

SOCIAL AND PSYCHOLOGICAL FEATURES OF JUNIOR SCHOOL STUDENTS PRONE TO AGGRESSIVE BEHAVIOUR

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This article deals with the main results of the conducted empirical research aimed at studying psychological features of children aged seven and eight with aggressive behavior. After the analysis of the data obtained various social adaptation levels of the children demonstrating different levels of aggressive behavior were identified. It has been determined that more aggressive children are characterized by a higher emotional instability than the children showing a low level of aggression; a number of social and psychological differences were revealed (various attitudes of tested children towards prominent adults, in communication with peers and in their inquisitiveness). The results of empirical research provided in the article can be used in the correctional, educational activity of a psychologist, and also in counseling teenagers and their parents. The research materials can be used for the development of training programs and correction programs of junior school students prone to aggressive behavior.

Keywords: junior school age, aggressive behavior, social adaptation, behavioral features, interpersonal and intra family relations.

INTRODUCTION

Readiness of a person for aggressive behavior is considered as a rather steady trait of the personality – aggression. The level of aggression of the personality is determined by a number of factors, including learning in the course of socialization and orientation to cultural social norms, the most important of which is a regulation of social responsibility (Berridge, 2011; Ganieva *et al.*, 2014; Shaidullina *et al.*, 2015; Salakhova, 2016; Zakirova & Nikitina, 2016; Valeeva & Kalimullin, 2016).

The phenomenon of aggressive behavior is represented in psychology rather widely. Opinions about the causes of aggressive behavior and methods of psychological correction varies to the opposite ones depending on a psychological school of thought.

The most consistent and consecutive positions are those that explain theoretical concepts of psychoanalysts and neo-freudians - about aggression as a congenital, instinctive property of the individual, about aggressive behavior as a result of

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learning - behavioral theories, and about aggression as a behavioral reaction to frustration.

In addition to fundamental views of an aggression problem, it is also necessary to consider a number of individual factors that are undoubtedly important for forming a holistic view.

The concept of aggression itself is ambiguously treated by many researchers (Zmanovskaya, 2008; Ribakova, Valeeva & Merker, 2016). This is asocial behavior including disobedience and falsity, this is an insult or damnification to any living being that is not wishing to be treated in the similar manner and any form of behavior for the purpose of causing psychological or physical harm. In spite of the fact that there is already a negativist aspect in the connotation of this word, some researchers consider it even a useful quality, for example, for leaders of a group.

The form of aggression itself can be manifested differently. Combining various points of view it is possible to identify the following forms of aggression (Zmanovskaya, 2004).

- physical aggression (attack) – use of physical force against another person or an object;
- verbal aggression – expression of negative feelings by means of a form (a quarrel, shouting, squealing), and through the content of verbal reactions (threat, damnations, abuse);
- direct aggression – directly aimed at any object or a subject;
- indirect aggression – actions which are directed in a roundabout way to another person (spiteful gossips, jokes), and the actions which are characterized by not orientation and disorder (rage outbursts which are manifested in shouting, leg stamping, beating fists on a table);
- instrumental aggression – being the means of achieving any purpose;
- hostile aggression – expressed in the actions aimed at inflicting harm to an object of aggression;
- autoaggression – aggression which is demonstrated in self-accusation, self-humiliation, self-injuries up to suicide;
- altruistic aggression aimed at protecting the others against someone's aggressive actions.

If we pay attention to another aspect of aggression – goal-setting, then scientists cannot come to a consensus here (Emelyanenkova 2014; Korolyova, 2016; Kalininà, 2015; Sorokina, 2015; Lee, 2015; Salakhova, 2016; Zillboorg, 1996; Ovsyanik, 2016; Rean, 2013; Tashcheva, 2015; Zakirova, Masalimova & Nikoghosyan, 2016; Biktagirova & Valeeva, 2016). Views vary from an impulsive act which is not under control to consciousness and a desire to make an impression.

As it was shown above, depending on the affiliation to this or that psychological direction, experts cannot come to a consensus even on such issues as the conditionality of aggression by the human nature or its personal qualities. The ways of preventing and correcting aggressive behavior also differ respectively (Emelyanenkova 2016; Enyashina, 2011; Lapteva, 2012; Mukhina, 2014; Tashcheva, 2016).

MATERIALS AND METHODS

Now the problem of aggressive behavior is especially urgent both for the state, and for parents (Salakhova & Enyashina, 2016).

Now aggressive actions can already be observed in children from the earliest age. Most often these are the rage outbursts or anger outbreaks which are followed by shouting, biting, pugnacity (Gnedova, 2006). And though such reactions of the child are unpleasant and are not encouraged, but they are also not considered abnormal (Nagornova, 2012). Such behavior of the child which can be considered aggressive is very conditional, most often it is caused by a condition of discomfort or helplessness as the child has no intention to inflict harm to people around (Gnedova, 2008). In later age the conflicts and quarrels with peers are more and more actively put in the forefront (Kalinina, 2008; Wang, 2015), an assault reaction is distinctly observed.

Destructive aggression with which destructive tendencies in behavior are permanent and purposeful, as well as elevated aggression can turn the child into a confrontational individual incapable of normal communication with peers and adults who is likely to demonstrate obvious problems in behavior (Mukhina, 2014), even up to a suicide risk (Farinovich, 2013; Graeff, 2007) or an addiction risk (Ahn, 2011). Therapeutic work with parents and a child will help to neutralize similar behavioral acts (Gnedova, 2006; Kalinina, 2015), as well as education of responsibility and independence in a child (Lapteva, 2012) and the psychological therapeutic simulated situations and games (Enyashina, 2011; Sedunova, 2011). We believe that the study of aggression genesis and clarification of the psychological features that form aggression in the developing personality will help to predict potentially dangerous properties of the personality, to be engaged effectively in the prevention and correction of deviant behavior (Salakhova, 2015).

The study of psychological features of children aged seven and eight with aggressive behavior was the purpose of our research. The object of the research was psychological features of junior school students, as a subject of research – the sphere of interpersonal relations and perception of intra family relations of 7-8 year old children with aggressive behavior.

Within our research we assumed that psychological features of 7-8 year old children showing aggressive behavior will differ from psychological features of children of the same age whose aggressive behavior has not been revealed.

We used as diagnostic instruments in our research:

- 1) an experimental and psychological technique of studying the frustration reactions offered by S. Rosenzweig (children's option) for identification of children with aggressive behavior and for studying their emotional reactions (Raigorodsky, 2001);
- 2) René Giles's technique for detecting behavioral features, peculiarities of interpersonal and intra family relations (Raigorodsky, 2001);

Mathematical comparison and method φ^* - Fisher's angular transformation were used as methods of statistical processing of the obtained results in the empirical research.

Forty eight children at the age of seven and eight have participated in the study, 18 of them after processing the data obtained have been referred to the group of children with aggressive behavior.

To conduct an empirical research of 7-8 year old children with aggressive behavior, we needed to reveal 2 groups of tested juniors at first: 1) the group of children showing aggressive behavior and 2) the group of children in whom aggressive behavior has been detected.

For this purpose we have applied an experimental - psychological technique of studying the frustration reactions offered by S. Rosenzweig. Those tested children who reacted in the frustrating situation with "fixing on an obstacle" and in an extrapunitive orientation (showed aggressive behavior and hostility to external objects) fell into the first experimental group. All other tested children who showed other types of reaction in the frustrating situation fell into the second group of tested children.

It should be noted that we did not use only one technique to divide tested children into two groups of the general sampling of the tested children. While dividing we were guided also by the results obtained on a scale "proneness to conflicts, aggression" of R. Giles's technique. Our results have shown that aggressive behavior was detected in tested children with both techniques: S. Rosenzweig's technique, the same type of behavior (aggressive) has also been revealed by R. Giles's techniques. Thus we have confirmed the relevance of division of the general sampling of tested children according to the criterion chosen by us.

The children aged seven and eight showing aggressive behavior have been included in the first empirical group of tested children; 7-8 year old children who have not demonstrated aggressive behavior have been included in the second empirical group.

RESULTS

Results of this study have shown that the level of adaptation to the social environment revealed by the experimental and psychological technique of studying the frustration reactions offered by S. Rosenzweig reliably differs in tested children

of empirical groups (1,825 with critical value 1,64 when $\alpha = 0,05$). Children with aggressive behavior are less adapted to the environment, in comparison with the second group.

In the study reliable differences have been revealed in the types of emotional reactions in the children showing aggressive behavior and the children who do not show aggressive behavior (3,2 with critical value 2,31 when $\alpha = 0,01$).

In our research reliable differences have been disclosed in the directions of emotional reaction in the children showing aggressive behavior and the children who do not demonstrate aggressive behavior (2,043 with critical value 2,31 when $\alpha = 0,01$).

Adaptability to the social environment of tested children of both groups has been studied in our research, spheres of their interpersonal relations, perception of intra family relations and certain characteristics of behavior by them. The main results of the study are given in table 1.

TABLE 1: DIFFERENCES IN STATEMENTS OF TESTED CHILDREN IN TWO GROUPS BASED ON FISHER'S ANGULAR TRANSFORMATION METHOD

<i>Nº</i>	<i>Name of the scale</i>	<i>Mean value of occurrence in the first group</i>	<i>Mean value of occurrence in the second group</i>	<i>Criterion value</i>
1	Attitude to the mother	89	93	2,6
2	Attitude to the father	30	70	16,2*
3	Attitude to the parents	49	85	5,4
4	Attitude to brothers and sisters	57	70	8,1
5	Attitude to the grandmother, the grandfather	70	83	3,4
6	Attitude to a friend	98	44	16,5*
7	Attitude to a teacher, mentor	31	86	18,3*
8	Inquisitiveness	33	91	19,1*
9	Sociability in a group of children	60	49	2,9
10	Aspiration to dominating, leadership	97	29	20,5**
11	Proneness to conflicts, aggressiveness	88	30	17,5*
12	Reaction to frustration	75	49	4,2
13	Aspiration to solitude	35	56	5,0

Note: significant values ($p \leq 0,05$) are marked with *
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Research results show reliable differences of tested children in both groups in the attitude to the father (16,2 with critical value 15,8 when $\alpha = 0,05$). Tested children with aggressive behavior, unlike other children who do not demonstrate aggressive behavior, try to avoid any relations with the father.

The results authentically differ on a scale “**the attitude towards a friend**”, (16,5 with critical value 15,8 when $\alpha = 0,05$).

Reliable differences on a scale “**the attitude to a teacher**” have also been obtained (18,3 with critical value 15,8 when $\alpha = 0,05$). The children of the first group are inclined to diminish the authority of a teacher, to defy it, to try to be beyond his field of vision.

We also found a reliable difference on a scale “**aspiration to dominating and leadership**” (20,5 with critical value 19,7 when $\alpha = 0,01$) and on a scale “**proneness to conflicts and aggression**” (17,5 with critical value 15,8 when $\alpha = 0,05$). As one would expect, the tested children of the first group show a great degree of aggression, than the children of the second group.

Reliable differences between the groups were also obtained on a scale “**inquisitiveness**” (19,1 with critical value 15,8 when $\alpha = 0,05$).

DISCUSSION

After processing the empirical research results we have established that the level of adaptation to the social environment authentically differs in tested children of empirical groups. These results show that the children demonstrating aggressive behavior experience difficulties while interacting with people around, difficulties in their adaptation to new, constantly changing conditions, show rigidity. It is seen that they feel anxiety, alarm, dissatisfaction with themselves and their social position and a low level of social adaptation testifies to it.

We also found reliable differences in the types of emotional reaction in the children showing aggressive behavior and the children who do not demonstrate aggressive behavior.

Results of the conducted research demonstrate that the tested children of the first group often show aggression, hostility both against someone and something. They actively deny very often their fault and responsibility. Such children proved to be weak, vulnerable persons, they consider any frustration as a potential hazard for the “I” and, thereby, concentrating their efforts on it, they actively defend themselves.

Tested children of the second group on the basis of research results adequately react to frustration situations, thereby they successfully resolve them. Thus we can say with confidence that the emphasis of attention on obstacles and self-defense of the “I” are the indicators of aggressive behavior.

Reliable differences were found in the directions of emotional reaction in the children showing aggressive behavior and the children who do not demonstrate aggressive behavior. Tested children of the first group (children with aggressive behavior) react more often in an extrapunitive orientation. That is, their reaction is directed to the living or non-living environment. The external reason of the arisen difficulties is blamed, the degree of the frustrating situation is emphasized, and sometimes such children require the resolution of a difficult life situation from another person. Tested children of the second group are inclined to react to the

frustrating situation in an intropunitive and impunitive orientation. It means that children without aggressive behavior consider a difficult life situation as something insignificant or unavoidable that can be overcome over time. The people around do not put the blame.

Within our empirical research we have studied adaptability to the social environment of tested children in both groups, spheres of their interpersonal relations, their perception of intra family relations and certain characteristics of behavior.

The data after processing have shown reliable differences of children from both groups in their attitude to the father.

At first we have assumed that such results have been obtained because in any of the groups the percentage of the children who have grown up in an incomplete family is high. We have assumed that in this case the children can create a powerful projection, both positive, and negative. That is, the child abuses the father for the fact that he had left him and mother, or on the contrary, to attribute him ideal traits.

However, this assumption was wrong as the percentage of the children who have grown up without the father in both groups was approximately identical (46% of the children who have grown up without the father in the first group of tested children, 34% of children in the second group of tested children – the difference is not valid). Therefore, such different attitude towards the father is caused not by external objective factors, but internal psychological features of the children.

It is possible that the role of the father has just a huge value in the formation of aggressive behavior. There is a probability that aggressive behavior of the father (both physical, and psychological) forms aggressive behavior of the child as at this age the formation of character goes on the basis of imitating seniors.

The same way, perhaps, the role of the mother also exerts impact on the development of the child's aggression. If the mother is anxious and dominating, constantly suppressing the father, then the child can adopt her manner of behavior (aggressive) and defies the father, identifying himself with the mother. Therefore, the results can also testify to the positive attitude towards the mother and the negative attitude towards the father. This hypothesis, of course, takes place though we consider that it is direct aggression of the father that influences the child's behavior more likely. To get more reliable information subsequently we are planning to conduct an additional research.

The results authentically differ on a scale "**the attitude towards the friend**".

Children with aggressive behavior strive for communication with other children more, than children without aggressive behavior. Probably, it is associated with the fact that the feeling of safety in the family is more expressed in children from the second group, they also feel comfortable together with their parents, and with their relatives. Tested children of the first group, on the contrary, have no trusting

relationships in the relations with parents and relatives and they have negative feelings.

Tested children of the first group can express these negative feelings safely only in the group of peers or while interacting with younger children. It is there the children from the first group can be dissatisfied, gloomy and aggressive without being punished. The same explanation can be applied to the fact that junior school students showing aggressive behavior have an aspiration to communicate with peers though this activity is considered to be the leading one at teenage age.

Reliable differences on a scale “**the attitude to a teacher**” have also been obtained. These results are very similar to the results, received in the same, first group of tested children on a scale “**the attitude to the father**”. It turns out that the children showing aggressive behavior have a negative attitude to the image of a teacher, as well as to the image of the father. There is a feeling that only the mother is an authority and the most significant person for such children, and all other adults stand on this hierarchical ladder some steps down. And, as result, even in their presence the child is able to afford aggressive behavior towards other children. Absolutely another situation is in the second group of tested children. They treat the teacher, as well as other adults, with some share of trustfulness and respect. Children without aggressive behavior try to be closer to the teacher, try to attract attention, but they use, unlike children with aggressive behavior, pro-social and effective methods.

Differences between groups were also obtained on a scale “**inquisitiveness**”. Tested children of the first group, unlike the children of the second group, avoid receiving new information and they avoid a training situation. They prefer to be involved in their own business at this time, communicating with peers. And it should be noted that communication with peers is not the leading activity of junior school students. The leading activity of 7-8 year old children is definitely the learning. That is, it turns out in view of the data that the leading activity is broken in the children with aggressive behavior, unlike children from the second group.

CONCLUSION

Thus we have found differences in psychological features of junior school students with various levels of aggression. The results show that the children with a high level of aggression are less socially adaptive than the children with a low level of aggression.

However, it is necessary to consider that aggression as a protective reaction, at present and in our reality absolutely a normal phenomenon (Emelyanenkova, 2016). The child deprived of healthy aggression runs into difficulties. If at a nursery school the child is still protected by the tutor or a parent from attacks of aggressive children, then at school he faces the aggression directed to him directly. Absolute lack of aggression has also an adverse effect on a child’s development and formation

of his character, as well as excessive aggression (Kalinina, 2015). Total absence of aggression quite often is the reason of passive behavior of the child. The children deprived of healthy aggression do not strive for leadership, preferring to be led, and are often subordinate to the opinion of the majority or opinion of the personality, authoritative for them.

RECOMMENDATIONS

The results of the empirical research presented in the article can be used in the correctional, educational activity of a psychologist, and also in counseling teenagers and their parents. Research materials can be used for the development of training programs and programs of reforming junior school students inclined to aggressive behavior.

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