

Temperament And Aggressive Behavior In Adolescence

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Abstract

Introduction: Adolescents face many changes, in almost all developmental dimensions. With increasing age, higher levels of occurrence of behavioral and emotional problems are identified.

Purpose: The purpose of this study is the prediction that focuses on analyzing and evaluating the relevance of emotional and behavioral problems with temperament traits.

Methodology: the population of the study is 60 teenagers who have made visits by specialists to the Emergency Department of the Psychiatric Clinic in Pristina, belonging to both genders [males 29 (48.3%) and females 31 (51.7%)] and are in the age group of 15 - 17 years. The selection of subjects was random, as the interview was carried out in three time periods: February, March, and April 2022.

Results: the age group that reported the most of the problems were 16-year-old males averaging 24.71, whereas females who were aged 17 years averaged 52.00. The age group that reported the least emotional and behavioral problems was that of 17-year-olds, with an average of 14.00 for males, whereas for females it was the age group of 15-year-olds with 17.05.

Conclusions: men suffered more from behavioral problems than emotional ones, while the opposite was true for women. An increase of awareness and attention of parents and actors involved in the education and health system regarding the behavior of teenagers to minimize the manifestation of aggressive behavior is suggested.

Keywords: adolescents, temperament, aggressiveness, emotional behavior.

I. Introduction

It is often talked about the challenges that the individual must face in the period of adolescence, but immediately after this finding, the need arises to define this period and to identify the essential changes that accompany it. According to Abbott (2001), the term adolescent comes from the Latin word adolescence which means "to grow to maturity" and represents the movement from childhood to adolescence, which is marked by a selected period of growth. "During this period the individual matures sexually, a period known as

puberty, and thus becomes capable of reproduction. Also, cognitive changes occur, along with changes in interpersonal relationships, emotions, and personal identity" (Abbott, 2001). Adolescence is a period of intense changes, where all the developmental dimensions of the individual evolve.

Early studies show that aggressive behavior in adolescence originates not only in the family but also outside the family environment. Two important components, which influence the manifestation of aggressive behavior in

teenagers, are the influence of the family and school environment and the influence of the ecological component with all its components. (Brame, Nagin, & Tremblay, 2001; Broidy et al., 2003)

Studies focused on the influence of the family, on the manifestation of aggressive behavior by the teenager, conclude that continuous conflicts in the family, an uneasy climate in the family environment, continuous physical punishment of the child by the parent, lack of communication, cooperation, and interaction in the family, encourage the child to be aggressive towards others. (Alink, Mesman, Zeijl, Stolk, Juffer, Bakermans - Kranenburg, & Ijzendoorn, 2009; Tanaka, Raishevich, & Scarpa, 2010; Weiss, Dodge, Bates, & Pettit, 1992).

Adolescents face many changes, in almost all developmental dimensions. However, Wolfe & Mash (2006) identified three primary types of developmental changes that occur during adolescence: 1) biological/pubertal; 2) psychological/cognitive; and 3) changes in social roles. According to them, these are seen as primary because they are universal in all cultures and they occur temporarily before the developmental results of adolescence (changes in autonomy, identity, sexuality, etc.). They also provided clarification on each of these changes. "Biological changes occur in body proportions, facial characteristics, voice, hair, strength, etc. Meanwhile, among the most radical cognitive changes is that of achieving operational thinking and reaching an adult level of reasoning" (Wolfe & Mash, 2006). On the other hand, Steinberg (2002) summarized social changes in four areas: a) interpersonal (changes in family status); b) political (in late adolescence one can vote); c) economic (teenagers are allowed to work); and d) legal (adolescents must answer for their actions before the court) (Wolfe & Mash, 2006).

The manifestation of aggressive behavior is more noticeable in teenagers since their psychological development favors the easy highlighting of such actions. The teenager is looking for the realization of himself and his greatest desire, the desire to be admired, to be in the eyes of others as "him", to be above others, and to feel strong and

dominant. These quotes are the first elements that favor and promote the manifestation of aggressive behavior in teenagers, but not only, as they also influence many other factors. (Zeqaj, 2011).

In any case, adolescence is probably considered a period of challenges precisely because of the emergence of several major tasks before individuals in this period of life.

According to Flexner (2004), the major developmental tasks in adolescence are: 1) achieving adult control, where actions that were once denied due to age, size, and relative weaknesses, now become possible to perform; 2) the achievement of emancipation, where teenagers struggle to achieve independence, which began in preadolescence; 3) Living with sex, in one way or another, teenagers have to face the fact that they have an appetite for sex; 4) the development of new skills, so in a word, adolescence is the period of preparation for sobriety; 5) new ideas about themselves, that is while preparing for the life of an adult, the teenagers forms an idea about how they will be involved in each aspect of life; 6) experimenting with new roles, which means that teenagers make an effort to try new roles.

2. Literature review

Aggressiveness becomes part of a certain category of adolescents under the influence of many factors, which will enjoy the opportunity to be clarified in this small research project. In any case, one must first know what various researchers in this field have considered aggression.

According to Eron, Walder & Lefkowitz (1971), behaviors of an individual that are intended to hurt or irritate another individual are called aggressive behaviors (as cited by Huesmann, 1994). Even Flunnery & Huff (1999) find this definition more acceptable and conclude that it includes both types of behavior: behavior motivated in primary ways by a desire for real reward and behavior motivated in primary ways by hostility.

Reviewing the literature always gives us the same conclusion regarding aggressive behavior in adolescence. However, researchers have already made it easier for others to reach conclusions about the origin of this psychological phenomenon, giving clear limits for its occurrence. "Two of the clearest conclusions anyone can draw about aggressive behavior from existing research are the fact that the most serious acts of aggression are the product of multiple triggers and the fact that people in characteristically aggressive ways first display the behaviors of they were deviant at a very early age" (Flunnery & Huff, 1999). So, many factors are the ones that promote aggression, but even a potential individual for aggressive behavior can be identified early in childhood period.

Reciprocal determinism, also developed by Bandura (1977), theorized that a person's behavior is conditioned by personal factors, which refer to cognition and the environment. In addition, he emphasized that television has acted as a factor in modeling violent behavior. Therefore, sexual immoral behaviors in adolescence may have been fueled by media content. Social-cognitive theory, this theory explains behavior in terms of reciprocal causation between individuals, their environment, and behavior.

This theory is used in psychology, education, and communication, presenting the fact that parts of the acquired knowledge can be directly related to the observation of others, in the context of social interactions, experiences, and outside the influence of the media. Thus, people don't learn new behaviors just by trying them out through success and failure, but rather that humanity's survival depends on replicating the actions of others. Depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, the behavior can be modeled by them. Media, in this case, can provide models for a large group of people, who live in different environments. (Zeqaj, 2011).

Aggressive behavior in adolescents can take different forms, some of which have been defined by the National Youth Violence Prevention Resource Center in the United States of America

(2002) and are: 1) physical aggression (includes behaviors such as pushing, hitting, kicking, hair pulling, use of knives, shooting and rape); 2) verbal aggression (including threatening and intimidating others and engaging in malicious bullying, teasing and calling others names); 3) indirect aggression (includes behaviors such as gossiping, spreading harsh rumors, and encouraging others to reject or exclude others (National Youth Violence Prevention Resource Center, 2002).

In any case, to have a clearer picture of the magnitude of this phenomenon, the National Youth Violence Prevention Resource Center has released some essential statistics, according to which: 1) more than 1/3 of high school students report to have been part of a physical fight; 2) 30 - 40% of male adolescents and 16 - 32% of female adolescents have reported a serious violent offense (serious insult, theft, gang fight or rape) by the age of 17; 3) over 1,700 youths under the age of 18 were arrested for murder in the United States in 1999.

Youth violence is a widespread public health problem that negatively impacts youth, families, and communities. Homicide is the third leading cause of death for youth ages 10 to 24. Every day, about 14 young people die from homicide and more than 1,300 are treated in emergency departments for violence-related injuries. Despite these shocking statistics, youth violence prevention is possible (CDC's National Centers of Excellence in Youth Violence Prevention (known as YVPCs or Youth Violence Prevention Centers, 2022)

The American Psychological Association (APA) has managed to define certain categories of factors that promote aggression in adolescence. According to Lerner, Lerner & Finkelstein (2001), the APA has highlighted 3 main factors of adolescent life that contribute to violent behavior and they are developmental factors, social factors, and individual factors. The APA ranked the category of social factors as an important category of factors that determine an adolescent's behavior. The literature generally agrees that among the many social factors that influence aggressive behavior, three are most

important: family, peers, and the wider environment.

According to Sexson (2005), a large number of social factors that correlate with high-risk behavior have been identified, and among them can be ranked: 1) poor parental monitoring, which is a risk factor for problems of behavior; 2) poverty; 3) high levels of family conflict; 4) limited parental knowledge of risk-taking by teenagers; 5) and association with deviant peers. In general, research has proven that the family has a key role in the behavior of general adolescence. Sexson (2005) concluded that the literature supports the theory that adult criminality in the family leads to aggression and disruption in adolescence. "Such families usually have accompanying phenomena such as abuse, neglect, sexual harassment, and other forms that lead to behavioral problems in adolescence" (Sexson, 2005).

Also, the researchers Adams & Berzonsky (2006) mostly agree with Sexson's conclusions, but they elaborate and process the community factors that influence the development of delinquency, where in addition to poverty, they also include other factors such as involvement in gangs, access to drugs, the presence of violence or serious crimes, and low neighborhood attachment and social disorganization.

If the studies between different periods are examined, it can be seen that poverty is a key factor in the influence of aggression in adolescence. Therefore Coleman (2011) paid exclusive attention to poverty and deprivation, as he saw them as having a critical influence on the behavior and experiences of young people. Coleman reached several conclusions, two of which are essential: "First when families live in slums, parents are less effective in providing support and structure to their adolescent children. Second, poverty impairs the social productivity of the neighborhood, thereby making it more difficult for adults to provide role models, leisure activities, and other resources necessary for adolescents' transition to adulthood. This is known as social capital, something that represents all the assets that belong to a community or environment and contribute to its

development. When social capital is lacking, young people face multiple disadvantages" (Coleman, 2011).

However, teenagers with aggressive behavior involved in secondary education are not the ones who exclusively damage the school environment. The process appears to be reversible and more complex. Adams & Berzonsky (2006) pointed out that the school environment itself can be a risk factor that promotes non-compliance, aggression, delinquency, and violence. "Unorganized school structures with weak discipline and weak enforcement of rules, with overcrowded physical space and lack of conformity to routine behavior can increase the level of violence and aggressiveness (Adams & Berzonsky, 2006).

There is also a developmental approach to the origins of aggressive behavior in adolescence. From this developmental perspective, Lerner, Lerner & Finkelstein (2001) concluded that the factors that contribute to violent behavior are biological and inherited factors, and learned forms of behavior. "These factors can contribute to aggressive responses, conflict, and strained interpersonal relationships" (Lerner, Lerner & Finkelstein, 2001).

Of course, the way parents raise their children has been the subject of scientific scrutiny of the developmental approach. According to Lerner, Lerner & Finkelstein (2001), a developmental influence on adolescent violence is child-rearing practices applied in early childhood. "Parental indifference, tolerance of aggressive behavior, and lack of clear behavioral limits are most likely to lay the foundations for aggressive behavior in adolescence" (Lerner, Lerner & Finkelstein, 2001). Also, Lerner and his colleagues pointed out that negativism, an overly controlling parenting method, lack of warmth, and physical punishment, contribute to forms of aggressive and violent behavior and can lead to long-term aggressive behavior. As can be concluded from the achievements of Lerner and his colleagues, in addition to biological and hereditary factors, there are also some learned forms of behavior that influence the general response style. Among these learned forms are the practices of raising the

child, which in a word build the path of the child's general formation and how he behaves.

The family continues to influence the adolescent, but the relationship between the adolescent and the family can become strained. Conflicts arise, most of which have to do with daily chores, with the teenager's society, especially with the opposite sex, with the progress in lessons, the appearance, etc. In general, early adolescence has more conflicts with the family than late adolescence. The style of parenting greatly affects the age of adolescence. Parental warmth boosts self-confidence in most teenagers. (Zeqaj, 2011). There is a widespread opinion that teenagers use conflict and rebellion as a means to achieve independence from their parents. Most studies point out that this is exaggerated. However, it is a fact that the distance between teenagers and their parents increases especially during early adolescence. Often teenagers are critical of all socio-educational situations, including the whole family. Quarrels become more frequent during early adolescence; 11-14 years old. (Zeqaj, 2011).

Studies focused on the influence of the family on the manifestation of aggressive behavior by teenagers, conclude that continuous conflicts in the family, an uneasy climate in the family environment, continuous physical punishment of the child by the parent, dysfunction of the family, as a system healthy, encourage teenagers to be aggressive towards others. (Alink, Mesman, Zeijl, Stolk, Juffer, Bakermans-Kranenburg, & Ijzendoorn, 2009; Tanaka, Raishevich, & Scarpa, 2010; Weiss, Dodge, Bates, & Pettit, 1992).

Connor (2002) pointed out that although it has long been known that a high degree of family influence exists in aggressive/antisocial behavior, it has been unclear to what extent this reflects genetic influences, environmental factors, or some interaction between these. two weeks. "Recent reviews have consistently concluded that there is a substantial genetic component to these behaviors, as well as a substantial interaction between biological vulnerability and adverse environmental factors in the development of these aggressive behaviors" (Connor, 2002).

On the other hand, in addition to genetic factors, important individual factors in the appearance of aggressiveness, size, and body structure have also been considered as such. "Research has shown that aggressive adolescents are predisposed to a body build that is more mesomorphic or endomorphic (muscular or thick) than ectomorphic (small and thin body build)" (Connor, 2002).

In conclusion, one of the individual factors of great importance in the phenomenon of adolescent aggression is the behavior style characteristic of each individual. So, in one word, temperament remains a variable of great importance in studies of aggressive behavior in adolescents. Temperament is one of the most important individual factors, which determines the individual's behavior in general, even his aggressive behavior. Connor (2002) has defined temperament as an individual characteristic style of emotional and behavioral responses in a different number of situations and a different number of environmental stimuli. According to Connor (2002), temperament patterns are readily apparent early in life and generally persist across time and situations. "Temperament is defined by "how" the child behaves. This is in contrast to "why" the child did what they did (motivation) and "what" they did (opportunity)" (Connor, 2002).

Meanwhile, in the same year, researchers Hayman, Mahon & Turner (2002) define temperament by emphasizing an important characteristic: stability. "Temperament can be defined as characteristics that manifest early and show reasonable stability over time" Hayman, Mahon & Turner (2002). According to these, dimensions of temperament measured at early ages are relatively simple in form, where, for example, activity level is how often the individual moves around physically. "Thus, temperament represents style rather than content" (Hayman et. al, 2002).

According to Hayman, Mahon & Turner (2002), the three dimensions of temperament that are defined as risk factors are 1) activity level (is the tendency to be physically active. An individual who is high on this dimension is often moving

around and feels uncomfortable if sitting still for a while); 2) negative emotionality (is the tendency to be easily and intensely sad. An individual with high negative emotionality is easily irritated and expresses a strong emotional reaction) and 3) rigidity (is a dimension, which is reflected by the tendency to have an inhibitory response to new situations. An individual with high rigidity will show hesitation or resignation when confronted with a new situation, will show dislike for environmental changes, and will show difficulty in adapting to changes). Variants represent social anxiety, named shame, or a heightened sensitivity to stimuli interpreted as threatening, named anxiety or fear.

On the other hand, Biglan, Brennan, Foster & Holder (2004), concluded that temperament traits that are particularly associated with risk for delinquency and drug use include: impulsivity, negative affect, extraversion, aggressiveness, high levels of activity, undertaking risks, the presence of anger and depression. According to these, although biological and environmental factors contribute to the direction and duration of these characteristics, they remain stable throughout the lifespan in the absence of severe psychosocial or physical trauma. We note that some child temperament characteristics related to impulsivity (speed of reaction), and negative affectivity (e.g. irritability) are early predictors of aggressive behavior, as well as long-term outcomes in adolescence and adulthood, including violence, alcohol addiction, dangerous energy, and risky sexual behavior" (Biglan, Brennan, Foster & Holder, 2004).

Children with aggressive tendencies usually outgrow this behavioral trait in adolescence. According to Weiner & Craighead (2010), children who exhibit aggressive behavior are often socially rejected by peer groups and may become excessively isolated. "In early to mid-adolescence, they tend to fulfill their socialization needs towards deviant peer groups, which can be an additional cause of delinquent behavior in adolescence."

Researchers Zions, Zions & Simpson (2002) identified several factors: a) biological factors (genetics, brain injuries, malnutrition and

allergies, temperament or physical diseases); b) family factors (definition and family structure, family interaction, family influence on school success or failure and external pressures affecting the family); c) social factors (lack of opportunities for school personnel to accommodate students depending on their intelligence, academic achievement, and social skills).

Predictors of internalizing problems have been considered to be: parental characteristics such as parental stress and conflict and child characteristics, including difficult temperament, inherited behavioral temperament, insecure attachment, negative/anti-conformist behavior, and the initial severity with which problems are internalized (Gimpel & Holland, 2003). These found that the factors associated with externalizing behavior are: parental factors (parental behaviors such as lack of parental cohesion and negative disciplinary strategies, parental stress, parental depression, low parental efficacy, family dysfunction, and low social support), adolescent characteristics (insecure attachment, difficult temperament, initial severity of internalizing problems) and demographic characteristics (lack of father involvement, young age of mother, low socioeconomic status).

Overall, there is a general tendency for adolescent boys to be seen as more prone to behavioral problems. However, there is no evidence for this. Essau (2008), based on her reviews, concluded that externalizing problems are more frequent in males while internalizing problems are found to be more frequent in females during adolescence.

3. Purpose

The purpose of the study is the prediction that focuses on analyzing and evaluating two basic issues: the connection of emotional and behavioral problems with temperament traits; and gender differences between age groups in the occurrence of these emotional and behavioral problems about temperament.

4. Methodology

The study is quantitative, where it describes the analysis, classification, and evaluation resulting from the collection of data, making the actual analysis and examination of the findings.

The population of this study is 60 patients (young individuals, teenagers) who have performed specialist visits in the Emergency Department of the Psychiatric Clinic in Pristina. Patient genders [males 29 (48.3%) and females 31 (51.7%)], age group of 15 - 17 years. The selection of subjects was random, as the interview was carried out in three time periods: February, March, and April 2022.

The instruments used in this research are Junior Temperament and Character Inventory (JTCI). The author of this questionnaire is K. Goth, K. Schmeck & C.R. Cloninger, 2009 (translated into Albanian by M. Shahini, 2011), and the Youth Self-Report as an instrument that measures

behavioral and emotional problems. The author of this questionnaire is Achenbach & Rescorla, 2001 (translated into Albanian by M. Shahini, 2011).

5. Results

The data were extracted from questionnaires collected during three time periods: February, March, and April 2022, carried out in the Emergency Department of the Psychiatric Clinic in Pristina. The study included 60 adolescent patients in the municipality of Pristina, where 73.3% of respondents were from urban areas, while 26.7% were from rural areas. The age of the respondents who took part in this study was: 51.7% were 15 years old, 41.7% were 16 years old and 6.7% were 17 years old. The average age of the respondents was 15.5 years. The most involved age group was 15 years old with 31 (51.7%) respondents (Chart 1).

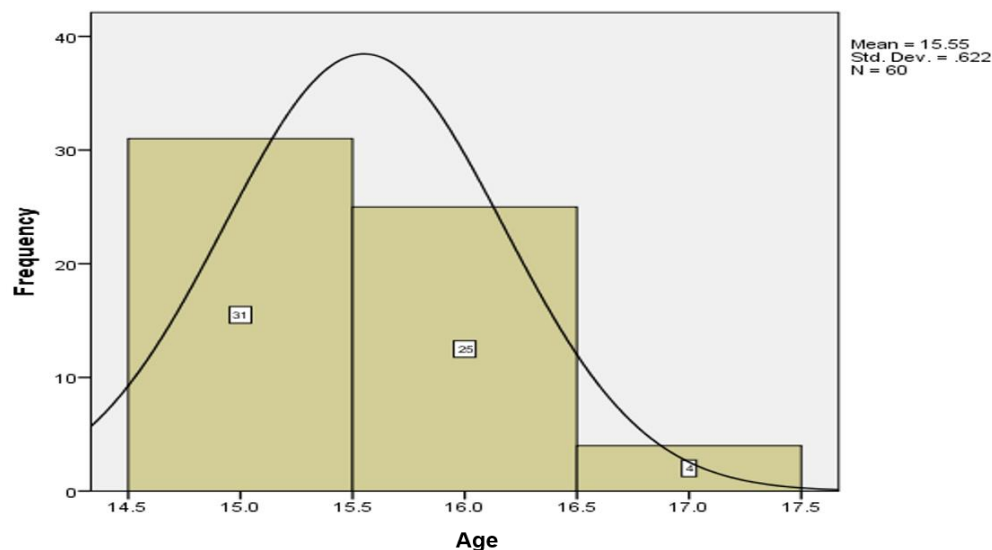


Chart 1. The age group of adolescent patients

56.7% of the respondents were in the tenth grade while 43.3% of them were in the eleventh grade. The success of the respondents was: 3.3% had

The results of the study regarding the dimensions of temperament measured by the Self-Character and Temperament Inventory (JTCI) did not show significant differences between the sexes. As seen in table 1 of the 7 JTCI scales, the scale that scored a higher mean is self-leadership ($M =$

sufficient success, 5% had success, 31.7% had very good success, and 60% had excellent success.

35.17, $SD = 7.0$) for males and for females it is reward dependence ($M = 30.38$, $SD = 7.73$), immediately followed by the reward dependence scale ($M = 32.00$, $SD = 8.71$) for men, while for women self-leadership followed with ($M = 29.32$, $SD = 7.24$). Boys showed the lowest average in

the dimension of self-perfection ($M = 19.93$, $SD = 5.42$), also among girls, the lowest average was in self-perfection ($M = 16.77$, $SD = 6.93$).

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

Gender	Levels of JCTI	N	Mean	Std. Deviation
Male	Novelty Seeking	29	26.6897	7.31487
	Harm Avoidance	29	29.2759	6.39697
	Reward Dependence	29	32.0000	8.71780
	Persistence	29	23.2069	6.03785
	Self-Directedness	29	35.1724	7.00035
	Cooperativeness	29	29.0345	9.09271
	Self-Perfection	29	19.9310	5.42436
	Valid N (listwise)	29		
Female	Novelty Seeking	31	26.7742	9.15682
	Harm Avoidance	31	24.2903	8.06306
	Reward Dependence	31	30.3871	7.73166
	Persistence	30	23.9000	7.60376
	Self-Directness	31	29.3226	7.24057
	Cooperativeness	31	28.5806	8.83845
	Self-Perfection	31	16.7742	6.93642
	Valid N (listwise)	30		

However, as can be seen from Table 2, in the total number of problems extracted from the Youth Self-Report, the age group that reported the most problems was that of 16-year-olds, with an average of 24.71 per men, while for women, 52.00 was that of 17-year-olds. On the other hand,

the age group that reported the least emotional and behavioral problems was that of 17-year-olds, with an average of 14.00 for men, while for women it was the age group of 15-year-olds with 17.05.

Table 2. Total problems elicited by YSR by gender and age group

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

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

Table 3. Level of internalization of problems based on gender

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Internalizing Problems	29	.00	31.00	11.8966	7.63144
	Valid N (listwise)	29				
Female	Internalizing Problems	31	.00	20.00	7.8387	6.16494
	Valid N (listwise)	31				

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

Table 4. The level of externalization of problems based on gender

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Internalizing Problems	29	.00	32.00	8.2069	7.78451
	Valid N (listwise)	29				
Female	Internalizing Problems	31	1.00	29.00	6.9032	5.97971
	Valid N (listwise)	31				

Table 5 shows the total points accumulated by both genders in both dimensions: externalization and internalization of problems. As can be seen,

men lead in total with 33.50 compared to women which are 25.70.

Table 5. Gender differences in total internalizing and externalizing problems

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	TotalYSR problems	28	.00	108.00	33.5000	24.47448
	Valid N (listwise)	28				
Female	TotalYSR problems	30	1.00	86.00	25.7000	19.49562
	Valid N (listwise)	30				

As can be seen from table 6, boys showed the highest average in aggressive behavior ($M = 5.31$, $SD = 5.08$) while the lowest average in Thinking problems ($M = 2.51$, $SD = 3.01$). On the other hand, girls have reported the highest average in Aggressive Behavior problems ($M = 4.29$, $SD = 3.77$), while the lowest average in Somatization ($M = 1.45$, $SD = 1.99$). In this regard, we see that boys have reported higher rates of delinquency ($M = 2.89$, $SD = 3.43$) compared to girls. Likewise, social problems were more pronounced

in male respondents ($M = 4.28$, $SD = 3.21$) than in female respondents ($M = 3.00$, $SD = 3.10$). Overall, males reported more emotional problems ($M = 11.89$, $SD = 7.63$) than females ($M = 7.83$, $SD = 6.16$). At the same time, men were more inclined to report behavior problems ($M = 8.20$, $SD = 7.78$) than women ($M = 6.90$, $SD = 5.97$). Of course, even overall, males scored more ($M = 33.50$, $SD = 24.47$) than females ($M = 25.70$, $SD = 19.49$)

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

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

Finally, to understand if the questionnaires used here measure what they are intended to measure, the Cronbach Alpha analysis was also carried out, which showed a value of 0.881 for the JCTI questionnaire, which is an indicator of a fairly solid internal consistency among the 103 measuring units of this questionnaire and for the YSR questionnaire it showed a value of 0.942 which is an indicator of a fairly high internal consistency among the 118 measuring units of this questionnaire.

6. Conclusions

In the results obtained from the Self-Reporting Questionnaire for behavioral and emotional problems, it was seen that men were more inclined to develop internalizing processes, that is, to suffer from emotional problems. Meanwhile, the results obtained from this

questionnaire allowed us to see that the gender differences in terms of behavior problems were not that pronounced, although men were the father. The self-report questionnaire for behavioral and emotional problems also allowed us to conclude that the differences between age groups and genders regarding the occurrence of emotional and behavioral problems were visible and significant.

With increasing age, higher rates of both behavioral and emotional problems were identified. Meanwhile, gender analyzes also showed that women tended to show more pronounced levels of emotional and behavioral problems.

Also, deeper differences were observed between both sexes, were male respondents suffered more from behavioral problems than emotional ones, meanwhile, the opposite was true for females,

who suffered more from emotional problems compared to behavioral problems.

On the other hand, a specific gender difference was also observed in the middle of a psychological similarity. The similarity consisted in the fact that both sexes scored higher in two categories on the scale of emotional and behavioral problems. Anxiety, from the scale of emotional problems, was the dimension that accumulated the most points from both sexes, but women were at the advantage. Meanwhile, aggressive behaviors, from the scale of behavior problems, was also the dimension that scored the most points from both sexes, and therefore men again took the lead, thus creating a specific difference in the middle of a similarity.

However, the greatest importance lies not only in the answers given to the research questions presented above, but it lies especially in the fact that it was found that Kosovar teenagers have emotional and behavioral problems, which can cause them difficulties in other areas of life, and also in the academic aspect. What remains for the most advanced scientific circles is to work on ascertaining these problems as accurately as possible, facts that can serve public educational institutions in building the most effective strategies.

The first proposal, as it can be implied, is to carry out other studies with a more pronounced scientific and practical preparation regarding temperament and aggressiveness in young people. This is not only a need to quench scientific curiosity, but it is a practical need because it would help the education system in general.

Increasing the awareness and attention of parents, on the importance of functioning between family members, housing, and the environment to minimize the manifestation of aggressive behavior by teenagers.

It is necessary for the actors involved in the education system to be well informed about the general situation, including the students' behaviors, to understand the poor academic performance of individuals and help to improve it.

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