Psychological issues of the relationship between self-esteem and aggression in students studying in different faculties

Questões psicológicas da relação entre autoestima e agressão em estudantes de diferentes faculdades

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Abstract
The article is devoted to the study of psychological issues of the relationship between self-esteem and aggression in students studying in different faculties. The main goal here is to study the effect of the levels of self-esteem on the levels of aggression and to reduce aggression by developing self-esteem. 186 students (94 technical faculty, 92 humanities faculty) who studied in the 2nd year participated in the research. According to the study, there is a relationship between the level of self-esteem of students and the level of aggression, and these relationships are significant at p=0.01 and p=0.05. It became clear that the higher the level of self-esteem, the lower the levels of aggression. In addition, it was found that there is a statistically significant relationship between students’ self-esteem and

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aggression, academic achievement and self-actualization. A direct relationship between self-esteem and self-actualization was found (r=0.276; p=0.002). Research has shown that there is a significant relationship between academic achievement and self-esteem. This fact supports the positive relationship between self-esteem and self-attitude. The higher the student's self-esteem level, the more important academic achievement or educational value is to him (p<0.002 level). Thus, depending on the level of self-esteem, aggressive behavior is manifested. This happens at the same level for both technical and humanitarian faculties. The facts show that the aggressive behavior of students with low academic achievement is a psychological defense mechanism, which mediates false self-esteem.

**Keywords:** Different Faculties. Students. Academic Achievement. Level of Self-Esteem. Manifestation of Aggression.

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**Resumo**

O artigo é dedicado ao estudo de questões psicológicas da relação entre autoestima e agressão em estudantes que estudam em diferentes faculdades. O principal objetivo aqui é estudar o efeito dos níveis de autoestima nos níveis de agressão e reduzir a agressão desenvolvendo autoestima. 186 estudantes (94 professores técnicos, 92 professores de humanidades) que estudaram no 2º ano participaram da pesquisa. Segundo o estudo, há relação entre o nível de autoestima dos alunos e o nível de agressividade, e essas relações são significativas em p=0,01 e p=0,05. Ficou claro que quanto maior a autoestima, menores os níveis de agressividade. Além disso, constatou-se que há relação estatisticamente significativa entre autoestima e agressão dos alunos, desempenho acadêmico e autorrealização. Foi encontrada relação direta entre autoestima e autorrealização (r=0,276; p=0,002). A pesquisa mostrou que há uma relação significativa entre o desempenho acadêmico e a autoestima. Este fato sustenta a relação positiva entre autoestima e autoatitude. Quanto mais alto for o nível de autoestima do aluno, mais importante será o desempenho acadêmico ou o valor educacional para ele (nível p<0,002). Assim, dependendo do nível de autoestima, manifesta-se um comportamento agressivo. Isso acontece no mesmo nível para faculdades técnicas e humanitárias. Os fatos mostram que o comportamento agressivo de estudantes com baixo rendimento acadêmico é um mecanismo de defesa psicológica, que medeia a falsa autoestima.

In modern times, in many cases, the lack of relationships between teachers and students in the training process is the result of aggressive behavior on both sides. In particular, students' aggression caused by various problems has a serious impact on their academic achievements and formation as professionals. It is essential to consider that irrespective of the various forms of aggression, any aggressive behavior can create problems within the educational environment, diminish its effectiveness, seriously affects the relationship system, and most importantly, causes serious changes in the students’ attitudes towards themselves. Students are under high pressure to succeed. This often promotes aggression towards themselves, others and even the environment (Chris et.al, 2020).

Findings reflect that aggression can be predicted by intra- and interpersonal variables, such as ‘positive inclination towards others, positive inclination towards self’ and ‘acting responsibly towards self. Aggression is lower when a student’s positive inclination towards others is higher and towards self is lower and when a student acts with greater responsibility towards self (Chris et.al.2020).

It was found that there was a significantly negative relationship between self-compassion and aggression in college students. The result indicates that high self-compassion was related to low aggression in college students (Ferdi, 2017).

Different classifications of aggression have been carried out in modern times. In the more universal classification of the types of aggression, depending on the methods of its expression, it can be grouped as follows:

1. Physical aggression – directing physical force at others. This form is evident in fights, conflicts, attacks, pushing others, etc. (Zadorojnaya et al., 2021)
2. Verbal aggression is a verbal expression of negative emotions towards other subjects (Berkowitz, 1993).
3. Direct aggression - aggression directly aimed at others. It is expressed when two individuals confront each other during direct social interactions. (Furmanov, 2016)
4. Indirect aggression – encompasses actions presented in a concealed manner, affecting another object or individual indirectly in a circular manner (Ilyin, 2014).

It should be noted that the most common type of aggression in the student environment is, first of all, verbal aggression, which is increasingly accepted by students as
a completely acceptable norm, justified and approved by society. Therefore, in this work, attention is focused on the study of verbal aggression manifestations among students.

From this point of view, we believe that there may be a certain dependence between the increase of students' aggressiveness and their self-esteem. Undoubtedly, self-esteem forms the core of personality, and from this aspect, it can be predicted levels of self-esteem by determining the level of aggressiveness. The facts show that in most cases the appearance of aggressive behavior is caused by frustrating factors, but its persistence may depend on the level of the student's self-esteem. The main goal of this study is to find the relationship between the levels of self-esteem and the levels of aggressive behavior in students. We believe that discovering this relationship could pave the way for the development of new methods and approaches to boost self-esteem alongside reducing aggression.

**Literature Review**

In psychological literature, aggression is defined as behavior directed towards harming someone. On the other hand, aggressiveness is considered a trait of an individual, expressed as a willingness or an unconscious inclination towards aggressive behavior (Zadorozhnaya et al., 2021).

Self-esteem stems from each person's realistic and ideal opinion of their own personality. If these two points of view are compatible, then one can talk about adequate self-esteem or self-esteem. However, sometimes incorrect self-esteem and self-esteem prevent the full realization of all goals. Understanding what qualities a person has balances a person, which makes it easier to achieve goals, allows you to successfully communicate with others, and promotes career advancement (Kovaryova and Cholodovskaya, 2021: Chaylova, 2019). Nevertheless, research indicates that self-esteem and its component, self-assessment, are the most critical personality aspects directly involved in regulating an individual's behavior and activities. As the central component of an individual's self, self-esteem reflects the uniqueness of their internal world through active self-participation (Skabelina, 2018). Based on this premise, it can be said that the inadequacy of self-esteem can be a mediator of aggression as a self-defense mechanism in any case.

The study of the relationship between self-esteem and aggressive behavior in students shows that a low level of self-esteem among students creates a basis for a high level of the general severity of aggressive reactions, as well as a predominance of various types of aggressive interactions in behavior. The presence of high self-esteem creates a basis for the
development and conduct of group and individual psycho-corrective classes aimed at reducing the level of aggression and developing self-regulation at all stages of its implementation (Boldenko and Osipenko, 2021).

Bushman and colleagues (2009) found that threats to self-esteem are perceived as unjustified by a person if the self-regard has positive values (Bushman et. al, 2009). With a negative self-image, unreasonable threats to self-esteem are more likely to trigger aggressive feelings. In addition, people with low self-esteem are more likely to take steps to restore damaged self-confidence than people with high self-esteem (Bushman et. al, 2009). Therefore, the psychological mechanisms of aggressive behavior of such people are caused by low self-esteem and self-assessment.

Salmivalli (2001) concluded that aggression is a form of risky behavior and therefore people must have a certain degree of courage and self-belief that they will succeed with aggressive manners. This manner is more likely in people with high self-assessment than in those with low self-assessment (Salmivalli, 2001).

Studies have shown that people with low self-esteem have stronger emotional reactions to negative information about themselves and feel more jealous than others, which in turn leads to increased aggressive behavior (Zhang et al., 2006; Chin et al., 2016). Another study showed that jealousy can also mediate between self-esteem and aggressive behavior (Sun et al., 2013).

In general, the study of the interaction between aggressive behavior and self-esteem in students is noticeable in different directions. For example, it has been determined that leisure experience is positively correlated with self-esteem and negatively correlated with aggression. Self-esteem has a negative relationship with aggression as well. Furthermore, self-esteem fully mediates the relationship between leisure experience and aggression (Ximei Xia et.al, 2022).

Studies have shown that there is a significant difference between males and females in terms of the aggressiveness of college students. It has been determined from the studies that there is a partially significant relationship between the development of aggression and self-esteem. Research has shown that the majority of participants had moderate levels of self-esteem and development of aggression, with males having more self-esteem associated with aggression than females (Anjana et al., 2002). Research shows that age and parental occupation factors play a significant role in the emergence of high developmental aggression and self-esteem in college students (Anjana et al., 2022).
Recent research suggests that low self-esteem is associated with an increased risk of aggressive behavior in college students. Also, aggressive behavior decreases as increasing self-esteem in individuals (Yu, et al. 2020). A recent paper discussing academic decline and mental health found that perceived academic discrimination affects adolescents' behavioral regulation and social competence through self-esteem (Zhao & Ngai, 2022). Moreover, Gauthier and colleagues (2021) found that low self-esteem indirectly increases the risk of delinquent behavior in males. Males have lower self-esteem than females and are associated with an increased risk of delinquent behavior (Gauthier-Duchesne et.al., 2021).

Empirical findings suggest that aggression affects self-esteem, particularly among college students. Aggressive behaviors affect self-esteem as the stages progress. Low self-esteem in females leads to more conformity than males, and females develop a significantly negative attitude towards themselves than males (Minev et al. 2018).

The influence of aggression on self-esteem and, on the contrary, the influence of self-esteem on aggression, the correlation of these two factors was investigated not only in educational life, but also in families. Results indicated that self locus attributions (i.e., attributing the cause of the spouse's hypothetical aggressive behavior to the self), intentionality attributions (i.e., attributing the spouse's motivation for the hypothetical behavior as intentional), and self-esteem were predicted by insecure attachment and covaried longitudinally with psychological aggression. Husbands' self-esteem and wives' intentionality attributions were particularly consistent in these associations (Chandler and Lawrence, 2021).

Empirical studies conducted by many researchers with students show that verbal aggression is the most prevalent form of aggression perpetrated, experienced, and witnessed by students, with victims experiencing a variety of adverse outcomes. Furthermore, verbal aggression is known to contribute to physical aggression, especially for students with emotional and behavioral disorders. Despite the high prevalence, researchers suggest that school personnel may not understand the harmful nature of verbal aggression. (Worth et al., 2021).
Methodology

3.1 Design

The quantitative approach was used as a methodological direction in the research and the appropriate research type was applied (Aaro, 2010). Appropriately tested experimental methods were also used. The main purpose of the study is to study the basics of the relationship between aggression and self-esteem in students studying in different faculties, to try to apply the method of reducing aggression by increasing self-esteem in students. At the same time, the methodological direction is mainly to determine the levels of aggressive behavior and self-esteem, to direct different opinions related to the topic in the direction of comparison. Measuring the levels of aggression and self-esteem can be considered a criterion for our selection of students studying in different faculties.

3.2 Participants

The participants of the study were 186 students (94 technical faculty, 92 humanitarian faculty) studying in the 2nd year of different faculties (we can call them technical and humanitarian faculties) of different universities in Azerbaijan. Among the participants: 88 young female students, 47.31%, 98 young male students, 52.69%. 95.38% of the students of both sexes attended classes regularly. They were informed and agreed. In addition, students were selected in two categories - technical and humanitarian faculties. An equal number of 96% students were selected from each faculty. The academic achievements of the students were also taken into account in the research process. The selection was based on a random criterion, and the methodological literature recommends approaches used in quantitative studies.

3.3 Instruments

We used Rosenberg's (1965) scale to study the psychological characteristics and levels of self-esteem. The scale consists of 10 items:

1. I feel that I am a person of worth, at least on an equal plane with others.
2. I feel that I have a number of good qualities.
3. All in all, I am inclined to feel that I am a failure.
4. I am able to do things as well as most other people.
5. I feel I don't have much to be proud of.
6. I take a positive attitude towards myself.
7. On the whole, I am satisfied with myself.
8. I wish I could have more respect for myself.
9. I certainly feel useless at times.
10. At times I think I am no good at all.

Scores are calculated as follows:
For items 1, 2, 4, 6 and 7: Strongly agree=3
Agree=2; Disagree=1; Strongly disagree=0.
For items 3, 5, 8, 9, and 10 (which are reversed in valence):
Strongly agree=0, Agree=1; Disagree=2; Strongly disagree=3.

The scale ranges from 0-30. Scores between 15 and 25 are within the normal range; scores below 15 suggest low self-esteem. (Rosenberg, 1965).

II. Buss and Perry (1992) test was used to study aggression. The questionnaire consists of 29 questions. The questionnaire includes 4 scales: "Physical aggression" (questions 1, 5, 9, 13, 17, 21, 24-op., 27.29); "Anger" (3, 7, 11, 15-opposite, 19, 22, 25); "Hostility" (4, 8, 12, 16, 20, 23, 26, 28); "Verbal aggression" (2, 6, 10, 14, 18). A Likert scale is used as a rating: from 1 ("very different from me") to 5 ("very similar to me").

The total score was calculated by summing the values of four scales in the questionnaire. Physical and verbal aggression, defined as harming others, is the instrumental or motor component of behavior. Anger is the emotional or affective component of behavior, which includes physiological arousal and readiness for aggression. Hostility as a cognitive component of behavior consists of feelings of resentment and suspicion (Buss and Perry, 1992).

III. The self-actualization method (SAT) was also used in the study. Self-actualization is a complex human quality. Each of us has different components to varying degrees. CAT test helps to measure this rank. In the study, an adapted version of Everett Shostrom's POI questionnaire (Personal Orientations Inventory) was used. The test contains 126 questions and 14 scales, each of which corresponds to a specific characteristic of self-actualized personality (Shostrom, 1999).
3.4 Data Collection

The conducted research began with an approach to the problem that was empirically obtained and confirmed. Permission was then sought from the educational institution to access the information through a documentary submission required by the authority. Once agreed, the instruments were applied so that the data could be entered into SPSS 22 statistical software for differential analysis according to the proposed objectives. After processing, they are clearly presented and summarized in tables with necessary analysis and comments.

3.5 Statistical Procedure

For the purpose of the study, the researcher approached the institution of higher education and necessary permissions were taken from the relevant authorities and the students were thoroughly informed about the purpose of the study. Study objectives, interview procedures and methods, including confidentiality, were explained to the participants. Informed consent was obtained from each of them. The procedure was carried out using two methods.

3.6 Ethical Criteria

An ethics committee was involved prior to this study; In addition, the international ethical aspects of beneficence and non-maleficence of the study were taken into account, so the results are aimed at achieving the goals for the benefit of the participants without any intention to harm under any circumstances. Likewise, his physical or mental condition was not impaired. Since willingness to participate in the study was subject to informed consent and consent, the principle of autonomy was also taken into account. Finally, the research data were kept confidential and the information obtained (demographic information) was guaranteed to be used only for study purposes and not to third parties.
Results

Initially, in the statistical analysis of the data, we prioritized the analysis of aggression indicators of students of different faculties. At this time, in order to determine differences in the manifestation or level of aggression between female and male students, we divided the sample into 2 groups according to the gender of the respondent, and differences in the manifestation of aggression were evident in each group. For this, a non-parametric criterion, the Kruskal-Wallis criterion, was used. Because our sample does not fit a normal distribution. The results of calculations for this criterion are presented in Table 1. In the research conducted with students from various faculties, as shown in Table 1, it has been revealed that, in terms of gender differences, the indicators for physical aggression are higher in females compared to males. Apart from "Physical aggression" (18.16 and 16.52), the level of aggression of females is on average higher than that of males. It was around "Verbal Aggression" (12.18 and 13.07), "Anger" (17.91 and 19.21), and "Hostility" (15.42 and 18.33). However, the mean is higher for females than for males.

However, in general, the analysis of the gender factor shows that the aggression factor was significant for all scales. On the other hand, males and females score almost the same. That is, the difference is a trend. However, males have higher rates of physical aggression and females have higher rates of verbal aggression. In general, the data obtained on gender differences in the aggression of males and females are consistent with the results of other studies. It is known that young males and females often show aggressive behavior in self-expression. That is, the direction of negative emotional reactions is directed towards extraneous behaviors. At the same time, the internal orientation of aggression is also characteristic for females.

<table>
<thead>
<tr>
<th>Forms of aggression</th>
<th>Means Males</th>
<th>Standard deviation Males</th>
<th>Means Females</th>
<th>Standard deviation Females</th>
<th>H criterion</th>
<th>P-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical aggression</td>
<td>18.16</td>
<td>7.28</td>
<td>16.52</td>
<td>7.19</td>
<td>18.87</td>
<td>0.005</td>
</tr>
<tr>
<td>Verbal aggression</td>
<td>12.18</td>
<td>3.14</td>
<td>13.07</td>
<td>4.14</td>
<td>9.02</td>
<td>0.023</td>
</tr>
<tr>
<td>Anger</td>
<td>17.91</td>
<td>6.19</td>
<td>19.21</td>
<td>7.38</td>
<td>16.44</td>
<td>0.005</td>
</tr>
<tr>
<td>Hostility</td>
<td>15.42</td>
<td>7.12</td>
<td>18.33</td>
<td>8.12</td>
<td>12.36</td>
<td>0.017</td>
</tr>
</tbody>
</table>

Table 1: Indicators of aggression of students of different faculties according to gender criteria
Source: Author findings

The study showed that physical aggression and anger were significant on the gender factor at the level of p=0.005.
Psycho logical issues of the relationship between self-esteem and aggression in students studying in different faculties

Levels of self-esteem

<table>
<thead>
<tr>
<th>Level</th>
<th>Technical faculties</th>
<th>Humanities faculties</th>
<th>P-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>Level I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(16-18 points) – low</td>
<td>17.23</td>
<td>18.54</td>
<td>14.96</td>
</tr>
<tr>
<td>Level II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(18-22 points) - to the average level</td>
<td>26.12</td>
<td>25.06</td>
<td>29.32</td>
</tr>
<tr>
<td>Level III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(23-34 points) - above average</td>
<td>21.98</td>
<td>22.34</td>
<td>25.64</td>
</tr>
<tr>
<td>Level IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(35-40 points) - advanced</td>
<td>34.67</td>
<td>34.06</td>
<td>30.08</td>
</tr>
</tbody>
</table>

Table 2: Indicators of self-esteem levels of students of different faculties

Source: Author findings

As can be seen from Table 2, the self-esteem level of students of technical and humanitarian faculties is divided into 4 levels. The comparison of both groups shows that I level is 16-18% in both faculties. Tendencies in gender differences indicate that self-esteem is lower in technical faculties compared to others. This dependence is significant at p=0.001 level. Indicators on level II, that is, on the average level, are almost different. But these differences are at the tendency level. This dependence is significant at the level of p=0.048, which is a trend. Overall, the analysis shows that high self-esteem is higher in technical faculties than in humanities faculties. The study showed that the faculty factor is not significant.

Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Technical faculties</th>
<th>Humanities faculties</th>
<th>P-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>r- Pearson</td>
<td>P-Level</td>
<td>r - Pearson</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>0.276</td>
<td>0.002</td>
<td>0.244</td>
</tr>
<tr>
<td>Aggression</td>
<td>-0.134</td>
<td>0.008</td>
<td>-0.232</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>-0.216</td>
<td>&lt;0.000</td>
<td>-0.268</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>-0.398</td>
<td>&lt;0.000</td>
<td>-0.464</td>
</tr>
</tbody>
</table>

Table 3: The relationship between the level of self-esteem and aggressiveness of students of different faculties

Source: Author findings

As can be seen from Table 3, there is a statistically significant relationship between demands self-esteem and aggression, academic achievement and self-actualization. A direct relationship between self-esteem and self-actualization was found (r=0.276; p=0.002). Research has shown that there is a significant relationship between academic achievement and self-esteem. This fact supports the positive relationship between self-esteem and self-attitude.

The higher a student's self-esteem is, the more important academic achievement or educational value is to them. (r=-0.216; p<0.002). The higher a student's self-esteem is, the less likely they are to exhibit aggressive behavior (r=-0.134, r=0.008: r=-0.232, p=0.006). Thus, depending on the level of self-esteem, aggressive behavior is manifested. This
happens at the same level for both technical and humanitarian faculties. The facts show that aggressive behavior in students with low academic achievement is a psychological defense mechanism, which mediates false self-esteem.

As can be seen from Table 4, the relationship between the levels of self-esteem and the components of aggression in students is evident. These relationships vary across different components of aggression. Research has shown that there is a significant relationship between levels of self-esteem and verbal and physical aggression. As can be seen from Table 4, it is significant at the level of \( r=0.116 \) and \( r=0.168 \) and \( p<0.001 \) for the hostility and anger components of aggression. Based on this fact, we can say that the relationship between the level of self-esteem and aggression is important at the level of different components, not as a whole.

<table>
<thead>
<tr>
<th></th>
<th>Low level of self-esteem</th>
<th>Medium level of self-esteem</th>
<th>High level of self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical aggression</td>
<td>0.546**</td>
<td>0.486**</td>
<td>0.620**</td>
</tr>
<tr>
<td>Verbal aggression</td>
<td>0.576**</td>
<td>0.218**</td>
<td>0.336**</td>
</tr>
<tr>
<td>Anger</td>
<td>0.116**</td>
<td>0.238**</td>
<td></td>
</tr>
<tr>
<td>Hostility</td>
<td>0.168**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Indicators of relationships between levels of self-esteem and components of aggression in students
Source: Author findings

As can be seen from Table 4, there is a positive relationship between the levels of aggression and the level of self-esteem. This relationship with low level of aggression is significant at \( p=0.05 \) level. However, there is a positive relationship between the high level of aggression and the level of self-esteem of students. This relationship is significant at the \( p=0.05 \) level. This fact shows that both levels of students' aggressiveness are related to the levels of self-esteem. Although dependence is observed here, the presence of the same result on both criteria makes this dependence insignificant. This fact confirmed the previous results, and it can be concluded that there is a correlative relationship between the low level of self-esteem of students and their verbal aggression, and this relationship in each case is more pronounced by a decrease in self-actualization and educational achievements.

The trend emerging from the research conveys a message that there is a high likelihood of an increase in aggressive behavior when self-esteem decreases and in many cases, aggression may manifest as unmet needs, such as a student's need for self-
actualization. From this, one can conclude that by increasing self-esteem levels and creating conditions for self-actualization, we may be able to reduce the intensity of aggressive behavior. This underscores the adequacy of the approach we have presented.

**Discussion**

Our research showed that the relationship between self-esteem and aggression is not absolute, but there are relationships according to the levels of self-esteem and different forms of aggression. Our research coincides with a number of studies, and the results of the study are confirmed. Several studies have shown that adolescent self-esteem can have a significant negative effect on aggressive behavior by mediating jealousy and self-control. Although these studies were conducted with teenagers, the result is almost the same. Thus, the fact that a low level of self-esteem significantly predicts aggression has been confirmed (Hu Y. et al, 2023).

The results of these studies show that there is a significant relationship between self-esteem and aggression. Therefore, in order to reduce aggression, it is important to develop self-esteem and for this it is necessary to use appropriate training programs. Of course, such a situation can lead to social development, a change in self-attitude, the creation of conditions for self-actualization and the development of interpersonal relationships (Jabbarov et al, 2020; Robert et al, 2017; Yang et al, 2017; Rentzsch et al, 2015; Ren et al, 2021; Pechorro et al., 2021; Bozkurt, et al. 2013).

In many studies, the relationship between self-control, which is considered one of the main components of self-esteem, and aggression has been investigated. Self-control refers to the substitution of an individual's unique behavioral responses with other behaviors in order to overcome one's wants and needs and thus enable them to fit more effectively into society (Baumeister and Tice, 2007). Various studies show that self-control is one of the factors influencing aggressive behavior and can effectively predict aggressive behavior (Denson et al., 2012). This fact can also be said about self-esteem. Such approaches are common (Pechorro et al., 2021). They even believe that improved self-control can reduce the incidence of aggressive behavior and even criminal behavior (Pechorro et al., 2021).

Based on this fact, we can say that self-control can stem from self-esteem (Finkenauer et al., 2005). Of course, students with low self-esteem are more likely to lose self-control and adopt negative coping styles such as aggressive behavior when faced with external stimuli (Li et al., 2017). Therefore, as a psychological characteristic, self-esteem
can indirectly affect the student's aggressive behavior. In addition, another study confirms that self-control plays a mediating role between self-esteem and aggressive behavior.

A number of studies support the negative relationship between aggression and interpersonal skills (Balcıkanlı & Yıldırın, 2011). There are quite a lot of such studies, and there are overlapping points in each of them. In a number of studies, the effect of increasing self-esteem in creating feedback in training has also been noted in reducing aggressive behaviors, which is possible due to increasing self-esteem of the student (Jabbarov et al., 2020). The conclusion reached in the studies conducted with students is that the development of self-esteem lowers the level of aggression in various forms and regulates interpersonal relations.

**Limitations and Further Research**

Although the present study is consistent with other studies, there are some limitations. These limitations are primarily due to the inclusion of fewer respondents in the selection process, as well as the inclusion of one university. The data is based on the answers to the test questions related to the study of the impact of the demands on self-esteem and their level of aggression within the university. At the same time, the difficulty of selection and the lack of a reliable methodology related to self-esteem and the fact that the research covers a specific national-ethnic environment are among the factors that limit the research process. The data were collected in a limited time and accompanied by a limited number of participants. However, the results obtained in this study can strengthen existing approaches in this field in a specific national-ethnic environment and cultural context and provide different perspectives on scientific circulation with a larger sample size in terms of quantitative analysis for future research.

**Conclusion**

Our research showed that the higher the indicators of the students' self-control, self-actualization, self-management and self-positive attitude elements, which are the sub-components of self-esteem, the lower the probability of him reacting to external stimuli, including aggressive behavior. Also, the higher the ability to control emotions, the lower the reaction of resentment and hostility towards the people around them (Kochetova and Klimakova, 2019).
The study of the relationship between self-esteem and aggressive behavior in students showed that the higher the level of self-esteem and the ability to control oneself, the less hostility, prejudice and aggression are observed in the behavior of students. The study showed that there were no interfaculty differences in the manifestation of aggressive behavior. Against the background of gender differences, it was found that verbal aggression in girls is higher than in boys. In boys, on the contrary, physical aggression is preferred. The interaction of self-esteem and aggression is manifested at the same level in different faculties, that is, a low level of self-esteem always corresponds to a high level of aggression. Conversely, a low level of aggression corresponds to a high level of self-esteem.

The result is that there is a positive relationship between the levels of aggression and the level of self-esteem (Xiaotian and Hairong, 2022). This relationship is more meaningful at low levels of aggression. However, there is a positive relationship between the high level of aggression and the level of self-esteem of students.

This fact shows that both levels of students' aggressiveness are related to the levels of self-esteem. Although dependence is observed here, the presence of the same result on both criteria makes this dependence insignificant. This fact confirmed the previous results, and it can be concluded that there is a correlative relationship between the low level of self-esteem of students and their verbal aggression, and this relationship is more pronounced against the background of a decrease in self-actualization and educational achievements in each case. Our research has shown that aggressive behavior is more likely to increase against the background of low self-esteem, and in many cases it can be predicted. Because in most cases, aggression can change depending on the degree of influence of frustrating factors and the body's tolerance level. Summarizing, it is possible to make such a recommendation that by increasing the levels of self-esteem and self-control and creating conditions for self-actualization, we can reduce the intensity of aggressive behavior, which shows the adequacy of our proposed approach.

Reference
Psychological issues of the relationship between self-esteem and aggression in students studying in different faculties

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Submetido em: 01.09.2023
Aceito em: 02.10.2023