



Relationships among Stress and Aggression in Adolescents

KEYWORDS

Stress, Aggression, Adolescents

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ABSTRACT *The aim of the present investigation was to study the relationships of stress and aggression among high schools students of Ranchi. The sample consisted of 320 students out of these 160 were males and 160 were females. The age of the students ranged from 16-19 years. Students Stress Scale developed by Akhtar and Aggression Scale developed by Mathur & Bhatnager were administered to them. Data was analyzed using mean, standard deviation, 't' value and correlation. The result revealed that male and female students differed significantly in the experience of stress and aggression but female students experience more stress and aggression than male students. Result further revealed that stress was positively related with aggression.*

Introduction:-

Stress is an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. Stress exists from the change in an individual's thinking and their lifestyle now a days. Now, individuals have changed in their perceptions and the way they interpret this life. Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. During the teen years, a lot of biological, physical, mental and emotional changes are happening, as well as the changes in responsibility and role. Some students who are not capable of dealing with it, the changes will create stress and tension to them. **Hans Selye (1956)** defined stress "as the non-specific response of the body to any demand made upon it". **Lazarus (1966)** stated that "stress results in intense and distressing experience that appears to have tremendous influence on behaviour."

Stress in any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed.

Chiang (1995) proposed that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. **Muhammad Shah Burhan (1993)** found that there is a significant difference between the stress experienced by male and female students. **Sulaiman et al., (2009)** reported that male students experienced less stress compared to the female students. **Akhtar (2011)** observed that girls observed more stress as compared to boys. This may be because female students tend to be more emotional and sensitive toward what is happening in their surroundings.

Adolescence is a period of immense physical, mental and social changes. Aggression is very common feature in this period in the present day world. Rates of aggression in adolescents are increasing. Aggressive behaviour is one of the most frequently reported problems of adolescents. It may be defined as any purposive act that inflicts pain or other cause anxiety or destructure of properties. It's a type of behaviour that is aimed at harming or injuring other and own self also. **According to Shaffer (2002)** "an aggressive act is a form of behaviour designed to harm or injure a living being. Aggression behaviours can take a variety of forms: physical aggression, verbal insults, relationship manipulation, and nonverbal expression. **Campbell et al., (1997)** identified beliefs about

aggression as the role of social reprobation in aggressive behaviour. Aggressive behaviour can be direct (yelling, insulting) or indirect (gossiping, ignoring). It has been found that girls engage in indirect aggression at a higher rate than boys (**Health Canada 2004c**).

Bjorkqvist et al., (1994) found that males are quicker to aggression and more likely than females to express their aggression physically. **Biswas, P.C (1989)** stated that Indian male adolescents have been found to be more extra-aggressive than females. **Archer (2004) & Campbell (1999)** reported that females tend to view their aggression as expressive, while men tend to view their aggression as instrumental.

Hypotheses:-

- Male students will show higher level of stress and aggression than female students.
- Stress and aggression will be positively correlated with each other.

Sample:-

Total number of 320 students from Ranchi district have been included in proposed study. The sample was based on two genders (male & female). The age range of the sample was 16-19 years. Stratified random sampling technique had been used for the selection of the sample.

Tools:-

In order to measure and assess the stress and aggression of male and female adolescents following tools were used.

- Personal Data Questionnaire:- Personal Data Questionnaire developed by researcher. It included the information about each student's name, age, class and name of the school.
- Students Stress Scale:- Students stress scale developed and standardized by Akhtar (2011) was used to find out the stress among adolescents. Two types of reliability were ascertained for the test-split-half reliability 0.78 and test-retest reliability 0.71. The scale has construct validity of 0.72.
- Aggression Scale:- Aggression Scale developed and standardized by Mathur & Bhatnager (2004) was used to study the level of aggression of the adolescents. Reliability and validity also available in this scale.

Procedure:-

The researcher visited different high schools of Ranchi and approached the students, to get their responses. Students Stress Scale and Aggression Scale was applied on selected

sample of students. Researcher also briefed that their responses would be kept confidential by the researcher. The obtained data were tabulated and analysed with the help of mean, SD and 't'.

Result and discussion:-

After scoring all the 320 questionnaires various statistical methods were applied Mean, SD, 't' scores and correlation were calculated.

Table-1

Table 1 presented a comparison of the male and female group on the mean stress scores.

Group	Number	Means	SDs	Md	't'	P value
Male	160	158.04	18.01	14.21	6.87	0.01
Female	160	172.26	19.03			

Table 1 showed that female students have higher mean stress score (Mean=172.26) than male students (Mean=158.04). The 't' test was found 6.87 significant at 0.01 level, which indicate that female students experienced more stress than male students. The findings were not in a hypothesized direction. The present finding is supported by the earlier studies conducted by **Akhtar (2011)**.

Table-2

Table 2 shows the means, SDs, 't' ratio of aggression score on male and female students.

Group	Number	Means	SDs	Md	't'	P value
Male	160	185.54	22.92	14.64	4.88	0.01
Female	160	200.18	30.18			

Table 2 revealed a significant difference between male and female students on their aggression score. The mean score showed that female students (Mean=200.18) were more aggressive than the males (Mean=185.54). So the hypothesis that "male students will have higher level of aggression than female students" is not accepted.

Table-3

Table 3 showing Correlation coefficients of stress with aggression.

Total(N=320)

	Students Stress Scale	Aggression Scale
Students Stress Scale	-	0.26929**
Aggression Scale	-	-

** Significant at 0.01 level

It is obvious from the table 3 that correlation between stress and aggression was found to be highly significant at 0.01 level. Stress was positively co-related with aggression, which shows that aggressive persons experienced higher level of stress. According to **Jaser et al.,(2005)** external stress has been linked to such negative outcomes as anxiety, depression and aggression.

Conclusions:-

- Male and female students differ significantly on stress score, but females experienced more stress than males.
- Female students are more aggressive than male students.
- Stress and aggression significantly and positively correlated with each other.

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