

Family Environment as A Predictor of Aggression and Locus of Control of College Going Students

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ABSTRACT

This study investigates the relationship between family environment and two critical psychological constructs, aggression, and locus of control, among college-going students. A correlational design was employed to examine the extent to which family environment predicts levels of aggression and locus of control in a sample of 150 college students. Participants completed self-report measures assessing family environment, aggression, and locus of control. The results revealed significant positive correlations between family environment and both aggression ($r = 0.295$, $p < 0.001$) and locus of control ($r = 0.31$, $p < 0.001$). These findings underscore the enduring influence of familial upbringing on psychosocial development during the formative years of emerging adulthood. The implications of these findings are discussed in the context of existing literature on family dynamics, aggression, and locus of control, highlighting the importance of early interventions aimed at promoting healthy familial interactions and fostering positive parent-child relationships among college students.

Keywords: *Family environment, Aggression, Locus of control, College students*

The family environment plays a crucial role in shaping the behaviour and psychological tendencies of college-going students, particularly concerning aggression and locus of control. Research suggests that familial dynamics, including parenting styles, family cohesion, communication patterns, and exposure to conflict, significantly influence how individuals perceive and respond to stressful situations, which can manifest in varying levels of aggression and internal versus external locus of control. Understanding these dynamics is paramount in comprehending the complexities of human behaviour and psychological development. This study aims to delve deeper into the intricate interplay between family environment and the psychological attributes of college students, shedding light on how familial factors serve as predictors of aggression and locus of control within this demographic. By exploring these relationships, we can gain valuable insights into potential interventions and support mechanisms that promote healthier familial environments and facilitate positive psychological outcomes for college students.

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Family dynamics encompass the complex interactions, relationships, and patterns of behavior within a family unit. These dynamics are influenced by various factors, including parenting styles, communication patterns, roles, and relationships among family members. One critical aspect of family dynamics relevant to the study of aggression and locus of control among college-going students is parenting styles. Parents' approaches to discipline, support, and emotional expression significantly shape their children's behaviors and psychological development. For instance, authoritative parenting, characterized by warmth, responsiveness, and clear boundaries, is often associated with positive outcomes, including lower levels of aggression and a stronger internal locus of control. In contrast, authoritarian parenting, marked by high demands and low warmth, may contribute to higher levels of aggression and a more external locus of control orientation. Locus of control refers to an individual's belief about the extent to which they can control events in their lives. It is a psychological concept that influences how people perceive and respond to situations, ranging from personal achievements to external circumstances. Individuals with an internal locus of control believe that they have a significant influence on the outcomes of their actions. They tend to attribute success and failure to their abilities, efforts, and decisions. This internal attribution fosters a sense of empowerment and accountability, as these individuals feel motivated to take proactive steps to achieve their goals. Aggression among college students is a multifaceted phenomenon influenced by various factors, including familial environment, individual temperament, peer dynamics, and societal norms. The family environment, in particular, plays a pivotal role in shaping the expression and management of aggression during this developmental stage. Research suggests that parenting styles characterized by high levels of control, such as authoritarian parenting, may contribute to heightened levels of aggression among college students. Strict discipline and punitive measures within the family can foster feelings of frustration and resentment, potentially leading to aggressive behavior as a means of asserting control or venting frustration.

Rationale of the Study

The rationale behind studying the impact of family environment on aggression and locus of control among college students stems from the recognition of the critical role that family dynamics play in shaping psychological development during this formative period. College students often undergo significant transitions as they navigate newfound independence, academic pressures, and social challenges. The family serves as a primary socializing agent, influencing individuals' attitudes, behaviors, and coping mechanisms. Understanding how different aspects of the family environment, such as parenting styles, communication patterns, and exposure to conflict, impact aggression and locus of control can provide valuable insights into the underlying mechanisms driving these psychological phenomena. Moreover, addressing these factors holds practical implications for promoting mental health and well-being among college students. By identifying specific familial influences that contribute to elevated levels of aggression or external locus of control, researchers and practitioners can develop targeted interventions and support strategies aimed at fostering more positive familial dynamics and enhancing students' psychological resilience. Ultimately, by elucidating the intricate interplay between family environment and psychological outcomes, this study seeks to contribute to a broader understanding of human behavior and inform efforts to promote healthier familial relationships and positive developmental outcomes among college students.

Nguyen & Nguyen, et al (2021) conducted a study that investigated the impact of parental monitoring and supervision on aggression and locus of control among college students,

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aiming to understand how parental oversight and involvement in their children's lives influenced psychological outcomes.

Cruz & Rivera, et al (2020) conducted a study that examined the role of resilience and coping mechanisms in predicting aggression and locus of control among college students, aiming to understand how adaptive versus maladaptive coping strategies acquired within the family environment impacted psychological outcomes.

Martinez & Rodriguez, et al (2021) conducted a study that examined the influence of family support and cohesion on aggression and locus of control among college students, aiming to understand how perceived support and cohesion within the family environment impacted psychological outcomes.

METHODOLOGY

Aim

To study the family environment as a predictor of aggression and locus of control among college going students

Objectives

1. To investigate the relationship between family environment and levels of aggression among college students.
2. To examine how family dynamics, such as parenting styles and communication patterns, influence the development of locus of control in college-going individuals.
3. To explore the role of sibling relationships in shaping aggression and locus of control orientation among college students.

Hypothesis

- **H1:** There will be a significant relationship between family environment and aggression.
- **H2:** There will be a significant relationship between family environment and locus of control among college-going students.

Sample

- Target population: The target population will be people 18-24 years of age.
- Size: 150

Tools of the Study

Locus of control scale

This test contains 29 items, and each items have two options. A and B. Subject are expected to read choice carefully in every items. Then subject will mark yes for either A or B.

A high score = External Locus of Control

A low score = Internal Locus of Control

Family Environment Scale

Two sample statements are given below which you will answer for practice, to see that you understand what you have to do. There are two possible answers to each statement. You should answer either *Yes" or "No", (or "true" or "False"), by marking a (X) mark in the appropriate box. in the answer sheet.

Aggression Scale

Some statements have been given in this scale. These statements are related to your behavioural characteristics which you do in different situations.

ANALYSIS

Table 1: Correlation between family environment and aggression for hypothesis 1 testing

		FE	AG
FE	Pearson Correlation	1	0.295
	Sig. (2-tailed)		0.001
	N	150	150
AG	Pearson Correlation	0.295	1
	Sig. (2-tailed)	0.001	
	N	150	150

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

FE- Family environment

AG- Aggression

- H0: There will not be a significant relationship between family environment and aggression.
- H1: There will not be a significant relationship between environment and aggression.

The correlation coefficient (r) of 0.295 indicates a moderate positive correlation between family environment and aggression. Both correlations are statistically significant at the 0.05 level (2-tailed), meaning the relationship between family environment and aggression is not likely due to random chance. Based on this analysis, we reject the null hypothesis (H0) that there is no significant relationship between family environment and aggression. Instead, we accept the alternative hypothesis (H1) that there is indeed a significant relationship between family environment and aggression.

Table 2: Correlation between family environment and aggression for hypothesis 2 testing

		FE	LOC
FE	Pearson Correlation	1	0.31*
	Sig. (2-tailed)		0.001
	N	150	150
LOC	Pearson Correlation	0.31*	1
	Sig. (2-tailed)	0.001	
	N	150	150

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

FE- Family environment

LOC- Locus of control

- H0: There will not be a significant relationship between family environment and locus of control among college-going students.
- H2: There will be a significant relationship between family environment and locus of control among college-going students.

DISCUSSION

The correlation analyses presented in Tables 1 and 2 shed lights on the relationship between family environment and two significant psychological constructs: aggression and locus of

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control among college-going students. These findings contribute to the broader understanding of how familial upbringing may influence behavioral and cognitive tendencies in emerging adults. This discussion will delve into the implications of these findings within the context of existing literature, emphasizing the role of family environment as a predictor of aggression and locus of control.

Firstly, the correlation coefficient (r) of 0.295 in Table 1 suggests a moderate positive correlation between family environment and aggression among college-going students. This finding aligns with previous research that has consistently identified family dynamics as influential factors in the development of aggressive behaviours.

Limitations of the Study

1. Limited generalize ability due to specific sample demographics or recruitment methods.
2. Potential for recall bias or social desirability bias in self-reported measures.
3. Inability to establish causality due to the cross-sectional nature of the study design.
4. Possible confounding variables not accounted for in the analysis.
5. Reliance on subjective assessments of family environment and sibling relationships.

Recommendations of the Study

1. Conduct longitudinal studies to examine the long-term effects of family dynamics on aggression and locus of control across different developmental stages.
2. Explore the moderating effects of individual factors (e.g., personality traits, coping strategies) on the relationship between family environment and psychological outcomes.
3. Investigate the role of specific parenting practices (e.g., parental monitoring, emotion regulation coaching) in mitigating aggression and promoting internal locus of control.
4. Examine the influence of cultural and societal factors on family dynamics and their implications for aggression and locus of control orientation.
5. Utilise mixed methods approaches to gain a comprehensive understanding of the complexities of family interactions and their effects on psychological adjustment.

CONCLUSION

In conclusion, the correlation analyses presented in Tables 1 and 2 provide compelling evidence for the significant relationship between family environment and two critical psychological constructs: aggression and locus of control among college-going students. These findings underscore the enduring influence of familial upbringing on behavioral and cognitive outcomes during the formative years of emerging adulthood. The moderate positive correlations observed in both analyses suggest that individuals raised in supportive and nurturing family environments are more likely to exhibit lower levels of aggression and a stronger internal locus of control. These findings resonate with existing literature on the role of family dynamics in shaping psychosocial development and highlight the importance of early interventions aimed at promoting healthy familial interactions.

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Conflict of Interest

The author(s) declared no conflict of interest.

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