



## Aggression Among Indian College Students: Examining the Influence of Frustration Reactions and Family Conflict

**Shubhi Gupta**, *B.A. Applied Psychology (honours with research) Amity Institute of Psychology and Allied Sciences, Amity University Noida, Uttar Pradesh (AUUP)*

its.shubhig@gmail.com

**Abstract:** Aggressive behaviour among college students has increasingly attracted attention due to its impact on interpersonal relationships, emotional well-being, and campus adjustment. The present study investigates the role of frustration reactions and family conflict in predicting aggression among Indian college students. Guided by the frustration–aggression hypothesis and the General Aggression Model, the study adopts a quantitative cross-sectional research design. Data were collected from 200 college students aged 18–28 years using standardized instruments: the Frustration Discomfort Scale (FDS), Brief Family Relationship Scale (BFRS), and Brief Aggression Questionnaire (BAQ). Descriptive statistics, correlation analysis, and regression techniques were used to examine the relationships among the variables. The findings revealed that frustration reactions were significantly and positively associated with aggressive behaviour. Family conflict also showed a positive relationship with aggression and contributed significantly to the prediction of aggressive tendencies. Together, frustration reactions and family conflict accounted for a meaningful proportion of variance in aggression, highlighting the combined influence of emotional and familial factors in shaping aggressive behaviour among Indian college students.

**Keywords:** *Aggression, Frustration Reactions, Family Conflict, College Students, Emotional Regulation, General Aggression Model*

### 1. Introduction

Aggression represents a crucial psychological and behavioural phenomenon that affects interpersonal functioning, emotional regulation and interpersonal harmony. It is generally studied as a multidimensional term involving behavioural, emotional and cognitive components. Among young adults,

violent tendencies may manifest in the form of anger, irritability, hostility, physical expressions and verbal confrontation. The critical period for transition for a student starts during their university phase which is marked by great academic demands, evolving identity and social transition, which may heighten vulnerability to aggressive responses and emotional dysregulation. Understanding aggressiveness and its reaction is as essential as it is to find the cause and intervention for promoting psychological well-being and improving campus adjustment.

The General Aggression Model (GAM) provides the theoretical foundation for this study, explains how personal (traits, attitudes) and situational factors (frustration, provocation, media violence) interact to produce aggressive behaviour into a single framework (Anderson & Bushman, 2002). These internal states influence appraisal processes that determine whether aggressive or non-aggressive responses are enacted. Within college populations, aggression may manifest through verbal disputes, social exclusion, cyber hostility, and physical confrontations. Studies indicate that aggressive behaviour among university students is associated with emotional dysregulation, academic stress, and interpersonal dissatisfaction (Huesmann, 2007).

Aggression is strongly understood as a multifactorial behavioural outcome which is influenced by both internal emotional states and environmental contexts (Anderson & Bushman, 2002). Among the emotional antecedents, frustration has consistently been identified as a key trigger of aggressive impulses, while family relational dynamics serve as a significant contextual influence shaping behavioural regulation. The present review integrates theoretical and empirical literature on aggression, frustration reactions, and family conflict, with particular emphasis on the moderating role of family conflict in the frustration–aggression relationship.

Experimental and correlational studies consistently demonstrate that individuals exposed to frustrating conditions exhibit higher levels of anger and aggressive responding compared to control groups (Geen, 2001). These patterns frame frustration as an emotional spark for aggression, not an inevitable cause. Family dynamics and other environmental factors can decide whether frustration actually turns into aggressive behavior.

### **1.1 Conceptual Understanding of Aggression Behaviour**

Aggression is a global trait; it persists in all animals, and human beings. It is defined as behaviour intended to harm another individual either physically or psychologically, a psychological concern that affects interpersonal relationships and pedagogical environments and mental well-being. Aggression is generally defined as psychological research conceptualizes aggression as comprising multiple dimensions including physical aggression, verbal aggression, anger, and hostility. These dimensions reflect both observable behaviour and internal emotional states. Socially, aggression serves as a significant public health

issue that disrupts interpersonal relationships, leading to social isolation, mistrust, and a breakdown of community safety.

The social learning perspective proposed by Albert Bandura emphasizes that aggressive behaviour may be acquired through observation, imitation, and reinforcement within social environments. Cognitive-emotional models further suggest that aggressive reactions often emerge from maladaptive interpretations of social situations combined with heightened emotional arousal. (Berkowitz, 1993) defined aggression as any behaviour that is meant to injure someone physically or psychologically. Thus, studying university students is essential because they are in the critical developmental stage of "emerging adulthood," characterized by transitional vulnerability. At this period, if anybody interrupts their desires and activities, constant fault finding, teasing, lecturing and making unfavourable comparisons with other children can make them aggressive.

### ***1.2 Frustration Reactions as Emotional Predictors of Aggression***

Frustration refers to the emotional response that occurs when goal-directed activity is blocked or expectations are not fulfilled (Dollard et al., 1939). The frustration-aggression hypothesis introduced by John Dollard and later refined by Leonard Berkowitz proposes that frustration generates negative effects that increases the likelihood of aggressive responses. Individuals differ significantly in how they respond to frustration. Some exhibit adaptive coping behaviours, while others may develop hostile reactions.

Within the college context, students usually face competitive career pathways, financial limitations, social comparison, and relationship conflicts. Persistent academic pressure combined with uncertainty regarding future employment may intensify emotional vulnerability. Modern interpretations emphasize that it is not frustration alone but how individuals react to frustration that determines behavioural outcomes. Some individuals respond with adaptive coping strategies, whereas others exhibit anger, irritability, withdrawal, or hostility. In college settings, students frequently encounter academic setbacks, competitive evaluation, peer rejection, uncertainty regarding future careers. Repeated exposure to such stressors may intensify maladaptive frustration reactions, thereby increasing susceptibility to aggressive behaviour.

### ***1.3 Family Conflict as a Moderating Variable in the Indian Context***

Understanding aggression among Indian college students requires attention not only to individual emotional triggers but also to the socio-cultural context within which emotional experiences are processed. While frustration has been widely acknowledged as a proximal antecedent of aggressive behaviour (Dollard et al., 1939; Berkowitz, 1989), the translation of frustration into overt aggression is neither universal nor automatic. The impact of frustration depends substantially on environmental factors that shape coping mechanisms, emotional regulation, and behavioural norms.

In contrast to many Western contexts where emerging adults often live independently during their college years, a substantial proportion of Indian college students continue to reside with their families or

remain deeply embedded in familial structures even if living away for education. From a psychological perspective, family functioning may operate either as a protective buffer or as a vulnerability amplifier. Supportive family environments with open communication, emotional warmth, and constructive conflict resolution foster adaptive coping strategies and emotional resilience. In this sense, positive family dynamics can buffer the effects of external frustration by promoting cognitive reappraisal and emotional regulation.

Overall, family environments marked by chronic conflict, criticism, hostility, or emotional instability may weaken coping capacities. The General Aggression Model articulated by Craig A. Anderson and Brad J. Bushman (2002) provides further support for this interactional perspective. According to this framework, situational inputs such as frustration influence internal affective and cognitive states, which then shape behavioural outcomes. Therefore, the present study conceptualizes family conflict as a moderating variable that either buffers or intensifies the behavioural consequences of frustration reactions among Indian college students.

#### **1.4 Interaction Between Frustration Reactions and Family Conflict**

The relationship between frustration and aggressive behaviour has long been recognised in psychological theory, most prominently in the frustration–aggression framework first formalised in the book *‘Frustration and Aggression’*. The theory proposes that frustration, defined as the blocking of goal-directed behaviour, creates a readiness for aggression. Frustration reactions refer to the emotional, cognitive, and behavioural responses individuals exhibit when confronted with obstacles or perceived injustice. According to cognitive-neoassociation theory proposed by Leonard Berkowitz, frustration generates negative affect, which activates aggression-related thoughts and memories. However, whether this activated aggression becomes observable behaviour depends heavily on learned coping styles, environmental cues, and social conditioning.

Family conflict represents a chronic interpersonal stressor that shapes emotional regulation and behavioural responses over time. High-conflict family environments typically involve frequent arguments, hostility between members, inconsistent parenting practices, emotional neglect, or coercive interaction patterns. Developmental and social learning frameworks emphasise that such environments contribute to the internalisation of aggressive scripts and maladaptive coping responses.

Students exposed to persistent family conflict often lack constructive emotional modelling and may develop heightened sensitivity to provocation, poor impulse control, and hostile attribution biases. These factors increase the probability that frustration will manifest as overt aggressive behaviour. Cultural emphasis on parental authority and academic success can amplify both perceived frustration and emotional consequences of family discord. Thus, family conflict does not just predict aggression on its own. When there is a lot of frustration and high family conflict we expect to see aggressive behaviour. This shows that family conflict makes the link between frustration and aggression stronger.

## 2. Review of Literature

Sachdeva et.al., (2025) aimed at investigating aggression among 202 undergrad medical students at Indira Gandhi Medical College in Shimla. The Buss-Perry Aggression Questionnaire was used to analyze how factors like gender, academic year, relationships, and sleep affect aggressive behavior. On average, students scored 123.97 for total aggression. Male students with romantic relationship reported much higher aggression levels. The academic year mattered, too. Second- and fourth-year students showed more aggressive tendencies. Students with less than 6 hours of sleep also scored high. The remarkable aspect is the prevalence of both cognitive and physical aggression inside the high-pressure setting of medical education. Health programs like teaching good sleep habits and offering psychological screenings to support future health care professionals was recommended.

Lolai et. al., (2025) aimed to examine the roles of frustration, past trauma, and aggression in predicting violent conflict among university students in Punjab, Pakistan. Data was collected from 400 students through questionnaire. The finding indicated that frustration was strongly correlated with violence, while prior trauma showed a strong relationship with aggression, which in turn significantly predicted violent behaviour. Aggression was moderately associated with violence. The study highlighted the interconnected roles of emotional distress and past adverse experiences in contributing to violent conflict

Tripathi, K.M. et.al., (2024) aimed to study aggression between young men and women using the Buss and Perry Aggression Questionnaire. Areas highlighted were physical aggression, verbal aggression, anger, and hostility. After converting the scores to T-scores, they found that young men scored much higher in physical aggression than young women. Both genders showed similar levels, with no real difference worth noting in anger and hostility. Men scored a bit higher in verbal aggression and overall aggression, but the differences were not significant. The contrast in physical aggression gives us a sharper picture of how young men and women express aggression differently.

Chitrakar and Nisanth (2023) aimed at investigating the ways frustration influences student motivation and academic achievement. They relied on a broad spectrum of research and government documents. Focusing on psychological models like Expectancy-Value Theory, the authors highlighted that when frustration persists, it withdraws students' drive and confidence. Students lose interest, their grades slide, and in the worst cases, they start facing serious mental health challenges. The study suggested that teaching to adapt to different needs, programs to build emotional intelligence, and strong mental health support in schools so that students build real resilience and succeed.

Maneiro and Gómez-Fraguela (2022) aimed to investigate how reactive and proactive aggression connect with personality traits, psychopathic tendencies, and impulsivity. It also checked out whether men and women differ in these patterns. Researchers worked with 326 young adults in Spain, ages 18 to 34, who filled out surveys on HEXACO personality traits, psychopathy, and impulsivity. People who showed more

proactive aggression tended to have low Honesty–Humility and low Emotionality, pointing at style more calculated and focused on reaching goals. Whereas, reactive aggression is linked with low agreeableness and impulsive psychopathy traits, especially negative urgency, which suggests it's more about emotional, out-of-control reactions. The gender gaps were not statistically significant. The findings highlighted the importance to shape intervention efforts around the specific type of aggression someone shows, using what we know about their personality.

Zaka et al. (2021) investigated how 69 young adults in Pakistan between age 18 to 25 dealing with frustration. They used semi-structured interviews, then applied content analysis to explore the data while underlining the emotional side of frustration. Themes like affective emotions, cognitive styles, and behavioral emotions were highlighted. It was seen that women talked about these feelings more often than men did. The authors suggested, if mental health professionals and policymakers want to help young adults to thrive, they should implement local perspectives and understand of what frustration really feels like at the ground level.

Heinze et al. (2020) followed a longitudinal study which investigated if family conflict in adolescence can predict the relationship quality in early and later adulthood and how positive interpersonal relationships could buffer any effect. The study followed 850 at-risk teens as they grew into adults. As the research showed, teenagers who faced greater family disputes ended up feeling less close and supported not merely from their parents, but equally by their romantic partners reporting daily stress. The researchers indicated that growing up in a tense family seems to leave a real mark on how people connect with others as they grow into adults highlighting the need for real support and conflict-resolution to break the cycle.

Miranda-Mendizabal et al. (2019) examined how gender, risk factors, and protective factors play into suicidal behavior among young people aged 12 to 26. The researchers focused on longitudinal and case- control research that examined suicide attempts and deaths, giving considerations to risk between males and females. The researchers ran meta-analysis with random-effects models, and tested for publication bias and the variations. The review highlighted risks of sociodemographic, family problems, mental health and psychological issues, personal traits. The results indicate all evidence together shows how different personal and environmental factors either push young people toward suicide attempts and deaths or help protect them—breaking everything down by each specific outcome.

NunnaAmulya and S Rajkumari (2019) examined the prevalence of aggression among 120 youths aged 15–24 from Coimbatore using Bharadwaj's Aggression Scale. The sample was relatively small and geographically restricted to a single district, restricting generalizability. They found aggression level to be 77.5%, while younger adolescents (15–19 years) and males showed significantly higher aggression than older youth and females. The study highlighted the developmental, familial, and environmental influences on youth aggression and underscores the need for preventive interventions.

Smeets et al. (2017) aim to examine how family conflict influences youth adjustment, particularly regarding aggressive behavior and trouble managing emotions. Drawing from psychopathology, the researchers observed how ongoing fights between parents and child, lead to changes in their behavior and mood over time. They gathered information from both teens and their families to study how conflict affects mental health—both directly and indirectly. The study discovered that an increased rate of family conflict was associated with more aggression, more emotional outbursts, and fewer adaptive coping strategies. It indicates that frequent conflicts at home disrupts how young people cope with their feelings, which puts them at risk of additional problems in the future.

Paat and Markham (2016) studied data from the International Dating Violence Study to look at how early socialization, family social structure, and relationship dynamics shape physical aggression in dating among U.S. college students in emerging adulthood. The results showed that family and relationship factors linked with relationship abuse looked similar among both victims and offenders. It was observed students who faced childhood neglect or saw domestic violence were more likely to be victims or perpetrators in dating. For those who grew up in two-parent homes, dominant roles in dating seemed to link with less violence. On the other hand, when psychological aggression ran high, students with tough early lives were at greater risk for both experiencing and committing dating violence.

Dou et al. (2015) aimed to explore what drives aggressive behavior within Chinese teenagers, concentrating on both family life and school. Researchers surveyed over 3,200 high school students in cities, ages 10 to 18. Kids who felt less connected to their parents, had parents with higher incomes or more education (especially mothers), or dealt with dads who set harsh or strict goals were more likely to act out. Therefore, the study suggests that if one's goal is to limit aggression, they need to work to develop closer ties within the household, help cultivate stronger friendships, and guarantee a safe and encouraging school environment.

### **3. Methodology**

#### **3.1 Objectives of the Study**

- a. To examine the relationship between frustration reactions and aggressive behaviour among Indian college students.
- b. To assess the relationship between family conflict and aggressive behaviour.
- c. To examine whether family conflict moderates the relationship between frustration reactions and aggressive behaviour.

#### **3.2 Hypothesis**

**H1:** Frustration reactions will be positively and significantly associated with aggressive behaviour among Indian college students.

**H2:** Family conflict will be positively and significantly associated with aggressive behaviour among Indian college students.

**H3:** Frustration reactions and family conflict will be independent and significant predictors of aggressive behavior, together accounting for a significant proportion of the variance in aggression.

### ***3.3 Research Design***

The present study adopted a quantitative, cross-sectional, correlational research design to investigate aggression among Indian college students, with particular emphasis on the influence of frustration reactions and the moderating role of family conflict. The quantitative approach was selected to measure the core psychological constructs, frustration reactions, family conflict, and aggressive behaviour using self-report instruments to test hypotheses derived from frustration–aggression theory. A cross-sectional framework was used to capture these variables at a single time point within the Indian sociocultural setting, where family and academic dynamics interact in real time. Crucially, the study employed a moderation (interaction) framework using conditional process analysis, treating frustration reactions as the independent variable, aggressive behavior as the dependent variable, and family conflict as the moderator to examine whether family conflict amplifies or buffers the frustration–aggression link, offering a more nuanced understanding relevant to the Indian context.

### ***3.4 Sample size***

The sample consisted of 200 university students from different colleges across India. Everyone was between 18 and 28 years old. Both male and female students from various academic disciplines were included in the study. Participants were selected using a convenience sampling method due to accessibility within institutional settings. Inclusion criteria required that participants be currently enrolled in multiple undergraduate, master's and PHD program and willing to provide informed consent. Individuals who submitted incomplete questionnaires were excluded from the final analysis. Demographic information collected included age, gender and their consent for participation (yes/no).

### ***3.5 Ethical Considerations***

The study adhered to standard ethical guidelines for research involving human participants. Participation was voluntary, and informed consent was obtained prior to data collection. No identifying personal information was collected to ensure anonymity. All responses were kept confidential and stored securely for research purposes only. Given that the questionnaires included items related to aggression and family conflict, participants were informed that they could discontinue participation if they experienced any discomfort while filling the form. The study was conducted in accordance with ethical standards governing psychological research.

### 3.6 Tools used for data collection

**Frustration Discomfort Scale:** Frustration reactions were assessed using the Frustration Discomfort Scale (FDS), developed by Harrington (2005). It consists of 28 items rated on a 5-point Likert-type scale ranging from 1 (absent) to 5 (very strong). The scale is grounded in *Rational Emotive Behavior Theory* and is designed to measure individuals' intolerance toward frustration and discomfort when faced with blocked goals, unmet expectations, or adverse life circumstances achievement frustration (depending on the scoring structure applied). Total scores are computed by summing item responses, with higher scores indicating greater intolerance of frustration and stronger maladaptive frustration reactions. The scale has shown adequate construct validity in studies examining emotional regulation and aggression-related outcomes.

**Brief Family Relationship Scale:** Family conflict was measured using the Brief Family Relationship Scale (BFRS). It consists of 16 items, rated on a Likert-type scale indicating agreement or frequency of family interaction patterns. Participants respond based on their perception of their family dynamics. Items related to conflict capture experiences such as frequent arguments, verbal hostility, and difficulty resolving disagreements within the family unit. The scale is derived from the Family Environment Scale and is designed to assess key dimensions of family functioning, including cohesion, expressiveness, and conflict. Scores for the conflict dimension are calculated according to standardized scoring procedures, with higher scores reflecting greater perceived family conflict. The BFRS has good internal consistency and validity in diverse populations.

**Brief Aggression Questionnaire:** Aggressive behaviour was assessed using the Brief Aggression Questionnaire (BAQ). It consists of 12 items rated on a Likert-type scale, typically ranging from strong disagreement to strong agreement. The instrument assesses key dimensions of aggression, including physical aggression, verbal aggression, anger, and hostility. Participants indicate the extent to which each statement reflects their usual behaviour and emotional tendencies. The scale is designed to capture core components of aggression while maintaining brevity and suitability for research settings involving student populations. Total aggression scores are calculated by summing responses across items, with higher scores indicating greater levels of aggressive behaviour. The BAQ has strong psychometric properties and construct validity in young adult populations. Its brevity makes it particularly appropriate for use in survey-based research with college students.

### 3.7 Procedure

Prior to data collection, permission was obtained from the respective college authorities. Participants were approached either in classroom settings or through an online survey platform, depending on accessibility. They were informed about aim of the research, to understand psychological factors associated with aggression among college students. Informed consent was obtained before participation and

they were assured about the confidential and anonymity of responses; that the data would be used solely for academic research purposes. They were informed of their right to withdraw from the study at any point . The questionnaires were administered collectively or electronically and required approximately 10-15 minutes to complete. Upon completion, participants were thanked for their cooperation.

### 3.8 Statistical Techniques Used

The statistical analysis employed a comprehensive mix of descriptive and inferential techniques to examine the data. Descriptive statistics included Standard Deviation to measure data dispersion, and Skewness & Kurtosis to define the shape and asymmetry of the data distribution. The relationships between variables were quantified using Correlation analysis. To test for associations between categorical variables, the Chi-Square (X2) Test was used. The mathematical relationships were modeled through Simple Regression and Multiple Regression, which relate one or multiple predictor variables to a single outcome variable. Finally, to tackle multicollinearity and overfitting in the dataset, the study employed advanced techniques: Lasso Regression, which uses L1 regularization to shrink less important coefficients to zero, and Ridge Regression, which uses L2 regularization to provide stable predictions.

## 4. Results

**Table 1.** Results for the descriptive statistics are shown in the table below

| Descriptive Statistics |           |           |           |           |           |                |           |            |           |            |
|------------------------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|                        | N         | Range     | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  |            | Kurtosis  |            |
|                        | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| Age                    | 200       | 15        | 13        | 28        | 21.79     | 2.265          | 0.355     | 0.172      | 0.936     | 0.342      |
| (FDS_Total)            | 200       | 93        | 28        | 121       | 83.91     | 14.207         | -0.594    | 0.172      | 1.651     | 0.342      |
| (BFRS_Total)           | 200       | 44        | 29        | 73        | 54.28     | 7.042          | -0.397    | 0.172      | 0.615     | 0.342      |
| (BAQ_Total)            | 200       | 55        | 19        | 74        | 45.22     | 11.808         | 0.055     | 0.172      | -0.586    | 0.342      |
| N                      | 200       |           |           |           |           |                |           |            |           |            |

(Frustration Discomfort Scale- (FDS Total), Brief Family Scale- (BFS Total), Brief Aggression Questionnaire- (BAQ Total))

**Interpretation:** The descriptive statistics table shows the statistical properties of the variables selected via the research design. The means of the variables indicate the central values of the respective variables. The standard variation of the variable 'Age' suggests that it consists of the least dispersed data values whereas the variable Frustration (FDS\_Total) contains the least consistent data values. The kurtosis values of all the variables are far away from 3 denoting that their shape differs from the bell-shaped curve.

Since all the variables possess kurtosis values  $>0$ , hence all of them have a leptokurtic shape i.e., they have a heavy tail and a sharp peak.

**Table 2.** Results for the Parametric Correlation analysis is shown in the tables below. (N=200)

| Parametric Correlation |                     |           |            |            |         |
|------------------------|---------------------|-----------|------------|------------|---------|
|                        |                     | FDS_Total | BFS_Total  | BAQ_Total  | Age     |
| (FDS_Total)            | Pearson Correlation | 1         | .218**     | .441**     | -0.0492 |
|                        | Sig. (2-tailed)     |           | 0.0019671  | 6.6736E-11 | 0.4895  |
| (BFS_Total)            | Pearson Correlation | .218**    | 1          | .260**     | -0.0347 |
|                        | Sig. (2-tailed)     | 0.0019671 |            | 0.00020623 | 0.6254  |
| (BAQ_Total)            | Pearson Correlation | .441**    | .260**     | 1          | -0.0097 |
|                        | Sig. (2-tailed)     | 6.674E-11 | 0.0002062  |            | 0.8913  |
| Age                    | Pearson Correlation | -0.049151 | -0.0347269 | -0.0097239 | 1       |
|                        | Sig. (2-tailed)     | 0.4894612 | 0.6254209  | 0.89130116 |         |

**Interpretation:** For the parametric correlation analysis, Pearson correlation method has been used. From the table above, as it can be clearly interpreted that some variables such as Frustration (FDS\_Total) is positively highly and significantly ( $p\text{-value}<0.05$ ) correlated to Family conflict (BFS\_Total) and Aggression (BAQ\_Total), whereas, 'Age' is very faintly and insignificantly ( $p\text{-value}>0.05$ ) related to all the other variables present in the dataset.

For the non-parametric correlation analysis, Kendall's tau b and Spearman's rho correlation method has been used. The analysis clearly interpreted that some variables such as Frustration (FDS\_Total) is positively highly and significantly ( $p\text{-value}<0.05$ ) correlated to Family conflict (BFS\_Total) and Aggression (BAQ\_Total), 'Age' is very faintly and insignificantly ( $p\text{-value}>0.05$ ) related to all the other variables present in the dataset. From both approaches, the variables frustration, family conflicts, aggression are significantly and positively related to each other.

**Table 3.** Results of Chi-Square of all 3 variables (N=200)

| Chi-Square Test between Gender and FDS_Total |                     |                      |                     |        |        |        |                                       |                                       |                                       |
|----------------------------------------------|---------------------|----------------------|---------------------|--------|--------|--------|---------------------------------------|---------------------------------------|---------------------------------------|
|                                              | FDS Value           | BAQ Value            | BFS Value           | FDS df | BAQ df | BFS df | FDS Asymptotic Significance (2-sided) | BAQ Asymptotic Significance (2-sided) | BFS Asymptotic Significance (2-sided) |
| Pearson Chi-Square                           | 90.577 <sup>a</sup> | 127.854 <sup>a</sup> | 58.243 <sup>a</sup> | 102    | 88     | 60     | 0.784                                 | 0.004                                 | 0.540                                 |
| Likelihood Ratio                             | 93.527              | 87.755               | 46.576              | 102    | 88     | 60     | 0.713                                 | 0.487                                 | 0.898                                 |

(Frustration Discomfort Scale- (FDS\_Total), Brief Family Scale- (BFS\_Total), Brief Aggression Questionnaire- (BAQ\_Total))

According to the results of chi-square depicted in the tables above, both frustration (FDS\_Total) and family conflict (BFS\_Total) have an insignificant relationship ( $p\text{-value} > 0.05$ ) with the variable 'Gender'. However, the variable Aggression (BAQ\_Total) has a significant relationship with 'Gender' denoting that changes in Aggression (BAQ\_Total) may be affected by a certain category of 'Gender.'

The simple linear regression analyses revealed a "very good fit" for both models, with the independent variable Frustration explaining 94.61% of the variation in Aggression, and Family Conflict explaining 93.72% of the variation in Aggression. The summary also noted that the coefficient in the regression diagram for this model is zero.

Multiple linear regression between aggression, frustration, and family conflict showed a fair fit, with an R-squared value of 22.22%, indicating that 22.22% of the variation in aggression can be explained by the independent variables. Both frustration and family conflict showed a significant relationship ( $p\text{-value} < 0.05$ ) with aggression. However, the low R-squared value was attributed to multicollinearity, leading the researchers to discard the similar-performing Ridge Regression and instead approach the Lasso Regression method to resolve the issue.

The Lasso regression model was implemented to address multicollinearity and provided a significantly improved fit compared to the multiple linear regression model. The resulting R-squared value was 42.98%, meaning that 42.98% of the variability in Aggression (BAQ\_Total) is explained by the independent variables, Family (BFS\_Total) and Frustration (FDS\_Total). The final Lasso regression model was deemed a correct fit, with both independent variables having a significant effect on the dependent variable ( $p\text{-value} < 0.05$ ).

## 5. Discussion

The present study examined aggression among Indian college students within the framework of the frustration-aggression hypothesis originally proposed by John Dollard. Additionally, the study was conceptually grounded in the General Aggression Model, which emphasizes the interaction between situational inputs and personal-environmental factors in shaping aggressive outcomes.

The research used descriptive statistics for each of the variables chosen for the analysis. Correlation analysis was implemented to check the effectiveness of the variables on each other. To understand the relationship between categorical variables chi-square test was used and for assessing mathematical relationship between the variables, regression analysis. To analyze the pattern of relationship between independent and dependent variable, simple linear regression was used. Later, a multiple linear regression model was implemented to identify how dependent variable react with influence of independent variable. Due to the existence of multicollinearity, i.e., ridge regression and lasso regression have been used to find out the actual average mathematical relationship between the dependent and the independent variables.

The results show a clear link between family conflict (BFS\_Total) and aggressive behavior ( $r = .260, p < .01$ ). The connection isn't as strong as the one between frustration and aggression, but it's still significant. This backs up Hypothesis 2, highlighting just how much a family environment shapes behavior. Looking at it from a social learning angle, kids who grow up around hostile communication at home can start to see aggression as a normal way to cope. In collectivistic cultures like India, where family ties stay strong well into adulthood, constant family conflict doesn't just cause stress—it can make people more emotionally insecure and sensitive to stress. Students raised in these tense environments often pick up unhealthy ways of dealing with disagreements, which makes them more likely to react aggressively outside the home, too.

The multiple regression results show that both frustration reactions and family conflict each play a role in driving aggressive behavior. This backs up Hypothesis 3, making it clear: aggression in college students isn't about just one thing. Instead, it grows out of emotional vulnerability mixed with stress from their environment. Frustration reactions stood out as the stronger predictor, but family conflict still mattered, adding its own layer of explanation. This lines up with the General Aggression Model, which argues that situational triggers like frustration work together with background factors like family conflict.

## 6. Conclusion

Aggression among Indian college students emerges as a complex psychological phenomenon shaped by both emotional experiences and relational environments. The present study examined this dynamic by investigating the roles of frustration reactions, family conflict over aggressive behaviour during emerging adulthood within an integrated theoretical framework.

The data was approached with a psychological perspective, running the analysis in SPSS. The core of the research was aggression—specifically, how young adults express it, and how frustration, family relationships and gender shapes that process. The analysis depended on independently comparing key variables, aiming to uncover real differences, not just surface-level trends. The statistical analysis firstly signifies a very strong correlation between the variables Brief Aggression Questionnaire (BAQ\_Total), Brief Frustration Scale (BFS\_Total) and Family Discomfort Scale (FDS\_Total). Furthermore, the strong relationship between the dependent variable Aggression and independent variables namely Frustration and Family relationship is evident via the individual simple linear regression.

Due to the presence of a strong correlation between the independent variables, suggests a significant relationship ( $p\text{-value} < 0.05$ ) between the dependent and independent variables. The findings clearly demonstrate that frustration reactions are significantly and positively associated with aggressive behaviour. Students who saw their families as hostile or critical, or who experienced a lot of ongoing arguments at home, also reported being more aggressive. This lines up with theories that frustration and negative

emotions fuel aggressive behavior. Family conflict matters too. Considering both frustration reaction and family conflict, the research analysis explains significantly on why some college students act out aggressively. The internal emotional vulnerability and outside stressors collide. In India, where family ties run deep and academic expectations are heavy, students dealing with both high frustration and family conflict face even more psychological pressure. This double burden pushes the risk of aggression higher.

In conclusion, aggression in Indian college students isn't just one thing—it's a multidimensional outcome shaped by both, what's happening inside them and the relationships they have with their external environment. Building up frustration tolerance, getting better at handling emotions, and encouraging healthier ways for families to talk to each other all play an important part of prevention strategies. This study adds to the small but growing body of Indian research connecting emotions and family factors to aggression. It gives researchers and mental health professionals a stronger base for future studies and interventions focused on supporting young adults' psychological health.

### ***5.1 Limitations of the study***

This research carries several key barriers that must be addressed regardless of its advantages: The use of self-report questionnaires, people can shape their answers, sometimes to look better or just because they see themselves a certain way. That's especially true when talking about vulnerable topics like aggression or family issues. The research opted for a cross-sectional design, so we can't say for sure what causes what. Frustration and family conflict seem to predict aggression, statistically, but we can't pin down the direction of those relationships. The research relied on convenience sampling, picking 200 university students from limited departments. That means these findings don't necessarily speak for all Indian college students. Also, although we ran regression analyses to look at what predicts what, we didn't directly test how family conflict might change the effect of frustration on aggression using interaction terms in a conditional process model.

### ***5.2 Recommendations for Future Research***

If we really want to understand how frustration, family conflict, and aggression fit together, we have to watch how people change over time. Longitudinal study can help in tracking patterns and how one thing leads to another. Just observing from the sidelines won't tell us enough. Experimental and quasi-experimental designs let us watch what happens in the moment—how frustration clashes with family support or conflict right as it unfolds.

To make sure these findings actually apply to more than a handful of people, future research has to cast a wider net. We need data from different parts of India, students from all types of academic backgrounds, families at every income level. We need to look at other factors—coping styles, emotional intelligence, resilience, personality, even the influence of friends to get clearer the picture.

Future researchers need to dig deeper by testing for moderation and using interaction effects in advanced statistical models. This helps us figure out if family conflict really changes how frustration leads to aggression or does it make things worse, or could it even buffer against it. Qualitative research and hearing firsthand how academic pressure and family life feel brings out the context one will never get from just filling out surveys. All these approaches, layered together, give us stronger theories and better tools for designing culturally sensitive ways to help young adults deal with aggression. It's about building real understanding, not just collecting data.

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