

Aggression Among Adolescents in Relation to Personality Hardiness

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Abstract:

A study was conducted to find out Aggression among adolescent in relation to Personality Hardiness. The sample consists out of 100 adolescents students were equally distributed boys and girls. Further out of 50 boys, (25 belonging to urban residential background and 25 belonging to rural residential background). In the same way out of 50 girls, (25 were from urban residential background and 25 from rural residential background) studying in 10+1 and 10+2 from Government Senior Secondary School of Ludhiana District of Punjab State. Manifest Aggression Scale by Singh, R.A (1986) and Personality Hardiness scale was used by Nowac (1990) was used. The result revealed that there was negative correlation aggressions with personality hardiness among adolescent students total wise, gender wise and locale but statistically significant. Further result revealed that there is a significant difference of aggression among adolescent boys and girls and also belonging to residential background (urban and rural).

Keywords: : Aggression, Personality Hardiness, Adolescents students (Boys and Girls), Residential Background (Urban and Rural).

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I. INTRODUCTION

Aggression is usually amorphous as an act of aggressive behaviour (Concise Oxford English Dictionary, 2002). Aggression can be regarded as verbal or physical attack. Aggression can be either appropriate (e.g., self-protective) or, otherwise, it may be vicious to the self and others by. (Ferris & Grisso, 1996). Aggression is behaviour, spoken or physical anticipated to physically hurt or harm in some other way – slaps, direct insult, even gossiping digs. Whether aggression is manifested by individual or groups (including nations), it is the most destructive behaviour in social relations and consequently an important issue (Lochman JE, Wells KC 2002). Aggression is a complex subject, not least because what one person sees as an acceptable form of expressing anger or frustration may be seen by other as a violent act. Display of aggression has now become a crucial concern and certainly deserves careful attention of both layman and social psychologist, as people who suffer and are victimized may lose their right path and may detract themselves from mental and physical effectiveness Adams et al (1998).

Manifestation of Aggression includes a variety of behaviour. Some of the common types proposed by various researchers (Berk, L 1999, Moyer 1976) are given below:

- 1) **Verbal Aggression-** It is not the direct form of aggression. It is similar to communication aiming to abuse or hurt other person, and tries to give psychological pain. It includes scolding, teasing, mockery, verbal abuse etc.
- 2) **Physical Aggression-** Physical aggression is behaviour, which intends to harm or injure others physically or damage different parts of a body. It comprises hitting, molesting, pushing, hair pulling, shooting and so on.

3) **Emotional Aggression-** Emotional aggression is a behaviour that is accompanied by the negative emotions and often occurs with small amount of vision and is determined by impulsive emotions.

4) **Instrumental Aggression-** Instrumental aggression refers to a behaviour where the main aim is to achieve some external goal. The main purpose of this type aggression is achieving some rewards. It is also known as proactive aggression. Robbery, shoplifting, bombing cities etc. are the examples of instrumental aggression.

5) **Relational Aggression-** Relational Aggression means not to harm other person physically, but by broken relationship or causing damage to social status or prestige such as threatening to end a friendship, back biting etc.

Nelson (2006). The provisions of aggression and aggressive behaviours are used to refer to negative emotions and behaviours respectively. They are measured a part of rebellious behaviour, something morally, fairly or legally unacceptable.

Dasgupta and Ghosh (2012) aggression showed significant relationship with different dimensions of personality namely neuroticism, ingenuousness, agreeableness and conscientiousness.

Singh et. al (2017) A study on Aggression among Adolescents boys and girls of urban and rural areas A sample was selected 200 adolescents' from which 100 from urban area and 100 from rural area. The result revealed that male is significantly higher aggressive as compared to their counterparts females on the variable of aggression.

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Further result revealed that adolescents students belonging to rural area showed significantly higher as compared to urban adolescents' on the variable of aggression.

Jamal et al (2018) studied to find out the attitude of 311 senior secondary school students of U.P (Aligarh) towards aggression. The results revealed that various demographic variables like gender, place of living, economic status have a significant effect on the attitude of the learners towards aggression. However, some demographic variables like religion, educational qualification of father and educational qualification mother, occupation of father and occupation of mother, do not make any difference in the attitude of learners towards aggression.

Personality Hardiness: Psychological hardiness alternatively explained to as personality hardiness or cognitive hardiness in the literature is a personality style first introduced by Suzanne C. Kobasa in 1979. Hardiness has generally been conceptualized as a multidimensional construct consisting of three sub facets: commitment, control, and challenge (Hull et al., 1987; Kobasa, 1979; Kobasa et al., 1982; Maddi et al., 2002. Maddi et al. (2009) defined hardiness as "a numerous of the interrelated attitudes of commitment, control and challenges that provides the existential courage and motivation to turn stressful circumstances from potential disasters into expansion opportunities." Thus, hardiness as a collection of behaviours and perceptions thought to buffer the effect of stress; characterized by perceptions of control, commitment and challenge.

Hagigi, j., et al (2014) Hardiness is a personality trait that is related with a person's ability to manage and respond to stressful events of life can act as a source of resistance, such as a protective shield and those who are endowed with it can efficiently confront with problems and pressures in their life events with coping strategies that turn potentially unfortunate situations into learning opportunities. It is a tendency to be deeply involved, a need to be in control, and a desire to learn from life's events in spite of the outcomes.

Ebrahimi L, Moradi F. (2018) studied correlation of perceived social support and psychological hardiness with perceived stress and aggression in retired veterans. A sample was conducted on 92 retired veterans of Bijar city were taken through random sampling. The result revealed that there was a significant and positive correlation between perceived stress and aggression, perceived social support and psychological hardiness. Further findings also revealed psychological hardiness can be effective in reducing the stress and aggression of retired veterans.

Adolescence: Adolescence is an age of life with specific health and developmental needs and rights. It is also a moment in time to extend knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles (WHO). The WHO (2016) defines adolescence from age 10 to 19 years of age. Adolescents are often not able to cope up with the drastic changes that take place in their physical & psychological health. The psychological action in this period arise due to worried association with parents, mentors and peers,

academic backwardness compared to high anticipation, sexual experimentation and substance abuse. All these are often directly or indirectly associated with aggression as well as psychological morbidity. Keeping these alarming situation incidents in mind, the investigators feel it necessary to investigate the approach of adolescence students towards aggression in relation to Personality hardiness and how they can cope up to avoid certain drastic situations.

II. OBJECTIVE OF THE STUDY

1. To find out the relationship of aggression with personality hardiness among adolescents
 - 1.1 To find out the relationship of aggression with personality hardiness among adolescent boys.
 - 1.2 To find out the relationship of aggression with personality hardiness among adolescent girls.
 - 1.3 To find out the relationship between aggression with personality hardiness among adolescents belonging to urban residential background
 - 1.4 To find out the relationship between aggression with personality hardiness among adolescents belonging to rural residential background
2. To find out the difference in aggression among adolescents boys and girls.
3. To find out the differences in aggression among adolescents belonging urban and rural residential background

III. HYPOTHESIS

1. There is no significant relationship of aggression with personality hardiness among adolescents
 - 1.1 There is no significant relationship of aggression with personality hardiness among adolescents boys'.
 - 1.2 There is no significant relationship of aggression with personality hardiness among adolescent's girls.
 - 1.3 There is no significant relationship of aggression with personality hardiness among adolescents belonging to urban residential background.
 - 1.4 There is no significant relationship of aggression with personality hardiness among adolescents belonging to rural residential background
2. There is no significant difference of aggression among boys and girls adolescents
3. There is no significant differences of aggression among adolescent's students belonging to urban and residential background.

IV. SAMPLE

The sample consists of 100 adolescents students (50 boys and 50 girls), from government senior secondary school of Ludhiana District of Punjab State. Out of 50 boys, 25 were from urban residential background and 25 from rural residential background. In the same way out of 50 girls, 25 were from urban residential background and 25 from rural residential background.

V. DELIMITATIONS OF THE STUDY

- 1 The study was delimited to Government Senior Secondary School, Ludhiana
- 2 The study was delimited to adolescents of boys and girls
- 3 The study was delimited to urban and rural residential background
- 4 The study was delimited to 100 adolescents students studying in 10+1 and 10+2 classes.

VI. TOOLS USED

- 1 Manifest Aggression Scale By Singh, R.A (1986)
- 2 Personality Hardiness Scale By Nowack (1990)

Procedures: in order to collect relevant data, aggression and personality hardiness scale were administered to the adolescence of different residential background. Cooperation was sought from the head of the institution for the study and good rapport was established with the students before administering the tools.

VII. RESULTS AND DISCUSSION

Hypothesis 1

“There is no significant relationship of aggression with personality hardiness among adolescents.

Table 1: Relationship between Aggression and Personality hardiness among adolescent students.

Variables	N	r
Aggression	100	-0.347**
Personality Hardiness	100	

** $p < 0.01$, * $p < 0.05$

Table 1 shows the value of correlation as -0.347 at 0.01 levels. This value indicates the negative relationship between aggressions with personality hardiness among adolescent students. The value of -0.347 is statistically significant. Hence the hypothesis (1) there is no significant relationship of aggression with personality hardiness among adolescents is rejected.

Hypothesis 1.1: There is no significant relationship of aggression with personality hardiness among adolescent's boys.

Table 2: Relationship between Aggressions with Personality hardiness among adolescent boys.

Boys	Variables	N	r
	Aggression	50	-0.346*
	Hardiness	50	

** $p < 0.01$, * $p < 0.05$

Table 2 shows the value of correlation is -0.346 at 0.01 levels. This value indicates the negative relationship between aggressions with personality hardiness among adolescent's boys. The value of -0.346 is statistically significant. Hence the Hypothesis 1.1 “There is no significant relationship between aggressions with personality hardiness among adolescent's boys” is rejected.

Hypothesis 1.2: There is no significant relationship of aggression with personality hardiness among adolescent's girls.

Table 3: Relationship between Aggressions with Personality hardiness among adolescent girls.

Girls	Variables	N	r
	Aggression	50	-0.417**
	Personality Hardiness	50	

** $p < 0.01$, * $p < 0.05$

Table 3 shows the value of correlation is -0.417** at 0.01 levels. This value indicates the negative relationship between aggressions with personality hardiness among adolescent's girls. The value of -0.417 is statistically significant. Hence the Hypothesis 1.2 “There is no significant relationship of aggression with personality hardiness among adolescent's girls is rejected”.

Hypothesis 1.3: There is no significant relationship of aggression with personality hardiness among adolescents belonging to urban residential background.

Table 4: Relationship between Aggressions with Personality hardiness among adolescents belonging to urban residential background.

Urban	Variables	N	r
	Aggression	50	-0.301*
	Personality Hardiness	50	

* $p < 0.05$

Table 4 shows the value of correlation as -0.301* 0.05 levels. This value indicates the negative relationship between aggressions with personality hardiness among adolescence belonging to urban residential background. The value of -0.301 is statistically significant. Hence the Hypothesis 1.3 “There is no significant relationship of aggression with personality hardiness among adolescents belonging to urban residential background is rejected”.

Hypothesis 1.4: There is no significant relationship of aggression with personality hardiness among adolescents belonging to urban residential background.

Table 5: Relationship between Aggressions with Personality hardiness among adolescents belonging to rural residential background.

Rural	Variables	N	R
	Aggression	50	- 0.294*
	Personality Hardiness	50	

* $p < 0.05$

Table 5 shows the value of correlation as -0.294* at 0.05 levels. This value indicates the negative relationship between aggressions with personality hardiness among adolescence belonging to urban residential background. The value of -0.294 is statistically significant. Hence the hypothesis 1. 5 "There is no significant relationship of aggression with personality hardiness among hardiness among adolescents belonging to rural residential background is rejected".

Hypothesis 2

There is no significant difference of aggression among boys and girls adolescents.

Table 6: Showing no significant difference of aggression among adolescents' boys and girls.

Aggression	N	Mean	Std. Deviation	Std. Error Mean	t-value
Boys	50	79.28	17.37	2.456	2.38*
Girls	50	72.22	11.74	1.660	

** $p < 0.05$

The table 6 showed the mean value of aggression of adolescent's boys as 79.28 with S.D 17.37 and adolescents girls mean score as 72.22 with S.D 11.74. The t-value came out to be 2.38 which is significant at 0.05 level of significance. The mean value of aggression of adolescent's boys' is higher as compared to girl's adolescents. It is clear that the boys are more aggressive as compared to the girl's adolescence. Hence the hypothesis 2 there is no significant difference of aggression among adolescent's boys and girls is rejected.

Hypothesis 3

"There is no significant differences of aggression among adolescent's students belonging to urban and residential background."

Table 7: Showing no significant difference of aggression among adolescent's students belonging to urban and rural residential background."

Aggression	N	Mean	Std. Deviation	Std. Error Mean	t-value
Urban	50	81.24	17.06	2.412	3.86**
Rural	50	70.26	10.61	1.500	

* $p < 0.01$, ** $p < 0.05$

The table 7 showed the mean value of aggression of adolescents belonging to urban residential as 81.24 with S.D 17.06 and adolescents belonging to rural residential means score is 70.26 with S.D 10.61. The t-value came out to be 3.86

showed significant at 0.01 level of confidence. It is clear that the aggression among adolescent's students belonging to urban area is higher as compared to belonging to rural residential background. Hence the hypothesis 3 there is no significant difference of aggression among adolescent's students belonging to urban and rural residential background is rejected."

VIII. EDUCATIONAL IMPLICATIONS

The teachers, psychologists, parents, society as a whole should do something to prevent aggressive tendencies among learners. For example, value based education should be emphasized. Teachers, parents, and other member of the society etc. should present their own example. Adolescents require a little bit more time and touching care of parents, teachers and society. It is not only the responsibility of parents but of school, home and society as a whole to put a check on aggression tendencies among learners. Only then, we may have a society in which every member is contributing his best.

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Educational implications: The teachers, psychologists, parents, society as a whole should do something to prevent aggressive tendencies among learners. For example, value based education should be emphasized. Teachers, parents, and other member of the society etc. should present their own example. Adolescents require a little bit more time and touching care of parents, teachers and society. It is not only the responsibility of parents but of school, home and society as a whole to put a check on aggression tendencies among learners. Only then, we may have a society in which every member is contributing his best.

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