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RESEARCH ARTICLE

AGGRESSION AND EMOTIONAL COMPETENCE AMONGDAY SCHOLARS AND BOARDERS: A STUDY ON COLLEGE STUDENTS

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Abstract

Changes in Level of Aggression can affect ones Emotional Competence and its dimensions. College students who are Day Scholars (living at home) and Boarders (living in hostels, PGs, Rented Flats) may have different types of stressors and issues which in turn may affect one's level of aggression. The aim of the study was to assess the relationship between level of aggression and emotional competence among day scholars and boarders. The dimensions of emotional competence include Adequate Depth of Feeling (ADF), Adequate Expression and Control of Emotions (AECE), Ability to Function with Emotions (AFE), Ability to Cope with Problem Emotions (ACPE), Enhancement of Positive Emotions (EPE). The sample consists of 120 college students of Delhi/NCR (60 day scholars and 60 boarders) which were selected using purposive sampling technique. For the purpose of data collection, questionnaire of Aggression Scale by Dr. G.P. Mathur and Dr. Rajkumari Bhatnagar and Emotional Competence Scale by Dr. Harish Sharma and Dr. Rajiv Lochan Bhardwaj were used. The quantitative analysis was done by the help of Pearson's Product Moment Correlation. The findings revealed significant negative correlation between level of aggression and emotional competence.

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Introduction:-

Aggression:

Aggression can be primarily understood as an act of harming another individual with purpose and intention to cause discomfort and pain. Aggression is a behaviour, which could possibly lead a person to harm others physically or mentally.

Definition of Aggression:

According to Dollard et al., aggression can be understood as "a behaviour whose goal is the injury of the person towards whom it is directed." It can be active or passive, direct or indirect, physical, or verbal. Social psychologists like (Bandura) have spent extensive amounts of time and energy into studying and understanding aggression. Social psychologists have come up with a description of aggression which explains, aggression is the behaviour of deliberately harming another individual who does not desire that pain and suffering which is being caused upon

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them. Aggression is always intentional in nature, the individual who is being the cause of pain is aware of the damage that they are about to provoke.

Types of Aggression:

At the point when acts of aggression are purposely performed with the essential objective of deliberate injury to another, it is termed hostile aggression. Different kinds of aggression are less intentionally harming and might be instrumentally persuaded (proactive) or emotionally inspired (responsive). They can be explained as: (a) Instrumental aggression: is of the nature in which an act of aggressive behaviour is performed in order to meet desired goal, (b) Affective aggression: is the emotional reaction that has been caused by one source and is redirected on a completely different object, it is often also known as displaced aggression, (c) Pathological aggression: is the intense and brutal kind, which is especially centred against persons or property. This type of aggression can either be long due and in the form of build-up that has been released at once, or it could be a sudden outburst of violence which could also be a result of a psychosis or a neurological dysfunction.

Theories of Aggression:

The Instinct Theory of Aggression:

Sigmund Freud, from a psychoanalytical perspective considers that all human behaviours develop primarily or secondarily from Eros, the life instinct, or Thanatos, the death or the destructive instinct, which further suggests that aggression is intrinsic in nature and that its seeds originate from the death instincts. Neo Freudians and other psychologists, however, are of the school of thought that aggression is a response of observational learning more so, a reaction to frustration.

Aggression-Frustration Hypothesis:

This theory was suggested by Miller Dollard and John Dollard, in the year 1939, where they and their colleagues studied the relation and reaction that frustration has on aggression. Frustration is a cardinal emotional retaliation to an unpleasant stimulus which is related to irritation, annoyance, and disappointment, which further causes anger to set in. Frustration is caused due to un-accomplishment of goals and aspirations. Every individual has a different level of tolerance towards frustration, primary and basic learnings that take place in a child's life such as, parental training, the socio-economic conditions they were born and brought up in, early childhood experiences they all can tell us a lot about the kind of resilience that child would develop in their future. Sigmund Freud has described frustration as a result of obstructions in an individual's pre-arranged goals, which when disrupted unexpectedly could bring about a diverse range of dysfunctional and erratic reactions.

Miller and Dollard hypothesized that: (a) The desire to achieve a set goal would give rise to an aggressive drive within the individual to that extent that could compel him/her to go to extreme levels to achieve the desired outcome, (b) Irritation and frustration would always result in an aggressive and hostile impulse, (c) Any sudden burst of aggression would always have some sort of preceding frustration to fuel the present aggression. This hypothesis states that even though aggression is going to remain a primary aspect of frustration there are other reactions which are likely to be experienced such as, regression, reaction formation and displacement, among others. It was learned during this study that frustration is not innate but is a learned reaction towards anger and annoyance. The way an individual expresses their anger is greatly influenced by their socio-cultural development. Since frustration is a learned behaviour, it is a result of observational learning of how the authority figures in the family and social circle react to irritable situations. It has been further observed that frustration gives motivation to aggressive behaviour, and if aggressive behaviour is not conveyed it is manifested in the form of an insecurity.

According to the Freudian theory, the anger from frustration will only be released on an object which is vulnerable and would not retaliate. It is essential for the built-up aggression to be channelized and released in a healthy and unobjectionable manner. For instance, in cases where a child is not given the freedom to showcase his/her anger effectively it may create a dent in their personality. They also clarified later that frustration can result in many different paths in order to channelize the energy, but aggression will continue to be dominating as and when the frustration grows. Thus, to conclude aggression would be used as a last resort of frustration, it may be an instant reaction or a long overdue.

Non-Verbal cues include clenching of fists, tension build up in the body, physiological changes in the body, rolling eyes at someone, facial expression can tell a lot about the individual's temperament, posture, frowning. Verbal Cues include being abusive, using sarcastic tone of voice, throwing insults, and cursing.

Emotional Competence:

Since the time we are infants, we learn to distinguish ourselves from the outer world. We develop and form perceptions in the form of ‘self’ as one’s awareness of himself. So, when one has realization and interpretation of physical separation, one can form a self-identity.

According to Carl Rogers theory of Fully Functioning Person, we develop two selves. One is the ‘real self’ and the other is the ‘ideal self’. The ‘real self’ is who we are, and the ‘ideal self’ is what we wish to become. When there is congruency between the two selves, the anxiety and conflicts are less, whereas, when one hasn’t become fully aware, then there can be incongruency which can lead to a lot of conflicts within the inner self. Due to these conflicts, one develops a few ways of thinking and perceiving that define one’s lifestyle. Lifestyle is also the most powerful explanatory tool of personality by approval or disapproval of one’s own behaviour. Salovey and Mayer (1990) first used the term “emotional intelligence” and stated it in four domains: knowing one’s emotions, knowing others’ emotions, handling one’s emotions, & handling others’ emotions.

Definition of Emotional Competence:

Emotional Competence describes the ability of a person to be able to express his/her emotions with ease and freedom. This has been derived from emotional intelligence, which is the ability to identify emotions. Competence usually refers to the level of skill which someone must have to interact with other people constructively. ()

According to Goleman (2001), there are two kinds of competencies, (a) Personal Competence: This includes self-awareness, self-regulation and motivation, (b) Social Competence: This includes understanding others, developing others, having a service orientation, accepting diversity and awareness. Emotional competence focuses on adaptive nature of emotional experience. It involves social skills such as: () (a) Awareness of one’s emotional states: Being able to differentiate when one feels sad or anxious, (b) Detecting other’s emotions: Being able to understand when another person is feeling sad or afraid, (c) Using Vocabulary of Emotional Terms: Using them in a socially and culturally acceptable way, (d) Empathetic and Sympathetic sensitivity to emotional experience, (e) Realization one’s inner state of emotion and outwards state can be different, (f) How one expresses oneself: is one of the major things that make up the nature of any relationship, (g) Viewing oneself overall: Being able to feel the way one wants to feel.

Theories of Emotional Competence:

The emotional competence can be developed in response to the dynamic interactions with significant others in the environment. A person gains the interpretation of different emotions by the environmental and interpersonal stimuli as he or she moves through different developmental stages. In line with the functionalist perspective, Saarni(2012) discussed Emotional Competence under the assumption that emotional development would be affected by the interactions among human beings and with the “ethno-psychological ecology”, that is, the culture and social world. The skills in managing and regulating emotions can be acquired through learning and the interpretation of the emotion-eliciting environment with the emphasis on the interpersonal and social interactions within it. Although the competence can be gained as we develop, Saarni(1999) states that the acquiring of emotional competence would not be sequential. Each skill “reciprocally influences the differentiation of the other skills” in human development (Colle, 2011)As shown in past studies, Garner (2010) agreed that adolescents with better managed emotions would perform, both academically and socially, better in schools. Under the influence of globalization, adolescents are exposed to divergence of their own culture and other cultures. As school-aged children and adolescents are experiencing the trials of understanding emotions and emotional changes, the intention of increasing the awareness of the consideration of the cultural norms and the social partners, or “audience” as Saarni(2010) claims, becomes the priority. Gross and Levenson echo this priority with reference to the emotional display rule that would help adolescents to identify the socially and culturally unaccepted emotions. Emotion-eliciting situations transmit the knowledge of the cultural rule. As the learning process of emotions is procedural, rehearsals of responding to the social contexts would contribute to one’s emotional competence. (Catalano, 2004)

Dimensions of Emotional competence:

The dimensions of emotional competence are as follows: (1) Adequate Depth of Feeling (ADF): This describes how well you can understand not only your own but someone else’s feelings as well, (2) Adequate Expression and Control of Emotions (AECE): This describes how a person is able express himself correctly or incorrectly and control his emotions or not, (3) Ability to Function with Emotions (AFE): This describes how well a person can adapt to the different situations in life and can function emotionally and socially, (4) Ability to Cope with Problem

Emotions (ACPE): This describes how a person can deal with emotions of anger, disgust, sadness among many and rise above, (5) Enhancement of Positive Emotions (EPE): This describes if a person can feel positive emotions even in the face of adversity. Sometimes individuals do not have good scores on other dimensions, but if they score good in this dimension it means that they can handle life as it comes.

As emotional competence is a skill, it can be developed by introspection, role playing, asking for feedback, modelling others, being exposed to diversity, perspective talking, and storytelling among other techniques.

Day Scholars:

Day scholars are students who live in their own homes and commute to college every day from there itself. They are less burdened because they do not have to do the chores that boarders must do. Advantages of being a day scholar are as follows: (a) No Transport Issues: As they have their own conveyances at home, they can go anywhere at any time, even at short notices, (b) No Issues about Food: Food is readily available, and no extra effort is required as the family usually takes care of the food at home. They don't have to go buy groceries every time like boarders, (c) Essential Necessities Fulfilled: There is no extra expenditure of money as they don't have to pay for anything extra, for example, the place that they live in, (d) Family Support: Since most of the people are around their siblings and other family members, they can easily get help in a lot of work, so they don't feel alone and burdened, (e) No budget issues: There is no limit to the monthly expense that the individual does. They comparatively live in more luxury than boarders. While the disadvantages of being a day scholar include: (a) No personal space: Since they live around a lot of people, they do not have much time for themselves, (b) Forced to attend family gatherings: Since they live with family, they cannot prioritize their work before family, which may have an adverse effect on their academics and lifestyle, (c) No liberty to live ideal college life: There are deadlines of time that people must follow, and sometimes they are not allowed to go out and cannot spend time with friends and colleagues, (d) Dysfunctional Family: There can be exceptions where the family is itself dysfunctional in the sense that it may be hampering the emotional and psychological wellbeing of the individual. (Simone, 2020), (e) Do not experience real world: Since most things are easily available to the day scholars, they do not get to experience the real world. For example, shortage of money, shortage of food and basic survival issues.

Boarders:

A boarder is someone who rents a room in someone's house. It can also be a student who lives and studies away from home at a boarding school. (Simone) They usually live in hostels either provided by college or by own accommodation, PGs, rented flats where they need to handle things on their own away from their families. The advantages of being a boarder includes: (a) Privacy: With no added responsibilities, there is ample amount of time for boarders for themselves, (b) Independent decision making: There is no higher authority to force them to make decision like there may exist for day scholars, (c) Getting ready for real life: By living by themselves they learn money management and crisis management skills which are important in life. People get more responsible as they get prepared to face the real world, (d) A lot of time for Studies and Career: All relationships that the individual has are not in proximity with him or her, hence, he/she can spend a lot of time to gather knowledge, be productive and make their careers, (e) Can live ideal college life: Unlike day scholars, there are no deadlines or time limit, giving them a fair chance at an ideal college life. While the disadvantages of being a boarder include, (a) Not having nutritional diet and missing home cooked food: These are one of the most popular responses you may hear from a boarder. As they spend most of their time in working, they may not focus on what they are putting in their bodies, (b) Missing family environment: Not being able to meet and live with people they love causes them emotional discomfort sometimes, and often making them feel low, which can have an adverse effect on one's academics, (c) Living on a budget: They must follow a certain budget which makes it difficult to live a luxurious life that they could have enjoyed if they were at their own homes, (d) Adjustment Issues: Since individuals often have different opinions and are forced to live together in an unfamiliar environment, it causes adjustment issues, (e) Responsibilities: Some individuals cannot handle the responsibilities of living alone. Usually when they are extremely attached to their families, they need that emotional backing to keep them going, and staying far away from their families makes them feel depressed.

Review of Literature:-

Summary of Researches:

Salisch (2017) conducted a longitudinal study of 2.5 years. The aim of the study was to find the correlation of involvement with friends and emotional competence. The sample included 299 adolescents. The result showed that students who had good relations with friends were able to disclose their emotions to them and could retain their

friends more easily. The students who had bad coping strategies for negative emotions could not retain their friendships for long and had fewer friends than the other group.

Maggio et al (2016) aimed at including a course on emotions for pre-school students to test if it had any effect on their social-emotional competence. The study included two groups, one in which the teachers did include topics about emotions in their courses, whereas, in the other group, they were taught the regular Italian course. It was found that the group which was taught about emotions shows higher knowledge about emotions and could practice emotional regulation better than the other group. The classes also increased the student's social competence but were not able to give a significant result about internalized and externalized behaviours.

Todorovic et al (2016) did a study on aggression and emotional competence among students who are from sports faculty or any other faculty like law. The sample size included 158 students from Philosophy department, Law department and Sports department. The research findings showed that Law students have the most manifestation of aggression in verbal sense. The students of Sports department showed much better understanding of emotions felt by themselves and that of others. Thus, we can conclude that students who are aggressive can help displace their anger through sports as a hobby or even career.

Maldonado et al (2015) aimed to study the effects of cognitive reappraisal technique and suppression of emotions on the sample to check their emotional regulations strategies. The results stated that those who suppressed their emotions were more aggressive than the control group who had no instructions and could react to the situation however they wanted to. The other finding was that those subjects who were trained in cognitive reappraisal fared much better than the other groups in regulating their aggression. They showed lesser aggression than the control group. Thus, cognitive reappraisal can be a technique that may help young adults in colleges to regulate their emotions in their busy and all stimulating environment.

Raver et al (2015) aimed to study the effect exposure to chaos in the household, poverty, and conflicts between parents can have on a child's recognition and modulation of negative emotions. The results stated that exposure to conflicts, poverty and chaos can lead to children being not being able to recognize all negative emotions. For example, a child may substitute sadness and frustration as anger and act aggressively towards his/her parents.

Randler (2013) in the study on aggression in young adults, wanted to find out causal factors of this aggression. They used tests to check the various dimensions of aggression like, anger, verbal aggression, physical aggression, hostility, and the tests for measurement of sleep cycles. The sample included 300 college students. The findings stated the subjects who were evening sleepers or short sleepers were more prone to showing aggression. Another finding was that males were more prone of showing physical and verbal aggression than females.

Roll et al (2012) conducted a longitudinal study on correlation between aggression and emotional regulation in children. The result highlighted the fact that when there is dysregulation of emotion, it may act as a risk factor for children to show overt aggressive behaviour.

Schonert-Reichl et al (2011) did another study on emotional competence and social competence in children. They wanted to see the effects of Roots of Empathy or ROE on the children. The sample size included 585 children from standard 4th – 7th. They used multiple ways to collect the data on aggression, empathy, stress and taking perspective of others like self-reports as well as teacher reports. The findings showed that social and emotional competence did increase from pre-test to post-test in the study. Thus, it can be a good method to lessen aggression and increase emotional competence in children.

Nelis et al (2011) in the study wanted to see if increasing subjects emotional competence with training can have any positive effects on the psycho-socio and physical well-being of the subject. There were two studies conducted under this. The first study had eighteen hours of training involved, which showed an improvement in the subjects understanding of emotions, regulations, and overall emotional competence. The second study showed a significant relationship between improvement of emotional competence and psycho-socio and physical health as well as employability of the subjects.

Graham et al (2009) did a study to observe the natural behaviour of subjects aged 19-25 in a bar set up. There were about 120 incidents reported and documented. Each incident involved around 2-5 people and they kept on switching

roles from a peace maker a minute to aggressor the other. It was noted that the more intoxicated a group would be, the more they were likely to get into fights. The common causes for such aggressive behaviour were triggered by any kind of offensive behaviour, conflicts/fights with staff, activities in the bar, relationship problems.

Rationale:

Emotional competence and Aggression are variables which have not been tested about in great lengths together. There are only some researches in which they are tested together, where they were not tested or correlated on a dimensional level. College students or young adults face a lot of adversities during this phase of their life. These issues may include adjustment issues, role confusion, conflicts and pressure, depression, anxiety among many other issues. The studies done on emotional competence and aggression have been conducted on the sample ranging from pre-schoolers to adolescents, we need to study the sample of young adults because this is the phase that brings out the best or the worst in people's lives sometimes as they are under a lot of stress. Also, the previous researches have used qualitative research methodology techniques like narrative teacher reports and self-reports, we have not tested individuals quantitatively. Day scholar are students who live at their own homes with parents and face lessor perceived stressors than boarders who must live on a budget and take up responsibilities which they could have overlooked if they were living at their homes. Boarders must face a lot of adjustment issues sometimes, and if a person is rigid then it can cause difficulties in aggression, emotional competence, and maturity. But day scholars face a different set of perceived stressors in which they do not get their freedom or may have a dysfunctional family among many other issues. Thus, the question lies whether which kind of stressors and lifestyle in college days can cause more aggression which may or may not influence one's emotional competence as well.

Method:-

In this section we will go through the aim, objectives, hypothesis, research design, research variables, sample and its selection, description of tools used, procedure and statistical analysis used for the conduction of this research.

Aim:

To study the relationship between Level of Aggression and Emotional Competence among Day Scholars and Boarders in Colleges.

Objectives:-

1. To assess the relationship between level of aggression and adequate depth of feeling (ADF) among day scholars and boarders.
2. To assess the relationship between level of aggression and adequate expression and control of emotions (AECE) among day scholars and boarders.
3. To assess study the relationship between level of aggression and ability to function with emotions (AFE) among day scholars and boarders.
4. To assess the relationship between level of aggression and ability to cope with problem emotions (ACPE) among day scholars and boarders.
5. To assess the relationship between level of aggression and enhancement of positive emotions (EPE) among day scholars and boarders.
6. To assess the relationship between level of aggression and overall emotional competence among day scholars and boarders.

Hypothesis:

1. There will be a significant relationship between level of aggression and adequate depth of feeling (ADF) among day scholars and boarders.
2. There will be a significant relationship between level of aggression and adequate expression and control of emotions (AECE) among day scholars and boarders.
3. There will be a significant relationship between level of aggression and ability to function with emotions (AFE) among day scholars and boarders.
4. There will be a significant relationship between level of aggression and ability to cope with problem emotions (ACPE) among day scholars and boarders.
5. There will be a significant relationship between level of aggression and enhancement of positive emotions (EPE) among day scholars and boarders.

6. There will be a significant relationship between level of aggression and overall emotional competence among day scholars and boarders.

Research Design:

Correlational Design was used in the research

Research Variables:

1. Level of Aggression
2. Emotional Competence

Sample and its Selection:

1. 60 Day Scholars (30 male and 30 female) (age 18-24)
2. 60 Boarders (30 male and 30 female) (age 18-24)
3. Purposive Sampling was used for sample selection

Description of the Tools:

S. No.	Name of Tool	Author	Year	Number of Items	Reliability	Validity
1.	Aggression Scale	Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar	2004	55	Test-Retest Reliability of 0.88 in males and 0.81 in females.	Concurrent Validity of 0.80 in males and 0.78 in females
2.	Emotional Competence Scale	Dr. Harish Sharma and Dr. Rajiv Lochan Bharadwaj	1998	30	Test-Retest Reliability ranging from 0.74 to 0.90 over all dimensions	Criterion Related Validity with 0.70

Procedure:

For the purpose of this research, 60 day scholars (30 male 30 female) and 60 Boarders (30 male 30 female) were selected through purposive sampling. Rapport was established with them with the help of light talks. Any doubts or confusions regarding the questionnaires were cleared, if any. It was made sure the setting of data collection was favourable. Data collection was done by personally going to all the subjects and they were made to fill the questionnaire at that time itself. This was done to prevent any extraneous variable from interfering while filling the responses. The participant was made to understand that there is no right or wrong response and that there was no time limit. Participants were made aware of the instructions of both the tests separately. So, along with written instructions, directions were given verbally as well. After the data was collected for both the test, subject was thanked for his/her time and the questionnaires were scanned for any missing responses or unanswered questions. In such case or situation, the participant was requested to give a response for that item. Once the data was collected, scoring was done according to the manuals. The ethics of data collection were kept in mind throughout the process. The subjects were informed about the confidentiality of the research and that the data will be used for research purposes only. ()

Results:-

The aim of the project was to study the relation between level of aggression and emotional competence among day scholars and boarders. The result was carried out by conducting correlation on the Statistical Package for Social Sciences (SPSS). Tables are made to show the statistical output of the scores obtained by the sample. The dimensions were also studied thoroughly.

Table4.1:- Tabular representation of the overall data obtained for Day Scholars.

		ADF	AECE	AFE	ACPE	EPE	Overall Emotional Competence
Level of Aggression	Pearson Correlation	-.412**	-.226	-.300*	-.148	-.046	-.276*
	Sig (2-tailed)	.001	.082	.020	.260	.727	.033
	N	60	60	60	60	60	60

Significant at 0.01 level.

Significant at 0.05 level.

According to the table 4.1, there are the following findings:

1. There is a negative correlation of -.412 between Level of Aggression and Adequate Depth of Feeling (ADF) among Day Scholars which is significant at 0.01 level.
2. There is no significant relationship found between Level of Aggression and Adequate Expression and Control of Emotions (AECE) among Day Scholars.
3. There is a negative correlation of -.300 between Level of Aggression and Ability to Function with Emotions (AFE) among Day Scholars, which was significant at 0.05 level.
4. There is no significant correlation found between Level of Aggression and Ability to Cope with Problem Emotions (ACPE) among Day Scholars.
5. There is no significant correlation between Level of Aggression and Enhancement of Positive Emotions (EPE) among Day Scholars
6. There is a negative correlation of -.276 between Level of Aggression and Overall Emotional competence among Day Scholars, which was significant at 0.05 level.

Table 4.2:- Tabular representation of the overall data obtained for Boarders.

		ADF	AECE	AFE	ACPE	EPE	Overall Emotional Competence
Level of Aggression	Pearson Correlation	-.492**	-.378**	-.391**	-.451**	-.230	-.441**
	Sig (2-tailed)	.000	.003	.002	.000	.077	.000
	N	60	60	60	60	60	60

Significant at 0.01 level.

Significant at 0.05 level.

According to Table 4.2:

1. There is a negative correlation of -.492 between Level of Aggression and Adequate Depth of Feeling (ADF) among Boarders which is significant at 0.01 level.
2. There is a negative correlation of -.378 between Level of Aggression and Adequate Expression and Control of Emotions (AECE) among Boarders which is significant at 0.01 level. There is a negative correlation of -.391 between Level of Aggression and Ability to Function with Emotions (AFE) among Boarders which is significant at 0.01 level.
3. There is a negative correlation of -.451 between Level of Aggression and Ability to Cope with Problem Emotions (ACPE) among Boarders which is significant at 0.01 level.
4. There is no significant relationship found between Level of Aggression and Enhancement of Positive Emotions (EPE) among Boarders.
5. There is a negative correlation of -.441 between Level of Aggression and Overall Emotional competence among Boarders which is significant at 0.01 level.

Table 4.3:- Tabular Representation of Relationship between Level of Aggression and Adequate Depth of Feeling in day scholars and boarders.

		ADF	
		Day Scholar	Boarder
Level of Aggression	Pearson Correlation	-.412**	-.492**
	Sig.(2-tailed)	.001	.000
	N	60	60

Significant at 0.01 level.

Significant at 0.05 level.

The was a significant negative correlation found between Level of Aggression and Adequate Depth of Feeling in both day scholars and boarders, which is significant at 0.01 level.

Table 4.4:- Tabular Representation of Relationship between Level of Aggression and Adequate Expression and Control of Emotions in day scholars and boarders.

		AECE	
		Day Scholar	Boarder
Level of Aggression	Pearson Correlation	-.226	-.378**
	Sig.(2-tailed)	.082	.003
	N	60	60

Significant at 0.01 level.

Significant at 0.05 level.

There was a significant negative correlation found between Level of Aggression and Adequate Expression and Control of Emotions in boarders at 0.01 level, but there was no significant relation found for day scholars.

Table 4.5:- Tabular Representation of Relationship between Level of Aggression and Ability to Function with Emotions in day scholars and boarders.

		AFE	
		Day Scholar	Boarder
Level of Aggression	Pearson Correlation	-.300*	-.391**
	Sig.(2-tailed)	.020	.002
	N	60	60

Significant at 0.01 level.

Significant at 0.05 level.

The was a significant negative correlation found between Level of Aggression and Ability to Function with Emotions in both day scholars and boarders, which is significant at 0.05 level and 0.01 level respectively.

Table 4.6:- Tabular Representation of Relationship between Level of Aggression and Ability to Cope with Problem Emotions in day scholars and boarders.

		ACPE	
		Day Scholar	Boarder
Level of Aggression	Pearson Correlation	-.148	-.451**
	Sig.(2-tailed)	.260	.000
	N	60	60

Significant at 0.01 level.

Significant at 0.05 level.

There was a significant negative correlation found between Level of Aggression and Adequate Expression and Control of Emotions in boarders at 0.01 level, but there was no significant relation found for day scholars.

Table 4.7:- Tabular Representation of Relationship between Level of Aggression and Enhancement of Positive Emotions in day scholars and boarders.

		EPE	
		Day Scholar	Boarder
Level of Aggression	Pearson Correlation	-.046	-.230
	Sig.(2-tailed)	.727	.077
	N	60	60

Significant at 0.01 level.

Significant at 0.05 level.

There was no significant correlation found between Level of Aggression and Enhancement of Positive Emotions in either boarders or day scholars.

Table 4.8:- Tabular Representation of Relationship between Level of Aggression and Overall Emotional Competence in day scholars and boarders.

		Emotional Competence	
		Day Scholar	Boarder
Level of Aggression	Pearson Correlation	-.276*	-.441**
	Sig.(2-tailed)	.033	.000
	N	60	60

Significant at 0.01 level.

Significant at 0.05 level.

The was a significant negative correlation found between Level of Aggression and Ability to Function with Emotions in both day scholars and boarders, which is significant at 0.05 level and 0.01 level respectively. ()

Discussion:-

The aim of this study was to assess the relationship between level of aggression and emotional competence among day scholars and boarders. This relationship was studied with each dimension of emotional competence. The objectives were to study the relationship between: (a) level of aggression and adequate depth of feeling (ADF) among day scholars and boarders, (b) level of aggression and adequate expression and control of emotions (AECE) among day scholars and boarders, (c) level of aggression and ability to function with emotions (AFE) among day scholars and boarders, (d) level of aggression and ability to cope with problem emotions (ACPE) among day scholars and boarders, (e) level of aggression and enhancement of positive emotions (EPE) among day scholars and boarders, (f) level of aggression and overall emotional competence among day scholars and boarders.

To study these objectives, we used the Aggression Scale developed by Dr. G.P Mathur and Dr. Rajkumari Bhatnagar, and Emotional Competence Scale developed by Dr. Harish Sharma and Dr. Rajiv Lochan Bhardwaj. The Aggression Scale produces a score which symbolized low, average, or high level of aggression. The Emotional Competence Scale has 5 dimensions and an overall score for emotional competence. The various dimensions of emotional competence are (a) Adequate Depth of Feeling (ADF), (b) Adequate Expression and Control of Emotions (AECE), (c) Ability to Function with Emotions (AFE), (d) Ability to Cope with Problems Emotions (ACPE), (e) Enhancement of Positive Emotions (EPE).

For the purpose of this research, 120 participants (60 day scholars and 60 boarders) were selected using purposive sampling. The participants were from the Delhi/NCR region in India. The age range of the participants was of 18-24 years (young adults). After the assimilation of questionnaires, they were scored and analysed. The result was calculated and evaluated using Pearson's Product Moment Correlation between level of aggression and the other dimensions of emotional competence. A spreadsheet of the data was made in Microsoft Excel and later, was used for analysis in the Statistical Package for Social Sciences (SPSS), were the correlation was performed.

The first hypothesis 3.3.1 stated that there will be a significant relationship between level of aggression and adequate depth of feeling (ADF) among day scholars and boarders. The results obtained, as shown in table 4.3, stated that there is a significant negative correlation found between Level of Aggression and Adequate Depth of Feeling in both Day Scholars (-.412) and Boarders (-.492), which was significant at 0.01 level. **Thus, the first hypothesis is accepted.** Above result has been supported by the research by **Salisch** (2017)who conducted a longitudinal study with the aim find the correlation of involvement with friends and emotional competence. The sample included 299 adolescents. The result showed that students who had good relations with friends were able to understand other's emotions as well as disclose their own emotions to them and could retain their friends more easily.

The second hypothesis 3.3.2 stated that there will be a significant relationship between level of aggression and adequate expression and control of emotions (AECE) among day scholars and boarders. The results obtained, as shown in table 4.4, stated that there is no significant correlation found for day scholars, but there was a significant negative correlation (-.378) for boarders, which was significant at 0.01 level. **Thus, we partially accept the second hypothesis.** Above result has been supported by the research **Roll et al** (2012) who conducted a longitudinal study on correlation between aggression and emotional regulation in children. The result highlighted the fact that when there is dysregulation of emotion, it may act as a risk factor for children to show overt aggressive behaviour.

The third hypothesis 3.3.3 stated that there will be a significant relationship between level of aggression and ability to function with emotions (AFE) among day scholars and boarders. The results obtained, as shown in table 4.5, stated that there is a significant negative correlation found between level of aggression and ability to function with emotions in both day scholars (-.300) and boarders (-.391), which was significant at 0.05 level and 0.01 level respectively. **Thus, the third hypothesis is accepted.** Above result has been supported by the research by **Maggio et al** (2016) who aimed at including a course on emotions for pre-school students to test if it had any effect on their social-emotional competence. The study included two groups, one in which the teachers did include topics about emotions in their courses, whereas, in the other group, they were taught the regular Italian course. It was found that the group which was taught about emotions shows higher knowledge about emotions and could practice emotional regulation better than the other group. The classes also increased the student's social competence.

The fourth hypothesis 3.3.4 stated that there will be a significant relationship between level of aggression and ability to cope with problem emotions (ACPE) among day scholars and boarders. The results obtained, as shown in table 4.6, stated that there was no significant relationship found between level of aggression and ability to cope with problem emotions for day scholars, but there was a significant negative correlation found for boarders (-.451), which was significant at 0.01 level. **Thus, we partially accept the fourth hypothesis.** Above result has been supported by the research by **Schonert-Reichl et al** (2011) who conducted a study on the effect of teaching mindfulness and meditation to adolescent students. When compared to students who did not receive mindfulness lessons had no difference in behaviour, while the students who received the lessons and training 3 times a day, had an increase in reporting optimism in self reports. These techniques helped children to cope up with problem emotions like that of aggression.

The fifth hypothesis 3.3.5 stated that there will be a significant relationship between level of aggression and enhancement of positive emotions (EPE) among day scholars and boarders. The results obtained, as shown in table 4.7, stated that there was no significant correlation found between level of aggression and enhancement of positive emotions either for day scholars or for boarders. **Thus, the fifth hypothesis is rejected.**

The sixth hypothesis 3.3.6 stated that there will be a significant relationship between level of aggression and overall emotional competence among day scholars and boarders. The results obtained, as shown in table 4.8, stated that there was a significant negative correlation found between level of aggression and overall emotional competence for both day scholars (-.276) and boarders (-.441), which were significant at 0.05 level and 0.01 level respectively. **Thus, the sixth hypothesis was accepted.** Above result has been supported by the research by **Nelis et al** (2011) who conducted a study which had eighteen hours of training involved, which showed an improvement in the subjects understanding of emotions, regulations and overall emotional competence.

There were certain open-ended questions which were also asked to the participants. This data from the question gave us a lot of reasons as to why certain young adults feel aggression, irritation, and annoyance. The most popular response was "when things do not go according to my plan". The other responses which were higher in frequency than the rest were, "mistreatment", "disrespect", "annoying/irritating people", "talking behind back", "social rejection", "expectations from people", "accused if not guilty", "betrayal/dishonesty/unfaithfulness", and "waiting for someone" among many other responses. The day scholars responded with "non acceptance of faults", "lack of clarity", "body shaming". While the most popular responses among boarders were "travelling long distances", "not meeting family", "missing home-cooked food", "managing everything alone", and "partiality" among many other responses. These responses have given me an insight on what the individual may be going through to be responding in this manner as a day scholar or a boarder.

Limitations:

The limitations of this research include: (a) there was limited time to complete the research, (b) since the time was limited, more variables could not be added to the research, (c) the sample size is small; a larger sample can show better results, (d) population was constricted to a small geographical area i.e., Delhi/NCR, (e) Social Desirability Bias can affect College students dearly, (f) Parent – child relationship is very important while studying emotional competence but could not be added to the study.

Future Implications:

The future implications of this research include the following suggestions: (a) this study can be further intensified by gathering a much larger sample from a larger geographical area or internationally, (b) the variables such as stress,

adjustment, rigidity, parent-child relationship, birth order, siblings vs single child difference, depression, anxiety can be added to the research, (c) in future we can also add a sample of both literate as well as illiterate population in India as 60% of the population is from rural areas, (d) we can also add the various dimensions of aggression along with the dimensions of emotional competence to make it more elaborative, (e) once the aggressive youth sample is found an experimental research can be conducted to teach them certain cognitive reappraisal or meditation techniques which are known to lower aggression, and it can be test as to whether there is a difference in both variables before and after the training of about six to twelve weeks. These are the future implications.

Conclusion:-

We have studied the relationship between level of aggression and dimensions of emotional competence in this research. There were six hypotheses in which we wanted to check the correlation of level of aggression with adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, enhancement of positive emotions and overall emotional competence.

We found out that there are significant negative correlations between level of aggression and adequate depth of feeling, level of aggression and ability to function with emotions, level of aggression and overall emotional competence (i.e., first, third and sixth hypothesis which were accepted). There were also partially accepted significant negative relations due to responses given by boarders, which were level of aggression and adequate expression and control of emotions, level of aggression and ability to cope with problem emotions. (i.e., the second and fourth hypothesis). The only hypothesis that was rejected as there was not significant relation found in both day scholars as well as boarders was relation between level of aggression and enhancement of positive emotions.

Day scholars and Boarders have different reasons that cause them aggression. They face different kind of stressors and they can inculcate in them different habits, adjustment issues, rigidity, et cetera. Even though their lifestyles are very different, they are similar in some manner as well. There can be many exceptions, a person who is a boarder and has a dysfunctional family may not miss home, whereas, a person who is a day scholar and is living with a dysfunctional family may cause a lot of problems for the individual.

To conclude we can say that level of aggression does have a negative correlation with the dimensions of emotional competence, and overall emotional competence as well.

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