



## A Study of Adolescents in Relation To Aggression Across High and Low Emotional Intelligence

### KEYWORDS

Adolescent, Aggression and Emotional Intelligence.

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**ABSTRACT** Adolescence is a blooming period when adolescents start establishing identity, experimenting, exploring, etc. and often encounter barriers of social norms, customs, regulations, etc. and get aggressive to deal harmoniously with situations where emotional intelligence plays an important role. Present study was conducted to find out the relationship of aggression and emotional intelligence among adolescents. A sample of 344 of school going students (Grade Eleven) was taken. Descriptive method of research was adopted. Results show that no significant correlation between aggression and emotional intelligence was found. In three-way ANOVA, effect of emotional intelligence on aggression is not significant. No significant gender differences were found; location wise significant difference were found where urban adolescents are more aggressive than rural and interaction effect of emotional intelligence, gender and location were also not significant across high and low emotional intelligence.

Adolescence is a golden period in one's life when experimentation starts, identity is being pursued, judging and evaluating their roles with norms of society in place. Adolescents are placed in critical stage of human development when they are stepping from childhood to adulthood. Stanley Hall, G.S. (1904) considers as a period of "Storm and stress". Piaget, J. (1955) conceived that adolescents start thinking in abstract form and egocentric thoughts start decreasing.

Aggression is considered as a behaviour between members of the same species that intended to cause humiliation, pain, or harm. Ferguson and Beaver (2009) defined aggressive behaviour as "Behaviour which is intended to increase the social dominance of the organism relative to the dominance position of other organisms".

Emotional intelligence, Salovey and Mayer's (1990) defines that it is "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth". Goleman (1995) proposed a model with four main EI constructs: *Self-awareness*: The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. *Self-management*: Involves controlling one's emotions and impulses and adapting to changing circumstances. *Social awareness*: The ability to sense, understands, and reacts to others' emotions while comprehending social networks. *Relationship management*: The ability to inspire, influences, and develops relations with others while managing conflicts.

#### Significance and Need of Study

During developmental phase adolescents experience a few barriers of flexibility and range in norms, laws, societal customs and rights allow them to argue for such variations – an act of aggression, but at the same time learn to control emotions in order to find out acceptable solutions.

In daily life situations, it is being observed that adolescents are deviating from common accepted social and constitutional norms showing aggressive behavior in most of the situations. Many realizes the consequences and harness their aggression leading to manage emotions. So it becomes significant to study aggression in relation to

emotional intelligence among adolescents. It may help educationists and policy makers to channelize aggression through constructive educational and social activities.

#### Related Literature

Shahzad, S. et.al (2013) found a significant negative relationship of physical aggression verbal aggression anger, hostility and total aggression with trait emotional intelligence.

Haan (2013) found Childhood aggression was related to decreased satisfaction of parents' needs for competence, relatedness, and autonomy in early adolescence.

Talukdar and Deka (2014) found that the male adolescents are significantly aggressive than female and locale wise no significance difference in aggression was found.

Masum and Khan (2014) found negative correlation between Emotional Intelligence and Aggression among undergraduate students of Karachi. Significant gender differences with males on Aggression and females on Emotional Intelligence.

Homauni Masoumeh et.al (2014) found that there was a significant negative relationship between emotional intelligence and aggression

Das, P. and Tripathy,S. (2015) found no significant difference among boys with high, medium and low emotional intelligences with regard to their aggression, but among girls a significant difference exists. Boys were found more aggressive whereas girls were more emotionally intelligent.

Sawalkar (2015) found no significant difference between Aggression level among rural and urban area students but significant difference in Emotional Intelligence exists.

Kataria (2016) found Aggression and Emotional Competence are negatively correlated. In aggression significant difference in gender and locale wise was found. In emotional competency gender difference was not found but locale difference existed among adolescents.

**Objectives**

To Study aggression and emotional intelligence among adolescents.

To study aggression in relation to emotional intelligence.

To study aggression across high and low levels of emotional intelligence.

**Hypotheses**

There was no significant correlation between aggression and emotional intelligence among adolescents.

There is no significant gender difference in aggression across high and low level of emotional intelligence among adolescents

There is no location-wise significant difference in aggression across high and low level of emotional intelligence among adolescents.

There is no significant interaction effect of gender, location and emotional intelligence on aggression among adolescents.

**Sample**

A sample of 350 school going male and female adolescent students from urban and rural Government schools of two districts in Punjab were taken. After eliminating the extreme cases data of 344 was retained for statistical analysis.

**Method and Procedure**

For the present study descriptive method of research was used to investigate the aggression of adolescents in relation to emotional intelligence. The data was collected by using tools mentioned below and appropriate statistical treatment was given.

**Tools**

Aggression Scale (A-Scale) by Roma pal and Tasneem Naqvi. It consists of 30 items and can measure aggression of 14 to 24 years of age group. These items were related to reactionary attitudes to bractitions, irritation, anger behav-

iour, aggressive tendency, against existing rude traditional social customs and rules, preference for fighters and counter behaviour, appreciation for rebellion and competitiveness.

Mangal Emotional Intelligence Inventory by Mangal and Mangal It consist of 100 items and measures four aspects of emotional intelligence namely, intra-personal awareness, inter-personal awareness, Intra-personal management and interpersonal management respectively of age 16+.

**Analysis and Interpretation**

Descriptive statistics namely mean, mode, median, standard deviation was used to study aggression and emotional intelligence among adolescents. The Pearson's product moment method was used to visualize linear correlation between aggression and emotional intelligence. Three-way ANOVA was used to find out the gender and locale difference of aggression among adolescents across high and low levels emotional intelligence. ANOVA (2x2x2) designs was used to see the interactive effect as well.

**Table-1**  
Mean, Median, Mode, SD, Quartile-1 and Quartile-3 of adolescents (N=344)

Variable	Mean	Median	Mode	SD	Q-1	Q-3
Aggression	65.375	64.606	63.068	16.659	55.457	75.849
Emotional Intelligence	65.814	65.958	66.246	8.526	59.576	72.234

The Pearson's product moment correlation between aggression and emotional intelligence of adolescents in this sample is 0.021 which is not significant at .05 level, hence the first hypothesis is accepted.

**Table-2**

Mean and SD of Aggression among Adolescents under Study across High and Low Levels of Emotional Intelligence x Gender x Location (2x2x2) Factorial Design (N=199)

	High Emotional Intelligence			Low Emotional Intelligence			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Urban									
Boys	40	70.500	14.190	13	74.308	21.907	53	71.434	16.227
Girls	11	73.273	13.591	43	66.000	14.111	54	67.481	14.182
Urban-Total	51	71.098	13.972	56	67.929	16.372	107	69.439	15.357
Rural									
Boys	23	56.783	18.504	23	62.087	14.292	46	59.434	16.385
Girls	22	57.091	11.148	24	56.667	16.774	46	56.870	14.052
Rural-Total	45	56.933	15.013	47	59.309	15.5013	92	58.152	15.317
Boys-Total	63	65.492	14.117	36	66.500	17.868	99	65.859	17.364
Girls-Total	33	62.485	13.889	67	62.657	15.633	100	62.600	15.080
Total	96	64.458	16.104	103	64.000	16.551	199	64.221	16.338

The table 2 shows the mean and SD value of the aggression for analysis. Mean value of aggression ranges from 56.667 of rural girls under low emotional intelligence to 74.308 of urban boys under low emotional intelligence indicates that urban adolescents have higher aggression as compared to rural adolescents with low emotional intelligence.

**Table 3**  
**Summary of (2x2x2) ANOVA: Aggression across Emotional Intelligence**

Source of variation	df	Sum of Squares	Mean Square of Variance	F-ratio
Emotional intelligence	1	0.250	0.250	0.220
Gender	1	14.170	14.170	1.225
Location	1	330.930	330.930	28.597**
Emotional intelligence x Gender	1	35.318	35.318	3.052
Emotional intelligence x Location	1	8.705	8.705	0.752
Gender x Location	1	0.022	0.022	0.002
Emotional intelligence x Gender x Location	1	3.580	3.580	0.309
Within Conditions	191		237.266	
Corrected			11.572	
Total	199	45317.842		

\*\* $p < .01$

Further to find out the significance difference of mean values three-way ANOVA was carried out with unequal cells.

Table 3 shows that effect of emotional intelligence on aggression with F value of 0.220 which is not significant .05 level.

The effect gender having F value 1.225 is not significant at .05 level. Hence the second hypothesis is accepted.

The effect of location is with F value 28.597 which is significant at .01 level. Hence the third hypothesis is rejected.

Interaction of emotional intelligence and gender F value is 3.052 not significant at .05 level.

Interaction of emotional intelligence and location, F value is 0.752 which is not significant. Interaction of gender and location is with F value 0.002 which not significant at .05 level. Interaction of emotional intelligence, gender a location have F value 0.309 which is not significant at .05 level.

Effect of interaction of gender, location and emotional intelligence in various combination on aggression was found not significant, hence fourth hypothesis is accepted.

#### Findings:

On the basis of results after analysis and interpretation of this study following findings are drawn.

No significant correlation between aggression and emotional intelligence among adolescents exists.

No significant gender difference among adolescents on aggression across high and low level of emotional intelligence exists.

There is a location-wise, significant difference among adolescents on aggression across high and low level of emo-

tional intelligence.

There is no significant interaction effect of gender, location and emotional intelligence on aggression among adolescents.

#### Conclusion:

On the basis of results, it can be concluded in this study that aggression and emotional intelligence are not significantly correlated. It means that emotional intelligence and aggression are not significantly effecting each other. Gender difference is not significant but location difference is significant on aggression among adolescents across low and high level of emotional intelligence. It means the location has effect on aggression and is supported by table -2 where it shows that urban adolescents are with higher aggression than rural adolescents. Interaction effect of emotional intelligence, gender and location on aggression is not significant means these are independent of each other.

#### Education Implications:

Results of this study may help the educators and policy makers to harness aggression and develop emotional intelligence skills among adolescents for wellbeing of society through:

Sports and games

Debates and discussions

Organizing youth festivals and participating in cultural activities.

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