



Aggression and Problem Areas among Female Adolescents

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Abstract- Adolescence as a transition stage implies severe changes on both anatomical and psychological level, demanding psycho-social adjustment that could be beyond one's coping for some adolescents who end up developing dysfunctional adaptive behaviour such as aggression [1 and 2]. It was found that the shift between high school and colleges can be challenging and many changes occur in emotional, social and academic adjustment [3]. The current study aimed at investigating the relationship between aggression and problems faced by adolescents. Seventy three female adolescents aged 17-19 years comprised the sample which was selected through convenient sampling. As a part of data collection, their levels of aggression and problem areas were measured using Aggression Scale by Dr. Mrs G. P. Mathur & Dr. Raj Kumari Bhatnagar [4] and Youth Problem Inventory by Dr. M. Verma [5]. Karl Pearson correlation was used to evaluate the correlation among the various parameters. The paper intends to discuss the findings.

Keywords- aggression, problem areas, female adolescents.

I. INTRODUCTION

Adolescence is a period when physical, mental, psycho-motor, social and emotional changes and vocational development take place and

includes development tasks that individuals have to achieve [6]. It is reported that adolescents have inadequate life skills such as problem-solving, conflict resolution, communication and anger management [7 and 8]. Therefore, it can be said that adolescents often face various developmental challenges associated with the phase of adolescence that may lead to aggression.

A. Theoretical Framework for Adolescent Aggression

Bronfenbrenner's [9] (2001) ecological theory of developmental processes provides a valuable lens for examining developmental changes in adolescent aggression. The family and school environment have regularly been linked to psychosocial and behavioural adjustment problems in the adolescent period [10]. The quality of adolescent-parent, adolescent-peer and adolescent-teacher interactions influence and may determine the way adolescents perceive themselves in relation to others, their attitudes, and their behaviours [11]. In addition to these family processes, peer contexts in early adolescence have implications for adolescent aggression.

B. Adolescent Behaviour and Family Ties

During early adolescence, there is an increase in parent-child conflict as children's needs for autonomy and independence increases and they show some resistance to family rules and roles



[12]. There exists a relationship between intra familial communication and aggressive behaviours. Stoltz [13] and others through a cross-sectional study examined a model in which parenting, child social information processing and self-perception were simultaneously tested as risk factors associated with aggression. Results gave support for both child social cognitive functioning and parenting as risk factors associated with aggressive behaviour. For all children, a positive parent-child relationship was associated with less aggression, negative parenting was related to less positive self-perception, and deficits in social-cognitive functioning were related to aggression.

C. Adolescent Behaviour and Transition to College

During adolescence, young people typically move from elementary schooling to collegiate education. This transition can present challenges both to academic performance and psychological well-being. The first year students have an increased personal freedom where they have to make their own decisions and take the responsibility to maintain balance between various new found demands. They are required to adjust to the new environment (College), work out their concerns directly with the teachers and adjust with the new academic demands. Adolescent perception of teacher fairness has also been found to be associated with positive adolescent development.

D. Adolescent Behaviour and Peer Relations

One of the most obvious changes in adolescence is that the hub around which the adolescent's world revolves shifts from the family to the peer group. Being accepted by peers has important implications for adjustment during adolescence. Social isolation among peer-rejected teens has been linked to a variety of negative behaviours such as delinquency [14]. These adolescents may be rejected by their peers and this rejection can have serious negative effects such as delinquency, drug abuse, dropping out of school and aggression [15].

E. Adolescent Behaviour and Self Identity

Many factors influence identity development during adolescence. For instance, adolescents' developing cognitive skills enable them to make abstract generalizations about the self [16]. The physical changes they are experiencing can

strongly influence, either positively or negatively, their global self-esteem.

There is a paucity of research on assessing the adjustment areas of students in colleges in India. Not much work is done on student adjustment and related interventions. Though there are western studies, dearth in Indian studies facilitated the authors to examine the relation between aggression and problem areas in the Indian context.

II. OBJECTIVES

1. To find the relationship between Aggression and Family problems.
2. To find the relationship between Aggression and College problems.
3. To find the relationship between Aggression and Social problems.
4. To find the relationship between Aggression and Personal problems.
5. To find the relationship between the four problem areas viz. Family, College, Social and Personal areas.

III. HYPOTHESES

1. There is no significant correlation between Aggression and Family problems among female adolescents.
2. There is no significant correlation between Aggression and College problems among female adolescents.
3. There is no significant correlation between Aggression and Social problems among female adolescents.
4. There is no significant correlation between Aggression and Personal problems among female adolescents.

IV. METHODOLOGY

A. Sampling

The sample for the study comprised of 73 educated female adolescents aged 17 – 19 years, enrolled for the First B.A degree course from three autonomous Colleges of Mangalore city. The sample was selected through convenience sampling.

B. Data Collection and Analysis

The first step of data collection aimed at measuring the adolescent's level of aggression and problem areas. For the purpose two tools were used, details of which are mentioned below:



1) *Aggression Scale*: This scale was developed by Dr. G. P. Mathur and Dr. Raj Kumari Bhatnagar (2004). It comprises of 55 statements on a five point rating scale – Strongly agree, Agree, Undecided, Disagree and Strongly disagree. Higher the score higher is the level of aggression. The validity of the scale is 0.78 in females and 0.80 in males and the test retest reliability is 0.88 in males and 0.81 in females.

2) *Youth Problem Inventory*: This scale was

	Karl Pearson correlation coefficient r value	p	
Family	-.026	.826	NS
College	.009	.940	NS
Social	.135	.254	NS
Personal	.040	.737	NS
Total	.016	.892	NS

developed by Dr. M. Verma (2004). It is a self administering inventory for the students of 16 to 20 yr. of age to locate the problems in four areas – Family, School/College, Social & Personal and other sub-areas under each main area. A high score in an area indicates high problem in that particular area. Reliability of the Inventory is found to be .80, whereas validity is in the range of .68 - .75.

Correlation method of Karl Pearson was applied to find the relationship between Aggression and Problem areas.

V. RESULTS AND DISCUSSION

TABLE I
MEAN SCORES AND SD OF AGGRESSION AND PROBLEM AREAS

The maximum aggression score as per the Aggression Scale is 275. The mean of 220.3 shows that the group is highly aggressive in nature. The means of 17.15 in the area of family, 16.15 under personal area and 7.62 under College area indicate that the group experiences significant problems in these areas.

Among the group of 73 highly aggressive female adolescents, 33.64% have more personal problems reflected in their reporting personal handicaps, frustrations along with feelings of failure and inferiorities. Appraisals due to the comments by significant others may make adolescents incorporate it as part of their identity and feelings about themselves [17]. 27.66% of the adolescents

face familial problems. They reported parental indifference, parental strict supervision and strained

sibling relations as contributing towards the problems in their families. This is in accordance with the findings that as the children's needs for autonomy and independence increase, they show some resistance to family rules and roles [12]. 19.04% reported College problems. As first year students, the adolescents have reported fear of College activities, fear of teachers and difficulty in the subjects as contributory factors. Only 15.61% reported least problem in the social area in the sub areas of social inferiorities and social isolation. In other words, these adolescents have had positive peer relations. This is linked to positive adjustment as proved in the study by [14].

TABLE 2
CORRELATION BETWEEN AGGRESSION AND PROBLEM AREAS

The correlation between Aggression and Family problems is negative. There exists a low relationship, which is insignificant. In other words, anger does not contribute to family problems. The P value is > 0.05 for all the four problem areas and there is no presumption against the null hypothesis. Hence, there is no significant

Variables	N	Mean	Std. Deviation	Max. Possible Score	Obtained Score	%
Aggression	73	220.63	10.327	275	-	-
Family	73	17.15	10.443	62*73	1252	27.6
College	73	7.62	6.125	40*73	556	19.04
Social	73	1.56	1.871	10*73	114	15.61
Personal	73	16.15	8.565	48*73	1179	33.64
Total	73	42.48	23.289	160*73	-	-

correlation between aggression score and the problems in the areas viz Family, College, Social and Personal. So the Null hypotheses have to be accepted. Likewise there is no relation between aggression and other problem areas as aggression assessed by the tool is only anger based; not physical aggression or relational aggression.



Moreover, the variable of aggression (Anger) is a disposition, non-observable, inferred psychological construct. As girls tend to develop social and language skills earlier than their counterparts, there is a tendency to be involved less in anger based aggression and perhaps more in indirect or social forms of aggression.

TABLE 3
CORRELATION BETWEEN THE VARIABLES OF PROBLEM AREAS

Social	Personal	.654(**)	.000
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		R	P
Family	College	.572(**)	.000
	Social	.634(**)	.000
	Personal	.571(**)	.000

College	Social	.726(**)	.000
	Personal	.774(**)	.000

** Correlation is significant at the 0.01 level

Karl Pearson correlation was computed to examine the strength and direction of relationship between the four problem areas of adolescents. The findings are reported in Table 3 which clearly communicate that Family problems, College problems, Social and Personal problems of adolescents are positively correlated with each other. As the family problems increase, there occurs a substantial increase in College, Social and personal problems. As reported by the findings of Stoltz and others (2013), negative parenting is related to less positive self-perception and deficits in social-cognitive functioning that eventually affects one's College life, social and personal areas too.

VI. CONCLUSION

Aggression and adjustment problems do have an impact on the mental health of an adolescent. It would be imperative to study and analyse the hidden causal factors of aggression, impulsivity, problems faced personally, at home or in academics as these problems would precipitate and prevent the experience of psychological wellbeing. Thus identification of the causal factors would facilitate developing early preventive/curative interventions by mental health

professionals which would ensure better mental health among the adolescent population.

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