

# Relationship Between Loneliness and Aggression Among College Students in Chennai

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**Abstract**—Loneliness is a distressing emotional state that arises from a perceived gap between desired social connection and actual social connection. In contrast, aggression refers to behaviour intended to harm or injure others, either physically, verbally or emotionally. The present study aimed to examine the relationship between loneliness and aggression among young adults in Chennai. This study adopts a quantitative approach involving a descriptive correlational design. A sample of 210 young adults aged 18 to 40 years participated in this study, ensuring a balanced representation of males and females. The sampling technique adopted was the snowball sampling method. Data were collected through survey method using a three-part questionnaire containing demographic data, The UCLA-R (Version 3) scale to assess loneliness, and the BPAQ scale to measure the levels of aggression. Data was analysed using descriptive statistics and Pearson product moment correlation through IBM SPSS 31. The findings revealed a non-significant relationship between the two variables, suggesting that loneliness alone does not directly predict aggressive behaviour.

**Index Terms**—Aggression, Gender difference, Generational difference, Loneliness

## I. INTRODUCTION

Influence of loneliness on aggression among young adults in Chennai works on studying the relationship between these two variables with respect to the other two variables. Loneliness is the distressing feeling of being socially isolated or lacking meaningful connections (Perlman & Peplau, 1981; Heinrich & Gullone, 2006), while aggression refers to behaviours showing anger, hostility, or dominance (Buss & Perry, 1992). Many studies suggest that there might be a significant relationship between these two variables

(Grover & Soni, 2024), but very few studies suggest otherwise, and this study aims to confirm any of the results (Jamaludin & Abdullah, 2021).

The population chosen for this study includes people aged 18 to 40 years who live in different social and cultural settings. A total of 210 participants from Chennai took part in the study. Chennai is a busy, modern city that still follows strong family and cultural traditions (Subramanian, 2019). This mix of modern life and traditional values makes it a good place to study feelings and behaviours like loneliness and aggression (Ramasamy & Kannan, 2020). Very few studies have looked at how loneliness and aggression are related in this age group and setting, which makes this study important and new, especially in Chennai is a pretty rare phenomenon. (Banu & Banu, 2022; Heinrich & Gullone, 2006).

## Variables

### Loneliness

Loneliness, which is a distressing emotional state, is a complex formation. It's not just being alone but feeling disconnected. There are two types—emotional loneliness from missing close bonds and social loneliness from lacking a friend circle (Weiss, 1973). Long-term loneliness can cause sadness, stress, and poor health (Heinrich & Gullone, 2006; Cacioppo & Hawtkley, 2009).

### Theory of cognitive discrepancy model of loneliness

This theory is proposed by *Letitia Anne Peplau and Daniel Perlman (1982)*. This theory provides a comprehensive theoretical framework for understanding loneliness as a subjective, cognitive, and emotional experience. This model emphasises that

loneliness does not merely arise from social isolation but results from an individual's perceived discrepancy between desired and actual social relationships. In other words, loneliness is a result of a cognitive mismatch a gap between what a person *expects* or *desires* in terms of social contact, intimacy, or belonging, and what they actually *experience* in real life. The larger this gap, the stronger the feeling of loneliness.

This discrepancy can take two main forms

1. *Quantitative Discrepancy:*

When a person feels they do not have *enough* social relationships (for example, having very few friends).

2. *Qualitative Discrepancy:*

When a person feels their relationships *lack depth or emotional closeness* (for example, having friends but not feeling understood or supported).

The model also emphasises that loneliness is influenced by both personal and situational factors.

- Personal factors include traits like personality, self-esteem, and social skills — for example, shy or introverted individuals may find it harder to form fulfilling relationships.
- Situational factors include life events such as moving to a new city, losing a loved one, or changes in social or cultural environments that affect one's connections.

When a person recognises this discrepancy between desired and actual relationships, it produces emotional distress, which is the feeling of loneliness. This distress can then motivate different behaviours some individuals may try to form new connections or strengthen existing ones, while others may withdraw socially, deepening their loneliness.

Thus, the Cognitive Discrepancy Model highlights that loneliness is not about being alone, but about how people perceive and interpret their social world. It focuses on the cognitive and evaluative nature of loneliness, showing that it depends more on perception than on objective reality.

#### Attachment Theory and Loneliness

According to Bowlby's Attachment Theory (1969), early interactions with caregivers shape how individuals form emotional bonds throughout life. When these early attachments are insecure, they can

lead to difficulties in relationships and feelings of loneliness.

Two insecure adult attachment styles strongly linked to loneliness are the anxious-avoidant and anxious-dismissive styles

- Anxious-avoidant attachment (also called fearful-avoidant) is marked by a deep desire for closeness combined with fear of rejection or hurt. These individuals crave connection but withdraw when intimacy increases, creating a cycle of emotional distance and chronic loneliness.
- Anxious-dismissive attachment (also known as avoidant-dismissive) involves emotional detachment and suppression of dependency needs. Such individuals appear self-reliant but tend to avoid vulnerability, leading to social isolation and internal loneliness despite outward independence.

Both styles reflect early experiences of inconsistent or unresponsive caregiving. As adults, these patterns make it hard to trust others or maintain closeness, leaving them feeling disconnected and lonely even in relationships.

#### Weiss's Social Needs Theory of Loneliness

Robert Weiss (1973) explained loneliness as the result of missing relationships that fulfill important emotional and social needs. He distinguished between two main types

- *Emotional loneliness*

It caused by the absence of a close, intimate attachment figure such as a partner, parent, or trusted friend. It is often experienced by individuals with anxious-avoidant or dismissive attachment styles, who find it difficult to form or maintain deep emotional bonds.

- *Social loneliness*

The results from lacking a broader network of meaningful social connections or a sense of belonging within a group or community.

Weiss emphasized that loneliness is not merely about being alone but about the quality of one's relationships. Secure attachments provide emotional security and reduce loneliness, while insecure attachments—marked by fear of closeness or rejection—can make people feel isolated even in the

presence of others. Thus, loneliness reflects a deeper deficit in attachment and belonging, rather than just social separation.

#### Aggression

Aggression is defined as behaviour aimed at harming or hurting another person, either physically or psychologically (Anderson & Huesmann, 2003). It can appear in different forms—physical aggression, verbal aggression, anger, and hostility—which together reflect both visible actions and internal emotions (Buss & Perry, 1992).

#### Theory of Social Learning

According to Albert Bandura's Social Learning Theory (1973) explains that aggression is learned by observing and imitating others. People watch how others behave and note the consequences; if aggression is rewarded or goes unpunished, they are more likely to copy it. Aggressive behaviour can develop through family, peers, culture, or media, and cognitive processes like anticipating rewards or punishments influence whether someone acts aggressively. In this way, aggression is shaped by social and environmental learning, not just biology. Let's understand the experiment; Bandura's Bobo Doll Experiment (1961) was conducted on children aged 3–6 who watched adults interact with a Bobo doll (which is considered the model). Some adults acted aggressively, hitting, kicking, and shouting. On the other hand, other adults acted calmly or did not interact with the doll (non-aggressive/control groups). Children who observed aggressive adults imitated the same aggressive behaviours (both physical and verbal), while children who saw calm or no models showed little aggression. This experiment demonstrates that aggression can be learned through observation and imitation, and that environmental factors, such as seeing others rewarded or punished, influence aggressive behaviour among children.

#### General Aggression Model (Anderson & Bushman, 2002)

The General Aggression Model (GAM) explains aggression as the result of the combined influence of personal and situational factors. Personal factors include traits, attitudes, and past experiences, while situational factors involve provocation, stress, or exposure to violence.

These factors shape a person's affect (emotions), cognition (thoughts), and arousal (bodily activation), which together determine how they interpret and respond to a situation. When emotional arousal and hostile thoughts are high, an individual is more likely to act aggressively.

Over time, repeated exposure to aggressive situations can develop aggressive scripts automatic patterns of angry thinking and reacting making aggression a more frequent response to conflict.

#### Psychoanalytic Theory of Aggression (Sigmund Freud, 1920)

Sigmund Freud (1920) explained aggression as arising from the Thanatos, or death instinct, which operates opposite to the life instinct (Eros). Thanatos represents an unconscious drive toward destruction and self-destruction, which, when projected outward, results in aggressive behaviour toward others.

Freud believed that social norms, moral values, and the ego typically keep these destructive impulses under control by channelling them into acceptable outlets, such as sports, art, or competition. However, when these mechanisms fail due to frustration, repression, or internal conflict, the aggressive energy is released in harmful or violent ways. Thus, Freud viewed aggression as a natural and inevitable part of human nature, emerging when internal control and societal restraints weaken.

#### Need for the study

Most earlier studies explored loneliness and aggression among adolescents or college students while very few examined this relationship among young and middle-aged adults. In addition, limited research has been conducted in the Indian context, particularly in Chennai, where cultural and social norms may influence emotional expression. Therefore, the present study aims to fill this gap by examining the relationship between loneliness and aggression among young adults aged 18–40 years in Chennai. Moreover, the significance and correlation of these two variables always remain a topic of debate, and this study works on providing evidence.

## II. LITERATURE REVIEW

*Riya and Kewalramani (2025)* conducted a quantitative descriptive comparative study where the

sample consisted of 210 male college students, equally divided between outdoor sports players and online gamers. The tools used were the Buss-Perry Aggression Questionnaire, Schutte Emotional Intelligence Scale, and UCLA Loneliness Scale. Data were analysed using one-way ANOVA in SPSS. The findings showed no significant differences between the two groups in aggression, emotional intelligence, or loneliness.

*Buslaeva & Vlasova (2025)* conducted a comparative quantitative study to examine the relationship between aggression, loneliness, and psychological well-being among adolescents. The sample included 76 secondary school students aged 16–18 years (42 males, 34 females). Tools used were the BPAQ, Personal Aggressiveness and Conflict scale, DOPO-3, and Psychological Well-Being Scale. Results showed that highly aggressive adolescents had higher loneliness and lower well-being than their low-aggression peers. Negative associations were found between loneliness and positive relationships, as well as between loneliness and overall well-being, indicating that higher aggression intensifies loneliness and reduces psychological well-being.

*Ali, A.M., et al., (2025)* conducted an original research study to evaluate loneliness among caregivers of individuals with dementia and to examine the psychometric properties of the Three-item UCLA Loneliness Scale. The study involved dementia caregivers (sample size not specified in the excerpt) and assessed the reliability, validity, and cutoff scores of the scale for this population. Results demonstrated that the Three-item UCLA Loneliness Scale is a valid and reliable tool for measuring loneliness among dementia caregivers. The study highlights the high prevalence of loneliness in dementia caregivers and provides a practical, psychometrically sound instrument for screening and research purposes, supporting interventions to reduce caregiver loneliness.

*Grover and Soni (2024)* conducted a quantitative study which aimed to explore how loneliness relates to aggressive behaviour and coping mechanisms among adolescents. The sample consisted of 100 participants (50 males and 50 females) aged 14–18 years. Standardised tools such as the UCLA Loneliness

Scale, Buss and Perry Aggression Questionnaire, and Rao's Coping Scale were used. Data were analysed using correlational statistics. The findings revealed no significant correlation between loneliness and aggression, suggesting that feelings of loneliness do not necessarily predict aggressive tendencies among adolescents.

*Liao et al. (2024)* conducted a systematic review and meta-analysis to assess the prevalence of loneliness and social isolation among informal caregivers of individuals with dementia. Factors influencing these rates included caregiving setting, study design, and intensity of loneliness. The findings underscore the need for targeted interventions to alleviate loneliness and social isolation in this population.

*Singh, et al., (2024)* conducted a study on a diverse sample of 200 young adults aged 18–30. This quantitative study utilised the Buss-Perry Aggression Questionnaire (BPAQ), with data analysed using comparative statistical analysis (such as t-tests). The results indicated that males showed higher physical aggression, while females exhibited slightly higher verbal aggression. Crucially, no significant gender differences were found in the expression of anger and hostility. The study concluded that its findings provide valuable insight into the gendered patterns of anger expression in young adulthood, which can be used to develop targeted interventions for healthier anger management and to mitigate associated mental health challenges.

*Kumar, M., et al., (2023)* conducted a cross-sectional study on aggression among 463 school-going adolescents in Delhi, India (mean age  $13.78 \pm 2.06$  years). Data were collected using a self-administered questionnaire and the Buss-Perry Aggression Questionnaire (BPAQ). Results showed that 50.5% of adolescents were aggressive, with factors such as male gender, family incarceration history, parental arguments, cigarette use, involvement in fights, and provocation by friends significantly associated. The study concluded that aggression is highly prevalent, underscoring the need for awareness programs and a supportive environment for adolescents.

*Seethalakshmy (2022)* conducted a quantitative descriptive study to examine aggression, social

adjustment, and loneliness among adolescents attending online classes during the COVID-19 pandemic. The sample included 100 adolescents aged 14–18 years. The study used the Aggression Scale, Social Adjustment Scale, and Loneliness Scale. Results revealed that online classes were associated with increased aggression, poor social adjustment, and heightened loneliness. Positive correlations were found between aggression and loneliness, while social adjustment was negatively correlated with both aggression and loneliness. The study concluded that online learning adversely affected adolescents' psychological well-being, highlighting the need for supportive interventions to reduce aggression, improve social adjustment, and mitigate loneliness.

*Brinker, V., et al. (2022)* using a scenario-based experimental design with a cross-sectional assessment of loneliness on a sample of  $N = 251$  participants (mean age  $27.3 \pm 9.3$  years).<sup>2</sup> Statistical analysis involved the Hot Sauce Paradigm (a measure of aggressive behaviour),  $\chi^2$  tests, and post-hoc comparisons. The study concluded that individuals with higher trait loneliness showed a greater increase in aggressive intentions (allocating more painful hot sauce) toward the person who excluded them in the imagined scenario, indicating that chronic loneliness lowers the behavioural threshold for aggression following a perceived social threat.

*Jamaludin and Abdullah (2021)* conducted a study which examined how self-esteem and loneliness influence aggression among adolescents. Using standardised tools—the Aggression Questionnaire, Rosenberg Self-Esteem Scale, and UCLA Loneliness Scale—data were collected from Malaysian adolescents. The results showed that lower self-esteem and higher loneliness were significantly associated with higher levels of aggression, indicating that emotional and social factors play a key role in shaping adolescent aggressive behaviour.

*Phogat and Singh (2021)* conducted an exploratory study that employed an ex-post facto design, analysing existing conditions without manipulating variables. The sample comprised 103 first-year undergraduate students from various regions of India, including both male ( $n=42$ ) and female ( $n=61$ ) participants. Data were collected using the Novaco Anger Scale and

Provocation Inventory to assess aggression, and the Revised UCLA Loneliness Scale to measure loneliness. The study utilised a correlational research method to examine the relationship between aggression and loneliness among the participants.

*Horigian et al. (2021)* conducted a quantitative cross-sectional study to examine loneliness, mental health, and substance use among U.S. young adults during the COVID-19 pandemic. The sample included 1,008 young adults aged 18–25 years. Data were collected using the UCLA Loneliness Scale, Patient Health Questionnaire-9 (PHQ-9) for depression, and substance use self-report questionnaires. Statistical analyses were conducted using SPSS, including correlation and regression analysis. The results showed that higher loneliness was significantly associated with higher depression scores and increased substance use, highlighting the negative impact of social isolation during the pandemic.

*Khaliq et al. (2020)* conducted a cross-sectional study to examine the relationship between loneliness and aggression among adolescents living in institutionalised care in Pakistan. The sample comprised 240 adolescents (120 boys and 120 girls) aged 11–18 years ( $M = 14.61$ ,  $SD = 1.92$ ) residing in two public sector institutions in Lahore. The study utilised the Buss-Perry Aggression Questionnaire to assess aggression levels. Results indicated that loneliness significantly predicted physical aggression in adolescents, with gender differences observed in the relationship between loneliness and aggression. The findings underscore the importance of addressing loneliness to mitigate aggressive behaviours in institutionalised adolescents.

*Lee, C.M., et al., (2020)* conducted a quantitative longitudinal study to examine changes in loneliness and its relationship with mental health among U.S. young adults before and during the COVID-19 pandemic. The sample included 564 young adults aged 22–29 years. Loneliness was measured using the UCLA Loneliness Scale, and mental health outcomes were assessed with standardised depression and anxiety scales. The study compared scores collected in January 2020 (pre-pandemic) and April/May 2020 (during pandemic). The results showed a significant increase in loneliness during the pandemic, with

women experiencing greater increases. Higher loneliness was strongly associated with elevated depression levels, highlighting the mental health impact of social isolation during COVID-19.

*Sun, L., et al., (2020)* utilised a cross-sectional research design with a sample of 503 Chinese university students. The researchers employed a conditional indirect effect model (a form of moderated mediation analysis) and Pearson correlation to statistically analyse the relationship between the variables. The central conclusion of the study was that aggression acts as a significant mediator in the link between shyness and loneliness. This finding suggests that shy young adults may exhibit higher levels of aggression, which subsequently exacerbates their feelings of loneliness. Furthermore, this indirect effect was found to be moderated by gender, meaning the pathway from shyness (through aggression) to loneliness was more pronounced and significant for female students than for their male counterparts.

*Sanjana, G., and Vijaya Raghavan (2020)* conducted research that utilised a cross-sectional study design on an unspecified sample size from South India. The primary objective was to investigate the prevalence of loneliness and the associated family factors during the COVID-19 pandemic. Although the specific findings and statistical methods were not detailed in the excerpt, the study aimed to understand the impact of the pandemic and family environment on feelings of loneliness.

*Biplob Kumar Dey (2019)* conducted a quantitative comparative study to examine loneliness and aggression among adolescents in Chittagong, Bangladesh. The sample comprised 120 adolescents aged 10–21 years purposively selected from various institutions. The study utilised the Buss-Perry Aggression Questionnaire to assess aggression levels. Results indicated that early adolescents exhibited higher levels of loneliness compared to middle and late adolescents. Additionally, male adolescents scored higher on loneliness than females. A significant positive correlation ( $r = .80$ ,  $p < .01$ ) was found between loneliness and aggression among adolescents. These findings suggest that increased loneliness is associated with higher aggression levels in adolescents in Chittagong.

*Denson, T.F., et al. (2018)* conducted a review study on aggression in women, examining behavioural, neurological, and hormonal factors. The study highlighted that women often display relational or indirect aggression, influenced by hormones (e.g., testosterone, cortisol) and social context. Findings emphasised that female aggression is multifactorial, shaped by biological, psychological, and social factors. Conclusion Understanding aggression in women requires integrating behavioural, hormonal, and neurological perspectives, challenging the notion that aggression is mainly a male trait.

*Shaban, N., & Kumar, P. (2018)* conducted a comparative quantitative study to examine aggression levels and gender differences among young adults. The sample included 100 participants (50 males, 50 females) aged 18–25 years from Lovely Professional University, Punjab. Aggression was measured using the Aggression Scale over a period of two months. Results indicated that 30% of females and 22% of males exhibited high aggression, with an overall 26% of participants categorised as highly aggressive. Though females showed slightly higher aggression, there was no significant gender difference, suggesting that aggression levels are becoming more similar between males and females in modern times. The study highlights evolving patterns of aggression among young adults, indicating that both genders now experience comparable levels of aggressive behaviour.

*Qureshi, H.S., Khan, M.J., & Masroor, U. (2013).* Conducted a quantitative study to investigate the impact of video gaming on aggression and loneliness among adolescents in Pakistan. The sample included 150 adolescents (76 males, 74 females) aged 12–20 years. The study used the Video Game Addiction Scale (Gentile, 2006) to measure pathological gaming, the R-UCLA Loneliness Scale (Russell, 1996) for loneliness, and the Aggression Scale (Orpinas, 2001) to assess aggression. Results showed significant differences between males and females, with male pathological gamers displaying higher aggression and loneliness. The study found that pathological video gaming contributes to increased aggression and feelings of loneliness among adolescents, highlighting the need for awareness and intervention programs.

Research on aggression and loneliness highlights a complex, often interrelated relationship influenced by

personal, social, and situational factors. Many studies indicate that higher loneliness is associated with greater aggression, particularly among adolescents and young adults, though some findings report no significant link, suggesting the relationship is context-dependent. Gender differences are mixed males tend to show more physical aggression, while females may display verbal or relational aggression, but overall differences are generally small. Situational factors such as online learning, video gaming, and caregiving stress can exacerbate both loneliness and aggression. Emotional and social factors—including self-esteem, emotional intelligence, and social support—moderate these effects, highlighting their protective role. Overall, the evidence underscores the need for targeted interventions that foster social connections, improve coping strategies, and promote emotional regulation, helping to reduce both aggressive behaviour and feelings of loneliness across diverse populations.

### III. METHODOLOGY

#### Problem statement

Investigating the influence of loneliness on aggression with respect to gender among young adults in Chennai.

#### Aim

To examine the relationship between aggression and loneliness among young adults.

#### Objectives

1. To find the levels of aggression among young adults in Chennai
2. To find the levels of loneliness among young adults in Chennai.
3. To find the relationship between loneliness and aggression among young adults in Chennai.

#### Hypotheses

H<sub>01</sub>- There is no significant relationship between gender and loneliness among young adults in Chennai.

H<sub>02</sub>- There is no significant relationship between gender and aggression among young adults in Chennai.

H<sub>03</sub>- There is no significant relationship between the influence of loneliness on aggression among young adults in Chennai.

#### Variables

- Independent variable Loneliness
- Dependent variable Aggression

#### Conceptual Definitions of the variables

##### 1. Loneliness –

Loneliness is a subjective feeling of being alone; it doesn't mean that the individual is incapable of sustaining bonds., It's more like they don't feel like they attained their desired social connections; it can be based on quantity (number of friends) or quality (strength of the social circle) of the circle.

##### 2. Aggression

Aggression is the desire to harm a fellow individual. It can be passive, verbal, physical or behaving hostile manner is also considered to be an expression of aggression

#### Operational Definition of the variables

##### *Loneliness*

Loneliness is a subjective feeling of being socially isolated, which occurs when there is a difference between the relationships one has and the relationships one wants. (Russell, 1996).

##### *Aggression*

Aggression refers to any behaviour meant to harm another person, either physically or mentally. According to Baron (1977), it includes actions or intentions aimed at causing pain, injury, or discomfort to others.

#### Research Design

The study used a quantitative, cross-sectional, correlational design to find out how loneliness and aggression are related among young adults in Chennai.

#### Sampling Design

The study used a survey method, focusing on young adults aged 18–40 years living in Chennai. Where the participants were obtained through snowball sampling where the participants refer other individuals through their networks.

#### Inclusion Criteria

- The study involved young adults aged between 18 and 40 years.

- Young adults who can read and write.
- Young adults who reside in Chennai

#### Exclusion Criteria

- Illiterate individuals.
- Individuals who do not have access to mobile phones or internet facilities.
- Participants who are not in Chennai.

#### Description of the Sample

The study sample comprised young adults aged 18–40 years residing in Chennai, representing a mix of undergraduate students, working professionals, and postgraduate learners. The gender distribution was relatively balanced, allowing comparative analysis across groups. Participants were drawn from both academic and non-academic settings to reflect the diversity of urban young adults experiencing social and occupational transitions.

#### Description of the tool

The tools used were sorted into 3 sections. Section A works on collecting demographic information like age, gender, family type or their educational qualification, while Section B is the UCLA loneliness scale to measure loneliness and finally Section C works on measuring the levels of Aggression using Buss Perry Aggression Questionnaire.

#### UCLA Loneliness Scale

The UCLA Loneliness Scale (Version 3), which is also known as the UNIVERSITY OF LOS ANGELES loneliness scale, was developed by Daniel W. Russell (1996), is a self-report measure designed to assess subjective feelings of loneliness and perceived social isolation. The scale consists of 20 items rated on a 4-point Likert scale ranging from *Never* to *Often*. Ten items are reverse-scored to minimise response bias. It measures both social loneliness (lack of broader social connections) and emotional loneliness (absence of close relationships). Scores can be interpreted low loneliness (20–34), as moderate loneliness (35–49), and high loneliness (50–80). The scale is applicable across different populations, including adolescents, adults, and caregivers, and is useful in both research and clinical settings to assess the intensity of loneliness and identify individuals who may benefit from social or psychological interventions.

The tool can be administered individually or in groups and takes about 5–10 minutes. Higher total scores indicate greater loneliness. It has shown high internal consistency with Cronbach's alpha values between .89 and .94, and strong test–retest reliability. The scale demonstrates good construct validity, correlating positively with depression and social isolation and negatively with self-esteem and social support.

#### Buss–Perry Aggression Questionnaire (BPAQ)

The Buss–Perry Aggression Questionnaire (BPAQ), developed by Buss and Perry (1992), is a standardised self-report tool used to measure individual differences in aggression. It conceptualises aggression as a multidimensional construct with four components — Physical Aggression, Verbal Aggression, Anger, and Hostility.

It assesses aggression across physical aggression, verbal aggression, anger, and hostility. Each item is rated on a 5-point Likert scale (1 = Extremely uncharacteristic to 5 = Extremely characteristic), and has 29. Subscale scores are summed, and the total score reflects overall aggression. Higher scores indicate greater aggression, with subscale scores showing the dominant type—physical, verbal, anger, or hostility. Scores can be interpreted relative to norms low aggression indicates minimal aggressive tendencies, moderate aggression reflects occasional or situational aggression, and high aggression suggests frequent or intense aggressive behavior requiring attention.

#### Procedure

The study used a non-probability snowball sampling method to collect data. Participants aged 18 to 40 years were invited to take part by completing a Google Form containing the questionnaire that was sent through WhatsApp and Instagram. They were then requested to forward the form to other eligible individuals within their family and friends. This process continued until the required sample size was reached. The form included demographic questions and standardized scales to measure loneliness and aggression. All collected data were used solely for research purposes.

#### Data Analysis

The data were analyzed using IBM SPSS version 31. Descriptive statistics were applied to summarize the overall scores of loneliness and aggression, presenting

measures such as the mean, standard deviation, minimum, and maximum values to describe the distribution of the variables. Bar graphs were used to illustrate the classification of participants by type of family and educational qualification. To examine the relationship between loneliness and aggression, Pearson’s product-moment correlation was employed as the inferential statistical method.

**Ethical Considerations**

Following Kothari (2004), the study ensures participant rights and dignity through

- **Informed Consent**  
Participants are fully informed of the study's purpose and their absolute right to withdraw or refuse.
  
- **Voluntary and Non-Coercive**  
Participation is completely voluntary with no obligation.
  
- **Anonymity & Confidentiality**  
No identifying information is collected. Responses are kept confidential and analysed in aggregate form.
  
- **Non-Invasiveness**  
Questions are designed to be non-invasive to avoid distress.
  
- **Data Security**  
Data is used solely for academic purposes and stored securely.

**IV. RESULTS AND DISCUSSIONS**

This section presents the results of a study examining the relationship between loneliness and young adults. The findings are systematically organised around the research objectives, supported by statistical analyses, and interpreted to highlight the connections between the key variables.

Figure 4.1 shows the study had 210 young adults aged 18–25. Most were undergraduates (83.8%), followed by postgraduates (8.1%), school-educated (7.6%), and one doctoral student (0.5%).

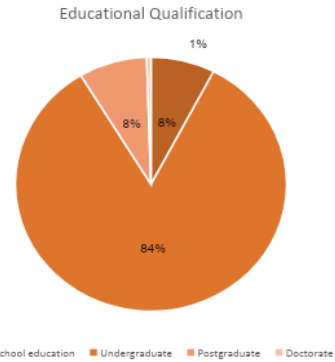


Figure 4.1: Distribution of the educational qualification of the samples

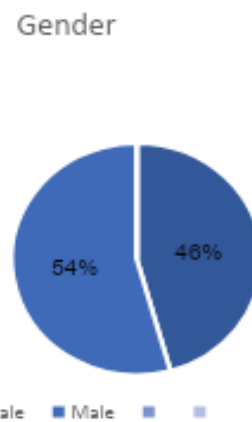


Figure 4.2 Distribution of gender differences of the samples

Figure 4.2 shows that the study sample consisted of 107 young adults between the ages of 18 and 25 years. In terms of gender distribution, participants 74.77% (n = 78) were female, while males represented a smaller proportion 25.23% (n = 27) of the sample. This gender distribution is important to consider, as gender differences can influence how peer pressure and conformity are experienced among young adults.

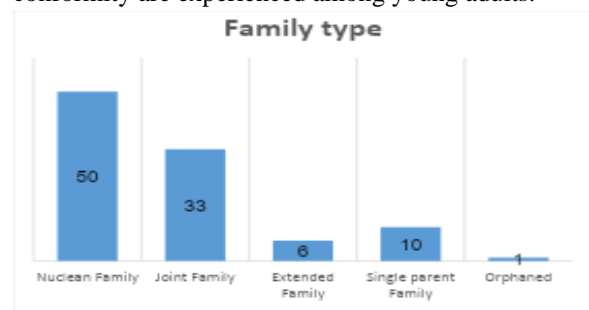


Figure 4.3 Distribution of the family type of the samples.

Figure 4.4 shows that most participants were from nuclear families ( $n = 106$ ), followed by joint families ( $n = 68$ ), single-parent families ( $n = 21$ ), extended families ( $n = 13$ ), and one orphaned participant ( $n = 1$ ). In percentage terms, 50.5% belonged to nuclear families, 32.4% to joint families, 10% to single-parent families, 6.6% to extended families, and 0.5% had lost both parents. Family structure influences loneliness and aggression among young adults.

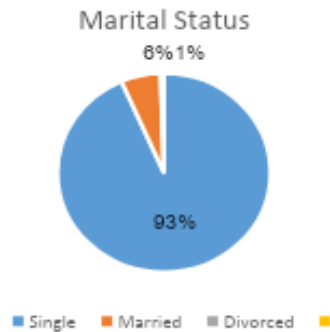


Figure 4.4 Distribution of the marital status of the samples.

Figure 4.4 shows that the study found that most participants were single ( $n = 196$ , 93.3%), followed by married ( $n = 12$ , 5.7%) and divorced or widowed ( $n = 2$ , 0.9%). This is expected for the 18–25 age group, but offers insight into how marital status affects loneliness and aggression. Overall, marital status influences emotional well-being—singleness often relates to loneliness, while relationship stress may heighten aggression.

Table 4.1 Descriptive statistics on the title “Influence of Loneliness on Aggression with respect to Gender among young adults”

	N	Mean	Standard Deviation	Min	Max
Loneliness	210	45.87	12.25	24	73
Aggression	210	86.72	29.00	29	145

Table 4.1 shows the descriptive statistics where UCLA Loneliness mean score ( $M = 45.87$ ) suggests moderate to high loneliness levels, consistent with research showing that young adults in transitional stages often experience social isolation. Similarly, the Buss–Perry Aggression score ( $M = 86.72$ ) indicates moderate aggression, aligning with evidence that frustration and stress can manifest in aggressive responses, particularly among males

Together, these results underscore the significance of loneliness and aggression as salient psychosocial issues among Indian youth, shaped by developmental and gender-based differences (Kim et al., 2025)

Table: 4.2 Independent t-test ran between the variables

	Group	N	t	p (2-tailed)
Loneliness	Males	111	2.89	.004**
	Females	99		
Aggression	Males	111	2.68	.008**
	Females	99		

\*\*Correlation is significant at the 0.01 level

Table 4.2 reveals the independent sample t test to assess the gender difference for the target variables. For loneliness (UCLA Scale), a statistically significant difference was found,  $t = -2.89$ ,  $p = .004$ , with males scoring higher on loneliness than females and it is also statistically significant which leads to rejection of hypothesis  $H_{03}$ .

For aggression (Buss–Perry Aggression Questionnaire), the difference was statistically significant,  $t = 2.68$ ,  $p = .008$ , with females scoring higher on aggression than males which leads to rejection of hypotheses  $H_{02}$ .

Table: 4.3 Correlation between Loneliness and Aggression

		Aggression	
Loneliness	N	r	Sig 2-tailed
	210	.027	.701

Table 4.3 reveals the Pearson’s correlation analysis which was conducted to examine the relationship between loneliness (UCLA Loneliness Scale) and overall aggression (Buss–Perry Aggression Questionnaire). The results showed a very weak positive correlation ( $r = .027$ ,  $p = .701$ ,  $N = 210$ ), which was not statistically significant. This suggests that higher loneliness levels were not related to greater aggression in the sample. Although theories often link social isolation to frustration and aggression, the results indicate that loneliness alone may not predict aggressive behaviour. Factors such as coping skills, emotional control, social support, and cultural norms might influence this relationship. Overall, loneliness and aggression seem to function independently in this

group, highlighting the need to examine other psychosocial factors which leads to acceptance of hypothesis H<sub>01</sub>.

## V. CONCLUSION

This study explored the relationship between loneliness and aggression among young adults. The findings revealed no significant relationship between the two variables, leading to the acceptance of the null hypothesis. These results are consistent with the findings of Jamaludin and Abdullah (2021), who also reported a lack of significant association between loneliness and aggressive behaviour. The present study further suggests that aggression may arise from other factors such as learning experiences, environmental triggers, or individual personality differences. Overall, the findings emphasise that while loneliness and aggression may coexist, one does not necessarily cause the other, highlighting the importance of exploring other underlying influences on aggressive behaviour.

## VI. IMPLICATIONS

### Clinical and Counselling Psychology

- Professionals should focus on identifying a broader range of aggression triggers (e.g., stress, frustration, learned behaviours) instead of *only* addressing loneliness.

### Educational Institutions

- Teachers and counsellors can promote emotional regulation, empathy, and social skills training to help students manage aggressive tendencies constructively.

### Workplace Settings

- Introduce awareness and behavioural training programs to help young adults recognize personal triggers and develop constructive coping mechanisms.

## VII. SUGGESTIONS

- Expand Sample Scope  
Future studies should use larger and more varied groups to improve the generalizability of findings across diverse populations and settings.

- Investigate Multiple Factors

Researchers should examine other influences like personality, stress, family background, or learning experiences that may lead to aggressive behavior.

- Employ Longitudinal Methods

Using long-term studies can help establish a clearer temporal order and identify the definite causes and developmental pathways of aggression.

- Adopt a Holistic View

Overall, studying aggression from many psychological, social, and environmental angles is necessary for more comprehensive understanding and preventions.

## VIII. LIMITATIONS

This study just like any other study is said to have its own counts of limitations along with provision of advantages.

### 1. Self-report Bias

The study relies on self-reported questionnaires, which may lead to socially desirable responses or underreporting of aggression and loneliness.

### 2. Cross-sectional Design

Since data is collected at a single point in time, it does not allow for conclusions about causality or changes over time.

### 3. Snowball Sampling Technique

This non-probability sampling method may result in a sample that lacks diversity and limits the generalizability of findings.

### 4. Limited to a Specific Age Group

Focusing only on young adults (e.g., 18–25 years) may not capture how loneliness and aggression manifest across other age groups.

## APPENDIX

### Initial

### Age

- 18-29
- 30-40

Gender

- Male
- Female

Family type

- Nuclear Family
- Joint Family
- Extended Family
- Divorced/Widowed

Educational Qualification

- School education
- Undergraduate
- Postgraduate
- Doctorate

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