression in nonfamily relationships. As noted above the GAM is based on modern theories of human behavior, including the cognitive neo-association theory (Berkowitz, 2012), the social learning theory (Bandura & Walters, 1977; Shorey et al., 2015), the script theory (Erskine, 2018), the excitation

transfer theory (Zillmann, 1971), and the social interaction theory (Vygotsky & Cole, 1978). However, the GAM does not attempt to improve on its theoretical forerunners when employed outside of the area of aggressiveness.

Knowledge structures develop because of enduring patterns of behavior, learned through experience. Perception is crucial in shaping knowledge structures, ranging from primary object perception to intricate interpersonal perception. With repeated usage, these structures become automatic. They can be linked to or contain affect, behavior, and beliefs, and guide interpretations of events and actions (Allen & Anderson, 2017b). The incorporation of knowledge structures is determined in three ways: (a) knowledge structures can be triggered through cognition; (b) they include affective information (such as when it is perceived to be acceptable to be angry and how anger affects conduct); and (c) include "scripts" that employ affect as a rule of action, stipulating that particular actions ought to occur solely if the appropriate type and quantity of affect is noticeable. Important knowledge structures include schemas and scripts. Perceptual schemata were knowledge structures that impact perceptions, from identifying objects to comprehending social situations. Person schemata were the views held about an individual or groups of individuals. Behavioral scripts instruct individuals on how to act in various settings based on their role. These knowledge structures form the basis of personality and result in how people perceive and react to the world around them.

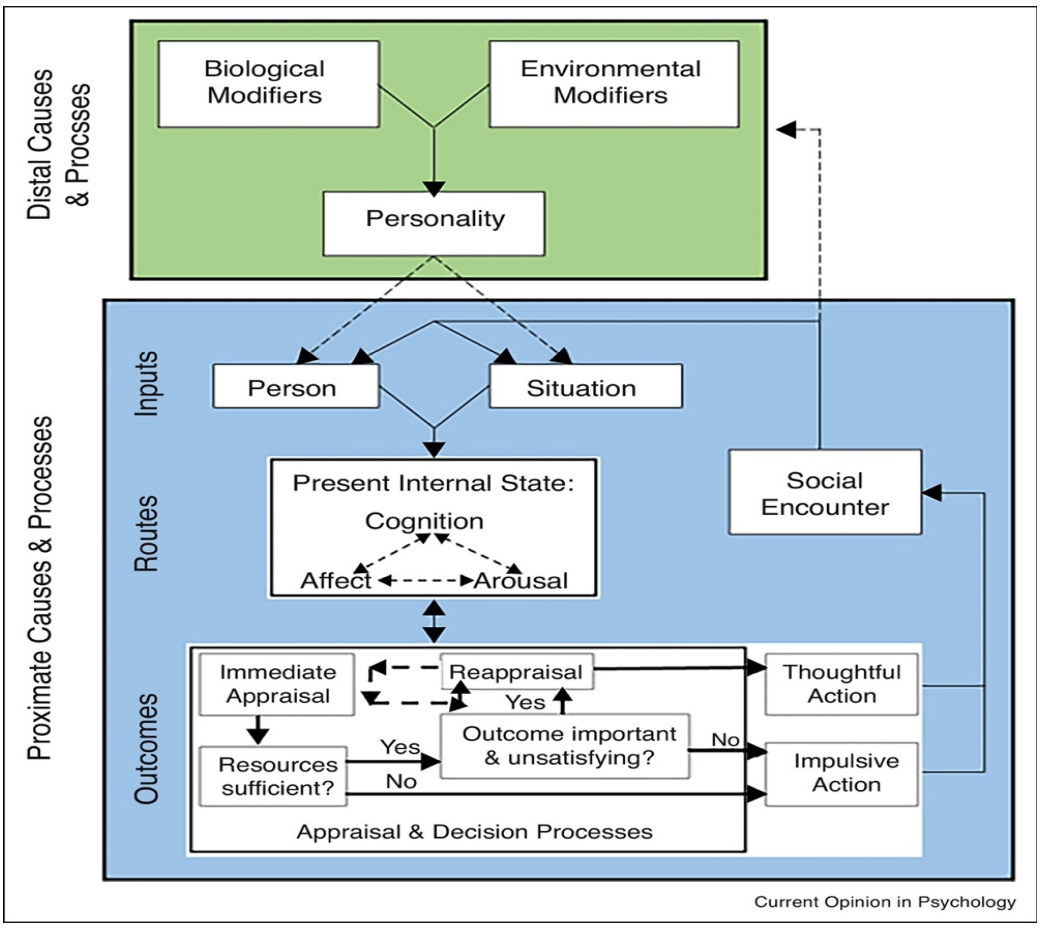
The Model

The GAM takes into account the precursors to aggressive behavior, identifying these as the distal causes and processes that predispose individuals to be more or less

aggressive. The proximate causes and processes describe the "inputs" (the distal processes and situational elements) that instigate the "routes" those inputs take (towards anger or some other emotion); and the "outcomes" of those routes that determine the aggressiveness and intensity of subsequent actions. This is shown in Figure 1 and described in more detail below.

Figure 1

Diagram of the GAM



Note. Model diagram developed by Allen et al. (2018) to describe the causes and effects of human aggression, including both distal and proximal processes. Reprinted with permission (See Appendix A).

Distal Processes

Distal processes, which underlie each episode of proximal processes, include the biological and persistent environmental variables that affect personality. Situational elements explain how changing knowledge structures affect personalities such as Attention deficit/hyperactivity disorder (ADHD), executive dysfunction, hormone imbalances, low serotonin, and low arousal were biological modifiers of aggressive behavior (Warburton & Anderson, 2018), while testosterone increases aggressiveness (Archer et al., 2017). Cultural norms that promote aggression (National Academies of Sciences Engineering and Medicine, 2018), dysfunctional families or parenting (Rothenberg et al., 2022), difficult life circumstances, deprivation, victimization, violent neighborhoods, violent or antisocial peer groups, group conflict, responsibility diffusion, and chronic exposure to violent media all increase the likelihood of developing an aggressive personality (Anderson & Bushman, 2018).

Proximate Causation Process

GAM proximate mechanisms explain how person and situational variables affect aggressive thoughts, angry feelings, and arousal levels. This concept changes the evaluation and decision-making processes determining, whether someone acts aggressively. Each cycle of the proximal processes acts as a learning experience such that, after many repetitions, they were “embedded” and may produce aggressive knowledge structures, leading to what has been identified as an “aggressive personality” (p. 75). This process has three stages: inputs, routes, and outcomes.

Stage One: Inputs

In the subsequent stage, the initial phase of proximal processes delineates the impact of individual and situational traits on present internal state variables, namely cognition, affect, and arousal. This, in turn, either amplifies or diminishes the likelihood of aggressive behavior. Risk and protective input variables affect aggressiveness.

Personal Characteristics and Situational Factors. Personal characteristics were a collection of knowledge structures that affect how a person reacts to a circumstance and influence aggression. These parameters stay steady throughout time and context as long as the individual employs the same knowledge frameworks (Jayawickreme et al., 2021). Knowledge structures, like scripts, may automate with practice and incorporate cognitive and emotional components. The cognitive, affective, and arousal domains were influenced by both individual and situational factors, either through additive or interactive effects.

Individuals who perceive aggression as a normative and advantageous behavior were more prone to exhibit such conduct. Conversely, protective factors have been shown to mitigate the expression of hostility. These include perceptual schemata, anticipatory schemata, and behavioral scripts (Donavan, 2015). Thus, the GAM incorporates social psychological principles (social identity, social cognition) to address how distal factors interact with proximal factors to produce aggressive behaviors (Lansford, 2018; Tamir & Thornton, 2018).

Stage Two: Routes

The second stage of the model investigates the influence of individuals and contextual factors on the evaluation and decision-making process, consequently affecting the manifestation of aggressive or nonaggressive behaviors. Cognition, affect, and arousal were influenced by both individual and situational factors. Changes affect, cognition, or arousal affect aggressiveness. GAM does not suggest an order for internal state variables. Any of the three factors may start and affect the other two. Some variables affect aggressiveness just one way. Present internal state variables interact and reciprocally impact incoming variables. Whether the individual chooses to act aggressively or not feeds back into the situation and person inputs, which influences the likelihood of future aggression.

Affect. Input factors impact moods and emotions. A more substantial aggressive affect impacts individuals with increased personal factors of aggressiveness in certain circumstances (Anderson & Bushman, 2018). Moreover, situational elements such as uncomfortable temperatures add to hostility and anger, similar to the effects of pain.

Cognition. Input factors also affect aggressive thoughts. Activating aggressive thoughts through situational circumstances can lead to their chronic accessibility, akin to scripts, upon repeated activation. Aggressive priming happens when a condition temporarily makes aggressive notions more accessible (Anderson & Bushman, 2018). Scripts and hostile attribution biases might make violent ideas always available.

Arousal. Alterations impact the level of arousal in both physiological and psychological stimuli. The impact of arousal on aggressive behavior is mediated by

extrinsic factors that can erroneously interpreted as anger, thereby elevating the probability of aggressive behavior. External stimuli that enhance inclinations towards aggressive behavior, such as provocation and heightened or reduced arousal levels, act as unpleasant conditions, amplifying aggressive emotions and thoughts.

Stage Three: Outcomes

The third stage of proximal processes involves evaluation, decision making, and aggressive or nonaggressive results. The action chosen affects the encounter, which affects the person and circumstance components, restarting the episodic cycle. The initial portion of stage three is a rapid assessment of the circumstance, which is spontaneous, unconscious, and affected by the individual's inner mood. Initial assessments frequently incorporated trait or situational judgments. Immediate evaluations contain emotional, aim, and intentional information. When an individual's mental state is conducive to aggression, there is a higher likelihood of immediate negative evaluations, including a plan, approach, and sequence of actions to harm the offender.

Input factors affect the internal condition, which affects immediate evaluations. Hostile attribution biases enhance the chance of viewing ambiguous events as deliberate injury (Tuente et al., 2019). The individual determines how to react after an instant assessment. Resources and events determine this process. If an individual possesses adequate time and cognitive capacity and perceives the initial assessment as significant yet unsatisfactory, they may contemplate an alternative construal. If not, the instant assessment behavioral script is implemented without the knowledge of a choice. Reconsideration might affect internal state variables, reinforce the first assessment of

purposeful injury, and increase rage and aggression, as well as aggressive or nonaggressive behavior. After an action, the social contact changes person and circumstance elements, beginning the cycle of proximal processes.

Applications of the General Aggression Model

GAM has successfully structured theoretical ideas drawn from various significant theoretical approaches and has guided research and interventions targeted at decreasing aggressiveness and violence (Gilbert et al., 2017), such as treating and evaluating violent offenders, through enhancing understanding of aggression and violence. It is important to note that every instance of aggressiveness is a learning experience that may impact how aggressive knowledge structures (and, therefore, personality) evolve (Allen et al., 2018). Notwithstanding, aggression theories specific to particular domains were insufficient in elucidating the intricate nature of human aggression and violence. Human behavior, including aggression and violence, is complicated and multidetermined. GAM covers most aggressiveness and violent aspects. GAM can help academics and laypeople understand aggressiveness and how to lessen it. Global insights may aid domain-specific modelers and practitioners of individual or intergroup violence. Gilbert et al. (2017) made these points very clearly in how the GAM could be applied to applied to violent offender assessment and treatment. The present study referred to a preliminary meta-analysis conducted by McMurran (2009) reported that various interventions, including modifying antisocial cognitions and negative cognitive-emotional states, fostering self-management, self-regulation, and problem-solving skills, reduced associations with antisocial peers, enhancing prosocial networks, and curtailing substance use.

Gilbert et al. (2017) used the GAM to examine how various maladaptive schemas were associated with history of aggressive behavior, various of aspects of aggression (mistrust and abuse, entitle and insufficient self-control), and positive attitudes towards aggression. They collected extensive survey research questionnaires, a semi structured interview, and diagnostic information on 87 adults from a community forensic mental health service. They used multivariate techniques and found that aggression, supportive beliefs, and scripts differentiated adults who were more prone to aggression; the role of early maladaptive scripts was not significant.

Gutiérrez-Cobo et al. (2018) examined aggressive behavior integrated within the GAM using protective factors of emotional intelligence and negative affect to decrease aggression. They studied 405 volunteers (303 were women) aged 19-38 from the University of Málaga. The moderated mediation study demonstrated a substantial negative indirect influence of emotional intelligence on overall aggressiveness. Anger, physical, and hostile aggression subscales also showed this association. The study showed enhanced emotion perception is a protective factor in the initial stage of the GAM. In the second stage, these people will have less negative affect, reducing aggression. In the third stage of the GAM, participants with higher scores on the managing emotional intelligence branch can reduce their aggressive behavior by mitigating the negative affects' effect of aggression.

Two studies conducted by Cleveland and Yu (2019) investigated a comprehensive range of potential precursors to social aggression (SA). The study of predictors from the micro- and mesosystems was done using ecological systems theory as a guide. Both

studies included measures of emotional intelligence (EI), aggression, digit ratio (finger length 2D: index finger, 4D ring finger), agreeableness, and television (TV) consumption with distinct variations. In Study 1, 284 diverse undergraduate females rated parenting methods and attachment insecurity with peers and parents. Aggression was associated with EI, agreeableness, parental authoritarianism, attachment insecurity with dads and peers, and TV watching, which explained 22% of SA. The TV-SA correlation was mediated by the insecurity of father attachment, which suggests that having good parental relationships might offset some of the harmful impacts of watching TV. Study 2 examined parental authoritarianism, interparental conflict, dominance objectives, popularity goals, and physical appearance comparison in 115 undergraduate females. EI, agreeableness, interparental conflict, dominance, popularity, and attractiveness comparison linked with aggression. Agreeableness, dominance ambitions, and popularity objectives predicted 40% of SA. Conflict between parents mitigated the TV-SA correlation, indicating that good parent-child relationships may mitigate the negative impacts of TV viewing.

Fox (2015) studied university college sorority members who completed several measures of affect, aggression, behavior and anger regulation, and found that these women exhibited relational aggression as opposed to physical aggression in both intentional and impulsive manners. The study revealed that outward expressions of anger were a robust and noteworthy indicator of goal-oriented relational aggression. The correlation between the external manifestation of anger and the various forms of relational aggression exhibited was more robust than those who internalized their anger.

Navas-Casado et al. (2023) systematically reviewed 104 articles examining the relationship between GAM, and emotional regulation, specifically from the information processing point of view. Across all studies, they found that maladaptive tactics like rumination increased aggression, whereas adaptive ones like mindfulness decreased it. This association holds factual across ages, populations, and forms of aggressiveness. Rumination increased hostility in numerous experimental and longitudinal investigations. Only a few adult research studied adaptive and maladaptive methods simultaneously, and most used university participants.

In sum, the research on the GAM highlighted the intricate nature of aggression in terms of origins, provocations, manifestations, and reactions. In particular, distal factors play a salient role in a person's vulnerability to act aggressively, and these vulnerabilities were modified by factors like emotional intelligence, intent, and circumstance. The GAM was used to develop the data collection tools that cover these different processes, and will guide the data analysis process to explore how these different components were present in the stories of the female participants.

Literature Review Related to Key Variables and Concepts

Personality Differences

Gilbert et al. (2017), an individual's knowledge structure is fundamentally rooted in personality, such that the presence of aggressive cognitive frameworks increases the probability of aggressive behavior. The individuals' capacity to act aggressively personality factors like unstable narcissism and high self-esteem, long-term objectives that promote aggression, an aggressive self-image, elevated self-efficacy for aggressive

conduct, favorable attitudes toward aggression, normative acceptance of aggression, hostile attribution biases, moral justification of aggression, aggressive behavioral scripts, dehumanization, displacement of responsibility, high trait anger, low self-control, specific personality disorders, low agreeableness, high neuroticism, and low conscientiousness (Allen et al., 2017b; Chester & West, 2020; Rubio-Garay et al., 2016). These variables exhibit notable temporal and situational constancy and have been assessed for their role in understanding the aggressive personality.

Rubio-Garay et al. (2016) examined how moral disengagement (MD) mediated between hostility, anger, and verbal and physically aggressive behavior in 424 Caucasian Spanish middle socioeconomic status participants (61.1% females) aged 15–25 from various educational centers. The findings supported the predictive usefulness of hostility and anger concerning aggression and demonstrated that moral disengagement considerably moderated these correlations. Consistent with earlier research, this qualitative study confirmed the direct and substantial links between higher levels of anger and hostility and more aggressive physical and verbal aggression behavior. The process was consistent across the genders. The result suggested that anger, hostility, and moral disengagement were significant risk factors for expressing aggressive behavior.

Chester and West (2020) investigated the underlying connections between personality factors and trait aggression in 2 survey research studies of undergraduate participants (n=359; and n=620). Participants completed the Five Factor Inventory, the Brief Aggression Questionnaire, and the International Personality Item Pool component of the NEO Personality Inventory. IPIP-NEO. Their results indicated a robust association

between trait aggression and trait antagonism. Taken together, the research suggests the validity of an “aggressive personality”.

Metacognitive Models

Human metacognitive models refer to broad schemas or understandings that guide the expression of ideas and behavior. Metacognitive models and aggressive behavior have been examined in children and adults with personality disorders and psychosis, and these were not included. As described in the GAM, aggressive behavior is thought to be provoked by dysfunctional metacognitive patterns, like rumination. Salguero et al. (2020) examined the relationships between metacognitive beliefs, anger rumination, anger intensity, and displaced aggression. A convenience sample of 947 undergraduates and nonstudents were asked to complete the Metacognitions Questionnaire-30, the Anger Rumination Scale, the Dimensions of Anger Reactions (revised), and the Displaced Aggression Questionnaire. Australian and Spanish participants with dysfunctional metacognitive beliefs had higher anger rumination, expression, and aggression. The structural equation analyses demonstrated a significant relationship between metacognitive beliefs and anger levels. In both samples, anger rumination was the sole mediator of displaced aggression and anger. The findings suggested incorporating metacognitive beliefs into comprehensive theoretical frameworks and therapeutic interventions for anger and aggressive behavior.

In another example, Santos et al. (2022) examined the relationship between trait aggressiveness and aggressive behavior in specific contexts (i.e., playing high violence vs. low violence video games and varying by agent (perpetrator) vs. victim). Two

research studies involved female undergraduates, 225 Spanish female undergraduates in the first study, and 371 Spanish female undergraduate students in the second. The results revealed that playing a high- versus low-violence video game moderated the relationship between trait aggressiveness and aggressive behavior only when the participants were cast in the agent role (which is most relevant to the aggressiveness trait) but not when they played the victim role (less relevant to trait aggressiveness).

Social and Cultural Factors

Aggression can be provoked by social factors, which were factors (e.g., attitudes) that affect thought or behavior of individuals in social contexts and vice versa. Many situationally driven factors, including (but not limited to) social rejection, social stress, provocation, frustration, bad moods, exercise, alcohol intoxication, violent media, pain or discomfort, ego depletion, anonymity, hot weather, noise, the presence of weapons or fear inducing stimuli, increase aggression (Dewall et al., 2013). Experience based knowledge systems affect perception, from essential object perception to sophisticated social event perception. Experience based knowledge structures affect perception at numerous levels, from fundamental object perception to sophisticated social event perception.

Giordano and Copp (2019) go further in their review of research and theory to state that while considering gender differences in rates of aggression (the so-called sex ratio question), focusing on studies that contribute to ongoing discussions regarding the necessity of gender specific explanations of aggressive behaviors. The review highlighted social processes and influences that have the potential to be modified, in addition to

studies that have investigated sources of risk within the neighborhood, family, and peer groups. Although significant and logically linked to thinking in this area, the present study focuses exclusively on research that has attempted to identify antecedents or contextualize girls' and women's aggressive behavior. Additionally, analysis was conducted on recent studies that investigate the factors that precede intimate partner violence, a particular form of aggression in which gender differences have been observed in self-reports of perpetration, even though research has shown that the repercussions were more severe for female victims on average. Results from analyses of large-scale survey data and qualitative approaches that investigate meanings and motivations were incorporated into the review. The findings highlighted noteworthy points of convergence alongside discernible trends in support learning, intersectionality, and gender. Furthermore, they identify prospective avenues for further investigation.

Morel et al. (2018) examined the distinct functions of attachment, emotion control, and impulsivity with social variables of community violence and family context as the causation of aggressive behavior in 214 low-income urban adolescent females. Attachment security and emotion management decreased reactive and proactive aggressiveness in an adverse familial setting. Impulsivity and familial context influenced the association between community violence and reactionary hostility. Impulsivity enhanced reactive hostility. Finally, a healthy home environment reduced reactive hostility when community violence increased. This research found that these internal and environmental variables contribute to female adolescents' aggression.

Krahé (2020) conducted three longitudinal studies on a social interactionist approach to inadequate anger management. Inadequate anger management predicts violent conduct over time, social and contextual risk factors show that media violence may promote aggressiveness, and peer group affects moderate aggressiveness development, identifying risk factors for aggressive behavior from middle childhood to adolescence. Even low-aggressive people become more aggressive around aggressive peers. The findings support evidence-based therapies for personal and environmental aggression variables. The role of maladaptive anger regulation in intrapersonal risk factors for developing aggressive behavior was examined in a three-year longitudinal study of 600 elementary school students. Lack of anger control dramatically increases children's aggressiveness, and maladaptive aggression regulation predicts future aggression. Aggression, she said, is contagious. Aggressive peers increased aggressiveness, particularly in calm people. Krahé's third four-year longitudinal study on violent media included over 1700 German adolescents to examine the risk factors of violent media in the social environment. She created three groups using latent class analysis. Group 1: 64% of the initial cohort (89% female and 37% male) used nonaggressive media throughout the four data waves. Group 2: 28% of the sample engaged in violent media, with 50% males and 8% females. Group 3: "Desisters" initially consumed a lot of violent media but decreased over four data collection periods overall at 7% with 12% males and 2% females comprising the lowest numbered group. Peers and relatives reveal that continuous exposure to violent media might enhanced hostility. However, the effect size—the amount to which violent media exposure might explain

aggressive conduct—was low and equivalent to social risk variables for aggressive behavior.

Gender Differences: Biological and Social

Societal and cultural norms influence the perception of acceptable range of actions and behaviors for men and women. For example, the social norms that govern society consider men and women with "gender-opposite" psychological qualities abnormal. For example, males should be more independent, aggressive, and dominating in American society. Conversely, women were expected to be more subservient, nurturing, and docile (Mihura & Hisatugo, 2017). Eliot (2021) noted that although gender roles were becoming more flexible in certain places, most civilizations still value male aggression more than female aggression. Human neurodevelopment is very malleable, even though specific gender roles have their roots in reproductive biology. Depending on cultural teachings and the quality of the early environment allow one to emphasize or downplay gender differences in physical aggressiveness and violence.

Differentiating the approaches of aggression theories towards female aggression and violence from the numerous theories of male aggression poses a challenge. The prevailing assumption in aggression theory and research is that masculine behavior is a universal representation of human behavior. Acknowledging a type of cultural bias known as masculine defaults is imperative in comprehending and addressing the underrepresentation of women in fields and occupations predominantly occupied by men. The phenomenon of masculine defaults pertains to cultural norms that prioritize, incentivize, or perceive as typical, unremarkable, unbiased, or indispensable traits or

actions linked to the male gender identity (Cheryan & Markus, 2020). Since provocation and aggressiveness interact with individual attributes, the interpretation of aggressive reactions must take them into account.

Eliot (2021) examined juvenile aggression and cerebral maturation in age and gender differentiating environments, which affect physical aggression and violence. Females control aggression faster than males. 80% of siblings start fighting at 17 months. Parents and teachers say toddlers and preschoolers bite, kick, and hit. Gender differences in physical aggression peak between two and four years old, and from 2–4, most children can control this tendency. Despite decreasing physical aggression, the gender gap in average aggressiveness increases between 5 and 11. Ten percent of pre-11-year-olds were aggressive. North American parents and educators say men were 75% more violent. Despite comparable aggression, males were five times more likely to use physical aggression at 17 months. An alternative categorization system classified 14% of 2–8-year-olds as highly aggressive. Males were the median majority at 54%. In infancy, males have 7% larger than female infants. As they grow, their amygdala is 10% larger than females. However, this disparity disappears when studies control for brain or body size. Boys peak 1.5 years later than girls in the prepubertal amygdala. Female body growth peaks 1–2 years earlier than male growth.

Environmental factors influence pro- and antisocial behavior in children, causing aggression. The study challenges gender based aggression and neural mechanisms. Females switch from physical to relational aggression, while males were 67% more likely to be consistently aggressive. Social factors and early adversity can affect cortico-limbic

aggression-empathy competition. Learning and neuroplasticity have reduced masculine aggression and violence, with females learning nonphysical skills faster. Gender stereotypes and gender based behavior can lead to juvenile physical aggression. These may explain aggression and other gender differences. The gender gap is often attributed to testosterone or brain "hardwiring," but the causes were complex and require neurodevelopmental understanding. Resources and social demands affect this process. Interventions must continue through primary and secondary education. The United States Nurse Family Partnership reduces child maltreatment and improves cognitive outcomes, especially for boys. High quality preschool reduces male and female crime. For example, A two-year Canadian experiment for seven- to nine-year-old included home-based parent training and school-based pairings of at-risk boys with a few carefully selected, prosocial friends. With this program, by age 24, delinquency and criminal records were reduced, but not on violent offenses.

Jung et al. (2019) show that peer aggressiveness is analogous to a contagious illness in many ways. The study provided evidence for the contagious quality of aggressive behavior, showed that individuals vary in their susceptibility to peer aggression, and described group-level characteristics that moderate the influence of peer aggression by presenting a research program based on longitudinal and multi-level studies. One thousand three hundred male and female middle schoolers who had experienced physical and relational aggression were sampled. Peer influences on aggression development have been shown. The findings provide a foundation for

evidence-based interventions to address the interaction between individual and contextual factors in aggressive behavior.

Rohlf et al. (2016) investigated the moderating influence of classroom aggression on the evolution from individual aggressiveness to social rejection (T2) in 1,284 primary school kids using two data sets separated by ten months. Physical and interpersonal aggression, as well as social acceptability, were assessed by teachers. Multilevel research showed the classroom's relational aggression (T1) level influenced the association between individual and relational aggressiveness at T1 and T2 and the link between them. Children who had low levels of relational aggression at T1 saw an increase after being put in a school where it was frequent. Furthermore, a high individual level predicted higher social rejection in classes with low levels of relationship aggression. Their classmates of the same gender more influenced children. Boys had a more significant impact than girls on their peers of either gender in relational aggression. In contrast, females had more influence in the area of physical aggressiveness. It is suggested that examining cross-level interaction may aid in understanding how aggression and social rejection occur in middle childhood.

Summary

The purpose of this qualitative study is to explore the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior based on the theoretical framework of the GAM. Brown et al. (2019), scholars initially focused on female victimization as a pivotal pathway to aggression and delinquency. The effects of child maltreatment on men's crime, aggression, and violence were the subject of

subsequent prospective research, supporting this emphasis. The literature review for this qualitative study reflects extensive information on biological, social, cognitive, developmental, and environmental contextual factors as a modifier for aggressive behavior. Additionally, although little research has been done on the contextual antecedents of aggressive adult females, there has not been much done to examine the perspectives of women. This qualitative study explores the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. In order to understand the perspectives of aggressive behavior conducted among adult females, the methodology of this qualitative study reviews documents and archival data of experiences. This research technique enabled women to relate their perspectives of aggressive behavior. A thorough description of the multiple case study research method used in this qualitative study is provided in Chapter 3.

Chapter 3: Research Method

In this chapter, I introduce the research methodology for this qualitative case study to examine the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. A case study was a practical research design choice to examine the interrelated contextual conditions of nonfamilial aggression in women arrested for aggressive behavior that exists or occurs in real-world experiences. The relevance of a case study and a constructivist approach for this study was examined in depth in this chapter. The research plan, including the research questions, methodology, study participants, data collection, and data analysis method are also primary components of this chapter.

Research Design and Rationale

The following primary research question was used in this qualitative case study:

RQ: What were the contextual antecedents of nonfamilial aggression in adult women arrested for aggressive behavior? The four subquestions associated with the primary research question are:

SQ1: What were the context and settings of an aggressive event initiated by a female outside the familial setting?

SQ2: What were the triggers for that aggressive event?

SQ3: What happens during the expression of female aggression in that context?

SQ4: What happens after the aggressive event?

The GAM was used as the primary organizing framework used to explore female aggression toward nonfamilial individuals (see Allen et al., 2018). For this study, the

primary concepts were (a) context and setting, (b) aggression triggers, (c) the expressions of female aggression, and (d) consequences ("what happened after"). These 4 concepts were consistent with the GAM, and were used to develop the coding schemes to search the archival data.

To answer the research questions in this qualitative study, the specific research design involved a multiple case study technique (see Yazan, 2015; Yin, 2018) and document review and analysis (see Bowen, 2009) to investigate the concepts associated with physical aggression by adult females outside of the familial setting, which complies with Institutional Review Board (IRB) (approval number 06-26-24-1120468). A case study is a research method and strategy for investigating human activities and experiences that were bounded by a particular context, time frame, or location. In this qualitative case study, the common bounded context across participants is the circumstances that led up to and included the aggressive event (Miles, 2018; Yin, 2018). The other characteristic of a qualitative case study is the use of multiple data sources. I used online sources such as Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, Lawandcrime.com, Justice.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles). As per Yin (2018), I aimed to approach trustworthiness through triangulation chains of evidence, analytic techniques like pattern matching, and dependability by describing the process I used to select cases and sources.

In this qualitative case study approach, I used a document research strategy to scrutinize existing data, regardless of whether it has been analyzed before (see Bowen, 2009). This included video, audio and text, accessed from electronic data sources. Document analysis may be carried out as standalone research or as a part of a broader qualitative methodologies study, to support or contradict, clarify, or add to conclusions from other data sources when they were used in triangulation, which helps prevent bias. Other qualitative methods (generic, narrative) were considered but not chosen, as these approaches require direct access to participants. This was not feasible given the resources accessible for the current study.

Role of the Researcher

The qualitative researcher is the principal data collector, bridging the gap between the instrument and the data (Creswell & Poth, 2018; Patton, 2015). While the risk of researcher bias is reduced as I am not interviewing participants directly, I still engaged in the reflexive process of self-study and reflection in identifying the data sources, choosing what data points to include in the analysis, and analyzing the results (see Finlay, 2002; Schober & Vetter, 2020). I identified my beliefs about causes of female aggression so as to bracket these from the data collection, analysis and interpretation process. As a researcher, I am interested in learning from others the contextual antecedents for using aggression, I documented my thoughts and feelings in an audit journal during data collection, analysis, and results.

Methodology

Participant Selection Logic

For this multiple case study, the target group was adult women aged 18 and up arrested for committing overt acts of aggression against nonfamily members between January 2015 and December 2023. I gathered archived and recorded material from public domains and domains with specific requirements to access the information. The screening approach ensures that the selected participants were appropriate for the case study prior to data collection (see Yin, 2018). I used the purposeful theory-focused and concept sampling strategies to identify participants who illustrate the theoretical concepts (Patton, 2015; Yin, 2017). Critical case sampling aided in extracting contextual features from the most sensational and insightful examples of the phenomenon of interest (DeCarlo, 2018; Patton, 2015). To narrow the search results, I omitted information that does not meet the criteria for participant selection. I used Buss' Taxonomy (1961) and GAM to identify 20 - 30 women 18 years and older arrested for murder, nonnegligent manslaughter, aggravated assault, and/or other types of physical assault.

I located YouTube videos from the channels *Law & Crime* and their subsequent website, YouTube Channel *They Will Kill You,* and various websites and social media platforms that provide sufficient detail to make sure the cases fit the criteria. As I looked for eligible cases, some individuals were 18 at the time of their arrest for aggressive behavior (such as physical altercations in school), which initially disqualifies them from participating in the study. However, I triangulated information to establish if the individual continues to perform overt acts of aggression after 18 years of age. If the

individual has continued aggressive behaviors within the parameters of that specific instance, it qualifies them for the study.

A comprehensive examination of the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior within Buss's taxonomy (1961) of overt aggression, drawing on many sources of information found in documentation, archival records, and online videos may effectively capture the degree of complexity that arises in governance dynamics and provide valuable understanding of optimal approaches (Yin, 2018). Case selection was refined further by searching other online sources, such as Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, Lawandcrime.com, Justice.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles) to meet the criteria for a multiple sourced case. All case data, including interview data, video observations, written data, other views and remarks, and contextual data, was included in the criterion search for their contextual antecedents of aggressive behavior and involvement based on public case documents.

Therefore, I selected 20 cases to ensure data collection and saturation suitability. If a specific case is available from multiple sources, I will compare the articles to ensure the information is the same and used the one with the most information available. Several researchers (Aguboshim, 2021; Yang et. al., 2022) claim that sample size has less of an effect on data saturation than the depth and extent of the data. Maximum variation

sampling provided rich, deep descriptions in this multiple-case design (Merriam & Tisdell, 2016). Detailed descriptions, numerous media, and randomly selected participants to determine whether the circumstances match the criteria for the study (Merriam & Tisdell, 2016). This method of sampling and saturation enhanced my second sample step: selecting situations with rich and varied data sources.

Instrumentation

For this study, I developed a spreadsheet guided by the research questions in the literature review. I collected information on the contextual antecedents of nonfamilial aggression among adult women detained for aggressive conduct using open-source data-collecting methodologies. The primary and four subquestions guided the data collection efforts: RQ: What were the contextual antecedents of nonfamilial aggression in adult women arrested for aggressive behavior?

SQ1: What were the context and settings of an aggressive event initiated by a female outside the familial setting?

SQ2: What were the triggers for that aggressive event?

SQ3: What happens during the expression of female aggression in that context?

SQ4: What happens after the aggressive event?

Data was gathered in the form of searchable electronic documents (e.g., NexiUni, Criminal Justice Database, Gale OneFile: Legal Trac, ProQuest Central, Find Law, Heinonline.com, Justice.com OJP.gov, criminology highlights, Lawandcrime.com, Google and YouTube) through media reports, court documents, videos, and internet. These reports used unredacted information on the individual, criminal histories, motives,

intent, and perspectives. To find all relevant instances, precise search phrases such as murder, nonnegligent manslaughter, aggravated assault, and/or other sorts of physical assault were originally extracted from the *Law & Crime Network* and *They Will Kill You* YouTube channels. These categories were used to create a spreadsheet to follow each case. Table 1 presents how the spreadsheet was organized to identify the sample and collect the data.

Table 1

Sample Criteria and Choices

Sampling Criteria	Choices
Participants pseudonyms (from documents/archival data)	Women ages 18 and up of varied socioeconomic status, cultures, nationalities, religions, and educational levels.
Setting	Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, Lawandcrime.com, Justice.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles)
Setting confirmation	Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, Lawandcrime.com, Justice.com, and NexiUni to access additional documents (public records,

Sampling Criteria	Choices
	journals, police reports, court reports, documentary reports, and media articles)
Events	Arrested for conducting acts of murder, non-negligent manslaughter, aggravated assault, and/or other types of physical assault against nonfamilial members.
Year of event	2015-2023
Location	Regions of the United States
Age	18 +
Other arrest	Yes/No
What was the intent	Intent to cause harm (Allen & Anderson, 2017); was the aggression spontaneous, impulsive, anger-driven, and in response to perceived provocation (Anderson & Bushman, 2002); premeditated to obtain a goal (Berkowitz, 1993).
Is the target known to the aggressor?	Yes/No
Was the aggression proactive, reactive or both?	
Distal causes and processes: Biological modifiers	
Distal causes and processes: Environmental modifiers	
Distal causes and processes: Personality	
Proximate causes and processes: Input	
Proximate causes and processes: Routes	

Sampling Criteria	Choices
Proximate causes and processes: Outcomes	
Other information	

The proposed initial sample size was 20, but oversampling may be needed to meet the logical saturation standard. Triangulation across sources was used to verify data redundancy as data saturation occurs (see Jackson et al., 2015; Shenton, 2004), and using multiple independent sources is part of the data collection and analysis strategy. The data themes connected to the GAM require enough information to create saturation stability. When the observed results produce no new data, saturation is achieved.

Data Analysis

I conducted a thematic and document analysis (see Bowen, 2009; White & Marsh, 2006) using Buss' (1961) taxonomy of overt aggression. The data analysis included responses from behavior, situations, statements, and records examined in this data analysis. Atkinson (2002) suggested four steps for novice researchers to analyze case study data.

- Create a data repository.
- Create codes to identify data. These codes were analyzed and rationalized.
- Generate reports to analyze case study data.
- Link rationalized codes to initial propositions and generate appropriate new propositions to produce the final propositions.

These steps produce a series of propositions that describe and summarize the case study data.

Issue of Trustworthiness

The qualitative design establishes credibility, transferability, dependability, and confirmability. Individual perspectives and experiences were compared to those of others,

resulting in a rich picture of individuals under review from the data collection spreadsheet, Buss taxonomy (1961), and the GAM. To preserve confidentiality and anonymity, I used alphanumeric coding for participants throughout data collection, analysis, and results. Coding or theme saturation is more reliable than data saturation (Yang & Zhang, 2022). Coding or thematic saturation only offers a broad sketch of the study issue and may be done with fewer samples (Saunders et al., 2018). More than code or subject overload is required. Researchers require more data to comprehend the situation's depth, richness, and complexity (Emmel, 2015; Hennink et al., 2017).

Credibility

I achieved credibility by ensuring the qualitative data includes diverse views during the data collection. I validated the data using triangulation, negative case analysis, frequent debriefing sessions, peer scrutiny of the research project, background, qualifications, investigator experience, and a thick description of the phenomenon under scrutiny (Shenton, 2004). I conducted a triangulation of sources in my thematic analysis to verify data redundancy as data saturation occurs from Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, Lawandcrime.com, Justice.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles). The sources of triangulation gave context for and explain the attitudes and behaviors of the group under inspection and verify participant information. I maintained comprehensive documentation using the Excel

spreadsheet I created to ensure adherence to the established protocol. I presented information consistently and offer plausible explanations for the data collected (Sbaffi & Rowley, 2017).

Transferability

The concept of transferability in qualitative research refers to the extent to which findings from a particular study were used in a broader area of research on the same issue (Bloomberg & Volpe, 2019; Maxwell, 2021). The attainment of transferability is facilitated by utilizing a comprehensive and detailed account of the research findings, sometimes referred to as a thick description, which incorporates data collected from several methodologies (Lincoln & Guba, 1985). The utilization of purposeful sampling and the provision of dense descriptions in the study contribute to the enhancement of transferability. Dash and Vema (2019) emphasized that ensuring transferability and openness in research requires precise documentation of study procedures, coding, analysis, and researcher reporting.

Dependability

To curb dependability issues, I employed the strategic planning and execution of the research design, data collection procedures, and inquiry process efficacy, which I evaluated using a well-documented analysis, which allows future research to duplicate the study of the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior 18 and older. The attainment of dependability in qualitative research necessitates a comprehensive explanation and record keeping of the data collection and

interpretation procedures, ensuring the satisfactory resolution of the research inquiries (Yin, 2018).

Confirmability

Confirmability assures that a study's data and results were not biased by participants or researchers. Qualitative research requires extensive examination and disclosure of personal biases in the written analysis (Yin, 2019). A robust data verification and validation procedure at different data collection and processing levels ensures qualitative data confirmability. This technique allows other researchers to replicate the results. A well-defined coding schema that detects and categorizes codes and patterns during analysis may ensure confirmability. Qualitative research is confirmed when the conclusions match the data without human bias (Bloomberg & Volpe, 2019).

Ethical Procedures

The utilization of archival data in this qualitative study effectively mitigated many ethical considerations. Accessibility of participants to conduct interviews is not conducive to the success of this dissertation, and no interviews were conducted. Although information obtained for data collection is public, names were redacted, and identifiers will be placed next to the participant. Due to the low risk and no identifiable subject information, ethical issues in evaluating patient records, auxiliary reports, current peer-reviewed literature, and validated web searches did not require participant authorization to review medical records (2018). The data from earlier studies was available in hindsight (2018). Researchers were the research instrument (Sanjari et al., 2014), and a planned inquiry must be developed and revised as the study goes on because a qualitative

researcher must rely on more than traditional procedures to handle concerns such as bias and subject credibility. Due to the low risk and lack of identifiable subject information, ethical issues in evaluating patient records, auxiliary reports, current peer-reviewed literature, and validated web searches did not require participant authorization to review medical records (APA, 2017). Researchers were the research instrument (Sanjari et al., 2014), and a planned inquiry must be developed and revised as the study goes on because a qualitative researcher must rely on more than traditional procedures to handle concerns such as bias and subject credibility.

Summary

In summary, a successful qualitative multiple case study necessitates a specific research design and justification to address the contextual antecedents of nonfamilial aggression in adult women arrested for aggressive behavior. This chapter outlines the GAM and provides a rationale for employing document analysis and triangulation of publicly accessible archival data. Furthermore, the participant selection criteria were outlined, using purposeful and critical case sampling to ensure theoretical relevance and data richness. I discussed my plans for enhancing trustworthiness, credibility, transferability, dependability, confirmability, and ethical considerations using triangulation, coding, and thematic analysis and outlined ethical procedures for handling sensitive data.

Chapter 4: Results

The purpose of this qualitative case study was to explore the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior.

As part of the intent of the study, four subquestions were investigated:

1.What were the contexts and settings of an aggressive event initiated by a female outside the familial setting?

2. What were the triggers for that aggressive event?

3. What happens during the expression of female aggression in that context?

4. What happens after the aggressive event?

Chapter 4 results include the following: setting, demographics, data collection, data analysis, evidence of trustworthiness, finding results, and summary.

Setting

The use of archival data in this qualitative study efficiently addressed several ethical concerns. Other methods of participant availability for interviews were not conducive to accomplishing this case study. Although the information gathered for data collection is public, coding removed or replaced identities. I gathered data on female aggressive events from Google, YouTube, the Criminal Justice Database, Gale OneFile, Legal Trac, ProQuest Central, Find Law, Heinoline.com, Justice.com, OJP.gov, criminology highlights, CaseText, Pacer, Google, Justia, Law & Order Network, CourtChatter.com, Lawandcrime.com, Justice.com, and NexiUni to access additional documents (public records, journals, police reports, court reports, documentary reports, and media articles).

I began with a review of YouTube videos that described women participating in aggressive behavior within Buss' (1961) taxonomy. After reviewing numerous YouTube titles and videos, 31 possible participants were chosen and placed within the coded Excel spreadsheet. After reviewing the full video, 20 were chosen that had recorded events of physical aggression or murder as defined by the GAM. To improve the accuracy of the selected cases, I cross-referenced the cases in Google and NexiUni. Locating and cross-referencing cases for the study also heavily depended on media coverage. This process was consistent with what was described in Chapter 3.

Demographics

The analysis included data from open sources from 2015 to 2023. Table 2 indicates participants' age, geographic area, relationship status, and employment status. Ages 30-39 accounted for the most significant percentage of participants arrested for aggressive behavior outside the familial setting. The predominant segment of participants' reports of aggression originated in the Southern area of the United States (n=12). There were no Northwest-based data sources that met the study's requirements. The employment and relationship status of the majority of participants were reported as unknown due to the absence of information in the public reports that were located.

Table 2

Demographic Characteristics of the Sample (n = 20)

Demographic	Freq	Percent
Age		
18-24	7	35%
25-29	1	5%
30-39	8	40%
40-49	1	5%
50+	3	15%
Region of the United States		
Northwest	0	
Midwest	4	20%
South	12	60%
West	4	20%
Relationship Status		
Married	4	20%
Divorced	1	5%
Engaged	1	5%
Dating	5	25%
Single	2	10%
Unknown	7	35%
Employment Status		
Employed (Full or part time)	9	45%
Student	1	5%
Unknown	10	50%

Female Aggression Qualifying Cases

Case 1: ohve

Ohve, from Texas, was 39, a self-described stay-at-home mother, and is divorced. Ohve portrays a history of drug use, arrest, and aggressive behavior. Ohve was in the hospital for suicidal ideation after her initial arrest of driving while intoxicated. Staff and law enforcement tried to restrain Ohve in her hospital bed but she subsequently assaulted a pregnant nurse.

Case 2: s5ko

S5ko was an employed 24-year-old single parent residing in Nevada. Once a troubled teen, s5ko overcame adversity. While trying to sleep on the Las Vegas Strip, s5ko was told several times to move her vehicle by law enforcement s5ko became highly agitated and drove her car into the crowd of people, killing one individual.

Case 3: jxn5

Jxn5 was a 35-year-old parent and former nurse in a relationship living in Colorado. Jxn5 faked a pregnancy. Around the time her baby was due, she lured an expectant mother of comparable gestation into her residence, attacked and attempted to murder her, then cut out and stole the unborn child from her womb.

Case 4: sye5

Sye5 of Michigan, a 22-year-old single parent, was pulled over by police after driving with a suspended license. Sye5 called her friend to accuse the officer of racial profiling, claiming she had done nothing wrong. In an attempt to avoid arrest, sye5

grappled the officer, got into her car, and swiftly backed up, hitting the officer with her open door and crashing him into his cruiser.

Case 5: 5hwr

5hwr, from Minnesota, a 58-year-old wife and grandmother murdered her husband and went missing. The murder of her husband would have disqualified her from the study; however, the murder of a nonfamilial individual she committed in Florida qualified her for the study. 5hwr was gambling and sought to support her gambling addiction and conceal her identity by murdering a woman with comparable physical characteristics and taking her identity.

Case 6: u8q5

U8q5 of Michigan was a 46-year-old parent, married, and employed with a history of aggression. U8q5 previously served jail time in 2003 for assaulting a coworker. The 2003 arrest is not included in the study but is relevant to show a history of aggressive behavior. In 2015, u8q5 was arrested for assaulting a worker at an ice cream shop because they were out of her favorite flavor of ice cream. In 2016, u8q5 was arrested for assaulting a bakery worker and kicking a cake at the grocery store because she was displeased with the design of the cake.

Case 7: yob8

Yob8 of California was a 39-year-old clerk with the local police department. Yob8 believed she recognized someone who had previously taken packages from her porch. Following a verbal exchange, the accused thief walked away. Yob8 jumped into her car in an attempt to stop the woman from fleeing and ran her over.

Case 8: 7lvf

7lvf of Texas was 38 years old and married. 7lvf made a Facebook video briefly explaining the reason for her pending behavior. 7lvf immediately shot and killed her manager and a coworker, and when police were in pursuit on the job site, she shot herself in the chest.

Case 9: ncgp

Ncgp was a 34-year-old yoga instructor and personal assistant to her on-again, off-again living boyfriend in Texas. Although the relationship status was unclear, ncgp believed her "boyfriend" was cheating. When the romantic rival was in town, ncgp shot and killed her. While being escorted by law enforcement to a doctor's appointment, ncgp assaulted the officer and escaped to another country.

Case 10: alfw

Alfw, 23, worked as a nanny in Nevada. Alfw was caught on tape dragging and physically assaulting the child she was babysitting. Alfw constantly blamed the victim for her bad day and left him to die at home following the assault.

Case 11: hrfh

Hrfh was 21 and lived in Georgia. After seeing the victim flee the scene of a minor car accident, hrfh pursued him in her vehicle, against the 911 operator's advice. Hrfh then cut off the victim in traffic, got out of her car, assaulted him, and shot him.

Case 12: z1me

Z1me, a 58-year-old parent and protestor from California, participated in the January 6th attack on the capitol. Two years later, z1me participated in a nightly vigil in

Washington D.C. to show her support for individuals charged with criminal activity on January 6 at the capitol. Z1me assaulted a January 6 counter-protestor, refused to obey police commands, and disrupted traffic. Disobeying law enforcement and obstructing traffic were only referenced as indicators of a pattern of aggressive behavior.

Case 13: qf3v

Qf3v was a 23-year-old Brazilian citizen working in Virginia as a live-in au pair. Qf3v was a 23-year-old Brazilian citizen working in Virginia as a live-in au pair. Qf3v started an affair with her employer's husband. To extend her stay in the United States and establish a permanent relationship with Victim 1's husband, the husband and qf3v conspired to murder victim 1 (the employer's wife) and frame another individual (victim 2). Qf3v and Victim 1's husband created a fake profile on an adult entertainment/dating website using Victim 1's information. While Victim 2 was on his way to the house, victim 1's spouse murdered victim 1. When Victim 2 entered the room, qf3v murdered him.

Case 14: loq7

Loq7 from Missouri was 57 years old, married, a parent, and employed. In 2000, loq7 murdered her mother. In 2011, loq7 murdered Victim 1, who was her close friend and framed Victim 1's husband. Although the 2000 and 2011 murders were disqualified from the case, it is used to establish a pattern of aggressive behavior and personality traits. In 2016, loq7 lured Victim 2 to her home to murder him and accused him of conspiring with Victim 1's husband to kidnap and murder her.

Case 15: m9y8

M9y8 was a 31-year-old attorney based in Florida. M9y8 drove her car into a crowd at a supermarket. When confronted by law enforcement and during interrogation, m9y8 claimed that inner voices directed her to drive her automobile at high speeds into a crowd.

Case 16: 8syr

8syr was a 22-year-old college student in Kentucky. Intoxicated, she returned to her dorm without her ID or elevator pass and attempted to use the elevator. When the front desk receptionist asked if 8syr needed help, 8syr verbally and physically assaulted the receptionist. Other individuals were called to assist the receptionist and were assaulted by 8syr. When law enforcement arrived, 8syr continued to display aggressive behaviors and resisted arrest.

Case 17: k6ry

K6ry, a 33-year-old Texas resident, was faking a pregnancy. K6ry went to her childhood friend's house, who had given birth 3 weeks before. K6ry killed her friend's dog after killing her friend and cut and extracted the infant from her friend's body. K6ry hid the friend's body in her car trunk and drove to her ex-boyfriend's house outside Houston, where she claimed to have given birth to their child. The murder of the victim's dog is not a qualifying factor for the case, yet it serves to demonstrate a pattern of aggressive behavior.

Case 18: j56u

J56u was a 32-year-old residing in Michigan who was married, a parent, and employed. Upon exiting a restaurant, she bumped into a teenager. Instead of apologizing or saying excuse me, j56u berated the teenager. The teenager's mother began to argue with j56u. While j56us husband was backing out of the parking spot, the teenager's mother was standing behind the car and was either hit by the van or hit the van to let them know she was standing there. J56u then got out of the van with a firearm and threatened the mother, teenager, and a few other individuals who were witnessing the aggressive event.

Case 19: c9mx

C9mx was 19 years old and lived in Texas with her partner and child. C9mx argued with her boyfriend at home, left for a walk, and returned for her phone. Upon returning, C9mx was assaulted by an older woman whom she did not know in the house and was instantly attacked by the stranger. C9mx was chased into the kitchen by the older woman. C9mx grabbed a knife, and when the aggressor grabbed c9mx, c9mx stabbed the unknown aggressor in the shoulder.

Case 20: 9rbg

9rbg was 25 and lived in Alabama but was at an airport in Florida, traveling to New York with her two children. 9rbg needed to ask the airline representative questions and left her children in the waiting area. Upon returning to the seating area, her children were not there. In a panic, 9rbg returned to the airline representative to ask for help. The representatives noted 9rbg's agitation and told her to calm down because she was scaring

the other passengers. 9rbg became rageful, started yelling to find her children, destroyed the countertops and electronic equipment, tore a computer monitor from the counter, and threw it at an employee.

Data Collection

As described in Chapter 3, data collected and recorded came primarily from Google.com, YouTube.com, and NexiUni. Information on the participants was readily available. However, in some cases, specific information on aggressive behavior and court documentation could not be located, which is noted as information not available in the Excel spreadsheet. The information gathered from the sources noted in Table 3 was saved in a secure folder on my computer. I used Excel™ to group and input the data collected from 20 cases. Each case was also saved in separate files as a Word™, and I triangulated across the source materials, spreadsheet, and text files to enhance the accuracy of the data.

Table 3

Source Summary Total

Source	Number
YouTube	17
Local News Station	15
LawandCrime.com	4
NexiUni	20
CaseText	1
Public Court Records	2
National News Magazine Online	4
National News Network	11
TrueCrimeNews.com	1
NexiUni	2
LexiUni	2
Officer.com	1
Wikipedia	2
Law.com	1
Reality TV and Entertainment Network	2

Data Analysis

As described in Chapter 3, I used Atkinson's (2006) code-driven data analysis technique and theme and document analysis (see Bowen, 2009; White & Marsh, 2006) to identify commonalities across the instances in the accumulated source materials. These were performed in three phases. In the first phase, I used a combination of demographic identifiers and descriptors from the data to identify categories that accurately represented aspects of aggressive events. These were presented in Table 4 as the qualifying event (assault, murder, or both), other past arrests (yes or no), whether the target is known to the aggressor (yes or no), and aggression type (proactive, reactive, or both). The majority of qualifying cases were from assaults (40%), had no prior arrests (75%), the target was unknown to the aggressor (60%), and the incident was reactive (55%).

Table 4

Essence and Context Categories

Category	Frequency	Percent
Qualifying event		
Assault	8	40%
Murder	6	30%
Both	6	30%
Other past arrests		
Yes	5	25%
No	15	75%
Target known to aggressor		
Yes	8	40%
No	12	60%
Aggression type		
Proactive	7	35%
Reactive	11	55%
Both	2	10%

In the second phase, I used deductive methods to identify instances as codes that represent the categories of GAM. These included

- Distal causes and processes: (a) Biological Modifiers, (b) Environmental Modifiers, and (c) Personality (a combination of (a) and (b)).
- Proximate Causes and processes: (a) inputs (person and situation); (b) routes (internal states, social encounters); (c) outcomes (appraisal process and consequential actions - thoughtful or impulsive).

I coded the data from the source materials to align with the definitions for the distal and proximate causes and processes of effect and outcomes, which were either assault or murder. These were presented in Tables 5 and 6. Table 5 is organized using the three central constructs (biological modifiers, environmental modifiers, and personality) that make up the predispositions that create the risk potential for aggressive behavior. Under each column were the codes for each central construct, guided by the definitions described in the GAM (Warburton & Anderson, 2018). For example, biological modifiers include psychiatric diagnoses (e.g., bipolar disorder, schizophrenia), addictions (e.g., gambling, drugs), and self-reported examples that fit with this construct. Similarly, environmental modifiers include difficult life conditions, victimization, and fear-inducing events. Personality/behavioral characteristics include aggressive behavioral scripts, high self-efficacy for aggressive behavior, and now self-control.

Table 5

Codes for Distal Causes and Processes

Biological modifiers	Environmental modifiers	Personality/behavioral characteristics
Alcohol intoxication	Cultural norms supportive of aggression	Aggressive behavioral scripts
Bi-polar disorder	Lack of bystander intervention in violent encounters	Extreme risk taker
Drug addiction	Maladaptive families or parenting	High self-efficacy for aggressive behavior
Drug use	Association with antisocial peers	High trait anger
Diagnosed mental illness	Difficult life conditions	Unstable high self-esteem
Self-proclaimed mental illness	Deprivation	Certain personality disorders
Psychopathic tendencies	Victimization	Low self-control
Psychopathy	Violent neighborhoods	Low agreeableness
Schizophrenia	Violent or antisocial peer groups	Low conscientiousness
Suicidal ideations	Fear inducing events	High neuroticism
Persistent complex bereavement disorder	Group conflict	Narcissism
Gambling addiction	Diffusion of responsibility	Machiavellianism
Narcissism	Chronic exposure to violent media	

Table 6 uses the four central constructs (Person Factors, Input Situations, Affect, and Outcomes) that influence a person's present state during their aggressive event. Each column included all the codes for each central construct guided by GAM definitions (Warburton & Anderson, 2018) and inductive information found in Table 3. For example, personal factors involved narcissism, moral justification of aggression, and attitudes toward aggression. The input situation involved social stress, provocation, and frustration. Affect was influenced by mood and emotions, high agitation at the time of the assault, and frustration at the time of the incident. The emotional states of affect observed in the cases were characterized by increased arousal, encompassing agitation, frustration, and despair, often serving as reactive triggers for aggressive behavior. Outcomes results were driving a car into a crowd, shooting two employees at the place of employment, and luring victims to their homes to murder.

Table 6

Codes for Proximate Causes and Processes that Influenced a Person's Present State

Person factors	Input situation	Affect	Outcomes
Unstable high self-esteem	Social stress	Highly agitated at time of assault Felt like she was a vigilante Felt she was justified in chasing victim	Punched pregnant hospital staffer
Narcissism	Social rejection	Influenced by mood and emotion Endangered others but did not care Became scared when victim started fighting back	Drove car into crowd
Cultural stereotypes	Provocation	Suicidal Ideation Told officers voices told her to harm people Wanted a baby Faked pregnancy	Lured pregnant mother to her home to kill her and steal baby to claim it was hers
Aggressive self-image	Drugs intoxication	Frustrated at time of incident Found easy opportunity for baby with pregnant friend	Assaulted officer a police officer with her car

Person factors	Input situation	Affect	Outcomes
		Bumped into teenager instead of apologizing a verbal argument with the teen initially took place.	
Long-term goals supportive of aggression	Frustration	Exhaustion at time of incident Prevented the car from moving j56u got out of the car with her firearm and pointed at victim 2. Told to leave house where she lived Strange women in house attacking her Ran to get weapon	Shot victim and stole her identity
High self-efficacy for aggressive behavior	Bad moods	Drug use Already stressed because of missed flight and rebook Children were not where she left them	Assaulted employee at ice cream shop Pushed bakery worker and kicked cake
Normative acceptance of aggression	Alcohol intoxication	Experienced loss of a child Felt life was in danger after the initial victim's	Assaulted victim with her car

Person factors	Input situation	Affect	Outcomes
		mother became a part of the conversation. Displaced Blame for safety feature of car after assaulting victim	
Attitudes toward aggression	Pain or discomfort	Desperate to save relationship Maintain affair with affluent employer Desired stay in country through affluent spouse Manipulated her victims to set him up for murder she committed	Shot two employees at place of employment
Hostile attribution biases, perception biases, and expectation	Ego depletion	Desire to change identity Became aggressive when denied access to the dormitory because she did not have her identification	Killed perceived romantic rival
Aggressive behavioral scripts	Anonymity	Time ran out: pushed due date back several times	Assaulted and murder a child she was babysitting
Moral justification of aggression	Violent scenes	Primary affect was trying to avoid going to jail. Approached victim aggressively	Chased victim despite being advised to stop and shot him when he fought

Person factors	Input situation	Affect	Outcomes
		Refused to stop pursuit	back against her aggression.
Dehumanization of others	Hot temperatures	Played into victimization of White LE assaulting African Americans	Assaulted protestor
Displacement of responsibility	Noise	Steal money to fuel gambling addiction Angry over altercation with victim	Lured man to home to setup as a fall guy after murder of employers' spouse Shot victim in the chest
High trait anger	The presence of weapons	Angry because the ice cream shop didn't have her favorite flavor Grieving the loss of child Anger over perceived injustice	Lured male victim to her Offered male victim money Shot victim in order to implicate 1st victims' husband in an attempt on her life and her attempted kidnapping
Certain personality disorders	Threatening or fear-inducing stimuli	Angry because the bakery cake was not to her liking	Drove car into crowd of people because voices told her to.
		Frustrated after verbal altercation Blamed victim for her instability	When denied access to the dorm elevator without her ID 8syr began a racists tirade and started to assault the front desk clerk verbally and physically. She assaulted

Person factors	Input situation	Affect	Outcomes
			law enforcement officers when she got arrested
Low self-control		Tired of being a victim	Kidnapped and murdered victim
		Eliminate romantic rival	Kidnapped victims 2-week-old daughter
		Jealously	Pretended the infant was hers
High neuroticism		Wanted to stop thief	Escalated the situation by yelling at teen to
		Blamed victim for ruining her day	walk away, pulled firearm out on teens mother and other individuals.
Low agreeableness		Her reaction is the fault of the supervisors.	Defended herself against attack by strange woman
		Fear of abandonment	Ran away from attacker to get knife
			Attacked chased victim
			Stabbed attacker
Low conscientiousness		Highly frustrated and angry	Became rageful when children went missing at
		Dislike for victim	airport and was denied assistance
		Began yelling at counter clerk	Destroyed countertops and equipment
		Became enraged	Threw computer at airport agent.

The third data analysis phase used an inductive process to identify codes and categories based on textual data, using Bowen's (2009) thematic analysis process. I coded the data from the video transcripts and documents and created the categories in Table 7. The category in the second column emerged from the data and was explicitly found in the number of cases indicated in parentheses underneath each category. The third column describes the category and exemplar cases.

Table 7

Inductive Categories

1	Impulsivity and poor emotional regulation (*n*=8)	Individuals who reacted with extreme violence to relatively minor provocations or frustrations: a. u8q5 assaulting workers over ice cream flavors and cake designs; b. 2j56u escalating from a bump to threatening with a firearm; c. 9rbg destroying equipment when told to calm down.
2	Premeditation (*n*=7)	The planning and executing the violent act: a. Loq7 lured Victim 2 to her home to murder him and accused him of conspiring with Victim 1's husband to kidnap and murder her; b. Qf3v conspired to murder victim 1 (the employer's wife) and frame another individual (victim 2); c. 5hwr supported her gambling addiction and concealed her identity by murdering a woman with comparable physical characteristics and taking her identity.
3	Relationship conflicts (*n*=3)	Multiple cases involving aggression that stemmed from relationship problems, jealousy, or perceived betrayal: a. ncgp killing a romantic rival; b. qf3v in an affair conspiring to murder; c. K6ry killed friend and stole the newborn drove to her ex-boyfriend's residence, where she claimed to have given birth to their child.
4	Disproportionate response to upsetting situations (*n*=11)	Many showed disproportionate violent reactions to situations: a. yob8 running over someone for allegedly stealing packages; b. hrfh pursuing and shooting someone after a minor accident.
5	Personal crisis or distress precipitating aggression (*n*=13)	Several cases involved women acting violently during periods of personal crisis: a. 9rbg panicking about missing children; b. m9y8 claiming to hear voices;

		c. In an attempt to avoid arrest, sye5 grappled the officer, got into her car, and swiftly backed up, hitting the officer with her open door and crashing him into his cruiser.
6	Histories of aggressive behavior (*n*=4)	Documented histories of aggressive behavior before the selected serious incident: a. U8q5 previously served jail time in 2003 for assaulting a co-worker; b. Loq7 murdered two individuals in 2010 and 2011; c. Z1me participated in the January 6th attack on the capitol
7	Substance abuse issues (*n*=3)	Several cases mention drug use, intoxication, or addiction as factors: a. ohve with drug use history; b. 8syr was intoxicated at the event; c. 5hwr had identified gambling addiction.
8	Use of vehicles as a weapon (*n*=4)	Multiple cases involved using cars to assault or kill others: a. S5ko highly agitated and drove her car into the crowd of people; b. Sye5 got into her car, and swiftly backed up, hitting the officer with her open door and crashing him into his cruiser; c. yob8 jumped into her car in an attempt to stop the woman from fleeing and ran her over; d. m9y8 drove her car into a crowd at a supermarket.
9	Disregard for authority (*n*=5)	Several showed contempt for law enforcement or other authority figures: a. sye5 attempting to avoid arrest; b. ncgp escaping custody; a. hrfh pursued victim in her vehicle, against the 911 operator's advice.

Evidence of Trustworthiness

Credibility

Credibility was pursued through triangulation from various data sources (Bans-Akutey & Tiimbu, 2021). Although the cases were purposefully chosen, the data from different sources were triangulated, including news reports, expert opinions, and interviews (e.g., YouTube, local news stations, lawandcrime.com, LexiUni, CaseText, public court records, national news magazines online, national news networks, Truecrimenews.com, NexiUni, Officer.com, Wikipedia, Law.com, and reality TV and entertainment networks). The multisource approach facilitated the cross-verification of data and improved the reliability of the findings by mitigating the impact of potential bias or limitations from any single source.

Transferability

Transferability is the ability to apply findings or concepts from one study to other contexts or target groups. For case study research, this means the ability to make case-to-case comparisons across studies (Drisko, 2024). A comprehensive, thick description of the phenomenon under investigation was provided so that readers could gain a proper understanding, thus allowing them to compare the instances presented in the research report with those they have observed in their contexts (Shenton, 2004). A summary of each case and the sources from which the data was gathered were presented. I comprehensively described the distal and proximal categories that resulted in aggressive behavior based on the GAM and the inductive categories that emerged from the data.

Dependability

Dependability (stability, consistency, and predictability, as defined by Lincoln and Guba (1985) was improved by triangulating various stories for consistency and using data sources affirmed by licensed mental health professionals and other professionals, as shown in Table 3. My effort to validate case data using multiple methods and sources improved the credibility of interpretations. It minimized the influence of biases associated with a singular method or data source (Ahmed, 2024).

Confirmability

Shenton (2004) contended that measures should be implemented to guarantee that the research findings predominantly reflect the participants' ideas and experiences rather than the researcher's attributes and biases. Confirmability guarantees that the findings were influenced by participants' experiences, not researcher bias or preconceived notions. I minimized potential bias by utilizing the information provided by the data sources exclusively. Confirmability through single sources was not feasible; however, it was pursued by utilizing multiple sources. Furthermore, the study ensured confirmability by utilizing only publicly available data and establishing a transparent audit trail for the data collection and analysis procedures. The potential bias was reduced by employing various independent sources, such as court records, media reports, and video documentation, to triangulate the data and confirm the consistency of the findings. This multisource approach improves the transparency and objectivity of the research process, therefore aiding future researchers in replicating or formally examining the study's methods and determinations.

Results

The purpose of this qualitative study was to explore the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. As part of the study's intent, four subquestions were posed, and the research findings were summarized in Tables 5, 6, and 7 for reference. The tables illustrate the application of the GAM in categorizing distal and proximate factors that influence aggressive behavior. The findings indicate that female aggression in nonfamilial contexts is influenced by a complex interaction of psychological distress, situational pressures, and learned behaviors, thereby challenging conventional views of female passivity and emphasizing the necessity for female-responsive interventions and programs.

Common Contexts and Settings

The study identified common contexts and settings related to distal causes and processes in Table 5 and proximate causes and processes in Table 6, leading to the aggressive event. Table 5 demonstrated that prevalent distal contexts and settings involved *biological modifiers* such as mental illness (e.g., schizophrenia, self-proclaimed mental illness), psychopathy, substance abuse/addiction, narcissism; *environmental modifiers* such as cultural norms supportive of aggression, difficult life conditions, victimization, cultural norms supporting violence, perceived fear inducing events; and *personality traits* such as aggressive behavioral scripts, high trait anger, low self-control, unstable high self-esteem, low conscientiousness, and high neuroticism.

Proximate causes and processes (Table 6) identified in the data were much more varied and complex. For Person Factors, the 15 codes reveal these intra-personal qualities

of *identity* (e.g., self-esteem, efficacy), *cognitive patterns* (e.g., attributions, scripts), and personal *norms* about aggression (e.g., the moral justification for aggression). The aforementioned elements demonstrate how individuals created meaning from their actions, frequently analyzing ambiguous social cues through a structure of aggression or perceived threat. Internal mechanisms particularly affect women's evaluation of situations, response justification, and decisions for engagement in aggressive behavior. The presence of traits like low self-control, high trait anger, and hostile attribution tendencies highlighted the significance of processing the cognitive and emotional responses influencing aggressive outcomes. The self-perception of individuals, their perceptions of others, and their standards for acceptable behavior contribute to the potential for circumstances to evolve into contexts for aggressive actions.

Triggers for the Aggressive Event

The findings of this qualitative study demonstrate that the distal causes and processes mentioned in Table 5, namely biological modifiers, environmental influences, and personality traits, contribute considerably to the development of aggressive behavior. These characteristics jointly build aggressive behavioral scripts, creating high aggression self-efficacy and low self-control. The proximate causes, listed in Table 6, includes person-specific characteristics, situational inputs, and mental or affective states that operate as immediate triggers for aggression. For *person-specific characteristics*, a predisposition toward aggression (e.g., aggressive self-image, behavioral scripts), personality traits (e.g., narcissism, high trait anger), and attributional styles (e.g., hostile attribution bias, responsibility displacement) were all important factors. The findings

revealed a clear link between these distal influences and the proximate processes, such as emotional arousal, situational stress, and decision-making pathways that lead to aggressive outcomes. Personal crises or emotional distress were frequently the triggers for these activities, which resulted in exaggerated responses, even murder. Examples included assaulting an employee over an unavailable ice cream flavor, chasing and murdering someone despite warnings not to continue in vigilante behavior, or destroying property. *Situational inputs* that occur in the proximate setting included threats or the perception of threats, internal emotional states (frustration, pain), substance use, and discomforts in the environment (noise, heat). *The affective states* that arise in such person-situation contexts from which aggression emerges included acute emotional arousal that justified aggression (beyond acceptable normative standards), diminished judgment (fear of losing a relationship or connection; time pressure), and loss/grief (of a child – real or imagined) and blame (lack of personal responsibility). In summary, the combination of distal vulnerabilities and proximal triggers influences how these women respond to perceived threats, typically impulsively or defensively. Unfortunately, many of these responses have serious consequences, including assault or homicide, while also fulfilling the aggressor's perceived goal.

Expressions of Female Aggression in Context

The results of this study also point out that the ultimate expression of female aggression is a complex combination of emotional, psychological, and situational factors, some of which are unique to the female experience. The interconnected factors of female aggression encompass provocation, frustration, vengeance, necessity, envy, fear, or a lack

of behavioral accountability – these are consistent with the GAM. These triggers were frequently rooted in personal crises or emotional distress, resulting in disproportionate responses. As shown in Table 4, the number of cases where contextual influences were observed revealed proactive (*n*=7), reactive (*n*=11), or both kinds of (*n*=2) aggressive behaviors towards the known (*n*=8) or unknown (*n*=12) recipients of aggressive behaviors as possible threats and/or as targets for retribution. These findings highlighted that female aggression in nonfamilial contexts is not just reactive but can also be proactive, strategic, and premeditated. The consequences of these expressions were frequently severe, leading to trauma, injury, or death for victims and incarceration or death for aggressors. Victims of these expressions frequently suffered from trauma, injury, or death, while the perpetrators were imprisoned, committed suicide, or killed.

Post-Aggression Consequences

The outcome of the study showed that the declared post-aggression consequences included the aggressor's imprisonment or death, as well as the implications for their perceived victims. For the victims of the cases in this qualitative study, they experienced victimization, trauma, injury, and/or death. While it is noted that the critical case sampling biased the sample towards the sensational, the results of the study tracing the development of aggressive behavioral patterns to the perpetration of violent acts is consistent with trajectories modeled by the GAM.

Thematic Analysis Results

The thematic analysis results from the study were presented in Tables 4 and 7 and summarized below. Table 4 reveals distinct patterns and themes regarding aggression

types: reactive aggression was present in 55% of cases, characterized as a response to stressors or provocation; proactive aggression occurred in 35% of cases, defined as premeditated and strategic behavior aimed at personal gain; and a combination of both reactive and proactive aggression was observed in 10% of cases. Analysis of the relationships of victims, as presented in Table 4, indicates that 60% were unknown to the aggressors, while 40% were known. The thematic analysis of 20 cases of nonfamilial female aggression identified nine themes that highlighted the multifaceted nature and variability of aggressive behavior in women. Themes were identified through a structured hand-coding process, reflecting psychological and situational influences. A large percentage of cases demonstrated impulsivity and lacked emotional regulation, with some women responding with severe aggression in response to relatively minor provocations. Some participants engaged in assaults against service workers over minor issues, including cake designs and ice cream flavor supplies. Conversely, other cases displayed premeditation, characterized by the deliberate planning and execution of aggressive acts, frequently incorporating manipulation or deception to deceive victims in vulnerable circumstances. Relationship conflicts frequently manifested as a persistent theme, with aggression generally originating from romantic rivalry, betrayal, or jealousy. In some cases, women directed their actions towards romantic competitors, occasionally leading to fatal outcomes.

Numerous participants demonstrated an excessive response to distressing circumstances (e.g., running over an individual accused of package theft), opting for extreme aggression rather than engaging in communication and nonviolent approaches to

address the situation and emotional-cognitive processes. A recurring theme in numerous cases was the occurrence of emotional distress or personal crisis during the aggressive act. The episodes included grief, perceived or self-proclaimed mental health issues, and excessive stress, which seemed to trigger aggressive behavior. A few women displayed documented histories of aggressive behavior, indicating a pattern of violence and aggression that transcended the particular incident found in the study. Several cases involved people who were under the influence of drugs or alcohol at the time of the aggressive event, indicating substance usage as a contributing factor. A subgroup of occurrences involved women using cars as weapons and purposefully driving into crowds. This form of aggression highlighted their behavior's impulsive and occasionally fatal characteristics. Disregarding authority was the final theme that stood out, as participants showed a lack of respect for those in positions of authority, such as law enforcement or public order. The behavior consisted of fleeing from custody, resisting arrest, and escalating confrontations with law enforcement officers. These themes collectively offer a detailed understanding of the contextual antecedents influencing female aggression. The study analysis emphasized the relationship among emotional dysregulation, environmental stressors, and individual histories, providing important implications for future research and intervention approaches.

Unique and Discrepant Findings

Several cases in this qualitative study stood out because of their unique traits or surprising circumstances, even though most cases followed identifiable patterns of aggression influenced by situational, psychological, and personal factors. A unique

observation was noted in false pregnancies, which appears to be exclusively observed in women, as these false pregnancies might remain unchallenged. The cases exhibited notable premeditation and psychological complexities, contrasting with prevalent impulsivity or emotional dysregulation themes. A further discrepant case involved a woman (c9mx) who was arrested for self-defense during an altercation. Despite being the victim of an assault, her reaction, stabbing the assailant, resulted in her arrest. This case challenges the established aggressor-victim dichotomy and emphasized the characteristics of self-defense within legal and social frameworks regarding female aggression. According to these examples, aggressive tendencies may go unnoticed until a highly violent or conspicuous incident occurs. The distinctive and divergent findings highlighted the complexity and variability of female aggression.

Summary

In summary, the content analysis data analysis approach was used to explore the data and address the research questions and subquestions regarding the development and resolution of nonfamilial aggressive behavior. Using the GAM, the focus was concentrated on four principal domains: context and setting, aggression triggers, expressions of aggression, and post-aggression consequences to answer the research questions. The results of this study indicated that, regarding:

Most aggressive incidents transpired in public or semipublic environments, frequently instigated by perceived personal crises or emotional turmoil.

Distal factors encompassed biological, environmental, and personality influences, which were associated with aggressive behavioral scripts, diminished self-control, and elevated self-efficacy regarding aggression.

Aggression was classified as proactive (35%), reactive (55%), or a combination of both (10%). The aggressors' targets were predominantly unknown (60%) rather than known (40%). Arrests for various offenses (assault (40%), murder (30%), or both (30%) were shaped by both distal and proximate causes and processes.

Outcomes included incarceration, fatality, or evasion, with victims suffering trauma, injury, or death. Certain instances deviated from conventional patterns of aggression, including fraudulent pregnancies resulting in newborn abduction and self-defense situations culminating in incarceration. These anomalies underscore the complicated stories of female aggression and the necessity for detailed legal and psychological evaluations. In Chapter 5, I present the interpretation of the results of this study as they relate to the literature on female physical aggression outside the familial setting and the GAM, highlighting implications for future research and professional practice.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of the study was to explore the contextual antecedents of nonfamilial aggression in women arrested for aggressive behavior. The data sources incorporated documents and archival records to explore reported physical aggression originating from distal and proximate causes, using the GAM as the theoretical framework. The study's findings revealed that the distal causes included biological modifiers (e.g., substance abuse and addiction, mental illness), environmental modifiers (e.g., cultural norms and environments that accommodate maladaptive social behaviors), and personality/behavioral characteristics aligned with low self-control and high self-importance.

Proximate manifestations of aggression among women included personal factors that were sourced from the distal causes mentioned above, along with contextual inputs (e.g., social stress, provocation, and emotional distress) and affect (e.g., agitation, exhaustion, avoidance) that led to overt aggression outcomes (murder, assault, kidnapping). The findings aligned with the GAM theoretical framework, revealing that long-term behavioral scripts and situational factors combined and manifested into female aggression. The study also highlighted distinct female-specific manifestations of aggression, including deception (e.g., fake pregnancies) and relational motives (e.g., manipulation of bystanders or known collaborators), which were not as prominently featured in conventional male-centric applications of the GAM.

The findings were consistent with theory and research that biological, social, psychological, cognitive, situational, and developmental aspects influenced the

manifestation of aggression. Personality disorders (borderline, antisocial, narcissistic), PTSD, mild and severe mental health conditions, depression, anxiety, and early trauma created the foundation for choosing aggression as a coping mechanism. In all instances, the individuals had been arrested, and the outcomes included incarceration, probation, counseling, or no judicial punishments.

Interpretation of the Findings

Despite the prevailing assumptions that women would be reluctant to react aggressively due to societal expectations of softness and passivity, my study's results showed that female aggressive behavior aligned with most of the concepts identified in the GAM. This model stated that knowledge structures developed from persistent behavioral patterns acquired through experience. Perception was essential in forming knowledge frameworks, from basic object perception to complex interpersonal perceptions. With frequent use, these structures became automatic. The knowledge structure was associated with or included emotions, behaviors, and beliefs, which influenced the perception of events and responses to those events (Allen & Anderson, 2017b).

The contextual antecedents that emerged in this qualitative study aligned with the theoretical framework of the GAM. Situational triggers amplified the relationship between personality, the personal state of cognition, affect, and arousal at the moment of the provoking event, such that those in this qualitative study with documented aggressive characteristics also engaged in aggressive behavior.

Personality Differences

As described in Chapter 2, the capacity to act aggressively was rooted in personality and associated biological and environmental modifiers. Personality characteristics identified by the GAM included narcissism, neuroticism, moral disengagement, trait antagonism, and trait aggression (Allen et al., 2017b; Anderson & Carnagey, 2004; Chester &West, 2020; Rubio-Garay et al., 2016). The results of this study indicated that biological and environmental modifiers impact personality and how it gets expressed in provocative situations; and that being a biological female further generates unique choices for what to react to and how to react.

Conversely, the result of every episode affected environmental and biological modifiers in turn. Every episode of aggression was seen as a learning experience that either encouraged or suppressed the formation of aggressive knowledge structures and, consequently, created an aggressive personality. In this qualitative case study, the distal factors and processes that influenced the cases were maladaptive childhoods and patterns of aggressiveness in adulthood. This was consistent with the literature on adverse childhood experiences (ACEs), which had been shown to substantially influence psychological development and adult behavior, including various patterns of aggressive behavior (Almeida et al., 2024). A recent study also demonstrated how cognitive/learning disorders (e.g., ADHD) mediated the relationship between ACEs and adult aggressive behavior (Barra et al., 2025). My study also noted that cognitive reappraisal mediated the indirect effects, particularly for females. The implications of this study suggested that

females with ADHD like symptoms (poor attention, impulsivity) who did not develop skills of cognitive reappraisal were at greater risk for aggressive behavior.

Metacognitive Models

In several cases of this study, metacognitive processes significantly contributed to actions that resulted in aggressive acts against others. In this qualitative study, qf3v exemplified the metacognitive thought process of planning and manipulation with a determined and premeditated act of aggression, which resulted in violence and the loss of several lives. Qf3v had planned to murder her employer's wife and frame another person, demonstrating strategic planning and a sense of control, which allowed her to justify and carry out aggression for personal gain. Consistent with the literature, aggressive behavior was influenced by metacognitive beliefs about relationships and events, particularly when the individual perceived themselves or was placed in victim or agent roles (Santos et al., 2022). Most of the cases in this qualitative study included reports of rumination. For instance, U8q5 illustrated how frustrations (e.g., annoyance at not being able to get a favorite ice cream flavor or a cake design) escalated into physical aggression. This pattern suggested poor emotional control and ruminative thinking, in which the individual was fixated on perceived slights, increasing emotional arousal and resulting in impulsivity, reactive behavior, and angry outbursts. Such behavior was consistent with metacognitive models that emphasized the importance of persistent negative thought patterns in inciting aggression. As described in Chapter 2, Salguero et al. (2020) demonstrated the relationship between metacognitive beliefs and levels of anger. More recent research identified paranoia and hostility as meta-beliefs that, in the presence of

characterological impulsivity, self-hatred, and self-persecution, increased the risk of aggressive acts (Papa et al., 2024). The findings of the current study were consistent with these results, showing how metacognitive beliefs contributed to the maintenance of dysfunctional attitudes and beliefs and increased the likelihood of aggressive responses.

Social and Cultural Factors

The results of this study indicated that contextual factors present during an aggressive act, such as high temperatures, the availability of a weapon, and social and cultural influences, might have exacerbated the likelihood of engaging in aggressive activities. Consistent with the GAM, these case studies represented how aggression arose when individuals believed others threatened them, felt righteous, or felt privileged. Contextual factors influenced social processes, such as perceived authority, affinity for aggression, and the cultural norms that shaped individuals' attitudes and behaviors toward aggression. An example of this was found in the case of hrfh's vigilantism. Hrfh's behavior indicated that she believed it was acceptable to enforce the law aggressively. Disobeying the 911 dispatcher’s order to desist in her chase, she pursued her victim with her vehicle, continued to escalate the situation, physically assaulted him, then shot her victim, and behaved as if she were the victim.

Aggressive behavior is more prevalent among those who believe they are being rejected, have unpleasant emotions, and regard others as dangerous (Downey et al., 2004; Crick & Dodge, 1994). Such gender opposite individuals tended to interpret behaviors, whether hostile or not, as aggressive, which might have exacerbated their aggression. The females in this qualitative study had personal standards for employing aggression,

meaning they became more or less aggressive depending on the situation. The personal standards of females in this qualitative study conflicted with conventional conceptualizations of female passivity. Modern understandings of differences between male and female aggressive behavior view many of these differences as social constructs rather than biological causes (Richardson, 2005). Physically aggressive women frequently disrupted established gender stereotypes by violating assumptions of passivity and nurturing conduct. As a result, the criminal justice system and the media often portrayed them as emotionally unstable, coerced, or mentally ill to reconcile their behavior with societal norms, which resulted in disparities in legal outcomes and public image compared to male offenders.

The study results indicated that substance use and addiction (e.g., alcohol, drugs, gambling) were contributing factors to the expression of physical aggression. Substance use frequently served as a direct catalyst, exacerbating emotional dysregulation and impulsivity. The phenomenon was associated with reactive aggression, characterized by individuals exhibiting violent responses to perceived threats or stressors. The study's inductive analysis identified substance use and addiction as a distinct theme, emphasizing its significance as both a biological modifier (distal) and a contextual antecedent (proximate). Substance use has been shown to substantially increase aggression in consumers in numerous studies (Lu et al., 2023; Chester & Dewall, 2018; Tomlinson et al., 2016).

Psychological Influences

The findings of this qualitative study suggested that psychological factors, such as fear (whether perceived or actual), grief, PTSD, and cognitive patterns, played a crucial role in comprehending female aggression. These results corresponded closely with the GAM, stressing the connection between personal attributes, emotional states, and environmental inputs in generating aggressive behavior. Psychological influences on aggression included negative emotions, anger, stress, trauma, personality disorder, pain, cognitive distortions, fear, grief, learned behavior, low frustration tolerance, and poor impulse control (Jhangiani & Tarry, 2022). In the current study, m9y8 claimed the voices she heard instructed her to drive into a crowd at a supermarket. During interrogation, m9y8 reiterated that she had been instructed by the intrusive voices in her head to be violent, directing her behavior and indicating psychosis or a severe mental health condition. This instance demonstrated how psychological distress, such as hallucinations or delusions, could impair judgment and contribute to aggressive behavior. This example aligned with previous research on the role of mental illness and emotional dysregulation in female aggression.

The results of this study revealed that females with mental health conditions such as personality disorders (borderline, antisocial, narcissistic), PTSD, depression, anxiety, and childhood trauma could manifest aggression as a coping mechanism. Factors such as low frustration tolerance, poor impulse control, and learned behaviors through observation also contributed to aggression. However, it was recognized that the majority of individuals with mental illness did not exhibit violent behavior, and the correlation

between mental illness and aggression was intricate and frequently affected by variables such as substance abuse and the presence of untreated symptoms (DeAngelis, 2022). The results of the current study of women who committed overt aggressive crimes were exceptional in that all had identifiable mental health conditions, poor impulse control, and present moment circumstances that made the aggressive actions possible.

Personal Decision-Making Process

Social information processing significantly impacted social decision-making. This perspective suggested that an individual reacted to a social stimulus through a series of steps: first, encoding the stimulus cues; second, interpreting the stimulus and its social context; third, clarifying personal interests; fourth, generating alternative responses; fifth, evaluating these alternatives and selecting a preferred response; and finally, enacting the chosen behavior in response to the stimulus (Fontaine & Dodge, 2006). The elements that influenced aggressive responsiveness, retaliation development, and manifestation were motivational, attentional, perceptual, physiological, biochemical, emotional, social, and cognitive. Understanding why one individual reacted aggressively to the same social cue that did not lead to an aggressive response by someone else made the study of people's decision-making in various social settings essential (Fontaine & Dodge, 2006). The correlation between aggression and risky decision-making appeared more pronounced in those who participated in criminal activity, clinical psychopaths, or forensic psychiatric patients than in normal populations. Bertsch et al. (2020) indicated that impairment in decision-making might have only been present in individuals with characteristics in the outer range of the antisocial spectrum. In reactive aggression, some risky decision-

making involved inhibition, which was related to impairment of the orbitofrontal cortex. However, motivational and emotional processes were important indicators in risky decision-making, suggesting a link with proactive aggressiveness through amygdala suppression. In the current study, j56u demonstrated the influence of the personal decision-making process by escalating a minor physical altercation with a teenager by threatening the teen's mother and bystanders with a firearm. This behavior reflected impulsive decision-making, likely motivated by perceived disrespect or threat, and demonstrated a lack of emotional regulation and a nonreflective thought process.

Determinative Outcomes

The third phase of the GAM involved the analysis of the outcomes of the decision-making process of the participants, which were primarily assault and murder. The cases in the current study demonstrated how internal states (affect, cognition, arousal) and external factors culminated in aggressive outcomes. Additionally, the outcomes were not isolated and could be traced back to the individual's personality and environment, perpetuating the aggression cycle, as found in the GAM. I also found that with enough intrinsic and extrinsic motivation, some individuals considered their beliefs, formed attributions about why they felt that way, and assessed the potential consequences of acting on those feelings. Furthermore, this process produced a self-perceived authentic experience of fear, anger, or both, and either promoted or prevented the behavioral tendencies associated with those emotions. The impairment in personal decision-making was clearly shown in many of these cases; 5hwr demonstrated proactive aggression by murdering a woman to steal her identity and continue with her gambling addiction. This

conduct demonstrated a purposeful decision-making process, where she considered her options and selected aggression as a strategic solution. Similar contextual findings were identified in a recent case study (Gopika et al., 2023), where family and social factors, treatment factors (i.e., delaying or not seeking treatment), and cultural factors were determinants of aggressive behavior in individuals with severe mental illness.

Limitations of the Study

This study had three significant limitations. First, I was limited to published documents and media from sources I identified as trustworthy; the study's primary data sources consisted of archival and media sources (e.g., YouTube, NexiUni, news articles, and court records), consequently limiting the complexity and depth of the data. Despite using numerous sources to verify each instance, the triangulation for this study was confined to publicly accessible information. As a consequence, not every case produced an equal amount of data. However, I was able to extract the data needed for this study.

Second, I did not speak with anyone directly associated with the case or the crime; the lack of access to interviews and confidential records limited the capacity to verify the complete context or motivations underlying the aggressive acts. This constraint also limited the ability to verify the precision of events or psychological assessments.

Third, it is recognized that media coverage and what is published online is influenced by known and unknown bias. Numerous instances of female aggression probably exist; however, social media often favors sensationalism, while traditional media frequently neglect cases lacking adequate detail or an inflammatory racial component (McQueeney & Girgenti-Malone, 2018). Most cases originated from the

Southern and Southwestern United States, potentially indicating regional cultural norms or law enforcement practices that may not apply to other regions.

Recommendations

This study constituted a limited case study based on published data from social media and public sources. I did not contact private resources to collect interview data to enrich the understanding of each case. Future research could include outreach to other nonpublic sources to improve the credibility and dependability of the findings. Although possible, it is difficult to gain access to and interview convicted felons once they are incarcerated, further research collecting interview data is possible with women who have served time and have returned to the community. In this qualitative study, most cases were in the Southern region of the United States. The results indicated the importance of environmental modifiers and other cultural contexts that were part of the distal causes of aggressive behavior. Therefore, it is recommended that researchers use this method to study cases in other regions of the United States since the variations of cultural influence on female aggression warrants further study (Giordano & Copp, 2019).

Another recommendation directs researchers to use information that is attainable primarily by licensed mental health professionals as sources for interview data regarding the distal and proximal causes of female aggression. Professionals who work in the criminal justice system with women who have been convicted of crimes involving aggression are likely to have insights as to the personality, cognitive, and social forces that put these women at risk. This study would provide valuable insights into underlying

patterns, verbalized communications, and potential clinical interventions (Gopika et al., 2023; Page et al., 2019).

Implications

The implications of these findings are confined to the descriptive and thematic insights derived from the case data and do not imply generalizability beyond the sample. Considering the qualitative character of this study and its emphasis on publicly recorded instances of nonfamilial aggression in women, the following practice suggestions were proposed within the confines of the research methodology.

Research on female aggression has considerable implications for positive social change in order to understand better the intrapersonal, interpersonal, and societal conditions for female aggression to occur. For the academic community, the results of this study could provide insight into women exhibiting aggressive behavior in comprehension of the underlying causes of their actions by creating self-awareness. The methodological implications of this study could serve as a framework for subsequent case study research. Applying the GAM as a coding framework demonstrated the operationalization of theoretical models in qualitative research, facilitating data collection, coding, and interpretation processes.

The study's thematic aspects could serve as the framework for creating reference material and training modules for law enforcement, mental health professionals, correctional facility staff, and social service providers. The programs should include modules on contextual antecedents and the GAM frequently found in this qualitative

study. The aforementioned professions could gain perspicuity from training that enhances understanding of the contextual factors contributing to female aggression.

The findings of the current study could guide policymakers in resource allocation for prevention and early intervention programs, primarily targeting at-risk women and girls and reforming justice practices that inadequately address the needs of female offenders and at-risk women and girls. Early intervention programs that focus on emotional regulation, conflict resolution, and self-efficacy may help prevent escalation into criminal behavior.

Treatment-centered implications for mental health providers within a community, correctional, or clinical setting should consider integrating trauma-informed care approaches (SAMHSA, 2023). Women who have a history of aggression and violence require a comprehensive treatment strategy integrating cognitive behavioral therapy, trauma-focused interventions, and sustained psychiatric care (Ramsland, 2021). Treatment models that integrate thorough psychiatric evaluations, assessments of trauma history, and tailored therapeutic interventions can take into account the distinct reproductive and psychological experiences of women (Friedman et al., 2024).

This qualitative study identified beneficial social changes within societal and policy frameworks, particularly concerning all female demographics. However, this study should also challenge societal and policy frameworks that fail to represent or acknowledge female aggression accurately, challenging conventional gender norms. This qualitative study enhanced the understanding of female aggression in societal contexts beyond familial settings. The findings could promote policies that endorse trauma-

specific care, female-centered post-incarceration reentry programs, mental health services, and community-based alternatives to incarceration. The concluding desire for this study would be the incorporation of the GAM for evaluating risk and strategizing interventions, offering a methodical procedure to comprehend the intricate interactions of factors that lead to aggressive behavior in women.

Conclusion

This study of female physical aggression in the context of the GAM implies that women were just as aggressive as males. However, their motivations for aggressive behavior differ, including female-specific aggression, such as faking a pregnancy and the disastrous consequences. This study also contradicted conventional gendered notions of aggressiveness, demonstrating that women's aggression might be a reaction to perceived victimization, passive aggression as a primary form of aggression used, aggression as a form of competitiveness, or a method of self-protection. The GAM suggested that social and cultural influences profoundly affected aggression, shaping individuals' perceptions, interpretations, and responses to situations. Studies indicate that substance usage may significantly influence aggression in women, particularly when they are triggered and reacting reactively or proactively against other women (Denson et al., 2018).

Contextual antecedents identified from the GAM influence personal characteristics such as elevated aggressiveness or impulsivity, which might increase an individual's susceptibility to aggressiveness; social learning and environmental factors influence aggressive behavior, together with environmental factors such as social norms; early childhood experiences develop adverse outcomes influence aggression in later life;

environmental stimulants can result in frustration, resulting in perceived provocation, and elicit aggressive reactions; and biological factors. The prompted recognition of psychiatric disorders in children and adolescents was pivotal in deterring the intergenerational transmission of aggressive behavior. Studies indicate that adverse childhood experiences (ACEs), such as exposure to neglect, violence, and trauma, noticeably elevate the likelihood of cultivating aggressive behaviors in adulthood (Almeida et al., 2024; Johnson & James, 2016). Developing an aggressive knowledge structure as a child influences aggressive behavior outcomes. Addressing psychological vulnerabilities early in life disrupted the developing cycle of aggression and reduced the likelihood of future criminal behavior. The current study aligned with the GAM and indicated that perceived provocation elicited an aggressive response (Allen et al., 2018). The GAM asserted that aggressiveness resulted from complex individual and situational factors and internal states, helped elucidate the aggressive behaviors of women, and emphasized the significance of personal factors (e.g., temperament, personality) and situational factors (e.g., provocation, mental illness, substance abuse) in shaping aggressiveness (Allen et al., 2018; Bertsch et al., 2020). The GAM also recognized that internal states of arousal and appraisal could impact the relationship between input and aggression (Allen et al., 2018). Integrating concepts of the GAM for intervention and prevention could lower negative, aggressive responses. As a result, the lack of a healthy developmental structure disadvantage served as an essential context for this study.

An analysis of the distal and proximate processes revealed that the primary outcome of structural conditions significantly impacted identities, social relations, and

behavior across diverse interpersonal contexts. Despite women and girls facing similar circumstances, limited research has investigated the impact of aggressive environments or those cultural environments that cultivate and excuse aggressive behavior. Factors such as societal influence, childhood experiences, and exposure to violence modified aggressive inclinations through multiple routes, including cognition, affect, and arousal. This study is important because, as a child in an abusive home environment, my requests for help were often overlooked by both adults and peers. As an adult, assistance to address the consequences of adverse childhood events was either unavailable or minimized from every avenue of assistance. My aggressive behavioral scripts frequently transferred into society. Johnson and James (2016) examined the long-term psychological, social, and behavioral consequences of childhood abuse and neglect, which can impact adult functioning across various domains, including occupational and interpersonal relationships. The study of psychology offered insights into coping mechanisms that helped me overcome the consequences of adverse treatment that had transferred into adulthood. This study also offered insights into the underlying causes of aggressive behavior in women. In developing my resilience, I observed the detrimental effects of others' behavior and how it had impacted society. This research could assist females of all ages and cultural demographics who exhibited or have risk factors for aggressive behavior in comprehending the underlying causes of their actions, including intervention and prevention programs. Self-awareness and adaptive coping can reduce recidivism and promote personal growth and rehabilitation.

References

Aguboshim, F. C. (2021). Adequacy of sample size in a qualitative case study and the dilemma of data saturation: A narrative review. *World Journal of Advanced Research and Reviews*, *10*(3), 180-187. https://doi.org/10.30574/wjarr.2021.10.3.0277

Albert M. (1986). *Liberating theory* (1st ed.). South End Press.

Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, *2*, 100051. https://doi.org/10.31219/osf.io/se58y

Allen, J. J., & Anderson, C. A. (2017a). Aggression and violence: Definitions and distinctions. In P. Sturmey, (Eds.), *The Wiley handbook of violence and aggression* (pp. 1-14). John Wiley and Sons, Ltd. https://doi.org/10.1002/9781119057574.whbva001

Allen, J. J., & Anderson, C. A. (2017b). General Aggression Model. In P. Roessler, C. A. Hoffner, & L. van Zoonen (Eds.), *International encyclopedia of media effects*. Wiley Blackwell. https://doi.org/10.1002/9781118783764.wbieme0078

Allen, J. J., Anderson, C. A., & Bushman, B. J. (2018). The General Aggression Model. *Current Opinion in Psychology, 19,* 75-80. http://dx.doi.org/10.1016/j.copsyc.2017.03.034

Almeida, T. C., Cardoso, J., Matos, A. F., Murça, A., & Cunha, O. (2024). Adverse childhood experiences and aggression in adulthood: The moderating role of

positive childhood experiences. *Child Abuse & Neglect*, *154*, 106929. https://doi.org/10.1016/j.chiabu.2024.106929

American Psychological Association. (2021). Anger. In *APA dictionary of psychology*. Retrieved June 25, 2023, https://dictionary.apa.org/anger

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct* (2002, amended effective June 1, 2010, and January 1, 2017). Retrieved 09/9/2023 from https://www.apa.org/ethics/code/ethics-code-2017.pdf

Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology, 53*(1), 27-51. https://doi.org/10.1146/annurev.psych.53.100901.135231

Anderson, C. A., & Bushman, B. J. (2018). Media violence and the general aggression model. *Journal of Social Issues*, *74*(2), 386-413. https://doi.org/10.1111/josi.12275

Anderson, C. A., & Carnagey, N. L. (2004). Violent evil and the General Aggression Model. In A. G. Miller (Ed.), *The social psychology of good and evil.* (pp. 168–192). The Guilford Press.

Archer, J., Carré, J. M., & Bushman, B. J. (2017). Testosterone and aggression. In B. Bushman (Eds.), *Aggression and violence: A social psychological perspective* (pp. 90-104). Routledge Taylor & Francis Group.

Atkinson, J. (2002). Four steps to analyze data from a case study method. In *ACIS 2002 Proceedings* (Paper 38). Australasian Conference on Information Systems. https://aisel.aisnet.org/acis2002/38/

Atkinson, J. (2006). Four steps to analyze data from a case study method. *ACIS 2006 Proceedings*, *38*. Australasian Conference on Information Systems. https://aisel.aisnet.org/acis2006/38

Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-Hall.

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood Cliffs.

Bans-Akutey, A., & Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*, *2*, 1-6. https://doi.org/10.20935/al3392

Barra, S., Machalica, P. K., Retz-Junginger, P., Merscher, J., Crombach, A., & Retz, W. (2025). Attention deficit/hyperactivity disorder (ADHD) dimensions mediate the relationship between adverse childhood experiences and adult aggression depending on cognitive reappraisal. *Scientific Reports*, *15*(1), 3806. https://doi.org/10.1038/s41598-025-87861-4

Berkowitz, L. (1993). Pain and aggression: Some findings and implications. *Motivation and Emotion*, *17*(3), 277-293. https://doi.org/10.1007/bf00992223

Berkowitz, L. (2012). A cognitive neo-association theory of aggression. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 99–117). Sage Publications Ltd. https://doi.org/10.4135/9781446249222.n31

Berkowitz, L., & LePage, A. (1967). Weapons as aggression-eliciting stimuli. *Journal of Personality and Social Psychology*, *7*(2p1), 202. https://doi.org/10.1037/h0025008

Bertsch, K., Florange, J., & Herpertz, S. C. (2020). Understanding brain mechanisms of reactive aggression. *Current Psychiatry Reports*, *22*(81), 1-16. https://doi.org/10.1007/s11920-020-01208-6

Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road map from beginning to end* (4th ed.). Sage Publications.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal (RMIT Training Pty Ltd Trading as RMIT Publishing)*, *9*(2), 27–40. https://doi.org/10.3316/QRJ0902027

Bromwich, J. (December 23, 2015). Once praised as role model, suspect in Las Vegas crash fell on hard times. *The New York Times.* https://advance.lexis.com/api/document?collection=news&id=urn%3acontentItem%3a5HNT-90T1-DXY4-X4J8-00000-00&context=1519360&identityprofileid=GJRQ8X51685

Brown, S., Blanchette, K., & Dean, R. (Eds.) (2019). Female offenders: Patterns and explanations. In Morgan, R. (Ed.), *The SAGE encyclopedia of criminal psychology.* (Vols. 1-4). SAGE Publications, Inc., https://doi.org/10.4135/9781483392240

Bureau of Justice Statistics (2014). *Statistical reports*. Office of Justice Programs. Retrieved from www.ojp.usdoj.gov.

Bureau of Justice Statistics (2024). Persons arrested and booked. *Federal Criminal Case Processing Statistics Data.* United States Marshals Service.

https://fccps.bjs.ojp.gov/home.html?dashboard=FJSP-LawEnforcement&tab=LawEnforcementArrestedandBookedAdvanced

Buss, A. H. (1961). *The psychology of aggression*. John Wiley & Sons.

Carson, E. A. (2021). *Prisoners in 2020–Statistical tables*. NCJ, 302776, pp. 1-50.

Carson, E. A. (2023). *Prisoners in 2023–Statistical tables*. NCJ, 307149, pp. 1-48.

Cassiello-Robbins, C., & Barlow, D. H. (2016). Anger: The unrecognized emotion in emotional disorders. *Clinical Psychology: Science and Practice, 23*(1), 66-85. https://doi.org/10.1111/cpsp.12139

Cavallier, A. (December 29, 2023). Killer yoga teacher Kaitlin Armstrong reveals she was pregnant when arrested. *The Independent (United Kingdom).* https://advance.lexis.com/api/document?collection=news&id=urn%3acontentItem%3a6B08-64B1-DY4H-K348-00000-00&context=1519360&identityprofileid=GJRQ8X51685

Cheryan, S., & Markus, H. R. (2020). Masculine defaults: Identifying and mitigating hidden cultural biases. *Psychological Review, 127*(6), 1022–1052. https://doi.org/10.1037/rev0000209

Chester, D. S., & DeWall, C. N. (2018). Combating the sting of rejection with the pleasure of revenge: A new look at how emotion shapes aggression. *Journal of Personality and Social Psychology, 114*(3), 387–406. https://doi.org/10.1037/pspi0000110

Chester, D. S., & West, S. J. (2020). Trait aggression is primarily a facet of antagonism: Evidence from dominance, latent correlational, and item-level analyses. *Journal of Research in Personality*, *89*. https://doi.org/10.1016/j.jrp.2020.104042

Cleveland, E. S., & Yu, M. (2019). Modeling female social aggression: predictors from multiple developmental contexts. *Journal of Genetic Psychology*, *180*(4-5), 185-204. https://doi.org/10.1080/00221325.2019.1632254

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin, 115*(1), 74–101. https://doi.org/10.1037/0033-2909.115.1.74

Criminal Justice Information Services Division, Federal Bureau of Investigation, Federal Bureau of Investigation. (2022, February 17). *Arrests: Arrests by age and gender. Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Aggravated Assault, Other Assaults, Female, 2015 - 2020*. [Data set]. Sage Data. Sage Publishing Ltd. https://doi.org/10.6068/DP1889EC306B015

Criminal Justice Information Services Division, Federal Bureau of Investigation, Federal Bureau of Investigation (2022 February 17). *Arrests: Arrests by Age and Gender | Murder and Non-Negligent Manslaughter | Aggravated Assault | Other Assaults | Female, 2016 - 2020*. Data Planet™ Statistical Datasets: A SAGE Publishing Resource. (Dataset). Dataset-ID: 010-002-00.

Daly, M., & Wilson, M. (1988). *Homicide*. New York: Aldine de Gruyter

Dash, S. S., & Vema, S. K. (2019). Researcher's journey in exploring ambivalence among closed ties: Addressing obstacles experienced. *IAHRW International Journal of Social Sciences, 7*(5-1), 1138-1143.

DeAngelis, T. (2022, July 11). Mental illness and violence: Debunking myths, addressing realities. *Monitor on Psychology, 52*(3), 31. https://www.apa.org/monitor/2021/04/ce-mental-illness

DeCarlo, M. (2018). *Scientific inquiry in social work*. Open Social Work Education. https://open.umn.edu/opentextbooks/textbooks/591

Denson, T. F., O'Dean, S. M., Blake, K. R., & Beames, J. R. (2018). Aggression in women: behavior, brain and hormones. *Frontiers in Behavioral Neuroscience*, *12*, 331733. https://doi.org/10.3389/fnbeh.2018.00081

DeWall, C. N., Anderson, C. A., & Bushman, B. J. (2013). Aggression. In H. Tennen, J. Suls, & I. B.Weiner, (Eds.), *Handbook of Psychology* (2nd ed., Vol. 5, pp. 449–466). John Wiley & Sons.

Donavan, T. E. (2015). *The development, maintenance, and resolution of maladaptive relational schema* (Order No. 3687607). Available from ProQuest Dissertations & Theses Global; ProQuest One Academic. (1668380874). https://www.proquest.com/dissertations-theses/development-maintenance-resolution-maladaptive/docview/1668380874/se-2

Downey, G., Irwin, L., Ramsay, M., & Ayduk, O. (Eds.). (2004). *Rejection sensitivity and girls' aggression*. New York, NY: Kluwer Academic/Plenum Publishers.

Drisko, J. W. (2025). Transferability and generalization in qualitative research. *Research on Social Work Practice*, *35*(1), 102-110. https://doi.org/10.1177/10497315241256560

Eliot, L. (2021). Brain development and physical aggression: how a small gender difference grows into a violence problem. *Current Anthropology*, *62*(S23), S66-S78. https://doi.org/10.1086/711705

Emmel, N. (2015). Themes, variables, and the limits to calculating sample size in qualitative research: A response to Fugard and Potts. *International Journal of Social Research Methodology*, *18*(6), 685-686. https://doi.org/10.1080/13645579.2015.1005457

Erskine, R. G. (2018). *Life Scripts: A transactional analysis of unconscious relational patterns*. Taylor & Francis Group. https://doi.org/10.4324/9780429476686

Estrada, F., Nilsson, A., & Pettersson, T. (2019). The female offender-A century of registered crime and daily press reporting on women's crime. *Nordic Journal of Criminology*, *20*(2), 138-156. https://doi.org/10.1080/2578983X.2019.1657269

Euler, F., Steinlin, C., & Stadler, C. (2017). Distinct profiles of reactive and proactive aggression in adolescents: Associations with cognitive and affective empathy. *Child and Adolescent Psychiatry and Mental Health, 11*(1), 1–14. https://doi.org/10.1186/s13034-016-0141-4

Farberov, S. (May 8, 2019 Wednesday). Woman, 21, 'shoots and kills a man after a car crash on a busy Georgia highway' - but police say it's NOT related to road rage. *MailOnline.*

https://advance.lexis.com/api/document?collection=news&id=urn%3acontentItem%3a5W2K-6561-JCJY-G0V5-00000-00&context=1519360&identityprofileid=GJRQ8X51685.

Federal Bureau of Investigations (2018). *Aggravated assault*. Retrieved 2023, from 2018 Crime in the United States: https://ucr.fbi.gov/crime-in-the-u.s/2018/crime-in-the-u.s.-2018/topic-pages/aggravated-assault

Federal Bureau of Investigations (2018). Violent crime. Retrieved 2023, from 2018 Crime in the United States: https://ucr.fbi.gov/crime-in-the-u.s/2018/crime-in-the-u.s.-2018/topic-pages/violent-crime#:~:text=In%20the%20FBI's%20Uniform%20Crime,force%20or%20threat%20of%20force

Fedock, G., & Covington, S. (Eds.) (2019). Theoretical models of female violent offending. In R. Morgan (Ed.), *The SAGE encyclopedia of criminal psychology.* (Vols. 1-4). SAGE Publications, Inc. https://doi.org/10.4135/9781483392240

Finlay, L. (2002). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. *Qualitative Research*, *2*(2), 209-230. https://doi.org/10.1177/146879410200200205

Fontaine, R. G., & Dodge, K. A. (2006). Real-time decision making and aggressive behavior in youth: A heuristic model of response evaluation and decision (RED). *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, *32*(6), 604–624. https://doi.org/10.1002/ab.20150

Fox, S. L. (2015). *Anger dynamics and aggression in a sample of undergraduate women* (Order No. 3664280). Available from ProQuest Dissertations & Theses Global. (1727739293). https://www.proquest.com/dissertations-theses/anger-dynamics-aggression-sample-undergraduate/docview/1727739293/se-2

Friedman, S. H., Sorrentino, R., Kaempf, A., Price, M., Landess, J., Glezer, A., ... & Janofsky, J. (2024). Practice Resource for Reproductive Psychiatry/Women's Mental Health in Forensic Psychiatry Practice. *The Journal of the American Academy of Psychiatry and the Law*, *52*(4 Supplement), S1-S31. https://doi.org/10.29158/jaapl.240103-24

García-Navarro, C., Company-Córdoba, R., Sianes, A., & Ibáñez-Alfonso, J. A. (2022). Cognitive intervention programs in minors belonging to disadvantaged contexts in Spain: A systematic review. *Children, 9*(9), 1306. https://doi.org/10.3390/children9091306

Gavin, H., & Porter, T. (2015). *Female aggression*. John Wiley & Sons.

Gentile, D. A., & Bushman, B. J. (2012). Reassessing media violence effects using a risk and resilience approach to understanding aggression. *Psychology of Popular Media Culture*, *1*(3), 138. https://doi.org/10.1037/a0028481

Gilbert, F., Daffern, M., & Anderson, C. A. (2017). The General Aggression Model and its application to violent offender assessment and treatment. In P. Sturmey (Ed), *The Wiley handbook of violence and aggression* (pp. 1-13).

Giordano, P. C., & Copp, J. E. (2019). Girls' and women's violence: The question of general versus uniquely gendered causes. *Annual Review of Criminology*, *2*, 167-189. https://doi.org/10.1146/annurev-criminol-011518-024517

Gopika, G. G., Antony, S., Jayakumar, C., Moirangthem, S., Joseph, E., Gowda, G. S., & Reddi, V. S. K. (2024). Person-in-situation framework of aggression among persons with severe mental illness: a case series. *Indian Journal of Psychological Medicine*, *46*(4), 358-362. https://doi.org/10.1177/02537176231196289

Graham, R.F. (August 19, 2016 Friday). Sweet justice!: Mother who drop-kicked her son's 'ruined' birthday cake in Kroger's is arrested - and ALSO faces charges for punching a woman over ice cream a year ago. *MailOnline.* https://advance.lexis.com/api/document?collection=news&id=urn%3acontentItem%3a5KH0-3211-JCJY-G0TN-00000-00&context=1519360&identityprofileid=GJRQ8X51685.

Greenfeld, L. A., & Snell, T. L. (1999). *Women offenders*. United States Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Grusec, J. E. (1972). Demand characteristics of the modeling experiment: Altruism as a function of age and aggression. *Journal of Personality and Social Psychology*, *22*(2), 139. https://doi.org/10.1037/h0032700

Gutiérrez-Cobo, M. J., Megías, A., Gómez-Leal, R., Cabello, R., & Fernández-Berrocal, P. (2018). The role of emotional intelligence and negative affect as protective and risk factors of aggressive behavior: A moderated mediation model. *Aggressive Behavior*, *44*(6), 638-646. https://doi.org/10.1002/ab.21788

Harris, R. (February 24, 2016 Wednesday). Colorado woman who cut baby from stranger's womb convicted. *The Bell Ringer: Augusta State University.* https://advance.lexis.com/api/document?collection=news&id=urn%3acontentItem%3a5MD5-N3M1-DY7P-T51D-00000-00&context=1519360&identityprofileid=GJRQ8X51685.

Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017). Code saturation versus meaning saturation: how many interviews are enough?. *Qualitative Health Research*, *27*(4), 591-608. https://doi.org/10.1177/1049732316665344

Huesmann L. R. (1988). An information processing model for the development of aggression. *Aggressive Behavior*, *14*(1), 13–24. https://doi.org/10.1002/1098-2337(1988)14:1%3C13::AID-AB2480140104%3E3.0.CO;2-J

Huesmann, L. R. (1998). The role of social information processing and cognitive schema in the acquisition and maintenance of habitual aggressive behavior. In R. G. Geen & E. Donnerstein (Eds.), *Human aggression: Theories, research, and implications for social policy* (pp. 73–109). Academic Press. https://doi.org/10.1016/B978-012278805-5/50005-5

Jackson, M., Harrison, P., Swinburn, B., & Lawrence, M. (2015). Using a qualitative vignette to explore a complex public health issue. *Qualitative Health Research*, *25*(10), 1395-1409. https://doi.org/10.1177/1049732315570119

Jayawickreme, E., Fleeson, W., Beck, E. D., Baumert, A., & Adler, J. M. (2021). Personality dynamics. *Personality Science*, *2,* 1-18. https://doi.org/10.5964/ps.6179

Jhangiani, R., & Tarry, H. (2022). 9.2 The biological and emotional causes of aggression. *Principles of Social Psychology-1st International H5P Edition*.

Johnson, E. J., & James, C. (2016). Effects of child abuse and neglect on adult survivors. Early Child Development and Care, 186(11), 1836–1845. https://doi.org/10.1080/03004430.2015.1134522

Jung, J., Busching, R., & Krahé, B. (2019). Catching aggression from one's peers: A longitudinal and multilevel analysis. *Social and Personality Psychology Compass*, *13*(2). https://doi.org/10.1111/spc3.12433

Kokko, K., Simonton, S., Dubow, E., Lansford, J. E., Olson, S. L., Huesmann, L. R., ... & Pettit, G. S. (2014). Country, sex, and parent occupational status: Moderators of the continuity of aggression from childhood to adulthood. *Aggressive Behavior*, *40*(6), 552-567. https://doi.org/10.1002/ab.21546

Kovácsová, N., Lajunen, T., & Rošková, E. (2016). Aggression on the road: Relationships between dysfunctional impulsivity, forgiveness, negative emotions, and aggressive driving. *Transportation Research Part F: Traffic Psychology and Behaviour*, *42*, 286-298. https://doi.org/10.1016/j.trf.2016.02.010

Krahé, B. (2020). Risk Factors for the Development of Aggressive Behavior from Middle Childhood to Adolescence: The Interaction of Person and Environment. *Current Directions in Psychological Science, 29*(4), 333–339. https://doi.org/10.1177/0963721420917721

Langston, S. F. (2012). *A qualitative instrumental case study investigating the interrelatedness of adult learning theory, targeted professional development, and*

the creation of professional learning communities during the implementation of an elementary school improvement model (Order No. 3530863). Available from ProQuest Dissertations & Theses Global. (1114487861). https://www.proquest.com/dissertations-theses/qualitative-instrumental-case-study-investigating/docview/1114487861/se-2

Lansford, J. E., (2018). Social-cognitive development and aggression. In T. Vaillancourt, T. Malti & K. Rubin (Eds.) *Handbook of child and adolescent aggression* (pp. 145-164). Guilford Press. DOI: https://doi.org/10.1016/j.jaac.2019.10.014

Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry.* Sage Publications.

Lünnemann, M. K. M., Van der Horst, F. C. P., Prinzie, P., Luijk, M. P. C. M., & Steketee, M. (2019). The intergenerational impact of trauma and family violence on parents and their children. *Child Abuse & Neglect*, *96*, 104134. https://doi.org/10.1016/j.chiabu.2019.104134

Lu, Z., Xie, C., Liu, N., Xie, Y., & Lu, H. (2023). 'Can we predict aggression?'—Determining the predictors of aggression among individuals with substance use disorder in China undergoing enforced detoxification through machine learning. *Journal of Affective Disorders*, *320*, 628–637. https://doi.org/10.1016/j.jad.2022.10.005

Mallick, S. K., & McCandless, B. R. (1966). A study of catharsis of aggression. *Journal of Personality and Social Psychology*, *4*(6), 591. https://psycnet.apa.org/doi/10.1037/h0023987

Martinescu, E., Janssen, O., & Nijstad, B. A. (2019). Gossip as a resource: How and why power relationships shape gossip behavior. *Organizational Behavior and Human Decision Processes*, *153*, 89-102. https://doi.org/10.1016/j.obhdp.2019.05.006

Maxwell, J. A. (2021). Why qualitative methods are necessary for generalization. *Qualitative Psychology, 8*(1), 111–118. https://doi.org/10.1037/qup0000173

McMurran, M. (2009). Motivational interviewing with offenders: A systematic review. *Legal and Criminological Psychology, 14*, 83–100. https://doi.org/10.1348/135532508X278326

McQueeney, K., & Girgenti-Malone, A. (Eds.). (2018). *Girls, aggression, and intersectionality: Transforming the discourse of "mean girls" in the United States*. Routledge. https://doi.org/10.4324/9781315163697

Merriam, S. B., & Tisdell, E. J. (2016). Qualitative Research: A Guide to Design and Implementation (4th ed.). San Francisco, CA: Jossey Bass.

Mihura, J., & Hisatugo, C. (Eds.) (2017). Personality disorders: Gender and sex differences. In A. Wenzel, (Ed*.) The sage encyclopedia of abnormal and clinical psychology*. (Vols. 1-7). SAGE Publications, Inc., https://doi.org/10.4135/9781483365817

Miles, R. (2018). Case study. In M. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 316-318). SAGE Publications, Inc., https://dx.doi.org/10.4135/9781506307633.n121

Morel, K. M., Haden, S. C., Meehan, K. B., & Papouchis, N. (2018). Adolescent female aggression: Functions and etiology. *Journal of Aggression, Maltreatment & Trauma*, *27*(4), 367-385. https://doi.org/10.1080/10926771.2017.1385047

Murray-Close, D., Ostrov, J. M., Nelson, D. A., Crick, N. R., & Coccaro, E. F. (2010). 'Proactive, reactive, and romantic relational aggression in adulthood: Measurement, predictive validity, gender differences, and association with Intermittent Explosive Disorder'. J*ournal of Psychiatric Research*, *44*: 393–404. https://doi.org/10.1016/j.jpsychires.2009.09.005

Naham, M. (April 18, 2023 Tuesday). Texas woman with meth possession history accused of murdering pregnant hospital staffer's unborn baby after credit card arrest. *Newstex Blogs Law and Crime.*

https://advance.lexis.com/api/document?collection=news&id=urn%3acontentItem%3a681V-YS41-JCMN-Y11F-00000-00&context=1519360&identityprofileid=GJRQ8X51685.

National Academies of Sciences, Engineering, and Medicine (2018). *Addressing the social and cultural norms that underlie the acceptance of violence: Proceedings of a workshop—in brief*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25075.

Navas-Casado, M. L., García-Sancho, E., & Salguero, J. M. (2023). Associations between maladaptive and adaptive emotion regulation strategies and aggressive behavior: A systematic review. *Aggression and Violent Behavior*, *71*, 101845. https://doi.org/10.1016/j.avb.2023.101845

Orpinas, P., McNicholas, C., & Nahapetyan, L. (2015). Gender differences in trajectories of relational aggression perpetration and victimization from middle to high school. *Aggressive Behavior*, *41*(5), 401-412. https://doi.org/10.1002/ab.21563

Page, A. D., Piquero, A. R., & Jennings, W. G. (2019). Women, crime, and justice: Balancing the scales. In R. D. Morgan (Ed.), *The SAGE encyclopedia of criminal psychology* (Vol. 4, pp. 1072–1075). SAGE Publications. https://doi.org/10.4135/9781483392240.n420

Papa, C., Di Consiglio, M., Bassi de Toni, M., Zaccari, V., Mancini, F., & Couyoumdjian, A. (2024). Relationship between paranoia and hostility: The role of meta-beliefs. In *Proceedings of the International Psychological Applications Conference and Trends* (pp. 61-65). https://doi.org/10.36315/2024inpact013

Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Sage Publications.

Pepler, D. J., Walsh, M. M., & Levene, K. S. (2004). Interventions for Aggressive Girls: Tailoring and Measuring the Fit. In Moretti, M.M., Odgers, C.L., and Jackson, M.A. (Eds.), *Girls and aggression: contributing factors and intervention principles perspectives in law & psychology.* The American Psychology' Law Society /Division of the American Psychological Association. NCJ-204960

Ramsland, K. (2021). *The fetal snatcher: desperate to be a mom*. *Psychology Today*. https://www.psychologytoday.com/us/blog/shadow-boxing/202101/the-fetal-snatcher-desperate-to-be-a-mom

Rede, G. (December 22, 2015 Tuesday). Portland native accused in Vegas sidewalk death goes from role model to murder suspect. *The Oregonian/OregonLive* https://www.oregonlive.com/portland/2015/12/portlander_lakeisha_holloway_d.html

Richardson, D. S. (2005). The myth of female passivity: Thirty years of revelations about female aggression. *Psychology of Women Quarterly, 29*(3), 238-247. https://doi.org/10.1111/j.1471-6402.2005.00218.x

Richie, B., Tsenin, K., & Widom, C. S. (2000). *Research on women and girls in the justice system: plenary papers of the 1999 conference on criminal justice research and evaluation: Enhancing policy and practice through research, Volume 3* (Vol. 3). National Institute of Justice.

Rigby, K. (2007). *Bullying in schools and what to do about it: Revised and updated*. Acer Press.

Rohlf, H., Krahé, B., & Busching, R. (2016). The socializing effect of classroom aggression on the development of aggression and social rejection: A two-wave multilevel analysis. *Journal of School Psychology*, *58*, 57-72. https://doi.org/10.1016/j.jsp.2016.05.002

Romero-Martínez, Á., Sarrate-Costa, C., & Moya-Albiol, L. (2022). Reactive vs proactive aggression: A differential psychobiological profile? *Neuroscience and Biobehavioral Reviews, 136*, Article 104626. https://doi.org/10.1016/j.neubiorev.2022.104626

Rothenberg, W. A., Lansford, J. E., Godwin, J. W., Dodge, K. A., Copeland, W. E., Odgers, C. L., ... & Conduct Problems Prevention Research Group. (2022). Intergenerational effects of the fast track intervention on the home environment: A randomized control trial. *Journal of Child Psychology and Psychiatry*, *64*(5), 820-830. https://doi.org/10.1111/jcpp.13648

Rubio-Garay, F., Carrasco, M. A., & Amor, P. J. (2016). Aggression, anger and hostility: evaluation of moral disengagement as a mediational process. *Scandinavian Journal of Psychology*, *57*(2), 129-135. https://doi.org/10.1111/sjop.12270

Salguero, J. M., García, S. E., Ramos, C. J., & Kannis, D. L. (2020). Individual differences in anger and displaced aggression: The role of metacognitive beliefs and anger rumination. *Aggressive Behavior*, *46*(2), 162–169. https://doi.org/10.1002/ab.21878

Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine*, *7*(14). https://doi.org/10.1007/978-3-030-70187-1_1

Santos, D., Paredes, B., Briñol, P., & Petty, R. E. (2022). Trait aggressiveness and aggressive behavior: The simultaneous influence of contextual variables. *Psychology of Violence, 12*(6), 438-449. https://doi.org/10.1037/vio0000446

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., ... & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & Quantity*, *52*, 1893-1907.

https://doi.org/10.1007/s11135-017-0574-8

Sawyer, W. (2018). The gender divide: Tracking women's state prison growth. *Prison Policy Initiative, 9*.

Sbaffi, L., & Rowley, J. (2017). Trust and credibility in web-based health information: a review and agenda for future research. *Journal of Medical Internet Research*, *19*(6), e218. https://doi.org/10.2196/jmir.7579

Schober, P., & Vetter, T. R. (2020). Confounding in observational research. *Anesthesia & Analgesia*, *130*(3), 635. https://doi.org/10.1213/ane.0000000000004627

Scott-Storey, K., O'Donnell, S., Ford-Gilboe, M., Varcoe, C., Wathen, N., Malcolm, J., & Vincent, C. (2023). What about the men? a critical review of men's experiences of intimate partner violence. *Trauma, Violence, & Abuse*, *24*(2), 858-872. https://doi.org/10.1177/15248380211043827

Sheehan, A. E., Bounoua, N., Miglin, R., Spielberg, J. M., & Sadeh, N. (2021). A multilevel examination of lifetime aggression: integrating cortical thickness, personality pathology, and trauma exposure. *Social Cognitive and Affective Neuroscience, 16*(7), 716-725. https://doi.org/10.1093/scan/nsab042

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*(2), 63-75. https://doi.org/10.3233/EFI-2004-22201

Shorey, R. C., Elmquist, J., Anderson, S., & Stuart, G. L. (2015). Early maladaptive schemas and aggression in men seeking residential substance use treatment.

Personality and Individual Differences, 83, 6-12. https://doi.org/10.1016/j.paid.2015.03.040

Simmons, R. (2011). *Odd girl out: The hidden culture of aggression in girls*. Houghton Mifflin Harcourt.

Straus, M. A. (1997). Physical assaults by women partners: A major social problem. *Women, Men and Gender: Ongoing Debates*, 210-221.

Substance Abuse and Mental Health Services Administration. (2023). A practical guide for implementing a trauma-informed approach. *SAMHSA Publication No. PEP23-06-05-005*.

Swan, S. C., Gambone, L. J., Fields, A. M., Sullivan, T. P., & Snow, D. L. (2008). A review of research on women's use of violence with male intimate partners. *Violence and Victims, 23*(3), 301–314. https://doi.org/10.1891/0886-6708.23.3.301

Swavola, E., Riley, K., & Subramanian, R. (2016). *Overlooked: Women and jails in an era of reform.* Vera Institute of Justice.

Tamir, D. I., & Thornton, M. A. (2018). Modeling the predictive social mind. *Trends in Cognitive Sciences, 22*(3), 201-212. https://doi.org/10.1016/j.tics.2017.12.005

Tomlinson, M. F., Brown, M., & Hoaken, P. N. (2016). Recreational drug use and human aggressive behavior: A comprehensive review since 2003. *Aggression and Violent Behavior*, *27*, 9-29. https://doi.org/10.1016/j.avb.2016.02.004

Tuente, S. K., Bogaerts, S., & Veling, W. (2019). Hostile attribution bias and aggression in adults-a systematic review. *Aggression and Violent Behavior*, *46*, 66-81. https://doi.org/10.1016/j.avb.2019.01.009

United Kingdom Home Office (2012). *British crime survey datasets*. Gov UK. Retrieved from

https://www.gov.uk/government/publications/british-crime-survey-datasets

United States Department of Justice. (2023, September 20). *BJS releases preliminary statistics on incarcerated populations in 2022* [Press release]. https://www.ojp.gov/files/archives/pressreleases/2023/bjs-releases-preliminary-statistics-incarcerated-populations-2022

Warburton, W. A., & Anderson, C. A. (2018). Aggression. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *The SAGE handbook of personality and individual differences: Applications of personality and individual differences* (pp. 183-211). SAGE Publications. https://doi.org/10.4135/9781526470300

Weir, K. (2014). The lasting impact of neglect. *Monitor on Psychology*, *45*(6), 36. https://doi.org/10.1037/e515152014-014

White, M. D., & Marsh, E. E. (2006). Content analysis: A flexible methodology. *Library Trends*, *55*(1), 22-45. https://doi.org/10.1353/lib.2006.0053

Wrangham, R. W. (2018). Two types of aggression in human evolution. *Proceedings of the National Academy of Sciences, 115*(2), 245-253. https://doi.org/10.1073/pnas.1713611115

Veenstra, L., Bushman, B. J., & Koole, S. L. (2018). The facts on the furious: a brief review of the psychology of trait anger. *Current Opinion in Psychology, 19*, 98-103. https://doi.org/10.1016/j.copsyc.2017.03.014

Vygotsky, L. S. & Cole, M., (1978). *Mind in society: The development of higher psychological processes.* Harvard University Press. https://doi.org/10.2307/j.ctvjf9vz4

Yang, L., QI, L., & Zhang, B. (2022). Concepts and evaluation of saturation in qualitative research. *Advances in Psychological Science*, *30*(3), 511. https://doi.org/10.3724/SP.J.1042.2022.00511

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, *20*(2), 134-152. https://doi.org/10.46743/2160-3715/2015.2102

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publication.

Zhen, Z. (2023). *Jail inmates in 2022-Statistical tables*. NCJ, 307086, pp. 1-30.

Zillmann, D. (1971). Excitation transfer in communication-mediated aggressive behavior. *Journal of Experimental Social Psychology, 7*(4), 419-434. 12. https://doi.org/10.1016/0022-1031(71)90075-8