



Emotional Intelligence and Aggression in Adolescents: A Review

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Abstract

Several studies have demonstrated that young individuals possessing elevated emotional intelligence exhibit a higher inclination toward engaging in aggressive behaviour. This study brings attention to various aspects of the connection between aggressive behaviour and emotional intelligence. The findings might be used to develop courses on emotional intelligence and self-regulation to reduce aggressive behaviour among adolescents. Data considered for the study is from the published research article between 2000 and 2022 in various journals. Some of the electronic databases indexing the word related to the topic were used to narrow our search for relevant publications for this review. These findings indicate that a person's level of hostility is negatively correlated with their ability to evaluate. This relation stays true across various variables, including cultures, forms of violence, and emotional intelligence tests administered at different ages. These findings also provided a foundation for discussing and recommending more studies on emotional intelligence strategies for managing and preventing aggressiveness. Important research subjects in adolescent mental health include anger ruminations, emotional regulation training, relaxation therapy, psychological treatments, and coping strategies. Both parents and children may take steps to improve their mental health.

Keywords: Adolescents, Aggression, Emotional Intelligence, Mental Health

1. Introduction

Aggression in humans is defined as the intentional infliction of physical damage to another person. Aggressive behaviour results are negative for all parties¹. Aggression in the classroom is rarely the result of chance but instead of several interrelated factors. Anger is a prelude to aggressive behaviour. Multiple studies have found a connection between aggression and anger. Excessive amounts of rage have been linked to more aggressive behaviour. As previously said, anger isn't the only emotion that can lead to antagonistic behaviour. A person's inability to regulate emotions is a common root cause of aggression. Abilities are related to aggressive behaviour, as shown by studies. Researchers concluded that those who struggle to control their emotions are more prone to engage in sexual aggressiveness and alcohol consumption. There are several contributors to aggressive behaviour, one of which is how emotionally intelligent a person is. Clinical depression, anxiety, and despair have all been associated with aggressive behaviour in adolescents². These concerns can manifest in several ways, including poor academic performance, psychosocial

maladjustment, engagement in criminal activities, drug usage, chronic absence from school, attention deficit, and other psychiatric disorders. When persons with aggression issues try to assess a given scenario, they often misinterpret it and respond aggressively or retreat³.

1.1 Emotional Intelligence

Emotional intelligence consists mainly of controlling one's emotions and using them for rational and analytical thinking. Part of this is regulating your feelings and then using those abilities to comfort and encourage other people. Emotional intelligence is to identify, label, assess, and articulate a wide range of feelings and emotions and to draw on these experiences and insights to enrich one's reasoning - the ability to understand oneself and others, a key component of emotional intelligence. The term "emotional intelligence" describes a collection of competencies that includes the ability to recognize and manage one's own emotions and those of others. Self-motivation and self-direction, as well as awareness and control over one's and others' emotions and interpersonal interactions, are

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hallmarks of emotional intelligence⁴. Emotional intelligence may be defined as “competence in processing emotional information through awareness, cognition, and regulation of one’s sentiments⁵. “Teens who have trouble socializing, are aggressive and get into fights frequently are more likely to experiment with and misuse alcohol and other substances⁶.

For clarification, many models of emotional intelligence have been proposed. Here, we present two hybrid models of EQ, each with its unique insights. Personality theorist Reuven Bar-On has proposed a model that illustrates how the strengths associated with emotional intelligence might be applied outside of the workplace. Every one of us is unique in our quirks, dreams, and ways of expressing emotion. There is a great deal to remember, and we must be adept and watchful to survive. Here’s when emotional intelligence comes in helpful. If you want to be considered emotionally intelligent, you need to be in tune with your emotions, manage them, and be conscious of how they impact those around you. Relationship management is partly about how you view other individuals; empathy is the key⁷.

1.2 Key Characteristics

Daniel Golman’s “Emotional Intelligence” indicates that IQ alone predicts success in life just 20% of the time. Where strictly do the remaining 80% come from? According to psychologists, the gaps can be closed by enhancing one’s emotional intelligence. To improve our emotional intelligence, we must regulate our emotions and understand and empathize with others.

- Self-awareness and emotional intelligence go hand in hand. Although they know their emotions, they do not allow them to dictate their actions. They feel they can make educated decisions because they prioritize logic over emotion. Additionally, they possess a fearlessness when it comes to critically examining themselves, being fully aware of their strengths and weaknesses, and actively working to improve upon both. It is widely acknowledged that self-awareness stands as a fundamental element of emotional intelligence.
- Self-regulation refers to the skill of controlling one’s emotions. They are not easily envious and never act without thoroughly weighing their options. They thoroughly analyze their alternatives before acting. Self-regulation includes logic, adaptability, honesty, and persistent refusal.
- People with a high emotional IQ score are typically highly ambitious. These individuals can forego instant enjoyment in favour of long-term success. They exerted considerable effort in a challenging task, evident in the good results.
- Empathy entails understanding and sharing the mental and emotional state of another individual. It involves the ability

to personally experience and comprehend the emotions of others. Due to these characteristics, naturally, empathetic people usually become excellent communicators, listeners, and connectors. They are not striving to conceal or speed through life.

- People with high levels of sociability typically garner the attention and respect of their peers. Socially conscious individuals make excellent teammates. They are concerned with the advancement and well-being of those around them rather than their own. They are excellent problem-solvers due to their ability to cultivate meaningful relationships and communicate effectively. You know that emotional intelligence can be highly advantageous in various situations. Developing and showcasing your EI is a fantastic way to demonstrate your leadership potential because all leaders must be adept at managing people.

1.3 Aggression

Aggression is using force against another person or thing to harm them to prevent them from interfering with one’s attempts to achieve the desired goal. Indicators of the sort of aggression are its causes and the harm it does to others. It can exist in the physical, verbal, and intellectual spheres. The majority of human aggression is a taught trait. Variations in aggressive behaviour can be predicted by the temperament of babies and children as well as their amount of rough play. Studies of fraternal and identical twins reared apart have demonstrated that genetics significantly shape a person’s mindset and, consequently, their tendency for aggressive conduct. However, research indicates that kids are more compatible with their biological parents than adopted parents. Environmental and parental influences can modify genetic predispositions that are not lethal. Their upbringing determines the maturity and objectivity of a person. As a result of interactions with family, friends, and the larger community, aggressive tendencies emerge, persist, and change. The most typical learning methods are exposure to violent conduct, attitudes that favour violent behaviour, and reinforcement and punishment. Young children who encounter stress, wrath, victimization, and instability may find it challenging to learn inhibitory control, increasing the probability that their behaviour may escalate into violence. While the benefits of self-control become apparent over time, the benefits of violence are more likely to appear quickly. Aggression increases as the worth of the future decreases, and familial circumstances typically cause it. Through seeing the interactions of their parents and other family members, children may learn that aggressiveness may be used to meet wants. Children emulate this behaviour because they observe their parents become irritated or defensive when they disagree with them. When parents and other caregivers use physical force

to enforce rules, they create a negative example for the children present. As opposed to rationality and strong discipline led by love, physical punishment and verbal abuse will promote hostility. When a child's parent or caregiver rejects them and does not offer them stability, love, and compassion, they learn that cruelty is usual. According to several studies, children who endure physical or emotional abuse are more likely to exhibit problematic behaviour in the future⁸.

2. Methodology

The methodology describes the techniques for planning, collecting, and analyzing the data. We searched electronic databases like Google Scholar, Researchgate, Academia, Shodhganga, and PubMed for articles on emotional intelligence, aggressiveness, and aggressive behaviour in adolescents. Our search was limited to periodicals published between the years 2000 and 2021. Only studies that examined teen aggressiveness or the concept of EI were included. After examining abstract databases for these domains, complete the review paper and determine the research requirements. These variables were considered during application selection:

It was a literature review focused only on adolescent readers, was published between 2000 and 2021, and included qualitative and quantitative research. The final list of relevant research was compiled following an exhaustive search of the literature for abstracts that fulfilled the inclusion criteria. It wasn't conducted with college students in mind; it didn't employ rigorous statistical analysis. It didn't cite previous studies to support its validity, and it wasn't published in English, to mention a few flaws that contributed to its elimination from consideration.

3. Review of Literature

According to Estévez *et al.*, teaching adolescents emotional intelligence improves their social functioning and makes it easier for them to make friends at school⁹. The effect of an emotional intelligence intervention model's effect on adolescents' aggressive and empathic behaviour was investigated. We randomly choose eight public schools from around Spain for evaluation purposes. The total sample size of 590 adolescents (46% male) is evenly divided between the emotional intelligence training condition and the control condition that receives no instruction. Those who received training reported lower hostility, aggression, and emotional discomfort levels than the control group. The research also indicates that men's empathy levels rose due to emotional intelligence training. These findings not only shed light on gender disparities in adolescence but also provide evidence for

the efficacy of social-emotional learning programs in Spanish-speaking schools.

Bibi *et al.*, indicated a correlation between aggressiveness and emotional intelligence among first-year college students¹⁰. The study included 150 college students, 75 of whom were male and 75 of whom were female. The respondent's ages varied from 18 to 24. For this study, we deployed two different types of questionnaires. Participants were evaluated using the 1992-created Aggression Questionnaire and the Emotional Intelligence (EQ-i) Scale (developed by Buss and Perry in 2002). Using Pearson product-moment correlations, it was shown that there was a statistically significant inverse association between EQ and aggressiveness ($r = -.212, p = .005$).

Megias *et al.*, analyzed, they discovered a negative link between Emotional Intelligence (EQ) and violent conduct¹¹. Those with low EQ are more prone to take an aggressive stance, whereas those with high EQ are less likely to act violently. The United States, Spain, China, Malaysia, Canada, Australia, and the United Kingdom are among the nations with consistent results over a wide range of ages, geographical situations, and cultural norms. These findings appear consistent across various aggression tests (physical, sexual, and comedic) and emotional intelligence assessments (self-report vs. ability rating).

According to Fayaz, the goal of the present study was to evaluate the association between young Kashmiri men's emotional intelligence and aggression¹². One hundred male adolescents from orphanages and other care institutions in and around Kashmir were collected. The population's median age is 16 (ranging from 15 to 17). This study has defined aims; thus, we used a strategic sample strategy. Both the Trait Meta-Mood Scale¹³ and the Aggression Questionnaire¹⁴, both established, were used to gather the data. This study's male participants exhibited a general lack of emotional intelligence and a neutral-to-hostile attitude. In addition, the results of this study reveal a relationship between the three components of emotional intelligence- self-awareness, self-regulation, and social-emotional competence- and aggression, revealing how closely they are linked. Although interpersonal awareness is an essential component of emotional intelligence, it has a negative connotation due to its association with violence.

Vega *et al.*, investigated whether there is a difference in the connection between emotional quotient and aggressiveness in adults based on gender¹⁵. The Trait Meta-Mood Scale and the Aggressive Provocation Questionnaire were used to construct the data. Three hundred thirty-eight people between the ages of 19 and 53 participated in the study. According to measures of emotional intelligence and aggressive tendencies, women scored better on attention and irritation than men, but men scored higher on Repair and direct wrath. According to research on the relationships between perceived emotional intelligence and aggression, the attention of female participants

was favourably associated with aggressive feelings and overt aggressiveness.

In contrast, repair was adversely associated with these attributes. Men viewed assertiveness as a problem-solving technique, but women viewed it as a clarifying tool. Emotional intelligence and hostility have been connected in interaction research; however, gender is a moderator. The low repair was associated with a decrease in male assertiveness and an increase in female rage. We discuss these differences and recommend that future theoretical and empirical research on adults' EQ should consider them.

Mursaleen and Munaf investigated the association between psychological abuse, neglect, and Emotional Intelligence (EQ) in a sample of 163 seventh graders from Jordan¹⁶. Data were collected using the BarOn Quotient Inventory and the Maltreatment and Neglect Scale, and severity was determined. The data indicate that mistreatment is related to poorer EQ scores. On emotional intelligence tests, severely abused adolescents fared worse than their peers who had not suffered such abuse. Emotional intelligence consists of competencies such as self-awareness, empathy, social intelligence, resilience, and adaptability. Numerous areas unrelated to interpersonal skills exhibited statistically significant differences. For instance, Inglés *et al.*, investigated the reasons for violent behaviour and concluded that a lack of EI was a significant factor¹⁷. Three hundred ninety-five individuals responded to the poll in total. Two data-gathering approaches were utilized. We conducted the Mayer-Salovey-Caruso exam to gauge the EQ of the participants. The Emotional Intelligence Test was used to assess unfavourable impacts. At the same time, the Buss-Perry Aggression Scale and the Positive and Negative Affect Schedule were utilized to assess aggression and overall aggressiveness, respectively. Despite being sensitive to various potentially confounding variables, including the aggression dimension, gender, and the EQ subdomain, the study demonstrated an inverse connection between EQ and aggressive conduct. According to the study, emotional regulation skills have a direct, negative effect on aggressive conduct, but the ability to identify and manage emotions moderates aggression. The association between IQ and violent behaviour was further supported by the finding of additional aggressiveness indicators related to these EQ skills. Women score higher than men on tests of emotional intelligence; women also report higher rates of negative feelings and lower rates of violent conduct, with less association between the two. This research addresses specific gaps in our understanding of the mental mechanisms behind aggressive conduct. Incorporating our study's findings into programs meant to prevent and rehabilitate violent behaviour may be helpful.

Jaleel and Verghis revealed that males are less violent and more emotionally sophisticated than females¹⁸. Pakistan-wide,

150 first-year college students (50 men and 50 women) were recruited randomly to participate in the survey. The researchers utilized two methodologies for data collection. The Emotional Intelligence Scale was used to assess each participant's Emotional Intelligence (EI), while the Aggression Scale was used to assess their aggressive tendencies. The results indicate a negative correlation between hostility and emotional quotient. Except for the physical aggression subscale, the emotional quotient and violent inclinations did not differ across the sexes. Researchers discovered that male adolescents were likelier to employ physical violence than female adolescents. A high level of emotional intelligence may assist you in avoiding some aggressive actions. The essay also underlines the need to develop and execute practical management programs to assist individuals in enhancing their emotional intelligence and decreasing their aggressiveness.

4. Discussion

Several sources were analyzed to determine the connection between emotional intelligence and hostility. Most studies have failed to find a correlation between low EQ and aggressive behaviour. In contrast to the positive relationship between aggressiveness and the other components of emotional intelligence. Aggressiveness has a significant negative relationship with the self-awareness component of emotional intelligence¹⁹. A gender distinction in the prevalence among adolescents was also not evident. Teenage boys and girls had significantly lower emotional intelligence than teenage girls. According to gender differences²⁰, women are more emotionally sophisticated than men, experience a more comprehensive range of unpleasant emotions, and are less likely to act aggressively. Higher emotional intelligence test scores were related to a lower likelihood of violent behaviour than lower scores. After examining data²¹, we can conclude that higher EQ leads to less aggression.

The relationship between a person's aggression level and emotional intelligence is inverse. Typically, less aggressive than the general population. The level of aggression among students depends on their emotional control. Future research may examine various methods for reducing violent behaviour, such as self-regulation training, relaxation therapy, behavioural therapy, social-emotional learning, yoga, meditation, and counselling.

Review-based research demonstrates a negative correlation between students' aggressive tendencies and emotional intelligence. Inversely, as a person's EQ decreases, aggressive behaviour typically escalates. Consequently, it is crucial to evaluate how EQ influences violent behaviour and to develop coping mechanisms and therapies that may increase EQ and reduce aggressive outbursts. Future research on the

management of aggressive behaviour and the development of emotional intelligence may focus on behavioural therapy, various training regimens, social and emotional learning, yoga, mindfulness meditation, psychotherapy, and the inclusion of an emotional literacy course in the curriculum²². Therefore, improved management techniques are required to strengthen the various aspects of emotional intelligence that serve as barriers to violent behaviour.

It is considered the direction in which future research should proceed²³⁻²⁵. In the future, scientists will hopefully be able to comprehend the mechanisms underlying the paradoxical relationship between emotional intelligence and violent behaviour. This study may pave the way for novel strategies for preventing and managing violent behaviour. This benefits both the larger community and therapeutic initiatives. Applying effective management programs and coping mechanisms can significantly reduce aggressive behaviour by fostering the numerous facets of emotional intelligence and emotional regulation.

Examining the literature and the research agenda, it is evident that adolescents require the appropriate intervention and training programs. The tenth and final component is a breakdown of the study's intended objectives. Numerous studies have investigated the correlation between EQ and aggressive behaviour in individuals of varying ages. However, the author only cites a handful of studies that specifically address emotional regulation. With practice, a furious person may be able to control their emotions. Aggression can be tamed through discipline. This study lists psychotherapy, yoga, mindfulness meditation, relaxation therapy, and other forms of training and therapy as beneficial interventions.

5. Findings and Suggestions

This review analyzes a few studies that show how emotional intelligence affects aggressive behaviour in teenagers to lessen emotional imbalance and find coping mechanisms. How should we best focus the current body of research on emotional stability, keeping in mind that this population is more susceptible to stress, anxiety, and depression? This essay will first examine the pressure points and challenges that lead to aggressive behaviour. The discussion then turns to the most recent issues and developments while attempting to fill any research gaps left by earlier works of literature. Based on various findings and recommendations, the author will launch several interventions to assist respondents in controlling their emotions and reining their aggressive behaviour. The researcher suggests implementing a self-regulatory training program to assist people in managing their emotions.

Consequently, the researcher can lessen animosity within the sample population. The proposed research area's restrictions

at Krupandihi Degree College, Bengaluru are the only ones included in the current investigation's purview. When we know how this study turns out, we can use the results to inform all educational institutions.

6. Conclusion

The findings imply that effective prevention and treatment programs should include emotional intelligence training to reduce violent behaviour. Emotional intelligence and aggression go hand in hand. Aggressive tendencies lessen as one's EQ rises, but the opposite is true as one's EQ falls. Men have a lower emotional IQ than women and are more likely to act violently. More research is required to determine the causes of a decline in emotional quotient and assess the effectiveness of preventative measures like formalized training.

7. References

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