Study of Aggression among adolescents in relation to Emotional Competence

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Introduction
Aggression and Emotional competence are interrelated terms. Emotional competence can give us greater insight and help us better to understand the motives and actions of our self and others. Our tolerance and compassion can lead to an authentic optimism and well founded confidence. The concept of emotional competence is rooted in understanding emotions as normal useful aspects of human being. Anger is a reaction to regression and gives person the strength to repel the aggression. Grief is a reaction abandonment or feeling unloved and it has the effect of eliciting sympathetic responses from others. Fear is responses to danger and has a clear physiological effect of our heightening our senses and spending up our reactions. Aggression is a aspects of angry or violent behavior.

Emotional competent people do express emotions appropriate to the situation to their needs and to others and they attempt not to suppress appropriate emotions, reactions and communications of feelings by others. Today adolescents are facing psychological problems such as depression, anxiety and frustration, one of the increasing with rapid rate is aggression. Their aggressive attitude results into disasters.

Aggression
Aggression, in its broadest sense, is behavior, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower that are used in social sciences and behavioral sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behavior between members of different species may not be considered aggression in the same sense. Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among lay people, e.g. an aggressive salesperson.

Emotional Competence
Emotional competence refers to one’s ability to express or release one’s inner feelings (emotions). It implies an ease around others and determines one’s ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. The word emotions have been derived from Latin word ‘emovere’ which means to excite to ‘Stir up’. Emotional competence can lead to improve health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion. The concept is distinct from emotional intelligence which, while recognizing the importance of emotions, gives emphasis to controlling or manipulating them.

Review of Related Literature
Archer (2000) studied sex differences in aggression between heterosexual partners and found that across all cultures boys are more overtly aggressive more competitive and more combative than their female counterparts. Tremblay (2000) studied the development of aggressive behavior and found that physical aggression is mostly not a learned behavior and that the course of development also provides opportunities for the learning of self-regulation. Perry (2002) studied social avoidance and stress and found that youngsters who are chronically aggressed are at the increased risk for depression, anxiety, social withdrawal, low self esteem and stress. Sapra (2007) studied aggressive behavior as related to emotional competencies, gender and socio-economic
status among late adolescents and found that males were more physically aggressive than females. Bakshi (2012) studied emotional competence in relation to cognitive and non-cognitive variables and found that emotional competence is positively related with intelligence, achievement and mental health.

**Objectives of the Study**

The study was carried out with the following objectives:

1. To study and compare the aggression among adolescents with respect to gender.
2. To study and compare the aggression among adolescents with respect to locale.
3. To study and compare the emotional competence among adolescents with respect to gender.
4. To study and compare the emotional competence among adolescents with respect to locale.
5. To find out the relationship between aggression and emotional competence of adolescents.

**Hypotheses of the Study**

The study was carried out with the following hypotheses:

1. There will be no significant difference in the mean scores of aggression of adolescents with respect to gender.
2. There will be no significant difference in the mean scores of aggression of adolescents with respect to locale.
3. There will be no significant difference in the mean scores of emotional competence of adolescents with respect to gender.
4. There will be no significant difference in the mean scores of emotional competence of adolescents with respect to locale.
5. There will be no significant relationship between aggression and emotional competence of adolescents.

**Delimitations of the Study**

The present study was carried out with the following delimitations:

1. The study was delimited to Moga District of Punjab.
2. The study was delimited to Government Secondary Schools of Moga District only.
3. The study was delimited to 10th Class students only.
4. The study was delimited to 100 students only.

**Sample**

In the present study a sample of 100 students was selected from Government Secondary Schools of Moga district of Punjab by simple random sampling technique. The sample was further equally categorized into 50 boys and 50 girls and it was further categorized into rural and urban students.

**Tools Used**

- Aggression Scale by Bhardwaj (2008).
- Emotional Competencies Scale by Sharma and Bharadwaj (2007).

**Statistical Techniques Used**

Mean, Standard Deviation (S.D.), ‘t’-test, Coefficient of correlation (r) were used to analyze and interpret the data.

**Analysis And Interpretation of Data**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.D.</th>
<th>‘t’ – value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>74.52</td>
<td>8.52</td>
<td></td>
<td>1.78</td>
<td>0.58</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>73.49</td>
<td>9.23</td>
<td></td>
<td></td>
<td>Non-significant difference at 0.05 level and 0.01 level of significance</td>
</tr>
</tbody>
</table>

Table-I shows the Mean, S.D., S.E.D. and ‘t’ value of aggression of 50 Boys and 50 Girls adolescents. t-value is 0.58, which is non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. Hence, there is no significant difference in the mean scores of aggression of adolescents with respect to gender. Hence the hypothesis No. 1 “There will be no significant difference in the mean scores of aggression of adolescents with respect to gender” accepted.
Table II
Showing the Mean, S.D., S.E.D, and ‘t’- Value of Aggression of 50 Rural and 50 Urban adolescents.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.D.</th>
<th>‘t’ – value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>50</td>
<td>72.91</td>
<td>8.6</td>
<td>1.77</td>
<td>1.24</td>
<td>Non-Significant difference at 0.05 level and 0.01 level of significance</td>
</tr>
<tr>
<td>Urban</td>
<td>50</td>
<td>75.1</td>
<td>9.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-II Shows the Mean, S.D., S.E.D, and ‘t’ value of aggression of 50 Rural and 50 Urban adolescents. t-value is 1.24, which is non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. Hence, there is no significant difference in the mean scores of aggression of adolescents with respect to locale. Hence the hypothesis No. 2 “There will be significant difference in the mean scores of aggression of adolescents with respect to locale” accepted.

Table III
Showing the Mean, S.D., S.E.D, and ‘t’-Value of Emotional Competence of 50 Boys and 50 Girls adolescents

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.D.</th>
<th>‘t’ – value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>93.2</td>
<td>11.7</td>
<td>2.10</td>
<td>0.34</td>
<td>Non-significant difference at 0.05 level and .01 level of significance</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>93.92</td>
<td>12.91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-III shows the Mean, S.D., S.E.D, and ‘t’ value of Emotional competence of 50 Boys and 50 Girls adolescents. t-value is 0.34, which is non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. Hence, there is no significant difference in the mean scores of Emotional competence of adolescents with respect to gender. Hence the hypothesis No. 3 “There will be no significant difference in the mean scores of Emotional competence of adolescents with respect to gender” accepted.

Table IV
Showing the Mean, S.D., S.E.D, and ‘t’- Value of Emotional Competence of 50 Rural and 50 Urban adolescents.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.D.</th>
<th>‘t’ – value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>50</td>
<td>89.4</td>
<td>13.5</td>
<td>2.64</td>
<td>3.15</td>
<td>Significant difference at 0.05 level and 0.01 level of significance</td>
</tr>
<tr>
<td>Urban</td>
<td>50</td>
<td>97.72</td>
<td>9.82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-IV shows the Mean, S.D., S.E.D, and ‘t’ value of Emotional competence of 50 Rural and 50 Urban adolescents. t-value is 3.15, which is significant at both the levels of confidence i.e. 0.05 as well as 0.01. Hence, there is significant difference in the mean scores of Emotional competence of adolescents with respect to locale. Hence the hypothesis No. 4 “There will be significant difference in the mean scores of emotional competence of adolescents with respect to locale.” rejected
Table-V
Showing the Co-efficient of Correlation between Aggression and Emotional Competence of adolescents.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>variable</th>
<th>N</th>
<th>‘r’</th>
<th>Result</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aggression</td>
<td>100</td>
<td>-0.141</td>
<td>Negative correlation</td>
<td>Non-significant difference at 0.05 level and 0.01 level of significance</td>
</tr>
<tr>
<td>2.</td>
<td>Emotional competence</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-V shows that co-efficient of correlation between Aggression and Emotional competence of adolescents. It comes out to be -0.141 which shows negative correlation between Aggression and Emotional competence of adolescents. Hence, there is non-significant relationship between Aggression and Emotional competence of adolescents. Hence, the hypotheses No.5 “There is non-significant relationship between Aggression and Emotional competence of adolescents is accepted.

Findings of the study
On the basis of results obtained after the interpretation of hypotheses the following findings has been drawn:

1. There exists no significant difference in the mean scores of Aggression of Boys and Girls adolescents.
2. There exists no significant difference in the mean scores of Aggression of Rural and Urban adolescents.
3. There exists no significant difference in the mean scores of Emotional Competence of Boys and Girls adolescents.
4. There is significant difference in the mean scores of Emotional Competence of Rural and Urban adolescents.
5. There exists negative relationship between aggression and emotional competence of adolescents.

Conclusion
On the basis of analysis and interpretation of the data, it is found that both the variables i.e. Aggression and Emotional Competence are negatively correlated with each other. It means that aggression and emotional competence affect each other. Both the variables are inversely proportional to each other. If adolescents become emotionally competent then their aggression will be low and vice-versa.

Educational Implications

In the present study investigator found that there is negative relationship between aggression and emotional competence of adolescents. These results will help the school Principals, Teachers, and Parents to solve the problems of adolescents. It will be very beneficial in the harmonious development of personality of adolescents. These results will help the teachers to make students more creative and also helpful in Curriculum Construction. These results will help the parents to improve Family Environment Parent-child relationship.

References


