



## **Aggression and Academic Achievement among Emerging Adults: A Correlational Study**

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### **Abstract**

The present research was aimed at studying the relation between aggression and academic achievement among emerging adults. The sample for the present research consisted of 120 college-going participants, from Bhopal. The age group of participants ranged from 18-24 years. Equal number of female and male participants were considered for this research. Buss and Perry Aggression Questionnaire developed by Arnold H. Buss and Mark Perry (1992) was administered on the participants to measure their aggression and Cumulative Grade Point Average of the participants was asked to measure their academic achievement. Data analysis was done by using SPSS, descriptive statistics analysis, independent t-test and bivariate correlations were administered to understand the relation between aggression and academic achievement. The hypothesis were rejected because the correlation coefficient is small (i.e.  $p > 0.05$ ) and therefore not significant. However, the direction of the relationship between the variables is hypothesized. This research gives us an idea of what relation does aggression and academic achievement share. Due to the lack of research in these variables for emerging adults, additional research will provide us with a definite idea of how these variables form relation in an emerging adult's life.

Keywords: Aggression, Academic Achievement & Gender

### **I. INTRODUCTION**

Youth is the future of our country. The proper development of the youth contributes to the development of the country. The values, lessons and beliefs that are inculcated in the youth is what shapes their future. If the lessons learned are in positive light, the inculcation is positive. It doesn't mean that children can't make mistakes, if given appropriate punishment for the mistakes made, the negative behaviour can be modified into positive behaviour. But if mistakes aren't rectified there is a chance that children would continue to do similar mistakes and that might harm some aspect of their current or future life. Today's youth indulges in various kinds of behaviour that might hamper their life, the behaviour can range from as basic as not studying for exams, skipping classes to indulging in substance use, aggression, etc. Among inter college students, 58.7% of students who used drugs were diagnosed with mental health disorder and 31.3% were regular user of any drugs (Juyal et al, 2008). On Buss-Perry Aggression scale, the mean aggression score was high for 17.7% of the youth (Sharma and Marimuthu, 2014). Making children aware about right and wrong behaviour is responsibility



of the adults around them. Teachers spend relatively more time with children than anyone else. They are the first ones that can identify any ill behaviour happening in front of them and can take steps to rectify it with help of parents, school counsellor and principal. Parents know children better than anyone and a slight change in the child's behaviour can be immediately recognised by them and if it is some kind of behaviour that might be harmful, measures should be taken to discontinue it. As youths' need for independence increases, their primary social support shifts away from their families, and towards their peers. One of the main reason adolescents might fall into the wrong track is due to the influence of their peers. Activities like bunking lectures, cheating in exams, indulgence in substance use, aggressive behaviour like gang fights, etc., are some of the behaviours which are heavily influenced by the peers children have around them. As the child grows up the mistakes they make change too, or their intensity increases. One example that can be given here is of aggression, children of the age group before adolescences indulge mostly in verbal fights, even if they go till the extent of physical fight, they'll simply punch or slap the front person lightly and complain about him/her. But as they enter adolescence, they might indulge in rough physical fights, show a lot of anger and even become hostile. Once adolescents enter college, they get a certain amount of freedom they have been longing for, that might lead to aggressive behaviour of a greater intensity compared to the intensity in school.

## **II. LITERATURE REVIEW**

Following are Indian and western researches which studied aggression and its relation with academic achievement in school children or adolescents. The variables mostly used in the following researches are aggression, academic achievement, gender, residential area. In most of the studies the correlation between aggression and academic achievement is negative. Boys are higher in aggression than girls. 1. The study conducted Tripathy and Sharma (2017) aimed to determine the aggression of school adolescents in relation to their academic achievement. The sample size was 100 adolescents, from Western part of Odisha. The study had six hypotheses and the following was revealed- (i) there is negative correlation between academic achievement and aggression of school students. (ii) Academic achievement of boys was found to have negative correlation with aggression. (iii) Academic achievement of girls was found to have negative correlation with aggression. (iv) The average and low aggressive secondary school students were found to be significant in their academic achievement. (v) The high and average aggressive secondary school students were found to be not significant in their academic achievement. (vi) The high and low aggressive secondary school students were found to be significant in their academic achievement. 2. The study conducted by Aggarwal and Bihari (2014) aimed to determine the aggression of school students of secondary school in relation to their academic achievement. The sample size was 100 students, from East Delhi. The study revealed that (i) there is negative correlation between academic achievement and aggression of school students. (ii) Academic achievement of boys was found to have negative correlation with aggression. (iii) Academic achievement of girls was found to have negative correlation with aggression. (iv) The average and low aggressive secondary school students were found to be significant in their academic achievement. (v) The high and average aggressive secondary school students were found to be not significant in their academic achievement. (vi) The high and low aggressive secondary school students were found to be

significant in their academic achievement. 3. The research by Uludag (2013) aimed to examine the effects of unidimensional aggression scale (composed of verbal aggression, anger with resentment, physical aggression, and suspicion) on students' current academic achievement score (GPA) and cumulative academic achievement score (CGPA). The sample size was 1481 undergraduate students, from Northern Cyprus. The results suggested that (i) Aggression has a negative impact on current academic achievement. This indicates that students with aggressive tendencies tend to have lower GPA scores. (ii) Aggression also had a negative impact on overall academic achievement. This finding validates that students with aggressive tendencies tend to have lower CGPA scores.

### III. METHODOLOGY

**Sample-** The sample was collected from Bhopal. The sample size included 60 female students and 60 male students. Inclusion criteria for the participants was that they should fall between the age range of 18-24 years. T.Y. B.Sc/B.A. Psychology students and M.A. Clinical Psychology students of College and University department were excluded from the study. The sampling method was nonprobability sampling. No incentives were given to any participants. The participants were casually approached and requested to fill the questionnaire.

**Test and Tools-** Buss and Perry Aggression Questionnaire (1992) was administered to measure aggression of the participants. Buss and Perry Aggression Questionnaire (BPAQ) was developed by Arnold H. Buss and Mark Perry in the year 1992, to assess the individual's aggression levels. The BPAQ is based on Buss and Durkey Hostility Inventory (1957). BPAQ has four subscales- Physical (9 items), Verbal (5 items), Anger (7 items), and Hostility (8 items). It has a total of 29 items, yielding a minimum score of 29 points and a maximum score of 145. It uses a 5 point Likert-type response scale, where 1= extremely uncharacteristic of me, while 5= extremely characteristic of me. The internal consistency coefficients were as follows: Physical Aggression,  $\alpha = .85$ ; Verbal Aggression,  $\alpha = .72$ ; Anger,  $\alpha = .83$  and Hostility,  $\alpha = .77$ , with the internal consistency being  $\alpha = .89$ . Test-retest reliability (nine weeks) for the subscales and total score ranged from  $\alpha = .72$  to  $\alpha = .80$  (Buss & Perry, 1992). The Cumulative Grade Point Average (CGPA) of the participants was asked in order to measure their academic achievement. CGPA is the measurement of average grade points obtained by a student in all the semesters.

**Procedure-** The participants for the research were selected using non-probability sampling from Bhopal. The participants were approached, they were handed the questionnaire and were requested to fill it out. They were firstly instructed to read the consent form and sign it, as it indicated that they volunteered to help the research and were not forced to do it. Then they were told to fill in their demographic details which included their name, gender, age, educational background, occupation, family structure, residential area, CGPA, and contact information. Then it instructions to fill out the BPAQ were given, and once they returned the questionnaire they were briefed about the on-going research. They were thanked for their participation.

**IV. RESULT AND INTERPRETATION**

Using SPSS, first of all Descriptive Analysis was administered on total data, female data, and male data, separately.

|                    | N         | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  |            | Kurtosis  |            |
|--------------------|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|                    | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| Physical           | 114       | 9.00      | 42.00     | 24.4561   | 6.62409        | .251      | .226       | -.260     | .449       |
| Verbal             | 114       | 5.00      | 24.00     | 15.1053   | 4.02067        | .111      | .226       | -.424     | .449       |
| Anger              | 114       | 8.00      | 30.00     | 19.0175   | 5.15594        | .139      | .226       | -.683     | .449       |
| Hostility          | 114       | 8.00      | 39.00     | 23.3421   | 5.51720        | -.150     | .226       | .182      | .449       |
| Total              | 114       | 37.00     | 119.00    | 81.9211   | 16.70310       | -.108     | .226       | -.273     | .449       |
| CGPA               | 114       | 3.40      | 9.98      | 7.3702    | 1.28663        | -.524     | .226       | .480      | .449       |
| Valid N (listwise) | 114       |           |           |           |                |           |            |           |            |

For all the variables the skewness value falls in the range of  $\pm 1$ , hence the data is normally distributed. Similarly, for all the variables, the kurtosis value falls in the range of  $\pm 1$ , hence the data is normally distributed.

|                    | N         | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  |            | Kurtosis  |            |
|--------------------|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|                    | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| Physical           | 57        | 9.00      | 37.00     | 23.5439   | 6.12393        | .187      | .316       | -.363     | .623       |
| Verbal             | 57        | 9.00      | 24.00     | 14.7895   | 3.81602        | .290      | .316       | -.288     | .623       |
| Anger              | 57        | 10.00     | 30.00     | 19.3860   | 4.91628        | .163      | .316       | -.358     | .623       |
| Hostility          | 57        | 9.00      | 36.00     | 23.2456   | 5.79803        | -.157     | .316       | -.483     | .623       |
| Total              | 57        | 42.00     | 119.00    | 80.9649   | 15.92837       | -.109     | .316       | .106      | .623       |
| CGPA               | 57        | 5.85      | 9.50      | 7.6630    | .93615         | -.166     | .316       | -.831     | .623       |
| Valid N (listwise) | 57        |           |           |           |                |           |            |           |            |

The mean and standard deviation for Physical aggression:  $m=23.54$  and  $SD=6.12$   
 The mean and standard deviation for Verbal aggression:  $m=14.78$  and  $SD=3.81$  The mean and standard deviation for Anger:  $m=19.38$  and  $SD=4.91$  The mean and standard deviation for Hostility:  $m=23.24$  and  $SD=5.79$  The mean and standard deviation for Total aggression:  $m=80.96$  and  $SD=15.92$  The mean and standard deviation for Academic achievement:  $m=7.66$  and  $SD=.93$  For all the variables the skewness value falls in the range of  $\pm 1$ , hence the data is normally distributed. Similarly, for all the variables, the kurtosis value falls in the range of  $\pm 1$ , hence the data is normally distributed.

|                    | N  | Minimum   | Maximum   | Mean      | Std.      | Skewness  |            | Kurtosis  |            |
|--------------------|----|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|
|                    |    | Statistic | Statistic | Statistic | Deviation | Statistic | Std. Error | Statistic | Std. Error |
| Physical           | 57 | 11.00     | 42.00     | 25.3684   | 7.02453   | .211      | .316       | -.283     | .623       |
| Verbal             | 57 | 5.00      | 24.00     | 15.4211   | 4.22555   | -.059     | .316       | -.425     | .623       |
| Anger              | 57 | 8.00      | 28.00     | 18.6491   | 5.40334   | .162      | .316       | -.903     | .623       |
| Hostility          | 57 | 8.00      | 39.00     | 23.4386   | 5.27128   | -.132     | .316       | 1.233     | .623       |
| Total              | 57 | 37.00     | 118.00    | 82.8772   | 17.53269  | -.304     | .316       | -.416     | .623       |
| CGPA               | 57 | 3.40      | 9.98      | 7.0774    | 1.51310   | -.251     | .316       | -.069     | .623       |
| Valid N (listwise) | 57 |           |           |           |           |           |            |           |            |

## V. DISCUSSION

The present study aimed to investigate the relationship between aggression and academic achievement among emerging adults. The findings of the study indicate that although there is a negative relationship between aggression and academic achievement, this relationship is not statistically significant. This suggests that while aggression may have some influence on academic performance, it does not act as a strong or independent predictor of academic success in the sample studied. The results showed that all dimensions of aggression—physical aggression, verbal aggression, anger, and hostility—were negatively correlated with academic achievement for both male and female participants. However, the correlation coefficients were small and the significance values were greater than 0.05, leading to the rejection of both hypotheses. This indicates that the observed relationships, although in the expected direction, are weak and cannot be generalized with confidence. One possible explanation for these findings is that academic achievement is a multifactorial construct influenced by a wide range

of variables beyond aggression. Factors such as intelligence, motivation, study habits, emotional intelligence, family support, and socio-economic status play a crucial role in determining academic performance. Aggression, being only one aspect of an individual's psychological functioning, may not have a direct or significant impact unless it is accompanied by other adverse conditions such as chronic stress or behavioural disorders.

## VI. CONCLUSION

The present study aimed to examine the relationship between aggression and academic achievement among emerging adults. Based on the findings, it can be concluded that although a negative relationship exists between aggression and academic achievement, this relationship is not statistically significant. This means that while higher levels of aggression tend to be associated with slightly lower academic performance, the effect is not strong enough to establish a definite or reliable connection within this sample. The results further indicate that all dimensions of aggression—physical aggression, verbal aggression, anger, and hostility—show a similar negative trend with academic achievement for both male and female participants. However, in all cases, the correlation values were weak and the significance levels ( $p > 0.05$ ) led to the rejection of the proposed hypotheses. Thus, aggression alone cannot be considered a decisive factor influencing academic success among emerging adults.

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