

The Relationship between Aggressive Behaviour and Social-Psychological Adjustment amongst Physical Education Students

Rula Odeh Alsawlaqa^a, Mahmoud Alatrash^b, Doukhi Abdel Rahim AL-Hunaiti^c, ^aAssociate Professor, The University of Jordan. ^bAssistant Professor, An-Najah National University. ^cProfessor, The University of Jordan, Email: R.sawalka@ju.edu.jo, Malatrash@najah.edu, D.hunaiti@ju.edu.jo

This article aims to detect the relationship between aggressive behaviour and social-psychological adjustment in students from the Faculty of Sports Education, and to identify differences in aggressive behaviour and social-psychological adjustment in accordance with (gender and academic level) variables. The scale of aggressive behaviour and social-psychological adjustment were distributed to (80) undergraduate students in the Department of Physical Education at An-Najah National University. The study results suggest that the average level of aggressive behaviour amongst students was (2.79), while the level of social-psychological compatibility was high at (3.72). Moreover, the findings reveal that there is a close relationship between social and psychological adjustment and aggressive behaviour in students. Additionally, the variables of gender and academic level have no effect on the level of aggressive behaviour and social-psychological adjustment of students.

Key words: *Aggressive Behaviour, Social-Psychological Adjustment, University Students, Young Adulthood.*

Introduction

Human behaviour reflects the attempts made by an individual to meet his or her needs, which are an expression of mental, physical and social capacity to respond to internal and external stimuli faced throughout their different stages of life. Human behaviour is unstable and subject to change, in accordance with several factors such as the individual's age, stages and interactive situations, social environment, social norms, as well as psychological traits

and genetics. In the instance where the individual faces difficulties to meet his or her needs, he or she may resort to aggressive behaviour which is socially unacceptable. Aggressive behaviour is characterised by risk, and its effects extend to several areas of social interaction (Kagan et. al, 2020; Farnsworth, 2019).

Merriam-Webster Dictionary (n.d.) define aggression as a forceful action or hostile procedure, injurious, or destructive behaviour or outlook, such as an unprovoked attack intended to dominate or master, or caused by frustration and the expression of pent-up rage. Ames & Fiske (2013) indicate that aggression is a behaviour that involves the intent to harm another individual who does not wish to be harmed, and intentional harm is perceived as worse than unintentional harm. Aggression is a widespread behavioural phenomenon in modern societies, due to pressures and complexities that result from rapid cultural, economic and social changes. Aggressive behaviour became a concern to researchers due to its high rate of prevalence amongst different age groups, especially in youth (Omigbodun et. al., 2004; Connor, 2002; Alami, 2015).

Young adulthood is a period that involves significant transitions, especially when young people are enrolled in University, they have to deal with several new stresses including academic and other pressures and forming new social and emotional relationships. These require the ability to adapt and social-psychological adjustment to achieve balance in University life as well as their well-being and confronting problems (Buyukiscan, 2018). Young adulthood characterised by developmental traits in a psycho-social context can generate significant stress, feelings of rejection and anger at perceived or real failure, which facilitates an aggressive response by youth due to their psychological characteristics which make them more emotional, and less able to hide manifestations of their anger. They seek to discover themselves by succeeding, excelling, and achieving independence, are more ambitious and preoccupied with future problems. Where the gap is large between levels of ambition and the desire to excel, and the modest potential for self-realisation, it increases the volume of irritability, anger and hostility, making them more vulnerable to the rapid response of aggression stimuli as a way of asserting their independence in the adult world and its rules to compensate for limited personal competencies (Keniston, 1970; Kehily, 2007; Office of the Surgeon General, 2001; Uludağ, 2013). University youth face a high degree of tension, having to deal with several new stresses which include academic and economic pressures and forming new social and emotional relationships in University, which requires the ability to adapt as well as social-psychological adjustment to achieve balance in University and confront their problems, so they need to understand the mechanism of adjustment and adaptation to these pressures in order to avoid their negative effects (Buyukiscan, 2018; Lundskow, 2013).

Therefore, aggressive behaviour has become one of the most dangerous threats to the security and stability of social institutions, especially in Universities. This cannot be defined according to one variable or reason, rather it reflects the influence of a group of social, economic and academic factors. Aggressive behaviour is a social fact, and not absolute, so that it denotes a fixed action of specific descriptions, but it is a relative concept determined by many factors such as time, place and social conditions (Al Zu'bi, 2007; Al-Aqqad, 2001; Omigbodun et. al., 2004).

Social-psychological adjustment refers to the behavioural process of balancing needs challenged by obstacles in the environment. It is important to maintaining a high quality of life and avoid clinical anxiety, depression, and experience feelings of hopelessness, problems regarding concentrating and sleeping as well as reckless behaviour (Ward & Kennedy, 1994; Bisson & Sakhuja; 2006). Social-psychological adjustment amongst students covers a large area in educational and psychological studies and the student's life in general, as most studies that address this topic aim at understanding the behaviour of educated students within an educational Institution by studying his or her personality. The most important aspect consists of psychological adjustment which is represented by the individual's attempt to satisfy his or psychological needs, self-understanding, self-respect, self-confidence and taking responsibility (Sufyan, 2004). The most important aspects of a student's social-psychological adjustment include establishing relationships, avoiding isolation and being introverted, emotional stability, relationships with the local environment and a realistic view of life (Serebryakova, 2016). Serebryakova et. al. (2016) confirm the importance of social and psychological adaptation in adolescence. There is a close relationship between social and psychological adaptation and socialisation of the personality, which may be considered as an indicator of the maturity of personality and a high level of development of personal activity and subjectivity.

Research Questions

1. What is the level of aggressive behaviour amongst Physical Education students?
2. What is the level of social-psychological adjustment amongst Physical Education students?
3. Is there a statistically significant relationship between aggressive behaviour and social-psychological adjustment amongst Physical Education students?
4. Are there statistically significant differences in the level of aggressive behaviour amongst Physical Education students according to (gender, academic level) variables?
5. Are there statistically significant differences in the level of social-psychological adjustment amongst Physical Education students according to (gender, academic level) variables?

Methodology

Participants

As shown in Table 1, the study participants were male and female An-Najah National University B.A students. Their ages ranged between 18-22 years, during the 2018–2019 academic year. A stratified sample was selected which reached (80)students.

Table 1: Participants’ Demographic Characteristics (N=80).

Demographics	Account	%
Sex		
Male	38	47.5
Female	42	52.5
Academic Level / BA		
First	20	25
Second	20	25
Third	20	25
Fourth	20	25

Measure

The scales of aggressive behaviour scale and social-psychological adjustment were developed by Boshachi, (2013). This consisted of (28) items formulated in negative attitude except for items (4, 5, 6, 17, 18) which were related to positive attitude and reversed in processing the data. The social-psychological adjustment scale included (40) items formulated in positive attitude, except for items (9, 10, 11, 12, 13, 14, 15, 16, 17, 25, 26, 27, 28, 29, 30, 31, 32) which were which were related to negative attitude and reversed in processing the data. Participants rated each item using a 5-point Likert scale (5= “Always”; 1= “Never”).

Reliability

The reliability of the study’s instrument was checked through calculating the Cronbach Alpha co-efficient. The scale shall be considered reliable if the value of the latter co-efficient is greater than 0.060. The closer the latter value to 100 %, the higher the instrument’s reliability. Based on the aforementioned, the Cronbach Alpha co-efficient value of scale for this study is (0.80).

The Fit of the Study Scale

Skewness co-efficient values of all study variables were calculated to check the normal distribution of data. These values are less than 1. Therefore, there is no issue regarding normal distribution of the study data.

Likert Scale for Measure Variations Frequency

As shown in table (2), the Likert Scale consists of five response options which contains two extreme poles and a neutral option connected with intermediate response options. Each item is scored on a five-point (0-4) Likert scale (ranging from never to always), the length of each period of the previous five dimensions equals (0.80) of unit, thus there is no partiality in any of the previous ratings. As shown in Table (3) the values of arithmetic means shall be treated as follows regarding quintuple gradation: (2.67-and above =high), (2.66-1.34=medium), (1.33-and below = low).

Table-2: 5-Point Likert Scale

Arithmetic Mean	Likert Rating Scale
0.00-0.80	Never
1.6-0.81	Rarely
2.4-1.61	Sometimes
3.2-2.41	Often
4.0-3.21	Always

Table 3: Standard three-point rating scale

Arithmetic mean period	Likert scale general rating
4.0-2.67	High
2.66-1.34	Medium
0.00-1.33	Low

Normality Test

Tests of Skewness, Kurtosis were conducted, the results of KOLMOGOROV-SMIRNOVA test showed a lack of statistically significant differences for all themes (independent and dependent) at the significance level of ($\alpha \leq 0.05$).

Results

Q1: What is the level of aggressive behaviour amongst Physical Education students?

The arithmetic mean and standard deviations were calculated for each item and for the overall level of the scale of the aggressive behaviour. The results of table (4) showed that the level of aggressive behaviour amongst Physical Education students at An-Najah National University was high on the items (9, 11, 18, 22), where the response average ranged between (3.43 - 3.95), and the level of aggressive behaviour was medium on items (1, 4, 6, 8, 12, 13, 15, 19, 21, 23, 26, 28), where the response average ranged between (2.61 - 3.28), while aggressive behaviour level was low on all remaining items, where the response average ranged between (2.19 - 2.56). The total level of aggressive behaviour amongst Physical Education students at An-Najah National University was medium, where the response average was (2.79).

Table 4: The arithmetic means and standard deviation of the level of aggressive behaviour amongst Physical Education students (N = 80).

No.	Items	Average response	Standard deviation	Level
1	Sometimes I feel that jealousy is killing me.	2.85	1.54	Medium
2	Sometimes I feel that I am treated in a bad way.	2.49	1.11	Low
3	I partake in fights more than other people.	2.13	1.43	Low
4	I think there is no convincing justification for hitting another person.	2.96	1.44	Medium
5	When I disagree with my friends, I tell them what I think about them in a frank way. (Opposite)	2.19	1.24	Low
6	It is difficult for me to enter a discussion with others who disagree with me. (Opposite)	2.83	1.25	Medium
7	I may curse at other people without reasonable cause.	2.19	1.42	Low
8	I burst into anger quickly and calm down quickly as well.	3.28	1.44	Medium
9	I apparently look annoyed when I fail to do something.	3.75	1.15	High
10	I feel that I have a strong desire to beat someone from time to time.	2.28	1.32	Low
11	I am suspicious of strangers who show extra kindness.	3.43	1.40	High
12	I often find myself in disagreement with other	3.15	1.13	Medium

	people about something.			
13	Sometimes I feel frustrated.	2.95	1.19	Medium
14	My friends see me as controversial and a troublemaker.	2.54	1.23	Low
15	I wonder why I feel bitter about the things that belong to me.	3.00	1.20	Medium
16	If I get angry, I might hit someone.	2.50	1.41	Low
17	I am a calm person. (Opposite).	2.56	1.36	Low
18	When other people bother me, I tell them my opinion in a frank way. (Opposite)	3.79	1.10	High
19	I use physical violence to protect my rights, if necessary.	2.61	1.53	Medium
20	I know that my friends talk negatively about me in my absence.	2.54	1.30	Low
21	When I get incredibly angry, I destroy things around me.	2.64	1.47	Medium
22	If someone hits me, I must hit him or her back.	3.90	1.36	High
23	Some of my friends think that I am a reckless person.	2.84	1.36	Medium
24	Other people bother me until it becomes a physical quarrel.	2.51	1.34	Low
25	Sometimes I feel that other people laugh about me in my absence.	2.36	1.30	Low
26	Sometimes I lose my good mood for no apparent reason.	2.66	1.21	Medium
27	I have threatened to beat other people I know.	2.54	1.42	Low
28	I cannot control my emotions.	2.73	1.35	Medium
	Level of aggressive behaviour.	2.79	0.65	Medium

Q2: What is the level of social-psychological adjustment amongst Physical Education students?

As shown in table (5), the level of Social-Psychological adjustment amongst Physical Education students was high in item (4), where the response average range was (4.38), and the level of social-psychological adjustment was medium in items (13, 16, 17, 19, 30, 31, 39, 40), where the response average ranged between (2.95-3.39). Social-psychological adjustment was high on all remaining items, where the response average ranged between (3.43-4.20). The total level of Social-Psychological adjustment was high, and the response average was (3.72).

Table 5: Arithmetic means and standard deviation levels for Social-Psychological adjustment amongst Physical Education students (N = 80).

No.	Items	M	S.D	Level
1	I feel that my family is coherent.	4.16	1.16	High
2	I feel reassured amongst my family members because they are the source of past and present support.	4.09	1.16	High
3	I feel satisfied with everything related to my family.	3.90	1.16	High
4	My heart is full of love for my family.	4.38	0.92	Very high
5	My happiest moments are when I am with my family.	4.00	1.03	High
6	My family values my opinion highly.	3.59	1.25	High
7	When I compare my family with other families that I know, I find it to be the same or better.	4.00	1.08	High
8	My family is my primary support in my past and present life.	4.20	1.08	High
9	My parents never understand me (Opposite).	3.68	1.37	High
10	My family is more in disagreement than agreement (Opposite)	3.43	1.39	High
11	If I had a family other than my own family, I would resort to it (Opposite).	4.00	1.37	High
12	I have disputes with one of my family members who lives with me (Opposite)	3.74	1.35	High
13	I get annoyed if I am unfairly criticised by one of my parents (Opposite).	2.95	1.39	Medium
14	Tension is the general mood prevailing in my family (Opposite).	3.75	1.32	High
15	My parents often protest against the type of friends I have (Opposite).	3.63	1.30	High
16	What annoys me the most in my family is the frequent quarrels (Opposite).	2.51	1.41	Medium
17	My parents still view me as a child who needs advice and guidance (Opposite).	3.05	1.41	Medium
18	My University life will remain in my memory.	3.91	1.13	High

19	I am satisfied with my present University's atmosphere.	3.39	1.26	Medium
20	I adhere to academic attendance, and I am rarely absent.	3.64	1.22	High
21	I have good relationships with most of my Faculty Professors.	3.95	1.10	High
22	It is easy for me to talk to Professors about academic matters.	3.86	1.17	High
23	I have good relationships with my colleagues.	3.91	1.18	High
24	I enjoy Faculty events.	3.63	1.38	High
25	I really hate my Faculty and feel less comfortable there (Opposite).	3.49	1.48	High
26	I find it difficult to speak in front of students during lectures (Opposite).	3.58	1.25	High
27	I cannot answer the Professor's question in class even though I know the answer (Opposite).	3.54	1.40	High
28	My absence in certain subjects in the Faculty exceeded the limit (Opposite).	3.69	1.36	High
29	It is difficult for me to acquire the love and appreciation of my Faculty Professors.	3.60	1.25	High
30	I think my Professors get annoyed with me because of my problems (Opposite).	3.11	1.29	Medium
31	I think my colleagues talk negatively about me (Opposite).	3.13	1.37	Medium
32	I think most of my study subjects are of low importance (Opposite).	3.90	1.35	High
33	My life would be hard if not for the presence of others.	4.13	1.28	High
34	It is easy for me to establish good relationships with others and get along with them.	3.93	1.04	High
35	I think I am trustworthy to those who know me.	4.00	1.07	High
36	I am happy to participate in charitable works.	3.85	1.21	High
37	I maintain my relationship with others even if they have ideas which contradict my thoughts.	4.04	1.02	High

38	Others depict me as a social person.	3.93	1.15	High
39	I feel comfortable when I serve others.	3.11	1.23	Medium
40	I enjoy attending social events.	3.13	1.31	Medium
Level of Social-Psychological adjustment		3.72	0.62	High

Q 3: What is the relationship between aggressive behaviour and Social-Psychological adjustment amongst Physical Education students?

As shown in table (6), there is a strong inverse relationship with statistical significance at the level of significance ($\alpha \leq 0.05$) between aggressive behaviour and Social-Psychological adjustment amongst Physical Education students, where the value of the Pearson correlation coefficient is (- 0.56).

Aggressive behaviour and Social-Psychological adjustment amongst Physical Education students

Aggressive behaviour		Social-psychological adjustment		Value (R)	Level of significance*
Mean	Deviation	Mean	Deviation		
2.79	0.65	3.72	0.62	-0.56	** 0.000

** Statistically significant at the significance level ($\alpha \leq 0.01$).

Q 4: Are there statistically significant differences in the level of aggressive behaviour amongst Physical Education students according to (gender, academic level) variables?

To answer question 4, we use one-way ANOVA. As shown in tables (7, 8) there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of aggressive behaviour of Physical Education students at An-Najah National University attributable to gender and academic level variables.

Table 7: Arithmetic mean and standard deviation of aggressive behaviour level of Physical Education students according to gender and academic level variables (N = 80).

Independent variable	Variable level	Number	Average	Deviation
Gender	Male student	38	2.85	0.60
	Female student	42	2.74	0.69
Academic Level	First	20	2.88	0.64
	Second	20	2.98	0.67
	Third	20	2.63	0.67
	Fourth	20	2.67	0.59

Table 8: Results of one-way analysis of the significance of differences in the level of aggressive behaviour amongst Physical Education students according to gender and academic level variables (N = 80).

Independent variable	Source of variance	Total deviation squares	Degrees of freedom	Mean squares	Value (F)	Level of significance *
Gender	Between groups	0.214	1	0.214	0.510	0.477
	Within groups	32.701	78	0.419		
	Total	32.914	79			
Academic Level	Between groups	1.642	3	0.547	1.330	0.271
	Within groups	31.272	76	0.411		
	Total	32.914	79			

* Statistically significant at the significance level ($\alpha \leq 0.05$).

Q 5: Are there statistically significant differences in the level of Social-Psychological adjustment amongst Physical Education students according to (gender, academic level) variables?

One-Way analysis of variance (ANOVA) was used and the results of two tables (9, 10) show that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social-psychological adjustment amongst Physical Education students at An-Najah National University attributable to gender and academic level variables. Gender and academic level variables have no effect regarding differences on the scale of adjustment and these dimensions.

Table 9: Arithmetic mean and standard deviation of the Social-Psychological adjustment of Physical Education students according to gender and academic level variables (N = 80).

Independent variables	Variable level	Number	Average	Deviation
Gender	Male student	38	3.69	0.60
	Female student	42	3.73	0.66
Academic level	First	20	3.51	0.65
	Second	20	3.64	0.63
	Third	20	3.89	0.65
	Fourth and higher	20	3.81	0.53

Table 10: Results of one-way analysis of the significance of differences in the Social-Psychological adjustment level amongst Physical Education students, according to gender and academic level variables (N = 80).

Independent variable	Source of variance	Total deviation squares	Degrees of freedom	Mean squares	Value (F)	Level of significance *
Gender	Between groups	0.034	1	0.034	0.086	0.771
	within groups	30.712	78	0.394		
	Total		79			
Academic Level	Between groups	1.790	3	0.597	1.566	0.204
	within groups	28.955	76	0.381		
	Total		79			
		30.746				

* Statistically significant at the significance level ($\alpha \leq 0.05$).

Discussion

After distributing the aggressive behaviour and Social-Psychological adjustment scale on a stratified sampling of (80) male and female An-Najah National University B.A. students, where the ages ranged between 18-22 years, according to these students are characterised by medium level of aggressive behaviour and a high level of Social-Psychological adjustment. This result can be attributed to the fact that at this stage students seek to achieve their hopes and aspirations in various fields of life, such as study and future career, and when he or she fails to achieve these, he or she may become angry and feel frustrated. There may also be other reasons related to the stage of development mentioned earlier. It is a period characterised by changes and disturbances as a result of changes, especially in the physical and morphological aspect which makes an individual feel shy and introverted as if he or her were different from others. Any behaviour will provoke his anger. In addition, the source of anger could be an environmental circumstance such as the effect of high temperature. The conditions experienced by University students in the study include several pressures and problems, including those related to study, transportation and economic problems experienced by Palestinian society due to the Israeli occupation.

Students had a high level of Social-Psychological adjustment which could be attributed to the stage of development, where the student demonstrates increased awareness of the meaning of values and the function they perform in society. The view on Ethics develops depending on life experiences and the general value system of society and because of his or her interaction with the social environment in which family members, colleagues and ?Professors participate. His or her values develop and he has a desire to discover the truth regarding the origin of man and his destiny trying to connect himself to the Creator by worshipping ... etc. Thus, the University student will have his or own personality as a result of compatibility with the prevailing social norms, values and traditions in society,. Like the rest of modern societies at the present time, Palestinian society is characterised by complications caused by development which results in major change in the social structure of these societies, including complexity, breadth, and diversity of social relations between individuals..

Therefore, the University student's knowledge of ethical behaviour standards encourages him or her to adopting them as reference through which he or she deals with others inside and outside the University and when he or she does not comply with such standards he or she will feel guilty anxious and even depressed.

The results also found that there is a strong inverse relationship between aggressive behaviour and Social-Psychological adjustment for Physical Education students at An-Najah National University. This result is consistent with the findings of a study conducted by

Wright (2018) about the effects of aggression on college adjustment, showing that hostility and anger are negatively correlated with social and emotional adjustment.

The socialisation of University students plays an important role in this framework. Inappropriate parenting treatment manifests through distinguishing between children as well as their use of punishment, especially physical punishment as a way to stop various types of behaviour, subsequently the student will follow his or her parents' method as a model in accordance with "Bandura Theory" in social learning. In addition, students' exposure to painful experiences and deprivation in their childhood, and the persistence of frustration, cruelty, ostracism, and non-acceptance, or even excessive pampering and tolerance received since childhood may cause psychological disturbance. A person who does not trust him or herself and others instils hatred in towards self, family, colleagues, Professors and others. All these factors push him or her to practice aggressive behaviour (Nasser, 2004).

Likewise, the religious aspect influences the aggressive behaviour of Universities. Neglecting and irregular acts of worship push them towards aggression. This result is consistent with Khalidi's study (2009), which indicates that neglecting worship pushes students to practise aggressive behaviour. In the same context, according to a study by Khalifa & Al-Hawly (2003), there is a negative relationship between aggressive behaviour, regular prayer and religious commitment.

Moreover, the results of the present study reveal that gender and academic level variables have no effect on the levels of aggressive behaviour and Social-Psychological adjustment of students. Whether male or female, a University student or other academic professional always seeks to achieve his or her goals relating to academic management, ambition, various social relations, direction towards sexual role, thus his or her role and position in the University. If he or she feels frustrated and fails to achieve this, he or she gets angry with the circumstances which he or she perceives to be the cause of his or her feelings. There is no doubt that this leads to a feeling of identity diffusion and role ambiguity e so that he or she becomes unable to think and unaware of what is happening in the surrounding situation. Therefore, he or she becomes unable to face these situations, and consequently unable to adequately confront them. This is what the researcher "Erikson" referred to as "Identity Crisis," which in means the absence of personal appreciation and clear goals with a sense of powerlessness (Erikson, 1970).

This result is consistent with the finding of a study by Basow et. al. (2007) which indicates that there was no gender difference in experience with relational aggression amongst College students, while Crick & Grotpeter (1995) found that girls were significantly more relationally aggressive than boys. On the other hand, Keskin & Akdeniz (2018) confirmed that sport positively affects the aggression levels of University students, and that sport varies

by gender, where males are more aggressive than females. Likewise, Harris & Knight-Bohnhoff (1996) found that amongst College students males scored significantly higher than females regarding physical aggression, while increasing age and education were associated with lower aggressiveness in both genders.

Within the Arab cultural context, this result differed from the Fayed study (2007) on Helwan University students and Muammariya's study (2007) on Haj Khadr University students regarding the fact that there are differences in physical and verbal aggression between males and females in favour of males, while the results of El- Issawi study (2000) indicate that males are characterised by verbal aggression more than females.

The results of Social-Psychological adjustment can be explained by the fact that these students live in the same psychological, social and cultural conditions, as well as in the same conditions of University life, such as the study plan. University systems and laws are unified for all students regardless of gender, including in the quality of services provided by the University such as scholarships, provision of halls, theatres, libraries, stadiums and yards that are the right of all. On the other hand, Universities provide opportunities for students to become acquainted and make multiple social friendships and relationships. They also help students to be creative and develop their talents and hobbies, and take responsibility by organising artistic, cultural and sport activities.

Negative changes in social-psychological adjustment and aggressive behaviour could be the first signs of more severe emotional or behavioural problems. Aggressive children may be at risk of serious adjustment difficulties e.g., higher levels of loneliness, depression, and isolation relative to their non relationally aggressive peers (Crick & Grotpeter, 1995). Likewise, there is a risk to adults, for females relational aggression is linked with bulimic symptoms (Werner & Crick, 1999).

Furthermore, the Mayo Clinic website indicates that adjustment disorders have signs and symptoms including feeling sad, hopeless, frequent crying, worrying, feeling anxious, nervous, jittery or stressed out, trouble sleeping, lack of appetite, difficulty in concentrating, feeling overwhelmed, difficulty functioning in daily activities, avoiding important things such as going to work or paying bills and suicidal thoughts or behaviour.

Therefore, it is necessary to develop preventative guidance programs based on Psycho-social foundations and educational grounds in order to reduce the level of aggressive behaviour amongst students, and conduct more field studies regarding the relationship between Social-Psychological adjustment and aggressive behaviour amongst other samples in Palestinian society in light of various social, psychological and educational variables. In addition, it is



important to hold educational seminars to inform teachers of the latest methods in behavioural adjustment.

Conclusion

Social-psychological adjustment is very important for University students to achieve a balance in their University life and well-being in order to confront their problems, particularly e as a result of aggressive behaviour resulting from their inability to adapt to their new lives and pressures, and enabling them to form healthy and balanced social and emotional relationships. The results of this study support the close relationship hypothesis between social and psychological adjustment and aggressive behaviour. Furthermore, this study highlights the importance of the need to better understand the relationship between Social-Psychological adjustment and aggressive behaviour in view of the fact that no clear associations were evident regarding gender and academic level variables for students, taking into consideration the political and economic conditions in which youth live, especially those in countries suffering from occupation such as Palestine. Finally, this study confirms the necessity to develop preventative guidance programs based on psycho-social foundations and education to reduce aggressive behaviour amongst students.

Declaration of Conflict of Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author received no financial support for the research, authorship, and/or publication of this article.



REFERENCES

- Alami, A., Shahghasemi, Z., Davarinia Motlagh Ghochan, A., & Baratpour, F. (2015). Students' aggression and its relevance to personal, family, and social factors. *Iranian Red Crescent Medical Journal*, 17(12), e20017. <https://doi.org/10.5812/ircmj.20017>.
- Ames, D. L., & Fiske, S. T. (2013). Intentional harms are worse, even when they're not. *Psychological Science*, 24(9), 1755-1762.
- Al-Aqqad, E. A. (2001). *The psychology of aggression and its taming: a new knowledge therapeutic approach*. Dar Gharib for Printing, Publishing and Distribution, Cairo.
- Al-Zubi, A. M. (2007). *Psychiatric and behavioural and educational problems in children*. Zahran Publishing and Distribution House, Amman, Jordan.
- Basow, S. A., Cahill, K. F., Phelan, J. E., Longshore, K., & McGillicuddy-DeLisi, A. (2007). Perceptions of relational and physical aggression among college students: effects of gender of perpetrator, target, and perceiver. *Psychology of Women Quarterly*, 31(1), 85–95. <https://doi.org/10.1111/j.1471-6402.2007.00333.x>.
- Bisson, J. I.; Sakhuja, D. (2006). Adjustment disorders. *Psychiatry*. 5 (7): 240–242. [doi:10.1053/j.mppsy.2006.04.004](https://doi.org/10.1053/j.mppsy.2006.04.004).
- Boshachi, S. (2013). *Aggressive behaviour and its relationship to social students' psychological adjustment for university students: a field study at the University of Mouloud Mamari Tizi-Ouzou*. Unpublished Master Thesis, Algeria.
- Buyukiscan, E.S. (2018). Factors predicting psychological adjustment among university students in Turkey. *International Journal of Psychological Studies*, 10 (4): 25-33. [doi:10.5539/ijps.v10n4p25](https://doi.org/10.5539/ijps.v10n4p25).
- Connor, D.F. (2002). *Aggression and anti-social behaviour in children and adolescents: research and treatment*. New York: The Guilford Press.
- Crick, N., Grotpeter, J.K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*. 66 (3): 710- 722. doi.org/10.1111/j.1467-8624.1995.tb00900.x.
- El-Essawy, A. R. (2000). *Childhood and adolescence disorders and treatment*, Al-Rateb University House, First Edition, Beirut, Lebanon.
- Erikson, E. (1970). Autobiographic notes on the identity crisis. *Daedalus*, 99(4), 730-759. <https://www.jstor.org/stable/20023973>.



- Farnsworth, B. (2019). *Human behaviour: the complete pocket guide*. iMotions. Copenhagen. So What Exactly is Behaviour? <https://imotions.com/guides/human-behavior/>.
- Fayed, H. (2007). *Aggression and depression in the modern age: an integrative view*, Teiba Foundation for Publishing and Distribution, First Edition, Cairo.
- Harris, M. B., & Knight-Bohnhoff, K. (1996). Gender and aggression: II. Personal aggressiveness. *Sex Roles: A Journal of Research*, 35(1-2), 27–42. <https://doi.org/10.1007/BF01548173>.
- Kagan, J., Marc, H. B. & Richard, M. L. (2020). *Human Behaviour*. Encyclopaedia Britannica. Retrieved 5 June 2020.
- Keniston, K., (1970). Youth: A “New” Stage of life. *The American Scholar*, 39 (4): 631-654.
- Keskin, Ö., Akdeniz, H. (2018). Investigation of aggression levels of University students: Kocaeli university case. *Asian Journal of Education and Training*, 4(3): 186-196. [DOI: 10.20448/journal.522.2018.43.186.196](https://doi.org/10.20448/journal.522.2018.43.186.196).
- Khalidi, A. M. (2009). *Reference in mental health*. Wael House for Publishing and Distribution, first edition, Amman.
- Lundskow, G. (2013). *The Sociology of Religion*. California: Pine Forge Press.
- Muammariya, B. (2007). *Specialised research and studies in Psychology*. Al-Habr Publications, Aissat Idir Cooperative, third part, Beni Maysos, Algeria.
- Nasser, I. (2004). *Socialisation*. Dar Ammar for Publishing and Distribution, First Edition, Amman, Jordan.
- Omigbodun, O. O., Onibokun, A.C., Yusuf, B.O., Odukogbe, A. A., Omigbodun, A. O. (2004). Stressors and counselling needs of undergraduate nursing students in Ibadan, Nigeria. *J Nurs. Educ.* 43(9):412–5.
- Serebryakova, T.A., Morozova, L.B. Kochneva, E.M., Zharova, D.V. (2016). The problem of socio-psychological adjustment of personality in the scientists’ studies. *International Journal of Environmental & Science Education*, 11 (11): 4706-4715.
- Sufyan, N. (2004). *Abstract on personality and psychological counselling*, Itrac for Publishing and Distribution, First Edition, Cairo.



Ward, Colleen; Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and sociocultural competence during cross-cultural transitions. *International Journal of Intercultural Relations*. 18 (3): 329–343. [doi:10.1016/0147-1767\(94\)90036-1](https://doi.org/10.1016/0147-1767(94)90036-1)

Werner, N.E, Crick, N.R. (1999). Relational aggression and social-psychological adjustment in a college sample. *Journal of Abnormal Psychology*. 108(4):615-623. [DOI: 10.1037//0021-843x.108.4.615](https://doi.org/10.1037//0021-843x.108.4.615).

Wright, C. (2018). *The effects of aggression on college adjustment when accounting for impulsivity*. Master Thesis, Abilene Christian University.

Uludağ, O.M. (2013). The influence of aggression on students' achievement: evidence from higher education. *Procedia - Social and Behavioural Sciences*, 89: 954-958 <https://doi.org/10.1016/j.sbspro.2013.08.963>.