

Aggressive Behavior and Psychosocial Adjustment among Port Said University Adolescent Students

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Abstract

Background: Globally, aggressive behavior has become a major problem with a variety of multidimensional serious consequences. It causes varying extent of impairment to the social, emotional, and psychological adjustment of adolescents. **Aim:** This study intended to explore the correlation between aggressive behavior and psychosocial adjustment among Port Said university adolescent students. **Subjects and Method: Design:** A descriptive correlational research design was employed. **Subjects:** The study subjects comprised a sample of 509 adolescent students enrolled in the first grade at faculties affiliated to Port Said University in Port Said Governorate during academic year 2019-2020. **Tools:** Instruments of data collection: Two tools were utilized to collect data, which were Buss-Perry Aggression Questionnaire, and Psycho-Social Adjustment Scale, in addition to personal characteristics of the studied adolescent students. **Results:** Four fifths of the studied adolescent students had a high level of aggression. The vast majority the studied students had a mild level of psychosocial adjustment, while the rest of them had a moderate level. **Conclusion:** There was a statistically significant negative correlation between overall aggression and overall psychosocial adjustment among the studied university adolescent students at $p \leq 0.05$. **Recommendations:** Designing and applying multimedia intervention programs for students regarding training in coping strategies, stress-control techniques, cognitive restructuring and problem-solving techniques, that may help to cope with stressful life events in an adaptive way and without having to use aggression to solve problems or conflicts. Moreover, Faculties should develop student orientation programs, and seminar sessions for the inclusion of formal and informal training on aggressive behavior.

Key words: Adolescent Students, Aggressive Behavior, Psychosocial Adjustment.

Introduction

Adolescence is one of the critical stages of human development during which individuals are challenged to develop healthy responses to stress. It is a time of tremendous growth, and discovery characterized by transitions across numerous developmental spheres, comprising significant challenges in

Late adolescence involves transition into adulthood; it begins at the age of 17 to 19 years. It is characterized by the development of a strong personal identity. It is the time when adolescents encounter problems as self- doubt, confusion and powerlessness associated with resolving the identity-related conflict involved in defining who one is, what one wants to achieve in the future and what one believes in terms of personal values. Confronting these dilemmas can produce periods of despair, drifting, hostility, or negative identity. As a result, they are at a great risk for emerging a variety of mental health problems ⁽³⁾.

Aggression is one of the major psychological problems that affect psychological well-being during adolescence. Although aggression begins at an early stage of development and remains throughout life, its beginning can

physical, cognitive, psychological, and socio-emotional domains ⁽¹⁾. This period is characterized by its own complexities that can affect the psychological well-being of adolescents, interfere with their advancement and their ability to assume everyday life accountabilities and could have a lasting destructive impact into adulthood ⁽²⁾.

be generally attributed to adolescence ⁽⁴⁾. In this period of life, aggression may probably predict delinquency, drug abuse, depressive symptoms, and academic disappointment. In fact, the anger associated with aggression is among the main motives for referral of adolescents to counseling centers ⁽⁵⁾.

Aggressive behavior is a prevalent behavioral phenomenon that community seeks through multidimensional institutions to reduce it. It is no longer limited to individuals only; but expanded to include schools, universities, institutions, and countries ⁽⁶⁾. Aggression is defined as "an intentional behavior with the potential to cause destruction or harm, it may manifest as verbal threats or attacks, negative use of objects, or physical assaults on known people, strangers, or self." Also, it can be defined

as any behavior intends to harm self or others, or ruins property of others⁽⁷⁾. Aggression is a term used to describe any behavior by an individual against another with a sole purpose of inflicting psychological or physical pain. Aggressive behavior takes various forms, including physical aggression, verbal aggression, relational aggression, anger, and hostility. Physical aggression is a behavior causing physical harm to others, it expressed by threatening gestures, hitting, pushing, pulling hair, and biting. Verbal aggression focuses on the speech in which an individual used foul language insulting people, it includes shouting, arguing, cursing, and sarcasm in order to hurt others psychologically and hurt their emotions⁽⁸⁾. Even though relational aggression comprises intentional manipulation of and mutilation to another's social relations, it includes gossiping, giving dirty looks, social exclusion, and friendship manipulation⁽⁹⁾. Hostile aggression has been conceived as being impulsive, unplanned, uncontrolled, driven by anger, hot-blooded, reactive, overt, defensive, destructive, having the ultimate motive to harm the target, and occurring as a reaction to some perceived provocation⁽¹⁰⁾. Hostility is an unfriendly attitude or behavior showing characteristics of an

others, or ruins property of others⁽⁷⁾. enemy; it includes feelings of suspicious, resentment, and alienation. Whereas anger is a natural, emotion or the feeling of being threatened or mistreated which everyone usually experiences. Anger refers to negative reactions that differ in strength from minor annoyance or modest bother to rage⁽¹¹⁾.

Aggression is a problematic behavior accompanying with plain penalties in and psychosocial adjustment, functioning, and personality development⁽¹²⁾. Adolescent aggression is an important determinant of adolescent psychosomatic health problems and their quality of life⁽¹³⁾. Studies revealed that aggressive behavior among adolescents is openly interrelated to a psychosocial or behavioral adjustment⁽¹⁴⁾. Aggressive response amongst colleagues represents a difficult in the bulk of adolescents' development. Results indicated that, a negative relation amid aggressive behavior and comprehensive gratification with life plus psychosocial adjustment was detected⁽¹⁵⁾.

Psychosocial adjustment can be revealed as individuals strive to get along or pull through in their social and cultural environment. It is a practical term summarizing both the overall physical

condition of a person and series of changes taking place in a definite manner in reaction to situations⁽¹⁶⁾. Psychosocial adjustment or adaptation denotes individual's capability to adjust to the environment; involving that the individual is sufficiently feeling good, integrate, react sufficiently to the difficulties of the atmosphere, besides accomplish his or her intentions. In late adolescence, psychosocial adjustment frequently denotes adaptation and working in some of the chief zones that portray this phase including family plus university settings⁽¹⁷⁾.

The increasing attention on aggressive adolescents has been mainly due to their suffering from adjustment difficulties⁽¹⁸⁾. Adjustment difficulties include low self-esteem, low life satisfaction psychological distress, elevated risks for depression and anxiety, reluctance to participate in group activities, fear of negative evaluation, loneliness, the presence of frequent intense conflicts in the family, of affective cohesion among the family members and low academic achievement^(19, 20). Adolescents with high levels of aggression seem to have low social competence and problem-solving skills, poor cognitive processing and peer interactions. Amongst numerous undesirable consequences of aggression

substance abuse, suicidal ideation and criminality were conveyed⁽²¹⁾.

Significance of the Study:

The university stage is one of the prickly important stages that contribute to building and shaping the identity of the university student for the future. University students have been considered as the upcoming power of their society and psychological problems such as aggression could disturb their health and create numerous difficulties for them⁽²²⁾. Aggression is one of the supreme important trepidations of counselors, and highly impacts adolescents' behavior and personality. Aggression is prevalent among university adolescent students due to their developmental characteristics; almost, one in every 10 adolescents suffered from chronic aggressive behaviors or is harassed by peers⁽²³⁾. Approximately 30 % of all students annually experienced some type of aggression at university⁽²⁴⁾.

There is no doubt that adolescent entering into the world of university advances strongly the problems of adjustment and interaction with such community. Considering several negative consequences of adolescents' aggressive behavior on the psychosocial adjustment and functioning, their concerns, attitudes,

and motivations, remind us that understanding and investigation the issue seem to be necessary. Through better understanding, it will be easily to plan preventive intervention programs of this phenomenon.

Aim of the study

This study aimed to explore the correlation between aggressive behavior and psychosocial adjustment among Port Said university adolescent students.

Research Questions:

The research questions for which the researchers tried to find out the answers were:

What are the predominated types of aggressive behavior among Port Said university adolescent students?

What are the levels of psychosocial adjustment among Port Said university adolescent students?

Is there a correlation between aggressive behavior and psychosocial adjustment among Port Said university adolescent students?

Subjects and Method

Design:

This study followed a descriptive correlational research design, which relies on the study of a particular phenomenon by describing and showing its relationship to other phenomena.

Setting:

The present study was conducted in all faculties affiliated to Port-Said University in Port Said Governorate; Faculties were classified into various disciplines including human sciences (Sciences, Commerce, Physical Education, Education for Early Childhood, Arts, Education, Laws, and Specific Education), healthy sciences (Medicine, Pharmacy, and Nursing), and mathematical sciences (Engineering, and Administration and Computer Sciences).

Subjects:

The study participants encompassed a convenient sample of 509 adolescent students enrolled in the first grade at Port-Said University during academic year 2019-2020. They were chosen with the following inclusion criteria:

Students aged from 17 to 19 years.

From both sexes.

Free from mental or physical disability.

Accept to participate in the study.

Sample Size:

The sample size was estimated by using the following equation⁽²⁵⁾.

$$\text{Sample size (n)} = Z^2 p (1 - p) / d^2$$

Where:

Z = A percentile of standard normal distribution determined by 95% confidence level = 1.96.

P = Prevalence of aggression among adolescents in Egypt= 18.48%⁽²⁶⁾.

d = 0.05.

Sample size (n) came out as 231.5 ≈232. Adding 10% for incomplete pro forma and rounding off the value, the sample size was 254.5≈ 255. As we have compared the urban and rural population, so a minimum of 509-sample size was decided for the current study.

In relation to recruitment of the studied subjects from every faculty. An identified number of the first grade students from each faculty estimated by using the subsequent equation:-

$$\frac{\text{Total number of the first grade students in the faculty} * \text{Total sample size}}{\text{Total number of all faculties' first grade students}}$$

Tools:

The study data were collected by using the following instruments:

Tool (I): Buss-Perry Aggression Questionnaire (BPAQ):

This questionnaire was revised by Buss & Perry (1992)⁽²⁷⁾ in an English language and translated into an Arabic language by Bushashy & Al- Hussien (2013)⁽²⁸⁾, it is a self-reported questionnaire contained 29 items which measured four subtypes of aggression,

physical aggression (9 items), verbal aggression (5 items), anger (7 items), and hostility (8 items). An Arabic version of (BPAQ) showed validity and high Internal consistency, with Cronbach's Alpha and split-half coefficients $\alpha = 0.88$, and 89%, respectively. Validity was done by a jury of 8 professional judges in educational psychology who decided that the scale is valid⁽²⁸⁾.

Scoring System:

Each item ranked by participants along five-point continuum scale, ranged from "extremely characteristic of me (5) to extremely uncharacteristic of me at all (1). Two items (9 and 16) were scored inversely. The score of the overall items were summed; the advanced score indicates a high level of aggressive conduct. The whole score fluctuated from 29-145. It was categorized as follows: mild (29-58), moderate (59-77), and high level (78-145). For every subtype, the scores of the items were summed-up and the entire was distributed by the number of the items, attaining a mean score for every type.

Tool (II) : Psychosocial Adjustment Scale :

This scale was developed by Al-Gemee (2009)⁽²⁹⁾ in an Arabic language. It was used to measure levels of psychosocial

adjustment among the study subjects. The scale is a self-reported questionnaire which encompasses 82 items divided into six domains: family adjustment (17 items), academic adjustment (15 items), social adjustment (14 items), emotional adjustment (13 items), physical adjustment (8 items), and moral adjustment (15 items). The Psychosocial Adjustment Scale was submitted to a panel of experts in the branch of educational psychology, to test it for face and content validity and decided that the scale is valid. The Cronbach Alpha reliability for it was $\alpha = 0.93$ ⁽²⁹⁾.

Scoring System:

Psychosocial Adjustment Scale is a five-point Likert Scale extending from strongly disagree (1) to strongly agree (5). The notching was reversed in the negative items (9-17, 25-32, 42-46, 54-59, 63-67, and 74-82). For every domain, the scores of the items were summed-up and the whole was distributed by the number of the items, attaining a mean score for every domain. A total score ranged from 82 to 410. Scores ranged from 82 to 275 suggested a mild level of psychosocial adjustment, scores ranged from 276 to 315 showed a moderate level, while scores from 316 to 410 indicated a high level.

In addition to **A Structured Interview sheet:** This structured sheet was developed by the researcher in an Arabic language. It was used to collect data about personal characteristics of the studied adolescent students: This structured sheet was developed by the researcher in an Arabic language. It comprised personal characteristics as age, sex, faculty name, parental job status, parental educational level, and household income.

Pilot Study:

A pilot study was conducted on 10% of the studied adolescent students that represent 51 students. The purposes of the pilot study were to test the lucidity, applicability and the possibility of the instruments and to appraise the time needed to complete it. It also helped to find out any obstacles and problems that might interfere with data collection procedure. Conferring to the pilot study, no changes were done. Hence, the pilot students not excluded from the main study sample. The pilot study was carried out on the mid of October 2019 for one month.

Field Work:

To recruit the participants and collect data for this study, firstly, different faculties of the Port-Said University were

considered as clusters. Then, based on faculty size, an identified number of first grade students in each faculty were involved in the study. Any student registered in the first grade of above-mentioned faculties was suitable for inclusion in the study. In every faculty, the research team attended the faculty dean's office to duly inform the purpose and duration of the study and pursue for permission. Subsequently, the dean referred the team to the coordinator of the first academic year to detect proper day for data collection.

Prior to the administration of the instruments, the researchers assured that all students in the lecture theater were meeting the inclusion criteria, the researchers approached the students and granted, verbal consents were obtained from them afterward explaining the purpose and nature of the study. In addition, they were guaranteed that their information will keep in secret and their responses will only be used for the research purpose.

The instruments filled by the students in their lecture theater using a self-report technique in the presence of the research team to answer any query to the subjects. Each questionnaire took about 20 minutes to be filled out. After the

collection of data, the students were thanked and acknowledged by the researchers for their precious donations in the study. The process of data collection was stopped for approximately two months due to the spread of Covid-19 pandemic. Collection of data covered a period of 6 months from the mid of November 2019 to the mid of March 2020.

Administrative Design:

Preliminary, official letters were issued from the dean of the Faculty of Nursing to Deans of all faculties in Port-Said University requesting their collaboration and promise to carry out the study, after clarifying the aim of the study.

Ethical Considerations:

Firstly, the research proposal approved by the Scientific Research Ethical Committee of the Faculty of Nursing, Port- Said University. Secondly, an approval was obtained from the selected settings from which the data were collected. Thirdly, a verbal agreement was obtained from the studied adolescent students afterwards a plainly overview about the intention of the study, fourthly, anonymity and voluntary participation in the study were guaranteed. Finally, confidentiality was affirmed to all participants in the study and researchers

confirmed that information would be used merely for the research purpose.

Data Analysis:

Data entry and statistical analysis were done using statistical package for social science (SPSS) version (24.0). Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables and means and standard deviations for quantitative variables. Qualitative categorical variables were compared using chi-square test. Fisher Exact and Monte Carlo correction for chi-square when more than 20% of the cells have expected count less than five. Moreover, Pearson coefficient test was used to correlate between aggressive behavior and psychosocial adjustment among university adolescent students. The P-value is the degree of significance. The statistical significance value was considered at $P\text{-value} \leq 0.05$.

Results

Table 1: Reveals the studied adolescent students' personal characteristics, the study group encompassed 509 university adolescent students, more than half of them (63.9 %) were males. As for adolescents' age, more than half (52.3%) of the students aged 19 years. Regarding to type of faculty, more than half (54.8%) of the students were in human science

faculties. The results indicated that, the highest percentage (90%) of the studied students were from Port Said governorate. Concerning students' fathers, less than half (47.3%) of them had a university level of education, and the vast majority (97.1 %) were working. Also, less than half (45.2%) of the students' mothers had a university level of education, and 57.4% were working. Looking at monthly income, the highest percentage (86.8 %) of the studied students had enough income.

Based on Buss-Perry aggression questionnaire, apparently, **table (2)** discloses the means and standard deviations of aggressive behavior subtypes among the studied university adolescent students. The highest mean score was for physical aggression followed by anger with means \pm SD of 25.66 ± 4.01 and 22.75 ± 4.61 respectively. Whereas the lowest mean score was related to verbal aggression with a mean \pm SD of 14.29 ± 3.36 . It was noted that overall aggressive behavior among the studied adolescent students was with a total mean \pm SD of 84.58 ± 11.54 .

Figure 1: It was clear from the figure that, nearly four fifths of the studied adolescent students (78 %) had a high level of aggression, while only 19.0 %

had a moderate level, and the rest of them (3.0%) had a mild level.

Table 3: As elicited, the overall psychosocial adjustment among the studied university adolescent students was with a percent mean \pm SD of 48.18 ± 4.30 . Among psychosocial adjustment domains, it was found that the highest percent mean scores were for academic adjustment followed by physical adjustment, which constituted 51.21 ± 11.01 , and 51.05 ± 11.71 respectively. While the lowest percent mean score (45.79 ± 10.50) was related to emotional adjustment.

Figure 2: Illustrates levels of psychosocial adjustment among the studied adolescent students, the vast majority the studied students (96.0%) had a mild level of psychosocial adjustment, while the rest of them (4.0%) had a moderate level.

Table 4: Describes the relation between levels of aggression and personal characteristics of the studied adolescent students. It was evidenced that there was a statistically significant difference in levels of aggression between males and females, and between the studied adolescent students whose mothers were working and those were not working whereby p -value ≤ 0.05 . While no statistically significant

difference was detected with other personal characteristics.

Table 5: Elicits that there was a statistically significant difference between levels of psychosocial adjustment and personal characteristics among the studied adolescent students in relation to type of faculty, where $p = 0.049$. While no statistically significant difference was noticed with other personal characteristics.

Table 6: Illustrates the correlation between psychosocial adjustment domains and subtypes of aggression among the studied university adolescent students. In the light of this table, there were statistically significant negative correlations between all psychosocial adjustment domains except emotional adjustment and subtypes of aggression including hostility, anger, and physical aggression where ($r = -0.146, -0.107, -0.221, -0.194, -0.188, 0.216, -0.204, -0.263, -0.109, -0.132, -0.141, \text{ and } -0.161$) respectively.

The results also disclose that statistically significant positive correlations were noted between social adjustment and hostility, anger, and physical aggression where ($r = 0.189, 0.227, \text{ and } 0.121$) respectively. As for verbal aggression, the table indicates that there were no

statistically significant correlations between all psychosocial adjustment domains and verbal aggression.

Table 7: It was evidenced that there was a statistically significant negative correlation between overall aggression and overall psychosocial adjustment among the studied university adolescent students as ($r = - 0.207$)

Table 8: Reveals Multivariate linear regression model for factors affecting psychosocial adjustment levels, data indicated that the most predictor had a significant effect on psychosocial adjustment levels was anger ($p = < 0.001$), followed by physical aggression, hostility, and overall levels of aggression ($p = 0.007, 0.018, 0.021$) respectively

Table (1): Frequency and percentage distribution of the studied university adolescent students according to their personal characteristics (n=509)

Personal Characteristics	No.	%
Sex		
Male	325	63.9
Female	184	36.1
Age (years)		
17- <19	243	47.7
19	266	52.3
Min. – Max.	17.0 – 19.0	
Mean ± SD.	0.53±18.53	
Type of Faculty		
Human sciences	279	54.8
Mathematical sciences	165	32.4
Healthy sciences	65	12.8
Residence		
Port Said	458	90.0
Ismailia	23	4.5
Damietta	14	2.8
Alexandria	5	1.0
Arish	1	0.2
Suez	1	0.2
Dakahlia	7	1.3
Father's level of education		
Not read and write	3	0.6
Read and write	24	4.7
Primary	37	7.3
Secondary	204	40.1
University level	241	47.3
Mother's level of education		
Not read and write	21	4.1
Read and write	19	3.7
Primary	41	8.1
Secondary	198	38.9
University level	230	45.2
Father's job status		
Working	494	97.1
Not working	15	2.9
Mother's job status		
Working	292	57.4
Housewife	217	42.6
Income (month)		
Enough	442	86.8
Not enough	67	13.2

Table (2): Mean scores of overall aggressive behavior and its subtypes among the studied university adolescent students (n = 509)

Aggressive Behavior	Total Score	Percent Score
Hostility		
Min. – Max.	8.0 – 33.0	0.0 – 78.13
Mean ± SD.	21.88 ± 4.34	43.38 ± 13.55
Anger		
Min. – Max.	10.0 – 34.0	10.71 – 96.43
Mean ± SD.	22.75 ± 4.61	56.24 ± 16.45
Verbal aggression		
Min. – Max.	6.0 – 25.0	0.0 – 79.17
Mean ± SD.	14.29 ± 3.36	34.53 ± 14.0
Physical aggression		
Min. – Max.	13.0 – 36.0	11.11 – 75.0
Mean ± SD.	25.66 ± 4.01	46.28 ± 11.15
Overall aggression		
Min. – Max.	38.0 – 114.0	6.67 – 70.0
Mean ± SD.	84.58 ± 11.54	45.48 ± 9.61

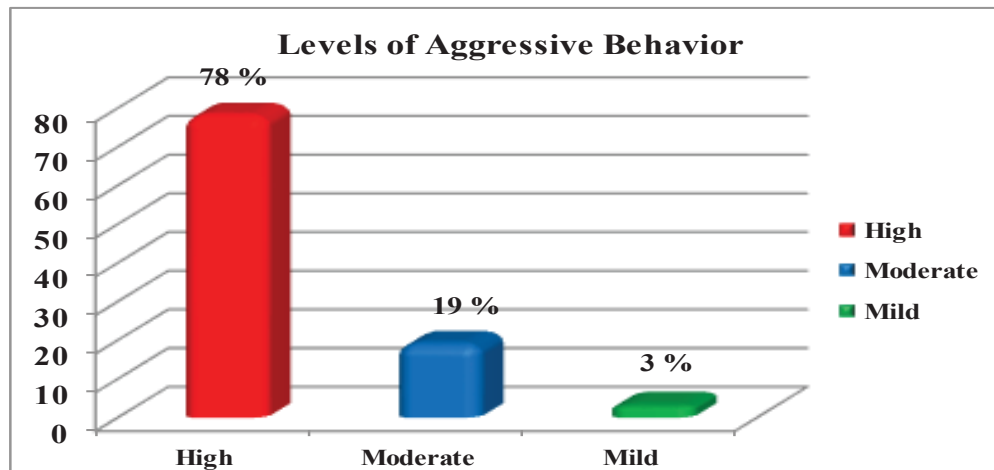


Figure (1): Percentage distribution of levels of overall aggressive behavior among the studied university adolescent students

Table (3): Percent mean scores of psychosocial adjustment domains among the studied university students (n = 509)

Psychosocial Adjustment Domains	Percent Score	
	Min. – Max.	Mean ± SD.
Family adjustment	23.53 – 76.47	46.45 ± 8.45
Academic adjustment	21.67 – 86.67	51.21 ± 11.01
Social adjustment	21.43 – 83.93	49.44 ± 10.43
Emotional adjustment	15.38 – 78.85	45.79 ± 10.50
Physical adjustment	12.50 – 78.13	51.05 ± 11.71
Moral adjustment	15.0 – 81.67	46.47 ± 11.19
Overall psychosocial adjustment	35.06 – 63.41	48.18 ± 4.30

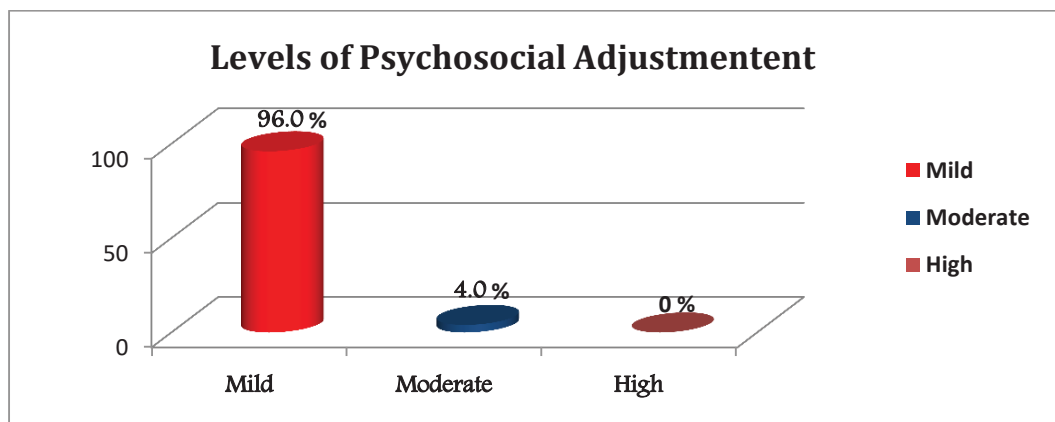


Figure (2): Percentage distribution of levels of psychosocial adjustment among the studied university adolescent students

Table (4): Relation between personal characteristics of the studied university adolescent students and their levels of aggression (n = 509)

Personal Characteristics	Levels of Aggression						χ^2	P
	Mild (n = 14)		Moderate (n = 99)		High (n = 396)			
	No.	%	No.	%	No.	%		
Sex								
Male	7	50.0	48	48.5	270	68.2	14.509*	0.001*
Female	7	50.0	51	51.5	126	31.8		
Age (years)								
<19	7	50.0	43	43.4	193	48.7	0.922	0.631
19	7	50.0	56	56.6	203	51.3		
Type of Faculty								
Human sciences	5	35.7	48	48.5	226	57.1	5.735	MC p= 0.203
Mathematical sciences	7	50.0	39	39.4	119	30.1		
Healthy sciences	2	14.3	12	12.1	51	12.9		
Father's level of education								
Not read and write	0	0.0	1	1.0	2	0.5	3.547	MC p= 0.906
Read and write	0	0.0	4	4.0	20	5.1		
Primary	2	14.3	7	7.1	28	7.1		
Secondary	5	35.7	38	38.4	161	40.7		
University level	7	50.0	49	49.5	185	46.7		
Mother's level of education								
Not read and write	0	0.0	3	3.0	18	4.5	6.037	MC p= 0.567
Read and write	1	7.1	6	6.1	12	3.0		
Primary	2	14.3	5	5.1	34	8.6		
Secondary	5	35.7	37	37.4	156	39.4		
University level	6	42.9	48	48.5	176	44.4		
Father's job status								
Working	13	92.9	97	98.0	384	97.0	1.713	MC p= 0.398
Not working	1	7.1	2	2.0	12	3.0		
Mother's job status								
Working	13	92.9	62	62.6	217	54.8	9.398*	0.009*
Housewife	1	7.1	37	37.4	179	45.2		
Income (month)								
Enough	13	92.9	86	86.9	343	86.6	0.461	0.794
Not enough	1	7.1	13	13.1	53	13.4		

χ^2 : Chi square test

MC: Monte Carlo

P: p value for comparing between the studied categories

*: Statistically significant at $p \leq 0.05$

Table (5): Relation between personal characteristics of the studied university adolescent students and their levels of psychosocial adjustment (n = 509)

Personal Characteristics	Levels of Psychosocial Adjustment				χ^2	P
	Mild (n = 490)		Moderate (n = 19)			
	No.	%	No.	%		
Sex						
Male	314	64.1	11	57.9	0.303	0.582
Female	176	35.9	8	42.1		
Age (years)						
<19	230	46.9	13	68.4	3.383	0.066
19	260	53.1	6	31.6		
Type of Faculty						
Human sciences	272	55.5	7	36.8	5.986*	0.049*
Mathematical sciences	154	31.4	11	57.9		
Healthy sciences	64	13.1	1	5.3		
Father's level of education						
Not read and write	3	0.6	0	0.0	2.668	MC p= 0.573
Read and write	24	4.9	0	0.0		
Primary	37	7.6	0	0.0		
Secondary	197	40.2	7	36.8		
University level	229	46.7	12	63.2		
Mother's level of education						
Not read and write	20	4.1	1	5.3	1.418	MC p= 0.806
Read and write	19	3.9	0	0.0		
Primary	39	8.0	2	10.5		
Secondary	192	39.2	6	31.6		
University level	220	44.9	10	52.6		
Father's job status						
Working	15	3.1	0	0.0	0.599	FE p= 1.000
Not working	475	96.9	19	100.0		
Mother's job status						
Working	210	42.9	7	36.8	0.271	0.603
Housewife	280	57.1	12	63.2		
Income (month)						
Enough	427	87.1	15	78.9	1.075	FE p= 0.297
Not enough	63	12.9	4	21.1		

χ^2 : Chi square test

MC: Monte Carlo

FE: Fisher Exact

P: p value for comparing between the studied categories

*: Statistically significant at $p \leq 0.05$

Table (6): Correlation matrix between psychosocial adjustment domains and subtypes of aggression among the studied university adolescent students (n = 509)

Psychosocial Adjustment Domains		Subtypes of Aggression			
		Hostility	Anger	Verbal aggression	Physical aggression
Family adjustment	r	-0.146*	-0.188*	0.030	-0.109*
	p	0.001*	<0.001*	0.496	0.014*
Academic adjustment	r	-0.107*	-0.216*	0.035	-0.132*
	p	0.016*	<0.001*	0.436	0.003*
Social adjustment	r	0.189*	0.227*	0.035	0.121*
	p	<0.001*	<0.001*	0.429	0.006*
Emotional adjustment	r	0.024	0.039	-0.015	0.020
	p	0.582	0.384	0.733	0.650
Physical adjustment	r	-0.221*	-0.204*	0.018	-0.141*
	p	<0.001*	<0.001*	0.678	0.001*
Moral adjustment	r	-0.194*	-0.263*	0.007	-0.161*
	p	<0.001*	<0.001*	0.870	<0.001*

r: Pearson coefficient

*: Statistically significant at $p \leq 0.05$

Table (7): Correlation matrix between overall psychosocial adjustment and overall aggression among the studied university adolescent students (n = 509).

Items		Overall Aggression
Overall Psychosocial Adjustment	r	- 0.207*
	p	< 0.001*

r: Pearson coefficient

*: Statistically significant at $p \leq 0.05$

Table (8): Multiple linear regression model for factor affecting psychosocial adjustment levels

	B	SE	Beta	t	P
(Constant)	52.501	0.923		56.881*	<0.001*
Hostility	-0.066	0.028	-0.209	2.373*	0.018*
Anger	-0.088	0.020	-0.338	4.484*	<0.001*
Physical aggression	-0.082	0.030	-0.213	2.706*	0.007*
Overall level of aggression	0.162	0.070	0.361	2.318*	0.021*
$R^2 = 0.080$, adjusted $R^2 = 0.073$, SE = 4.146, F = 10.932, $p < 0.001$ *					

F, p: F and p values for the model

R^2 : Coefficient of determination

R: coefficient of regression

B: Unstandardized Coefficients

SE: Estimates Standard error

Beta: Standardized Coefficients

t: t-test of significance

Discussion

The university years offer a chance for new experiences, personal freedom, and identity development, however, this period went along with many psychological distresses, noted for the emergence of risky health behaviors such as aggression⁽³⁰⁾. Globally, aggression among adolescent students has become one of the most considerable worries to public health professionals, clinicians, policy makers, educators, and the public. In addition, it is a multidimensional problem with biological, psychological, social, and environmental backgrounds⁽³¹⁾. It is estimated that 246 million adolescents around the world experience at least one type of aggression, such as physical, verbal, anger, and hostility⁽³²⁾.

An appropriate psychosocial adjustment encompasses a defense indicator factor against behavioral problems and aggressive reactions occurred throughout adolescence in the family and university fields. Concurrently, psychosocial maladjustment is a brilliant forecaster of aggressive conduct during this period⁽³³⁾. Consequently, the aim of this study was to explore the correlation between aggressive behavior and psychosocial adjustment among Port Said university adolescent students.

The current study results indicated that overall aggressive behavior among the studied university students was high, as nearly four fifths of the considered university students exhibited high level of aggression. This may be due to that, university students unable to cope with the troubles they were facing in the university, and due to their developmental characteristics, they found by aggression an easy way to solve their difficulties, and achieve their social status, social identity, imposition of social control, justice, and adventure. Aggressive behavior also can occur by learning it through environment by imitating others. This result may be also explained by that, university stage is a stressful sensitive stage of the human life, and students demonstrated great level of burden in theoretical and clinical constituents of their educational programs.

Aggressive behavior is related to frustration once students do not acquire what they want, need, or anticipate from life or others, or developed in a reaction to undesirable acts of other individual who is supposed to be rude, demeaning, and intimidating. Thus, there's a crucial need to design preventive intervention programs to reduce aggressive behavior

and to improve psychological health among college students. This result was in line with Alradaydeh and Alorani (2017)⁽³⁴⁾ who studied 919 students from the University of Jordan and reported that, above half of university undergraduates had high level of aggression. Equally, Mirzaei-Alavijeh et al. (2015)⁽³⁵⁾ in their study of aggression among Medical College Students in the western Iran, reported a high level of aggressive behavior. Similarly, an Egyptian study conducted by Abo- Elyzeed (2016)⁽³⁶⁾ publicized that, nearby half of considered nursing students have a modest level of aggression, and about one quarter exhibited high level.

Conversely, Qaisy (2014)⁽³⁷⁾ in the study of aggressive behavior among 690 of the university students at Tafila technical university, Hashemite Kingdom of Jordan, revealed that the prevalence of aggressive behavior among students was low. Besides, an Egyptian study of Hassan et al. (2013)⁽³⁸⁾, who studied health risk behaviors among Port Said university students, reported that a small proportion of the university students (12.3%) had participated in aggressive behaviors. Moreover, a study by Khurshid, et al. (2020)⁽³⁹⁾ indicated that the bulk of the university colleges showed low level of aggression.

The present study concerned with determining the predominated types of aggressive behavior among Port Said university adolescent students. The results publicized that, the highest mean score was for physical aggression followed by anger, and hostility respectively whereas the lowest mean score related to verbal aggression. This may be owing to that, the highest proportion of the present studied subjects was males, and they were more physically aggressive, and tended to have higher level of anger than females, while females are more emotional and show their aggression in verbally aggressive and hostile way.

This finding was confirmed by a study conducted by Alradaydeh and Alorani (2017)⁽³⁴⁾ who reported that the major type of aggressive behavior among university students in Jordan was physical aggression, followed by hostility, anger, and verbal aggression. Moreover, Acharya, et al. (2019)⁽⁴⁰⁾, mentioned that physical aggression was the most prominent type of aggression among 235 university students from Nepal. In this respect, Bukhari et al. (2017)⁽⁴¹⁾ concluded that male was higher in anger and physical aggression, however, females exhibited higher verbal aggression and hostility. Differently, a study conducted in Moroccan university

by Chafaki (2014) ⁽⁴²⁾ measured aggression among university students showed that, verbal aggression was depicted by the highest percentage of the participant, followed by physical aggression and hostility respectively. The results of the existing study publicized that, there was a statistically significant difference in levels of aggression between males and females. It was found that aggression was more among male students. A possible acceptable explanation of this finding would be that, aggression was strongly connected with cultural norms and societal values, social customs in Egyptian society strengthened aggressive conducts among males where they had a great domination and utilized their power in a form of aggression, and correspondingly there were negative attitudes when aggression committed or expressed by females.

In addition, males had the willingness to ventilate or expressed their anger by any way. Another explanation may be attributed to the fact that, females in Egyptian society had a tendency to suppress aggressive conduct and not to show it, truthfully, as their nature and socializing were subjecting them to be not capable to express their feelings and emotions evidently, and thus making them less aggressive. Besides, males were short

tempered, and became emotional and angry at nothings and began to fight physically and use of abusive and foul language. Their tolerance level with their colleges is far less as compared with the females.

In line with the foregoing, the results of Fatima and Malik (2015) ⁽⁴³⁾ revealed that, aggression among both males and females is a prevailing phenomenon. Yet, males were found comparatively highly aggressive than the females. Similarly, an Egyptian study carried out by Abo-Elyzeed (2016) ⁽³⁶⁾, pointed out that female college students were less liable to commit aggressive behaviors than male college students were. In the same direction, Senabre et al. (2017) ⁽³³⁾ revealed that sex was an inequitable factor, as males seem to be more aggressive than females with the intent to trigger harm and expressed in a defensive manner. Besides, the result of Qaisy (2014) ⁽³⁷⁾, indicated a high male aggressive behavior compared with females among the university students at Tafila Technical University, Hashemite Kingdom of Jordan.

In contrast to the existing study findings, Ahsan (2015) ⁽¹¹⁾, reported in a study entitled "Physical, verbal, and hostility aggressiveness in university's physical

education students", that males were less aggressive than females. Furthermore, a study conducted by Balakrishnan (2015)⁽⁴⁴⁾ indicated that the gender variable does not have any effect on engaging in victimization behavior. Accordingly, Yönet et al. (2016)⁽⁴⁵⁾, revealed that, there was no significant difference between the aggression levels of students and their gender. In this regard, Eroğlu et al. (2015)⁽⁴⁶⁾ emphasized that, the relationship between gender and attitude towards violence should be studied.

As derived from the present study, a statistically significant difference was found between university students' levels aggression and their mother's working status, as the highest percentages of all levels of aggression was found in students of working mothers. In addition, the highest percentage of all levels of aggression was found in students of working fathers with no statistical differences.

This may be for the reason that, working parents have many stressors and little time and effort for caring their children which seemed to be damaging to children. Parents' work perhaps restrain them from supervising and monitoring their children's actions and are more probable to be ineffective in modifying their

children's behaviors. The child feels deprived of many of the good things in life and being alone much of the time and consequently may ventilate their feelings in a maladaptive way.

The authors highlighted the effective role of parents in regulating their adolescents' behaviors. The behavior of parents is necessary to be well adjusted, neither too strict nor too merciful. They must give appropriate appreciation on good behavior, time, attention, and disapproval on wicked behavior too. Parents must sensibly observe their children's behavior and performance and take direct act if any unfamiliar action is perceived. If a child is emotionally distressed, parents had a necessity to give additional time for emotional gratification. Parents must preserve a friendly relation with their children.

Similar to the foregoing current study results, Estévez et al. (2018)⁽¹⁹⁾ demonstrated that, aggressive children had working parents and low parental supervision, low scores in open communication with parents, and family cohesion in comparison with non-aggressive children. Moreover, Fatima and Malik (2015)⁽⁴³⁾ emphasized the role of parents at home in preventing aggressive behavior among adolescents

as students start learning discipline at home. Consequently, parents must evade arguments and fights in front of children. They can show love, care, and avoid harsh punishment. Parents can improve a friendly relationship with their children, particularly teenagers. If inevitable, the punishments seeking to modify their bad behavior must be minimized. It is better to evade punishment; nevertheless, the parents must be strong, carefully monitor their children's activities and behaviors to deal with any misconduct.

However, a study carried out by Shim (2004) ⁽⁴⁷⁾ found that maternal employment did not predict children's aggressive behavior. Additionally, Okon et al. (2011) ⁽⁴⁸⁾ revealed that parental work and neglect did not independently influence aggression among undergraduates students in South-South Geo-Political Zone in Nigeria. In that concern, Attar (2015) ⁽⁴⁹⁾ publicized that; maternal psychological control plays a noteworthy role in the development of aggressive behavior.

Concerning the levels of psychosocial adjustment among the studied university students, the contemporary study findings clarified that, the vast preponderance the studied undergraduates had a mild level of

psychosocial adjustment, while the rest of them had a moderate level. This may be related to that, adolescence is a transitional stage characterized by tremendous developmental challenges in biological, cognitive, psychological and social spheres, elevated psychosocial stressors, and high vulnerability to emotional instability which may be associated with poor psychosocial well-being. Additionally, a larger number of adjustment difficulties such as low self-esteem, low life satisfaction, psychological distress, poor social initiative problems, feelings of loneliness, anxiety, depression, deficits in empathic skill, low academic engagement, and negative social relations with colleagues, the presence of frequent intense conflicts in the family.

In the same track, a study carried out by Fateel (2019) ⁽⁵⁰⁾ indicated that, more than half of 121 surveyed Ahlia University students in Bahrain had an average level of psychosocial adjustment, and more than one third of them reported a low level. Meanwhile, Jain (2017) ⁽⁵¹⁾ revealed that, among 300 college students, the majority had a high psychosocial adjustment level.

The present study also demonstrated that, there were statistically significant

positive correlations between social adjustment and hostility, anger, and physical aggression. This may be explained by that, involvement of adolescents in aggressive behaviors can be the expression of a strong desire to be socially recognize as popular, powerful and rebellious. These adolescents are more likely to develop friendships with others that are similar to them in values, attitudes, and behaviors. Therefore, they usually had a set of friends, who admire and support them, and are even often the central figures in their peer group, thus, enjoying benefits of social inclusion with the consequent positive influence on their self-perception, and social adjustment. Oppositely, Attar (2015)⁽⁴⁹⁾, clarified that, aggression was not correlated with feelings of loneliness and social adjustment. Besides, results of Sailo (2020)⁽⁵²⁾, showed no correlation between aggression and social adjustment. In addition, in this sense, Wright (2018)⁽⁵³⁾ revealed that, both hostility and anger had strong negative correlations with both social adjustment among colleagues.

The ultimate goal of the existing study was to discovery a correlation amid aggressive behavior and psychosocial adjustment among Port Said university adolescent students. The findings revealed

a statistically significant negative correlation between overall aggression and overall psychosocial adjustment. By the means of, the higher the aggressive behavior was, the lower the adjustment in family, academic, social, emotional, and moral compatibility was. Therefore, it is essential to put into consideration psychosocial adjustment when bearing in mind the impact of aggressive behavior on the adolescents. This result denoted that, aggression was a problem interconnected to plain concerns in individuals' development and psychosocial adjustment.

This current result was in congruence with the results of Senabre et al. (2017)⁽³³⁾ clarified that; aggression was correlated negatively with psychosocial adjustment. Besides, Frietas et al. (2017)⁽⁵⁴⁾ pointed out that, aggression had undesirable consequences on psychosocial adjustment among adolescents, aggressive behavior be associated with anxiety, depression, suicidal attempts, attention problems, diminished physical health. Aggression was also accompanying with diminished cognitive functioning, self-efficacy, self-worth, besides increased levels of isolation. Additionally, Plenty and Jonsson (2017)⁽⁵⁵⁾ publicized that, adolescents who conveyed frequent aggression, exhibited impaired

psychosocial adjustment. Noteworthy, developmental requirement for social recognition and relationship was a fundamental issue of adolescence. Thus, at this period of development, aggressive behavior and social rejection might unfavorably influence adolescents' psychological well-being and social functioning.

Similarly, Vaillancourt (2018) ⁽⁵⁶⁾ pronounced that, persistent aggression is a fatal stressor jeopardizing the psychological, social, plus physical adjustment of individuals. In the equivalent direction, Fullchange and Furlong (2016) ⁽⁵⁷⁾ clarified that, a significant relationship between peer aggression and diminished global psychological welfare of the participants was detected. As well as Adejinmi and Subocz (2020) ⁽⁵⁸⁾ disclosed that, adolescents' aggression by means of physical assault, bullying, relational aggression, and verbal aggression meaningfully anticipated adolescents' psychosocial maladjustment.

In this sense, a study by Moreno et al. (2021) ⁽⁵⁹⁾ showed significant relationships between social integration difficulties, life dissatisfaction, and higher rates of aggressive behavior. However, a study conducted among university

students in district Faisalabad in Pakistan by Naoreen et al. (2018) ⁽⁶⁰⁾ reported a significantly positive correlation amid aggressive behavior and psychological adjustment.

The findings of this study broadcasted that, the most predictor had a significant influence on psychosocial adjustment levels was anger, followed by physical aggression, hostility, and overall aggression respectively. It is noteworthy that the combination of anger, physical aggression, hostility, and overall aggression shown to be significantly the greatest predictor of the psychosocial adjustment of Port Said university adolescent students. In other words, when the studied adolescents experienced anger, hostility, and physical aggression, they were considerably more probable to experience adverse influences on their psychosocial adjustment. In agreement with this, Adejinmi and Subocz (2020) ⁽⁵⁸⁾ demonstrated that, the model of the mixture of physical and relational aggressively behaviors were the excellent forecaster of the psychosocial adjustment of African adolescents.

Noteworthy, this existing study is significant, as it shed light on aggressive behavior and its negative consequences on adolescents' psychosocial adjustment.

There is no the least doubt that, this study has momentous constructive consequences on the psychological, social, and emotional welfare of adolescents. This owed to its influence on individuals' knowledge. The knowledge of the factors affecting psychosocial adjustment will help to develop interventions to support positive aspects and benefit adolescents to adapt during conflict or evolutionary times.

No one can deny that the existing study findings can be utilized to provide a vision for universities in the direction of recognizing the likely signs and consequences of exposure to diverse categories of aggression exhibited by university adolescent students. Also, may guide universities and clinicians in planning interventions for university students that could advance healthy handling approaches, upgraded interpersonal and social interactions skills, besides heightened self-efficacy and self-perception. The phenomenon of aggression may be more effectively treated and eliminated well not quite, but close enough.

Conclusion

In deduction, it is evident from the current study results that, psychosocial adjustment amongst university adolescent

students had a direct relation with aggressive behavior. There was a statistically significant negative correlation between overall aggression and overall psychosocial adjustment among the studied students. Additionally, the most predictor had a significant effect on psychosocial adjustment levels was anger, followed by physical aggression, hostility, and overall levels of aggression.

Recommendations

From the existing study results, the following recommendations were proposed:

Designing and applying multimedia intervention programs for students regarding training in coping strategies, stress-control techniques, cognitive restructuring and problem-solving techniques, that may help to cope with stressful life events in an adaptive way and without having to use aggression to solve problems or conflicts.

Faculties should develop student orientation programs and seminar sessions for the inclusion of formal and informal training on aggressive behavior to raise awareness and increase sensitivity to aggressive behavior, along with resolutions to the problem.

Special recreational and social activities such as participation in academic activities and academic community

campaigns and joining some team sports should take portion in the students' faculty schedule and be accessible to all undergraduates to enhance socialization, abilities of assertiveness, and expression of feelings.

There is a necessity to address aggressive behavior among students at faculties on top priority basis by encouraging the presence of a counseling center in each faculty to provide psychological counseling services for students and enhance emotional self-esteem, as adolescents with greater emotional self-esteem have advanced self-control in challenging situations. Thus, they confront upcoming outcomes and have a reduced amount of involving in aggressive behavior at the university.

Strategies to upgrade adolescent students' awareness of aggressive behavior and its probable penalties are crucial, such as the development of written policies and rules with a vibrant statement of a "Zero Tolerance" attitude to any undesirable behaviors.

Future studies should be conducted using large probability samples to gain awareness about the long-term impact of aggression on adolescents' life satisfaction, psychological well-being, and quality of life.

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