

Relationship of Aggression with Various Dimensions of Friendship among Adolescents

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Abstract

The purpose of this study was to investigate the relationship between aggression and friendship status regarding different dimensions of friendship among adolescents studying at secondary level. Two validated instrument measuring aggression and friendship status (“Aggression Scale” Developed by Bharadwaj R. L. and “Dimension of Friendship Scale” developed by Chandna S. and Chadha N. K.) were used to collect data from the participants. The research was conducted on 80 adolescents studying at secondary level, randomly selected from four schools of district Sonipat, out of which 40 students are male and 40 are female. Results show that there was significant relationship between aggression and some dimensions of friendship among adolescents.

KEYWORDS: Aggression, Friendship status and Adolescent.

Introduction:

Aggression is a dangerous and harmful behavior which man acquires in negative conditions he passes through during childhood or even in later stages. Aggression may have many reasons, resulting from physical or mental diseases. Aggression has been defined as physical or verbal behavior (Baundra, 1993, Newman and Newman, 1997) intended to hurt someone- slaps, direct insults, even gossipy digs (Myers, 1993) as a behavior directed towards another individual (Bushman and Anderson, 2001) in terms of violent, attacking and destructive behavior carried out with proximate, intent to cause harm (Berkowitz, 1993, Barron and Richardson, 1994, Bushman and Anderson, 2001, Geen, 2001) that results in pain to the victim. Aggression also involves the delivery of a noxious stimulus and the product of aggression is always perceived negatively by the recipient.

Adolescence is often described as a period of ongoing growth and transformation, with the early stages of this period reflecting many of the more profound changes of this developmental phase. Early adolescence is a time of physical and psychological change, self-absorption, preoccupation with peer approval and identity formation (Pipher, 1994). On going physical, emotional, cognitive and physiological changes in an adolescent contribute to the complexity of developing an identity or sense of self. As means of compensation, adolescent friendships often serve as much-needed support systems or safe havens that assist them in processing the complex dynamics between self and environment. Borysenko (1996) explained that during adolescence, female friendships are “a precious link to the world outside, a lifeline to hold on to while crossing the sea of change”. Researchers have also demonstrated that adolescents who believe their friendships to be positive or supportive are more likely to have increased perceived social acceptance, stronger self worth, and decreased perceived social stress than peers who had more negative friendships (Berndt, Laychak, & Park, 1990; Frankel, 1990). Socially aggressive behaviors are somewhat different in that they typically occur

between acquaintances and include behaviors such as gossiping, social exclusion, social isolation, the stealing of friends or romantic partners, or the use of public confrontational strategies to achieve maximum social damage (Xie, Swift, Cairns, & Cairns, 2002).

Recent research has demonstrated variability in how aggression is related to the features of friendships (Rose, Swenson, & Carlson, 2004). As reciprocal relationships based on mutual commitment, friendships provide satisfaction for adolescents' increasing needs for intimacy (Buhrmester, 1996; Erwin, 1998) and offer unique benefits such as emotional and practical support (Newcomb & Bagwell, 1995; Stanton-Salazar & Spina, 2005). However, not all friendships may be equally adaptive. On average, friendships of aggressive children involve coercion and conflicts (see, e.g., Dishion, Andrews, & Crosby, 1995; Hawley, Little, & Card, 2007), but these relationships may also include positive characteristics like having fun (Hawley et al., 2007). This study is therefore a unique contribution to the literature as the concepts of aggression and friendship are entrusted to adolescents for exploration.

Statement of the problem

The present problem for investigation can be stated as under:

“Relationship between aggression and various dimensions of friendship among adolescents.”

Objectives of the Study:

1. To study the relationship between aggression and friendship status of adolescent boys regarding different dimensions of friendship.
2. To study the relationship between aggression and friendship status of adolescent girls regarding different dimensions of friendship.

Hypotheses of the Study:

1. There is no significant relationship between the aggression and friendship status of adolescent boys regarding different dimensions of friendship.
2. There is no significant relationship between the aggression and friendship status of adolescent girls regarding different dimensions of friendship.

Methodology

Sample of the study

Sample of the present study consisted of 40 male and 40 female respondents of the age group 15 to 17 years, studying in Secondary Schools, selected randomly from four Secondary Schools of District Sonapat, Haryana.

Tools

Following scales were used to collect the data related to Aggression and Friendship States of adolescents-

1- Aggression Scale developed by Bharadwaj R. L. This scale consists of 28 items (having five alternative answers) representing the different samples of behaviours found responsible to foster aggression more objectively.

2- Dimension of Friendship Scale developed by Chanadna, S. & Chadha, N. K. This scale consists of 63 binary-choice (yes- no) items, related to eight dimensions: (1) Enjoyment (seven items referring to degree of enjoyment among friends); (2) Acceptance (nine items regarding the extent to which the adolescent accepts his or her friend as he/ she is.); (3) Trust (nine items referring to the amount of trust among friends.); (4) Respect (seven

items referring to care, help, adolescent feels to his/ her friends.) ; (5) Mutual Assistance (eight items referring to the degree of sharing responsibilities and other needy things among friends) ;(6) Confiding (nine items referring the degree of share personal experiences, confidence on his/her friend) ;(7) Understanding (eight items referring to the mutual understanding among friends.); (8) Spontaneity (seven items referring to the feeling of comfort, freedom among friends.)

Procedure

Descriptive survey method of research was employed for the present study. The tools employed in the study were administered on the secondary school students of the age group 15 to 17 years. The data for the present research was collected personally by the investigator from different schools included in the sample.

Data Analysis and Interpretation

The data received was analyzed by using the Pearson’s coefficient of correlation.

Table-1: Table showing the correlation between the aggression and friendship status of adolescent boys regarding different dimensions of friendship.

Sr.No	Correlation of adolescent Boys between	N	Coefficient of correlation	Level of significance at .05
1	Aggression and Enjoyment	40	0.126	Not Significant
2	Aggression and Acceptance	40	0.316	Significant
3	Aggression and Trust	40	0.324	Significant
4	Aggression and Respect	40	0.318	Significant
5	Aggression and Mutual Assistance	40	0.134	Not significant
6	Aggression and Confiding	40	0.236	Not significant
7	Aggression and Understanding	40	0.302	Not significant
8	Aggression and Spontaneity	40	0.327	Significant

The coefficient of correlation of adolescent boys between the aggression and enjoyment dimension of friendship is 0.126.It is inferred that in case of adolescent boys aggression and enjoyment is not significantly correlated to each other.

The coefficient of correlation between the aggression and acceptance, trust and respect dimensions of friendship of adolescent boys is 0.316, 0.324 and 0.317 respectively.

Result reveals that aggression and these dimensions of friendship are significantly positively correlated.

In case of mutual assistance, confiding and understanding dimensions of friendship , table shows positive correlation (0.134, 0.236 and 0.302 respectively)with aggression but not significant at .05 level of significant.

The coefficient of correlation between aggression and spontaneity dimension of friendship is 0.327. It reveals that the correlation between aggression and spontaneity is significant at .05 level of significant.

Table-2: Table showing the correlation between the aggression and friendship status of adolescent girls regarding different dimensions of friendship.

Sr.No	Correlation of adolescent Girls between	N	Coefficient of Correlation	Level of significance at .05
1	Aggression and Enjoyment	20	0.693	Significant
2	Aggression and Acceptance	20	-0.498	Significant
3	Aggression and Trust	20	0.263	Not significant
4	Aggression and Respect	20	0.352	Significant
5	Aggression and Mutual Assistance	20	-0.305	Significant
6	Aggression and Confiding	20	0.147	Not significant
7	Aggression and Understanding	20	0.129	Not significant
8	Aggression and Spontaneity	20	0.218	Not significant

Table-2 shows a positive correlation (.693) between aggression and enjoyment but depicts a negative correlation (-0.498) between aggression and acceptance dimension of friendship among girls adolescents. The coefficient of correlation of adolescent girls regarding aggression and trust dimension of friendship is 0.263 which is positive but not significant. The result shows that aggression among girls adolescents is significantly positively correlated (0.352) with respect dimension of friendship. Table shows that aggression of adolescent girls is positively correlated with confiding, understanding and spontaneity dimension of friendship, having correlation coefficient 0.147, 0.129 and 0.218 respectively whereas it is negatively correlated with mutual assistance dimension of friendship having correlation coefficient -.305. Further it has been explored that aggression of adolescent girls with confiding, understanding and spontaneity dimension

of friendship is not significantly correlated but significantly correlated with mutual assistance at .05 level of significance.

Conclusion

From the results given above, it can be concluded that in case of adolescent boys aggression has significantly positive effect on four dimensions of friendship, namely acceptance, trust, respect and spontaneity out of eight dimensions whereas another four dimensions of friendship that are enjoyment, mutual assistance, confiding and understanding are not significantly correlated with aggression. However, the effect of aggression on acceptance and mutual assistance dimensions of friendship is negative in case of adolescent girls. Aggression of adolescent girls is positively correlatively with Enjoyment and Respect dimensions of friendship but not significantly correlated with trust, confiding, understanding and spontaneity. Thus we can say that aggression affects different dimensions of friendship which is also evident from the findings of Rose, Swenson, & Carlson(2004) indicated relationship of aggression with features of friendship.

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