



Emotional Intelligence And Aggression: Two Sides Of The Same Coin?

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ABSTRACT

This research focuses to investigate the relationship between aggression and emotional intelligence (EI) in young adults, with a specific focus on comparing gamers and non-gamers across gender. Aggression, a multifaceted behavior that may be physical, verbal, relational, instrumental, or reactive, is examined alongside EI which is the ability to interpret, control & utilize emotions. The sample comprised 160 college-going young adults (80 males and 80 females), divided equally into gamers and non-gamers. The study aimed to identify differences in aggression and EI and explore correlations between them. Results showed that there was no significant differences in aggression or EI among gamers and non gamers. Additionally, no statistically considerable correlation was present between aggression & EI across the general sample, nor within gender-specific subgroups. Although females showed a slightly stronger negative correlation than males, it was not significant. These findings suggest that gaming status may not substantially impact aggression or EI levels. The study highlights the need for future research with larger, more diverse samples, differentiated gaming types, and control for contextual variables to further examine these complex psychological constructs.

CHAPTER 1

INTRODUCTION

In the evolving landscape of psychological research, the interaction between aggression and emotional intelligence (EI) in young adults has garnered significant attention. Aggression, typically defined as any behavior aimed at causing harm to others, can manifest in a range of expressions, including physical violence, verbal insults, or relational aggression (Anderson & Bushman, 2002). Emotional intelligence, on the other hand, refers to an individual's ability to recognize, understand, manage, and influence emotions, both in themselves and in others (Salovey & Mayer, 1990). The potential link between emotional intelligence and aggression is of profound interest, particularly in the context of young adults, who are often navigating the challenges of emerging adulthood, including identity formation, academic pressures, social relationships, and career development (Arnett, 2000).

Young adulthood represents a critical period during which individuals' emotional regulation capacities are still developing. The ability to manage emotions, particularly intense feelings such as anger, frustration, and stress, is crucial for adaptive functioning in this stage of life. Research suggests that emotional intelligence

can play a pivotal role in how young adults express or suppress aggressive tendencies (Bar-On, 2000). Understanding the relationship between aggression and emotional intelligence could yield significant insights into how emotional skills may either buffer or exacerbate aggressive behaviors, providing valuable implications for interventions aimed at improving emotional regulation and reducing aggression in young adult populations.

This topic will explore the relationship between aggression and emotional intelligence in young adults, focusing on how EI can mitigate aggressive tendencies and promote healthier emotional expressions. Through a comprehensive review of the literature and empirical research, this study will attempt to uncover the mechanisms that link these two constructs and identify how emotional intelligence may serve as a protective factor against aggression.

AGGRESSION

Aggression is a multi-dimensional and complex behavior that can be expressed in various forms. It generally refers to actions or attitudes aimed at causing harm, discomfort, or pain to another individual, either directly or indirectly. Aggression is not always harmful in its outcomes, as it can be an adaptive response to specific situations, such as self-defense or asserting dominance in competitive environments. However, when aggression becomes chronic or disproportionate, it can lead to negative consequences for the individual involved and society at large (Anderson & Bushman, 2002).

Aggression has been extensively studied across disciplines, including psychology, sociology, and biology. The expression of aggression may vary depending on individual characteristics, situational factors, and cultural influences. While some scholars argue that aggression is innate and biological, others view it as a learned behavior influenced by environmental and social factors (Dodge et al., 1997). This chapter will explore various forms of aggression, the theories behind its expression, and the contributing factors that influence aggressive behavior.

Types of Aggression

Aggression is typically categorized into different forms, each with its own underlying motivations and behavioral manifestations. The main types of aggression include physical aggression, verbal aggression, relational aggression, and instrumental aggression.

1. Physical Aggression

Physical aggression involves behaviors where physical force is used to harm or threaten another person. This form of aggression is perhaps the most easily identifiable and can range from minor acts such as slapping or pushing to more severe forms such as hitting, choking, or using weapons. Physical aggression can be directed at individuals or property, causing harm or injury (Berkowitz, 1993).

The motivation behind physical aggression often relates to emotional impulses such as anger, frustration, or fear, but it can also be the result of a perceived threat or challenge to one's status or power. Research suggests that males are more likely to engage in physical aggression, largely due to hormonal factors such as higher levels of testosterone (Dabbs et al., 1995). However, physical aggression is not limited to men; women, too, can exhibit physical aggression, though it may manifest differently, often involving indirect or relational methods.

2. Verbal Aggression

Verbal aggression, or hostile communication, involves the use of language to harm, insult, or belittle others. This form of aggression is more subtle than physical aggression but can be just as damaging to an individual's psychological well-being. Verbal aggression includes name-calling, threats, insults, sarcasm, and offensive remarks intended to hurt the recipient's feelings or reputation.

Research by Miller et al. (2003) has shown that individuals who engage in verbal aggression often do so as a response to frustration or to assert dominance in a social situation. Verbal aggression is particularly harmful in intimate relationships, workplaces, and social interactions, as it can escalate conflicts and contribute to long-term psychological harm, including anxiety, depression, and low self-esteem (Tannen, 1990). While some forms of verbal aggression are impulsive, others are more strategic and manipulative, often used to gain control or intimidate others (Buss, 1961).

3. Relational (Indirect) Aggression

Relational aggression, also known as social or indirect aggression, involves behaviors that aim to damage another person's social relationships or self-esteem rather than inflict physical harm. This form of aggression includes gossiping, spreading rumors, social exclusion, or undermining someone's reputation. Although it does not involve direct physical violence, relational aggression can have severe emotional and social consequences for the victim, leading to feelings of isolation, anxiety, and depression.

Crick and Grotpeter (1995) found that relational aggression is more prevalent in females than in males, particularly in adolescent and young adult populations. However, it is important to note that both men and women engage in relational aggression, albeit in different ways. While men are more likely to express relational aggression through direct social conflict, women tend to use more covert forms of relational aggression, such as exclusion or rumor-spreading. Despite its less overt nature, relational aggression can be just as damaging as physical aggression, as it can destroy friendships, damage reputations, and cause long-lasting emotional pain (Björkqvist et al., 1992).

4. Instrumental Aggression

Instrumental aggression is a more calculated and goal-directed form of aggression. Rather than being motivated by anger or emotional impulses, instrumental aggression occurs when an individual uses aggressive behavior to achieve a specific goal, such as gaining power, resources, or status. This form of aggression is often premeditated and is typically used to manipulate a situation for personal gain, such as when individuals engage in violent acts to rob someone or use aggressive negotiation tactics in business or political settings.

Unlike hostile aggression, which is driven by emotion, instrumental aggression is driven by rational thought and a desire to achieve a specific outcome (Anderson & Bushman, 2002). It can manifest in both physical and non-physical forms, such as using threats or coercion to manipulate others. In many competitive environments, such as business, sports, or politics, instrumental aggression may be seen as a legitimate means of achieving success, even though it may have harmful consequences for others (Berkowitz, 1993).

5. Reactive Aggression

Reactive aggression is an impulsive, emotional response to a perceived provocation or threat. This type of aggression is typically seen as a defensive reaction to a situation in which an individual feels attacked or disrespected. For example, a person who is insulted may lash out with physical or verbal aggression. Reactive aggression is often associated with high levels of emotional arousal, particularly anger, and can lead to impulsive behavior and a loss of self-control.

Individuals who exhibit reactive aggression tend to have difficulty regulating their emotions, which can result in disproportionate and aggressive responses to minor provocations. Reactive aggression is often a result of frustration, stress, or perceived injustice and can escalate quickly if the emotional response is not managed effectively (Dodge & Coie, 1987).

Theories of Aggression

Several theories have been developed to explain the origins and expression of aggressive behavior. These theories range from biological explanations to social and cognitive frameworks.

1. Biological Theories of Aggression

Biological theories suggest that aggression is an inherent or instinctual behavior influenced by genetic, neurological, and hormonal factors. For instance, the **neurobiological theory** posits that aggression is linked to specific brain regions, such as the **amygdala** (responsible for emotional processing) and the **prefrontal cortex** (which regulates impulses). When these regions are dysregulated or impaired, aggression may manifest in impulsive or violent behavior (Raine, 2002).

Furthermore, **hormonal theories** highlight the role of testosterone in aggression, especially in males. Elevated testosterone levels have been consistently linked to increased aggressive behaviors in both humans and animals (Dabbs et al., 1995). In contrast, serotonin, a neurotransmitter involved in mood regulation, has been found to have an inhibitory effect on aggressive behavior. Low serotonin levels are associated with higher aggression, impulsivity, and violence (Coccaro et al., 1997).

2. Social Learning Theory

The **social learning theory** proposed by Albert Bandura (1973) suggests that aggression is learned through the observation of others. According to this theory, individuals acquire aggressive behaviors by observing and imitating role models who display aggression and are reinforced for it. For example, children who observe violent behavior in their parents or peers may learn to adopt similar behaviors when faced with conflict or frustration. Bandura's famous **Bobo Doll experiment** demonstrated that children who saw adults behaving aggressively toward a doll were more likely to imitate those behaviors themselves.

Social learning theory highlights the role of reinforcement in the development of aggression. When aggressive behaviors are rewarded (such as gaining attention, respect, or material resources), individuals are more likely to repeat them. Conversely, when aggression leads to punishment or negative consequences, it is less likely to be repeated (Bandura, 1973).

3. Frustration-Aggression Hypothesis

The **frustration-aggression hypothesis**, proposed by Dollard et al. (1939), posits that aggression is the direct result of frustration. When an individual's goal-directed behavior is blocked or thwarted, they experience frustration, which leads to an aggressive response. For example, when a person is unable to achieve a desired outcome due to external obstacles, they may lash out in anger.

The frustration-aggression hypothesis has been widely influential, but it has also faced criticism for oversimplifying the relationship between frustration and aggression. Critics argue that not all frustration results in aggression, and other factors, such as the individual's emotional intelligence and cognitive processing, can influence the likelihood of an aggressive response (Berkowitz, 1989).

Factors Contributing to Aggression

Aggression is influenced by a variety of factors, including biological, social, and situational elements. These factors contribute to the likelihood of aggression being expressed and can vary from person to person.

1. **Personality Factors:** Individuals with certain personality traits, such as low emotional regulation, high irritability, and impulsivity, are more prone to aggressive behaviors (Eysenck, 1997).
2. **Stress and Frustration:** High levels of stress, anxiety, and frustration can lead to aggressive reactions, particularly in individuals with poor emotional regulation (Cohen et al., 2006).
3. **Cultural and Social Norms:** Cultural attitudes toward aggression can either promote or discourage aggressive behavior. In cultures where aggression is normalized or rewarded, individuals may be more likely to express aggression in response to conflict (Eagly, 2009).

4. **Peer Influence:** Social groups and peer pressure can significantly influence aggressive behavior, particularly in adolescence and young adulthood. Individuals are more likely to engage in aggression when they are part of a group that condones or encourages aggressive actions (Dishion et al., 1999).

Ways to Control Aggression

- **Cognitive Behavioral Therapy (CBT):**
CBT helps individuals recognize and change negative thought patterns that lead to aggression. It teaches emotional regulation techniques, such as relaxation exercises and anger management strategies, to prevent impulsive aggressive responses.
- **Anger Management Techniques:**
Techniques like deep breathing, progressive muscle relaxation, and taking a timeout can help reduce the physiological arousal associated with aggression. These methods help individuals calm down before reacting aggressively.
- **Mindfulness and Relaxation:**
Practicing mindfulness helps individuals become aware of their emotional states in real-time, allowing them to manage their emotions before they escalate into aggression. Relaxation techniques like meditation and yoga can also help reduce stress and promote emotional balance.
- **Improving Communication Skills:**
Learning effective communication, such as active listening and assertiveness, can help individuals express their needs without aggression. Nonviolent communication techniques help resolve conflicts calmly and respectfully.
- **Physical Exercise:**
Regular physical activity can reduce aggression by releasing built-up tension, lowering stress levels, and improving mood. Exercise promotes the production of endorphins, which can lead to a reduction in aggressive impulses.

EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) is the capacity to recognize, understand, manage, and influence emotions—both in oneself and in others. The concept was popularized by Daniel Goleman in the mid-1990s, though its roots can be traced back to the work of psychologists like Peter Salovey and John Mayer, who initially defined EI as a set of skills that govern how we handle emotions and relationships. Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ* (1995) brought the idea into the mainstream, arguing that emotional intelligence is critical for personal and professional success, often more so than traditional intelligence (IQ).

EI is generally broken down into five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These components work together to allow individuals to understand their own emotions, manage emotional responses effectively, and navigate social environments in a positive and constructive way. The idea of emotional intelligence challenges the traditional view of intelligence as being purely cognitive, highlighting the importance of emotional and social competencies in overall well-being and success.

This chapter explores the concept of emotional intelligence in detail, covering its components, theoretical frameworks, measurement, and its role in personal, academic, and professional settings. It also discusses the importance of EI in managing interpersonal relationships, mental health, and overall life satisfaction.

Components of Emotional Intelligence

Emotional Intelligence is generally broken down into five primary components. These elements interact with one another, forming a comprehensive framework for understanding how people manage emotions and social interactions.

1. Self-Awareness

Self-awareness is the ability to recognize and understand one's own emotions and their impact on thoughts, behavior, and interactions with others. It involves being in tune with one's emotional states, knowing what triggers these emotions, and understanding how emotions influence behavior. Self-awareness is foundational to emotional intelligence because it allows individuals to reflect on their emotional experiences and make informed decisions.

Self-awareness is associated with better mental health and well-being. People who are self-aware are more likely to engage in adaptive coping strategies and make healthier emotional decisions (Goleman, 1995).

2. Self-Regulation

Self-regulation refers to the ability to control one's emotions, particularly in challenging situations, and to maintain emotional balance. It is about managing emotions in healthy ways, avoiding impulsive reactions, and staying calm and focused on stressful environments. Self-regulation also involves being adaptable to changing situations and controlling negative emotions like anger, anxiety, or frustration.

People who are skilled at self-regulation tend to handle conflict more effectively, exhibit resilience in the face of adversity, and generally experience better emotional and physical health (Mayer, Salovey, & Caruso, 2004).

3. Motivation

Motivation, in the context of emotional intelligence, refers to the internal drive to achieve goals for personal satisfaction, rather than for external rewards or recognition. People with high emotional intelligence tend to be highly motivated, which leads them to persevere through challenges and setbacks. Motivation is often driven by a passion for personal growth, a desire to meet personal values, and the ability to delay gratification in pursuit of long-term goals.

Motivated individuals are often more productive and perform better in their personal and professional lives. Studies show that motivation plays a key role in maintaining mental health and overall life satisfaction (Goleman, 1995).

4. Empathy

Empathy is the ability to understand and share the feelings of others. It is the capacity to perceive, recognize, and respond to the emotions of others, allowing individuals to create deeper connections and engage in more meaningful relationships. Empathy goes beyond simply recognizing another person's emotional state; it involves understanding their perspective and responding with appropriate emotional reactions.

Empathy is essential in building trust, improving communication, and maintaining healthy relationships. People with high empathy are better at resolving conflicts, understanding different perspectives, and offering emotional support (Davis, 1994).

5. Social Skills

Social skills are the abilities required to build and maintain healthy, positive relationships with others. These skills involve effective communication, conflict resolution, teamwork, and leadership. Socially skilled individuals can influence and persuade others in a respectful manner, resolve disputes diplomatically, and collaborate effectively within teams.

Individuals with high social skills are often effective leaders, communicators, and collaborators. They tend to be successful in professional and social settings and can navigate social challenges with ease (Goleman, 1995).

Theoretical Frameworks and Models of Emotional Intelligence

Several models of emotional intelligence have been proposed over the years, each with its own emphasis on different aspects of EI. Two of the most widely recognized models are the **Ability Model** and the **Mixed Model**.

1. Ability Model (Salovey and Mayer)

The **Ability Model**, developed by Peter Salovey and John Mayer in the 1990s, views EI as a set of abilities related to the perception, use, understanding, and regulation of emotions. According to this model, EI is closely linked to cognitive abilities and involves four key abilities:

1. **Perceiving emotions:** Recognizing emotions in oneself and others.
2. **Facilitating thought:** Using emotions to enhance cognitive processes, such as problem-solving.
3. **Understanding emotions:** Understanding the causes and consequences of emotions.
4. **Managing emotions:** Regulating emotions in oneself and others to promote emotional and mental well-being.

2. Mixed Model (Goleman)

The **Mixed Model**, proposed by Daniel Goleman, includes both emotional competencies (such as self-awareness, self-regulation, and empathy) and non-cognitive skills (like motivation and social skills). Goleman's model combines aspects of ability with traits or competencies, providing a broader understanding of EI as a collection of emotional and social skills that contribute to personal and professional success.

Goleman's model is more practical and widely used in organizational settings to assess emotional intelligence and improve leadership, team dynamics, and organizational performance.

Applications and Importance of Emotional Intelligence

Emotional intelligence plays a crucial role in many aspects of life, including personal well-being, academic performance, and workplace success.

1. Personal Well-Being

Emotional intelligence is closely linked to mental health and emotional well-being. People with higher emotional intelligence are better equipped to handle stress, cope with negative emotions, and navigate life's challenges. They tend to have healthier relationships, more satisfying social connections, and higher life satisfaction.

2. Academic Success

Students with high emotional intelligence are better at managing stress, engaging with their peers, and remaining motivated. Research has shown that EI is a predictor of academic success, as it helps students to focus, persevere through challenges

The Relationship between Aggression and Emotional Intelligence in Young Adults

Aggression is a complex emotional response that can manifest in various forms, such as physical violence, verbal hostility, or passive-aggressive behavior. It is often triggered by frustration, perceived injustice, or stress, and can have significant negative consequences on both personal and social levels. In contrast, **Emotional Intelligence (EI)**, which refers to the ability to recognize, understand, manage, and regulate emotions in oneself and others, plays a crucial role in how individuals respond to stress and conflict (Goleman, 1995). The relationship between aggression and emotional intelligence has been a subject of increasing interest, particularly in understanding how individuals can manage and reduce aggressive tendencies.

The Role of Emotional Intelligence in Aggression Management

Emotional intelligence consists of five core components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). These components are closely related to how individuals manage their emotions, including aggressive impulses. Research has shown that young adults with higher levels of emotional intelligence tend to exhibit lower levels of aggression, as they are better able to regulate their emotional responses and handle stress and conflict in healthier ways (Salovey & Mayer, 1990).

1. **Self-Awareness and Aggression:** Self-awareness allows individuals to recognize their emotional triggers. When young adults are aware of what causes their anger or frustration, they are more likely to step back and assess the situation before reacting impulsively. This helps prevent the escalation of aggressive behavior (Bar-On, 1997).
2. **Self-Regulation and Aggression:** Self-regulation, a key component of emotional intelligence, is the ability to manage and control one's emotions, particularly negative emotions such as anger or resentment. Young adults with strong self-regulation skills are less likely to give in to aggressive impulses when faced with provocation. By using techniques like deep breathing, mindfulness, or positive reframing, they can control their aggression more effectively (Goleman, 1995).
3. **Empathy and Aggression:** Empathy, the ability to understand and share the feelings of others, can also influence aggression. When young adults are empathetic, they are more likely to consider the emotional impact of their actions on others and choose non-aggressive ways of handling conflict. Empathy fosters compassion and can help de-escalate situations that might otherwise lead to aggression (Davis, 1994).
4. **Social Skills and Aggression:** Strong social skills, which are another dimension of emotional intelligence, enable young adults to navigate social situations effectively and resolve conflicts without resorting to aggression. By using communication strategies like active listening and assertiveness, individuals can address misunderstandings or disagreements in ways that prevent hostility and promote cooperation (Goleman, 1998).

Empirical Evidence Linking Emotional Intelligence and Aggression

Several studies have demonstrated a significant negative correlation between emotional intelligence and aggression. For instance, a study by **Bar-On (1997)** found that individuals with higher emotional intelligence scores tend to report fewer aggressive behaviors, especially in stressful or emotionally charged situations. Similarly, research by **Brackett et al. (2004)** showed that emotional intelligence was inversely related to both physical and verbal aggression in young adults. Those with higher EI scores were less likely to engage in aggressive behaviors because they had better control over their emotions and were more skilled at resolving conflicts peacefully.

In contrast, young adults with lower emotional intelligence often struggle to manage their emotions, leading to impulsive reactions and a higher likelihood of aggressive behavior. This suggests that interventions aimed at improving emotional intelligence could be effective in reducing aggression, particularly in adolescents and young adults who are still developing emotional and social competencies (Mayer, Salovey, & Caruso, 2004).

Conclusion

The relationship between aggression and emotional intelligence in young adults is complex but clearly significant. High emotional intelligence can act as a buffer against aggression by helping individuals recognize and regulate their emotions, understand others' feelings, and navigate social interactions more effectively. Training and interventions aimed at enhancing emotional intelligence may provide a useful tool in reducing aggression, fostering better relationships, and improving mental health outcomes in young adults. Given that emotional intelligence can be developed through targeted programs, promoting EI in educational settings or through therapy could have profound benefits for reducing aggression and enhancing social harmony.

CHAPTER 2

REVIEW OF LITERATURE

Megías-Robles, A., Gutiérrez-Cobo, M. J., et al. (2024) purpose of this study is to investigate **the development of emotional intelligence (EI) abilities in young individuals** using **performance-based EI instruments** in Spain. Results indicated that **girls exhibited higher EI than boys**, particularly in **emotion management and perception**. These findings highlight **gender differences in EI development**, which may influence aggression tendencies in young adults.

Javaid, Z.K., et. Al. (2024) conducted a study to understand **relationship between EI and aggression** and how they impact **relationships, personal growth, and conflict resolution**. The findings suggest that **higher EI helps young adults develop self-regulation, empathy, and effective communication, reducing aggression**. This research supports the **implementation of EI training to improve emotional regulation and reduce aggression**.

Gorbylyova, K. (2024) aimed to investigate the **impact of emotional intelligence (EI) on aggression** among medical students. Results indicated that **only 5.8% of students had high EI**, while **lower EI levels correlated with higher aggression**, particularly in **verbal and physical aggression**. The **most aggressive individuals scored lowest in self-motivation, empathy, and emotion recognition**. Also, it was shown that **higher EI reduces aggression**. This study highlights the **need for EI development programs in medical education to reduce aggression and enhance adaptive skills**.

Gómez-Leal, R., Fernández-Berrocal, P., Faria, L., et.al. (2024) conducted a study to examine how implicit emotional theories influence aggression, with a focus on gender differences. The results indicated that individuals with progressive emotional theories had lower aggression and higher emotional intelligence. Furthermore, gender played a moderating role in the relationship between emotional intelligence and aggression, with implications for targeted intervention programs.

Chishti, M. U., Arif, F., Munir, E., et.al. (2024) examined the association of EI and aggression with physical activity among undergraduate medical students. A sample of 267 students from private medical universities participated in the study. Results revealed a positive relationship between physical activity and aggression, particularly among males. However, EI had a negative association with aggression, except in males, where a positive correlation was found. The study emphasized the importance of EI development and physical activity in managing aggression in young adults.

Abbas, M. N., Hussain, J. et.al. (2024) conducted a to examine the effect of permissive parenting fashion, authoritarian parenting style, and authoritative parenting fashion on aggression and emotional intelligence amongst college and university college students of Gilgit Pakistan. The player of the examine consists of (n=222) students of each gender within the age variety of 15 to 30 years. The consequences indicated that there are vast members of the family between perceived parenting, aggression and emotional intelligence.

Yagual Montoya, V. V., Mora Espinoza, L. M., Almeida Suárez, R. E., Payne Delgado, B. I., & Fuentes Villanueva, J. C. (2024) This paper evaluated an emotional intelligence program implemented to primary school youngsters. The observation become carried out with an experimental institution and a control institution, allowing for an assessment among this system and conventional methods. These results indicate

that incorporating packages to increase emotional intelligence can markedly enhance scholar conduct, give a boost to peer and teacher relationships, and equip college students with essential competencies for his or her destiny professional and social lives.

Fayaz, F., Nilaweera, I., Cassim, R., & Samaranayake, D. (2023) conducted to study the Emotional Intelligence and Aggression amongst college students in Malappuram district of Kerala. Information turned into randomly accumulated from 32 young people from diverse government, non-public and Co-operative faculties. It has been observed that there exists a massive distinction among the degree of emotional intelligences on aggression of adolescent women compared to adolescent boys. Boys had been determined to be more competitive, at the same time as women were observed to be emotionally clever. Moreover, Emotional intelligence has no impact at the quantity of violence in boys.

Ganie, A. H., & Malla, H. A. (2023) the present study aimed to find the relation between emotional intelligence and aggression amongst college going students. The descriptive technique was used in the study. A total of 200 sample was taken by random sampling technique. Outcome was that girl college students have more emotional intelligence than male students. while rural college students have extra emotional intelligence than city students. A giant but low poor correlation become observed between emotional intelligence and aggression among university college students.

Kuśnierz, C., Rogowska, A., & Görner, K. (2023) conducted a study to examine emotional intelligence and aggression in kyokushin and shotokan karate athletes. Outcomes confirmed that Low aggression is a widespread predictor of EI, but the moderating impact of the pattern on the connection among aggression as a predictor and EI as defined variable became not determined in this study. These results showed the beneficial effect of physical activity and karate schooling on improving emotional intelligence and reducing aggression

Singh, A., Prabhakar, R., & Kiran, J. S. (2022) the research aims to offer a synopsis of the prevailing literature on EI by means of exploring the development of the idea of emotional intelligence during the route of its existence. Review's results indicate that a battery of assessment tools, with an emphasis on emotional hijacks, is probable to provide a more reliable dimension of emotional intelligence. Therefore, it's miles cautioned that once designing and standardizing EI scales, new measurements don't forget the elements.

Parmaksız, İ., & Kılıçarslan, S. (2021) this aimed to decide the predictive impact of aggression and emotional intelligence on the level of phubbing. The observe organization consisted of 768 person people [Female:461, Male:307] dwelling in extraordinary provinces of Turkey. contributors' a while ranged from twenty-two to fifty-seven. According to the outcomes of the hierarchical regression analysis, emotional intelligence and aggression have been located to be predictors of phubbing behaviors.

Mambra, A. J. K., & Jaleel, A. (2021) the prevailing study become conducted to observe the Emotional Intelligence and Aggression amongst university students in Malappuram district of Kerala. Statistics turned into random sample from 32 young people from numerous authorities, personal and Cooperative schools. Results revealed that, boys have been discovered to be more competitive, while women were determined to be emotionally wise. Emotional intelligence has no effect at the volume of violence in boys. Several factors (peer strain, media violence, and drug effect, for instance) can also play role in aggression.

Bibi, A., Saleem, A., Khalid, M. A., & Shafique, N. (2020) the existing study aims at examining the relationship among emotional intelligence and aggression and investigating gender differences for both variables. A sample of 100 college students (50 adult males and 50 females) had been recruited from two adjoining towns of Pakistan. Results propose that emotional intelligence can be a defensive issue in opposition to specific factors of aggression. therefore, suitable control applications must be developed to beautify the unique dimensions of emotional intelligence inhibiting competitive conduct.

Weathersby, F. L., King, J. B., Fox, J. C., Loret, A., & Anderson, J. S. (2019) conducted a study on **Functional connectivity of emotional well-being: Overconnectivity between default and attentional networks and its association with anger and aggression.** The study used **Functional MRI connectivity to identify neurophysiological aspects of cognition and personality.** Findings revealed that **overconnectivity in attentional networks correlated with increased anger and aggression**, supporting the role of **brain architecture in emotional regulation and aggression control.**

Fayaz, I. (2019) the existing paper examines the connection among aggression and emotional intelligence most of the adolescent boys of Kashmir. The pattern consists of a hundred adolescent boys (n= a hundred). The consequences found out massive negative correlation among dimensions of aggression and emotional intelligence.

Kant, R. (2019) the objective of this study was to discover the extent of Emotional Intelligence of university's college students and to discover the distinction between Emotional Intelligence on the idea of gender, locality, stage of course and college of study. This survey based totally examine used information from 200 students at vital university of South Bihar, Gaya, India. results indicated that each one college's students were having high level of emotional intelligence. Result suggests that all college students of education have emotional Intelligence of excessive degree besides in comparison of students at school of regulation & Governance.

Megías, A., Gómez-Leal, R., et.al. (2018) purpose of this study is to understand the mechanisms underlying the relationship between **aggressive behavior and emotional intelligence (EI)**. The results showed a **negative relationship between aggression and ability-EI**, influenced by **branch type, aggression dimension, negative affect (NA), and gender**. These findings contribute to **psychological models of aggression**, reinforcing the need for **prevention and treatment programs**.

Szczygiel, D. D., & Mikolajczak, M. (2018) the study aims to examine whether trait emotional intelligence would have impact of negative feelings at work on job burnout. 188-woman nurses participated on this examine and finished measures of trait affectivity, emotional intelligence, anger and sadness at paintings, and burnout. It was found out that there were relationships between both kinds of poor emotions and burnout above and past demographics and the nurses' trait affectivity.

García-Sancho, E., Salguero, J. M., & Fernández-Berrocal, P. (2017) the present study explored the connection between potential Emotional Intelligence (AEI) and aggression in both adults and youth the use of cross-sectional and longitudinal designs. Two studies were carried out. The results of study 1 indicated AEI explains a sizeable amount of specific variance for physical aggression, however now not for verbal aggression after controlling persona tendencies. Study 2 aimed a longitudinal evaluation of the relationship among EI and aggression in 151 teens AEI expected physical aggression through the years, however it did not expect verbal aggression. consequences from each studies advise a bad and giant relationship between AEI and physical aggression, however opposite our expectations, it did not for verbal aggression.

Baba, K. H., Muhsin, H., Malik, B., & İhsan, S. (2017) conducted a study on *The Relationship Between Emotional Intelligence and Aggression in Boxers*. Emotional intelligence was defined as the ability to perceive, use, manage, and understand emotions for better psychological adaptation. An inverse relationship between emotional intelligence and aggression was found through Pearson correlation analysis. Multiple regression analysis further demonstrated a significant negative relationship between aggression and all dimensions of emotional intelligence. The study concluded that stress management and interpersonal relationship skills play a crucial role in reducing aggression among boxers.

Yoo, J. E., Kim, S. J., & Hwang, J. (2017) conducted a study on examining how mothers' smartphone habits affected the aggression and emotional intelligence of young children (ages 3-5). The findings revealed that higher maternal smartphone usage was positively correlated with children's aggression but had no significant effect on emotional intelligence. A negative correlation was observed between children's emotional self-expression and their mothers' virtual world engagement, suggesting that excessive smartphone use by mothers could contribute to increased aggression in children.

García-Sancho, E., Salguero, J.M., & Fernández-Berrocal, P. (2014) the study aimed to assess how **trait and ability EI influence aggressive tendencies**. The results showed that **higher emotional intelligence is associated with lower aggression**, particularly in **young adults**. The findings suggest that **developing EI can be an effective strategy to manage aggression**.

RESEARCH GAP

- By taking into account the two variables of the study (emotional intelligence & Aggression), most of the researches are found on adults who are working professionals and researches were done on general grounds
- There was lack of researches found on how aggression is related to emotional intelligence of young adults in response of gamers and non gamers
- Lack of researches done in India

CHAPTER 3

METHODOLOGY

AIM-

To Understand the Relationship of Aggression and Emotional Intelligence in Young Adults

OBJECTIVES-

To understand the relationship of aggression and emotional intelligence in young gamers and non-gamers

HYPOTHESIS-

- There Will be significant difference in aggression level amongst gamers and non-gamers
- There will be a significant difference in emotional intelligence amongst gamers and non-gamers
- There will be significant relationship between emotional intelligence and aggression amongst young adults.
- There will be significant relationship between aggression and emotional intelligence amongst young females
- There will be significant relationship between aggression and emotional intelligence amongst young males

SAMPLE-

160 YOUNG ADULTS

- 80 MALES (40 GAMERS 40 NON-GAMERS)
- 80 FEMALES (40 GAMERS 40 NON-GAMERS)

SAMPLING SELECTION METHOD-

Purposive sampling

INCLUSION CRITERIA

Regular college going students aged 18-25 years with no mental illness.

Age- 18-25 years

Gender- Male and females

Education qualification- 12 pass students

RESEARCH VARIABLES-

- AGGRESSION
- EMOTIONAL INTELLIGENCE

TOOLS USED-

Sr. No.	Name of the Tool	Author and Year	No. of Items	Reliability and Validity
1.	Aggression scale	G.P Mathur and Rajkumari Bhatnagar	55 items	0.90
2	Schutte Self-Report Emotional Intelligence Test (SSEIT)	Dr. Nicola Schutte, (1998)	33 items	

STATSTICAL ANALYSIS-

T-TEST

PEARSON CORELATION

CHAPTER 4**RESULTS AND ANALYSIS**

H1- There will be a significant difference in aggression level amongst gamers and non-gamers

Table-1**Group Statistics**

	GAMING TYPE	N	Mean	Std. Deviation	Std. Error Mean
TOTAL SCORE	4	80	175.06	22.567	2.523
	3	80	178.93	17.622	1.970

Table-2**Independent Samples Test**

		Levene's Test for Equality of Variances		Test for of t-test for Equality of Means		Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One- Sided	Two- Sided	Differen ce	Differen ce	Lower	Upper
TOTAL SCORE	Equal variances assumed	2.658	.105	-1.207	158	.115	.229	-3.863	3.201	-10.185	2.460
	Equal variances not assumed			-1.207	149.231	.115	.229	-3.863	3.201	-10.188	2.463

Note- Table-2 shows there is **no statistically significant difference** in aggression levels between gamers and non-gamers ($p = .229$). Although non-gamers had slightly higher aggression scores, the difference is **not significant**.

H2- There will be a significant difference in emotional intelligence amongst gamers and non-gamers**Table-3****Group Statistics**

	GAMING TYPE	N	Mean	Std. Deviation	Std. Error Mean
TOTAL SCORE	3	80	13.39	5.995	.670
	4	80	13.54	5.576	.623

Table-4**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance One- Sided p	Two- Sided p	Mean Differ- ence	Std. Error Differ- ence	Lower	Upper
TOTAL SCORE	Equal variances assumed	1.117	.292	-.164	158	.435	.870	-.150	.915	-1.958	1.658
	Equal variances not assumed			-.164	157.177	.435	.870	-.150	.915	-1.958	1.658

Note- Table 4 shows there is **no significant difference** in emotional intelligence between gamers and non-gamers. The scores are nearly identical.

H3- There will be a significant relationship between emotional intelligence and aggression amongst young adults

Table-5

Correlations

		TOTAL SCORE	TOTAL SCORE
TOTAL SCORE	Pearson Correlation	1	-.101
	Sig. (2-tailed)		.203
	N	160	160
TOTAL SCORE	Pearson Correlation	-.101	1
	Sig. (2-tailed)	.203	
	N	160	160

Note- Table-5 shows there is a **weak negative correlation** between emotional intelligence and aggression, but it is **not statistically significant** ($p > .05$). Thus, higher emotional intelligence does not significantly relate to lower aggression levels in young adults.

H4- there will be a significant relationship between aggression and emotional intelligence amongst young females

Table-6

Correlations

		TOTAL SCORE	TOTAL SCORE
TOTAL SCORE	Pearson Correlation	1	-.160
	Sig. (2-tailed)		.157
	N	80	80
TOTAL SCORE	Pearson Correlation	-.160	1
	Sig. (2-tailed)	.157	
	N	80	80

Note- Table-6 shows There is a **slightly stronger negative correlation** in females compared to the full sample, but it is still **not statistically significant**. No clear relationship is established.

H5 – there will be significant relationship between aggression and emotional intelligence among young males

Table-7

Correlations

	TOTAL SCORE	TOTAL SCORE
TOTAL SCORE Pearson Correlation	1	-.035
Sig. (2-tailed)		.756
N	80	80
TOTAL SCORE Pearson Correlation	-.035	1
Sig. (2-tailed)	.756	
N	80	80

Note- Table-7 there is **virtually no correlation** between emotional intelligence and aggression in young males, and the result is **not significant**.

CHAPTER 5

DISCUSSION

The aim was to understand The Relationship of Aggression and Emotional Intelligence in Young Adults. For this purpose, the scales that were used are

- 1- Aggression scale by G.P Mathur and Rajkumari Bhatnagar
- 2- Schutte Self-Report Emotional Intelligence Test (SSEIT) by Dr. Nicola Schutte

Following hypothesis were constructed in the research

- There Will be significant difference in aggression level amongst gamers and non-gamers
- There will be a significant difference in emotional intelligence amongst gamers and non-gamers
- There will be significant relationship between emotional intelligence and aggression amongst young adults.
- There will be significant relationship between aggression and emotional intelligence amongst young females
- There will be significant relationship between aggression and emotional intelligence amongst young males

It administered 160 young adults that were equally divided into males and females, that is 80 males and 80 females, further dividing them into 40 gamers and 40 non-gamers, respectively. The results indicate no significant differences in aggression ($p = .229$) or emotional intelligence between gamers and non-gamers. While non-gamers showed slightly higher aggression, the difference lacked statistical significance. A weak negative correlation was found between emotional intelligence and aggression ($r = -0.101$, $p = .203$), suggesting a non-significant trend where higher emotional intelligence may relate to lower aggression. Among females, this relationship was slightly stronger ($r = -0.160$, $p = .157$) but still not significant. In contrast, males showed virtually no correlation ($r = -0.035$, $p = .756$). Overall, results suggest no meaningful link between aggression and emotional intelligence in context of gaming and non-gaming in young adults.

This contradiction can be due to-

Sample Size and Power: A small or imbalanced sample may lack the statistical power to detect subtle relationships. If the groups (gamers vs. non-gamers, males vs. females) were uneven or too small, real effects could go undetected.

Homogeneity of Participants: If the participants were relatively similar in age, background, or socio-economic status, variability in aggression and emotional intelligence could be limited, minimizing observable differences.

Contextual Factors: External influences such as stress, environment, gaming context (violent vs. non-violent games), or cultural norms may moderate the relationships, making direct associations harder to detect.

Complexity of Human Behaviour: Aggression and emotional intelligence are multifaceted traits influenced by a range of biological, psychological, and social factors. A simple gamer vs. non-gamer division may be too broad to capture relevant distinctions.

Self-report Bias: If participants self-reported their emotional intelligence or aggression levels, social desirability or lack of introspection could distort the accuracy of the data.

There is numerous research that have shown absence of significant differences in aggression and emotional intelligence between gamers and non-gamers, as well as the lack of a strong correlation between these variables, aligns with findings from several studies:

1. **Mohta & Bhattacharyya (2023)** examined university students and found no significant differences in aggression or social intelligence between gamers and non-gamers. Their study suggests that gaming status alone may not be a determining factor in these psychological traits.
2. **Ganie & Malla (2023)** reported a low but significant negative correlation between emotional intelligence and aggression among university students, indicating that while there is a relationship, it may not be strong enough to be statistically significant in all samples.
3. **Szycik et al. (2017)** conducted a study using functional magnetic resonance imaging (fMRI) and found no differences in neural responses to emotionally provocative images between long-term violent video game players and non-gamers. This suggests that prolonged exposure to violent video games may not desensitize individuals to emotional stimuli as previously thought.

CHAPTER 6

SUMMARY AND CONCLUSION

The purpose of this study was to understand The Relationship of Aggression and Emotional Intelligence in Young Adults. Assumptions that were made were

- (a) There Will be significant difference in aggression level amongst gamers and non-gamers
- (b) There will be a significant difference in emotional intelligence amongst gamers and non-gamers
- (c) There will be significant relationship between emotional intelligence and aggression amongst young adults.
- (d) There will be significant relationship between aggression and emotional intelligence amongst young females
- (e) There will be significant relationship between aggression and emotional intelligence amongst young males

The study found no significant differences in aggression or emotional intelligence between gamers and non-gamers. Weak, non-significant negative correlations between emotional intelligence and aggression were observed, slightly stronger in females. These results suggest no clear relationships among the variables, possibly due to sample size, measurement tools, and external influencing factors.

CHAPTER 7

LIMITATIONS & SUGGESTIONS

LIMITATIONS-

1. **Sample Size and Demographics:** A limited or demographically homogenous sample (e.g., same age group, cultural background, or education level) may not provide generalizable results.
2. **Lack of Game Type Differentiation:** The study may not have accounted for differences between violent and non-violent games, which could have varying psychological impacts.
3. **Cross-Sectional Design:** A one-time assessment cannot capture changes over time or establish causality between variables.
4. **Uncontrolled External Variables:** Factors like stress, family environment, mental health, or time spent gaming were not controlled, which might influence both aggression and emotional intelligence.

SUGGESTIONS-

1. **Increase Sample Size:** A larger and more diverse sample would enhance the statistical power and generalizability of the findings.
2. **Differentiate Game Types:** Classify participants based on the type and frequency of games played (e.g., action, strategy, casual, violent) to assess more specific effects.
3. **Longitudinal Studies:** Conduct follow-ups over time to assess long-term impacts of gaming on emotional traits.
4. **Control for Confounding Variables:** Include measures for variables like mental health status, social environment, or screen time to better isolate effects.
5. **Use Objective Measures:** Where possible, include behavioral tasks or third-party assessments to supplement self-reported data.

CHAPTER 8

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