

Aggression and Autonomy in Adolescence

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The paper is devoted to the question of whether there is a connection between aggression and autonomy in adolescence, and whether aggressive behavior can be considered as a tool for solving the age-related problem of developing autonomy. We present results of a study on the relationship between aggressive behavior and the level of autonomy in adolescents aged 13—16 years. At the first stage of the study, the sample consisted of 499 respondents. At the second stage, we compared aggression and autonomy in adolescents with and without school records of aggressive behavior, and the sample consisted of 192 respondents. The research tools included the physical aggression scale from the Buss-Perry Aggression Questionnaire, the Legitimized Aggression Questionnaire by S.N. Enikolopov and N.P. Tsibulsky, the Violent Extremism Dispositions technique by D.G. Davydov and K.D. Khlomov, as well as the Autonomy Questionnaire by N.N. Poskrebysheva and O.A. Karabanova. The results showed significant low negative correlations of autonomy indicators with indicators of physical aggression, legitimized aggression and dispositions of violent extremism, which does not confirm the hypothesis of aggressive behavior as a manifestation of autonomy. A comparison of adolescents with and without school records of aggressive behavior showed significant differences in indicators of physical aggression, legitimized aggression and dispositions of violent extremism (they are higher among those who have no such records), but not in autonomy: thus, an attempt to operationalize aggressive behavior through intra-school records showed an unexpected result, problematizing questions about the normalization of aggressive behavior in the school environment and about the role of school records in the prevention of maladaptive behavior. The results obtained do not confirm positive relationship between adolescent autonomy and aggression. At the same time,

the limitations of the study necessitate further studies of this problem, requiring a different operationalization of aggressive behavior and an expansion of the range of variables studied.

Keywords: autonomy, aggression, adolescence, intra-school accounting.

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Рассматриваются вопросы о том, есть ли связь между агрессией и автономией в подростковом возрасте и можно ли рассматривать агрессивное поведение в качестве инструмента для решения возрастной задачи развития автономии. Представлены результаты исследования связей между агрессивным поведением и уровнем автономии у подростков 13—16 лет. На первом этапе

выборку составили 499 респондентов. На втором этапе осуществлялось сравнение агрессии и автономии подростков, состоящих и не состоящих на внутришкольном учете, выборку составили 192 респондента. Батарея методик включала шкалу физической агрессии из опросника уровня агрессивности Басса-Перри, опросник легитимизированной агрессии С.Н. Ениколопова и Н.П. Цибульского, методику диагностики диспозиций насильственного экстремизма Д.Г. Давыдова и К.Д. Хломова и опросник автономии Н.Н. Поскребышевой и О.А. Карабановой. Результаты показали значимые невысокие отрицательные корреляции показателей автономии с показателями физической агрессии, легитимизированной агрессии и диспозиций насильственного экстремизма, что не подтверждает гипотезы об агрессивном поведении как проявлении автономии. Сравнение подростков, состоящих и не состоящих на внутришкольном учете, показало значимые различия по показателям физической агрессии, легитимизированной агрессии и диспозиций насильственного экстремизма (они выше среди тех, кто не состоит на учете), но не автономии: таким образом, попытка операционализации агрессивного поведения через постановку на внутришкольный учет показала неожиданный результат, проблематизирующий вопросы о нормализации агрессивного поведения в школьной среде и о том, какую роль в профилактике дезадаптивного поведения играет постановка на внутришкольный учет. Полученные результаты не подтверждают положительную взаимосвязь между подростковой автономией и агрессией. В то же время ограничения проведенной работы обуславливают необходимость дальнейших исследований этой проблематики, требующих иной операционализации агрессивного поведения и расширения спектра изучаемых переменных.

Ключевые слова: автономия, агрессия, подростковый возраст, внутришкольный учет.

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Introduction

The issue of where and how autonomy can develop and manifest itself in modern adolescents now has no unequivocal answer. On the one hand, there is a traditional linear trajectory of increasing autonomy by expanding “parental licenses” for autonomy and reducing parental control [1; 11]; the Internet provides certain opportunities for autonomous behavior and includes probing behavior that contradicts parental norms [6]. At the same time, the areas of life of ado-

lescents uncontrolled by parents are narrowing [2], uncertainty and unpredictability of society are growing [14], and control over child behavior by the social environment is intensifying [13]. We were interested in the question of whether aggressive behavior (purposeful destructive human behavior that contradicts the norms and rules of human existence in society, aimed at causing harm, physical damage and psychological discomfort) [4] in modern adolescents is considered to be a form of the manifestation of autono-

my? The novelty of the study is due to the lack of data on the relationship between the independence of adolescents (understood in this case as autonomy and consisting of four components value, emotional, cognitive and behavioral autonomy [12]) and their aggressive manifestations as a form of protest against adults and an indicator of increasing autonomy.

In the domestic literature so far, there is no uniform conceptual apparatus characterizing the growing independence of the child from parents and the strengthening of his/her autonomy. It is difficult to find data on the connection between aggression and any indicators of autonomy. A number of foreign studies show that risky and maladaptive behavior becomes a variant of acquiring autonomy and solving the age-specific problem of separation under conditions of hypercontrol from parents, when their behavior is perceived by teenagers as intrusive and compulsive [20; 21]. The understanding of aggression, as a result of frustration [17] for the need of autonomy, [18] may be promising in terms of preventing aggressive behavior in the educational environment, but there is a significant lack of data regarding both family and school contexts of autonomy development in Russian adolescents. According to N.N. Poskrebysheva and O.A. Karabanova [12], such parameters of child-parent relationships as parental control, freedom and autonomy, are important for autonomy development: with autonomy increasing, the relationship is rebuilt from parentally controlled to mutually directed, where planning, regulation, and control is divided between the adolescent and the parent; parents of more autonomous adolescents avoid directive interference in the child's activities and try to give him/her the opportunity to regulate his/her behavior by himself/herself. On the other hand, maladaptive behavior can, on the contrary, be evidence of difficulties with the development of autonomy [15; 23]. Parental control practices are complexly re-

lated to psychological problems and manifestations of adolescent autonomy [15; 19; 22; 24]. N.V. Meshkova's research shows that for adolescents with different levels of aggression, antisocial creativity is mediated by different types of values: the higher the importance of the value "Autonomy of Action", the higher the level of aggression. For young football fans, antisocial creativity is mediated by a combination of a high value of hostility and a low orientation to social norms [9]. Thus, an adolescent's separation process associated with increased autonomy from parents can be accompanied by anticipated and actual hostility and aggression. Autonomy can be associated with different behaviors and moral evaluations. For example, it has been shown that low levels of emotional autonomy (awareness of emotional processes, self-regulation) in adolescents are associated with an orientation toward values of care, and high levels are associated with an orientation toward values of justice [10].

We assumed that adolescents' aggression helps them to solve the tasks of realization of independence and autonomy and thus can be related to autonomy indicators. This study attempted to find the links between aggression and autonomy as well as to compare data from both students who are and are not on the intra-school register.

Program of the Research

The objective of the research is to establish the connections between aggression in adolescence and the level of development of personal autonomy.

The hypotheses of the study. 1. There is a positive relationship between the indicators of aggression and autonomy in adolescence. 2. Adolescents included in the intra-school registration have higher levels of aggression and autonomy.

Measures. The study was conducted through the online survey using the following tools:

— the Bass-Perry Aggression Questionnaire adapted by S.N. Enikolopov and N.P. Tsibulsky, which includes scales of physical aggression, anger and hostility [5]. The questionnaire measures a personality trait (aggression), but the items in the questionnaire also describe behavioral manifestations (for example, “I fight more often than others”), therefore we used a separate scale of physical aggression. It is validated on the adult sample, but is often used to study adolescents (e.g., [8]);

— the Questionnaire of Legitimized Aggression, by S.N. Enikolopov and N.P. Tsibulsky, for the assessment of socially approved aggression including 5 scales of legitimized aggression — in personal experience, politics, sports, mass media and in the educational sphere [7]. The questionnaire was also validated on an adult sample only, but we were interested in the legitimization of aggressive behavior in an educational setting. We hypothesized that greater tolerance for aggression could be related to autonomy, if our first hypothesis is correct, so we included this instrument in the battery, despite perceived limitations;

— the Violent Extremism Dispositions Questionnaire, which allows assessing 11 dispositions reflecting an unspecific propensity for extremist behavior and potentially leading to the formation of separate hostile attitudes towards specific objects (cult of strength, intolerance, conventional coercion, social pessimism, mysticism, destructiveness and cynicism, protest activity, legal nihilism, anti-intraception, tolerance of aggression, and conformism) [3];

— the Autonomy Questionnaire by N.N. Poskrebysheva and O.A. Karabanova, allowing to estimate emotional, behavioral, cognitive and value components of development of autonomy of adolescents, as well as its general level [12].

Sample. A total of 1,039 adolescents from 40 schools located in different regions of Russia participated in the data collection.

However, in the survey process, many participants avoided answering certain questions in the survey, and therefore their answers had to be excluded from the overall analysis.

At the first stage, the answers of 499 school students who completed the questionnaire were analyzed (Table 1).

At the second stage, the study group consisted of 99 students included in the intra-school register, and the control group consisted of a normalized subsample of 93 students of the same age and gender who were not in the intra-school register (Table 1).

The aim of intra-school registration is the early prevention of school disadaptation and asocial behavior of minors in accordance with the Federal Law №120-FZ from 24.06.1999, “On the basis of the system of prevention of neglect and juvenile delinquency”. Students are placed on the intra-school register as a disciplinary measure, following such manifestations as absenteeism, aggressive attitude towards peers and teachers, committing offenses, poor academic performance, failure to comply with the school internal regulations, smoking, alcohol and drug use, etc. Often, the intra-school registration is combined with a registration in the Commission on Juvenile Affairs and Protection of their Rights, as well as in the Division of Juvenile Affairs of the Department of Internal Affairs. Unfortunately, during the data collection process, it was not possible to establish the specific reasons for the students’ registration, as well as how long they have been on the register and what kind of psychological and pedagogical work is done with them in this regard. In designing the study, we assumed that these students, on average, would be characterized by a higher level of aggression, since we considered placement on the in-school register as a disciplinary measure in response to their socially undesirable, including aggressive, behavior.

Table 1

Characteristics of the sample in the first and second stages

First stage (N=499)	N	M age (SD)	Males	Females
School students	499	14.9 (1.92)	188	311
Second stage (N=192)	N	M age (SD)	Males	Females
Those on the in-school registry	99	15.1 (1.25)	50	49
Not on the in-school registry	93	14.3 (1.56)	48	45

The obtained quantitative data were processed using the Spearman correlation coefficient and the U Mann-Whitney test in the “JASP 0.14” program.

Results

Relationship of aggression and autonomy

The analysis showed many statistically significant, but low negative correlations (Table 2). Physical aggression weakly negatively correlates with indicators of cognitive and emotional autonomy, as well as its integral index. Legitimization of aggression in different environments also shows a number of negative correlations with autonomy, although it is worth noting that the scales of legitimization of aggression, in personal experience and in the media that are most relevant to adolescents show fewer connections than other scales of the Legitimization of Aggression Questionnaire. The indicators of violent extremism dispositions, i.e. propensity for violence and potentially hostile attitudes, also show weak negative correlations with autonomy, including conformism being negatively correlated with all four components of autonomy, which indirectly confirms the reliability of the scales. This result does not confirm the first of the hypotheses posited: the data obtained indicate a weak negative or absent correlation between the aggression and autonomy scales. An adolescent's aggressive behavior is almost unrelated to how high his or her level of autonomy is in the cognitive, emotional, behavioral or value spheres.

Comparison of aggression and autonomy in the students on and not on the intra-school register

A comparison of indicators of physical aggression, legitimizing aggression, violent extremism dispositions, and autonomy in the groups of students with and without intra-school registration showed the following results (Table 3). Students on the intra-school register show, on average, significantly lower rates of physical aggression; they also demonstrate significantly less legitimized aggression in personal experience, in education and in politics, and the overall rate of legitimized aggression is also significantly lower. Such dispositions of violent extremism, as the cult of strength, acceptability of aggression, intolerance, anti-intracception and conformism, are also lower among those on the register than among those who are not on the intra-school register. No significant differences between the two groups were found for other dispositions of violent extremism (legitimization of aggression in the media and in sports, conventional coercion, social pessimism, mysticism, destructiveness and cynicism, protest activity, normative nihilism), or for all components of autonomy.

Thus, contrary to our second hypothesis, the data indicate that aggressive behavior is not typical for school students who are intra-school registered. On the contrary, different forms of aggression and beliefs about its accessibility are more common for children who are not intra-school registered, that is, those who are not identified in

Table 2

Correlations of aggression and autonomy indicators (N=499)

Indicators	Emotional autonomy	Cognitive autonomy	Behavioral autonomy	Value autonomy	Integral index of autonomy
Physical aggression	-0.17**	-0.19**	No	No	-0.15**
Legitimization of aggression in politics	-0.010*	-0.15**	No	-0.09*	-0.130*
Legitimization of aggression in personal experience	No	-0.13**	No	No	No
Legitimization of aggression in education	-0.09*	-0.17**	-0.10*	-0.22**	-0.20**
Legitimization of aggression in sports	-0.11*	-0.19**	Нет	-0.10*	-0.16**
Legitimization of aggression in media	No	No	0.09*	No	No
Integral index of legitimization of aggression	-0.12**	-0.18**	No	No	-0.14**
Cult of strength	-0.11*	-0.23**	-0.09*	-0.18**	-0.21**
Acceptability of aggression	-0.14**	-0.18**	No	No	No
Intolerance	No	-0.19**	-0.12**	-0.21**	-0.13**
Conventional coercion	No	No	0.09*	-0.01*	-0.15**
Social pessimism	-0.21**	-0.15**	No	No	No
Mysticism	-0.09*	-0.12**	No	-0.11**	No
Destruction and cynicism	-0.16**	-0.11*	No	No	No
Normative nihilism	-0.17**	-0.11*	No	No	-0.24**
Conformism	-0.18**	-0.23**	-0.13**	-0.16**	No

Legend: * p<0.05; ** p<0.01.

Table 3

Differences between the indicators of students who are on the intra-school registry and those who are not (N=192)

Indicators	Students who are on the intra-school registry	Students who are not on the intra-school registry	Mann- Whitney test
	M (SD)	M (SD)	U
Physical aggression	19.18 (6.43)	22.44 (8.15)	5952.0**
Cult of strength	15.06 (4.39)	17.07 (5.27)	5755.5*
Acceptability of aggression	17.82 (5.39)	19.28 (5.70)	5600.5*
Intolerance	14.17 (4.20)	16.96 (5.07)	6360.0**
Anti-intracception	19.16 (3.72)	20.17 (4.22)	5634.5*
Conformism	16.71 (4.23)	18.45 (4.50)	5856.5**
Legitimization of aggression in personal experience	29.60 (10.84)	35.42 (12.20)	6054.5**
Legitimization of aggression in education	16.10 (7.47)	21.33 (9.15)	6478.0**
Legitimization of aggression in politics	38.86 (13.15)	46.17 (15.91)	6126.0**
Integral index of legitimization of aggression	67.18 (22.16)	78.79 (26.82)	6013.5**

Legend: * p<0.05; ** p<0.01. Условные обозначения: * p<0.05; ** p<0.01.

school as a risk group for maladaptive and antisocial behavior. These results raise the question about the functions of the intra-school registration, on the one hand, and about the normativity of aggressive behavior in the educational environment, on the other.

Discussion

The findings demonstrate that both hypotheses were not confirmed. The results indicate that physical aggression, legitimization of aggression in different environments and in personal experience, as well as manifestations of dispositions of violent extremism, are either weakly negatively or not at all connected with autonomy. This does not coincide with the interpretation of adolescent aggression as a variant of response to intense control and assertion of personal autonomy [9; 17; 20; 21]. On the contrary, in our case, the results suggest that aggression may be indicative of difficulties in developing autonomy [16; 23]. Overall, our results suggest a further problematization of the relationship between aggression and autonomy, rather than providing definite answers. We can assume that the weak links found are mediated by factors that have not been touched upon in this paper, and further research is needed to clarify these patterns, including the quality of the relationship with parents, features of parental control, anxiety levels, etc. In addition, we face the need to develop instruments to measure adolescent aggression. The attempt to operationalize aggressive behavior through an intra-school register has been unsuccessful. The intra-school register was introduced as a response to the various forms of antisocial, risky or socially undesirable behavior of schoolchildren, which is followed up by working with the child, which involves a school psychologist and social pedagogue and the parents of the child. However, as our results show, adolescents on the intra-school register are characterized by lower rates of physical

aggression compared to the control group, and show less acceptance for aggression in personal experience, education, and in politics. The data show that it is not those children who are characterized by aggressive and antisocial behavior that are placed on the intra-school register, but those who are vulnerable to its manifestations, perhaps being victimized by their peers. This may indicate a high level of normalization of aggression in the educational environment and that non-aggression is a signal to include school children in a risk group, to put them on the register, and to increase attention toward them from the social pedagogue, psychologist and parents. This data prompts us to reconsider the target audience for prevention programs and to focus our efforts, aimed at preventing aggressive behavior and reducing pro-aggressive attitudes in the school environment, on working with school children who are perceived as being socially adequate. The results also raise questions such as: how and why is the intra-school register used in different educational organizations, what are the typical reasons for placing and removing schoolchildren from the intra-school register, what work is done with children on the register, and how their behavior differs from other students?

Limitations of this study: we used tools designed for an adult sample (Bass-Perry aggression level questionnaire, legitimized aggression questionnaire); socially desirable answers to questions about aggression are likely; there is a lack of data on reasons for using the intra-school register and further work with the children on this register.

Conclusions

The research data indicate that aggressive behavior in adolescents is not a form of achieving autonomy and is rather negatively related to it. However, theoretically, aggressive behavior, understood as the frustration of the need for autonomy, plays a major role in the development of adolescents' person-

ality, which raises the question of developing a relevant instrument. Further research is needed in which the connections between different manifestations of aggression and autonomy will be investigated, using more appropriate tools for adolescents. In addition, the characteristics of the family context, the educational environment, and the

specifics of the peer community need to be investigated in order to correctly model the relationships between aggressive behavior and autonomy during adolescence. The results obtained do not provide clear answers to the question of these relationships, but they request further research into the issues highlighted.

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