THE RELATIONSHIP BETWEEN AGGRESSION AND FAMILY ENVIRONMENT IN
COLLEGE STUDENTS

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DOI: http://dx.doi.org/10.24327/IJRSR.2020.1102.5118

ABSTRACT
The study was conducted to understand the relationship between family environment and aggression levels in college students. The aim of the study is to investigate the relationship between family environment and aggression levels in college students. The sample for the study was a total of 60 subjects (30 boys and 30 girls) between the age of 18 to 22 were taken from Amity University, Noida. The tools selected for the study are the Family Environment Scale (FES) and Buss Perry Aggression Questionnaire (AGQ). The findings of the study that there is no significant relationship between family environment and aggression levels in college students. This shows that the aggression in college students is not because of the family environment it has many other reasons to it.

ARTICLE INFO

Key Words:
Aggression, Family Environment, College Students
affected by the family environment. Family environment is not just how the atmosphere is at one’s home it is much more than that it is also about the members are with one another, How they see each other how well they can understand one another, It also means how the members can stand well in times of difficulty.

Ryan et al. (2008) conducted a research in predicting men’s sexual coercion and aggression from attitudes, dating history and sexual response. For women, the enjoyment of sexist humor was only positively correlated with Adversarial Sexual Beliefs and Acceptance of Interpersonal Violence. Women also found the jokes to be less enjoyable, less acceptable, and more offensive than the men, but they were not significantly less likely to tell the jokes.

Ajzen et al. (2007) The relationships among psychopathic personality traits, rape-supportive attitudes, and self-reported sexual aggression were examined in a sample of 191 college men. The discussion considers similarities and differences in the contribution of traits and attitudes to the development of sexually aggressive behavior.

Arias et al. (2006) conducted a study Intergenerational transmission of marital aggression. The variables significantly discriminated between aggressive and nonaggressive individuals, for both men and women. The contribution of the individual variables to the discriminant function was also determined. The variables measuring relationship problems, problem-solving ability, and a history of fighting contributed to the discrimination of aggressive and nonaggressive men. For the women, the number of relationship problems and an aggressive personality made significant individual contributions.

Robinson et al. (2003) This study examined the unique contributions of social anxiety and empathy to relational aggression in 300 samples of 19–to–25–year-old college students using hierarchical linear regression analysis. The interactive relations between gender and social anxiety, and between gender and empathy, have been assessed.

Hines et al. (2003) Conducted a research on violence and victims. For males, sexual coercion perpetration (not victimization) was related to the perpetration and victimization of physical and psychological aggression. For females, both sexual coercion perpetration and victimization were related to the perpetration and victimization of psychological aggression and victimization from physical aggression, but not to physical aggression perpetration.

Chang et al. (2003) The study examined the relations between self-esteem, social problem-solving ability, and aggression in a sample of 205 college students. The results also suggested that negative problem orientation partially mediates the relationship between self-esteem and hostility.

**MATERIAL AND METHODS**

**Location and Duration of Study**

The study aims to understand the relationship between family environment and aggression in college students. The main objective to undertake the study is to understand how the aggression levels in college students’ are impacted by the family environment. The hypothesis for the study was to find significant relationship between family environment and aggression levels in college students. The sample size for the study is of 60 individuals (30 boys and 30 girls), who were randomly selected from Amity University, Noida, Uttar Pradesh. The students were an age of 18 to 22 years.

**Material and Procedure**

Tools used for the study are Family Environment Scale (FES) by Sanjay Vohra and Buss Perry Aggression Questionnaire by Arnold Buss and Mark Perry. Each test has different dimensions on it. To understand the relationship between family environment and aggression levels in college students Pearson correlation was found out between the Family Environment Scale and Buss Perry Aggression Questionnaire.

**Statistical Analysis**

To fulfil the objective of the study, both descriptive and inferential statistics were applied.

**Table 1** shows descriptive statistics (Mean and Standard deviation)

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<tr>
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<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
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<td>Moral Orientation</td>
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<tr>
<td>Organization</td>
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<td>1.31304</td>
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<td>Recreational Orientation</td>
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<td>Valid N (listwise)</td>
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**Table 2 shows Inferential Statistics (Pearson Correlation)**

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<td>Cohesion</td>
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</table>

**RESULT**

The mean and standard deviation for aggression is 91.78 and 10.35 respectively. The Mean and Standard Deviation for the dimensions of the family environment scale; Competitive Framework has mean of 6.58 and SD of 2.84, Cohesion has a mean of 5.12 and SD of 1.91, Expression has mean of 4.12 and SD of 2.13, Independence has mean of 4.54 and SD of 1.96, Moral Orientation has mean of 5.20 and SD of 1.97, Organization has a mean of 7.48 and SD of 1.31, and Recreational Orientation has a mean of 7.32 and SD of 10.35. Pearson Correlation has taken out from the different dimensions of Family Dimensions and total aggression score of the Buss and Perry Aggression Questionnaire. There is no significant relationship between the dimensions of Family Environment Scale and Aggression Score.

**DISCUSSION**

To understand the relationship between the family environment and aggression levels of an Individual can be understood from the Pearson Correlation which was taken out using SPSS 16. Pearson Correlation was calculated between the dimensions of family environment scale and total aggression from the Buss Perry aggression questionnaire. There is no correlation between any dimensions of family environment and aggression. This means that our hypothesis is proved false and there is no...
relationship between family environment and aggression levels in an individual.

A lot of researches were conducted relating these two variables but were along many other variables which were seen to have a major impact than just family environment.

Thus the study shows there is no significant relationship between family environment and aggression levels in college students.

Therefore in future, researches should be done considering other factors or dimensions which can have a significant relationship with family environment and aggression levels. Also other dimensions can be personality, internet addiction, peer’s affect and many other dimensions.

CONCLUSION
The aim of the study was to investigate the relationship between aggression and family environment of the college students. To fulfill the objective of the study, two scales were used that is Family Environment Scale and Buss Perry Aggression Questionnaire.

The scales were administered on 60 subjects (30 males and 30 females) who were selected from Amity University, Noida. The scores of the scales were analyzed using Mean, Standard Deviation and Correlation through SPSS 16.

The results showed that there is no significant relationship between family environment and aggression levels of college students. Thereby proving the hypothesis to be false.

References

How to cite this article:

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