

The correlation between frustration and aggression among university students in perceived stress and family support

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ABSTRACT: The current study intends to look into the relationship between university students' perceived stress, family support their levels of frustration and aggression. This study uses a descriptive research design. The sample consisted of 300 students containing 150 male and 150 female enrolled in Jai Prakash University, Chapra (Saran). To take part in this study, three hundred university students were selected at random. The relationship between aggression perceived stress as well as family support and aggression in male and female were ascertained using the coefficient of correlation. The T-test, SD, and two-way ANOVA were used to analyze the data, and it was conducted that there was a significant interaction between the hostility of university students and their family support and felt stress. It was found that perceived stress and family relationships have an impact on violence.

KEYWORDS: Frustration, Aggression, Perceived Stress, University students

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I. INTRODUCTION

The advancement of civilization depends on education. It serves as a helpful tool to help people modify their behavior. Education teaches people how to behave in various contexts. Fostering ideal citizen behavior, which leads to an ideal country and community, is the aim of education. Behavior is the term used to describe how people act in various contexts. Behavior is categorized using a variety of terms, such as aggressive, calm, appropriate, incorrect, and so forth. Early in life, behavior is greatly influenced by the home and school surroundings. During these years, people take up a lot of behavioral habits from their school environment. However, a great deal of research has been done on the behavior of university students and family relations. The current study examined the relationship between university students' violence and their academic stress and family environment. Violence is the most significant psycho-pathological risk factor for children and adolescents, which can impact their physical, mental, and social well-being. In social psychology, aggressive behavior is defined as acts meant to injure another person. Aggressiveness can be divided into two subcategories: instrumental aggression and angry aggression. While instrumental violence is employed to accomplish a goal or purpose, hostile aggression, which includes both overt (verbal and physical) and social antagonism, is intended to cause harm to other people. Shoving, punching, throwing things, and other intentional injury meant to inflict the victim pain are examples of physical violence. The use of disparaging language, such as yelling and shouting that devalues someone and makes them feel hurt is known as verbal aggression. Social aggression is defined as actions meant to damage another person's relationships and social status. Two instances of social violence include neglect and extended silence. Children and teenagers are frequently violent. We think that we are among the world's most advanced, civilized, and educated countries. In addition to the sacrifices and contributions our predecessors contributed to this country, we are honored by our wonderful customs, exquisite culture, and rich heritage. However, we are embarrassed by the startling increase in provocative and violent activities committed by people of our generation all across the world. Even though the degree of animosity and violence varies throughout countries, societies, and geographical areas. Aggression is characterized as deliberate, violent, and disruptive behavior directed in an antisocial manner at other individuals or the community. Aggression may originate within from suicidal ideas or self-mutation, or it may be directed externally at other individuals. The goal of an aggressive act is to cause harm to another person. Aggression can be subtle and not always evident. This hidden form of aggression can also be confrontational or non-confrontational, depending on the type of hostility. Rather than using these more covert methods, many people view aggression as outright physical or verbal attacks. A lack of kindness, hospitality, and affection from parents can lead to feelings of vulnerability, low self-esteem, and hostility.

Stress is defined as an internal state that can be brought on by physical demands on the body or by social and environmental circumstances that are deemed potentially dangerous, unmanageable, or exceeding the

individual's coping resources. Stress can be either a conscious or unconscious psychological condition or a physical state brought on by "positive or negative pressure" in the body or mind that surpasses a person's ability to adjust. In psychology, the word "stress" has two distinct meanings. It is initially defined as a person's psychological anguish or imbalance. In the second case, stress is perceived as a component of a set of stimuli that all threaten an individual and, as a result, change their behavior. Academic stress may result from increased expectations for academic performance. Many students adjust and face challenges when they have to work more independently or during demanding academic times. Stress associated with learning is referred to as perceived stress. The main source of stress in young individuals is perceived stress. Heavy study loads, low levels of satisfaction, and increased academic stress are more common among some students than others. Difficulty concentrating, inconsistent attendance in class, difficulty making decisions, poor energy, and so forth are some signs of perceived stress. Disturbances in the home and school environments may cause these symptoms. The fear of receiving poor grades is the source of academic stress. This is closely related to being aware of the possibility of receiving poor grades or failing academically.

Family support has a vital role in our life. A child's entire growth is greatly influenced by their family. Children's views of their home environment are influenced by their interactions with and treatment of their parents. Families can be organized or chaotic, driven by morality or religion, goal-oriented, independent or supportive, intellectually stimulating, or conflict-oriented. In essence, this is a covert curriculum that conveys a developmental pattern in all cultural situations through interactions between parents and children. For this reason, family support is essential. Family support encompasses the family's general state, which can be either positive or negative, as well as the emotional and physical environment. A child's life is significantly and continuously impacted by their familial environment. A child's family is the first source of personal experiences. Each member of the family develops during their lifespan, and as time goes on. The dynamics of the entire family will unavoidably be impacted by changes in family ties within this system. In today's complex world, it's critical to acknowledge the unique link that exists between parents and their children. The way families are changing it shows how important excellent parenting is. Parents have persisted in encouraging their kids' development.

Rana & Minakshi's (2007) study, "Relationship of personality and family environment with aggression and the effect of intervention programme on aggression," found that male was more physically and verbally hostile than female. The results demonstrated that aggression in both male and female was influenced by the family environment and collective level. Male volleyball players showed more animosity than female players, according to a 2008 study by Gopal Das entitled A Study of aggression among university level Volleyball players of Himachal Pradesh University, Shimla. Goyal, S.P., and Gupta, Monika's 2009 study Influence of modernization on aggression level of adolescents looked at how modernization affected the level of aggressive behavior displayed by teenagers and found no appreciable difference in the level of aggression between teenage male and female. Sharma A. (2012) examined the relationship between aggressive behavior and the home environment in a study entitled Aggressive behavior in university students: The role of family environment. Participating in the study were 100 male and 100 female students. The sample was selected by random selection. The direct and indirect aggression scales (DIAS), the family environment scale, and other techniques were used to collect the data. The results demonstrated that aggressive behavior was significantly influenced by the family environment and that there were distinct correlation of aggressive behavior in both male and female pupils. According to Yadav, P. and Sandeep (2021), there is no appreciable variation in animosity between male and female students. Their different lifestyles, psychological settings, and personalities may be the reason. This study found that male is more likely than female to be physically and verbally hostile. Kuzhiyengal and Kotian (2023) The study's objective is to compare and contrast the levels and patterns of violent behavior among upper secondary students in rural, semi-urban, and urban environments. This study suggests that students in urban environments might be more hostile than their counterparts in semi-urban or rural environments. Higher population density, limited resources, social chaos, and exposure to violence in metropolitan environments are some of the characteristics associated with an increase in student aggression. Batnagar (2007) used a sample of 610 students from Delhi's secondary schools to investigate the association between university students' reported stress and academic achievement. The study discovered a positive and significant association between university students' academic accomplishment and their perceptions of stress, as well as a similar relationship between students' study habits and their perceptions of stress. Male and female ' perceptions of stress differed significantly, according to Mohammad and Philip (2004). According to the findings, female felt higher stress than male. Additionally, family accountability was the primary source of stress for female. A study entitled The relationship of perceived stress with aggression, depression, and academic performance of students was conducted by Ali and Basavarajappa (2011). 60 college students made up the sample for the study, which was carried out in Iran. The researchers measured students' academic stress, aggression, and depression using the Beck Depression Inventory, the Buss-Perry Aggression Questionnaire (1992), and the perceived stress scale developed by Sinha, Sharma, and Mahendra (2001). The data analysis revealed a strong correlation between students' academic stress, aggression, and depression. Additionally, there was a notable difference between the two genders male and female in terms of despair and violence. Roy, Thomas,

and Joy (2021) investigated the connection between undergraduate students' reported stress and emotional intelligence. 119 undergraduate students (18–24 years old; 56 males and 63 females) from different Keralan colleges were selected at random. The investigation's findings show a strong correlation between emotional intelligence and perceived stress. The findings showed that there was a considerable gender difference in emotional intelligence, with men scoring higher than women. Additionally, there was no statistically significant difference in academic stress between the sexes. Kim (2002) conducted research on Korean immigrant households to examine the relationship between parental involvement and children's academic achievement. Data analysis revealed that the children's academic progress was positively and significantly impacted by parental involvement. Kaur (2009) examined the gender differences in teens' perceptions of their households. 1011 Indian teenagers took part in this study. To find out how teenagers felt about their homes, the researcher used Mishra's (1989) Home Environment Inventory. In several aspects of the home environment, including as control, reward, social isolation, protectiveness, deprivation of privilege, rejection, and permissiveness, gender differences were shown to be statistically significant. Teenagers who were male were perceived as being considerably more liberal, rejected, in control, socially isolated, and denied certain advantages. But it was found that women's perspectives were more protective and fulfilling than men. Bandhana and Sharma conducted a study named the influence of emotional intelligence, home environment, and sex on the problem-solving ability of adolescents (2012). Out of the 1007 youths in the sample, 502 were male and 505 were female.

The researchers used the Emotional Intelligence Inventory by Mangal and Shubra, the Problem-Solving Ability Test by Dubey to assess the adolescents' problem-solving abilities, and the Home Environment Inventory by Karuna Misra to assess the home environment. ANOVA was the statistical method used by the researchers to analyze the data. The family environment and emotional intelligence of teenagers had a substantial impact on their ability to solve difficulties. Evangelista, Mendoza, and Malabanan (2014) looked into the connection between parenting practices and children's violent behavior. The study was conducted in Batangas City with children aged 12 to 18 who were accompanied by their parents (either the mother or the father). The researchers found that parental authority was above average and average when it came to fighting and fury in relation to children's violent behavior. An authoritarian parenting style was found to be positively associated with children's anger. The results of the study demonstrated a connection between parental authority and punishment and children's aggression. In this study, Maheshwari SK, Chaturvedi R, and Gupta S (2020) investigate how the family environment affects the mental health of teenage female from Punjabi communities. The sample's age range was 11–19 years old. 900 females' worth of data were collected. The results show that while the associations with conflict and control are entirely irrelevant, the coherence, acceptance, and loving features of the family environment have the strongest relationships with mental well-being. Overall, it was demonstrated that the home environment and the mental health of teenage female are significantly correlated.

II. EXPLANATION OF THE PROBLEM

An examination of pertinent literature provides information about the relationship between university students' violence and their home environment and academic stress. A stunning amount of college students are displaying externalizing tendencies in the current atmosphere. These behaviors include fighting, abusing, screaming, bullying, and other violent acts. Teenagers frequently engage in violent behavior, according to the evaluated studies. Numerous aspects, such as parenting, family conflict, temperament, peer media, and video games, have been studied to understand the relationship between these elements and teens' aggressive behavior, as demonstrated by the reviewed studies. Many researchers have studied aggression in other parts of the world, but not much has been done in India to examine the relationship between perceived stress and family support and the aggressiveness of Indian adolescents, according to an evaluation of the literature for the current research problem. Researchers decided to start the current study as a result.

III. OBJECTIVES

- To investigate gender-related aggression among university students.
- To investigate how university students experience stress in relation to gender.
- To investigate gender-related family support among university students.
- To ascertain the connection between university students' perceived stress and aggression.
- To ascertain the connection between university students' family support and aggression.
- To determine how perceived stress and family support interact to affect university students' aggression.

IV. HYPOTHESIS

- There was no discernible gender difference in the level of aggression among university students.
- University students' feelings of stress were not significantly impacted by gender.
- Regarding family assistance, there was no discernible gender difference among university students.

- Aggression and university students' perceptions of stress did not significantly correlate.
- Aggression and university students' family support did not significantly correlate.
- Perceived stress and family support did not significantly connect with aggression in university students.

V. METHODOLOGY

In this study, the descriptive survey method was used. Using simple random sample approaches, data was collected from students in the Saran area at Jai Prakash University and Post Graduate College in Chapra. There are 300 university students in the sample.

The t-test, SD, two-way ANOVA, and Pearson Coefficient Correlation were used to examine the data.

Outcome and Conversation

Hypothesis I

To investigate gender-related aggression among university students.

Table I
t-value of university students' Aggression scores by gender

Aggression	Gender	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value
	Female	150	195	158.370	21.1572	2.1157	3.2845	2.154
	Male	150		165.010	23.6538	2.3654		

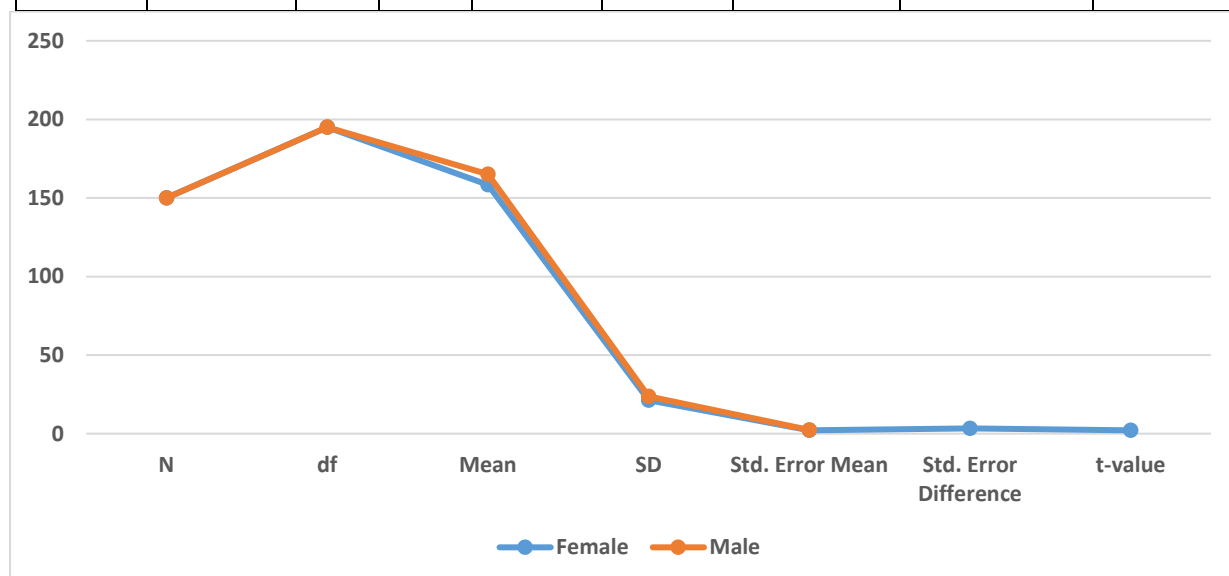


Table I shows that university students' levels of hostility varied significantly depending on their gender. According to Table 1, the mean for female university students was 158.370, while the mean for male students was 165.010. The standard deviation for these two groups was 21.1572 and 23.6538, respectively. Additionally, it shows that at the 0.05 level, the resulting t-value (2.154) was higher than the table value (1.97). Thus, the null hypothesis that "there was no significant difference in aggression of university students with respect to gender" was disproved. Additionally, it is shown that male university students were more aggressive than female students.

Hypothesis II

University students' feelings of stress were not significantly impacted by gender.

Table II
t-value of university students' Perceived Stress scores by gender

Perceived Stress	Gender	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value
	Female	150	195	164.710	27.0197	2.7020	3.8722	-2.124
	Male	150		156.670	27.1561	2.7156		

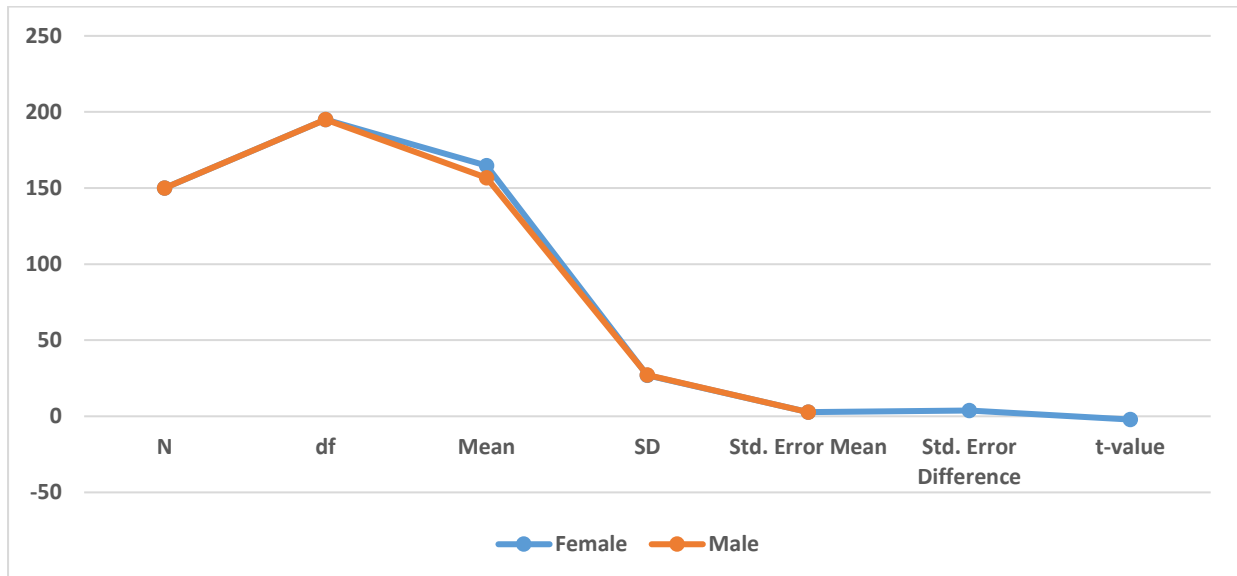


Table II shows that university students' perceptions of stress varies significantly depending on their gender. Table II displays the means for male and female university students, which were 156.670 and 164.710, respectively, with SDs of 27.0197 and 27.1561. Additionally, it showed that at the 0.05 level, the computed t-value of felt stress was higher than the table value (-2.124). Thus, the hypothesis that there was no significant difference in perceived stress of university students with respect to gender" was disproved. Additionally, it is shown that female university students reported feeling more stressed than male students.

Hypothesis III

Regarding family assistance, there was no discernible gender difference among university students.

Table III
t-value of university students' family support scores by Gender

Family support	Gender	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value
	Female	150	195	115.400	37.6312	2.8731	3.4154	-2.132
	Male	150		105.900	17.1619	1.5262		

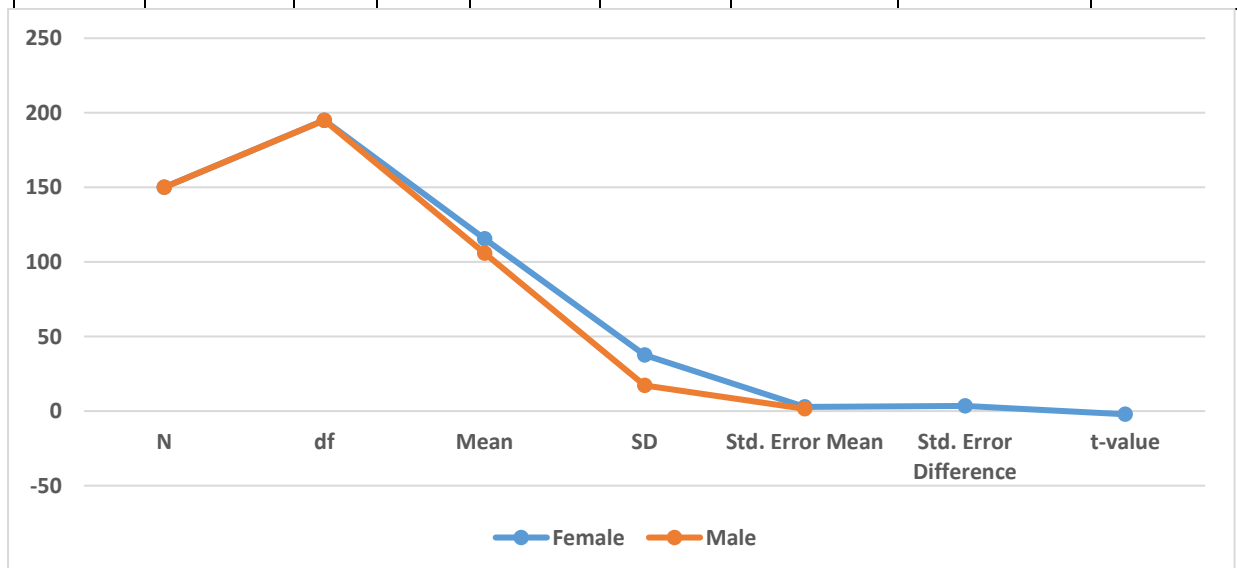


Table III shows that university students' family support varies significantly depending on their gender. Table III illustrates that the mean for female university students was 115.400, while the mean for male students was 105.900. The standard deviations for these two groups were 37.6312 and 17.1619, respectively. It also shows that the resulting t-value was (-2.132) higher than the 0.05 level table value. Thus, the null hypothesis that there was no

significant difference in family support of university students with respect to gender was disproved. It also showed that female university students were more affected by family assistance than male students.

Hypothesis IV

Aggression and university students' perceptions of stress did not significantly correlate.

Table IV

Displaying the Pearson's Coefficient of Correlation between university students' reported stress and aggression

Variables	N	df	R	Interference
Aggression	300	195	0.455	Significant relationship at 0.05 level.
Perceived Stress	300			

Table IV shows that the correlation coefficient between felt stress and aggression was 0.455, which is positive and significant at the 0.05 level with $df=195$. It demonstrates the strong and positive correlation between perceived stress and aggression. As a result, the null hypothesis that there was no meaningful connection between students' perceived stress and aggression—was disproved. Therefore, it may be concluded that there was a moderate relationship between university students' reported stress and aggression.

Hypothesis V

Aggression and university students' family support did not significantly correlate.

Table V

Displaying the Pearson's Coefficient of Correlation between family support and aggression

Variables	N	df	R	Interference
Aggression	300	195	- 0.365	significant at 0.05 level
Family support	300			

Table V makes it clear that the correlation coefficient was -0.365, which is negative and significant at the 0.05 level with $df = 195$. It shows that there was a negative and substantial correlation between aggression and family support. As a result, the claim that "there was no significant correlation between aggression and family support" was disproved. Therefore, it may be concluded that there was a strong and inverse relationship between aggression and family support. According to this study, kids with poor family support are more aggressive, while kids with strong family support are less aggressive.

Hypothesis VI

Perceived stress and family support did not significantly connect with aggression in university students.

Table VI

Displaying the Two-Way ANOVA of family support and Perceived stress on Aggression

Dependent Variable	Source	Sum of Squares	df	Mean Squares	F	significant
AGGRERSSION	Perceived stress (A)	31551.209	2	20725.604	39.280	.000
	Family support (B)	20573.134	2	6326.567	24.334	.000
	Perceived stress* Family support (A*B)	5958.599	4	2214.650	4.285	0.12
STANDERED ERROR		80516.528	191	469.720		

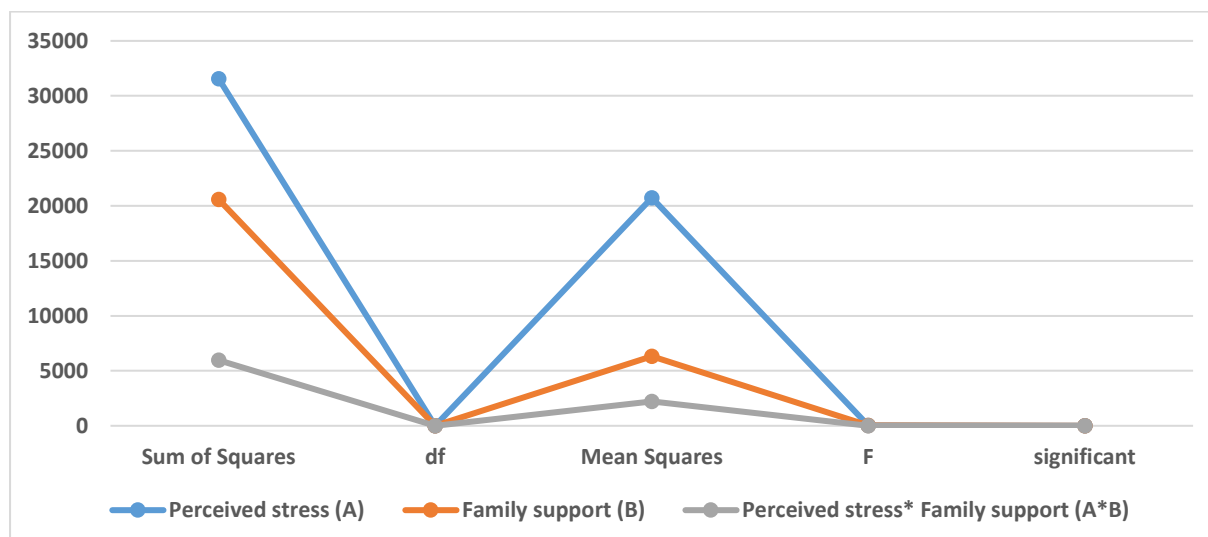


Table VI shows that there was an interaction effect between perceived stress and aggression. The f-value for perceived stress (A) was 39.280, which was significant at the 0.05 level. Therefore, our null hypothesis, which stated that "perceived stress and family support had no significant interaction effect on aggression of university students," was rejected.

Table VI shows that family support (B) had an interaction effect on aggression with an f-value of 24.334, which was significant at the 0.05 level. Therefore, our null hypothesis, which claimed that perceived stress and family support have no significant interaction effect on aggression of university students was rejected.

Table VI shows that the interaction impact of perceived stress and family support(A*B) on aggression had an f-value of 4.285, which was significant at the 0.05 level. The major effect of perceived stress and family support was contingent on university students' aggression, as seen by the strong interaction effect. Thus, the hypothesis that "there was no significant interaction effect of perceived stress and family support on aggression of university students" was rejected.

VI. CONCLUSION

The goal of the current study was to investigate how perceived stress and family support affect aggression. According to a study, university students' perceived stress and family support have an impact on their level of violence. According to the survey, male university students were more aggressive than female students. It also showed that female university students were more affected by perceived stress and family support than male students. Aggression and perceived stress showed a positive correlation, while aggression and family support showed a negative correlation. It was determined that perceived stress and family support had a substantial interaction effect on aggression.

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