

Emotional Intelligence and Aggression among University Students

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ABSTRACT

The present study was explored to find the emotional intelligence and aggression among university students. The study used the descriptive method. Sample for the present study were 200 university students from University of Kashmir Srinagar selected by random sampling method with 50 male rural students, 50 female rural students, 50 male urban students and 50 female urban students. Emotional intelligence was measured by Mangal Emotional Intelligence Inventory (MEII) and aggression was measured with Aggression Scale (A-Scale) by Pal, R. and Naqvi, T. Percentage, t-test and Pearson's Correlation method was employed as statistical techniques to interpret the data. The findings shows that 60% of students have average emotional intelligence, 64% of students have average level of aggression. Further it was found that female students have more emotional intelligence than male students. Whereas rural university students have more emotional intelligence than urban students. The study has found that male university students had more aggression than female students. Whereas urban university has more aggression than rural students. A significant but low negative correlation was found between emotional intelligence and aggression among university students.

Keywords: *Emotional Intelligence, Aggression, and University Students*

Emotion is a natural innate state of consciousness triggered by one's environment, mood, or interpersonal interactions. It differs from cognitive or volitional states of consciousness in that it develops naturally rather than through conscious effort. Physiological changes are frequently the source of emotion. Joy, grief, hatred, love, and other basic emotional experiences are experienced (Chronicle Year Book, 2014). The ability to manage one's emotions is referred to as emotional intelligence. Emotional intelligence (EI) is a type of cognitive ability that includes personality qualities and social abilities that make it easier to interact with others. It refers to a group of traits and abilities related to emotional abilities. It is based on the concept of social intelligence, which is defined as "the ability to understand and manage others in order to act sensibly in human relationships." The processes involved in the recognition, utilization, comprehension, and regulation of one's own and others' emotional states to solve emotion-laden situations and regulate behavior are referred to as emotional intelligence (EI) (Mayer and Salovey, 1997; Salovey and Mayer,

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1990). Along with social (Cantor and Kihlstorm, 1987), practical (Sternberg, 1995), and personal (Gardener, 1983) intelligences, it is part of a growing category of cognitive talents. Unlike general intelligence (e.g., verbal – propositional), which is based on cold cognitive processes, emotional intelligence is based on "hot" cognitive-emotional processes that are relevant to the individual and the environment (Abelson, 1963)

Emotionally intelligent people are able to perceive, acknowledge, control, and handle emotions in a way that helps them grow. They understand the true causes of their emotions and do not mistake them with other circumstances. Emotional intelligence is a method of identifying and controlling emotions so that a person may better control and steer their emotions in the appropriate direction (Radwan, 2006). It is a collection of traits or abilities associated to the emotional side of life, such as identifying and regulating one's own emotions, motivating oneself and controlling urges, understanding and managing the emotions of others, and effectively managing interpersonal interactions. During the 1970s and 1980s, the phrase arose intermittently in the psychological literature, but it was properly defined in 1990 by US psychologists Peter Salovey, John D. Mayer, and David R. Caruso. Emotional intelligence, according to Mayer and Salovey, is the ability to reason about emotions and the use of emotions to improve thinking. It encompasses the capacity to accurately identify emotions, access and generate emotions to aid thought, comprehend emotions and emotional information, and reflectively control emotions to enhance emotional and intellectual development (Mayer and Salovey, 1997). Mayer et al. (2005) use the following definition: "Emotional intelligence refers to the ability to identify the meanings of emotions and their relationships, as well as to reason and solve problems based on them." Emotional intelligence is defined as "the ability to recognize emotions, assimilate emotion-related feelings, comprehend emotion-related information, and control those emotions."

Goleman (1995a) proposes five essential components of emotional intelligence: (1) understanding our own feelings, (2) motivating ourselves, (3) controlling our emotions, (4) Recognizing the emotions of others, and (5) handling relationships. Each of these factors, he claims, has a significant impact on the life outcomes we encounter (Baron, 2008).

Aggression is derived from the Latin word 'aggressio,' which means attack. Aggression is defined as strong, hostile, or attacking behaviour or disposition in its broadest definition. It might happen as a result of retaliation or without any provocation (Baron, Branscombe, Byrne, & Bhardwaj, 2010). Aggressive behaviour is defined by social psychologists as behaviour that is intended to cause bodily or psychological discomfort. Aggression is defined as any behaviour that causes harm to others, according to people who follow a behavioristic perspective. However, this definition excludes the intention of the individual who performs the act, which is a vital aspect (Taylor, Peplau, & Sears, 2011). Even though individuals frequently refer to others as "aggressive" if they stand up for their rights, write letters to the editor protesting about actual or imagined injustices, work extra hard, show a lot of ambition, or are true "go-getters," aggression is not the same as assertiveness. To a significant extent, the definition given above—aggression is a purposeful action intended at causing hurt or pain—is applicable. The action can be physical or verbal, and it may or may not achieve its aim, but it is still aggression. It is also an aggressive act if someone throws a beer bottle at your head and you duck, causing the bottle to miss your head. The intention is the most important thing (Aronson, Wilson, & Akert, 1997). Because it isn't intentional, accidental harm isn't considered violence. Various scholars have proposed a few definitions of aggression. "The purposeful infliction of some type of harm on others," According to

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Baron and Byrne (2000), and "behaviour that ends in bodily injury or destruction of property," according to Bandura (1977).

The purpose of this study was to see if there was a link between emotional intelligence and aggression among university students. As we see university students are in middle of adolescence stage hence adolescence as a developmental stage that has piqued the interest of most psychologists. It is the most crucial stage of life, which begins with childhood and ends with adulthood. This stage determines a person's future life and forecasts how it will unfold. During this time, a lot of physical and psychological changes happen. These changes, combined with social demands, make adolescence a period of high stress and strain, which increases the likelihood of teenage aggressiveness. During the stage of adolescence, emotional development reaches new heights. Emotions are one of the most important and ubiquitous parts of human life. Emotions, without a question, add colour, depth, and richness to the human experience, but they can also create significant disturbances in judgement and performance. The growing recognition of the importance of emotions in people's lives has given birth to a new sort of intelligence known as emotional intelligence. This idea has been used to determine an individual's level of emotional growth and to use it as a predictor of his or her real-life success. People with higher emotional intelligence have been reported to be more successful in their lives and to have less aggression than those with lower emotional intelligence. Aggression among adolescents is a hot topic in today's society. Physical aggressiveness peaks around the age of 15 and social aggression peaks around the age of 14. According to a study by Karrifer-jaffee, Foshee, Ennett, and Suchindran (2008), physical aggression peaks around the age of 15 and social hostility peaks around the age of 14. Today's adolescents will grow up to be tomorrow's adults. As a result, they determine a society's or nation's future. Societies in the field of research are utilizing a wide range of resources to discover strategies and tactics to regulate, or at the very least, reduce this developing problem. Aggression is linked to a number of unfavourable consequences among adolescents, including delinquency, substance misuse, behavioural issues, poor adjustment, and scholastic challenges. Taking all of these aspects into account, the current study was designed to examine the levels of emotional intelligence and aggression among university students, as well as to see if there is a link between emotional intelligence and aggression. Another goal of the study was to see how different demographic characteristics including gender and home location affected emotional intelligence and aggression.

Objectives

- To find the level of emotional intelligence among university students.
- To find the level of aggression among university students.
- To compare the emotional intelligence among male and female university students.
- To compare the emotional intelligence among rural and urban university students.
- To compare the aggression among male and female university students.
- To compare the aggression among rural and urban university students.
- To find out the relationship between emotional intelligence and aggression among university students.

Hypotheses:

H₀₁ There is no significant difference on emotional intelligence between the mean scores of male and female university students.

H₀₂ There is no significant difference on emotional intelligence between the mean scores of rural and urban university students.

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H₀₃ There is no significant difference on aggression between the mean scores of male and female university students.

H₀₄ There is no significant difference on aggression between the mean scores of rural and urban university students.

H₀₅ There is no significant relationship between emotional intelligence and aggression among university students.

METHODOLOGICAL FRAMEWORK

Sample and Procedure

Sample for the present study were 200 university students from University of Kashmir Srinagar selected by random sampling method with 50 male rural students, 50 female rural students, 50 male urban students and 50 female urban students.

Tools Used

- **Mangal Emotional Intelligence Inventory (MEII):** This inventory was developed by Mangal, S. K. and Mangal, S. in (2004). It is a self-administered inventory and consists of 100 items. This scale is used for the measurement of Emotional Intelligence (total as well as separately) in respect of four dimensions namely—Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management and Inter-personal Management. Scoring is done on a two point Likert type scale with scores ranging from 0-100.
- **Aggression Scale (A-Scale):** This scale was developed by Pal, R. and Naqvi, T. (1986) and it consists of 30 items. The scoring is done on a five point scale on the positive dimension and a zero point on the negative dimension. According to this scale, the one who scores high is described as having high aggression and vice-versa.

Statistical Interpretation

Table 1. Frequency and Percentage of different levels of emotional intelligence among university students.

S.No	Level of Emotional Intelligence	Frequency	Percentage
1.	Very Poor	10	5%
2.	Poor	20	10%
3.	Average	120	60%
4.	Good	30	15%
5.	Very Good	20	10%
Total		200	100

The table 1 shows that 10, 20, 120, 30 and 20 out of 200 university students have shown very poor, poor, average, good and very good emotional intelligence i.e., 5%, 10%, 60%, 15%, and 10% of emotional intelligence was found.

Table 2. Frequency and Percentage of different levels of aggression among university students.

S.No	Level of Aggression	Frequency	Percentage
1.	Clean	14	7%
2.	Low	30	15%
3.	Average	128	64%
4.	High	18	9%
5.	Saturated	10	5%
Total		200	100

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The table 2 shows that 14, 30, 128, 18 and 10 out of 200 university students have shown Clean, Low, Average, High and Saturated i.e., 7%, 15%, 64%, 9%, and 5% of aggression was found.

Table 3. Mean comparison of male and female university students on emotional intelligence.

Category	N	M	S.D	df	t-value
Male	100	69.82	6.15	198	6.76*
Female	100	74.35	7.43		

*Significant at 0.01 level

The Table 3 reveals that there is a significant difference in emotional intelligence among male and female university students ($t= 6.76 > 2.58$). Thus, our null hypothesis Ho1 which states that, “there is no significant difference between male and female university students on emotional intelligence” stands rejected. From the table it is evident that female university students have higher emotional intelligence than male students.

Table 4. Mean comparison of rural and urban university students on emotional intelligence.

Category	N	M	S.D	df	t-value
Rural	100	80.55	8.36	198	5.75*
Urban	100	76.12	7.23		

*Significant at 0.01 level

The Table 4 reveals that there is a significant difference in emotional intelligence among rural and urban university students ($t= 5.75 > 2.58$). Thus, our null hypothesis Ho2 which states that, “there is no significant difference between rural and urban university students on emotional intelligence” stands rejected. From the table it is evident that rural university students have higher emotional intelligence than urban students.

Table 5. Mean comparison of male and female university students on aggression.

Category	N	M	S.D	df	t-value
Male	100	82.47	9.64	198	3.85*
Female	100	79.08	8.02		

*Significant at 0.01 level

The Table 5 reveals that there is a significant difference in aggression among male and female university students ($t= 3.85 > 2.58$). Thus, our null hypothesis Ho3 which states that, “there is no significant difference between male and female university students on aggression” stands rejected. From the table it is evident that male university students have higher aggression than female students.

Table 6. Mean comparison of rural and urban university students on aggression.

Category	N	M	S.D	df	t-value
Urban	100	83.81	8.13	198	7.29*
Rural	100	78.34	7.05		

*Significant at 0.01 level

The Table 6 reveals that there is a significant difference in aggression among rural and urban university students ($t= 7.29 > 2.58$). Thus, our null hypothesis Ho4 which states that, “there is

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no significant difference between rural and urban university students on aggression” stands rejected. From the table it is evident that urban university students have higher aggression than rural university students.

Table 7. Correlation between emotional intelligence and aggression among university students.

Variables	r	Level of significance
Emotional Intelligence Vs Aggression	-0.12*	0.01

**Significant at 0.01 level*

The Table 7 reveals that there is a significant negative correlation between emotional intelligence and aggression ($r = -0.12$), indicating “more the aggression less is the emotional intelligence”. Thus, our null hypothesis H_0 which states that, “there is no significant relationship between emotional intelligence and aggression among university students” stands rejected.

DISCUSSION

The purpose of the present study was to assess the levels of emotional intelligence and aggression among university students, and to determine the significance of correlation between emotional intelligence and aggression. Another aim was to test the significance of difference in emotional intelligence among university students with respect to various demographic variables (gender and area of residence). Further the study also aimed at testing the significance of difference in aggression, taking into account the same demographic variables.

The results of the present study indicated that there is a significant negative correlation between emotional intelligence and aggression among university students. This finding is consistent with the previous studies conducted by Johnston (2003); Moskat & Sorensen (2012); Tintorives & Limor (2011); Nest (2010); Leonard (2005); Shahzad, Begum, & Khan (2013); Castillo (2013); and Poulou (2010) in which significant negative correlation was also found between these two variables.

Regarding the impact of gender on emotional intelligence, the present study revealed that male and female adolescents differ significantly on the level of emotional intelligence were by females were having high emotional intelligence than male university students. This finding is in line with the findings of the previous studies conducted by Davis (2012); Sanchez-Nunez et al (2008); Leonard (2005); Chuttia (2013) and Naghavi and Redzuan (2011). At the same time some of the studies in previous literature e.g., Shin (2011) and Shah and Thingujam (2008) were not consistent with this particular finding. In these studies, both boys and girls were equal on emotional intelligence.

Regarding the impact of gender on aggression, the present study revealed that male and female adolescents differ significantly on the level of aggression were by males were having high aggression than female university students. This finding is in line with the findings of the previous studies conducted by Ahmad and Hague (2007); Ivanovo and Monika (2008); Vandana and Sandhu (2006); and Leonard (2005) found that adolescent boys express significantly higher rate of aggression than adolescent girls. At the same time some of the

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studies in previous literature e.g., Archer (2012) were not consistent with this particular finding. In these studies, both boys and girls were equal on aggression.

In the present study significant difference was found between rural and urban adolescents on the level of emotional intelligence and aggression. Contrary findings regarding emotional intelligence were found in the studies done by Katoch (2013) and Harrod and Scheer (2005). Conversely, in a previous study done by Punia and Sangwan (2011) urban adolescents showed better emotional intelligence than rural adolescents. Further, our finding on aggression is not consistent with the study done by Quadri (2013) in which it was found that rural school players have significantly high aggression than the urban school players.

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Conflict of Interest

The author(s) declared no conflict of interest.

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