

STUDY OF AGGRESSIVE BEHAVIOUR IN RELATION TO PERSONALITY TRAITS AND LEARNING DISABILITY AMONG ADOLESCENT STUDENTS

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Abstract

Adolescence is a crucial stage of development of life which is marked by a wide range of concepts and intense feelings, most of which are expressed through aggressive behaviour. Any behaviour aimed at another individual with the immediate purpose to cause bodily or psychological harm is considered as aggressive behaviour. Personality is considered as one of major factors influencing aggressive behaviour among adolescents. Personality describes the unique patterns of thoughts, feelings, and behaviours that distinguish a person from others. Studies revealed that children with learning disabilities exhibit significant behavioral problems than normal children in the form of hyperactivity and aggression. A learning disability is a neurological condition which affects the brain's ability to send, receive, and process information. Most of the research work has been undertaken on the factors that contribute to aggressive behaviour, which includes family dynamics, peer relationships, school environment, socio-cultural influences, etc. The present paper aimed at studying the prevalence of aggressive behaviour in relation to personality traits and learning disability among adolescent students. For this purpose, the researcher employed the descriptive method of analysis completed by co-relational approach. A sample consisting of 250 adolescent students was taken from Amritsar city. Subsequently data was subjected to statistical analysis. Results clearly indicated that all the above factors contribute to aggressive behaviour among adolescent students. The results of this study provide a foundation for understanding the complexities surrounding aggressive behaviour among adolescent students.

Keywords- Aggressive Behaviour, Personality Traits, Learning Disabilities, Behavioural Problems

Adolescence is the period in life of an individual when they are thinking about a lot of different topics and have a lot of energy that they need to use or express. This energy is frequently indirect and comes out in the form of aggression. Adolescent aggression is detrimental to the individual, family, nation, and society. It is becoming a more prevalent and significant cause for concern in the current context. Aggressive Behaviour has been defined as 'an act whose goal response is injury to an organism.' According to psychoanalysis, violent conduct stems from

repressed emotions and feelings, which frequently lead to the aggressor acting out or misbehaving as a kind of compensation. Aggressive Behaviour among adolescents is a typical aspect of the developmental period. Adolescence is widely regarded as one of the most critical transitional stages of human development, characterized by profound cognitive, biological, and social changes that often generate emotional and psychological turbulence. It marks a significant psychological shift from Childhood—when an individual primarily functions within the

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context—to adulthood, where one must navigate broader societal roles and responsibilities. Furthermore, adolescence is considered a period of heightened vulnerability and risk, often associated with increased incidences of conduct disorders, antisocial behaviors, and emotional instability. Due to the sensitivity of this developmental stage, adolescents are particularly susceptible to stress and frustration. Situations such as unfulfilled desires, disruptions in activities, excessive criticism, teasing, or unfavorable comparisons with peers can provoke feelings of anger and aggression (Veeraraghvan, 2006). Among various factors influencing adolescent behavior, personality traits play a crucial role as key determinants of aggressive tendencies in secondary school students.

Adolescence is seen to be the time when identity formation is most important, that is why there are notable changes in personality traits throughout this period. The characteristic or unique attribute that makes a person unique is their personality. A person's personality is made up of ingrained characteristics, passions, origins, values, talents, self-concept, and emotional patterns that make up their particular approach to adjusting to life.

The lack of adjustment to external environment and internal dynamics; among adolescents, causes strain and stress, which in turn fuels aggressiveness. Numerous studies have revealed a connection between aggressive behaviour, antisocial conduct and specific personality traits. For instance, pathological personality constructs such as borderline and antisocial personality disorder (Mancke, Herpertz and Bertsch, 2018; Yu, Geddes and Fazel, 2012), psychopathy (Blais, Solodukhin and Forth, 2014), and narcissism

(Lambe, Hamilton-Giachritsis, Garner and Walker, 2018) constitute strong risk factors in aggressive and antisocial behaviour. Neuroticism was significantly and positively associated with aggression, while agreeableness was negatively related to aggression (Jiang, Li, Dong and Wang, 2022). The aggressive personality is the outcome of the person's overall personality being colored by aggressive impulses that are often chaotic. Emotional abuse or a very stressful environment might influence early brain development and raise the risk of learning disabilities.

Learning impairments arise from genetic and/or neurobiological factors that alter brain functioning and, in turn, affect one or more cognitive processes essential for learning. These processing difficulties can hinder the acquisition and mastery of foundational academic skills such as reading, writing, and mathematics. The Individuals with Disabilities Education Act (IDEA, 1975) defines a learning disability as "*a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.*" This definition highlights that learning disabilities stem from intrinsic cognitive processing challenges rather than from external factors such as inadequate instruction or cultural differences.

The lack of recognition of learning difficulties in children by individuals in their immediate environment may result in untreated cases. As a result of being stigmatized and criticized for their subpar performance, experts claim that in comparison to children without learning disability, children with learning disabilities

are thought to experience antisocial behaviour, conduct disorders, and delinquency more frequently (Keilitz and Dunivant, 1986; Larson, 1988). Aggressive behaviour appears to be more common with more severe LD (Crocker, Mercier, Lachapelle, Brunet, Morin and Roy, 2006; Tyrer, McGrother, Thorp, Donaldson, Bhaumik, Watson and Hollin, 2006). Children with learning difficulties sometimes behave violently because they find it difficult to manage. Adolescents, however, are rife with self-doubt and begin to believe that they are incapable of handling social circumstances in life well. Numerous research projects try to identify the critical factors influencing the development of adolescents.

According to the aforementioned views, aggressive behaviour may be inferred to attract violence and to also serve as a catalyst for it; therefore it is not surprising that adolescents frequently find themselves engaged in this vicious cycle as both perpetrators and victims of violence in their own cultures, schools, and homes. This is why the present research paper entitled; 'Study of Aggressive Behaviour in relation to Personality Traits and Learning Disability among Adolescent Students' was undertaken by the investigator.

Significance of the Study

Youth is the backbone and future of a nation. They are the innovators, creators, builders and leaders of the future. They have the capability to bring social reforms and improvement to society. In today's rapidly changing and highly competitive world, adolescents face immense pressure and expectations from their families, teachers, and society. As a result, many young people become vulnerable to a range of behavioral

problems such as hyperactivity, aggression, and depression. These emotional and behavioral difficulties may lead some adolescents to engage in antisocial activities, including physical violence, vandalism, or even severe acts like acid attacks and suicide. Such behaviors are often directly or indirectly linked to aggression.

The increasing incidence of aggressive behavior among adolescents has become a serious and growing concern that demands timely intervention. Addressing this issue is not only vital for parents and teachers but also for the well-being of society as a whole. With appropriate guidance, support, and behavioral modification, adolescents can channel their energy and potential in positive directions, becoming a valuable asset and a source of strength for the community. Education is essential in molding or changing adolescent's behaviour. In this sense, schools can be crucial to the formation of an adolescent's identity. NEP 2020 also intends to develop a more student-centered educational system that allows students the freedom to follow their passions and develop their talents at the same time.

The present research paper may be helpful in understanding the predictors of aggressive behaviour among adolescents. We should note that every adolescent has unique characteristics and we must respect the individuality of each individual. The teacher should respect them equally even though they have different temperaments. Hence, there is a dire need to study aggressive behaviour with certain variables viz. personality traits and learning disability. Thus, the research paper entitled 'Study of Aggressive Behaviour in relation to Personality Traits and Learning Disability

among Adolescent Students' was undertaken by the investigator.

Objectives of the Study

The study was conducted with the following objectives in view:

1. To study aggressive behaviour among adolescent students.
2. To compare the aggressive behaviour of adolescent students with different personality traits.
3. To compare the aggressive behaviour of adolescent students with and without learning disability.

Research Design and Methodology

The purpose of the present study was to examine aggressive behaviour in relation to personality traits and learning disabilities among adolescent students. To accomplish the research objectives, a descriptive survey method was employed, enabling the collection of relevant data from the target population. The gathered information was then analyzed and interpreted using appropriate statistical techniques to draw meaningful conclusions and insights regarding the relationship between these variables.

Sample-A sample of 250 adolescent students studying in Government aided and Private schools of Amritsar city was selected by random sampling technique.

Tools and techniques of data collection-

Following tools were used to collect the data for the present research paper:

- Aggression Scale (Mathur and Bhatnagar, 2004)
- Personality Inventory (Aziz and Gupta, 2002)
- Learning disability checklist (Asharaf and Najma, 2014)

After collection of data, suitable statistical techniques were used to analyze it. The

following statistical techniques were used to analyze the data:

1. One-Way Analysis of Variance (ANOVA) was employed to compare variances across the means of Aggressive Behaviour of Adolescent Students with different Personality Traits.
2. t test was used:
 - To study the significance of difference between mean scores of Aggressive Behaviour and Personality Traits.
 - To study the significance of the difference between mean scores of Aggressive Behaviour and Learning Disability.

Analysis and Findings of the Study

Hypothesis-I 'Variations exist in the Aggressive Behaviour of Adolescent Students' In order to verify Hypothesis-I, the raw scores obtained by adolescent students on Aggression Scale were tabulated. A scrutiny of Table 1 reveals that 45.20% of the adolescent students scored high aggression scores. 49.20% of adolescent students fall in the category of average aggression and only 5.60% of the adolescent students scored low on aggression. Further when the scores of adolescent students who scored average and high on Aggression Scale are combined then the percentage came out to be 94.40% which implies that 94.40% of adolescent students depicted aggressive behaviour.

Table 1- Frequency Distribution and Percentages of different groups on Aggression Scores

Groups	Frequency	Percentages
Low Aggression	14	5.60%
Average Aggression	123	49.20%
High Aggression	113	45.20%

Hence, Hypothesis-I entitled 'Variations exist in the Aggressive Behaviour of Adolescent Students', stands **accepted**.

Hypothesis-II 'Adolescent Students with different types of Personality Traits differ significantly in their Aggressive Behaviour'. In order to test Hypothesis-II, One- way ANOVA design was used by taking three categories of Personality Traits i.e., introvert, ambivert and extrovert. Firstly, mean and standard deviation was calculated. Then, 'F' value obtained has been entered in Table 2.

Table 2- 'F' value (One Way ANOVA) showing Scores of Aggressive Behaviour of Adolescent Students with different Personality Traits

	Sum of Squares	df	Mean Square	F- value
Between Groups	29612.769	2	14806.384	18.693**
Within Groups	195638.130	247	792.057	
Total	225250.9	249		

** Significant at 0.01 level

A careful scrutiny of results inserted in Table 2 reveals that the calculated 'F' value ($F=18.69358$) of aggressive behaviour of adolescent students with different personality traits is significant at 0.01 level of significance which clearly implies that different personality traits are associated with aggressive behaviour among adolescent students. Further, to determine whether significant differences exists in the Aggression scores of adolescent students with different Personality Traits, (i.e., introvert, ambivert and extrovert) 't' value was calculated and results were entered in Table 3.

Table 3- Mean, S.D and 't' value for Aggressive Behaviour Scores of Adolescent Students with different Personality Traits

Groups	N	Mean	S.D.	S.E.D	Mean Diff.(D)	df	t- value
Extrovert and Ambivert	80	211.22	24.46	3.954	13.24	201	3.348**
Extrovert and Introvert	80	211.22	24.46	4.946	31.54	125	6.376**
Ambivert and Introvert	123	197.98	29.35	5.096	18.3	168	3.591**

** Significant at 0.01 level

A glance at Table 3 reveals that the obtained 't' values for different groups which in comparison to the critical value are found significant at 0.01 level of significance which further shows that there exists significant difference in aggressive behaviour of adolescent students with different types of personality traits. Further, the mean aggressive behaviour scores of extrovert, ambivert and introvert are 211.22, 197.98 and 179.68 respectively. The mean scores reveal that extroverts are more aggressive as compared to ambivert and introvert. This implies that introverts are least aggressive. Hence, Hypothesis-II entitled 'Adolescent Students with different types of Personality Traits differ significantly in their Aggressive Behaviour', stands **accepted**.

Hypothesis-III 'Significant differences exist between Aggressive Behaviour of adolescent students with and without Learning Disability'. To verify Hypothesis-III, 't' test was applied to determine the significant differences in Aggressive Behaviour of adolescent students with and without Learning Disability. The results of this analysis have been reported in Table 4.

Table 4- Mean, S.D and 't' value for Aggressive Behaviour Scores of Adolescent

Students with and without Learning Disability

Group	N	Mean	S.D.	S.E.D	Mean Diff.(D)	df	t-value
With Learning Disability	80	224.71	11.46	3.290	38.13	248	11.587**
Without Learning Disability	170	186.58	28.34				

** Significant at 0.01 level

A glance at Table 4 reveals that the obtained 't' value ($t=11.58738$) which in comparison to the table value is found significant at 0.01 level of significance which further shows that there exists significant difference between Aggressive Behaviour of adolescent students with and without Learning Disability. Further, the mean aggression scores of adolescent students with learning disability and those without learning disability are 224.71 and 186.58 respectively. The mean scores reveal that adolescent students with learning disability are more aggressive as compared to adolescent students without learning disability. Hence, Hypothesis-III entitled 'Significant differences exist between Aggressive Behaviour of adolescent students with and without Learning Disability', stands accepted.

Conclusions

On the basis of discussion of the results, following conclusions were drawn:

1. Adolescent students exhibit variations in their aggressive behaviour, as 45.20% of the adolescent students fall in the category of high aggression, 49.20% in average category and 5.60% in low aggression category.
2. Significant differences exist in aggressive behaviour scores of

adolescent students with different personality traits (introvert, ambivert and extrovert). It has been reported that extroverts were more aggressive as compared to ambivert and introvert. This implies that introverts were least aggressive.

3. Adolescent students with and without Learning Disability differ significantly in their Aggressive Behaviour, as the adolescent students with learning disability were more aggressive as compared to adolescent students without learning disability.

Educational Implications

- Though variations exist in the aggressive behaviour of adolescent students as majority of the adolescents reported aggressive behaviour, so there is a dire need to find ways and means for minimizing the aggressive behaviour of adolescent students.
- Consequently, the current research paper brought attention to the possible function of differentiated learning contexts in influencing changes in personality characteristics that occur during adolescence. Schools are among the most significant environments for adolescents' development and have a significant impact on the formation of personality traits.
- The effects of learning disabilities can be mitigated by compensatory measures and instructional assistance. There are differences in the traits and learning methods of students with impairments. It is so imperative that educators value the individuality of

every student and be open to exploring and utilizing a range of approaches and resources.

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