



Research Article

Aggressive Temperament and Behavior in Adolescence

Faton Kutllovci,¹ Sylen Vranica,² Niman Bardhi³

¹Clinical University Center, Psychiatric Clinic, Prishtina, Kosovo

²Private praxis, Private medical polyclinic Shendet, Prishtina, Kosovo

³Ministry of Health, Prishtina, Kosovo

Abstract

Objectives: Living place is very important for overall development. We can say that, despite the research conducted all over the world, the situation of teenagers from Kosovo may be different.

The study aims to answer two basic questions: the association of emotional and behavioral problems with temperament traits, and the gender differences between age groups in the manifestation of these emotional and behavioral problems in relation to temperament.

Methods: Method in this research was quantitative. The research participants are 60 patients (young, adolescent) in Psychiatric Emergency at UCCK in Prishtina, conducted in three time periods during 2018., January-April, May-August, September-December.

Results: Of the total problems reported by Youth Self-Reporting, the age group that reported the most problems was that of 16 year olds, with an average of 24.71 for males where 52.00 was that of 17 years females. On the other hand, the age group reporting the least emotional and behavioral problems was that of 17-year-olds, with an average of 14.00 for males whereas for females was 15 years of age with 17.05.

Conclusion: It is necessary to carry out other studies with more scientific and practical preparation. There is a need for stakeholders in the education system to be aware of the general situation, including student behavior, in order to understand and properly demonstrate individuals' academic performance and to help improve it.

Keywords: Adolescents, aggressiveness, behavior, institutions, parents, temperament

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Living place is very important for overall development. We can say that, despite the research conducted all over the world, the situation of teenagers from Kosovo may be different.

Aggression and Aggressive Behavior in Adolescence

Teenagers face many changes, in almost all developmental dimensions. However, Wolfe & Mash^[16] identified three primary types of developmental changes that occur during adolescence: biological/puberty, psychological/cognitive, and changes in social roles. According to them, these are

seen as primary because they are universal in all cultures and that they are temporarily seen before the developmental outcomes of adolescence (changes in autonomy, identity, sexuality, etc.). They also provided explanations for each of these changes. "Biological changes occur in body proportions, facial features, sound, hair, power, and so forth. Whereas, among the most fundamental cognitive changes is the attainment of operational thinking and the attainment of an increased level of reasoning".^[16] On the other hand, Steinberg^[14] summarized social change in four areas: interpersonal (changes in family status), political

Address for correspondence: Faton Kutllovci, MD. Psychiatric Clinic, HUCSK in Prishtina, 10000, Prishtina, Kosovo

Phone: +38344779377 **E-mail:** drfaton.kutllovci@gmail.com

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(late adolescence can be voted on), economic (adolescents allowed to work) and legal (adolescents are responsible for their actions before the court).^[16]

According to Flexner^[7] the major developmental tasks in adolescence are: 1) achieving adult control, where actions that were once denied due to age, size, and relative weakness are now made possible to perform; 2) the emancipation process, where adolescents struggle for independence, which has begun in adolescence; 3) Living with sex, one way or another, teens have to face the fact that they have an appetite for sex; 4) the development of new skills, that is to say, adolescence is the period of preparation for maturity; 5) new ideas for oneself, so as he or she prepares for life from an adult, the teenager forms an idea of how to get involved in every aspect of life; 6) experimenting with new roles, which means that teens make an effort to try new roles.

However, to get a clearer picture of the magnitude of this phenomenon, the National Youth Violence Prevention Resource Center^[4] has released some essential statistics according to which: 1) more than one in three high school students mediums report having been part of a physical altercation during 2001; 2) between 30 and 40% of male adolescents and 16 to 32% of female adolescents reported a serious violent offense (aggravated assault, burglary, gang alteration or rape) by the age of 17; 3) over 1700 young people under the age of 18 were arrested for murder in the United States in 1999. As can be concluded from statistics provided by the NYVPRC, this phenomenon cannot be ignored because of the extent to which appears to make it impossible.

Overall, research has shown that the family has its key role in the overall behavior of adolescence. Sexson^[14] concluded that the literature clearly supports the theory that adult crime in the family leads to aggression and disruption in adolescence. "Such families usually have associated phenomena such as abuse, neglect, sexual harassment, and other forms that clearly lead to behavioral problems in adolescence".^[14] Temperament is one of the most important individual factors, which is obviously determinant of the individual's behavior in general, even aggressive behavior. Connor^[5] has defined temperament as an individual style characteristic of emotional and behavioral responses to a variety of situations and to a variety of environmental stimulations.

The factors that influence adolescents' various emotional and behavioral problems are almost similar to those of a specific dimension of behavior - the aggressive one. However, researchers Zions & Simpson^[17] identified some that need to be emphasized: a) biological factors, such as genetics, brain injury, malnutrition and allergies, temperament,

or physical illness; b) family factors, such as family definition and structure, family interaction, family influence on school success or failure, and extrinsic pressures affecting the family; c) social factors, including the deficit of school staff's ability to accommodate students depending on their intelligence, academic achievement and social skills. Emotional problems (internalization) and behavior problems (externalization) have become the focus of studies to find the influencing factors of both. Since adolescence is known as the period of the emergence of significant emotional and behavioral problems, then a small study has been attached to this theoretical paper to answer certain questions relevant to this period of individual development. Given that the context in which one lives is very important for its overall development, then we can say that despite the research conducted everywhere in the world, the situation of Kosovar adolescents may be different.

Therefore, the purpose of this study aims to answer two basic questions, namely: the association of emotional and behavioral problems with temperament traits, and the gender differences between age groups in the expression of these emotional and behavioral problems in relation with the temperament.

Methods

The research is of a quantitative nature, where the questionnaire with certain statements was used to measure the relationship between emotional and behavioral problems in relation to temperament. The research participants were 60 patients (young, adolescent) in the Psychiatric Emergency at UCCK in Prishtina.

Collection and Analysis of Data

The instruments used in this research are the Junior Temperament and Character Inventory (JTCI). Inventory on Youth Temperament and Character consists of 7 categories: 1) novelty seeking, 2) harm avoidance, 3) reward dependence, 4) persistence, 5) self-directness, 6) cooperativeness, 7) self transcendence. The author of this questionnaire is K. Goth, K. Schmeck & C.R. Cloninger.^[9] Youth Self-Report is an instrument that measures behavioral and emotional problems, and includes 112 separate questions in 8 categories: 1) anxiety, 2) depression, 3) somatic problems, 4) social problems, 5) thoughts problems, 6) attention problems, 7) rule breaking behavior and 8) aggressive behaviors. In general, the YSR is divided into two scales: a) the degree of internalization, which represents the sum of scores collected in the categories of anxiety, withdrawal, somatic and social problems, and b) the degree of externalization, which represents the sum of scores in the categories of rule breaking behavior and aggressive behavior together. The author of this questionnaire is Achenbach & Rescorla.^[1]

Results

Data extracted from questionnaires collected in three time periods during 2018., January-April, May-August, September-December, in the psychiatric emergency ward at UCCK in Prishtina, were subjected to study analyzes in SPSS software. The survey included 60 adolescent patients in the municipality of Prishtina, where 73.33% of the respondents were from urban areas, while 26.67% were from rural areas. Of the total of 60 respondents who participated in this study, 51.7% were 15 years old, 41.7% were 16 years old and 6.7% were 17 years old, while the average age of the respondents included in this study is as shown. Chart no.1 was 15.55, with the most involved age group being 15 years old, with a total of 31 respondents.

Of the respondents, 56.67% were in the tenth grade, while 43.33% were in the eleventh grade. Of the 60 respondents in our study, 20 were adolescent patients or 33.33% of our sample. In our respondents' success we find that 3.3% had sufficient success (2), 5% had good success (3), 31.7% very good (4) and 60% reported excellent success (5). 48.3% of the respondents were male and 51.7% were female.

The results of the survey regarding the dimensions of temperament as measured by the Youth Inventory for Character and Temperament (JTCI) separately did not yield significant differences in terms of gender. As shown in Table 1 from the 7 scales of the JTCI, the rate that scored a higher average is Self-Governance ($M=35.17$, $SD=7.0$) for males and for females is Reward ($M=30.38$, $SD=7.73$), followed immediately by the Reward Dependency Scale ($M=32.00$, $SD=8.71$) for males whereas females followed Self-Governance with ($M=29.32$, $SD=7.24$). Boys showed the lowest mean in the Self-Perspective dimension ($M=19.93$, $SD=5.42$), as well as in girls, the lowest mean was in the Self-Perspective ($M=16.77$, $SD=6.93$).

However, as can be seen from Table 2, in the total of the problems derived from Youth Self-Report, the age group reporting the most problems was that of 16 year-old's, with an average of 24.71 for males, 52.00 for 17 year old females. On the other hand, the age group reporting the least emotional and behavioral problems was that of 17-year-olds, with an average of 14.00 for males whereas for females was 15 years of age with 17.05.

From Table 3, we can see that males are more likely to report more internalizing problems than females.

In Table 4, we find that the results are similar to internalization, where we find that externalizing problems are reported at higher levels in males than in females.

In table 5, we present the total score collected from both sexes in both dimensions: externalizing and internalizing

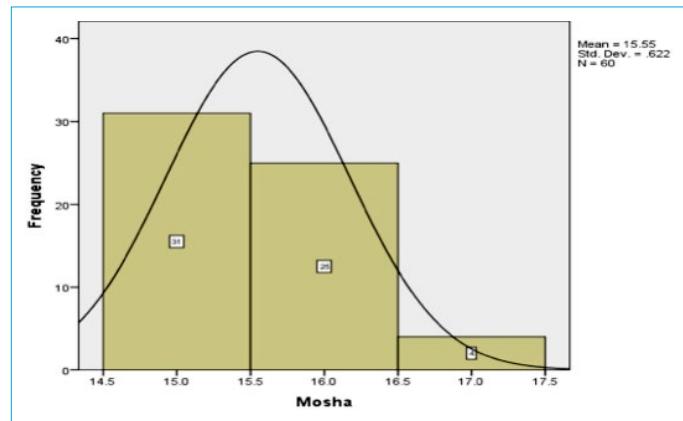


Figure 1. Histogram on age distribution.

Table 1. Distribution of mean and standard deviation by gender for the JTCI scales

Gender	JTCI scales	n	Mean	SD
Male	Novelty seeking	29	26.6897	7.31487
	Harm avoidance	29	29.2759	6.39697
	Reward dependence	29	32.0000	8.71780
	Persistence	29	23.2069	6.03785
	Self directedness	29	35.1724	7.00035
	Cooperativeness	29	29.0345	9.09271
	Self Transcendence	29	19.9310	5.42436
	Valid N (listwise)	29		
Female	Novelty seeking	31	26.7742	9.15682
	Harm avoidance	31	24.2903	8.06306
	Reward dependence	31	30.3871	7.73166
	Persistence	30	23.9000	7.60376
	Self directedness	31	29.3226	7.24057
	Cooperativeness	31	28.5806	8.83845
	Self Transcendence	31	16.7742	6.93642
	Valid N (listwise)	30		

Table 2. Total Problems Issued by YSR by Gender and Age Group

Gender	Mosha	n	Mean	SD
Male	15 Total problems YSR	12	34.1667	32.60182
	Valid N (listwise)	12		
	16 Total problems YSR	14	35.7143	16.58279
	Valid N (listwise)	14		
Female	17 Total problems YSR	2	14.0000	8.48528
	Valid N (listwise)	2		
	15 Total problems YSR	17	17.0588	11.60534
	Valid N (listwise)	17		
	16 Total problems YSR	11	34.2727	17.59029
	Valid N (listwise)	11		
	17 Total problems YSR	2	52.0000	48.08326
	Valid N (listwise)	2		

Table 3. Level of internalization of gender-based problems

Gender	n	Minimum	Maximum	Mean	SD
Male					
Internalization problems	29	0.00	31.00	11.8966	7.63144
Valid n (listwise)	29				
Female					
Internalization problems	31	0.00	20.00	7.8387	6.16494
Valid N (listwise)	31				

Table 4. Level of externalization of gender-based problems

Gender	n	Minimum	Maximum	Mean	SD
Male					
Externalization problems	29	0.00	32.00	8.2069	7.78451
Valid n (listwise)	29				
Female					
Externalization problems	31	1.00	29.00	6.9032	5.97971
Valid N (listwise)	31				

Table 5. Gender differences in total internalization and externalization of problems

Gender	n	Minimum	Maximum	Mean	SD
Male					
Total problems YSR	28	0.00	108.00	33.5000	24.47448
Valid N (listwise)	28				
Female					
Total problems YSR	30	1.00	86.00	25.7000	19.49562
Valid N (listwise)	30				

problems. As seen, males lead in total with 33.50 compared to females which is 25.70.

As can be seen from table 6, boys showed the highest average in aggressive behavior ($M=5.31$, $SD=5.08$) while the lowest average in Problems with thoughts ($M=2.51$, $SD=3.01$). On the other hand, girls reported the highest average in aggressive behavior problems ($M=4.29$, $SD=3.77$), while the lowest average in Somatization ($M=1.45$, $SD=1.99$). In this regard, we find that boys reported higher rates of rule breaking behaviour ($M=2.89$, $SD=3.43$) than girls. Social problems were also more pronounced among male respondents ($M=4.28$, $SD=3.21$) than female respondents ($M=3.00$, $SD=3.10$). Overall, males reported more emotional problems ($M=11.89$, $SD=7.63$) than females ($M=7.83$, $SD=6.16$). Also, they appeared to be more likely to report behavioral problems ($M=8.20$, $SD=7.78$) than women

Table 6. Distribution of mean and standard deviation by gender for all YSR scales

Descriptive Statistics			
Gender	n	Mean	SD
Male			
Anxiety	29	4.9655	3.65946
Depression	29	4.4483	2.79778
Somatic complaints	29	2.4828	2.79822
Social problems	28	4.2857	3.21866
Thoughts problems	29	2.5172	3.01923
Attention problems	29	3.9655	3.02941
Rule breaking behavior	29	2.8966	3.43662
Agresive behavior	29	5.3103	5.08572
Totali of emotional problems	29	11.8966	7.63144
Totali of behavioral problems	29	8.2069	7.78451
Total of problems YSR	28	33.5000	24.47448
Valid N (listwise)	28		
Female			
Anxiety	31	3.4839	3.26467
Depression	31	2.9032	2.39937
Somatic complaints	31	1.4516	1.99731
Social problems	30	3.0000	3.10728
Thoughts problems	31	2.1935	2.91455
Attention problems	31	2.7419	2.43540
Rule breaking behavior	31	2.6129	2.61633
Aggressive behaviour	31	4.2903	3.77000
Total of emotional problems	31	7.8387	6.16494
Totali of behavioral problems	31	6.9032	5.97971
Total of problems YSR	30	25.7000	19.49562
Valid N (listwise)	30		

($M=6.90$, $SD=5.97$). Of course, even in total, males scored more points ($M=33.50$, $SD=24.47$) than females ($M=25.70$, $SD=19.49$).

Finally, in order to find out if the questionnaires used here measure what they were intended to measure, a Cronbach Alpha analysis was performed, which showed a value of 0.881 for the JCTI questionnaire, which is an indicator of a very solid internal consistency in the questionnaire between the 103 measuring units of this questionnaire and the YSR questionnaire showed a value of 0.942 which is an indicator of a very high internal consistency among the 118 measuring units of this questionnaire.

Conclusion

The results of the Self-report Questionnaire on Behavioral and Emotional Problems showed that men were more likely to develop internalizing processes, that is suffer from emotional problems. However, the results from this questionnaire gave us the opportunity to see that gender differences in behavioral problems were not as pronounced,

although men were leading. The self-report questionnaire on behavioral and emotional problems also gave us the opportunity to conclude that the differences between age groups and genders in terms of the occurrence of emotional and behavioral problems were significant and significant. As age increased, higher levels of both behavioral and emotional problems were identified. However, gender analyzes also showed that women were more likely to show higher levels of emotional and behavioral problems. There were also deeper differences between both sexes, with male respondents suffering more from behavioral problems than emotional ones, whereas the opposite was true for females, who were more likely to suffer from emotional problems than related to behavior.

On the other hand, a gender-specific difference between a psychological similarity was also observed. The similarity consisted in the fact that both sexes scored higher on two categories of degree of emotional and behavioral problems. Anxiety, from the scale of emotional problems, was the dimension that garnered the most points from both sexes, but females were at an advantage. Aggressive behaviors, on the other hand, from the scale of behavioral problems, were also the dimension that scored the most points for both sexes, and as a result, males were again leading, thus creating a specific difference between similarities.

However, the greatest importance lies not only in the answers given to the research questions set forth above, but in particular the fact that it was found that Kosovar adolescents have emotional and behavioral problems that may cause them difficulties in learning, other areas of life, and academically as well. What is left to the most advanced scientific circles is to work on identifying these problems as accurately as possible, facts that can serve public educational institutions in building more effective strategies.

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Of course, based on what has been said above, it is necessary to make some proposals for future research in this area:

1. The first proposal, as it may be implied, is the increased care regarding the sample number and designation. This is the starting point of the applied part of a study and is essential for its final results.
2. Finally, it is necessary to carry out other studies with more scientific and practical preparation. This is not just a need for extinguishing scientific curiosity, it is a practical need, as it would help the education system in general. There is a need for stakeholders in the education system to be aware of the general situation, including student behavior, in order to understand and improp-

erly demonstrate individuals' academic performance and to help improve it.

Disclosures

Ethics Committee Approval: The study was approved by the Local Ethics Committee.

Peer-review: Externally peer-reviewed.

Conflict of Interest: None declared.

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