Психологические науки. Психофизиология

Veretelnyk Olena, Prokopenko Kostiantyn

Kharkiv, Ukraine

**The theoretical foundations of the relationship between level of aggressiveness and the level of anxiety among students**

**The urgency and purpose.** Today it is impossible to imagine a newspaper, magazine or radio or television news program, which would not have reports of any act of aggression or violence. Although most of interacting with other people, we do not behave violently or aggressively, our behavior still is often a source of physical and mental suffering of our loved ones.

In light of these trends, it is impossible not to recognize that violence and conflict are among the most serious problems faced by today turned out to humanity, so there is a need to ask why people are aggressive, and what measures should be taken to prevent or control such destructive behavior?

These questions occupied the best human minds for centuries and considered from different perspectives – from the point of view of philosophy, poetry and religion. However, only in this century, this problem has been the subject of systematic research, it is not surprising that not all questions arising in connection with the problem of aggression, there are answers. That is why the purpose of this article is to study the level of aggressiveness and sources of aggressive behavior among students.

**Definition of “aggression”.** In considering such concepts as “aggression” must first focus on two issues. Firstly, it is necessary to articulate a working definition of aggression. Only in this way we can avoid possible pitfalls when discussing the phenomena, the exact value of which is not clear. Secondly, we look at some theoretical directions, from the perspective that examines the nature and origin of aggressive actions. This is because it is important that many of the ideas contained in these theories have become so common, that all - from scientists to the public - believe their "common knowledge" and is used without any reservations. Meanwhile, many of these reasons, thanks to recent empirical studies raise serious doubts, and we believe that they should be clarified.

Leonard Berkowitz pointed out that one of the main problems in the definition of aggression that in English, the term implies a wide variety of actions. Thus, the study of aggressive behavior, we immediately faced with a serious and contradictory task: how to find an expressive and suitable definition of the basic concepts.

The definition proposed by several well-known researchers (L. Berkowitz and S. Feshbach), contains the following provision: that certain actions have been qualified as aggression, they should include the intention to hurt or insult, and not merely lead to such consequences. The views expressed by M. Zilman limits the use of the term aggression is an attempt to application of physical or other physical damage. In view of the fact that aggression in humans are endless and varied, it is very useful to limit the study of the behavior of this conceptual framework proposed by A. Buss. According to him, the aggressive actions can be described based on three scales: physical - verbal, active - passive and direct - indirect. Their combination gives eight possible categories, which falls under the most aggressive actions.

**The program of empirical research aggressiveness.**

**Objective**: To test the hypothesis about the impact strength of the educational process on the level of aggressiveness of the group of students of the University 6 full-time training course.

**Description of the sample respondents.** There were randomly selected 13 students of 1st year of full-time education to assess the level of aggressiveness. This sample includes 1 male respondent and 12 female respondents aged 22 to 27 years old.

The collection of information is carried out by a laboratory experiment (psychometry), namely, using a questionnaire level of aggressiveness Buss-Darky’s test and Spielberg’s "Investigation of anxiety".

These methods are not intended to create any specific conditions for the study, as time constraints, so held in their spare time, i.e. during the break.

Buss-Darky’s Method of assessing the level of aggressiveness suggests listen or read 75 statements [8], and to confirm their agreement or disagreement with each of these statements.

However, using this technique, it must be remembered that aggressiveness as a property of the individual, and aggression as an act of behavior can be understood in the context of psychological analysis of the need-motivational sphere of personality. Therefore, the Buss-Darky’s questionnaire should be used in conjunction with other techniques: personality tests of mental states (Cattell’s test, Spielberger’s test) or projective techniques (Lusher’s test), etc. For this reason, an additional test is a Spielberger’s test "study of anxiety," [9], which is an informative way to self level of anxiety at the moment (reactive anxiety as state) and trait anxiety (as a stable characteristic of a person).

Processing the results of students' level of aggressiveness (Buss-Darky’s questionnaire) Aggressiveness has a qualitative and quantitative characteristics. Like any property, it has varying degrees of severity, from the almost complete absence to its ultimate development. Each person must have a certain degree of aggressiveness. The lack of it leads to passivity, statements, conformity, etc. Excessive development it begins to define the entire appearance of the person, which can become a conflict, incapable of conscious cooperation, etc. By itself, the aggressiveness of the subject does not consciously dangerous as, on the one hand, the existing link between aggression and aggression is not rigid, and, on the other hand, the act of aggression could not take the dangerous and deliberately disapproved the form. On this basis, it is possible to divide aggression into two main types: first - motivational aggression as self-worth, and the second - the instrumental as the agent (implying that she and the other can manifest as under the control of consciousness, and outside it, and are associated with emotional distress (anger, hostility). Practical psychology to a greater extent should be interested in motivational aggression as a direct manifestation of the realization of inherent personality destructive tendencies. After determining the level of such destructive tendencies can with high probability to predict the possibility of manifestation of an open motivational aggression. One of these diagnostic procedures is a Buss-Darky’s questionnaire.

A. Buss, apprehended a number of provisions of its predecessors, the shared notion of aggression and hostility and identified the latter as: "... the reaction, to develop negative feelings and negative evaluations of people and events."

By creating your questionnaire, differentiating aggression and hostility Buss and A. A. Darky identified the following types of reactions: physical aggression (PhA); indirect (IA); stimulation (S); negativism (N); offense (O); Suspicious (S); verbal aggression (VA); guilt (G). Index hostility includes 5 and 6 of the scale and the index aggressiveness (both direct and motivational) includes a scale 1, 3, 7. The processing results of tests are shown in Table. 1

Table 1.

The test results of students to assess their level of aggressiveness

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PhA | IA | S | N | О | S | VА | G | Hostility | Аggressiveness |
| 1 | 2 | 5 | 4 | 1 | 2 | 4 | 3 | 7 | 6 | 9 |
| 2 | 3 | 6 | 6 | 2 | 6 | 7 | 8 | 6 | 13 | 17 |
| 3 | 1 | 3 | 3 | 2 | 0 | 2 | 10 | 5 | 2 | 14 |
| 4 | 2 | 4 | 7 | 2 | 5 | 5 | 8 | 2 | 10 | 17 |
| 5 | 4 | 3 | 5 | 2 | 3 | 4 | 4 | 3 | 7 | 13 |
| 6 | 7 | 6 | 7 | 2 | 4 | 4 | 7 | 4 | 8 | 21 |
| 7 | 5 | 5 | 5 | 2 | 1 | 5 | 7 | 7 | 6 | 17 |
| 8 | 2 | 4 | 5 | 2 | 0 | 4 | 9 | 6 | 4 | 16 |
| 9 | 7 | 6 | 6 | 1 | 3 | 4 | 4 | 7 | 7 | 17 |
| 10 | 7 | 6 | 9 | 4 | 8 | 7 | 12 | 7 | 15 | 28 |
| 11 | 3 | 3 | 7 | 3 | 5 | 5 | 7 | 5 | 10 | 17 |
| 12 | 4 | 3 | 4 | 4 | 0 | 4 | 9 | 8 | 4 | 17 |
| 13 | 3 | 4 | 6 | 4 | 3 | 4 | 9 | 7 | 7 | 18 |

Aggression is the norm value of its index, which is equal to 21 ± 4, and hostility - 6-7 ± 3.

Analyzing the results, we can conclude that the hostility of higher than normal in the 2 nd and 10 th of the respondents, however, if you look at the level of aggression, the aggression level of the 2nd respondent - is the lower limit of normal, i.e., despite the fact that the respondent suspicious and offended by someone, it still will not affect the attitudes and thoughts of others. But the same cannot be said of the 10th respondent, who, as the level of hostility and aggression level is the highest in the group and beyond the norm. However, as mentioned earlier, aggressiveness as a property of the individual, and aggression as an act of behavior can be understood in the context of psychological analysis of the need-motivational sphere of personality. Therefore, an analysis of anxiety respondents.

**Processing of the results of anxiety level of students (Spielberger’s test).** Measurement of anxiety as the properties of the individual is particularly important, as this property is largely determines the behavior of the subject. A certain level of anxiety – naturally and necessarily particularly active individual. Each person has its own optimal or desired, the level of anxiety – the so-called useful anxiety. Evaluation of man's condition in this respect is for him an essential component of self-control and self-discipline.

Under the personal anxiety (PA) refers to stable individual characteristic, reflecting a predisposition of the subject to anxiety and assumes his tendency to perceive a sufficiently wide “fan” of situations as threatening, in response to each of them a specific response.

Situational or reactive anxiety (SA) as the condition is characterized by subjectively experienced emotions: stress, anxiety, concern, nervousness. This condition occurs as an emotional reaction to a stressful situation and may vary in intensity and dynamism in time.

Most of the known methods of measuring anxiety evaluate or only personal anxiety or a state of anxiety or a more specific response. The only technique that allows to measure anxiety as personal property, and the state is the method proposed by Spielberg. The results of the study are presented in Table 2.

Table 2.

Results of obtained data

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **№1** | **№2** | **№3** | **№4** | **№5** | **№6** | **№7** | **№8** | **№9** | **№10** | **№11** | **№12** | **№13** |
| SA | 40 | 59 | 38 | 36 | 41 | 49 | 39 | 56 | 51 | 50 | 40 | 47 | 51 |
| PA | 52 | 59 | 44 | 48 | 45 | 51 | 43 | 46 | 58 | 52 | 51 | 46 | 58 |
| **Total** | **92** | **118** | **82** | **84** | **86** | **100** | **82** | **102** | **109** | **102** | **91** | **93** | **109** |

When interpreting the results, you can use the following approximate assessment of anxiety up to 30 points - the lowest, 31 - 44 points - average; 45 and over - high.

**Analysis of the obtained results.** Consider first the scale of personal anxiety because trait anxiety is a constitutional trait, causes a tendency to perceive a threat to a wide range of situations. At high personal anxiety each situation will have a stressful impact on the subject and cause him severe anxiety. From Table 2 it is seen that in nearly all respondents than respondents №3 and №7, high level of anxiety, ie person belonging to this category tend to perceive a threat to their self-esteem and ability to live in a vast range of situations and react very severe state of anxiety.

Considering the scale of situational anxiety, we note a smaller number of respondents, the level of situational anxiety that high (it is the respondents №2, №6, №8, №9, №10, №12, №13). Status situational anxiety caused by ingestion of a stressful situation and is characterized by subjective discomfort, stress, anxiety and autonomic arousal. Naturally, this condition is fragile and time varying intensity depending on the strength of the impact stress. Thus, the value of the total of this subscale to evaluate not only the level of the actual test anxiety, but also to determine whether he is under the influence of a stressful situation and what is the intensity of exposure to it.

In the previous test, the highest level of aggressiveness was recorded respondent №10, however, analysis of the scales of his anxiety, despite the fact that a high level of anxiety to both, is still lower than that of other respondents, suggesting other possible hidden the reasons for his aggression.

The highest level of anxiety on both scales respondent №2, while the level of aggression and hostility levels had lower than average, indicating that the restraint of his feelings and emotions towards others, however, threatens to nervous breakdowns at such a high level of personal anxiety. A similar situation is observed in the respondent №9. Comparison of the results for both subscales gives the opportunity to assess the individual significance to stress test.

**Conclusion**. During testing, all respondents except №3 and №7 were with the high hostility level, while the share of personal anxiety is greater than the proportion of situational anxiety.

The results of this study showed that all students prevalent trait anxiety, although the difference is quite insignificant for most of them. However, the correlation analysis between the level of aggression and level of situational anxiety showed that the correlation coefficient = 0.37, indicating negligible communication variables. Thus, we can conclude that the intensity of the training schedule and work schedule does not affect the level of aggressiveness of students.

ЛИТЕРАТУРА

**1.** Бэрон Р., Ричардсон Д. Агрессия. – СПб: Питер, 2001. – 352 с: ил. – (Серия «Мастера психологии»). **2.** Майерс Д. Изучаем социальную психологию. Часть IV. Социальные отношения. Глава 21. Агрессия (электронный вариант). **3.** Волошина Л.А. Генезис агрессивно-насильственных преступлений // Насилие, агрессия, жестокость. Криминально-психологическое исследование. – М., 1990. – С. 15-40. **4.** Конышева Л.П. Личность и ситуация как детерминанты агрессивно-насильственных преступлений // Насилие, агрессия, жестокость. Криминально-психологическое исследование. – М., 1990. – С. 112-141. **5.** Ситковская О.Д. Мотивация агрессивного поведения несовершеннолетних преступников // Насилие, агрессия, жестокость. Криминально-психологическое исследование. – М., 1990. – С. 88-98. **6.** Курбатова Т.Н. Структурный анализ агрессии // Б. Г. Ананьев и ленинградская школа в развитии современной психологии. – СПб, 1995. – С. 27-28. **7.** Реан А.Л. Агрессия и агрессивность личности // Психологический журнал. – 1996. – № 5. – С. 3-16. **8.** <http://psylab.info/Опросник_уровня_агрессивности_Басса_-_Дарки> **9.** <http://psylab.info/Тест_%22Исследование_тревожности%22_Спилбергера>