

## “A COMPARATIVE STUDY OF AGGRESSION BETWEEN EARLY ADOLESCENCE & LATER ADOLESCENCE”

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### **ABSTRACT**

*The present study conducts an imperials investigation behavior adolescence and later adolescence.*

*A sample consisting of 100 students of high school in the age of 12 to 18 years All students were then equally divided into early and later adolescents. Thus, the study used a tool M.K Sutaria Aggression Inventory (AI) Obtained data were analyzed on t-Test. The results show that early adolescence had high score than later adolescence.*

**KEYWORDS:** *Aggression, Early Adolescence, Later Adolescence*

### **INTRODUCTION & LITERATURE REVIEW**

Nowadays aggression behavior among adolescence has been a serious problem in our society. From ages 12 to 18, children's grow in the way. Each child develops their own view of the world. Some children may be able to use logical operations in school work long before the can use themfor personal problems. When emotional issues come up, they can cause problems with a child's ability to think in complex ways. The ability to consider possibilities and fact may affect decision making. This can happen either positive or negative ways. A child in early adolescence uses more complexions focused on personal decision making in school and at home. Begins to show use formal logical operations in school work. Begins to question to authority and society's standard. And in later adolescence a child uses complex thinking to focus on self-centered concepts and personal decision making. He / She has increased thoughts about global concepts, develops idealistic view on specific topics or concerns. They may debate and develop intolerance of opposing view.

Early adolescence is a period of substantial change for developmental social claims generally, as well as aggressive behavior specifically.

For example, cleverly at all, (2012) identified three distinct classes of developmental in physical aggression from later childhood to mid adolescence (No Aggression moderate declining, and high increasing. E;gMoffit (1993) given these distinct changes, early adolescence presents special opportunities for intervention. In addition, researchon developmental changes in aggressive behavior problems may provide insight into developmental pathways toward adult risk behavior risky sexual behavior.

TimmerMance et Al (2008) and Mor serious Violents Schaeffer Et AL (2003) Susan (2008) reported that parents are vitally important throughout a child's life as source of love and security. Reihner Giaconia Beardslee Ward & Fitzmaurice (2009) found that the impact of family arguing and physically violence is long standing with implications for

adult functioning years. Etlink Et Al (2015) found that younger adolescents more problematic reactions to aggression eliciting situations and did older adolescents.

However. Empirical evidence about the consequences derived from engaging in aggressive behavior for the aggressor's personal, family and school adjustments is very scarce. For Example , does aggressive behavior have consequences on towards studies, relationship with classmates, degree of family communication and affective cohesion with parents.

The aggressive behavior exhibited by some adolescents towards their peers in the school setting refers to a series of behaviour aimed at other classmate in order to cause harm intentionally at the physical psychological verbal or relational level ( Estevez, Moreno,Jimenez&Musitu ,2013; Little Herich& Musitu,2003 ). The few studies in which this aggressive behavior has been considered as a predictor of the mal misadjusting of the adoloscents who commit it suggest that they are at high risk for emotional, psychological and school difficulties at the short and long term ( Vanderbilt&Augustyn ,2010 ) In the review carried out by these authors it was concluded out by these authors. It was concluded that engagement in aggressive behavior at school is related to subsequent health problems and to diferrent diagnoses such as stress, anxiety disorders and antisocial personality. This study others also report that participating in acts of aggression at school increases the rate of psychological acts of aggression at school increases the rates of psychological distress, depression and negative attitudes toward school ( Brunstem –Klomek et al; 2011; Zimmer –Gembeck,2012 ). Other reviews such as that carried out by Ostrowsky( 2010 ) ,

There is greater agreement among authors in identifying peer aggression in identifying peer aggression in adoloscents as a predictor for other later antisocial behaviour in adulthood Owles , 2011; Ttofi, Farrington & Losel, 2012) . It has also been found that communication in these families usually indirect and highly incriminating ( Leon-del-Barco, Felipe Castano ,polo-delrio, & Fajardo-Bullon ,2015; Markovic,2015 )

## OBJECTIVES

- The objective of the present study determines the impact of age on aggression behavior.

## HYPOTHESIS

- Early adolescence and later adolescence would differ significantly on the aggressive scores.

## METHODOLOGY

### Sample

- The sample consists of 100 students in the age group 12 to 18 yrs. Half of the sample consisted of ( 50 ) 12 to 15 Years and ( 50 ) 16 to 18 Years.

### Test & Scale

- Personal Data sheet
- M/K . Subarea Aggression Inventory (AI)

### Description of the Test

This adaption of the inventory contains 67 items whereas the original inventory of Buss & Durkee has 75 item. 8 items were dropped as they have significant corelation with entire. The inventory includes 59 items that measure hostility 8 items measure guilt.

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

### Scoring

In case of positive items “Yes “response is given a score of 1 and “No “response is given ` 0 ` . The scoring is reversed in case of negative items. Thus the range of negative items. Thus, the range of score is 0-67. Higher the score greater the magnitude of aggression percentile positive calculated by consulting the percentile norm provided in the manual of the scale.

**Table 1: Mean Comparison of Early Adolescents and Later Adolescents on the Aggression Score**

Groups	N	Mean	S.D	T	P
Early Adolescents 12-15 Yrs.	50	36.70	9.71	3.07	0.01
Later Adolescents 16-18 Yrs.	50	31.94	5.18		

It is clear from the table that there is significant differences between the early adolescents and later adolescents on aggression scores. The early adolescents has higher the Mean Scores (  $M=36.70$  ) than the Mean Scores (  $M = 31.94$  ) of the later adolescents and the difference between the two mean scores is significantly beyond 0.01 level of confidence.

### CONCLUSIONS

Thus hypothesis: “The early adolescence and later adolescence would differ significantly on aggression scores. “Is confirmed

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