Analysis of Impact Social Behaviors on Development of Personalities of Adolescents

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Adolescence represents a pivotal developmental phase where individuals transition from childhood to adulthood, encountering multifaceted changes across physical and psychological realms. This study investigates the complex interplay between external social interactions and the shaping of individual traits during this critical period. The primary aim was to scrutinize the relationship between peer victimization, conflict resolution strategies, and psychological adaptation among adolescents. The study involved teenagers attending educational institutions in Lahore and Faisalabad, selected through a sampling method based on convenience. Analysis revealed compelling insights: a significant positive correlation emerged between peer victimization and psychological adjustment. Furthermore, a noteworthy association surfaced between conflict resolution abilities, instances of peer victimization, and psychological adaptation. These findings underscore the impactful role of peer victimization on teenagers' psychological well-being, emphasizing the imperative need for integrating robust conflict resolution mechanisms within this demographic. In essence, this study illuminates the intricate nexus between peer victimization, conflict resolution competencies, and their collective influence on the psychological adjustment of adolescents. The results accentuate the urgency of addressing peer victimization through proactive conflict resolution strategies, thereby fostering healthier psychological outcomes among teenagers during their formative years.

Keywords: Adolescent Internalizing Behavior Assessment, Psychological Well Being, Conflict Management Skills, Social Interactions.

Introduction:

The transition from childhood to adulthood is a transformative phase marked by a myriad of changes, both in the external social sphere and within individual psychology. Among these pivotal developmental stages, adolescence stands as a time of immense growth, where social interactions play a profound role in shaping and defining personalities. Social circles play a pivotal role in the developmental milieu of adolescents. societal interactions can manifest positively, exemplified by friendships, or negatively, as observed in antipathies Both positive and negative peer affiliations have been intricately linked to the dynamics of aggression and victimization. The deleterious influence of aggression on the initiation and perpetuation of friendships and antipathies during adolescence is well-documented. Empirical evidence indicates that individuals exhibiting aggressive behavior are notably less likely to be chosen as companions [1]. Similarly, adolescents displaying proclivities toward aggression are frequently met with disfavor from their peers. Furthermore, victimization assumes a crucial role in shaping the landscape of friendships and antipathies. Adolescents subjected to victimization often find themselves socially marginalized with a diminished social network. Notably, victims devoid of companionship risk enduring social isolation and garnering disapproval from their peers, perpetuating a cycle of victimization [2][3][4][5].

Social interactions among adolescents, involving deliberate harmful behaviors like bullying and cyberbullying, are closely tied to the dynamics of interpersonal relationships discussed earlier. As interactions within social circles can have positive or negative outcomes, instances of victimization often disrupt the potential for constructive connections. Studies indicate that teenagers facing victimization not only experience social exclusion but also encounter difficulties in forming and sustaining relationships. This adverse effect on social connections aligns with the broader theme of how social dynamics, including aggressive behaviors and victimization, influence the developmental environment of adolescents in educational settings. The prevalence of social victimization, estimated to affect 10-30% of students, highlights its substantial presence across various cultural and educational contexts. In environments with limited oversight, like educational institutions, social victimization tends to be more evident, emphasizing the contextual factors that contribute to this widespread issue [6][7][8][9].

In certain educational institutions, including colleges and universities, a noteworthy proportion of students, especially those new to the environment, confront incidents of verbal and physical harassment orchestrated by groups engaging in abusive behavior. A recent study revealed a substantial correlation between instances of peer victimization in professional settings and a 25% likelihood of continued victimization within educational contexts. Workplace peer victimization encompasses diverse negative experiences, including bullying, harassment, instances of delayed or denied promotions, and preferential treatment towards others by individuals in positions of higher authority. This connection underscores the pervasive nature of peer victimization, extending its impact from the workplace to educational environments, highlighting the need for comprehensive strategies to address and mitigate such behaviors [10].

Expanding on prior discussions regarding social mistreatment among peers in educational settings, it's crucial to explore the lasting impact of this phenomenon on adolescents. Social mistreatment, which involves physical, emotional, or psychological harm inflicted by peers within school environments, consistently correlates with various adverse outcomes for adolescents. Strong research findings establish clear connections between experienced mistreatment and lasting issues such as depression, anxiety, decreased academic performance, and low self-esteem. Moreover, increased levels of social mistreatment heighten adolescents' susceptibility to suicide and adversely affect their overall physical health. While social mistreatment occurs across all developmental stages, its influence is notably pronounced during early adolescence, characterized by heightened sensitivity to peer acceptance or rejection [11].

This phase of development, marked by multiple shifts between schools and peer groups, poses substantial challenges that affect adolescents' psychological adaptation. In the context of mistreatment among peers, a considerable number of sixth-grade boys (94%) and girls (85%) in Pakistan have reported experiencing aggression from their peers. Moreover, a study showed that a significant percentage of both girls (66%) and boys (85%) admitted to engaging in behaviors that targeted their peers with bullying. Established literature, backed by empirical evidence from various experimental studies, sheds light on the varied forms of mistreatment encountered by teenagers [12]. Various forms of bullying are evident, including psychological bullying, both direct and indirect aggression, displays of hostility, verbal abuse such as name-calling and mocking, as well as the transmission of unfavorable messages and gestures. Furthermore, peer isolation and segregation have been identified as commonly experienced forms of victimization among teenagers [10]. The process of psychological adjustment from adolescence to adulthood initiates in early childhood. The psychological adaptation of children encompasses cognitive and emotional aspects, including dimensions such as behavior, academic achievements, social interactions with peers, and overall proficiency in cognitive and interpersonal domains. The psychosocial adjustment experienced during childhood is often linked to the capacity to adapt and perform in crucial domains, particularly within the family and educational context,

showcasing an individual's ability to effectively respond to challenges in their surroundings. The significance of social interactions in the psychological functioning and overall well-being of children, both in the present and future, has been extensively documented in the literature [13].

The existing body of literature on aggression and humiliation among peers in educational environments primarily centers on examining the repercussions endured by individuals subjected to such mistreatment. The adverse effects of violence can be observed through various indicators, including but not limited to absenteeism or disengagement from educational or institutional environments, heightened levels of social anxiety, symptoms of depression, feelings of isolation, elevated stress levels, as well as reduced self-esteem and overall satisfaction with life. Researchers, alongside others, have identified that individuals who have been targets of school violence often encounter challenges in emotionally adapting to their everyday experiences. As a consequence, this challenge may lead to a reduced ability to understand and appreciate different perspectives, thereby hindering one's capacity for empathy towards others [14].

Researchers have observed that persistent maltreatment from fellow individuals significantly influences the psychological well-being of children and adolescents, leading to various maladaptive behaviors and outcomes. Emotional maladjustment is commonly identified through experiences of social isolation, elevated levels of anxiety, and manifestations of sadness. These signs align with theoretical frameworks, providing a potential explanation for the observed association [15]. The social information-processing paradigm suggests that infants develop the ability to attribute causes and intentions to their peers by interpreting socially encoded cues. In adolescence, inclusion in a peer group is widely considered crucial for achieving favorable psychological adjustment. However, adverse behavior demonstrated by peers can impede this process. Antagonism, beyond physical, verbal, emotional, and psychological bullying, includes deliberate exclusion, spreading false stories, or intentional omission of involvement in group activities. Peer victimization substantially impacts an individual's psychosocial adjustment, hindering their ability to access and utilize available support options [16].

A cohort denotes a collective sharing similar features or attributes. Research has indicated that experiencing victimization from individuals within one's social group significantly impacts the psycho-social adjustment of adolescents in the following years. Conflict is a natural aspect of adolescent development, and during puberty, individuals acquire skills in resolving disagreements with individuals of the same gender and within their family. However, as adolescence broadens an individual's social network, conflicts escalate with peers of the opposite gender, encompassing friendships and romantic relationships [17]. However, scholarly investigations on adolescent conflict often focus on same-gender interactions, neglecting distinctions between same-gender and cross-gender interactions [18].

Empirical research indicates variations in the frequency and intensity of conflicts during adolescence. For example, conducted an extensive investigation revealing that disputes peak in the initial phases of adolescence and then diminish over time. Adolescence is associated with changes in the dynamics and efficacy of conflict resolution approaches, marked by a greater propensity for compromise [19].

The influence of mistreatment from peers on the psychological health of adolescents is significant. Nevertheless, experts propose that the negative effects of this mistreatment can be lessened by employing effective conflict resolution methods. Prior studies suggest that adolescents who utilize solution-focused approaches show improved coping strategies when facing interpersonal conflicts, leading to positive impacts on their interactions and social connections. [20]. Evidence suggests that a solution-oriented mindset in crises leads to increased empathy, positively affecting intimacy in social relationships, with potential favorable outcomes for psychological well-being [21].

The second aspect involves the theoretical framework, providing guidance for research formulation and interpretation. Empirical data shows that prolonged or heightened stress negatively impacts overall well-being, linking to psychological, behavioral, and physical health concerns [22]. Stress is positively associated with adverse consequences in university life, such as academic achievement, emotional welfare, and social adaptation. Research indicates a positive association between stress and an increased probability of developing depression, with stress identified as a primary factor influencing academic performance [23][24].

Adolescents facing peer victimization often experience emotional, psychological, and social disadvantages, leading to a lack of confidence in their abilities. The investigation aligns with the transactional framework of stress management by Lazarus and Folkman [25]. In this paradigm, stress is understood as a multifaceted sequence involving the evaluation of a circumstance, reaction, and subsequent adaptations. Theoretical frameworks based on transactional perspectives suggest that emotional experiences are shaped through appraisal, which is the assessment of the subjective significance of an individual's interaction with their environment [26].

The concept of dual-concern, initially developed by Blake and Mouton and subsequently analyzed and enhanced by researchers like Thomas and Rahim, serves as a key underpinning for a substantial body of literature on conflict management. The dual-concern paradigm, which has been subject to various modifications, asserts that there are two primary factors that influence individuals' behavioral intentions regarding conflict resolution strategies [27][28].

The primary objective of this study is to examine the prevalence of peer victimization, assess the various strategies employed by adolescents to manage conflicts, and evaluate the impacts of these experiences on their psychological well-being.

Methodology:

Participants:

A total of 250 adolescents, aged between 11 and 20 years, were recruited for this study from diverse educational institutions in Lahore and Faisalabad. The sample comprised 150 males and 100 females. Participants were selected following permission acquisition from relevant authorities and provided informed consent to partake in the study.

Assessment Tools:

Social Dynamics:

The study employed the Multidimensional Social Dynamics scale to assess various aspects of peer victimization [29]. This instrument encompassed six discrete aspects: physical victimization, verbal victimization, social manipulation, attacks on property, electronic victimization, and social rebuff. Participants rated occurrences on a four-point scale, ranging from 0 to 2. The reliability coefficients ranged from 0.75 to 0.80, indicating satisfactory internal consistency.

Management of Mistreatments:

Strategies for managing conflicts were assessed using a well-established framework in the field. This evaluation comprised three main components: Avoidance, Problem-solving, and Regulation. Participants employed a five-point Likert scale to rate occurrences, ranging from 1 to 5. The assessment demonstrated robust internal consistency, with correlation coefficients ranging from 0.80 to 0.85.

Psychological Adjustment:

The evaluation of psychological adjustment encompassed the use of various assessment tools. The AIBA diagnostic tool was employed to scrutinize internalizing habits, focusing specifically on anxiety and depression. This tool consisted of ten items rated on a four-point scale, demonstrating reliability coefficients between 0.70 and 0.85 across different aspects. Additionally, the Youth Externalizing Behavior Screener, designed to gauge externalizing behaviors, comprised twelve items categorized into behavior difficulties, hyperactivity, and

concentration problems. Participants rated occurrences on a four-point scale, revealing reliability coefficients ranging from 0.70 to 0.81 across distinct dimensions. Moreover, the Youth Eating Behavior Survey was utilized to probe into eating behaviors among the youth, encompassing various items. The survey's internal consistency reliability coefficients ranged from 0.70 to 0.81 across different subcategories, indicating moderate to noteworthy levels of internal consistency.

Procedure:

Participants completed demographic questionnaires, the aforementioned scales assessing social dynamics, conflict management, internalizing behaviors, externalizing behaviors, and eating habits. Data collection took place across multiple educational institutions in Lahore and Faisalabad. All participants engaged voluntarily, and utmost confidentiality was maintained throughout data handling processes.

Data Analysis:

Correlation coefficients were computed to explore relationships between peer victimization, conflict management strategies, internalizing behaviors, externalizing behaviors, and psychological adjustment. Statistical analyses were conducted to examine associations among these variables of interest.

Results and Discussion:

The present investigation revealed that the mean age of adolescents was determined to be M= 11.92, accompanied by a standard deviation of SD= 0.49. The sample comprised 250 adolescents, with 150 identified as male and 100 identified as female. Furthermore, it is observed that there are 90 teens living in nuclear family families, while 160 adolescents stay in mixed family households. The sample consists of 90 adolescents from the lower socioeconomic class, 80 from the medium socioeconomic class, and 80 from the upper socioeconomic class. The descriptive data of a sample of 250 adolescents, encompassing their age, gender, family structure, and socio-economic status, is presented Table 1.

Table 1: Descriptive Statistics of Sample Characteristics of Participants (N=250)

Characteristic	Statistics
Mean Age	11.92
Standard Deviation Age	0.49
Gender	
Male	150
Female	100
Family Structure	
Nuclear	90
Mixed	160
Socioeconomic Status	
Lower	90
Medium	80
Upper	80

Table 2 displays the statistical data and alpha reliability coefficient associated with the variables being examined in the study. The reliability coefficients for the several forms of victimization, specifically physical victimization, verbal victimization, social victimization, attacks on property, electronic victimization, and social rebuff, are 0.70, 0.73, 0.71, 0.72, 0.70, and 0.76, correspondingly. The dependability coefficients pertaining to the conflict resolution subscales of non-confrontation, solution orientation, and control are 0.70, 0.72, and 0.73, correspondingly. The subscales of the internalizing behavior screener exhibit reliability coefficients of 0.73 and 0.72, respectively. The subscales of the externalizing behavior screener have reliability coefficients of 0.76, 0.72, and 0.69.

Table 2: Reliability Coefficients of Measurement Scales

Measurement Scales	Reliability Coefficients
Multidimensional Peer Victimization Scale	
Physical Victimization	0.70
Verbal Victimization	0.73
Social Victimization	0.71
Attacks on Property	0.72
Electronic Victimization	0.70
Social Rebuff	0.76
Conflict Management Scale	
Non-confrontation	0.70
Solution Orientation	0.72
Control	0.73
Youth Internalizing Behavior Screener	
Depression	0.60
Anxiety	0.63
Youth Externalizing Behavior Screener	
Behavior Difficulties	0.71
Hyperactivity	0.74
Concentration Problems	0.76

The descriptive statistics and correlation analyses of the factors investigated in this study are presented in Table 3. The results indicate a significant positive association between physical victimization, verbal victimization, and depression. A positive link has been observed between anxiety and both verbal victimization and social victimization. Moreover, it may be deduced that the results of the study suggest that there exists a modest inverse association between solution-focused conflict resolution strategies and instances of social victimization, property attacks, and electronic victimization. Likewise, control conflict management exhibits an inverse relationship with verbal victimization.

Table 3: Correlation Analysis of Factors Investigated

Factors Investigated	Correlation
Physical Victimization vs. Depression	Significant Positive Association
Verbal Victimization vs. Depression	Significant Positive Association
Anxiety vs. Verbal Victimization	Positive Association
Anxiety vs. Social Victimization	Positive Association
Solution-Oriented Conflict Resolution vs. Social Victimization	Modest Inverse Association
Solution-Oriented Conflict Resolution vs. Property Attacks	Modest Inverse Association
Solution-Oriented Conflict Resolution vs. Electronic Victimization	Modest Inverse Association
Control Conflict Management vs. Verbal Victimization	Inverse Relationship

To evaluate the manifestations of victimization among teenagers, researchers employed the Multidimensional Social Victimization Scale. The second scale aimed to assess adolescents' conflict management styles when dealing with victimization experiences, focusing on resolving conflicts within interpersonal relationships. The psychological adjustment of the adolescent

population was assessed using two standardized instruments, namely the Youth Internalizing Behavior Screener and the Youth Externalizing Behavior Screener. The instruments' psychometric properties were evaluated using Cronbach's alpha reliability method on a sample of 100 adolescents from diverse educational institutions. The reliability coefficients of the subscales within the multidimensional peer victimization scale ranged from 0.70 to .73, consistent with documented reliability coefficients. Subscales for settling disagreements in relationships, specifically non-confrontation, solution-oriented, and control, had reliability coefficients of 0.70, 0.73, and 0.76, respectively. The internalizing behavior subscales of Depression and Anxiety demonstrated reliability coefficients of 0.60 and 0.63, respectively. The youth externalizing behavior screener subscales exhibited reliability values of 0.71, 0.74, and 0.76, indicating a reasonable degree of internal consistency.

Discussion:

The analysis of how social behaviors impact the development of adolescents' personalities is a multifaceted exploration. Adolescence is a critical phase marked by significant cognitive, emotional, and social changes. Social interactions and behaviors during this period play a pivotal role in shaping one's personality. Firstly, peer relationships heavily influence adolescent development. The need for acceptance and belonging often leads to the adoption of behaviors and attitudes prevalent within peer groups. These interactions can shape personality traits like assertiveness, empathy, and social skills. Positive peer relationships can foster confidence and a sense of identity, contributing positively to personality development. Conversely, negative social experiences, such as peer rejection or victimization, can lead to lower self-esteem, anxiety, and a skewed self-concept. Family dynamics also exert a substantial impact. The quality of familial relationships, parenting styles, and the level of support and guidance received greatly influence personality development. Adolescents learn social cues, values, and communication patterns from their families, which significantly contribute to their personalities. Interpersonal mistreatment within the same age group involves aggressive actions directed at individuals, often referred to as peer aggression. These actions can range from isolated incidents to recurring patterns, causing potential harm to the targeted individual. Within individuals or groups, scholars commonly define this as a spectrum of deliberate aggressive behaviors occurring within relationships marked by an imbalance of power [30][31].

Individuals experiencing peer victimization throughout school exhibited heightened vulnerability to anxiety or depressive symptoms later in life. Bullying victims often reported lower satisfaction with their educational environment, unfavorable attitudes towards school, below-average academic performance, and increased physical symptoms indicative of stress-related illnesses. Negative correlations were observed between peer victimization and solution-oriented conflict management strategies, as well as between control conflict management and verbal victimization. The study's hypotheses aimed to explore significant associations among variables, and findings revealed significant links between multidimensional social behavior, conflict resolution in interpersonal relationships, and psychological adjustment among adolescents, as assessed by the youth internalizing behavior screener and youth externalizing behavior screener.

Considering the arguments presented, it can be inferred that these points collectively support the proposition that adolescence is a critical period marked by increased susceptibility to the onset of psychological conditions like anxiety and depression. This era plays a crucial role in understanding the fundamental developmental underpinnings of various illnesses. Additional studies suggest that peer victimization may be considered a variable risk factor contributing to reduced psychological well-being. Research indicates a positive correlation between recurring victimization and increased vulnerability to a range of psychological problems, with depression and anxiety disorders leading to substantial functional impairment and profound effects on overall quality of life. The current findings underscore the impact of peer victimization.

A negative link has been observed between experiences of recurrent victimization during adolescence and psychological adjustment. Individuals who encounter such victimization are more susceptible to developing symptoms of anxiety and depression. Nevertheless, irrespective of the approach utilized to obtain the research outcomes, there are intrinsic constraints that were inevitable. The study utilized limited sample sizes. Obtaining data from this specific age cohort posed a substantial obstacle given its pivotal significance within the scope of the study. The generalizability of the findings is constrained by the modest sample size. Therefore, it is advisable to carry out investigations using significantly larger sample sizes to ensure accurate generalization of the findings of this study. Another constraint was the lack of available literature on Pakistan in regard to this specific subject matter. Therefore, further research is required to determine the factors that influence generativity, as well as other aspects of life satisfaction and social support. Additionally, the data was acquired from the urban areas of Rawalpindi and Islamabad. The study's findings can be further enhanced in terms of their application and generalizability by doing the same research in other cities in Pakistan.

Conclusion:

The study's findings underscore crucial implications for addressing social victimization among adolescents. The data portraying a substantial association between various forms of victimization and adverse psychological outcomes emphasizes the urgency of interventions. Implementing comprehensive conflict management education for teenagers becomes imperative in light of the observed correlations. Equipping adolescents with these skills, particularly in mixed family settings and lower socioeconomic strata, may aid in navigating educational challenges more adeptly. Moreover, considering the prevalence of victimization among adolescents in the sample, instituting psychological training programs within educational frameworks emerges as a strategic approach. These programs could serve as proactive support networks, offering not only emotional assistance but also guiding behavioral modifications to break detrimental cycles.

The study advocates for future investigations to delve deeper into the efficacy of support systems in mitigating the negative consequences of social victimization. Exploring the potential impact of such interventions, especially in the context of family structure and socioeconomic status, stands as a promising avenue for further research. Ultimately, integrating conflict management education and psychological support programs within educational institutions may offer a vital pathway for adolescents to seek guidance and aid in breaking the cycle of harmful behaviors stemming from victimization experiences.

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