

Relation of emotionality with aggression and anti-social behaviors among boys aged 12-17

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ABSTRACT

Despite progresses mankind has achieved during the last two centuries in the area of sciences and technologies, we are entering the 21st century where we are faced with various and increasing moral and educational problems especially in connection with the age group of children and adolescents. According to formal statistics and information released regionally and globally, the very phenomenon of juvenile delinquency is on the rise in most countries. In this research, three cases of behavioral problems have been addressed: emotionality, aggressive behaviors and anti-social conducts and their overall connection. The current research is a correlation and a cross-sectional type research that addresses gathering of data regarding one or several traits in a certain time period. The universe under study included all the boys aged 12-17 in the city of Tehran and the sampling method used in this work is cluster method while the sample under investigation includes two classes of 25 people, being 50 in total. The number was constituted of male students of District 15, Tehran. The tool used in this work was the Woodworth Personal Data Sheet and the Kolmogorov-Smirnov Test was applied for analyzing the data. The findings suggest there is a significant relationship between all the three variables in a cross-linked form. Overall, the findings revealed that emotionality is related with aggressive behaviors with a correlation coefficient of 0/779, with anti-social behaviors with a correlation coefficient of 0/504 while anti-social behaviors and aggressive behaviors are correlated with a correlation coefficient of 0/457. This finding indicated that emotionality of the sample people is related with the outbreak of violence and their antisocial conducts. Given the examinations done, it was specified that there is significant relationship between emotionality, aggressive conducts and anti-social behaviors; thus, it is necessary that the educational practitioners as well as social affairs planners make plans for reduction of anti-social conducts and of the level of negative emotions.

Keywords: Emotionality; Anti-social behaviors; Aggressive behaviors; Adolescents

1. INTRODUCTION

Because the human development is a constant process and results from some complicated interaction of biological, psychological and social factors, normal and abnormal behaviors of the members of the society have roots in their past, experiences and their learning. Aggression, violence, anti-social and delinquent behaviors usually begin during childhood and adolescence. These kinds of behaviors will be examined in the psychology of child and adolescent's growth and psychopathology under the title of Conduct Disorder should they seem substantial in terms of intensity, frequency and continuation. The Conduct Disorder involves a large spectrum of behavioral and social abnormalities. Children and adolescents affected with this disorder are usually aggressive and belligerent, warring and they are engaged in robbery while they are stigmatized as liars, deceitful, threatening and destructive. Escape from home and school and aggression is rampant among them. Longitudinal researches and various works have demonstrated the salient stability of anti-social behaviors in the long-run.

However, it is tricky to distinguish normal from abnormal, though various criteria raised for this distinction do not suffice. It can be stated; in fact that abnormality and abnormality stand on a continuum and it is the same issues that will make the clear distinction between these two categories so difficult; of criteria that determine an abnormal conduct are: degree, intensity, length and duration, age and the situation in which the behavior unfolds. Emotion in Persian is a word which is applied for expressing enthusiastic and sensual feelings and states. However, psychologically speaking, demotion involves an expression of all positive and negative mental and sensual states. For William James, mental and physical changes are directly resulted following perception of a stimulating reality (Kallat, Tr. by Seyed Mohamadi, 2013).

Emotions' function gives our lives mobility and inspiration, resulting in our interaction with others; some of the enjoyable emotions are reinforcing and happy such that the individual will struggle to reach that particular state. However, some others are irritating and maybe the person attempts to avoid them or to releases himself from that type of emotion should he is placed under such situation. Hence, emotions are divided into two categories in terms of level of pleasure and displeasure: positive and negative emotions. Either of the emotions has major significance and role in life and there is a special function for each (Borj Ali, 2011). Having a balanced level of emotion is an inevitable necessity for the process of human life perfection; because usually humans who seek to acquire experiences will enjoy to some extent a degree of higher energy and emotion.

Thus, while educating people, we need to be careful to make use of emotions appropriately while balancing our own emotions so that we do not bring about anti-social behaviors (Seyf, 1989). A society in which physical and mental needs are not satisfied in a balanced form and thus enjoys economic, social, political security as well as health facilities and other facilities of a healthy society, it will have people with more mental health. Thus, this issue is a major one upon which we can prevent from anti-social conducts (Tabatabaee, 2003). A feature of emotional state is that it is followed by physiologic and mental disorders; apparent state of these disorders is called a manifestation of emotion (Ganji, 2007). William James is the first researcher whom offered a physiological pattern for emotion and Charles Darwin was one of the primary scholars who studied emotion systematically. His aim to demonstrate emotions in humans was evidence for his Development Theory.

Herbart, the German philosopher considers the perception of mouton as the underlying factor for producing emotions. Thus, the organism perceives the situation as appropriate and synchronous and as a result, happiness emotions arises or conversely, it perceives the situation as inappropriate and non-homogenous and it becomes unhappy and sad (Akbarzade, 2003). The other theory, reversely places emphasis on physiological phenomena of emotions. Descartes first stated this theory and later, James Lange expanded it with more accuracy and exactness. This theory, instead of considering emotion as the main cause of member phenomena believes member phenomena as the causes of emotion. According to the theory developed by Bard and was consequently made known as the Cannon-Bard theory, bodily changes and the feeling of emotion take place concurrently. Schachter-Singer, too maintain that the emotion we feel is our interpretation of arousal states.

Watson maintains that there are three fundamental emotions which have been inherent and do emerge by some special stimulants which are: fear, rage and love. Given the Richard Lazarus theory which is known as the evaluative theory, emotion is a result of evaluation of information and environmental situation and of the body. In this research, by emotionality, it is a score which is acquired by then subject in the Woodworth Personal Data Sheet in the view of emotionality. Aggression in pre-school children is from a growth perspective natural and fleeting. Upon examining this situation, we observe that aggressive behaviors like robbing and snatching and the like increase in 2-4 years of age and decrease in the primary years of school quite considerably (Hartup, 1974). It looks that some of the kinds of misbehaviors in the pre-school years are manifestations of social interest not intentionally belligerent as Val Drop and Halverson (1972) found a relationship between aggression and bond seeking conducts among 2-5 aged children.

Numerous theories have been presented in relation with aggression including advocates of the theory of aggression being inherent, advocates of the social-originated aggression and the aggression-frustration hypothesis. A group of behavioral sciences theorists like Freud who expounded the Psychoanalysis school and Lorenz, the Austrian zoologist maintain that aggression is a behavior which is rooted in the essence of mankind. Bandura while supporting the social originated aggression theory states that aggression has a mimicry facet and cannot found to be inherently based. The Conduct Disorder is relatively rampant among adolescents. Some researchers have estimated the outbreak of this disorder as between 6-16% among boys and 2-9% among girls under 18 years of age. In 2000, the emergence of the Conduct Disorder was reported to be over 10% (American Psychiatry Association, 2000).

The start of conduct disorders and their signs are rare after 16 years of age and should these behaviors persist to exist during adulthood, the anti-social personality disorder will be raised. Among the people affected with the Conduct Disorder, the Attention-deficit hyperactivity disorder and also academic problems as well as learning drawbacks are prevalent. An anti-social behavior is a pattern which usually starts in childhood and often continues into the rest of life. This conduct is either illegal or immoral or both and is by the way a violation of the legal system of the community. The term behavioral disorders, without having been defined entered into the dictionary of psychology around 85 years ago. Since then, teachers, psychologist and other individuals who are engaged with children's emotional and behavioral problems apply this term for their own purposes. However, no definition which is widely accepted has ever been raised. Pate considers child with behavioral disorders in childhood whose behaviors are so inappropriate that his attendance in the classroom will engender a distraction of senses and disturbance of the others.

This will too inflict more pressure on the teacher (Seyf Naraghi, 1995). Kirk considers a behavior as deviancy which is chronic and continual while being inappropriate with the age of the people and its expanse will include hyperactivity and aggressive behaviors and isolationism. Results of a later research which has been done nationwide indicates that 63% of anti-social and delinquent behaviors take place in initial years of adolescence and in the age interval of 12-16 years of age. Results of a longitudinal research done by Fortine et al demonstrated that students with anti-social behaviors expose their own negative and intensive behaviors during their freshmen years of high school and in later years to follow, substantial improvement will be seen. This finding is in line with the hypothesis stating the reduction of anti-social and delinquent behaviors as age rises in adolescence. A work done in Iran indicates that over 80% of the delinquent students have weak academic performance. Overall, abnormalities as well as social problems are prevalent among boys and around 10% have reached their own maximum (Shayeste, 1997).

Factors causing aggression and anti-social behaviors: various evidence has been offered regarding genetic roots of anti-social behaviors. For instance, it has been specified that delinquent behaviors and anti-social conducts are greater in single-oval twins compared to bi-oval twins. This finding reaffirms the impacts of biological and heritance factors (Cloninger et al, 1978). Ana Freud (1946) considers the characteristics of the era prior to puberty as renewal of intensive activities of intrinsic tendencies which are followed by belligerence and "pre-genital" signs era as well as Oedipus eras. Karen Horny (1942) states that an aggressive person gets involved in opposition with others; perceives the way others hold as being opposed to that of his and accepts nothing but that. For such a person with a "aggressive disposition", life is a struggle for survival. For Eysnk (1964), the delinquent person, particularly the psychopath has a low capacity for socialization and does not acquire fear as good as medium range people due to conditional responses. These theories explain the very psychological root of aggressive behaviors.

The social learning theory concerning the ontology of the Conduct Disorder places emphasis on such cases as learning lessons and reinforcement (Bandura and Walters, 1963) (Bandura, 1973), pattern of rejection on the part of parents, learning lesson of a criminal role from a violent father and being punitive from a belligerent mother (Mc Kurd and Mc Kurd, 1958; Bandura and Walters, 1959; Andrew, 1960). The inevitable effects of family on the conduct disorder becomes apparent through various ways like parental conflicts and their disagreement as well as family aggression and disturbance, insufficient communications with the child, divorce and separation, estrangement from father, the parents being anti-social and alcoholic and a compulsory and violent setting of the family (Herington and Martin , 1979; Alexander, 1973; Kardek, 1981; Amery, 1982; Guilder, Guatt and Myo, 1989 and Patterson, 1980). Sheffer (1961), too while raising two key dimensions of ways related with the parental performance under the control dimension (from permissive to authoritative respectively) and emotional dimension (from warmth to feud respectively) has considered these dimensions as predictive factors of delinquency and mental pathologies and ills during childhood. For him, parents whose behaviors lie at the end of these dimensions will introduce children with socially belligerent tendency (Vaziri, Lotfi, 2000).

Violence people will in long term be entangled with their own indecent conducts. Usually, they in under ages tend to illegal activities and will by the time of puberty commit social crimes for as much as five times. Violent tending children lack social skills in social interactions and educational dropout is evident among them.

They misuse their own children and spouses in adulthood and they are weak and lazy people and finally commit offences (Hajizade, 2001).

2. METHODOLOGY

The universe under study included all the boys aged 12-17 in the city of Tehran and the sampling method used in this work is cluster method while the sample under investigation includes two classes of 25 people, being 50 in total. The current research is a correlation and a cross-sectional type research that addresses gathering of data regarding one or several traits in a certain time period (Roghanchi, 2005).

Research tools

In this research, the Woodworth Personal Data Sheet was used for examining the level of emotionality, aggression and anti-social behaviors. This scale is the first personality questionnaire which was developed in the First World War, however it was published in the end of the war and it was aimed at measuring out personality characteristics of the volunteers to join the U.S. Army. This scale, in fact was a written interview or a pencil-paper interview with a final form of 116 questions. The subject responded to them with "yes" and "No" answers. The short form of the questionnaire scale has 76 questions which is applied for measuring emotional disorders of people aged from 12 to 16-17 years of age. Eight traits are measured by this questionnaire. Either of the test's questions could be related to one or two or three traits (Sharifi, 1997). The short form of the Woodworth personal questionnaire has been standardized for the Iranian youth aged 12-17. The Cronbach's alpha in this research has been estimated at 90% (Woodworth, 1920).

Research findings

Given the examinations conducted, it was determined that there is a significant relationship between emotionality and aggressive behaviors, between emotionality and anti-social behaviors and also there is a significant relationship between aggressive behaviors and anti-social conducts. Of course, given the findings, the relatedness of these variables was not out of expectations. The Kolmogorov-Smirnov test was applied for testing the normalcy of the scores' distribution.

Kolmogorov-Smirnov test for testing the normalcy of scores' distribution.

	Average	Standard deviation	Kolmogorov-Smirnov	Sig.
Emotionality	4/18	2/91	1/023	0/246
Aggressive behaviors	3/33	2/24	1/131	0/155
Anti-social behaviors	1/08	1/42	1/94	0/001

Matrix of correlation coefficients of emotionality and aggressive behaviors.

	Emotionality	Aggressive behaviors
Emotionality	1	
Aggressive behaviors	0/779	1

Results indicated that there is a significant relationship between emotionality and aggressive behaviors (0/779); $p < 0/05$, $R = p < 0/001$

Matrix of correlation coefficients of emotionality and anti-social conducts.

	Emotionality	Anti-social conducts
Emotionality	1	
Anti-social conducts	0/504	1

Results indicated that there is a significant relationship between emotionality and anti-social conducts; $p < 0/05$, $R = 0/504$

Matrix of correlation coefficients of aggressive behaviors and anti-social conducts.

	Aggressive behaviors	Anti-social behaviors
Aggressive behaviors	1	
Anti-social behaviors	0/457	1

Results indicated that there is a significant relationship between aggressive and anti-social behaviors. $p < 0/05$, $R = 0/457$

3. CONCLUSIONS

Emotionality and aggressive and anti-social behaviors are some mental and behavioral symptoms and patterns which assume clinical importance and could be found in the individual and are found to be related with verbal distress (excruciating signs), disability (i.e. disorder of one or several major performance) or with a considerable increase of death, disability and losing freedom. In addition, these signs and patterns must not solely be a predictable culturally affirmed response some special events like death of a loved one (American Psychiatry Association, 2000). This research was done with the aim of exploring the relationship of emotionality and aggressive and anti-social behaviors among boys aged 12-17 in the city of Tehran. Given the researches done, there is a significant relation between all three variables.

Subjects were chosen through cluster sampling method and the Woodworth Personal Data Sheet was applied for gathering the information. In 1994, Seyed Mehran Husseini et al found in a research with the title of the relation between emotionality, extroversion and rage among male delinquent and non-delinquent adolescents aged between 16-17 residing in the Center for Education and Rehabilitation in the province of Tehran as well as Tehran High Schools that the level of emotional seeking is greater in delinquent adolescents compared to normal youth and this difference is significant; in other words, there is a significant relationship between the level of emotion seeking of delinquent adolescents and their rage. Mehri Sultani and her colleagues, in 2010 embarked on examining then relationship between emotion seeking and internet addiction where they indicated that emotion seeking had effects on internet addiction. Results of the research are in line with those of study by Husseini et al (1994) and Sultani et al (2010).

Hartman (1992) examined the emotional difference of athlete men and women by using the emotion seeking scale in Zuckerman's sixth form where the findings revealed that athletes, without considering their gender are in a more extreme level of emotion seeking compared to non-athletes and men compared to women, without considering their participation in sports enjoy more intensive emotion seeking level. Green (1999) concluded that boys wage fights more than girls do; retaliate and use more bodily force compared to girls. However, girls use more war of words. Sharp (2000) also pointed out that boys, especially when girls are present expose more aggression from themselves and girls, when being with boys compared to the time they are with other girls are found to be more aggressive (Sadeghi, Moshkbid Haghghi, 2008). Since, delinquent and normal adolescents are meaningfully different in terms of emotion seeking, at the initial stages when delinquent adolescents enter the Center for Education and Rehabilitation will be examined in terms of emotion seeking and measures are considered for those who score high; of these plans we can refer to heavy sports competitions, citation of diversity and climbing and package holidays (Zuckerman, 1998). One of the limitations of this research is that the sample was small; hence care should be exercised when generalizing then data. Other restrictions of the work include the following:

1. Non-conformity of the sample people
2. High number of questionnaire questions for the students and lack of interest of some of the sample people to reply to the questions

It is advised that this research be done with a larger age range on girls in order that the effects of other variables on the aggressive and antisocial behaviors are understood.

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