AGGRESSIVE BEHAVIOR IN ADOLESCENTS AS A PREDICTOR OF LEVELS OF STRESS AND PERSONAL VALUES AMONG THE UNIVERSITY STUDENTS

Issam Duheilan Al-Dala`een | PhD (Research Scholar), Department of psychology, Aligarh Muslim University, Aligarh-India

ABSTRACT This research aims at studying the aggressive behavior in adolescents as a predictor of levels of stress and personal values among the University Students Participants were 300 (150 male and 150 female). Instruments used were stress measuring scale by Chashoo and Khan (2009), Schwartz short values scale by Lindeman and Yerkasalo (2005), aggression scale by Mathur and Rajkumari Bhatnagar (2004). The results concluded that in the total sample of university students a significant positive correlation was found between the stress and personal values. A strong positive correlation was also found between adolescents stress level and aggressive behavior. Personal values were also found to be correlated with aggressive behavior among the adolescents of university students. It can be inferred that aggressive behavior as a significant predictor of stress and personal values among adolescents' of the university students on these variables.

KEYWORDS : Adolescents, Level of Stress, Personal Values, Aggressive Behavior, Self-Control

INTRODUCTION

Adolescence is a particularly compelling period of development. Over the lifespan, adolescence is characterized by a rather lengthy transition phase in which the individual is neither a child nor an adult. This transition involves biological, social, and psychological changes marked by the development of mature forms of thought, perception emotion, attitude and behavior. Adolescent developmental tasks include challenges of identity, autonomy, sexuality, academic functioning, and peer and group relationships. There is typically a greater expression of risk taking and exploration of new form of behaviors during adolescence, which are part of the developmental processes that contribute to identity formation and functioning.

Aggressive behavior

Aggressive behavior is a multifaceted phenomenon as it can be defined from particular perspectives causing inconsistencies in the use of the term in clinical practice. Aggression can be examined as any behavior that causes painful experience to another person, stress, personal values or as actions that are destructive to one's self, other people or belongings.

Adolescence is seen as a period of major change in the nature and severity of human aggression. To understand and clarify the factors underlying adolescent's aggression, Belsky, (1980); Bronfenbrenner, (1979); Dutton, (1985) postulated "The Nested Ecological Theory".

This model allows for the integration of multiple levels and contexts and investigation of the multiple effects and interrelatedness of factors to establish the wider picture on adolescent aggression; research that focuses on any one level underestimates the effects of other contexts. The Nested Ecological Theory thus implies that, in order to understand adolescent aggression, one must examine factors at four levels: the culture, the environment, the family and the individual. Also it is found that there is a bidirectional influence within and between the levels.

Moreover, aggression in control appears to be a crucial adaptive behavior in human beings. Even it is viewed as positive behavior when one is threatened. Poussaint and Alexander (2000) asserted that aggression may also be viewed as an attempt to overcome feelings of weakness and powerlessness. While as, Knox, King, Hanna, Logan, and Ghaziuddin (2000) and Pliszka, Sherman, Barroew, and Irick (2000) argued that aggression among adolescents can arise in an attempt to cope with the stress tendencies. Evidences have shown that anger, hostility, irritability and aggressiveness are frequently present in stress patients (Pasquini, Picardi, Biondi, Gaetano & Morosini, 2004). Ebesutani, Kim, and Young (2014) made an attempt to examine the role of violence exposure and negative affect (anxiety and depression) in understanding child and adolescent aggression. We found to be predicting aggressive behavior significantly among adolescents. Moreover, negative affect was found to partially mediate relationship between exposure to violence and aggression.

Stress

Stress can affect people of all ages, genders and circumstances and can lead to both physical and psychological health issues. By definition, stress is any uncomfortable "emotional experience accompanied by predictable biochemical, physiological and behavioral changes" (pp.653-675).

Stress has been defined in many ways, and these explanations partially overlap each other, but by no means converge on a general explanation (Appley & Trumbull, 1967). Ancient Greek text referred to stress as a vague notion of ill health (Kugelmann, 1992 & Newton, 1995). Walter B. Cannon, the American Physiologist, in 1929 introduced the concept stress as an acute emergency reaction that could help the organism mobilize energy for fight-or-flight responses in difficult situations. While as, Selye (1956) was the first to introduce the term of stress in life sciences, and described it as threatening conditions capable of producing chronic changes in the homeostatic balance of organisms if lasting long enough.

To gain the comprehensive understanding of the concept of stress, it has been conceptualized in three ways; as a response (a psychophysiological reaction); as a stimulus (an event or accumulation of events); or as a transactional process, in which a person and the environment interact to produce an appraisal of threat or loss (Caltabiano, Sarafino, & Byrne, 2008). Chatterjee (2013) made an attempt to explore the relationship between stress and aggression among the high school students of Ranchi. 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.

Personal Values

Values imply what is important to us and reflect a basic, indisputable aspect of what it means to be a human being. They are the codes or general principles that guide our actions as well as serve as criteria for making decisions, setting priorities and lie behind the explanations and justifications that we give for our actions. Living your life in accordance to your values makes you feel excited, energized, in control, and productive. Behaving in alignment with one's personal values have been also found to reduce defensive responses to threatening information (Sherman, Nelson, & Steele, 2000), and perceptions of threat (Sherman &Cohen, 2002; Steele 1988; Keough, 1998), reflecting their importance in conflict areas. Rokeach (1973) definition refers to values as beliefs and these beliefs are linked to preferences. He further suggested that values have cognitive, affective and a behavioral component. Cognitive aspect of values represents what is desirable for individual. This means that individuals know the correct end-state to strive for. Affective aspect reflect that individuals are emotional about their values while as, behavioral aspect of values reflects that it is an intervening variable that leads to action when

activated (Rokeach, 1973). Another important name in modern value theories is Shalom Schwartz. Schwartz (1992) provided a detailed definition of values by referring them to as desirable states, objective, goals and behaviors, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behavior. Other prominent value theorists include, Williams (1979), Hofstede (1980), Hechter (1993), Henderson (2003), and Bain, Kashima, and Haslam (2006). Williams (1979) asserted that values are the criteria of desirability. Hofstede (1980) was of the view that values involve a broad tendency to prefer certain states of affairs over other. In the words of Hechter (1993) values are relatively general and durable internal criteria for evaluation. Bain et al. (2006) argued that values are the cognitive representations that act as conduits between social influence and personal preferences. From the above definitions it can be concluded that early approaches to values conceived them as guides and motives.

Review of literature further revealed that people who give higher importance to the values of self-transcendence correlate negatively with violent behavior and bullying (Knafo, 2003; Knafo, Daniel, & Khoury-Kassabri, 2008), attitudes favoring war (Cohrs, Moschner, Maes, & Kielmann, 2005a), and social dominance orientation (Cohrs, Moschner, Maes, & Kielmann, 2005b). On the other hand, values congruent with the self-enhancement dimension were found to be related negatively to the expression of empathy for others, altruism, and cooperation (Bardi & Schwartz, 2003; Myyry & Helkama, 2001) and positively to violent behavior and bullying (Knafo, 2003; Knafo et al., 2008). Thus we can say that values provide useful insights in a therapeutic context and create a motivational context in which aggressive behavior and violence are either facilitated or inhibited within and among groups.

OBJECTIVES
1- To examine the relationship between aggressive behaviour, stress and personal values among the adolescents of university students.
2- To examine the critical predictors of aggressive behaviour in stress and personal values among the adolescents` of university students.

HYPOTHESES
Ha₁: There will be positive relationship between aggressive behaviour, stress and personal values among the adolescents of university students.

Hb₂: There will be significant predictors of aggressive behaviour by stress and personal values among the adolescents` of university

students.

Method
Participants
The present study consists of 400 adolescents` participants, both male and female, taken from the university. The age range of all the participants was from 16 to 19 years. Data was taken randomly from Aligarh Muslin University, Aligarh.

Measures/Tools
Stress Measuring Scale
Stress Measuring Scale developed by Chashoo and Khan (2009) was used to measure the stress level among adolescents. This scale was especially designed to measure the stress level of the adolescents. Stress measuring scale has 20 items and the responses are obtained on 5-point Likert type scale. Cronbach`s alpha reliability of the present scale was reported to be .78.

Schwartz Short Value Scale (SSVS)
In order to measure the personal values among the adolescents, the Schwartz Short Value Scale (SSVS) developed by Lindeman and Yerkasalo (2005) was used. The SSVS was derived from the longer Schwartz Value Scale. The SSVS consisted of ten value types each with a description to clarify its meaning (e.g., Power – social power, authority, wealth; Benevolence-helpfulness, honesty, forgiveness, loyalty, responsibility). Reliability and validity of the SSVS was investigated in four separate studies, the average reliability of the ten SSVS values was reported as ranging from .34 to .77 (Lindeman & Yerkasalo, 2005). SSVS's Cronbach`s alpha for the present study was .68.

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. Cronbach`s alpha reliability of the present scale was reported to be .74.

Statistical Analysis For statistical treatment of data that were collected in light of study objectives and variables measured, the following statistical methods are:
1. Means and standard deviations to identify the degree to which respondents were responsive to instrument items.
2. Statistical analysis: correlation analysis/ Multiple linear regression analysis

Table 1: Showing descriptive statistics the aggressive behaviour, stress and personal values among the adolescents of university students.

Descriptive Statistics									
Variables	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Aggression	300	4.00	20.00	15.8400	2.87901	-1.622	.141	4.055	.281
Stress	300	4.00	20.00	16.3600	2.67599	-1.103	.141	2.413	.281
Personal Values	300	6.00	20.00	16.5567	2.87303	-1.106	.141	1.415	.281

*Note: p-values, p<.001**, p<.005* (two-tailed)*

Table 2: Showing correlation between aggressive behavior, stress and personal values among the adolescents of university students.

Variables	1	2	3
Aggression	.316**	-	-
Stress	.255**	.072*	-
Personal Values	.421**	.087*	.169**

Note: *p<.005*, p<.001** (two-tailed), X1=Stress, X2=Personal Values, Y1=Aggression*

Table 2 shows that the correlation between the psychological variables of stress, personal values, and aggression for the overall adolescents sample of the university students. A significant positive correlation was found between the stress and personal values ($r = .255, p < 0.001$), indicating that stress was also found to be positively significantly correlate with personal values ($r = .421, p < .01$), depicting that adolescents reporting higher level of stress gave more importance to their personal values. This result can be inferred that a strong positive

correlation between adolescents stress level and aggression, revealing that adolescents having higher level of stress had greater aggressive behavior tendencies.

Table 3: Showing the results of multiple linear regression analysis of considering stress and personal values as predictors of aggressive behavior among the adolescents` of university students (N=300).

Predictor Variables	Multiple R	R²	R² Change	Standardized β	t	F	p
Model-1st			(Model Y₁= α+ β₁X₁ +β₂X₂)				
X₁	.606	.367	.367	-	8.090	173.22	.000
X₁, X₂	.655	.424	.062	.352	13.158	32.163	.000
Constant	32.675						

**p<0.01 (One-tailed), Predictor Variable: X₁= Stress, X₂=Personal Values; Criterion Variable: Y₁= Aggression

Table 3: highlights revealed that stress (in the 1ˢᵗ model) that could be explained 36.7% of the variance in aggressive behavior of adolescents

the university students and; (in the 2nd model separately explained 42.4% of the variance in the criterion variable. It is clear those overall variables which emerged as a strongest significant predictor is found to significantly predict the 42.4% variance to the criterion viz. personal identity whereas 36.7% of the variance in aggressive behavior, i.e. aggressive behavior can be jointly explained by stress and personal values. After that, when all the predictor variables were entered together into the criterion probability to enter (probability of F-to-enter=0.05) and together considered 42.4% of the variance in aggressive behavior of the adolescents of university students. In this model, stress (X_1) and personal values (X_2) strongest predictor emerge as aggressive behavior among the adolescents` of university students which is bears R square $R^2$=.424 revealed that 42.4% of the variance in aggressive behavior and second predictor Values $(X_2)$ of $R^2$=.367 that it considered 42.4% of the variance among adolescents` of the university students

In order to verify the goodness of the fit model, the obtained F values for stress (X_1) as a significant predictor from other variable personal values, F= 173.22, 32.163 are found to be positively significant p<0.001 at the level of significance.

CONCLUSION
The results concluded that in the total sample of university students a significant positive correlation was found between the stress and personal values. A strong positive correlation was also found between adolescents stress level and aggressive behavior. Personal values were also found to be correlated with aggressive behavior among the adolescents of university students. It can be inferred that aggressive behavior as a significant predictor of stress and personal values among the adolescents' of university students on these variables.

IMPLICATIONS
The results of the present thesis provided us valuable insight about the extent to which the adolescents of university students are affected by the long lasting and ravaging frustration, aggressive behavior and conflict. Furthermore, the difference in value prioritization was also revealed. Although, it is not possible to separate out the influence of aggressive conflict from the physiological, psychological, social, economic, and political aspects of the people of the university adolescents, but the obtained results can be utilized by various agencies like school counselors, clinical psychologists and policy makers in planning their intervention strategies.

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