



Social-Psychological Characteristics Of Antipathy Among Adolescents: Age-Related Differences In Empathy And Self-Esteem

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ABSTRACT

This paper examines age-related differences in psychological characteristics relevant to interpersonal antipathy among adolescents. The dissertation-based sample comprised 350 students, including 180 seventh-graders and 170 ninth-graders. Descriptive statistics and reported t-tests indicate differences in empathy and self-esteem. The findings are discussed as correlates of interpersonal functioning rather than direct measures of causal effects on antipathy.

Keywords: Adolescence, antipathy, empathy, self-esteem, interpersonal relationships, social psychology.

INTRODUCTION

Interpersonal antipathy in adolescence is relevant to social psychology because peer relationships become an important context for self-evaluation, emotional understanding and behavioral regulation. Antipathy may be expressed through negative evaluation, emotional distancing and reluctance to communicate. These manifestations should not be equated with aggression: a negative attitude toward a peer and aggressive behavior are related but conceptually distinct phenomena.

The present paper focuses on selected psychological indicators reported in the dissertation by G. Ostonova. The goal is to describe age-related differences in empathy and self-esteem in the examined adolescent sample and discuss their possible relevance for the study of antipathy.

The empirical study involved 350 school students from Tashkent (n=100), Surkhandarya region (n=130) and Samarkand region (n=120). The sample included seventh-grade students (n=180) and ninth-grade students (n=170). The dissertation used an author-developed questionnaire on adolescent antipathy, sociometry, an empathy measure attributed to A. B. Yusupov, the Rosenberg self-esteem scale, and additional psychodiagnostic measures.

This article reports only the aggregate results available in the dissertation. The values designated $M \pm m$ and the t-statistics are reproduced as reported. Individual-level datasets were not available for independent recalculation.

The seventh-grade group had a higher reported mean empathy score (51.8 ± 0.48) than the ninth-grade group (47.2 ± 0.51), with $t=6.57$ and $p \leq 0.01$. A smaller difference was reported for self-esteem: 11.2 ± 0.19 among seventh-graders and 10.4 ± 0.20 among ninth-graders, with $t=2.90$ and $p \leq 0.01$.

These results demonstrate differences between the studied grade cohorts. They do not, by themselves, establish a correlation between empathy, self-esteem and the antipathy questionnaire score.

Indicator	Grade 7 (n=180), M±m	Grade 9 (n=170), M±m	t	p
Empathy	51.8±0.48	47.2±0.51	6.57	≤0.01
Self-esteem	11.2±0.19	10.4±0.20	2.90	≤0.01

The results support the value of examining interpersonal antipathy alongside emotional understanding and self-perception. The lower group mean for empathy in ninth grade may reflect differences in cohort composition, social experience or other contextual factors; a cross-sectional comparison cannot determine developmental change within the same individuals.

The findings suggest a practical need for differentiated psychological support in school settings. Such support may include exercises in perspective taking, constructive dialogue and reflection. However, recommendations should be tested against specific outcome measures rather than treated as proven consequences of the present age comparison.

In the dissertation sample of 350 adolescents, the seventh- and ninth-grade groups differed significantly on reported empathy and self-esteem scores. The results justify further investigation of how these indicators relate to antipathy, but they do not establish causal mechanisms. Future research should test direct associations between the author questionnaire and the relevant psychological measures, accounting for grade, gender and regional composition.

References

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