



THE RELATIONSHIP BETWEEN SCHOOL ANXIETY AND THE MANIFESTATION OF AGGRESSIVENESS IN ADOLESCENTS

Allaberganov Ikhtiyor Bakhtiyorovich

Independent researcher at Urgench State University
named after Abu Rayhan Beruni

<https://doi.org/10.5281/zenodo.21332312>

Abstract. This article examines the functional relationships between school anxiety and the manifestation of personal aggression in adolescence based on empirical and mathematical-statistical analysis (Pearson's correlation). Data obtained using the methods of B. Phillips and Bass-Darki showed that frustration in the school environment, social stress, and anxiety in relationships with teachers have a statistically significant correlation with indicators of physical, verbal, and latent aggression in adolescents. The results obtained allow for the evaluation of aggressive behavior in adolescents as a reactive-defensive reaction to school anxiety.

Keywords: adolescent personality, school anxiety, aggressiveness, interdependence, correlation analysis, Pearson's ratio (r), frustration, aggressiveness, SPSS.

Аннотация. В данной статье на основе эмпирического и математико-статистического анализа (корреляция Пирсона) изучена взаимосвязь между проявлением школьной тревожности (анксиозности) и агрессивности в подростковом возрасте. Данные, полученные с помощью методик Б. Филлипса и Басса-Дарки, показали, что школьная фрустрация, социальный стресс и тревожность в отношениях с учителями имеют статистически значимую взаимосвязь с показателями физической, вербальной и латентной агрессии у подростков. Полученные результаты позволяют рассматривать агрессивное поведение подростков как реактивно-защитную реакцию на школьную тревожность.

Ключевые слова: личность подростка, школьная тревожность, агрессивность, взаимосвязь, корреляционный анализ, коэффициент Пирсона (r), фрустрация, враждебность, SPSS.

Introduction

Adolescence is a stage of personality development characterized by crisis, emotional instability, and intensive socialization processes. During this period, the school environment becomes the central social space of the adolescent's life. However, the intellectual and emotional loads in the modern education system, high ratings and examination requirements, the struggle for status in peer groups, and destructive situations in pedagogical communication cause chronic psychological tension in adolescents - school anxiety [1].

From a psychodiagnostic and criminogenic perspective, school anxiety and worry are often not considered passive affects. On the contrary, the adolescent personality uses reactive mechanisms to protect itself from internal tension, frustration, and the fear of not being able to express oneself in the school environment. These mechanisms often take on a destructive character and manifest in the form of aggressiveness and aggression directed at the social environment [2].

The aim of this study is to identify linear correlations (mathematical-statistical correlations) between the school anxiety scales of the B. Phillips questionnaire and the aggression and hostility parameters of the Bass-Darkey methodology, and to reveal the psychodiagnostic features of destructive adolescent behavior [4][5].

Research methodology. The object of the research is the process of studying the diagnosis and correction of juvenile delinquency. Considering that school anxiety and the level of aggression in adolescence are the primary psychological determinants of delinquent behavior, the empirical study was organized in the form of monitoring among students of general secondary schools who are at risk.

Main part. To ensure the territorial coverage of the study and the representativeness of the sample of respondents, general secondary education institutions from three different regions of our republic were involved. The total size of the empirical sample was 160 adolescent students (aged 14-15). The territorial distribution and percentage of respondents are shown in the table below:

Table 1

No.	Areas covered by the study (Regions)	Number of respondents (N)	Sample share (%)
1.	Khorezm region	80 people	50.0%
2.	Bukhara region	50 people	31.25%
3.	Navoi region	30 people	18.75%
Total	Across the republic	160 people	100%

The following psychodiagnostic tools were used for the early detection and correction of delinquency risk among minors, as well as to study the patterns of correlation between school anxiety and aggressiveness:

B. Phillips' "School Anxiety" questionnaire: To measure 8 fundamental anxiety syndromes (levels of personal and social distress) that arise in the environment of the school institution and prevent the socialization of the personality of minors.

Bass-Durkee "Hostility Inventory" test: To differentially diagnose manifest forms of aggression (physical, verbal, latent-indirect aggression and irritation) and types of hostility (hostility, suspicion), which are considered the direct proximal determinants of crime and delinquency.

Table 2.

Correlation coefficients between the B. Phillips "School Anxiety" test and the Buss-Durkee aggression test scales (n=160)

	Physical aggression	Verbal aggression	Anger	Enmity	Negativism
General school anxiety	,029*	,037*	,088*	,145	192*.
Experiencing social stress	,307*	,373*	,481*	,376*	,298*
Frustration with the need to succeed	,063	,063*	,181*	,023	,224*
Fear of self-expression situations	,038	-,034	,149	,072	,018*

Fear of knowledge testing situations	,182	,208*	,030	,037*	-145
Fear of failing to meet the expectations of others (teachers)	-,032	,020*	,125*	,182	124*.
Decreased level of physiological resistance	-,116*	169*.	,057*	-,046	-,022
Worrying about relationships with teachers	,223	,155*	-,007	,222*	,304**

Linear correlation analysis between B. Phillips' "School Anxiety" and Bass-Darky's "State of Aggression" allowed for the identification of mechanisms in which internal anxiety in the personality of adolescents transforms into external destructive behavior (aggression). We analyze the table indicators in clear and simple language, dividing them into the following main conceptual blocks:

According to the data in Table 2, the **"Experiencing Social Stress"** scale has the highest statistically significant correlation with all aggression indicators, including **anger** ($r = 0.481$ $p < 0.05$), **verbal aggression** ($r = 0.373$; $p < 0.05$), **hostility (enmity)** ($r = 0.376$; $p < 0.05$), **physical aggression** ($r = 0.307$; $p < 0.05$), and with negativism ($r = 0.298$; $p < 0.05$). According to the interpretation of this relationship, the most severe psychological trauma for an adolescent is the inability to find their place in the school community (classroom, among peers), rejection, or discrimination by the group. This social stress creates not just depression in a teenager, but an "explosive" reserve of energy. The child expresses their social harmlessness and inner anger through physical fights, verbal abuse, or general hostility.

Repression of anxiety and negativism in relationships with teachers. The **"Anxiety in Relations with Teachers"** scale is directly correlated with Bass-Darky scores of **negativism** ($r = 0.304$, $p < 0.01$) and **hostility** ($r = 0.222$, $p < 0.05$). That is, authoritarian pressure from teachers at school, constant reprimands, or unfair treatment evoke a strong sense of enmity in the adolescent. However, a teenager cannot use direct physical force against a teacher whose social status is much higher than theirs. As a result, these fears and anxieties turn into negativism (intentional defiance of school rules, intentional skipping of lessons, failure to comply with teacher demands). This is the starting point for delinquent behavior among minors.

Successful frustration and emotional outbursts. The **"Frustration over the Need to Succeed"** scale showed a significant correlation with negativism ($r = 0.224$) and anger ($r = 0.181$). Frustration is a state of depression and helplessness resulting from an adolescent's inability to achieve their set goals (for example, to study well, become a leader, or justify their parents' trust). In a teenager experiencing chronic academic failure, a nervous conclusion arises: "I won't make it anyway." This condition forms a reaction of intense anger (irritation) and complete rejection of the school environment for even the slightest reason.

Fear of knowledge testing and transfer of verbal aggression. The **"Fear of knowledge testing situations"** scale showed an association with **verbal aggression** ($r = 0.208$, $p < 0.05$). Chronic fear of exams, tests, or being asked in class (going to the board) causes changes in the adolescent's speech and verbal sphere. To hide their intellectual weakness and

fear of failing exams, teenagers resort to verbal (verbal) aggression by teasing, insulting, and using rude words with classmates to show off as strong.

Conclusion. Aggressive behavior and aggressiveness in the personality of adolescents are often not the result of their inherent "evilness" or criminogenic predisposition. On the contrary, these manifestations are a reactive-defensive psychological reaction of the individual to chronic anxiety, fear, and social stress in the school environment.

To prevent crime and delinquency among minors, it is completely ineffective to prohibit or punish aggressive behavior alone. Because aggression is a consequence, and its cause is school anxiety.

Practical recommendations: When organizing preventive work within the regional school psychological service system, it is primarily necessary to reduce "social stress" and "anxiety in relationships with teachers" among adolescents. To achieve this, it is necessary to mitigate rating pressure in schools, eliminate bullying, and transition pedagogical communication from authoritarian to humane.

List of references:

- 1.Olimov L.O., Nazarov A.N. Xulqi og'ishgan bolalar psixologiyasi. – Toshkent: Fan va texnologiya, 2020. – 496 b.
- 2.Xalimova M.V. O'smirlik davrida shaxs inqirozlari va ularning diagnostikasi. – Toshkent, 2024. – 203 b.
- 3.Barotov Sh.R. Psixologik xizmat asoslari. – Toshkent: O'qituvchi, 2012. – 280 b.
- 4.Филлипс Б. Тест школьной тревожности. // Диагностика эмоционально-личностной сферы подростков. – М.: Феникс, 2002. – С. 12-24.
- 5.Buss A.H., Durkee A. An inventory for assessing different kinds of hostility // Journal of Consulting Psychology. – 1957. – Vol. 21(4). – Pp. 343-349.
- 6.Dollard J., Miller N.E. Frustration and Aggression. – New Haven: Yale University Press, 1939. – 209 p.
- 7.Nasriddinova M.A. Voyaga yetmaganlar o'rtasida huquqbuzarliklar profilaktikasining ijtimoiy-psixologik jihatlari // Psixologiya ilmiy jurnali. – Buxoro, 2023. – №3. – B. 45-51.