

RELATIONSHIP BETWEEN SELF-EFFICACY AND AGGRESSION AMONG COLLEGE STUDENTS

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Abstract

Aim of the study is to assess the Relationship between Self-Efficacy and Aggression among College Students. The sample consisted of one hundred (100) college students (both sexes) from various colleges of Bhiwani District of Haryana state. The obtained data was analyzed by SPSS through Mean, SD and Pearson's coefficient of correlation. The result shows the relationship between Self-Efficacy and Aggression are positively correlated among college students. Findings are discussed in the light of previous studies and implications are discussed.

Keywords: Self-Efficacy, Aggression, College Students

College life is a crucial developmental stage during which young adults experience significant psychological, social, emotional, and academic changes. Students are expected to adapt to new educational environments, develop interpersonal relationships, manage academic demands, and prepare for future careers. These challenges often influence their psychological functioning, including their level of self-efficacy and aggressive behaviour. Self-efficacy is considered one of the most important psychological resources that helps individuals cope effectively with stress and regulate their behaviour, whereas aggression is regarded as a maladaptive behavioural response that may emerge when individuals fail to manage emotional or environmental demands.

The concept of self-efficacy was introduced by Bandura (1977) in his Social Cognitive Theory. According to Bandura, self-efficacy refers to an individual's belief in his or her capability to organize and execute the actions required to achieve desired goals. Individuals with high self-efficacy are generally more confident, persistent, emotionally stable, and capable of overcoming obstacles. They are more likely to use constructive coping strategies and regulate their emotions effectively. Conversely, individuals with low self-efficacy often experience self-doubt, anxiety, frustration, and poor emotional regulation, which may contribute to maladaptive behaviours, including aggression.

Bandura (1997) further explained that self-efficacy influences cognitive functioning, motivation, emotional reactions, and behavioural choices. Students who believe they can successfully cope with academic and social challenges tend to exhibit greater resilience and lower levels of emotional distress. Therefore, self-efficacy serves as a protective factor against psychological problems and behavioural maladjustment.

Aggression is defined as any behaviour intended to harm another person physically or psychologically (Baron & Richardson, 1994). Aggression may be expressed in physical, verbal, relational, or emotional forms. During late adolescence and early adulthood, college students frequently encounter interpersonal conflicts, academic stress, competition, peer pressure, and uncertainty regarding future careers. These stressors may increase frustration and aggressive tendencies, particularly among students with poor coping abilities and low self-efficacy.

The Frustration–Aggression Hypothesis proposed by Dollard et al. (1939) suggests that aggression often results from frustration experienced when goal-directed behaviour is blocked. Later, Berkowitz (1989) revised this theory by emphasizing that frustration creates negative emotions, which may increase aggressive responses depending on environmental and cognitive factors. Students who lack confidence in handling stressful situations may therefore respond with hostility and aggression rather than adaptive problem-solving. According to General Aggression Theory developed by Anderson and Bushman (2002), aggression is influenced by the interaction of personal characteristics (such as beliefs, personality, and self-efficacy) and situational factors (such as stress, provocation, and frustration). Individuals with higher emotional regulation and stronger self-beliefs are less likely to engage in aggressive behaviour because they evaluate stressful situations more rationally and use effective coping mechanisms.

Several empirical studies support the relationship between self-efficacy and aggression. Bandura, Barbaranelli, Caprara, and Pastorelli (1996) found that children and adolescents with stronger self-regulatory efficacy demonstrated lower levels of aggressive behaviour and better social adjustment. Similarly, Caprara et al. (2008) reported that self-efficacy plays an important role in controlling aggressive tendencies through improved emotional regulation and moral self-control.

Among university students, Ismail and Zainuddin (2015) observed a significant negative relationship between self-efficacy and aggression, indicating that students with higher confidence in managing academic and social demands exhibited lower aggressive behaviour. Likewise, Rahim and Bhat (2017) reported that self-efficacy significantly predicted lower aggression among Indian college students by enhancing emotional stability and coping competence.

Research conducted in India has also emphasized the importance of self-efficacy in psychological adjustment. Mohan and Kaur (2018) found that college students with higher self-efficacy demonstrated lower emotional instability, better stress management, and fewer aggressive behaviours. Sharma and Rani (2021) similarly reported that students with greater self-confidence and positive outcome expectations were less likely to exhibit verbal and physical aggression. Despite increasing research on self-efficacy and aggression, relatively few studies have examined this relationship among college students in Haryana, particularly in Bhiwani district.

The socio-cultural environment, academic competition, and changing lifestyle of young adults make it important to investigate how self-efficacy influences aggressive behaviour within this population. Understanding this relationship may assist psychologists, counsellors, educators, and policymakers in designing intervention programmes that strengthen students' self-efficacy and reduce aggressive behaviour.

The present study, therefore, aims to examine the relationship between self-efficacy and aggression among college students using standardized psychological measures. Specifically, the study assesses four dimensions of self-efficacy, self-confidence, efficacy expectation, positive attitude and outcome expectation and examines their association with aggression among male and female college students.

The study employs a survey method with a random sample of 100 college students from Bhiwani district, Haryana. Though, several studies (mentioned above) have reported strong relationship of self-efficacy and aggression among college students. After extensive review of literature the following objectives were proposed.

Statement of the Problem

- To Study the Relationship between Self-Efficacy and Aggression among College Students.

Objectives of the Study

- To study the relationship between self-efficacy and aggression among College Students.

Hypothesis of the Study

1. There will be a positive correlation between self-efficacy and aggression among male college students.
2. There will be a positive correlation between self-efficacy and aggression among college female students.
3. There will be a positive correlation between self-efficacy and aggression among all college students.

Research Methodology

Design of the study

- To achieve these objectives survey method and random sampling technique was adopted.

Sample of the study

In the present study, a sample of one hundred (100) college students (both sexes) from various colleges of Bhiwani District in Haryana through random sampling technique. There were 50 male and 50 female college students were selected. The age of the respondents included in the study ranged from 19 to 21 years. The mean age of all college students was 19.78 (SD=1.33) years. The students included in the sample were mainly from the lower, lower middle and middle class families. Parents of these students were involved in a variety of occupation viz. service, shopkeeper, businessmen, farming, laborers etc.

Tools to be used

In the present study, the researcher has been collected the data related to self-efficacy and aggression among college students by using the following tools-

Self-Efficacy Scale- Self-Efficacy Scale developed by Dr. Arun Kumar and Shruti Narayan (2005). It consist 20 items and its include four subscales- Self-Confidence, Efficacy expectation, Positive attitude and Outcome expectation. The test re-test reliability was calculated and was found to be 0.82 and the split -half reliability was found to be 0.74. The concurrent validity was found to be 0.92 which was significant.

Aggression Scale- Aggression Scale developed by Km. Roma Pal and Mrs Tasneem Naqvi (1986). It consist 20 items. The test-retest reliability of this scale has also been calculated by administration twicely of this scale on a sample of 200 subjects (not included in above sample). The reliability coefficient was 78.

The validity of the scale has been calculated by two methods. For the content validity because the items of the scale have been collected through the expert's opinions and available literature. So, we can say the test is valid for the measurement of aggression of 14 to 24 years of age group.

Procedure

The present investigation was conducted to study the "To study the relationship between self-efficacy and aggression among college students". To fulfill this purpose as (Self-Efficacy Scale and Aggression Scale) were administered to one hundred (100) college students of Bhiwani districts of Haryana state. The selected participants (college students) were explained the research purpose and applicability of the present study and were requested to answer frankly and honestly as the information provided by him/her was to be kept confidential and would only be used for research purposes.

The respondents were requested to fill in the questionnaires. All the test/scale/questionnaire/checklist were based on paper pencil tests and instructions for each test were provided separately on the first title page, when he/she was comfortable and ready for testing, the following general instructions were given him/her, "I am going to give you a set of tests/scales/questionnaire/checklist in which questions regarding your personal data, mental state and behavior (anxiety, stress and depression), personal, social, emotional and academic efficacy the detailed instructions regarding each of the tests/scales/questionnaire/checklist are on the top of the first page of the questionnaire please read them carefully".

After giving the general instructions of testing, the selected test/scale/questionnaire was administered after ensuring that the subject has understood the purpose and mode of responding. Data from all the subjects were collected by administering the tests following the same procedure to all the subjects. It took about 15-20 minutes to complete the tests/scales/questionnaire by the subject.

Statistical Analysis

The obtained data were subjected to statistical analysis by using SPSS software (version 16.5) for computation of Percentage, Mean, Standard Deviation, Pearson's coefficient of correlation. For examining the relationship between self-efficacy and aggression among college students, Pearson's coefficient of correlation was calculated.

Results and Discussion

Results (Table-1) reveals that the correlation among all variables i.e. Self-Confidence, Efficacy Expectation, Positive Attitude, Outcome Expectation and Aggression were in expected direction. Self-Confidence was significantly negative correlated ($r=-0.45^{**}$; $p<0.01$) with aggression in male college students.

Efficacy expectation was also negative correlated with aggression ($r=-0.59^{*}$; $p<0.05$). Positive Attitude was significantly negative with aggression ($r=-0.54^{**}$, $p<0.01$) and the next variable is Outcome Expectation. It was also significantly negative correlated with aggression ($r=-0.59^{**}$, -0.58^{**} $p<0.01$) in male student respectively.

Table- 1 Shows Pearson's Co-efferent of Correlation, Means and SD in Male College Students (N=50)

Variables	Co-efferent of Correlation (r) Aggression	Mean	Std. Deviation
Aggression	1	16.08	3.90
Self-Confidence	-0.45*	20.78	7.00
Efficacy Expectation	-0.59*	15.02	4.09
Positive Attitude	-0.54**	11.90	3.65
Outcome Expectation	-0.63**	18.64	3.60

**** Correlation is significant at the 0.01 level * Correlation is significant at the 0.05 level,**

The stated results imply that the male college students with lower aggression have significantly higher self-efficacy. Thus, it can be inferred that aggression in male college students is significantly and negatively correlated to their academics pressures and peers conflicts.

Results (Table-2) reveals that the Self-Confidence was significantly negative correlated ($r=-0.43^{**}$; $p<0.01$) with aggression in male college students. Efficacy expectation was also negatively correlated with aggression ($r=-0.56^{**}$; $p<0.01$). Positive Attitude was significantly negative with aggression ($r=-0.44^{**}$, $p<.01$) and the next variable is Outcome Expectation. It was also significantly negative correlated with aggression ($r=-0.53^{*}$; $p<0.05$) in male student respectively.

The stated results imply that the female college students with lower aggression have significantly higher self-efficacy. Thus, it can be inferred that aggression in female college students is significantly and negatively related to their academics pressures and peers conflicts.

Table- 2 Shows Pearson's Co-efferent of Correlation, Means and SD in Female College Students (N=50)

Variables	Co-efferent of Correlation (r) Aggression	Mean	Std. Deviation
Aggression	1	19.08	4.90
Self-Confidence	-0.43**	18.78	5.00
Efficacy Expectation	-0.56*	14.02	6.09
Positive Attitude	-0.44**	13.90	4.65
Outcome Expectation	-0.53*	14.64	4.60

**** Correlation is significant at the 0.01 level* Correlation is significant at the 0.05 level,**

Results (Table-3) reveals that the Self-Confidence was significantly positive correlated ($r=-0.55^{**}$; $p<0.01$) with aggression in male college students. Efficacy expectation was also negatively correlated with aggression ($r=-0.63^{**}$; $p<0.01$). Positive Attitude was significantly

negative with aggression ($r=-0.34^{**}$, $p<0.01$) and the next variable is Outcome Expectation. It was also significantly negative correlated with aggression ($r=-0.52^{**}$; $p<0.01$) in male student respectively. The stated results imply that the college students with lower aggression have significantly higher self-efficacy. Thus, it can be inferred that aggression in female college students is significantly and negatively related to their academics pressures and peers conflicts. **Table- 3 Shows Pearson's Co-efferent of Correlation, Means and SD in All College Students (N=100)**

Variables	Co-efferent of Correlation (r) Aggression	Mean	Std. Deviation
Aggression	1	14.08	3.81
Self-Confidence	-0.55**	17.78	6.10
Efficacy Expectation	-0.63**	13.02	4.19
Positive Attitude	-0.34**	15.90	3.55
Outcome Expectation	-0.52**	19.64	4.40

****** Correlation is significant at the 0.01 level *****Correlation is significant at the 0.05 level,

This study aims to examine the relationship between self-efficacy and aggression among college students using two scales measuring the variables. In this study college students was sample, researcher hopes that the result may be relevant since at this period of developmental stages (at the age of 18-21 years old) people tend to have strong interpersonal relationship in which they may create conflicts which lead to aggression. The result of correlation test shows that self-efficacy and aggression have significant positive correlation. This founding indicates that college students with strong self-efficacy will have greater tendency of aggressive behaviour when conflicts exist in their interpersonal relationship. This result shows that high self-efficacy may be troublesome when it comes to maintaining good and healthy interpersonal relationship with peers.

The level of aggression in female and male college students differ from each other, indicating that male students generally have higher tendency of aggressive behaviour compared to their counterparts. Male college students also have stronger self-efficacy than female college students as males are usually more confidence and perceived as more capable than their counterparts from the cultural perspective.

Based on the result of this study, a recommendation can be given to future research to examine the causes of aggression and self-efficacy discrepancies between female and male college students.

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future research to examine the causes of aggression and self-efficacy discrepancies between female and male college students.

Despite diverse results across studies on the relationship between self-efficacy and aggression, this study hypothesizes self-efficacy and aggression to have significant negative correlation. Differing results across many studies on the similar variables may be the consequence of different theory used in each studies and different instrument with different measuring dimensions.

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