

Aggression as related to emotional stability among physically challenged adolescents

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The study aims to investigate aggression as related to emotional stability among physically challenged adolescents of Agra district in various hospitals. The sample consists of 100 subjects in the age range of 15 to 22 years randomly selected from different hospitals of Agra district. The Aggression Questionnaire developed by Buss and Perry (1992) and Emotional Stability Test developed by Sengupta and Singh (1985) were used to measure Aggression and emotional stability respectively. For determining the impact of emotional stability on aggression correlational analysis, 't' test and two way ANOVA test were used to compare the difference of the variables.

Keywords: aggression, emotional stability and physically challenged adolescents

Scott (1968) opined that emotional stability is one of the important indicators of superior mental health. It also affects the learning of the pupil. Emotional control may impair performance in situations which requires flexibility and adaptability on the part of the person or pupil. If the pupils have no or very little emotional control it may lead to anxiety, inferiority feeling and guilt. The term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. Stability in emotions means firmly established or fixed, not easily upset or disturbed well balanced and capable to remain in same status. Schachter (1959) concluded that first-born and only children become more anxious in anxiety-inducing situations than later-born, and when anxious, are also more likely to seek company than later-borns. Smitson (1974) emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Kushnir (1978) found that birth-order differences in affiliation exist only in females and only in situations that produce higher anxiety in first born than in later-born females. This finding suggests that the purpose of affiliation for first-born females is to reduce anxiety. Lebedinskaya et al. (1980) investigated the effect of psychological instability on the intellect and personality of 76, 13-16 years old, 52 of whom were classified as difficult on the basis of their disruptive behaviour. Subjects completed the WAIS, various classification tasks, a questionnaire and an interview.

Eisenman (1992) concluded that first-borns are more fearful, and that some first-borns show more anxiety and creativity. These findings may be due to parents being more restrictive and anxious with first-borns as well as to first-borns having more time alone with their parents. Sumal et al. (1998) examined the relationship between emotional stability and morality. It was observed that emotional stability was positively and significantly related to morality. Subjects who were emotionally stable obtained higher scores on morality compared to those who were emotionally unstable. It was concluded that morality depend on emotional stability. Brabner (2003) indicated that females tend towards affection and sadness, and males incline to pride. Affection and sadness are categorized negative emotions (low emotional stability). Hay and Ashman (2003) investigated gender differences associated with the development of adolescents' sense of general self-concept and emotional stability were investigated with 655 adolescents. Relationships with parents

were important for males' emotional stability, but not females. Peer relations were more influential in the formation of adolescents' emotional stability than parental relationships. Aleem (2005) examines difference between the mean scores of male and female students on emotional stability and revealed that male students are found to be more emotionally stable than female students.

Aggression is often time viewed as a natural instinct of men, which is what it is not (Fischer & Mosquera, 2001). Webster defines the term aggressive as, "boldly hostile; quarrelsome; self-assertive; an aggregate". Webster goes on to define aggression as, "the act of making an unprovoked attack; a hostile action or behaviour" (Webster, 1990). A major problem with the topic of aggression is that a majority of individuals commonly view aggression as an automatic act that is uncontrollable. Aggression is; however, a response that occurs when it is viewed as profitable to one, whether or not it is profitable to one is based on past experiences in similar situations. Numerous situations arise that evoke anger in both men and women (Fischer & Mosquera, 2001). Studies have found that the main reasons men aggress are: physical harm, being insulted, an alleged loss of social status, blockage of a goal, or another person's faults or incompetence (Fischer & Mosquera, 2001). Men get angrier when their partners or friends do not pay attention to them. In reference to topics such as intellectual incompetence, men in particular get more aggressive after they have received negative feedback over their intelligence. Women on the other hand do not. One specific reason given for why men have greater aggressiveness is that they feel they are more easily provoked and offended. Men aggress when they feel there is a threat to their personal integrity (Fischer & Mosquera, 2001). After thorough investigation Bushman and Baumeister (1998) determined that self-esteem level was unrelated to aggressiveness. However, aggression was found to be associated with narcissistic. Buss and Perry (1991) too found no relationship between self-esteem and either physical or verbal aggression. However, a negative correlation was found between hostility and self-esteem level. According to the psychodynamic view, narcissistically disturbed persons defensively deny their weaknesses, failures, and negative characteristics in order to guard their self-image. This kind of categorical rejection and denial of negative characteristics may lead to very high scores on self-esteem questionnaires. Moreover, an ostensibly high self-esteem is a different thing from "true" self-esteem (Salmivalli, 2001). Baumeister states that threatened egotism, and insecure arrogance are the primary causes of aggression. For example, if someone or something challenges the favorable appraisals

of this individual, then it is the combination of highly favorable self-appraisals in conjunction with the ego threat, which leads the person to aggress towards the source of the threat (Baumeister, 1993).

The particular subtype, which is the most common among aggressive individuals, is the high and unstable type of self-esteem. Individuals with high and stable self-esteem report lower levels of anger and hostility. The connection between high and unstable self-esteem and proneness toward anger and hostility is that these individuals have fragile self-views. Thereby making them extremely vulnerable to any challenge from various sources. However, feelings of anger and hostility are different from overt aggressive acts.

Objectives of the study

1. Is there any correlation between aggression and emotional instability among physically challenged adolescents ?
2. Is there significant difference between the mean scores of adolescents with consideration of gender ?
3. Is there significant difference between mean scores of adolescent's aggression with consideration of emotional instability ?

Method

Participants

The study was carried out on 100 subjects. Subjects were randomly selected from various hospitals of Agra district. The sample consists of 50 male and 50 female adolescents and age ranged from 15 to 22 years.

Instruments

Aggression Questionnaire : The Aggression Questionnaire (Buss & Perry, 1992) is a 29-item measure consisting of four subscales: Hostility ($\alpha = .83$), Anger ($\alpha = .84$), Physical Aggression ($\alpha = .85$), and Verbal Aggression ($\alpha = .82$). This scale has proven useful in predicting laboratory and real-world aggression (Bushman & Wells, 1998; Buss & Perry, 1992). The latter two subscales were included as a source of preliminary validity information.

Emotional Stability Test : Emotional stability of children is measured through Questionnaire of Emotional Stability Test for Children, developed by Sengupta and Singh (1985). This scale contains 15 items for testing emotional stability of children. The maximum possible score of this test is 15.

Results and Discussion

Correlations between aggression and emotional instability among physically challenged adolescents.

Is there any correlation between aggression and emotional instability among physically challenged adolescents ?

For answering the above question, correlation has been applied, the result is as follow :

Table 1: Correlation between aggression and emotional instability (EIS) among physically challenged adolescents

		Aggression	EIS
Aggression	Pearson Correlation	1	
	Sig. (2-tailed)		
Emotional instability	Pearson Correlation	.124	1
	Sig. (2-tailed)	.243	
	N	100	100

Correlation is significant at the 0.01 level (2-tailed)

Table 1 indicates that there was no significant correlation ($r=0.124$, $p=0.243>0.05$) between emotional instability and aggression.

Independent sample t-test of aggression, emotional instability (independent variable : gender)

Is there significant difference between the mean scores of adolescents with consideration of gender ?

Table 2: Descriptive statistics on aggression and emotional instability with consideration of gender.

	Gender	N	Mean	S.D.	S.E.M.
Aggression	Male	50	95.4051	18.68533	2.10226
	Female	50	67.4158	15.78371	1.57054
EIS	Male	50	8.6962	2.39847	.26985
	Female	50	8.7525	2.38917	.23773

The results from above table show the number of adolescents, mean, standard deviation and standard error with consideration of gender.

Two Way ANOVA on Aggression (independent variables: Emotional instability).

Is there significant difference between the mean scores of adolescents' aggression with consideration of Emotional instability.

In order to examine this question, two way ANOVA was used. The results are as follow:

Table 3: Two Way ANOVA (or 2x3 ANOVA): Effect of Emotional instability on Aggression (N=100)

Source	Levels (N)	SS	df	MS	F
Emotional Instability	E1(98); E2(81)	1273.046	1	1273.05	2.995

** $p<0.01$; * $p<0.05$

Emotional instability had no significant ($p=0.085 > 0.05$) effect on aggression. However their interaction effect on aggression was not significant ($p=0.381 > 0.05$).

Physically challenged adolescents had no significant correlation ($r = 0.124$, $p=0.243 > 0.05$) between emotional instability and aggression. Emotional instability had insignificant positive correlation with Aggression. Therefore, we can conclude the emotional instability had insignificant negative correlation with Aggression. That is higher the level of emotional stability, lower will be the level of aggression and lower the level of emotional stability higher will be the level of aggression. The reason for negative relation of emotional stability with aggression may be that as one becomes more and more emotionally stable him/she may become efficient to decide when to exhibit aggression i.e. becoming aggressive only due to genuine issues.

There was significant difference in aggression between male and female adolescents. Male adolescents had significantly higher level of aggression than female adolescents. The results showed that aggression varied across male and female adolescents. Male adolescents had significantly higher aggression than female adolescents. This finding is consistent with the findings of Campbell (1999) and thus provides support to the finding that, in general, males are more inclined to describe their aggression in instrumental terms. Tedeschi, Smith and Brown (1974) suggest that males endorse instrumental aggression because of the benefits inherent in it. This result is also in confirmation with the finding of Nana-Banahene and Amedahe (2008). The data showed that male adolescent students obtained a significantly higher score on the instrumental scale of aggression than female adolescent students. Emotional instability had no significant ($p=0.085 > 0.05$) effect on

aggression or we can say that emotional stability had no significant effect on aggression.

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