

A study of Relationship of Aggression, Adjustment and Self Efficacy in Female Students

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Abstract

The modern age is regarded as one of competition. Females in India are becoming more ambitious and goal-oriented in this changing environment, possibly as a result of social pressure. They are doing their utmost to work on both domestic and official fronts. Their sense of self-worth is affected by emotional factors, which can have an impact on how they react to life. The goal of the current study was to examine the contribution of emotional elements to adolescent females' self-efficacy in terms of aggression and adjustment. A specific relationship between aggression, adjustment, and self-efficacy was sought after by the researchers. 100 female teenagers between the ages of 15 and 18 made up the sample. They had evaluations using the Sonali Sud, Ralf Schwarzer, and Matthias Self-Efficacy Scale, the H.S. Ashana Adjustment Inventory, and the Km. Roma Pal and Mrs. Tasneem Naqvi Aggression Scale. The Pearson Product Moment Correlation was used to analyse the data. The findings showed that: Aggression and self-efficacy correlated positively, whilst Adjustment and self-efficacy correlated positively but not significantly.

Keywords: Adjustment, Aggression & Self efficacy.

Introduction

According to Vera, Shin, Montgomery, Mildner, and Speight (2004), adolescence is a time of profound change in all domains that contribute to a sense of identity. These domains include the development of the physical, emotional, social, and intellectual selves. Traditional perceptions of adolescence as a time of stress and storm suggest that adolescents face great challenges and conflicting emotions as they attempt to complete their developmental goals (Louw et al., 1998). Not all teenagers exhibit this extreme storm-and-stress reaction, and many manage the pressures of development in a healthy way (Bandura, Caprara, Barbaranelli, Gerbino & Pastorelli, 2003). However, there is data in the literature that suggests that among today's young, self-reported aggressive and violent behaviour is on the rise. Feelings of rage and violence seem to be challenging for this age group to manage, especially during the early stages of adolescence, and this may be a factor in a variety of mental health issues (Pipher, 1994). Self-efficacy is a crucial component in achieving and sustaining a healthy overall well-being, according to WHO (2001). The formation of self-efficacy beliefs is crucial, particularly throughout the teenage developmental stage (Bandura, 1994). According to Vera et al. (2004), self-efficacy is crucial for the growth of social skills during adolescence, which in turn aid teenagers in resolving social issues without resorting to violence.

Self-Efficacy and Adjustment:-

Self-efficacy is described as the ability to successfully carry out a plan of action required to achieve desired results. It must be evaluated at a level that is specific to the outcome domain because it is a multidimensional concept that varies depending on the domain of demands (Zimmerman, 2000; Bandura, 1986; Pajares, 1996). Because of this, academic self-efficacy—which relates to students' confidence in their ability to complete such academic tasks as studying for examinations and writing term papers—should be measured in academic settings rather than generalised self-efficacy. Students who have strong levels of self-efficacy in their abilities and personal competence are less likely to experience emotional maladjustment, according to Bandura (1986). As a result, there seems to be a strong correlation between self-efficacy beliefs and adjustment. Results from empirical investigations (e.g., Black, Mendenhall, & Oddon, 1991; Harrison, et al., 1996; Hirose, Wada, & Watanabe, 1999; Leung & Berry, 2001) have supported this claim. According to Chemers et al. (2001) and Solberg &

Villarreal (1997), high self-efficacy among Hispanic college students had a beneficial influence on personal adjustment to college and a negative association to psychological discomfort. In a similar way, minority first-year students who self-reported higher senses of self-efficacy beliefs also reported greater effectiveness in managing a variety of stressful college life conditions (Phinney & Haas, 2003).

Results from Coffman and Gilligan's (2003) study were in line with those conclusions. They conducted a study to determine how perceived stress, self-efficacy, and social support affected first-year college students' reported life happiness. They discovered that higher levels of self-efficacy positively linked with higher life satisfaction. Additionally, people with high levels of self-efficacy are more likely than people with low levels of self-efficacy to view a potentially stressful situation as challenging rather than threatening (Jerusalem & Schwarzer, 1992; Jerusalem & Mittag, 1995), and as a result, they report fewer anxieties and better physical health (Jerusalem & Mittag, 1995). Positive self-efficacy beliefs have a significant impact on the academic, emotional, and social adjustment of university students with learning disabilities (Leung & Berry, 2001; Saracoglu, Minden, & Wilchesky, 1989). They also help protect people from various environmental stressors that are frequently present in university settings.

Aggression and Self-Efficacy:-

All civilizations exhibit aggression as a common emotion. One of the most prevalent behavioural issues that young people experience, as well as those who are around them, is this one, which can disrupt mental health. When someone is aggressive, it might injure them emotionally, psychologically, or physically by beating, kicking, punching, spreading unfavourable rumours about them, or by mocking their acts and behaviour. Being aggressive is intentionally hurting or punishing other people. According to Ramirez et al. (2003), aggression is an observable behaviour that may be connected to intended harm, whereas hostility is an aggressive mindset that encourages violent behaviour. Aggression in both people and animals is influenced by gender. Males are thought to be generally more physically aggressive than females historically (Coie & Dodge 1997; Maccoby & Jacklin 1974); also, men are responsible for the vast majority of homicides (Buss 2005). One of the strongest and most consistent behavioural sex differences has been seen across a wide range of age groups and cultural contexts. According to research by Frey et al. (2003) and

Bjorkqvist et al. (1994), males are more prone than females to act physically aggressively. Some researchers contend that although female hostility is rarely physically displayed, females can be highly aggressive when considering indirect forms of non-violent aggression, such as relational aggression and social rejection (Archer, 2004; Card, Stucky, Sawalani, & Little, 2008).

Muris (2002) discovered a substantial link between adolescent sadness and anxiety and self-efficacy. It was discovered that high levels of anxiety and depression symptoms were closely related to poor levels of emotional self-efficacy. According to Orpinas, Parcel, McAlister, and Frankowski (1995), by boosting self-efficacy and changing attitudes towards aggressive provocation, the youths' aggressive behaviours dropped and their conflict resolution approaches improved. Self-efficacy can therefore be viewed as a crucial safeguard that encourages normal teenage growth and social functioning (Cowen et al., 1991).

Rationale of the study: Today era is known for competition- it means to prove one's self. Indian society is changing in terms of social, moral, personnel values by giving more importance to the females. More option is open for girls in education and career with full support of family and society by breaking traditional taboos. But there is another side of this picture: their work load is increasing as they are demanded equally at two fronts i.e, domestic and professionals without giving any concession. In this scene there self efficacy are influenced / affected by emotions .The present study was focused to find out the relationship between aggression adjustment and self efficacy in Indian young females.

Objective of the study:

To find out the significant relationship between aggression, adjustment and self efficacy of young females.

Hypotheses:

There is no significant relationship between aggression, adjustment and self efficacy of young females.

Methodology

Sample:-

The sample consisted of 100 girls were randomly selected from schools of Distt. Sirsa. These girls were studying at 12th level in the Govt. Schools in Sirsa. The age range will be 15 to 18 years.

Tools

Self-Efficacy Scale:-Self Efficacy Scale is developed by Sonali Sud, Ralf Schwarzer & Matthias (1988) Jerusalem it comprising of 10 items. The scale is self administering and it has no fix time limit.

Adjustment Inventory developed by H.S. Asthana (1968):- The inventory compiles 42 items which measures adjustment of the students. The inventory is self administering and it has no fix time limit. The reliability coefficient is .80.

Aggression Scale developed by Km. Roma Pal & Mrs. Tasneem Naqvi (1986):- Aggression Scale is developed by Km. Roma Pal & Mrs. Tasneem Naqvi (1986) it comprising of 30 items. The items of the scale have been selected on the basis of literature and judgment of the experts. All the items of the scale are presented in simple brisk style. The test-retest reliability of the scale is .78 and the validity coefficient is .74.

Procedure:-

Prior to the administration of the scale and inventory the investigators contacted the concerned Principal of the schools and explain them briefly about the purpose of the study. The scale was administered to the adolescents' student individually. The respondents were asked to indicate the extent to which they perceive. After distribution of the scales to the respondent, they were convinced about the confidentiality of their responses.

Data analysis: The obtained data were subjected to a number of statistical analyses required for research objectives of the study. These are Pearson's product moment correlation.

Results and discussion: The correlations between variables—Aggression and Adjustment) and Self efficacy were computed by Pearson's product moment correlation. These correlation values were shown in Table 1.

Table 1**Correlation Matrix**

	Self efficacy	Aggression	Adjustment
Self efficacy	1.00	.37*	-.14
Aggression		1.00	.181
Adjustment			1.00

Significant at .01 levels

TABLE 1 Self Efficacy and Aggression have a positive and significant correlation (0.37*), suggesting that higher levels of self-efficacy are associated with higher levels of aggression. Self Efficacy and Adjustment have a negative correlation (-0.14), but it's not marked as statistically significant. This suggests a weak negative relationship between self-efficacy and adjustment, but it's not strong enough to draw strong conclusions.

Table 1 showed significant positive correlation between self efficacy and aggression at .01 levels. The table again showed positive but non significant correlation between self efficacy and adjustment. Previous studies like Telfair, Heather and Jennifer (2001) found self efficacy as a main predictor of adjustment especially in females. Sharma & Joshi (2011) confirmed the role of self efficacy in the adjustment of females adolescent. They further concluded that high social self efficacy was potent determinant of overall adjustment of the female adolescent.

The researcher here found non significant correlation between self efficacy and adjustment but there was trend in the same direction i.e., positive correlation. Self efficacy and aggression had positive correlation. Bandura (1986) stated that a strong sense of self efficacy about ability and competence will help individual to adopt emotionally. He further stated that aggression exists in all levels of society and watching aggressive behavior which was rewarded could lead to the modeling of aggressive behavioural acts. Such aggressive models exist in family, society cultures mass media etc. Aggression is a strong determinant of social learning that is why Bandura closely related to self efficacy as well as with adjustment. Aggression in India is a negative but very strong determinant of social learning.

Self efficacy is a self system of a person where he perceives situation and behave accordingly, significant positive correlation between self efficacy and aggression among

young females can be explained by Banduras Social Learning Theory—available role models in Indian society which are powerful and decision makers are aggressive and assertive in nature. Support by laws, social system, awareness about ones right, women empowerment make females more assertive and aggressive than they previously had. Because they are proving themselves by becoming more determined towards their goals, achievements that is why they are becoming more aggressive and possessive. Such attitude had negative effect on their adjustment and this was proved by our findings (negative correlation between self efficacy and adjustment). Although the finding is insignificant but it shows a trend towards it.

Conclusion:

Modern time is considered as era of competition. In this changing scene females in India are becoming more ambitious and goal oriented may be due to demand of the society. Their self efficacy is influenced by emotional factor which further effect their adjustment in life. The present study was aimed at examining the relationship between aggression, adjustment and self efficacy of the female students. The study shows significant positive correlation between self efficacy and aggression at .01 levels. The table again showed positive but no significant correlation between self efficacy and adjustment.

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