



A Correlation Study of Hardiness and Aggression among College Students

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ABSTRACT

Teenagers in today's society are dealing with a wide range of issues. The goal of physical or verbal aggression is to cause harm to another person. The usual definition of aggression is behaviour intended to cause bodily or psychological harm to another person. Hardiness is a type of tolerance for objects under unfavorable conditions. Adolescents that possess the toughness characteristic are able to control their hostility. The current study on college-going students was done with all of these viewpoints in mind. A total of 100 students participated in this study. In order to analyse the results, descriptive statistics and Pearson product moment correlation statistical methods were used. The findings showed that adolescents' levels of aggression and toughness are similar in students. Their perspectives are the same. Negative correlation found in aggression and control dimension of Hardiness.

Introduction

It is often seen that under stressful circumstances, some people can handle the pressure, remain healthy, and are willing to take chances, while on the other hand, some people are unable to bear the pressure, and as a result, they may become unwell. Kobasa (1979) investigated these personality traits and coined the term "hardiness" to describe them. She claims that "hardiness" is a personality trait that deals with one's perception of oneself and the world. Hardiness consists of three elements: commitment, control, and challenge. The first element, commitment, is described as having a propensity to engage in daily activities as well as an innate interest in and curiosity about society, things, and people. The second factor, control, is concerned with a person's predisposition and conviction that they can influence their environment. The predisposition of a person to take risks in life and to not believe in a stagnant and stable life is characterised as the third component, challenge. Once more, the definition of "hardiness" was given as "a constellation of three essential personality traits: commitment, control, and challenge."

Together, they make up a personality type that combines knowledge, emotion, and action with the goal of enhancing life via development in addition to ensuring survival. (1982; Kobasa, Maddii, & Puccetti). On the other side, Pollock (1989) interpreted the idea of hardiness in terms of adaptation. "Adaptation is a complex process involving many internal and external factors that influence response and the ensuing level of adaption established," he claims. Hardiness has been found to be a motivating factor in dealing with stressful situations and adapting to real health issues. As can be seen from the definition above, hardiness is made up of three elements: commitment, control, and challenge.

The term "aggression" is used frequently and widely in the psychology community. Frustration and any other emotional problems may be the cause. It also includes things like spreading malicious rumours or failing to correct them if they were meant to damage someone. It is not just physical acts like punching, stabbing, pushing, and shooting. Violence against women and children, murder, rape, and other crimes are on the rise. The primary cause of suicidal attempts is aggression. Aggression is what happens when rage results in any form of action (physical, verbal, etc.). Researchers have studied several facets of violence, including Dollard, Miller, Mowrer, and Sears (1939), Bandura and Walters (1959, 1963), and Becker (1964).

The main causes of rage in kids are typically domestic issues that act as obstacles to the kids' aspirations. It needs to be separated from any accompanying feelings, positive or negative. Anger may take the form of either physical action, such as punching other people, or verbal activity, such as insults. An aggressive person intends to cause harm to another person. It is intended for living things, such as kick or hitting numerous inanimate items is not regarded as hostile behaviour. But if the behaviour results in damage or injury to another live thing, it may be regarded as violent behaviour.

Types of Aggression

Aggression is divided into two primary categories by psychologists. Whether one is the attacker or the target, both have negative effects on the people who are involved.

Impulsive Aggression

Impulsive aggressiveness also referred to as emotional or reactive violence is characterised by intense emotions. Impulsive aggressiveness, particularly when motivated by rage, sets off the brain's acute threat response system, which includes the periaqueductal gray, hypothalamus, and amygdala. This type of violence is unintentional and frequently occurs in the heat of the moment. You are acting impulsively aggressively if a car cuts you off in traffic and you start cursing and berating the other driver.

Instrumental aggression

Instrumental aggression, also referred to as predatory aggression, is characterised by actions meant to further a wider objective. A means to an aim, instrumental hostility is frequently meticulously planned. One instance of this violence is harming a victim of a robbery. The aggressor's objective is to acquire money, and hurting another person is the means to that end.

Causes

What specifically triggers excessive or inappropriate aggression is unknown. It's likely that a number of variables are at play, such as a person's biology, environment, and psychological background.

Biological factors

Aggression may be influenced by hormonal and genetic variables. Aggression may be associated with imbalances in a number of hormones, including cortisol and testosterone, as well as neurotransmitters, including serotonin and dopamine. Genetics is just one of the many causes of these abnormalities. Aggression may also be influenced by brain shape. Aggressive behaviour is more common in those with structural amygdala abnormalities than in their counterparts. Aggressive behaviour may also be influenced by alterations in other parts of the brain.

Environmental factors

Whether or not you display aggressive behaviour may depend on how you were raised. Children who encounter hostility as they grow up may be more likely to think that violence and hostility are acceptable social behaviours. Trauma suffered as a youngster can also influence an adult's violent behaviour.

Psychological Factors

Attention-deficit/hyperactivity disorder (ADHD), bipolar disorder, borderline personality disorder (BPD), narcissism, post-traumatic stress disorder (PTSD), epilepsy, dementia, psychosis, substance use disorder, as well as brain injuries or abnormalities, can all be associated with aggressive behaviour.

Review of literature:

Hardiness correlates directly with the negative emotional states. The highest indicators of aggressiveness, anxiety and hardiness are reached during the competition, when destructive and constructive aggression and constructive anxiety become dominant. After the competition, aggressiveness, anxiety and hardiness decrease, and the correlation between negative emotional states and hardiness is reversed Nikolay G et.al (2022).

Aggression and hardiness are two concepts that have been extensively researched in the fields of psychology and sociology. While aggression refers to behaviors that are intended to harm others, hardiness refers to a personality trait that enables individuals to cope with stress and adversity. In this review of literature, we will explore the relationship between aggression and hardiness.

Many studies have examined the relationship between aggression and hardiness. For example, a study by Bartone (1999) found that individuals who scored high in hardiness were less likely to display aggressive behavior, even when under stress. This suggests that hardiness may act as a protective factor against aggressive tendencies.

Dasgupta and Ghosh (2012) aggression showed significant relationship with different dimensions of personality namely neuroticism, ingenuousness, agreeableness and conscientiousness. Singh et. al (2017) A study on Aggression among Adolescents boys and girls of urban and rural areas. The result revealed that male is significantly higher aggressive as compared to their counterparts females on the variable of aggression.

Objectives of the Study:

To study the relationship between hardiness and aggression among college students.

Hypothesis of the study:

There exists no significant relationship between hardiness and aggression in college students.

Procedures:

In order to collect relevant data, aggression and hardiness scale were administered to the adolescence of different background. Cooperation was sought from the head of the institution for the study and good rapport was established with the students before administering the tools. The sample for the present investigation comprised of 100 college students studying in government and private colleges situated in Sirsa district, Haryana. The age range of the participants was between 18-21 years.

Tools:

Singh Psychological Hardiness Scale (SPHS)

For measuring the hardiness level of the subjects, the investigator used Singh Psychological Hardiness Scale (SPHS-2008). The SPHS had been prepared and standardized by Dr. Arun Kumar Singh (2008). This test consisted of 30 items for measuring the three dimensions of hardiness namely commitment, control and challenge. Each item was provided with five response categories ranging from strongly agree to strongly disagree.

Aggression Scale (A-Scale):

This scale was constructed and standardized by Km Roma Pal and Mrs. Tasneem Naqvi (1980). The scale consists of 30 items, each item is provided with six alternatives 'Strongly more like', 'more like', 'like', 'Strongly more Dislike', 'More Dislike', and 'Not like'. The correlation co-efficient was .82 which show the scale is highly reliable. The test is valid for the measurement of aggression of 14 to 24 yrs. of age group. The validity co-efficient of the both test was .78 which show the Hindi as well as English version of the scale is valid for measure aggression.

Results and analysis:

Table 1: Showing descriptive statistics of dimensions of Hardiness and Aggression

Variable	N	Mean	SD
Commitment	100	40.45	4.61
Control	100	38.20	3.88
Challenge	100	38.75	5.47
Aggression	100	73.19	18.91

The results table 1 shows that the descriptive statistics for the four variables of commitment, control, challenge, and aggression. Commitment has an average score of 40.45 and a standard deviation of 4.61. This shows that, on average, the participants' commitment scores were rather high, with just a little variation in their answers. On average, individuals scored significantly lower on Control than on Commitment, with less variability in their results. The mean score for Control is 38.20, while the standard deviation is 3.88. The standard deviation for the Challenge is 5.47 and the mean score is 38.75. This implies that, on average, the participants scored similarly to the Control, but with a little greater variation in their answers. Aggression had a mean score of 73.19 and a standard deviation of 18.91. This shows that the individuals' level of aggression was generally rather high.

The correlation coefficients for the four variables—commitment, control, challenge, and aggression—are shown in the table 2 given below. Control and challenge are significantly positively correlated with commitment ($r = .42, p .01$ and $r = .31, p .01$, respectively), suggesting that people with greater commitment levels also tend to have higher degrees of control and see circumstances as more difficult. Aggression and Commitment did not significantly correlate ($r = -.05, p >.01$). Control and Challenge have a substantial positive link ($r = .35, p .01$), showing that those who feel more in control also frequently find circumstances to be more difficult.

Table 2: Showing correlation of dimensions of Hardiness and Aggression

Variable	Commitment	Control	Challenge	Aggression
Commitment	1	.42**	.31**	-.05
Control		1	.35**	-.22*
Challenge			1	-.15
Aggression				1

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

Challenge and aggression did not significantly correlate ($r = -.15, p >.01$), demonstrating that perceptions of demanding events do not always translate into greater levels of aggression. The relationship between control and challenge is significantly positive ($r = .35, p .01$), suggesting that people who feel more in control of their life are more likely to be receptive to taking on new tasks. Aggression and control, however, have a substantial negative significant correlation ($r = -.22, p .05$), indicating that those who feel less in control of their circumstances may be more likely to act aggressively. Aggression and challenge do not significantly correlate ($r = -.15, p >.05$), indicating that the propensity to accept challenges is not linked to aggressive behaviour. Overall, the findings indicate that while control is adversely correlated with aggressiveness, commitment and control are favorably correlated with one another and the propensity to accept challenge.

In similar studies by Lounsbury, Steel, and Gibson (2008) found that hardiness was negatively related to both physical and verbal aggression among college students. Similarly, in another study by Norlander, Johansson, and Bood (2005) found that hardiness was negatively related to aggression in male and female college students. These findings suggest that students who possess higher levels of hardiness are less likely to engage in aggressive behaviors.

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