



## “Aggression and Antisocial Behaviour of Teenagers”

**Ida Kruti**

European University of Tirana (Albania)

[ida\\_t2002@hotmail.fr](mailto:ida_t2002@hotmail.fr)

### **Abstract**

*The individual development, biological changes, vital functions, the relationship to society and family remain an important area of study for many sciences. One of the most interesting moments, more intense, more vigorous, full of powerful emotions, but essential to this development has been and remains adolescence.*

*For biologists and doctors, in focus of their studies stand physiological and organic changes and not talking about anything else at this stage except for the name "Puberty".*

*For sociologists, this stage of development known as "Youth". During their study they noted that individual experiencing three vital stages of development "childhood, youth and adult being"*

*For psychologists, this stage is known as the "Teenagers" where in the focus of their study they analyze development and psychic experiences during this important stage of life.*

*Unlike other sciences task of psychology is to analyze the psychology of adolescence and the conflicts that arise during this stage age. It is generally agreed that these important developments affecting the bio-psycho-social status, and consequently reflected in their psyches. Developed and established adolescent sexual is in a state of transition to create his personality, cognitive and intellectual changes.*

*This dramatic change and its social status are in crisis between being a child and simultaneously adult. Biological differences lie in the focus of psychology because they are represent social interests of social phenomena. To the attention of psychology remain perceptions, emotions, motivations, social behaviour, judgments and mental development that come as a result of physiological development during adolescence.*

*To understand the psychology of adolescence is like to see it as variable of a learning process, intellectual organization, personal judgment, age trend, its status as sexual as well as social and economic.*

*Analysis of this individual is not sufficient if it merely focusing on physical, psycho - motor, emotional, cognitive and sexual maturity, but also not only by analyzing the most important various theories of the development to help us understand more individual and phenomena that accompany this stage of development where we can single: biological theory (Granville Stanley Hall), the cultural (Margaret Mead and Ruth Benedict), psychoanalytic (Sigmund Freud), psychosocial (Erik Erikson) or cognitive (Jean Piaget)*

*One of the key tasks to the attention of psychologists remains to sensitize the population.*

*This means not only those who are in direct relationship with the teenagers teachers, parents and counselors, but all of society should be able to understand and explain these behaviours.*

*If referred to human being that it owns aggression at his birth (according to psychoanalyst Sigmund Freud and ethologist Konrad Lorenz, a supporter of the theory of instincts). In early childhood appear in verbal aggression, this condition manifests itself more or less at the same way as boys and girls, these are forms of started aggression and later is generally hidden.*

*Many scholars treat aggressiveness as the primary force that may come as a reaction to aggression or frustration of primary needs, John Dollard in 1930, known as one of the developers of hypothesis "Frustration – Aggression" aggression or frustrated conditions bringing as inevitable aggression response. Aggressive behaviour based on social relationships and personal social interaction. Still many issues discussed and on which are mounted a few theories remains whether this aggression is innate or learned?*

*Albert Bandura famed Canadian psychologist focused his study of adolescent aggression to theory of learning. Bandura theory insists on the fact that aggression is a learned behaviour.*



Albert Banduras scheme that promote aggression is: “Model-Observation - Memorizing - Reinforcement – Behaviour”.

Not only for my study, but also to know teenagers and their problems more I went about at many educational institutions, not wanting to dwell only on statistical data that represents “The Ministry of Education” where the students who are expelled from school for violent acts or serious breaches regulations, appear simply as away.

To analyze the phenomenon of aggression and antisocial behaviour had to retain specific details that have school directories. In some schools of important cities observed that students lose academic year at the age of 16-17 years for the following reasons, the rate set following action: drop out of classes, violence against peers or school buildings and distribution and consumption of drugs or alcohol within the school premises. Quite the opposite happens in cities less important where the number of students who lose the school year for these reasons is very small and not significantly in rural areas where the reasons for leaving school are when the teenager removed to a next residential center.

Peak age of adolescence is the most important period for the full decision in forming opinion to prepare for life is when a teenager reaches 17 years. At this age, he apparently did not feel no more need for the parent to the fact that larger conflicts parent-child occur at this age.

These were some of the reasons for the selection of the sample exactly my age of 17 years (plus, minus three months). The focus of my study was for girls as well as boys and to some of the main variables of analysis of aggressiveness.

## Method

### Participans

Student tested for these behaviours are both females and males (250,142/108 only quantitative study), 17 years old considered as the peak age of adolescence. They were in schools of metropolis, a large big city with heterogeneous populations, in a town with a homogenous population, who live in different economical level, as well as in poor rural area.

### Procedure

To test the students was used “Buss-Durkee Hostility Inventory “ It contains 8 subscales.

The test contains 75 statements and the students must choose if you agree or disagree with the statement. One of the reasons for the selection of this test was the analysis of the responses in detail the eight variables, each response assessed respectively by a point:

- Assault
- Indirect hostility
- Irritability
- Negativism
- Resentment
- Suspicion
- Verbal hostility
- Guilt

Teenagers were tested during 2012 for the period January - April. They made sure that the questions were clear for each student. To measure the tendency of aggression in boys and girls I found logical to make this study not only develops new cities increasingly on the move, in a city less important, but in rural areas, to make possible to draw out some of the more specific elements of this phenomenon among adolescents in our society.

So are tested a total of 250 students aged 17 years, where 200 students were tested respectively in cities (in the tab.1 are marked with the name Urban Zone 1(U.Z.1) and Urban Zone 2(U.Z.2) and 50 students in a Rural Area (R.A.) This test clearly shows approach and trends in different places of our contry , but never be avoided in their interpretation of factors such as genetic, social, (Here can mention the effects arising from conflicting societies or societies that in a very short period have undergone powerfull



transformations as albanian society and are reflected in the social) individual, family factors, or in relationships etc. I realized my studie in a big city (U.Z. 1) rapidly changing, a mobile cities, with a more heterogeneous population in a city less important(U.Z.2) with a population more homogeneous and not overpopulated, more conservative and less open to rapid change,a society with less professional dynamic developments or personal time commitments throughout the day,where the parents are not losing the constant contact with child ren and in the mountainous rural area (R.A.) where life moves at a slower pace, where a significant number of people spend most of the day without any commitment, where adolescents are involved in farming and animal husbandry worktogether with their parents.

## Results

The aggressiveness of boys in three areas Boys (blue) girls aggressiveness in three areas tested Girls (Red)

Scales	U.Z. 1	U.Z. 2	R.A.	U.Z. 1	U.Z. 2	R.A.
I	61%	55%	56%	44%	44%	49%
II	56%	56%	54%	54%	55%	59%
III	51%	47%	47%	49%	50%	48%
IV	77%	66%	66%	68%	69%	68%
V	48%	54%	56%	55%	54%	53%
VI	59%	54%	62%	60%	60%	63%
VII	60%	56%	50%	57%	57%	50%
VIII	51%	55%	68%	56%	61%	60%

Tab.1

In most categories the answers of boys range from 54% - 56%.

IV.Scale Negativism where the percentage difference is 11% in ZU1. VI.Scale Suspicion the trend is higher in rural areas and the differences range is from 4% - 7%. Will see the same trend for ruralVIII.Scale.Guilt but the percentage differences here ranging from 4% - 17%.VII.Scale, Verbal hostility highest level observed in U.Z.1 and the differences of the amount ranging from 4% - 10%.

I.Scales Assault can be concluded smoothly change from urban girls in rural area with a higher margin 5% in R.A. Here besides individual factors can be mentioned environmental factors, can be considered as self-defense and as a way to survive too conservative and punitive environment.

More or less the same difference ranging in terms from 2% - 5% seems also II. Scales Indirect hostility addressed with the same tendency in rural area.

III.IV.V.and VI.Scales the results go between more or less the same levels with a difference of 1% -3% in the first three growing in urban areas, to VI.Scale in the rural area. It can draw attention to IV.scale with the highest level of percentages compared to all categories

Regarding the two last scales VII.and VIII. VII.scale Verbal hostility a growing trend is in urban areas with a 7% difference from rural area.

VIII.Guilt U.Z. 2 approaching with R.A. a margin of 1%, but significantly U.Z.1 wherein the difference ranges from 5% - 6%. This is explainedis because these areas teenager is closer to real problems plaguing their families and everything that can be a concern for parents, they feel at fault. This shows the response of one of the claims stating that "It saddens me that I have not done more to my parents". 95% of adolescents in .UZ. 2 and R.A. answered this fact "pro", while the U.Z.1 about 43% adolescents responded pro. In this long process the difficult role of society, school, media and micro environment is to



find some effective methods for the prevention of antisocial behaviours is to build communication to the parent or the adolescent educator. Parents should first try to help teens through the communication process. Communication can make possible the creation of a strong and consolidated relations between parents and adolescent children. Of course the state in cooperation with educational institutions and education should take care to create more centers of passage, or spending leisure or sporting activities by making teens (the most recent research of Institute of Public Health in Albania shows that only 29% of adolescents practise regularly sport from which 18% were boys and 11% girls). These environments can serve as places where they unload a good piece of negative energies. An important role belongs to education institutions, which not have only to ascertain and to punish teenagers, but together with parents to find solutions to reduce, minimize and contain the manifestations of aggression and antisocial behaviour, giving teenagers the opportunity to overcome the less pain during this transition period. Obviously society through awareness campaigns should be part in creating the conditions of acceptance, affirmation of the individual with this new status and to accept the role that he wants to take in society. Therefore it is required that the society be more tolerant, more accepting, more encouraging and stimulating the positive elements but not punitive towards them.

### References

- [1] Adams. Gerald R. "Adolescent development" The Essential Readings Wiley-Blackwell; 1 edition (February 21, 2000)
- [2] Ausubel. David P "Theory and Problems of Adolescent Development" Third Edition iUniverse; 3 edition (November 15, 2002)
- [3] Bandura Albert "Principles of Behavior Modification" Journal of Marketing © 1980
- [4] Berk. Laura E. „Entwicklungspsychologie (Pearson Studium – Psychologie“ Addison-Wesley Verlag; Auflage: 3., aktualisierte Auflage (16. Dezember 2004)
- [5] Breiling. James, Stoff. David M., Maser Jack D. "Handbook of Antisocial Behavior" Wiley; 1 edition (October 7, 1997)
- [6] Buss-Durkee Hostility Inventory Guida ragionata agli strumenti diagnostici e terapeutici nel
- [7] Disturbo di gioco d'azzardo Patologico Hans Dubois 2004
- [8] Connor MD. Daniel F. "Aggression and Antisocial Behavior in Children and Adolescents". Research and Treatment. The Guilford Press; 1 edition (July 12, 2004)
- [9] Delfos Martine F. "Children and Behavioural Problems" Anxiety, Aggression, Depression and ADHD – A Biopsychological Model with Guidelines for Diagnostics and Treatment, Jessica Kinksley London 2004
- [10] Duncan B. Clark, M.D., Ph.D., Michael Vanyukov, Ph.D., and Jack Cornelius, M.D., M.P.H. Childhood "Antisocial Behavior and Adolescent Alcohol Use Disorders Childhood" NIAAA November 2002 .
- [11] Gimelli Ralph J. Normal Child and Adolescent Development. Amer Psychiatric Pub; 1 edition (May 1996)
- [12] Fend Helmut "Vom Kind zum Jugendlichen. Der Übergang und seine Risiken "Entwicklungspsychologie der Adoleszenz in der Moderne. Huber vgl. 1990
- [13] Flexner William "Adolescence "Sarup & Son (24 Jun 2004)
- [14] Geen Russell G. "Human Aggression" Open University 2001
- [15] Heuves Willem "Pubertät" „Entwicklungen und Probleme“ Hilfen für Erwachsene. Brandes und Apsel. Frankfurt am Main 2010
- [16] Kaza Ndue "Psikologji "–Zhvillimi i personalitetit
- [17] Kaza Ndue "Adoleshenca Stina e Shpërthimeve"
- [18] Kazdin Alan E. "Parent Management Training. Treatment for Oppositional, Aggressive, and Antisocial Behavior in Children and Adolescents" Oxford University Press. New York 2005
- [19] Mogler Christian "The physical, cognitive, social, personality, moral, and faith development of adolescence "Scholarly Research Paper, 2008
- [20] Richardson "Human Aggression(1991). The Columbia Encyclopedia, Sixth Edition 2004, Columbia University Press.





- [21] Rutter Michael Henri Giller, Ann Hagell "Antisocial Behavior by Young People" Cambridge University Press; 1 edition (October 13, 1998)
- [22] Wolman Benjamin B."Adolescence" Biological and Psychosocial Perspectives. Greenwood Press Westport, 1998