The Investigation of the Relationship between the Aggression and Addiction Potential High-school Male Students

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ABSTRACT

The purpose of this study was to investigate the relationship between the aggression and the addiction potential high school male students in Zirkooh County. This study was a descriptive and correlation research and determined statistical population was all high school male students in Zirkooh County and 150 students were selected by the cluster random sampling. Instruments which were used in this study include Aggression questionnaire (AGQ) and Addiction-Potential Scale (APS). There was used the statistical method of   in order to determine whether the aggression has a relation to addiction potential. The results showed there is the positive significant relation 0.654 between the aggression and the addiction potential. Then, we can conclude there is a relationship between the aggression and the addiction potential and the aggression can predict the addiction potential level 43%.

1. Introduction

Drug dependence or the drug addiction has been seen in all professionals, educational levels and social / economic classes and is not allocated to special persons or groups. Due to high prevalence of the drug dependence and its treatment difficulties, it is necessary to try the identification of the risk factors in different populations (Ghazinejad and Savelanpoor , 2005). With regard to the misuse of the drug is a serious issue with various aspects, every contact and intervention in this area needs extensive researches and activities. The researches have shown that the personal characteristics are important etiology elements in tendency to risky attitudes such as the misuse of smoking, alcohol consumption, drug consumption and unsafe sexual activity (Polimeni et al., 2010). Aggression is considered one of the most important issues during adolescence whiles the aggression and bullying can have many negative consequences .Aggression is defined as the behavior that its aim is to hurt him/her or others (Karimi, 2002). Aggression is so common in human life that the man considers it as an obvious issue and defines it- the age which we live in- the aggressive age. However, the appearance of the aggression in children is mostly the result of the obstacles in front of their demands and it has not continuity; in during adolescence, if this behavior, due to special conditions, not to be controlled and monitored, it may form serious consequences (Borazjanian, 2001). The aggressive adolescents cannot predict correctly their behaviors. They observe various hostile signs in social stimuli and have no correct understanding of their aggression levels. They use few verbal methods to prove themselves in social problems and use more aggressive solutions (Graham, 2002). The theory of the addiction potential states that some people are predisposed to the addiction and if exposed to it , they are addicted but if someone is not predisposed, he is not addicted (Gendreau and Gendreau, 1970) and the peak of the emergence of the addiction during the life may be shaped in early adolescence and early adulthood (Vahdat and Zeinali, 2009). One of the ways to reinforce the students and the adolescents towards risk factors, as drugs, is to strength the emotional intelligence component, especially the emotional awareness and the control of the impulses (Jenabadi, 2008). In fact, the addicted are those persons that the drugs are added to unhealthy growth areas. Therefore, the addiction potential means a kind of readiness to misuse the drugs and it is considered a determinant and decisive factor in programs of the drug demand reduction because, after the addiction, the treatment results are approximately zero (Zeinali, 2006). Minooei and Salehi showed there is a significant difference between the scores of the students and the addicted based on Addiction Potential Scale (APS) (Minooei and Salehi, 2003). Vahdat investigated the prevalence of the addiction potential between high schools male students in Urmia (14-20 years) based on Addiction-Potential Scale (APS) and revealed 43.2% students have low and very low addiction-potential, 42.8% students have medium and high addiction-potential and 14.1% students have very high addiction-potential (Vahdat, 2005). In some researches performed on patients

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treated for drug addiction, it was clear that the most prominent emotional pattern in these persons is the inability to control anger (Harakeh et al., 2006).

In another study performed by Aderm et al.(2010) on the students of medical sciences university in Zahedan, the results showed the direct relationship between the addiction-potential and the anxiousness attachment style with personal characteristics and also the relationship between the drug susceptibility and the secure attachment style. Also, the results showed that three variables: schizophrenia, mental fatigue and depression predict 52% variance of the tendency to the drug consumption. These results did not show any significant deference in tendency to consumption of the drug between educational levels, educational courses and different ages (Aderm et al, 2010). Also, in a study conducted by Mohammadi et al. (2011) on technological students of Sharif University of Technology, the results showed that depression, anxiety and stress, in subjects whom had a higher risk of the drug abuse, were higher than opposite group but the tolerance level was low. The high levels of emotional problems and the drug abuse among the students, paying attention to risk factors and preventive interventions are in priority (Mohammadi et al., 2011). In another study conducted by Mordi et al. (2008) , there were investigated the addiction-potential rates and mental health of high school students in Fereydan city. The results showed the mental health can predict the addiction-potential level of high school male students significantly (Moradi et al., 2008).

2. Materials and methods
2.1. The research hypothesis
Due to the research purpose and its background, following hypothesis was formulated and tested:
Hypothesis 1: there is a significant relation between the aggressive and the addition-potential.

2.2. Method

This study was a descriptive-correlation research. The statistical population was all high school students in Zirkooh County who have studied during academic year 2013-2014. To select samples, there was used multi-stage random sampling. Afterward, from each part of Zirkooh County, two high schools were selected randomly, going to these high schools and after receiving students' names, 150 students were selected by the cluster random sampling. Then, there were performed Aggression questionnaire (AGQ) and Addiction-Potential Scale (APS) for them and they were analyzed statistically by using of Pearson Correlation Test.

2.3. Measurement Tools

A. Aggression questionnaire (AGQ)

This questionnaire includes multiple-choice 30 questions. In this questionnaire, 14 questions measure "anger"; 8 questions measure "offensive" and 8 questions measure "implacability". Every question of this questionnaire is multiple-choice question based on Likert-type (never, rarely, sometimes, and always) and the scores are considered 1, 2, 3, and 4 respectively. The score equal or greater than 75 is considered as an aggressive person. This questionnaire is normalized by Najarian and Zahedifard in Iran and the reliability of this questionnaire has been reported 85%. There is used Cronbach's alpha Method in order to determine the reliability coefficient. The amount of this coefficient was gained 0.775 which is a suitable reliability coefficient (Najjarian, 1996).
Also, Esmaeeli Dehaghi conducted a study on 120 nursing personnel of pediatric departments in Isfahan medical sciences hospitals and gained Cronbach's alpha of the questionnaire about 0.88 – 0.93 (Esmaeeli Dehaghi, 2006).
B: Addiction-Potential Scale (APS) questionnaire
To measure addiction susceptibility from Addiction-Potential Scale (APS), there were used the addiction evaluation questionnaire performed by Wade et al (1992) which is concluded three scales such as addition-potential scale (APS), addition acknowledgement scale (AAS) and Mac Andrew alcoholism-potential scale (MAC.R). The addiction evaluation questionnaire is normalized in Iran. The original version of Addiction-Potential Scale (APS) is included 39 questions. Provided responses to each issue of the scale is "Yes" or "No". Wade et al. (1992) gained the reliability coefficient ASP, in normal subjects (one week interval), in men and women 0.69 and 0.77, respectively. They believed this reliability was significantly high (Minooei and Salehi, 2003).
In Iran, the reliability of the addiction potential scale, APS is one of its subscales, is determined 0.53 by using of Cronbach's alpha method and 0.53 by using of the split method in the study of Minooei and Salehi (2003). The normalized version APS has 6 items for Iranian high school students. Due to the study of Minooei and Salehi, the scores 1-18 indicate very low potential towards the addiction; the scores 19-20 indicate low potential towards the addiction, the scores 21-22 indicate medium potential towards the addiction and the scores 23-24 indicate very high potential towards the addiction (Minooei and Salehi, 2003).

3. Results

To evaluate the relationship between the aggression and the addiction potential of high school male students, we gathered the data related to150 persons. According to following table 1, the mean of two variables (aggression and addiction potential) is 21.13 and 44.71, respectively. The standard deviation of two variables is 4.36 and 11.19, respectively.

Table 1: the correlation between the aggression and the addiction potential

Variable	Mean	Standard deviation	Correlation	Significant level
Aggression	21.13	4.36	0.65	0.000
Addiction potential	44.71	11.19		

We used Pierson Correlation Coefficient in order to observe whether there is a relationship between the aggression and the addiction potential among the students. According to table 2, the correlation between these two variables is equal 0.65. This amount, with regard to Cohen's standard, indicates a direct relation between the score of the aggression and the addiction potential, and statistically, this relation is meaningful, with regard to significant level below 0.01. The results mean that by increasing the aggression among students, their addiction potential levels will increase and vice versa.
Also, through the aggression scores of the students, we can predict their addiction potential scores.

Table 2: simple correlation coefficient

Model	Correlation coefficient	Determination coefficient	Adjusted determination coefficient	F	Significance level
1	0.65	0.43	0.42	110.89	0.000

Table 3: regression coefficients

Model	Non standard coefficients		Standard coefficients		
	B	**Standard error**	**Beta**	**t**	**Significance level**
Constant amount	0.72	1.12		8.71	0.000
Aggression	0.25	0.03	0.65	10.53	0.000

In order to observe whether the aggression among students can predict their addiction potential, we use the simple regression. The results showed that 43% of changes of students' addiction potential are explained by their scores of the aggression that with regard to Cohen's standard, this amount is high and 57% of changes of students' addiction potential are explained by other factors. To see whether this value is statistically significant, we used the regression variance analysis. According to table 3, The results showed that the aggression can predict the students' addiction potential .
But, in following discussion, in order to observe how the aggression involved in predicting, we used the regression coefficient table (table 3). As mentioned in above table, the aggression (predictor) can predict the addiction potential (criterion) directly. It means whatever the aggression score increases, the addiction potential score will increase and vice versa.

4. Conclusion

As mentioned before, the adolescence is most important stage of the human development and growth that its growth characteristics may form some kinds of behavioral disorders, delinquency, drug abuse and mental diseases. Due to the increase of the adolescents and young adults in the population structure of Iran, it is important to recognize these disorders quickly and have suitable plans in order to control them. Present study was performed to investigate the relationship between the aggression and the addiction potential. The results showed the correlation coefficient between two variables is equal to 0.65 that this value demonstrates, with regard to Cohen's criteria, a direct and high relation between the aggression score and the addiction potential score. The results indicate that by increasing the aggression among the students, the addiction potential among them will increase and vice versa.
These results have consistent with the results of studies performed by Harakeh et al. (2006) .These results confirm that the level of aggression has a direct role in a trend to the addiction potential. Also, the results of the studies performed by Aderm et al. (2010) indicate that the personal characteristics play an effective role in the trend to the addiction. These result have consistent with the results of studies conducted by Mohammadi et al. (2011) and Moradi et al. (2008) These researches considered emotional factors as important reasons in the trend to the addiction.

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