

LONELINESS AND AGGRESSION OF THE ADOLESCENTS IN CHITTAGONG

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ABSTRACT

Adolescence is a period of stress and storm in which adolescents have to adjust with different physical, social, and psychological changes. If any adolescent fails to cope with these changes, then they may undergo various psychological challenges such as, loneliness, aggression, emotional instability, etc. The present study aimed to know the nature of loneliness and aggression among adolescents as a function of adolescents' developmental stages, medium of institution, and gender. 120 participants were selected purposively in the age range 10-21 years ($M = 15.5 \pm 3.61$). The present study showed that early adolescents scored more loneliness than the middle and late adolescents ($F(2, 108) = 154.83, p < .001$) and male adolescents scored more than the female adolescents ($F(1, 108) = 44.23, p < .001$). There was significant interaction effect among the stages of adolescents, medium of institution, and gender ($F(2, 108) = 6.85, p < .002$) from loneliness viewpoint. Early adolescents showed more aggression than the middle and late adolescents ($F(2, 108) = 336.45, p < .001$). English medium students showed more aggression than the Bangla medium students ($F(1, 108) = 55.53, p < .001$). Male adolescents were more aggressive than female adolescents ($F(1, 108) = 52.83, p < .001$). A significant interaction effect on aggression was found between stages of adolescent and gender ($F(2, 108) = 3.69, p < .03$), and medium of institution and gender ($F(2, 108) = 6.85, p < .001$). Finally, our results showed a significant positive correlation ($r = .80, p < .01$) between loneliness and aggression of adolescents.

Key Words: *Adolescents, Loneliness, Aggression.*

INTRODUCTION

Adolescence is a paramount period of life where many physical, emotional, and social changes take place. WHO (2017) defined adolescence as the period of life between the ages of 10 to 19 years and it is the phase of transition from a child into an adult (Rutter, Graham, Chadwick & Yule, 1976). The adolescent struggles to expand his individuality while still conforming to societal norms (Steinberg, 1987). Rapid urbanization and modernization have exposed them to the changes in society. The breakdown in family structures, and excessive or minimal control confuse the adolescent and make him/her especially vulnerable to maladaptive patterns of thinking and behavior (Sadock, Sadock & Kaplan, 2000). The period of adolescence can be divided into three stages, early adolescences

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(age: 10-14 years), middle adolescence (age: 15-17 years) and late adolescence (age: 18-21 years) [American Academy of Pediatrics (AAP), 2003]. Adolescents of all stages may not be so fortunate to adapt with the entire phenomenon and may therefore encounter loneliness and aggression.

Loneliness is a common experience that may appear in all phases of life, particularly in adolescence (Heinrich & Gullone, 2006). This experience is typically defined as the negative emotional response to a discrepancy between the desired and achieved quality and quantity of one's social network (Perlman & Peplau, 1981). Constant loneliness has been associated to Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) based major depressive disorder, anxiety disorders, and schizophrenia (Heinrich & Gullone, 2006) and to physical health problems (e.g., cardiovascular disease, poorer immune functioning, Cacioppo *et al.*, 2002). A recent theory on loneliness explains that lonely people do not enjoy positive events as much as non-lonely individuals do (Hawkey, Thisted, Masi & Cacioppo, 2010). Different types of loneliness symptoms may arise among adolescent such as, lonely adolescents tend to spend more time alone and engage in more solitary activities though they may not lack in social contact or social activities; lonely individuals are not inclined to provide intimate disclosures (Berg & Peplau, 1982); lonely individuals have difficulty in the formation and maintenance of relationships with others; feeling shyness, a lack of self-esteem and poor social skills; having fewer close friends; complaining somatic symptoms such as headaches anxiety, and gastrointestinal symptoms.

A research conducted on loneliness among the students in Chittagong (Rahman, Bairagi, Dey & Nahar, 2012) showed that 25% students had high level of loneliness and the overall level of loneliness was average ($M = 49.41$). The main cause of loneliness in the study subject was difficulties in establishing close relationships.

Aggression has been defined as an emotional state, which is accompanied with a desire to attack others driven by the internal and/or external factors (Adams, 2000). According to Dollard, Doob, Miller, Mowrer & Seras (1939), who is known as one of the developers of Frustration-Aggression Hypothesis, aggression comes as the result of frustration and loneliness. According to the psychoanalyst Freud (1958) all individuals have aggressive potential, since they are born. Indeed aggression and sexuality are key elements of the individual development, directly influencing behavior. If we fail to express our sexual desire, then we repressed it and it may have influences on personality leading aggressive behavior.

WHO (2017) reported that the total number of adolescent (13-17 years) in Bangladesh are 16.4 million (10.2% of the total population; 8.4 million are boys and 8.0 million are girls). WHO also identified that 11% of adolescent feel loneliness, among them 12% are boys and 9% are girls. Another research was formulated on the development of loneliness from mid to late adolescence: Trajectory classes, personality traits, and psychosocial functioning. Findings revealed that children showed high loneliness among early and middle adolescent

than late adolescents (Vanhalst, Goossens, Luyckx, Scholte & Engels, 2012). An explorative research conducted by Ceyhan & Ceyhan (2008) on loneliness and depression levels of university students showed that 25% of total students had a high level of loneliness where male students had higher levels of loneliness and depression than female students. A significant relationship was found between loneliness and deliberate self-harm (DSH). Therefore, loneliness can be very distressing for both girls and boys (Ronka, Taanila, Koiranen, Sunnari, & Rautio, 2013); the correlation between shyness and loneliness was 0.56 for males and 0.52 for females (Maroldo, 1981).

A study was conducted by Card, Sawalani, Stucky & Little. (2008) found significant differences between genders; physical aggression of boys was higher than the girls and the verbal aggression of girls was higher than boys. Similar results for physical and verbal aggression of males and females were also reported in another study of the University of California (Juvonen, Wang & Espinoza 2012). A study reporting prevalence data on aggression among American adolescents of 15-18 years of age showed that 32.8% of them showed physical aggression outside school, (40.7% of them were males and 24.4% females). In school physical aggression was shown by 12% of adolescents, of which 16% were males and 7.8% females (National Center for Injury Prevention and Control in USA, 2012). According to Coie & Dodge (1998) male adolescents were more aggressive than female adolescents, very similar to the finding of Maccoby & Jaklin (1974). Indirect aggression in English medium girls is more as compared to Hindi medium girls whereas it is same in case of the boys of Hindi as well as English medium schools (Singh, 1974).

Adolescence is also characterized by zenith social transitions that may impact the experience of loneliness. In early adolescence, the transition is made from primary school to secondary school, whereas in late adolescence the transition to college takes place. Both these transitions may increase the likelihood of increasing loneliness and depression. Adolescents who continue feeling loneliness may become aggressive and violent. Lonely adolescents report poor self-concepts, self-evaluation and low self-esteem. This lower sense of self includes negative evaluations of their health, appearance, behavior, and functioning. Aggressive and loneliness mood of students hamper their academic performance and are responsible for concentration difficulties, low self-evaluation and reduced sense of pleasure in formerly enjoyable activities. Considering these facts, in order to develop interventions for loneliness and aggression, it is crucial to determine the variables related to them and then to define those in the high-risk group. Several factors have been to explain the causes of loneliness and depression. Among them stages of adolescents, gender and medium of institution are employed to give a greater understanding about the explanation of loneliness and aggression of adolescents in Chittagong district. Therefore, the present research has been conducted on loneliness and aggression of adolescents to extract and provide the information imperative for mental health workers, psychologists, sociologists, governments, NGOs and policy makers to take effective steps to facilitate adolescents' development.

With respect to the rationale of the study, the main objective of the present study was to

investigate whether there is any relationship between loneliness and aggression of adolescents. And other objectives are; (a) to see whether loneliness differs with stages of the adolescents, medium of institutions and gender; and (b) to know whether aggression varies with stages of the adolescents, medium of institutions and gender.

MATERIALS AND METHODS

Sample

In order to collect data, 120 adolescents were selected purposively as study participants from the different schools, colleges and some residential areas of Chittagong district. Among 120 respondents 40 were early adolescent, 40 were middle adolescents and 40 were late adolescents. In the 40 early adolescents, 20 were English medium and 20 were Bangla medium school and college, in the 40 middle adolescents, 20 were English medium and 20 were Bangla medium school and college and in the 40 late adolescents, 20 were English medium and 20 were Bangla medium school and college. Again each group consisted of 10 were male and 10 were female adolescents. Their age ranges were from 10 to 21 years. All the respondents were physically and mentally well.

Measuring Instruments Loneliness Scale

The University of California Los Angeles (UCLA) Loneliness Scale was originally developed by Russell, Peplau and Ferguson (1978). It was revised by Russell, Peplau & Cutrona (1980). An adapted Bangla version of Revised UCLA Loneliness Scale (Parveen, 2007) used for measuring loneliness. It is a 20 items Likert type scale. 10 questions are positive and 10 are negative. There are four alternatives for each question. The alternative answers in positive items are, a. 1 for Never, b. 2 for Rarely, c. 3 for Sometimes and d. 4 for Often. Moreover, the scoring system for negative items is just opposite of the scoring system of positive items. The scale scores range from 20 to 80. Higher score means high level of loneliness and lower score means low feeling of loneliness. The measure found highly reliable, both in terms of internal consistency (coefficient α ranging from .89 to .94) and test-retest reliability over a 1-year period ($r = .73$). Convergent validity for the scale was indicated by significant correlations with other measures of loneliness. Construct validity was supported by significant relations with measures of the adequacy of the individual's interpersonal relationships, and by correlations between loneliness and measures of health and well-being. Significant correlation ($r = .88$) between scores of English and Bangla version indicated translation reliability of the scale that were measured the same thing by the two versions.

Measure of Aggressive Behavior Scale

Bangla version (Rahman, 2003) of Aggressive Behavior (MAB) original version of (Buss & Perry 1992) was used to measure aggression. It contains 25 items which were used for data collection. The items were divided into five dimensions such as physical aggression (5 items), verbal aggression (9 items), hostile aggression (5 items), anger aggression (3 items)

and indirect aggression (3 items). Hypothetical situations were constructed on each item. Each item was followed by 5 alternatives ranging from totally true to totally false. Totally true was given 5 points, true was given 4 points, neutral was given 3 points, false was given 2 points and totally false was given 1 point. The Highest Possible Score (HPS) was $25 \times 5 = 125$ and the Lowest Possible Score (LPS) was $25 \times 1 = 25$. Aggressive Behavior Score (ABS) was worked out using the following formula.

$$ABS = \frac{HPS - LPS}{2} + LPS = \frac{125 - 25}{2} + 25 = 75$$

Hence, a score following on 75 or above was regarded as Aggressive Behavior Score. The correlation coefficient for split-half reliability was found .37. When Spearman-Brown formula was used, the correlation coefficient was found to increase from .37 to .54. The Measure of Aggressive Behavior was confirmed by validation at several stages. Items were constructed through open-end questionnaire. This indicated the content validity of MAB. Secondly, the scrutiny of each item was done by the judges. This procedure provided face validity for the Measure of Aggressive Behavior.

Design

A cross-sectional survey research design was followed for conducting the present study. It was designed to collect data from sample to make inferences about a population of interest at one point in time.

Procedure

For the present study, the main purpose was to collect information about the adolescent's loneliness and aggression. For this reason, participants were selected purposively from different areas in Chittagong district. On the base of objectives of the present study, data were collected from sample. The questionnaires were administered to each of the 120 respondents individually and at the same time rapport was established through conversation with each of them. The participants were requested to express their actual feelings and thoughts regarding to the loneliness and aggression through each question. Those who did not understand properly, then they were given necessary explanations. Upon completion of the questionnaire, the respondents were thanked for co-operation.

RESULTS AND DISCUSSION

The data were analyzed by Pearson Product Moment Correlation and F-test. All statistical analyses were carried out using the statistical program SPSS version 16.0 for window.

TABLE 1: DESCRIPTIVE STATISTICS OF LONELINESS SCORES ACCORDING TO STAGES OF ADOLESCENTS, MEDIUM OF INSTITUTION AND GENDER

Stages of Adolescents	Medium of Institution		Gender		Total
	English Medium	Bangla Medium	Male	Female	
Early Adolescent	M = 64.90 SD = 10.31	M = 66.25 SD = 9.48	M = 69.55 SD = 8.84	M = 61.60 SD = 9.26	M = 65.58 SD = 9.80
Middle Adolescents	M = 59.70 SD = 7.39	M = 58.05 SD = 8.83	M = 64.25 SD = 5.36	M = 53.50 SD = 6.66	M = 58.88 SD = 8.08
Late Adolescents	M = 41.10 SD = 10.25	M = 35.05 SD = 6.71	M = 42.00 SD = 10.04	M = 34.15 SD = 6.01	M = 38.08 SD = 9.08
Total	M = 55.23 SD = 13.85	M = 53.12 SD = 15.68	M = 58.60 SD = 14.55	M = 49.75 SD = 13.73	M = 54.14 SD = 14.77

Table 1 indicates that mean loneliness score of early adolescent was 65.58 ($SD = 9.80$), middle adolescents was 58.88 ($SD = 8.08$) and late adolescent was 38.08 ($SD = 9.08$). That means early adolescent showed more loneliness than middle adolescents and late adolescent. Mean loneliness score of English medium students was 55.23 ($SD = 13.85$) and Bangla medium students was 53.12 ($SD = 15.68$). And finally, mean loneliness score of male adolescent was 58.60 ($SD = 14.55$) and female adolescent was 49.75 ($SD = 13.73$). That means male adolescent showed more loneliness female adolescent.

To determine whether the differences observed between the means in Table 2 were statistically significant, three-way analysis of variance (ANOVA) was computed.

TABLE 2: SUMMARY OF THE ANALYSIS OF VARIANCE OF LONELINESS SCORES ACCORDING TO STAGES OF ADOLESCENTS, MEDIUM OF INSTITUTION AND GENDER

Sources of Variations	SS	df	MS	F	Sig. Level
Stages of Adolescent (A)	16450.40	2	8225.20	154.83	.001
Medium of Institution (B)	226.88	1	134.41	2.53	.15
Gender (C)	727.40	1	2349.68	44.23	.001
A*B	5737.30	2	138.53	2.61	.07
A*C	378149.00	2	27.10	0.51	.60
B*C	16450.40	1	226.88	4.27	.05
A*B*C	226.88	2	363.70	6.85	.001
Error	727.40	108	53.12		
Total	5737.30	120			

Table 2 shows that stages of adolescent had significant effect on loneliness ($F(2, 108) = 154.83, p < .001$); medium of institution had no significant effect on loneliness ($F(1, 108) = 2.53, p < .15$); and gender had significant effect on loneliness ($F(1, 108) = 44.23, p <$

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.001). Early adolescent had more loneliness than middle and late adolescent; male adolescent had more loneliness than female adolescent. The result also shows no significant interaction effect between stages of adolescent and medium of institution; stages of adolescent and gender; medium of institution and gender. And finally, the result indicates significant interaction effect among stages of adolescent, medium of institution and gender ($F(2, 108) = 6.85, p < .001$).

TABLE 3: POST HOC TEST (LSD) FOR ADOLESCENTS STAGES OF ADOLESCENT ON LONELINESS SCORES

(I) Stages of Adolescent	(J) Stages of Adolescent	of Mean Difference (I-J)	SE	Sig. Level
Early Adolescents	Middle Adolescents	6.70*	2.02	.003
	Late Adolescents	27.50*	2.02	.001
Middle Adolescents	Early Adolescents	-6.70*	2.02	.003
	Late Adolescents	20.80*	2.02	.001
Late Adolescents	Early Adolescents	-27.50*	2.02	.001
	Middle Adolescents	-20.80*	2.02	.001

Based on observed mean, *the mean difference is significant at the .05 level.

Mean differences as shown in table 3 at .05 level of significance through post hoc test (LSD) were found between early and middle adolescents and early and late adolescents. Similarity in table 3 significant mean differences in loneliness at .05 level of significance through post hoc test (LSD) were found between middle and early adolescents and middle and late adolescents. Mean differences were also shown in table 3 at .05 level of significance through post hoc test (LSD) were found between late and early adolescents and late and middle adolescents.

TABLE 4: DESCRIPTIVE STATISTICS OF AGGRESSION SCORES ACCORDING TO STAGES OF ADOLESCENTS, MEDIUM OF INSTITUTION AND GENDER

Stages of Adolescents	Medium of Institution		Gender		Total
	English Medium	Bangla Medium	Male	Female	
Early Adolescent	M = 106.60 SD = 12.49	M = 90.60 SD = 5.04	M = 103.10 SD = 14.31	M = 94.10 SD = 8.29	M = 98.60 SD = 12.41
Middle Adolescents	M = 84.95 SD = 9.89	M = 75.90 SD = 15.29	M = 89.40 SD = 7.82	M = 71.45 SD = 12.00	M = 80.42 SD = 13.51
Late Adolescents	M = 53.45 SD = 13.37	M = 42.35 SD = 9.13	M = 52.05 SD = 13.14	M = 43.75 SD = 10.86	M = 47.90 SD = 12.62
Total	M = 81.67 SD = 24.97	M = 69.62 SD = 22.91	M = 81.52 SD = 24.79	M = 69.77 SD = 23.19	M = 75.64 SD = 24.62

Table 4 indicates that mean aggression score of early adolescent was 98.60 ($SD = 12.41$), middle adolescents was 80.42 ($SD = 13.51$) and late adolescent was 47.90 ($SD = 9.08$). That means early adolescent showed more aggression than middle and late adolescent. Mean aggression score of English medium students was 81.67 ($SD = 24.97$) and Bangla medium students was 69.62 ($SD = 22.91$). That means English medium students showed more aggression than bangle medium students. And finally, mean aggression score of male adolescent was 581.52 ($SD = 24.79$) and female adolescent was 469.77 ($SD = 23.19$). That means male adolescent showed more aggression than female adolescent.

To determine whether the differences observed between the means in Table 5 were statistically significant, three-way analysis of variance (ANOVA) was computed.

TABLE 5: SUMMARY OF THE ANALYSIS OF VARIANCE OF AGGRESSION SCORES ACCORDING TO STAGES OF ADOLESCENTS, MEDIUM OF INSTITUTION AND GENDER

Sources of Variations	SS	df	MS	F	Sig. Level
Stages of Adolescent (A)	52782.62	2	26391.31	336.45	.001
Medium of Institution (B)	4356.08	1	4356.08	55.53	.001
Gender (C)	4141.88	1	4141.88	52.83	.001
A*B	255.05	2	127.53	1.63	.20
A*C	579.05	2	289.53	3.69	.03
B*C	180.08	1	180.08	2.30	.13
A*B*C	1357.35	2	678.68	8.65	.001
Error	8471.50	108	78.44		
Total	758723.00	120			

Table 5 shows that stages of adolescent had significant effect on aggression ($F(2, 108) = 336.45, p < .001$); medium of institution had significant effect on aggression ($F(1, 108) = 55.53, p < .001$); and gender had significant effect on aggression ($F(1, 108) = 52.83, p < .001$). Early adolescent had more aggression than middle and late adolescent; students of English medium had more aggression than the students of Bangle medium institutions; male adolescent had more aggression than female adolescent. The result also shows no significant interaction effect between stages of adolescent and medium of institution; medium of institution and gender. But a significant interaction effect was found between stages of adolescent and gender ($F(1, 108) = 3.69, p < .03$). And finally, the result indicates significant interaction effect among stages of adolescent, medium of institution and gender ($F(2, 108) = 8.65, p < .001$).

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TABLE 6: POST HOC TEST (LSD) FOR ADOLESCENTS STAGES OF ADOLESCENT ON AGGRESSION SCORES

(I) Stages of Adolescent	(J) Stages of Adolescent	Mean Difference (I-J)	SE	Sig. Level
Early Adolescents	Middle Adolescents	18.18*	2.88	.001
	Late Adolescents	50.70*	2.88	.001
Middle Adolescents	Early Adolescents	-18.18*	2.88	.001
	Late Adolescents	32.53*	2.88	.001
Late Adolescents	Early Adolescents	-50.70*	2.88	.001
	Middle Adolescents	-32.53*	2.88	.001

Based on observed mean, *the mean difference is significant at the .05 level.

Mean differences as shown in table 6 at .05 level of significance through post hoc test (LSD) were found between early and middle adolescents and early and late adolescents. Similarity in table 6 significant mean differences in loneliness at .05 level of significance through post hoc test (LSD) were found between middle and early adolescents and middle and late adolescents. Mean differences were also shown in table 6 at .05 level of significance through post hoc test (LSD) were found between late and early adolescents and late and middle adolescents.

TABLE 7: PEARSON'S CORELLATION BETWEEN LONELINESS AND AGGRESSION SCORES OF ADOLESCENTS

Variables	N	Correlation Coefficient (r)
Loneliness		
Aggression	120	.80**

**Significant at the 0.01 level (two-tailed)

Table 07 showed a significant positive correlation ($r = .80$) between loneliness and aggression of adolescents in Chittagong district with an alpha level of $p < .01$. It reveals that with the increase of adolescent's loneliness, aggression of that adolescents increase.

The present study has focused on exploring Loneliness and Aggression of Adolescents. Two standardized instruments were used to collect data from 120 adolescents aged 10 to 21 years. For the sake of convenience discussion of the findings are presented in below. The findings of the present study (table 1) reveal that early adolescents showed greater loneliness than middle and late adolescents. The result is consistent with earlier research Vanhalst, Goossens, Luyckx, Scholte & Engels (2012). Adolescent is the period of turmoil in which firstly an adolescent has to adapt with his bodily changes and later social and

other phenomena. In this time they need to be informed accurate information about their puberty. If any adolescents fail to get proper information about puberty or to share his/her pubertal changes, then he/she may feel stress, depression, frustration, loneliness or other mental problems. This problem is more severe in early adolescents. But after few years onset of puberty, adolescents are gradually realizing about their puberty that it is normal process. And every person has to encounter with this phenomena. So, early adolescents showed greater loneliness than middle and late adolescents. However, this finding contradicts the finding of other researchers (Heinrich & Gullone, 2006; Stroebe, Van Vliet, Hewstone & Willis, 2002) who reported that late adolescent had more loneliness than early and middle adolescents. Because in late adolescence, adolescent has to face the major transition that he has admit in college that is often accompanied by leaving the parents' home and moving to a new city. The heightened complexity of adolescents' social worlds, combined with higher expectancies of their peer relations, increased concern about their social status, and entering a new social environment, late adolescents face loneliness. Medium of institution were no significantly effect on loneliness of an adolescents (table 2). That means there is no significant difference between English and Bangla medium institution according to loneliness.

Male adolescent showed greater loneliness than female adolescents (table 1). Support of this finding is found in the studies of Stickleby *et al.*, (2013), Maroldo (1981), Ceyhan & Ceyhan (2008) who found that male students had higher levels of loneliness and depression than female students. Adolescence is a developmental stage characterized by important physical, cognitive and social changes. To adapt with these changes, an adolescent has to know proper knowledge of puberty. Female adolescents can share about their physiological changes with their mothers. So she has to get accurate information about puberty. But for the male adolescents, cannot share about their physiological changes with anybody. So they feel shyness, depressed and loneliness. So, male adolescent showed greater loneliness than female adolescents.

Findings also revealed that early adolescent showed greater aggression than middle and late adolescents (table 4). The result is consistent with other researchers (Qualter *et al.*, 2013). When an adolescent enter into a major transitional phase called puberty, then he/she has to adapt with his/her bodily changes. At first, adolescent feels shyness, boring, loneliness, and these factor creates among them aggression. But some years later, adolescents realize and adapt with his/her physiological changes and become soothe adult person. So, aggression is more in early adolescent than middle and late adolescents.

Findings also revealed in table 4 that adolescent of English medium institution showed more aggression than Bangla medium institution. The adolescent of English medium institution are affluent than Bangla medium institution. Because, studying in an English medium institution is very costly and expensive. They can get more facilities to expose with computer, mobile and other sophisticated device. As a result, they addict with video game, internet browsing, and face book. The amount of game play appears most related to activity displacement effects such as poorer school performance and risk of obesity. The

content of game play appears most related to effects such as increased aggression. Correlation studies have examined the relation between video game playing habits and real-world aggressive behavior. (Dominick, 1984; Fling *et al.*, 1992; Lin & Lepper, 1987) yielded reliable positive correlations between video game playing and aggression. Bushman & Anderson's (2002) study, which found that exposure to violent video games caused participants to ambiguous story stems in an aggressive manner. On the other hand, student of bangle medium institution cannot get such facilities than English medium institutions. So, aggression is less among adolescents of bangle medium adolescent than English medium adolescents.

Male adolescents showed greater aggression than female adolescents (table 4). Support of this finding is found in the studies of Qureshi, Khan & Masroor (2013); Maccoby & Jaklin (1974), Coie & Dodge (1998) showed that males more aggressive than females. At all ages, girls tend to engage in less competitive, grabbing aggressive behaviors than boys. Friendships among highly relationally aggressive girls involve high levels of intimacy, jealousy and exclusivity. Girls shift to a more indirect form of aggression at the beginning of adolescence. Boys are more likely to express their aggression as an impulsive act. In our society approves that boys will show aggressive behavior, hostility and girls will show gentle, docile. According to Bandura (1973) adolescent learns their social behavior by imitating from models like as parents, peer groups and society. So, male adolescents showed greater aggression than female adolescents.

Significant positive correlation was found between adolescent's loneliness and aggression. It reveals the adolescent whose loneliness is high his/her aggression is also high. This finding is consistent with other researcher Qureshi, Khan, & Masroor (2013); Romans, Boswell, Mcgaha, Winterowd, & Mendez (2013) stated that higher level of aggression aggravates higher level of loneliness and suicidality. Adolescents who cannot adjust with his/her puberty or other social and psychological factors, they are gradually being aggressive persons.

This study may have important recommendations; parents should follow authoritative parenting style; they needs to give more time to their child; they may also help their children to select best friend and provide information about physical, social and psychological knowledge to their sons; provide counseling service in every aspect of education; teacher delivers his/her lesson on the basis on physical maturity of adolescent; future research should be carried on different psychological variables in different mediums of learning such as Bangla, English and Madrasha level in Bangladesh.

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