

# Role of Emotional Intelligence on Aggression among College students

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**Abstract** - The present study was conducted to examine the Emotional Intelligence and Aggression among college students in Malappuram district of Kerala. Data was randomly collected from 32 adolescents from various Government, Private and Co-operative Colleges. Emotional intelligence (EI) relies on the concept of understanding one's own emotion and also the emotions of others. Aggression is characterised by harmful and destructive behaviour against others. During this study the target was to review the role of emotional intelligence on adolescents' aggression and also a gender difference in emotional intelligence and aggression of adolescents. In 1992, Buss and Perry's was developed aggression scale and was used to assess aggression. In 1971, Anukool Hyde, Sanjyo Pathe, and Upinder Dhar was developed emotional intelligence scale and was used to measure emotional intelligence of adolescents. It had been found that there exists a huge difference between the degree of emotional intelligences (HEI, MEI & LEI) on aggression of adolescent girls as compared to adolescent boys. Boys were discovered to be more aggressive, while girls were discovered to be emotionally intelligent. Emotional intelligence has no effect on the extent of violence in boys. Other factors (peer pressure, media violence, and drug impact, for example) also can play an area within the event of aggression.

**Index Terms** - Emotional Intelligence, Aggression, Adolescence.

## I. INTRODUCTION

Besides the power of individuals to receive external stimuli through the five senses, human bodies respond internally by receiving and understanding information through affective states like emotions and feelings. Emotion has become an essential subject both for psychologists, philosophers, developmental researchers etc. which play a crucial role in social communication, personality functions, and even in cognitive processes. It is a behavioral regulator which

will change from a deep feeling to a tense feeling in response to a particular situation.

Emotional intelligence are often defined because the perceiving emotions so as to support for emotional and mental development (Mayer and Salovey, 1997) which keeps successful in life and healthy in general of an individual (Bar-On, 2006). The emotional self regulation strategies that the individuals use while adapting themselves to their emotions and therefore the concept closely associated with the intellectual control is named 'emotional intelligence. Goleman's theory (1995) suggests that emotional intelligence includes knowing and managing of private emotions, sympathizing with others, and manipulation of communications so as to be satisfied with them. It covers abilities like recognizing, understanding, and regulating emotions which are important for youngsters to determine positive relationships with people (Goleman, 2001).

"Emotional intelligence can be defined as the perceiving emotions in order to support for emotional and mental development". (Mayer and Salovey, 1997) It maintains an individual successful in life and healthy in general (Bar-On, 2006). Emotional intelligence refers to the emotional self-regulation tactics that people employ to adapt to their emotions, as well as a concept that is strongly tied to intellectual control. Emotional intelligence, according to Goleman's (1995) thesis, encompasses knowing and controlling private feelings, sympathising with others, and manipulating communications to be satisfied with them. It covers abilities like recognizing, understanding, and regulating emotions which are important for youngsters to determine positive relationships with people (Goleman, 2001).

Huffman (2008) emphasised that a person with high emotional intelligence skillfully integrates three aspects of emotions: cognitive, physiological, and

behavioural. Emotional intelligence, according to Bhatia (2012), aids in the comprehension of emotional information and the reasoning of emotions. Nothing new regarding emotional intelligence may be discovered if one thinks deeply about it. The child's emotional development is influenced by his or her family and school environment, which has an impact on the child's ego concept as well as his or her emotional and social development.

The emotional ties are felt, observed, and learned by the kid in both environments (Warhol, 1998). Children attempt to comprehend emotions through bonding and modelling with their parents, teachers, peers, and others (Suess, Grossmann, & Sroufe, 1992). According to experts, family relationships (Nixon & Watson, 1999) and parental connection (Rice, Cunningham, & Young, 1997) have a significant impact on a person's emotional intelligence. Emotional intelligence is linked to success (Goleman, 1995) and achievement (Abisamra, 2000). Without these, additional key determinants for adolescence' emotional intelligence include character, neurophysiology, and cognitive enhancement (Eisenberg & Morris, 2002; Goldsmith & Davidson, 2004); family, school, circle of friends (Parke, 1994; Walden & Smith, 1997), and so on. Several studies have found that a person's emotional intelligence is critical to successful management, social competence, and good leadership (Goleman, 2006; Barling, Slater, & Kelloway, 2000). As a result, scientists have recently begun to investigate the relationship between emotional intelligence and other phenomena such as social bonding and their interactions in an online learning environment (Han & Johnson, 2012), policing (Aremu, 2005), group performance (Williams & Sternberg, 1988), and so forth.

The relevance of studying emotional intelligence is so obvious for psychologists, sociologists, developmental psychologists, and others, as evidenced by the above literature. The adolescent years are critical for the development of emotional intelligence behaviour. However, the public, psychologists, and scholars have paid little attention to the issue in the past.

The importance of emotional intelligence was originally brought to the attention of researchers by Goleman (1995). The Emotional Intelligence Scale (EIS) was established by Hyde, Pethe, and Dhar (2002) to measure emotional intelligence behaviour,

which includes self-awareness, empathy, self-motivation, emotional stability, managing relationships, integrity, self-development, and value orientation.

Aggression is closely tied to emotion, and it shapes one's actions, personality, and integrity. It is what defines a person's personality. Sympathy is used to expound on emotional intelligence (Ciarrochi, Chan, and Caputi, 2000). According to research, emotional intelligence and aggression have a negative correlation. Adolescents' interpersonal relationships are influenced by their emotional intelligence. Adolescents with low emotional intelligence are more likely to consume substances and illegal drugs, have bad interpersonal relationships, be aggressive, and fight physically (Brackett, Mayer and Warner, 2004). In every aspect of life, Emotional Intelligence is essential. The following objectives were developed with the importance of emotional intelligence on adolescent aggressiveness levels and gender differences in mind.

## II. OBJECTIVES

To study the role of emotional intelligence on aggression among college students.

## III. METHODOLOGY

Sample:

The sample size was 30. Data was collected from 30 college students ranging in age from undergraduate to post graduate. There were 15 male and 17 female among the 30 students. The participants' age was in between 18 to 24 years.

Tools:

Emotional Intelligence:

In this investigation, two questionnaires were used. The first was an emotional intelligence scale, while the second was an aggression scale. The Emotional Intelligence Scale (EIS) was created by Anukool Hyde, Sanjyoi Pathe and Upinder Dhar in the year 1971. In this a 5-point scale was used. The purpose of this scale was to measure Emotional Intelligence. Emotional Intelligence is a test that can be used to determine how smart you are emotionally. There were 34 items on this scale. The highest possible score is 170, while the lowest possible score is 34. The scale measures ten qualities: self-awareness, empathy, self-

motivation, emotional stability, meaningful relationships, integrity, self-development, value orientation, commitment, and altruistic behaviour. Each item would receive a score of 5 if strongly agree, 4 if agree, 3 if neutral, 2 if disagree, and 1 if strongly disagree.

#### Aggression:

In this study, the aggression scale created by Buss and Perry in 1992 was used. A five-point scale was used. This scale was selected to assess aggression. This scale had 29 components, with the greatest score being 145 and the lowest being 29. Physical Aggression (PA), Verbal Aggression (VA), Anger (A), and Hostility (H) are the four components of this scale. Each item on this scale would be given a score of 5 for being extremely characteristic of me, 4 for being somewhat characteristic of me, 3 for being neither uncharacteristic nor characteristic of me, 2 for being slightly uncharacteristic of me, and 1 for being extremely uncharacteristic.

#### IV. RESULTS AND INTERPRETATION

From the study it was found that out of 30 adolescent boys 12 belongs to High Emotional Intelligence, 12 belongs to Medium Emotional Intelligence and 6 belongs to Low Emotional Intelligence respectively. Aggression with high emotional intelligence has a mean score of 86.33, aggression with medium emotional intelligence has a mean score of 92.08, and aggression with low emotional intelligence has a mean score of 83.83. It was also discovered that 17 of the 34 adolescent girls belong to the HEI, 12 to the MEI, and 5 to the LEI. Aggression with high emotional intelligence has a mean score of 66.23, medium emotional intelligence has a mean score of 72.58, and low emotional intelligence has a mean score of 92.80, respectively.

#### V. DISCUSSION

In this study, the researchers sought to learn more about the statistically significant variations in aggression scores among adolescents with high, medium, and low emotional intelligence. The study's goal was to look at the connection between aggression and emotional intelligence. Aggression and emotional intelligence have a negative correlation, according to the findings. Physical aggressiveness, verbal

aggression, anger, and hostility were found to be adversely connected with emotional intelligence aspects such as emotional attentiveness, emotional clarity, and emotional repair.

#### VI. MAJOR FINDINGS

When it comes to aggression ratings, there is no significant variance between males with high, medium, or low emotional intelligence. When it comes to aggression, there is a significant difference in scores between girls with high, medium, and low emotional intelligence. In terms of adolescent girls' aggressiveness scores, the mean difference between the HEI and LEI groups was significant. In terms of adolescent girls' aggressiveness scores, the mean difference between the groups MEI and LEI was significant. In terms of adolescent girls' aggressiveness scores, there was no statistically significant difference between HEI and MEI. In comparison to boys, girls were found to be more emotionally intelligent. Boys were found to be more aggressive than girls.

#### Home Environment

Some aspects of a child's home environment can make him or her more likely to engage in aggressive behaviour in the future. Children and teenagers from families where their parents are aggressive or manipulative with them, provide little emotional support, do not monitor their actions, or have little participation in their life are more likely to engage in aggressive behaviour. Furthermore, harsh punishments or inconsistent discipline have been correlated to aggressive behaviour in youth (Pepler & Slaby, 1994).

#### Relationships with Peers

Highly aggressive adolescent boys are often rejected by their peers because of their aggressive behaviour and lack of social skills (Coie & Dodge, 1990). This early rejection is linked to subsequent aggression and violence (USDHHS, 2001). Most aggressive youth, on the other hand, are not friendless by the long before they reach teens but have developed friendships with other antisocial teenagers (Cairna & Nickerman, 1998). In the teenage years, friendships with antisocial peers can be a strong predictor of aggressive behaviour and violence (USDHHS, 2001).

#### Exposure to Media Violence

There is now strong evidence that there is a relation between aggressive behaviour and watching violent television and movies (USDHHS, 2001). Researchers discovered that after watching violent television and movies, adolescent boys became more physically and verbally aggressive. Aggressive children and teens clearly watch more violent television than their less aggressive peers.

#### School Failure

Early behavioural issues frequently lead to poor academic achievement and failure in school, both of which are significant risk factors for disobedience and involvement with antisocial peer groups during the teenage period (Hawkins, Cleve & Catalano, 1996).

#### Community and Societal Factors

Poverty, unemployment, discrimination, and societal acceptability of aggression all contribute to an increased risk of aggressive behaviour (Hann & Borek, 2002). Exposure to violence, the availability of drugs, alcohol, and firearms, extreme poverty, neighbourhood disintegration (e.g., vacant lots, graffiti, crime, drug dealing, and boarded-up houses), and resident views that tolerate misbehaviour and violence are all factors that increase the likelihood of children and teens becoming aggressive and engaging in other problem behaviours. In reality, emotional intelligence is essential for 80% of a person's life successes (Goleman, 1995). High levels of emotional intelligence have been linked to many of the benefits and positive life outcomes. High levels of happiness, health, and well-being, as well as improved academic achievement and an increased ability to cope with change, are all advantages (Qualter et al., 2007; Salami, 2011). This isn't just true for adults; adolescents with advanced emotional talents have lower stress levels, less indicators of aggression, and are less likely to use drugs and alcohol (Qualter et al., 2007).

Abraham (1999) claimed that those individuals who have higher levels of emotional intelligence have a stronger ability to empathize, generally leading to their ability to conform better to organizational requirements. High levels of emotional intelligence are beneficial, low levels create recognizable deficits. However, the problems caused by low levels of EI are not just the absence of those beneficial traits

exemplified by those with high EI. Low levels of EI have been linked to depression, aggressiveness, borderline personality disorder, and difficulties processing emotional information, among other mental illnesses (Grewal & Salovey, 2006). Those with low EI levels have a harder time comprehending circumstances from the perspective of others, and hence are less empathic (Henley & Long, 1999).

#### VII. LIMITATIONS

The study focuses on only one factor: emotional intelligence. As a result, efforts should be made to understand the impact of other factors (such as the home environment, media violence, peer pressure, and academic failures) on adolescent aggression.

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