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RESEARCH ARTICLE

UNDERSTANDING STRESS AND AGGRESSIVE BEHAVIOR OF UNDERGRADUATE STUDENTS AT UNIVERSITI UTARA MALAYSIA (UUM)

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Abstract

Students are people who are pursuing higher education in a college. Students are known as intelligent and critical thinkers in acting, but students often experience stress stemming from academic activities and sometimes students behave aggressively. This study aimed to understand the stress and aggressive behavior of undergraduate students at Universiti Utara Malaysia. This study was qualitative by using data collection techniques with observations and interviews. The sample that the researcher selected was ten undergraduate students at UUM based on the knowledge, the researcher's consideration appropriate to the purpose of the study. The results show that the stress experienced by undergraduate students at UUM is the stress of Daily Hassless & Personal Stressor. While the aggressive behavior of undergraduate students at UUM is direct passive verbal behavior and indirect passive verbal behavior. Emotional maturity in self-control is an effort undertaken by undergraduate students at UUM in dealing with stress and aggressive behavior.

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Introduction:-

Students have reached the early adult phase in the cycle of individual development, a period that requires not only further enhancement of the level of education itself, but also personal skills and attributes as a preparation for independent living. Students may be identified as individuals studying at the tertiary level, public as well as private or other organizations at the same level as tertiary. Students are measured to have a high level of intelligence, intelligence in thought and action planning. Thinking objectively and behaving quickly and accurately is a skill that a pears to be a compliment to each student.

Students in reform movements are known as the main actors and agents of trade. Students have the sense of a group of intelligent men seeing it all with a simple, optimistic, responsible and mature mind. Students are morally constrained by their academic duties in the creation of "useful" environmental works. Students are a group of people sensitive to stress. Stress on students can cause cognitive, emotional, and physiological effects in many ways. Stress can have behavioral effects, including loss of college spirit, laziness in college work, drug and alcohol abuse, and excessive pleasure participation (Mahfar, Zaini & Nordin, 2007).

Stress is a condition caused by uncontrolled physical, economic, and social demands. The prevalence of stress is high enough that about 350 million people suffer from stress globally and according to the World Health Organization

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(WHO) is ranked 4th in the world. The UK Health and Safety Executive's review of stress prevalence covered 487,000 people in the UK who were still active from 2013-2014. Statistics have been collected that the prevalence of stress in women (54.62%) is greater than in men (45.38%). Many universities around the world have conducted research on stress levels in students according to their preferred faculty. In a stressed environment, the prevalence of students is 38-71 %, while in Asia it is 39.6-61.3% (Habeeb 2010, Koochaki 2009).

Each student can experience stress in school, the stress that college students face when there are too many demands and assignments a student has to deal with, can also be stressed because of the pressure to show their academic achievement and excellence, which can result in students feeling overwhelmed (Olejnik & Holschuh, 2007; Fernández-González, González-Hernández & Trianes-Torres, 2015).

This anxiety can contribute to stress, which can interfere with the student's mind's success in carrying out all of its activities. Another sentiment that goes with stress is anger. In one's life aggressive attitudes and actions can emerge from frustration because it is a comprehensive response to the body, stress often influences the actions of the person experiencing it, which can decide if the behaviour is expressed or not. Behaviors, however, can also be unreliable when stress accompanied by frustration, anxiety, low self-esteem, aggressive behavior and destructive behavior can increase (Buss & Perry (1992)). This is consistent with Burton, Hafetz, & Henninger (2007)) that stress has to do with actions of aggression because when a person is stressed they are anxious, irritable, violent and concentrated on work. Students suffering from stress rarely act violently, which is due to their lack of emotional maturity. Emotional maturity, according to Cole, Cole., & Dean (1980), is the individual's capacity to be compassionate, relaxed, self-controlled, the feeling of embracing himself and others, in addition to expressing his feelings constructively and creatively.

Emotional maturity is important to the development of positive ability in relationships with other people. Individuals who have achieved emotional maturity can be described as individuals who can objectively assess the situation before they act, who can no longer respond without thought in advance like children or people who are not emotionally mature. Having good self-control, being able to express one's feelings correctly or in compliance with the conditions he faces so that he can adapt better because he can embrace a variety of people and situations and respond to the demands he faces (Hurlock, 2004).

Aggression behavior is a type of negative behavior that occurs from stimulus, particularly environmental stimulation that often results in a greater impact. Aggression activity can be physical or verbal, and may occur in other people or objects that are the focus of actions of aggression. According to Koeswara (1988), many figures which explain the notion of aggression behavior is the action of individuals aimed at injuring or harming other people. Meanwhile, according to Dill and Dill (1998), aggressive behavior is viewed as behavior based on experience and the presence of certain stimuli such as pressure which causes somebody to take aggressive actions. Typically, this behavior is done in a planned, instantaneous, or by stimulation of certain conditions. The goals of the research are to: (1), stress-causing factors and aggressive behavior in undergraduate students at Universiti Utara Malaysia. (2), types of stress and aggressive behavior of University Utara Malaysia undergraduate students. (3), the efforts of University Utara Malaysia undergraduate students to conquer tension and aggressive behaviour.

Definition of Students:

According to Yusuf (2012), students are youths between the ages of 18 and 25 and pursuing higher education at a university or college. Students are considered to have a high level of intellect, skill in reasoning, and action planning. Critical thinking and behaving quickly and correctly is a characteristic that appears to be inherent in each pupil, which is a complementary concept (Dwi Siswoyo, 2007). Based on the description above it can be concluded that a student is a term for someone who is currently studying or undergoing higher education in a college and has a high intellectual level.

Definition of Stress:

Stress is an internal disorder, according to Lazarus & Folkman (1986), which may arise from physical demands of the body or environmental and social factors that are regarded as potentially harmful, uncontrolled or beyond the capacity of the person to resolve. Stress is also a physical and psychological stress-state (Chapplin, 1999). Rice & Dolgin (2002) argue that stress is an event or stimulus to the environment which causes people to feel stressed. Atkinson (2000) suggests that stress refers to things that are perceived to be harmful to one's physical and psychological well-being, which in response to stress is referred to as the cause of stress and the reaction of the

person to that stress situation. It can be inferred on the basis of the above theories that stress is a state of self-suppression. Stress is a complex mechanism that creates physiologically, mentally, and behavioral responses to the individual that experiences it, by which the processes are individual in nature and vary from one person to another.

Factors causing stress:

Stressors may come from different sources, from both physical, psychological, and social conditions, and may also occur in work situations, at home, in social life, and other external environments. Stressors are, according to Lazarus & Cohen (1977):

1. Daily hassles are small incidents that occur on a daily basis such as work, school and so on.
2. Personal stressor is a greater threat or disturbance or failure to something that occurs at an individual level, such as loss of a loved one, job loss, financial problems and other personal problems.

Stress signs and symptoms:

Stress symptoms can be classified into three groups according to Andrew Goliszek (2005), namely physical, mental, and behavioral symptoms as follows:

1. Physical signs: fatigue, muscle aches, back pain, exhaustion, indigestion, nausea or vomiting, abdominal pain, loss of appetite or appetite, heart palpitation, frequent urination, high blood pressure, inability to sleep or heavy sleep, excessive sweating, and a number of other symptoms.
2. Emotional symptoms: irritable, upset by little things, mood swings, hallucinations, anxieties, fear, sometimes weeping, feeling helpless, feelings of loss of control, suicidal thoughts, confused thoughts, decision-making inability, etc.
3. Behavioral symptoms: smoking, taking drugs, wandering around, losing interest in physical appearance, hair pulling or twisting, changing social habits, and more.

As for mental stress symptoms, including: uncontrollable anger or rage / aggressiveness, concern about small things, inability to develop, focus and determine what to do, difficult mood or inappropriate behaviour, intense anxiety or phobia, loss of self-esteem, appear to isolate oneself, talk too much or become too communicative, distracted and, in serious or actual cases-really messed up (Walia, 2005).

Definition of aggressive:

Saad (2003) describes that aggressive is actions intended to hurt, attack people, damage the things around them to protect themselves as a result of a sense of frustration. Sarwono (1988) states that violence is an outlet for feelings of frustration. Whereas, according to Berkowitz (1987), Koeswara (1988) & Dill and Dill (1998) are violent behaviors which have some intentions to harm others physically or psychologically. It can be inferred from the various violent formulas described above that aggressive behavior is a relieving act of aggression to overcome strong resistance or to punish others, intended to harm others physically or psychologically.

Factors that affect aggressive behavior:

According to Taylor, Peplau & Sears (2009) and the emergence of aggressive behaviour, this is closely related to rage in an individual. Rage can grow due to stress and frustration, stress and frustration occurring in an individual. Since goals are not attainable. One of the concepts of psychology, may continue to arouse feelings of hostility among people who experience stress and frustration. The circumstance might have arisen because human beings are unable to endure the pain that had befallen him. Whereas, according to Aryani (2006), Guswani, and Karyuan (2011), hostility can may be triggered by dealing with situations or adverse conditions within their environment.

Aggressive Shapes:

In the schedule, the following can be seen in offensive ways according to Morgan, King, Weisz, & Schopler (1986):

Aggressive Shapes	Example
Physical, active, Direct	Stab, hit or shoot someone else
Physical, active, indirect	Making traps for others, hiring an assassin to kill.
Physical, passive, direct	Physically prevent others from getting the desired goal or bring about the desired action, for example; sit-in demonstration
Physical, passive, indirect	Refusing to do the tasks that should be, for example: refusing to move when performing a sit-in.
Verbal, active, direct	Insulting others
Verbal, active, indirect	Spreading bad rumors or rumors about other people

Verbal, passive, direct	Refusing to talk to other people, refusing to answer questions, etc.
Verbal, passive, indirect	Do not want to make verbal comments (for example: refusing to talk to other people who attack him if he is criticized unfairly).

Relationship of Stress and Aggressive Behavior:

Some reports indicate that stress is related to aggressive behaviour. Anger is emotional or affective like awakening and psychological readiness to be violent, according to Buss & Perry (1992), Jones & Sigelman (2001) stress can cause anger. For example, easily upset, lost patience and unable to control anger, it can lead to aggressive behavior. This is in line with Burton, Hafetz, & Henninger (2007), saying rage is an emotion that has characteristics of high parasympathetic nervous system activity and the existence of a very strong feeling of resentment that is usually caused by a mistake that can be clearly wrong or perhaps not, and when angry there is a feeling of wanting to attack, hit, kill or throw something and a cruel thought emerges.

Horowitz (2002) notes that, when a person experiences stress, angry behavior is one of the emotional symptoms. According to Strutcher, Perr & Menec (2000), individuals tend to become more irritable and have reduced mental capacity, with high stress levels. Tobin, Graziano, Vanman & Tassinari (2000) state that angry behavior is a negative emotion due to an unfavorable situation which causes a propensity towards aggressive behavior such as struggle with verbal movements or expressions.

Method:-

In this study, the researcher chose the approach most appropriate for undertaking the project and according to the research questions and objectives to be examined. This work uses a qualitative approach, as it can give a real image of a phenomenon (Bogdan & Biklen, 2003; Creswell, 2013).

The qualitative approach consists of investigating, explaining or defining the real phenomenon from the research participants perspective. However, qualitative research helps the researcher to get better, more comprehensive information about what is being studied (Merriam, 1998; Creswell, 2013). The analysis has a real, concise context that explains the state of affairs at the time of the study, and the researchers analyze data based on the events of the observations and interviews used as a basis for drawing a conclusion.

This work makes use of techniques for collecting data through observation and interviews. The aim of the observation and interview was to assess the stress and aggressive behavior of UUM undergraduate students. It is in line with the view expressed by Grieshaber (2006) that observation is the most reliable way to obtain knowledge on social symptoms.

The observations made by the researcher are direct, ongoing, and full-time involvement in the field, whether physical or behavioral, during the course of the investigation. In this way the researcher discovers all the attitudes, actions, utterances that occur naturally and inevitably without the researcher's development or design.

Looking at the sample size of Patton (1990), it does not give the right number of cases for use in qualitative research. He recommends however that the sample be chosen on purpose, where the subject of the analysis is the basis of data acquisition (Fraenkel & Wallen, 2007).

The sample the researcher selected on the basis of the information, the decision of the researcher according to the purpose of the study. Individuals within this community are called components. The sample that researchers set is only part of the chosen population for analysis, because the data that researchers have collected should meet the standard needed for the theme construction. Sampling in qualitative research aims at accurately reflecting both the population and the method of continuous data collection (Creswell, 2013). Generally speaking, this study does not examine a single person, but rather chooses a sample that will provide data based on the knowledge it has, which may justify the researcher's conclusions, which is the view of the degree to which the sample represents the population under investigation.

Sampling is a process in which research objects are chosen from a group that represents a large selected group of people. The sample used in this analysis was the selection of undergraduate students at UUM and where the researchers wanted to investigate the phenomenon. The sampling technique used in this analysis was the purposeful sampling which was previously described by researchers. The researchers used their own judgment in this sampling

to engage the study participants which best suited the intent of this study (Grieshaber, 2006). The sample used in this analysis was the selection of undergraduate students at UUM and where the researchers wanted to investigate the phenomenon. Researchers then brought ten graduate students to UUM. The justification for picking 10 UUM undergraduates is;

1. The pupils are both male and female
2. Undergraduate students' readiness to engage in the study.
3. Students from Indonesia, Malaysia, Thailand, Nigeria and China are foreign undergraduates at the UUM.

Scientists protect the identity of participants by marking their names according to their code number, based on adherence to research ethics. The number of code used in the abbreviation is 1 through 10.

Results and Discussion:-

Factor Sources of Student Stress at UUM:

The following are listed based on the results of a face-to-face interview on stressors of undergraduate students at UUM.

Causes of Undergraduate Student Stress at UUM				
Daily Hassless			Personal Stressor	
Assignment from lecturer	There are lessons which can be hard to understand	Number of assignments per person & group	Financial Problem	Family problem
Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'6'7'8'9	Participants 1'2'3'4'6'7'8'9'10

Source: face-to-face interviews and observations

The findings of the participants' assessment session and aspects of the Stress Daily Hassles are as follows:

Assignment from lecturer

Ten participants expressed stress daily hassles on the job demands of the lecturer, following the findings of the researcher and participant interviews:

"I or another student must have felt the same stress as me ... the reason I became stressed while I was a UUM student such as the demands of the assignments from the lecturer, the demands were large, the assignments made sometimes had to be according to what was ordered and if it wasn't appropriate it had to be fixed while we still had a lot of assignments another". (Participants 1)

There are lessons which can be hard to understand

The findings of the investigative and participant meetings were the following ten participants who emphasized everyday hassles in the field of the life of lessons that were hard to understand:

"The thing that makes learning stressful for me is that sometimes it's hard to understand and understand the lessons given by the lecturer ... sometimes I have to go ask a smart friend to help me understand the lesson". (Participants 3)

Number of assignments per person & group

Ten participants who, following the outcomes of the investigative and participant meetings, expressed daily stress on aspects of many individual & group tasks:

"What definitely stressed us was several assignments from lecturers, both individual and group assignments ... So many of us have had to do such tasks poorly, as long as we can collect them on time". (Participants 9)

The results of Personal Stressor interpersonal aspects among participants are as follow

Financial Problem

Seven participants who, following the findings of the investigator and the participant meetings, reported personal stressor on aspects of financial problems:

“Of course a financial problem is one that stresses me because we are far away and sometimes remittances from family and scholarships are slow to enter into our accounts”. (Participants 6)

Family problem:

Ten participants who stated personal stressors on aspects of family problems, the following were the results of the investigative and participant meetings:

“Family problems are also one that makes us stressed, sometimes we miss, the slow delivery of money from parents, not to mention if our parents are sick, of course we are worried”. (Participants 5)

In general, through this research, the causes of undergraduate student stress are triggered by Daily Hassles factors such as the demands of lecturers' assignments, the nature of hard-to-understand lessons and the many individual & group assignments. While what triggers Personal Stressor exists in UUM undergraduate students, financial and family problems do exist. This was also discussed in the discovery (Lazarus & Cohen, 1977), an examination of a situation that can cause stress induced by two factors, namely personal factors and situational factors.

His finding is consistent with Strutcher, Perr & Menec (2000), who notes that the origin of student stress lies in the learning process, similar to that noted by Saklofske, Austin, Mastoras, Beaton & Osborne (2012) that learning stress occurs when students have too many demands and tasks to perform. We also struggle with personal issues such as family and financial issues, in addition to the stressors faced by undergraduate students.

This is also consistent with the statement by Hasida & Moshe (2012) that the stressor of a student arises from within, for example, the physical and emotional state, as well as the effects or demands of similar contexts such as family and social culture. It is noted that the cause of undergraduate student stress is new learning demands and obligations, such as stresses to boost academic achievement, self-reliance and financial stability, according to a study conducted by Zeidner & Schwarzer (1996). College time creates a lot of problems for students because of the requirements that need to be met as a student and have to obey a program that has been set up in the university or the instructor who offers university education to students.

Stress Forms and Aggressive Forms of Undergraduate Students at UUM:

Based on the researchers' interviews and findings about the type of stress in undergraduate students of UUM, as follows:

Forms of Physical Stress Undergraduate Students at UUM				
Back pain	Headache	Sleeplessness	Always Sleepy & Want to Sleep	Always hungry & want to eat
Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'6'7'8'9'10	Participants 2'3'4'5	Participants 1'2'3'4'5'6'7'8'9'10

Source: face-to-face interviews and observations.

Here are the researchers' observations and interviews about the physical stress felt by the participants

Back pain:

Ten participants who claimed the type of stress encountered in the physical aspect being back pain, the results of the study meetings and the participants were as follows:

“Physically I always get back pain while studying, it makes me stressed because when I want to go back to study I sometimes can't sit anymore so I have to lie down”. (Participants 7)

Headache:

Ten participants who stated the form of stress experienced in the physical aspect were headache, following the results of the investigative and participant meetings:

“Stress is a headache, often we experience if we cannot understand the learning provided by the lecturer”. (Participants 2)

Sleeplessness:

Six participants stated the form of stress experienced in the physical aspect, namely insomnia, following the results of the investigative and participant meetings:

“Sleeplessness also makes you stressed out because we are worried if the task is not finished ... we sometimes sleep in class and do not pay attention to the teaching lecturer as a result our stress increases”. (Participants 9)

Always Sleepy and Want to Sleep:

The results of the investigative and participant meetings are the following four participants who reported the type of stress encountered in the physical aspect that is always sleepy and who want to sleep:

“If we are always sleepy and want to sleep if we want to learn, this is because of the many tasks, seeing it creates stress”. (Participants 5)

Always hungry and want to eat:

Ten participants who stated the form of stress experienced in the physical aspect of being always hungry and want to eat, the following were the results of the investigative and participant meetings:

“When I want to learn and do my assignments, I am always hungry and want to continue eating, stressful learning makes me want to eat all the time”. (Participants 1)

Form of Emotional Stress Undergraduate Students at UUM

Emotional Stress Forms of Undergraduate Students at UUM			
Easily angry & easily offended	Restless	Distracted mind	It's hard to make a decision
Participants 2'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10

Source: face-to-face interviews and observations.

The following are the findings and outcomes of the investigator's gibberish about participants sources of emotional stress.

Easily angry & easily offended

Seven participants who stated that the stressed form was emotionally charged were irritable and offended, along with the results of the investigative and participant meetings:

“When I was stressed I learned to be sensitive to being angry and easily offended, like when I was stressed then my friend made a fuss immediately when I was angry and angry ... I thought that I was not valued and no one wanted to help me” (Participants 6)

Restless:

Ten participants who stated the form of stress experienced in the emotional aspect were, restless following the results of the investigative and participant meetings:

“I feel restless when learning stress, the thing that makes me nervous when learning stress is when a deadline is chased to collect assignments while I don't understand the assignment”. (Participants 3)

Distracted mind:

Ten participants who stated the form of stress experienced in the emotional aspects were chaotic thoughts, the following were the results of the investigative and participant meetings:

“Stress is sure to cloud my mind, because many items are thought that assignments have not been done, fees for the semester have to be made, and others”. (Participants 8)

It's hard to make a decision

Ten participants who stated the form of stress that was absorbed in the emotional aspect that is difficult to make decisions, the following are the results of the investigative and participant meetings:

“Stress makes it difficult for me to make decisions, small things like eating are difficult to determine when I experience the stress of learning, even when I'm hungry I am lazy to move to buy food so I have heartburn”. (Participants 6)

Form of stress behavior Undergraduate Students at UUM.

Form of stress Undergraduate students at UUM	
Lazy Learning & Not going to class	Smoke
Participants 1'2'3'4'5'6'7'8'9'10	Participants 6'7'8'9'10

Source: face-to-face interviews and observations.

The findings of observations and gibberish from researchers concerning the types of stress activity encountered by participants are as follows:

Lazy Learning & Not going to class

Ten participants who stated the form of stress experienced in the aspects of stress behavior were lazy learning and not entering the classroom, following the results of the investigative and participant meetings:

“When I'm stressed I become lazy to study and don't even attend class for one to three days”. (Participants 2)

Smoke

Five participants who stated the form of stress experienced in the aspects of stress behavior are smoking, the following are the results of the investigative and participant meetings:

“I am a smoker, but if I am not stressed I will smoke as much as one pack a day or even two days, but when I am stressed I will smoke as much as two packs a day”. (Participants 10)

Based on observational and theme data related to the stress of undergraduate students, the UUM shows physical stress such as back pain, headaches, insomnia, always sleepy, want to sleep, always hungry and want to eat. When UUM undergraduate students undergo types of emotional stress, they are irritable and irritable, anxious, noisy thinking, and hard to make decisions. Further, UUM undergraduate students' type of stress behavior is lazy studying and not attending class and smoking. Stress is the state of physical or mental stress in a person, besides stress is an issue or a demand for adaptation, which is because the individual demands to disrupt his or her life and cause physical, emotional and behavioral problems (Lazarus & Folkman, 1986; Morgan et al, 1986).

Aggressive Form of Undergraduate Students at UUM:

Based on the interview results and observations made by researchers regarding aggressive forms of UUM undergraduate students, as follows:

Aggressive Forms of Undergraduate Students at UUM			
Verbal, passive, direct		Verbal, passive, indirect	
Refusing to answer other people's questions	Refuse to talk to other people	Be quiet and then leave the person while talking	Avoiding interactions with others
Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10

Source: face-to-face interviews and observations

Here are the findings and interviews of investigators regarding the aggressive forms experienced by participants:

Verbal, passive, direct:**Refusing to answer other people's questions:**

Ten participants expressed verbal, passive, direct forms of aggression by refusing to answer others' questions, following the findings of the researcher and participant interviews:

“I better refuse to answer other people's questions when I'm stressed ... I often say to my friends that I won't answer anything if I'm stressed so don't bother me”. (Participants 9)

Verbal, passive, direct:

Refuse to talk to other people:

Ten participants expressed verbal, passive, direct forms of aggression by refusing to talk to others, following the findings of the researcher and participant interviews:

“When I refuse to answer my questions I also refuse to talk to others because I don't want to add to my stress problems anymore”. (Participants 6)

Verbal, passive, indirect:

Be quiet and then leave the person while talking:

Ten participants who expressed aggressive form experienced in verbal, passive, direct aspects by refusing to answer other people's questions, following the results of the investigative and participant meetings:

“Usually when I am stressed learning sometimes I just stay quiet and leave people while talking, this is because my mind is chaotic”. (Participants 10)

Verbal, passive, indirect:

Avoiding interactions with others:

Ten participants who expressed aggressive forms experienced in verbal, passive, indirect aspects by avoiding interaction with others, following the results of the investigative and participant meetings:

“So that I don't get stressed, I usually avoid interactions with friends ... I do this so I don't get distracted by things that damage my mind”. (Participants 3)

According to Burton, Hafetz, & Henninger (2007), aggressive behavior types may occur to any individual, that aggressive behavior towards a person is an individual act or action that is offensive or destructive with the intent to injure or hurt others, both verbal and non-verbal. Aggressive behavior, however, is not always violent or hurtful in killing people, and aggressive acts are divided into several categories, ranging from actions that can hurt others to actions that simply refuse to speak to others (Morgan et al, 1986). The aggressive form of undergraduate UUM aggression, which is only passive verbal in nature, refuses to answer questions from other people and refuses to talk to others, while indirect forms of passive verbal aggression are silent and vanish while talking and avoiding contact with others.

Attempts to Address Undergraduate Students' Strees and Aggressive Behavior at UUM:

Attempts by UUM undergraduate students to overcome stress and aggressive behavior are as follows:

Attempts by undergraduate students at UUM to overcome stress and aggressive behavior	
Emotional maturity	
Emotional Control	Positive thinking
Participants 1'2'3'4'5'6'7'8'9'10	Participants 1'2'3'4'5'6'7'8'9'10

Source: face-to-face interviews and observations

The following are the results of observations and exploratory meetings related to aggressive forms experienced by participants:

Emotional Control

Ten participants who stated the efforts of undergraduate UUM students overcoming stress and aggressive behavior by controlling emotions, the following were the results of the investigative and participant meetings:

“My efforts to deal with stress and my aggressive form by controlling emotions to stay calm, not angry and not cause fights between me and my friends”. (Participants 1)

Positive thinking:

Ten participants stated the efforts of UUM undergraduate students to deal with stress and aggressive behavior with positive thinking, following the results of the investigative and participant meetings:

“In addition to controlling my emotions, of course I must keep thinking positively that many assignments also have good effects for me to be smarter and more critical in my own field of science”. (Participants 10)

Emotional maturity is an attempt that undergraduates make to deal with stress and aggressive behaviour. Emotional maturity is an important thing individuals need to learn because emotional maturity is a psychological concept that describes how people manage their emotions while experiencing stress. People who are emotionally mature are people who are able to manage feelings and positive thinking, so that individuals can communicate them in an adaptive way. According to Cole, Cole., & Dean (1980) individuals' ability to respond to stimuli that affect their environment can be demonstrated by a healthy person, guided and specifically in line with the stimulation and responsibility for all environmental decisions and actions. If this is done then it is said that the person matures his emotions. According to Hurlock (2004) as individuals objectively assess the situation before responding emotionally, emotional maturity is no longer behaving without feeling like children or inexperienced people beforehand.

Conclusion:-

Based on the results of the data analysis and the results of the studies addressed, it can be inferred that the Daily Hassles and Personal Stressors are causing stress and aggressive behavior of undergraduate students. In general, undergraduate students' types of stress and aggressive behavior include physical, mental, interpersonal, direct passive verbal and indirect passive verbal, this can be seen as the undergraduate students' stress and aggressive behavior have no great potential to harm themselves and others. In general, the types of stress and aggressive behavior of undergraduate students include physical, emotional, interpersonal, direct passive verbal and indirect passive verbal, which can be seen as the stress and aggressive behavior of undergraduate students has no great potential for harming themselves and others.

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