

A STUDY OF AGGRESSION AMONG ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Mr. Harpreet Singh

Abstract

The present study was undertaken to study the level of aggression and emotional intelligence among adolescents. The sample of 200 was taken of senior secondary school students from different schools located in the urban areas of Ludhiana city. The study was of descriptive type. The data was collected using Aggression Scale by Rajeev L. Bhardwaj (2008) and Emotional Intelligence Inventory (2012) by S.K Mangal and Shubhra Mangal. It was found that there existed a significant difference in the mean scores of aggression level and emotional intelligence. As mean scores of aggression was higher than the emotional intelligence, it may be said that aggression have significantly higher than emotional intelligence.

Keywords: Adolescents, Aggression, & Emotional Intelligence

Adolescence is an important phase of human life. It is the period of transition from childish modes of reaction and development of maturity in physical, emotional, social and intellectual aspect of personality. Physical changes may lead to psychological pressures and emotional imbalances. Since adolescents are passing through the critical stage of development and to cope with environment in schools society and home. Today, adolescents are facing psychological problems such as depression, anxiety and frustration one of them increasing with rapid rate is aggression due to less emotional intelligence. They are going through complexities of personality disorders and their aggressive attitude resulting them into disasters.

Aggression is a familiar term in a common parlance, as well as a key concept in the study of Human behavior. Aggression is a form of behavior characterized by physical and verbal attack. It may appear either appropriate or self-protected even constructive as in healthy self- assertiveness or inappropriate and destructive. Aggression may be directed outward against others or inward, against the self, leading to self-destructive or suicidal actions. It may be driven by emotional arousal often some form of frustration, or it may be instrumental, when it is used to secure a reward. Aggression

might be viewed as a motivational state, a personality characteristics, a response to frustration, an inherent drive or the fulfilment of a socially learned role requirement (Harre and Lamb, 1983). In other words, it is distinguishable from predation, anti-predator behavior and encounters arising from competitions for the same ecological niche. Aggression also involves the delivery of a noxious stimulus (Buss, 1961) and the product of aggression is always perceived negatively by the recipient. Aggression includes irritability, bullying, quarrelling, hitting, kicking, rudeness, jealousy, snatching, scratching etc. Aggression is no doubt, the vexing problem with which our society is trying to deal with it from a therapeutic and preventive point of view, it is necessary to arrive at a meaningful formulation of this complex problem. The term aggression has been defined literally hundreds of different ways. In some definitions of aggression the central concept is „intent“ to do harm. In other word aggression is an act whose response is injury to an organism. It is hostility towards or attack upon the perceived source of frustration or some substitutive with the object of removing, hurting or destroying it.

Emotional Intelligence is one of the latest “*BUZZ WORD*” in education. Researchers such as *Salovey*

Asst. Prof., Smt. Jawala Devi College of Education, Ucca Pind Sanghol, Distt Fatehgarh Sahib

(1990) and *Goleman (1995)* have worked to make the educators realize the importance of Emotional Intelligence. Emotional development is one of the significant aspects of growth and development. Almost all modes of behavior of a man are guided to some degree by the emotions. These are prime motive forces behind our conduct and play a significant role in our life emotions are almost present in every activity of human life and primarily guides our inner adjustments, mental balances and behavior Emotions activate our lives, shape our perceptions and behaviour, which then emanate and influence others. Emotional Intelligence includes the rare ability to be angry with the right person, to the right degree, at the right time, for the right person and in the right way.

Salovey and Mayer (1990) divided Emotional Intelligence as follows:

1) Self Awareness- Observing oneself and recognizing of feelings as it happens.

2) Managing Emotions- Handling feelings, so that they are appropriate to realize what is behind a feeling, finding way to handle fears and anxieties, anger and sadness.

3) Motivating Oneself- Channelizing emotions in the service of a goal, emotions, self control, delaying gratification and shifting impulses.

4) Empathy- Sensitivity to others feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.

5) Handling Relationships- Managing emotions in others, social competence and social skills.

Various studies are conducted on above said variables like Por et al. (2011) examined the emotional intelligence and its relationship to perceived stress, coping strategies, subjective well being, perceived nursing competency and academic performance of nursing students in United Kingdom. A prospective co relational survey design was adopted. Three methods of data collection were used: (i) A self-report questionnaire (ii) an audits of student's academic performance; and (iii) mapping of emotional intelligence teaching in the curricula. Emotional intelligence was positively significantly related to well being, problem-focused coping, perceived nursing competency and

negatively related to perceived stress. The finding suggested that increased feeling of control and emotional competence assist nursing students to adopt active and effective coping strategies when dealing with stress, which in turn enhances their subjective well being. Sharma (2011) revealed in a study of emotional intelligence of school students in relation to mental health that there is no 55 significant difference in emotional intelligence among male and female students. Singla (2011) reviewed a study of well being of working and non-working women in relation to their emotional intelligence and stress. A random sample of 200 women was taken. The result indicated that well being of working women is higher than nonworking women, but the difference is not significant. It also shows a significant difference in emotional intelligence of both. The working women have more positive stress and less negative stress than non-working women. There is a significant positive relationship between emotional intelligence and well being of working women but negative and non-significant relationship between emotional intelligence and well being of non-working women. Though the well being of total sample is not significantly related with stress, but the relationship of working and nonworking women separately related positively with positive stress and negatively with negative stress, which indicated that higher the well being of women, lower will be the level of negative stress a vice-versa. Razia, K.I. (Nov, 2011) concluded that there were significant differences between male and female sportsperson on Sports Aggression. Jennifer E. Lansford et. al (August,2012) conducted a research on Boys' and Girls' Relational and Physical Aggression in nine countries. They reported that boys being more physically aggressive than girls across all nine countries, no consistent gender differences emerged in relational aggression. Kumar R. (June, 2014) found that there is no significant gender-wise difference in aggression among senior secondary school students. Female senior secondary students have significantly higher means of aggression scores than their male counterparts. Kalra N. (August 2014) concluded that the level of physical and verbal

aggression in boys is higher as compared to girls at 0.001 level of significance. Isen J.D, M.K., Gue M.C, Iacono W.G (Feb, 2015) stated that boys who show aggressive tendencies develop greater physical strength as teenagers than who are not aggressive. [Association for Psychological Science, Feb, 2015] Website : Science Daily. Technology and diversity have greatly changed the lives of people in urbanization system. Even the Indian society and its schools and colleges are broadly affected by the process of modernization. There is a lot of change in the way of thinking due to modernization. We are adopting these changes in our thinking also. There are many factors which influence our thinking such as home environment, parent child relationship, socio-economic background, lifestyle, mental health, modernization etc. In the midst of material prosperity there is a sense of aggression and frustration. In the modern world, it is an alarming scenario regarding aggression among adolescents which leads them to the trap of depression, anxiety and stress; on the other hand modernization has influenced not only our way of thinking but also our living. It has also become the cause of aggression and violent behavior because teenagers do not emotionally stable. If we really want to help adolescents in their proper adjustment to self and to the peculiarities of their environment we should develop their abilities and equip them to face the changing realities of the life by

developing emotional intelligence. So the present study will help the teachers and parents to understand the aggression among adolescent boys and girls and the relation between aggression and emotional intelligence among adolescents and guide them to foster emotional skills. So the investigator probes in to the dire need to study the aggression and emotional intelligence among adolescents.

OBJECTIVES

- To study and compare the aggression among adolescent boys and girls.
- To study and compare the emotional intelligence among adolescent boys and girls.
- To study the relationship between aggression and emotional intelligence among adolescents.

METHOD

DESIGN

In the present study descriptive survey method was employed. It was used in order to explore awareness of the RTE Act among parents.

SAMPLE

By using random sampling method 50 parents whose children are studying in the government schools were contacted.

MEASURES

- Emotional Intelligence Inventory (2012) by S.K Mangal and Shubhra Mangal.
- Aggression Scale (2008) by R.L Bharadwa.

RESULTS AND DISCUSSION

Table1: Significance of the Difference between Mean Scores of Aggression and emotional intelligence of adolescent boys and girls

S.No.	Group	N	M	S.D.	S.Em	t-value
1.	Aggression	100	85.66	11.23	1.40	15.47**
2.	Emotional Intelligence	100	57.97	8.44		

**significant at 0.01 & 0.05 level

Above table revealed that the mean scores of aggression and emotional intelligence among adolescents as 85.66 and 57.97 respectively and then standard deviation as 11.23 and 8.44 respectively. The t-ratio is 15.47 with df =198 which is significant at both 0.01 & 0.05 level of confidence.

This revealed that a significant different exist, between mean scores of aggression and emotional intelligence among adolescents.

As the mean score of aggression is higher than that of emotional intelligence, therefore, it may be said that adolescents passes significantly much more

aggression than emotional intelligence. Thus it can be concluded that thus exists a significant different between mean scores of aggression is higher than that of emotional intelligence, therefore, it may be said that adolescent boys and girls possess significantly much more aggression than emotional intelligence.

Hence, hypothesis stating that 'There exists significant difference in aggression and emotional intelligence among adolescents' is accepted.

The hypothesis proved in the present study is supported in the light of the various research studies. Aggressive conduct disorder is more common in adolescents due to physical changes and social variations. In spite of this, there is more peer pressure among this age group. At adolescence stage, children are not strong emotional stability. Not only this, the modern lifestyles also play a prominent role in the more aggressive behavior among adolescents. Therefore, a need of the hour is to provide proper guidance and counseling to the adolescent children and also parents and teachers have a sole duty to assist them to tackle such behavioural problems.

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