

Relationship between Emotional Intelligence and Aggressive Behaviours: Implications on Counselling Help-Seeking Among Late Adolescents

Salihah Yusoff, Noor Syamilah Zakaria, Nur Nasya Aqilah Kamarul Izwan, Muhammad Shakir Yusoff, Asmah Ismail, Firman Mahmud

^{1,2,3}Department of Counsellor Education and Counselling Psychology, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia,

⁴Department of Mechanical Engineering, Universiti Teknologi PETRONAS, 32610 Seri Iskandar, Perak, Malaysia, ⁵Department of Counsellor Education and Counselling Psychology, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia. ⁶Department of Guidance and Counselling, Faculty of Educational Studies, Universitas Negeri Padang, 25131 Padang, Indonesia.

Email: salihah.yusoff@moe.gov.my, syamilah@upm.edu.my, nasyaqilahhh@gmail.com, shakiryusoff889@gmail.com, asmahis@upm.edu.my, firman@fip.unp.ac.id

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Abstract

Emotional Intelligence (EQ) is managing and controlling one's emotions. This study examined the relationship between EQ and aggressive behaviours and the implications on counselling help-seeking among late adolescents. This study used the Schutte Self Report Emotional Intelligence Test (SSEIT) to measure the level of emotional intelligence and the Aggression Questionnaire to measure the level of aggressive behaviours. A total of 403 respondents were randomly selected to answer the questionnaire distributed. This study found that there was a significant relationship between EQ and aggressive behaviours among the respondents was positively correlated. The dimension of motivating negative emotions was the highest dimension influencing aggressive behaviours. Environmental factors may be the leading cause for the finding of a significant positive relationship between emotional intelligence and respondents' aggressive behaviours. Counselling help-seeking behaviours may also be a salient variable to be measured among the respondents in the future, to ensure the optimum usage of guidance and counselling unit will remain relevant for the school ecosystem and education realm.

Keywords: Aggressive Behaviours, Counselling Help-Seeking, Emotional Intelligence

Introduction

Emotional intelligence refers to the capacity to effectively manage and utilize emotions in various tasks such as reasoning and problem-solving. It involves not only regulating one's own emotions but also providing support and reassurance to others. Emotional intelligence encompasses the skills of accurately perceiving, evaluating, and expressing emotions, as well as utilizing emotions to enhance thinking. Emotional intelligence refers to the ability to recognize, understand, and regulate our own emotions, as well as being able to empathize and handle interpersonal relationships effectively.

Furthermore, it involves comprehending emotional states and knowledge, as well as regulating emotions to foster both emotional and intellectual development. In essence, emotional intelligence entails understanding and effectively dealing with emotions within ourselves and in others, encompassing a range of attributes and abilities, including the recognition and management of one's own emotions. Emotion is an internal experience that individuals feel, originating from the Latin term meaning "movement of energy". Emotions are subjective and challenging to measure objectively. As described by Goleman (1999), emotions encompass a range of feelings such as anger, sadness, fear, joy, love, surprise, irritation, and shame.

Moneva et al (2020), emotions vary among individuals, influenced by their unique personalities. As late adolescents, their emotional states can fluctuate, experiencing happiness upon achieving excellent results or feelings of hopelessness and sadness following exam failures. In instances where emotions are uncontrolled, disciplinary issues may arise within the school environment. Hence, it is crucial for students to effectively address challenges and manage their emotions, as uncontrolled emotions can contribute to increased aggressive behaviours.

Research and Daniel Goleman's renowned book "Emotional Intelligence" reveal that traditional EQ tests only contribute to 20% of an individual's overall success in life. The remaining 80% is attributed to other factors, with emotional intelligence playing a significant role. Emotional intelligence involves understanding and effectively managing our own emotions, as well as showing empathy towards others. Daniel Goleman, an esteemed American psychologist, introduced a framework comprising five key traits that define

emotional intelligence, which he extensively discussed in his influential 1995 publication "Emotional Intelligence: Why It Can Matter More Than EQ."

Thorndike (1920) states that human's emotional intelligence is related to the concept of social intelligence. He defined social intelligence as the ability to understand and manage people both in groups of men, women and children to connect effectively in relationships with people. Thorndike (1920) divided emotional intelligence into two aspects, namely interpersonal and intrapersonal. Interpersonal means emotions related to other people, whereby intrapersonal means emotions related to one's own relationship.

On the other hand, aggressive behaviour encompass any actions that intend to harm or intimidate others physically or emotionally. Fangyin Quan et al., (2020), human aggression refers to any intentional behaviour aimed at harming another person with the immediate intent to cause harm. Both the aggressors and victims experience negative consequences due to aggressive behaviour. Aggressive behaviour in students is not sudden; it is influenced by various factors. One significant factor is anger, as numerous studies have established a link between anger and aggressive behaviour. Individuals with high levels of anger are more likely to exhibit aggressive tendencies. Additionally, emotions

play a role in aggressive behaviour, and an individual's ability to regulate their emotions can contribute to the likelihood of engaging in aggression.

Aggressiveness refers to harmful actions or violence directed towards others, which serves as a deterrent to a personal target. It can manifest in physical, verbal, or symbolic forms and is shaped by both learned and innate factors. Individual differences in aggression become evident in temperament and early childhood play, with studies indicating a genetic predisposition towards aggression. However, the environment and socialization process play a crucial role in shaping whether aggressive tendencies are reinforced or neutralized. Observational learning, exposure to aggressive behaviour, beliefs, and reinforcement or punishment contingencies contribute to the acquisition of aggression. Children growing up in challenging environments may have more opportunities to develop aggressive behaviour and lack inhibitory control (Sherelle L. Harmon et al., 2019). While aggression may have immediate benefits, the ability to control aggression becomes more advantageous in the long run. Aggression is more likely when individuals devalue the future.

Understanding the connection between emotional intelligence and aggressive behaviours can have significant implications for counselling and help-seeking. Counselling aims to support individuals in managing their emotions and developing healthy ways of relating to others, ultimately reducing the likelihood of engaging in aggressive behaviours. Recognizing the impact of emotional intelligence on aggression can guide counselling professionals in providing effective strategies and interventions to help individuals seeking assistance in addressing and modifying their aggressive tendencies. By exploring this correlation, we can shed light on the potential influence of emotional intelligence on aggressive behaviours and discuss the ways in which counselling can facilitate the development of healthier relationship dynamics and improved help-seeking behaviours.

The relationship between emotional intelligence and aggressive behaviours among late adolescents is a topic that has been explored in previous research. However, this research lies in the specific focus on this relationship within the context of late adolescents and implications on counselling help-seeking. By narrowing down the scope to this specific group, researchers can provide valuable insights into the developmental stage of adolescents, where emotions and social interactions play a significant role in shaping behaviour. Understanding the relationship between emotional intelligence and aggressive behaviours during this crucial period of development can have important implications for interventions and support systems.

The study of emotional intelligence and aggressive behaviours among late adolescents allows for a deeper understanding of the factors that may contribute to or mitigate aggressive tendencies in this age group. It provides an opportunity to explore how emotional intelligence, which encompasses skills such as self-awareness, self-regulation, empathy, and social skills, may influence the manifestation and management of aggressive behaviours during adolescence.

In recent times, the intricate interplay between emotional intelligence and human behaviour has garnered substantial attention in both academic and practical realms. Emotional intelligence, often described as the ability to recognize, comprehend, and manage one's emotions, as well as influence the emotions of others, has emerged as a pivotal aspect of personal growth and social interaction. Simultaneously, the exploration of aggressive behaviours, particularly among late adolescents, has come to the forefront due to its profound implications for mental well-being, interpersonal connections, and

societal equilibrium. In this context, delving into the correlation between emotional intelligence and aggressive behaviours offers a compelling avenue of study with significant implications, especially regarding counselling and mental health assistance for late adolescents.

The significance of unravelling the intricate relationship between emotional intelligence and aggressive behaviours cannot be overstated. Late adolescence, a transformative phase marked by emotional upheaval and identity formation, provides a distinctive backdrop for investigating these dynamics. The importance of this study is underscored by various factors, each carrying its weight.

As adolescents navigate intensified emotional experiences and grapple with limited coping mechanisms, comprehending how emotional intelligence influences aggressive behaviours holds the potential to equip counsellors with tools to facilitate skilful emotion management. Consequently, this understanding could lead to a decrease in instances of aggressive outbursts.

Emotional intelligence not only aids in individual emotional regulation but also cultivates empathetic understanding and effective communication. Drawing insights from this study, counsellors can guide late adolescents towards developing healthier interpersonal skills, thus enriching their relationships and social interactions.

Unchecked aggressive behaviours can escalate, becoming ingrained patterns that adversely affect mental health, relationships, and overall quality of life. The study's potential lies in identifying pre-emptive interventions that can halt such escalation before it becomes deeply rooted.

Late adolescents often hesitate to seek counselling due to stigma or perceptions of vulnerability. By highlighting the link between emotional intelligence and a positive inclination towards seeking counselling, this study has the potential to destigmatize seeking help and encourage adolescents to engage in timely mental health interventions.

A nuanced understanding of the connection between emotional intelligence and aggressive behaviours empowers counsellors to tailor interventions that resonate deeply with late adolescents. This targeted approach significantly enhances the efficacy of interventions and amplifies their impact within the specific demographic.

The beneficiaries of this study encompass a broad spectrum, ranging from academia to society at large. Counsellors and mental health professionals can refine their therapeutic strategies by embracing the intricate connection between emotional intelligence and aggressive behaviours. Such refinement could lead to more potent interventions, ultimately fostering the emotional well-being of late adolescents.

Educational institutions can leverage the study's findings to design targeted emotional intelligence training initiatives. These programs could foster a culture of positivity and empathy among students, creating a safer and more nurturing educational environment.

Families and parents can draw on the study's insights to nurture emotional intelligence and address aggressive tendencies in their adolescent children. This proactive approach holds the potential to cultivate healthier family dynamics and enhance parent-child relationships.

As late adolescents transition into adulthood, their emotional intelligence and aggressive behaviour patterns wield substantial influence over broader societal interactions. An emotionally intelligent generation has the potential to mitigate conflicts, enhance cooperation, and contribute to a more harmonious society.

In conclusion, exploring the relationship between emotional intelligence and aggressive behaviours among late adolescents holds immense promise in the realm of counselling and mental health support. The utility and effectiveness of this research lie in its potential to inform targeted counselling strategies, shape counselling services, enhance intervention precision, and ultimately encourage more late adolescents to seek help. By leveraging emotional intelligence to address aggressive tendencies, counsellors can significantly contribute to the emotional well-being and comprehensive development of late adolescents, establishing a foundation for healthier and more adaptive adulthood.

Literature Review

In Irfan (2019) study, the focus was on examining Emotional Intelligence and Aggression among adolescent boys in Kashmir. The sample consisted of 100 boys aged between 15 and 17, sourced from various orphanages in the region using purposive sampling. Data collection involved the use of two tools: the Aggression questionnaire developed by Buss and Perry in 1992, and the Trait Meta-Mood Scale developed by Fernández-Berrocal et al. in 2004. The findings revealed that the majority of boys exhibited low emotional intelligence levels and moderate to high levels of aggression.

According to Mambra (2022) was studying A Systematic Review on Adolescents' Emotional Intelligence and Aggressive Behaviour. The findings from these studies establish a strong connection between emotional intelligence and aggressive behaviour, indicating that individuals with higher emotional intelligence display lower levels of aggression, whereas those with lower emotional intelligence exhibit higher aggression. This relationship holds true across different age groups, cultures, types of aggression, and measures of emotional intelligence. These research findings highlight the importance of exploring emotional intelligence interventions and strategies for preventing and managing aggression in the future.

Mizera et al (2019) conducted a study on 1450 high school students in Katowice, aged between 18 and 21 years, to examine the relationship between emotional intelligence and internet addiction behaviour. The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) and an internet addiction test questionnaire were used to assess the participants' levels of emotional intelligence and internet addiction. The findings revealed a significant relationship between these two variables, indicating that higher levels of internet addiction were associated with lower levels of emotional intelligence among the students.

Quílez-Robres et al (2023) conducted Emotional Intelligence and Academic Performance: A Systematic Review and Meta-Analysis. Thinking Skills and Creativity, involving 3512 students from 18 secondary schools, the relationship between emotional intelligence, academic achievement, and school performance was examined. The Spanish version of the Trait Meta-Mood Scale-24 (TMMS-24) and The Utrecht Work-Engagement Scale-Student (UWES-S) were used as questionnaires to assess emotional intelligence and student engagement. School performance was measured based on the average scores obtained by the students. The results of the study demonstrated a significant relationship between emotional intelligence, academic achievement, and school performance.

This study focuses on examining the relationship between emotional intelligence and aggressive behaviour and implication counselling help-seeking among late adolescents, utilizing the Emotional Intelligence Theory proposed by Salovey and Mayer (1997) as the foundation for the assessment of emotional intelligence. In addition, the study also

incorporates the Frustration-Aggressive Theory developed by Freud (1940) and the Social Cognitive Theory introduced by Bandura (1986) to understand the underlying factors influencing aggressive behaviour as the dependent variable. Emotional intelligence, aggressive behaviours, and counselling help-seeking among late adolescents can be understood and explored within the context of various prominent theoretical frameworks.

Salovey and Mayer's Emotional Intelligence Theory emphasizes the role of emotional intelligence in understanding and managing emotions. It posits that emotional intelligence encompasses the ability to recognize, understand, and regulate one's own emotions, as well as being able to empathize and handle interpersonal relationships effectively. In the context of aggressive behaviors, individuals with low emotional intelligence may struggle to identify and regulate their emotions, leading to an increased likelihood of resorting to aggressive means when faced with conflict or frustration. Counselling interventions that target emotional intelligence can help late adolescents develop self-awareness, improve emotional regulation skills, and enhance their ability to engage in healthier conflict resolution strategies.

Sigmund Freud's Frustration-Aggressive Theory offers insights into the connection between frustration and aggressive behaviors. According to this theory, when individuals experience frustration due to obstacles or unfulfilled desires, they may redirect their aggression onto others as a means of relieving their distress. In the context of late adolescents, who may face numerous challenges in their personal and social lives, unaddressed frustrations can contribute to the manifestation of aggressive behaviors. Counselling interventions focusing on frustration management can assist late adolescents in identifying and addressing the underlying causes of their aggression, providing them with healthier coping mechanisms to navigate frustrations and reducing the likelihood of aggressive expressions.

Albert Bandura's Social Cognitive Theory highlights the influence of observational learning and socialization on the development of aggressive behaviours. This theory states that individuals learn aggressive behaviors through observing others and experiencing reinforcement or punishment for their own aggressive actions. Late adolescents may encounter aggressive models in their environment, such as peers or media figures, and may imitate and adopt aggressive behaviors as a result. Counselling interventions grounded in social cognitive theory can help late adolescents develop awareness of their social interactions and improve their ability to choose and model prosocial behaviours. By addressing the underlying social influences and enhancing their self-efficacy, counselling can empower late adolescents to seek help and utilize alternative strategies for conflict resolution instead of relying on aggression.

Overall, the theoretical frameworks of emotional intelligence, frustration-aggression, and social cognitive theory contribute to the understanding of the relationship between emotional intelligence and aggressive behaviours among late adolescents. By incorporating these theories into counselling practices, professionals can provide tailored interventions that enhance emotional intelligence, address frustration and aggression, and promote healthier help-seeking behaviours. Ultimately, integrating these theoretical perspectives can assist late adolescents in developing lifelong skills to manage emotions, resolve conflicts, and seek help when needed to foster positive and fulfilling relationships in their lives.

Materials and Methods

This study used a research design based on non-experimental quantitative methodology. The research design was a descriptive and correlational study. Descriptive research helps gather information about the variables being studied to understand and explain a phenomenon. In this study, it was used to determine the levels of emotional intelligence and aggressive behaviour among late adolescents. The correlational design examined the relationship between variables to explain the observed phenomenon. Specifically, in this study, a correlation analysis was conducted to determine if there was a significant relationship between emotional intelligence and aggressive behaviour among the respondents.

This study focused on late adolescents as its target population. A total of 11 schools were selected, and the respondents in this research came from these schools. The study population consisted of 1577 respondents. The selection of the study sample size is determined based on a formula and calculation. The sampling procedure based on Cochran (1977) as the determination of the sample size in this study. The researcher took into account a sampling error of 5%, with a significant level of $p > 0.05$, and a confidence level of 95% (Cochran, 1977).

Sample calculation method according to Cochran formula (1977)

$$1) n_0 = z^2 p q / e$$

$$2) n = n_0 / 1 + [1 + (n_0 - 1) / N]$$

n_0 = Constant size sample value

z = 95% reliability level value by referring to the z-score table (1.96)

p = Population ratio (0.50)

q = Confidence level (0.05)

$$1) n_0 = z^2 p q / e$$

$$= (1.96)^2 (0.50) \times (1 - 0.05) / (0.05)^2$$

$$= 385 \text{ (big population size sample value)}$$

$$2) n = n_0 / 1 + [1 + (n_0 - 1) / N]$$

$$= 385 / 1 + [1 + (385 - 1) / 1577]$$

$$= 310 \text{ respondents}$$

Based on the calculation of the formula, the population of 1577 respondents found that the required sample size is 310 respondents. But the researcher also considered the sampling error and increased the number of sample respondents by 30%. Therefore, the total sample is 403 respondents, and the calculation is as follows:

$$\text{New Sample} = (30\% \times \text{Number of Samples}) + \text{Number of Samples}$$

$$= 30/100 \times 310$$

$$= 93$$

$$= 310 + 93$$

$$= 403 \text{ respondents}$$

The study employed a simple random sampling method to ensure the representativeness of the sample. Initially, a total of 1577 respondents from 11 schools, specifically focusing on late adolescents, were recruited to participate in the research. This

number exceeded the required sample size. Subsequently, questionnaires were distributed to the randomly selected respondents. Out of the total distributed questionnaires, 403 responses were received, yielding an acceptable response rate surpassing the required number of completed questionnaires.

This study had utilized three different instruments in the data collection process. The instruments were (a) Respondent Demographic, (b) Schutte Self Report Emotional Intelligence Test (Salovey & Mayor, 1997) (c) Aggression Questionnaire Buss & Perry (Buss & Durke, 1957).

The respondents demographic form was developed to gather demographic information about the respondents' gender, class stream, does the respondent live with parents or guardians and is the respondents a recipient of early schooling assistance.

The Schutte Self Report Emotional Intelligence Test (Salovey & Mayor, 1997) questionnaire contains 33 questions that are divided into five domains, namely recognizing one's own emotions, managing emotions, motivating negative emotions, recognizing other people's emotions and managing relationships. Respondents are provided with the most accurate answer selection to describe themselves based on agreement with a 5-point likert scale, namely 1 "strongly disagree", 2 "disagree", 3 "less agree", 4 "agree" and 5 "strongly agree". The maximum score for this instrument is 165 marks while the minimum score is 33 marks.

The questionnaire for Buss & Peery's Aggression Questionnaire (Buss & Perry, 1957) contains 29 items and five likert scales which are This study tool contains 29 items and five likert scales which are very uncharacteristic of me, uncharacteristic of me, not sure, representing my criteria and very much symbolizes my criteria. This questionnaire classifies questions into four types of aggressive behaviour, namely anger, physical aggression, verbal aggression and hostility. Verbal aggressive behaviour includes 5 items that assess verbal aggression. Trait anger is assessed through 7 items that cover increased physiology. While physical aggressive behaviour is evaluated through 9 items about aggressive aspects that are done physically. Hostile aggressive behaviour is assessed through 8 items that cover cognitive aspects of the individual's tendency to defend rights. This instrument has two negative items, namely item number 7 (physical aggression) and number 18 (anger aggression). The two items will be graded in reverse. The maximum score that will be obtained is 145 while the minimum score that will be obtained by the respondent is 29 if all items are answered.

Data collection and analysis were conducted in this study which similar to the study conducted by (Mambra, 2022). This study involves descriptive and inferential survey research. The data obtained from the set of survey forms will be analyzed based on the purpose of the study. The data obtained will be processed using the Statistical Package for the Social Sciences (SPSS) version 25.0. Meanwhile, inferential analysis will be used to see the correlation value. Pearson's correlation was used to see the relationship between emotional intelligence and aggressive behaviour of respondents.

Results and Discussions

A total of 403 respondents completed the questionnaire, with 145 (36%) being male and 228 (64%) being female. Regarding living arrangements, 380 (94.3%) respondents reported living with their parents, while only 23 (5.7%) did not.

In terms of academic streams, the majority of respondents pursued the humanities stream, comprising 251 (62.3%) participants. This was followed by the science stream, with

123 (30.5%) respondents, and the technical stream, with 29 (7.2%) participants. No respondents belonged to the MPV stream.

Regarding disciplinary records, 363 (90.1%) respondents reported never having a disciplinary record, while 40 (9.9%) acknowledged having one. The study also examined the economic status of the respondents' families through early schooling aid receipt. Among the respondents, 284 (70.5%) were recipients of early schooling aids, indicating a lower family economic position, while 119 (29.5%) did not receive such aid. The results indicate that a higher percentage of respondents were among those who received early schooling aids compared to those who did not. Recipients of early schooling aids are typically parents or guardians with a household income below RM 3,000.

The scores for emotional intelligence levels and aggressive behaviour levels among the respondents that showed the objective 1. In terms of emotional intelligence, 263 (65.3%) respondents demonstrated a moderate level, while 140 (34.7%) exhibited a high level. Notably, none of the respondents displayed a low level of emotional intelligence. Regarding aggressive behaviour, 7 (1.7%) respondents had a low level, 186 (46.2%) had a moderate level, 207 (51.4%) had a high level, and 3 (0.7%) had a very high level. Similarly, no respondents showed a very low level of aggressive behaviour.

A significant difference in emotional intelligence was observed based on gender, with a p-value of less than 0.05. Female respondents exhibited a higher level of emotional intelligence (mean=120.16) compared to male respondents (mean=116.60). There is no significant difference in aggressive behaviour based on gender ($p>0.05$), suggesting that male and female respondents exhibit similar levels of aggressive behaviour. The result of the differences in emotional intelligence and aggressive behaviour based on gender is shown in Table 1.

Table 1

Differences in emotional intelligence and aggressive behaviour based on gender

Constructs	M	F	t	p
	Mean (SP)			
Emotional	116.60 (13.236)	120.16 (10.307)	-2.999	0.003*
Aggressive behaviour	86.19 (11.229)	88.57 (12.249)	-1.934	0.054

* $p<0.05$;

Independent sample t-test; N=403

There is a significant relationship between emotional intelligence and aggressive behaviour based on gender, as indicated by the p-value ($p<0.05$) for both male and female respondents., indicating that higher levels of emotional intelligence are associated with

higher levels of respondents aggressive. The result of the correlation between emotional intelligence and aggressive behaviour based on gender is shown in Table 2.

Table 2

Relationship between emotional intelligence and aggressive behaviour based on gender

Particular	Behaviour		Female (n=258)	
	Male (n=145)		r	p
Emotion	0.257	0.002*	0.146	0.019*

*p<0.05

Pearson correlation

N=403

The dimension of emotional intelligence that exerts the greatest influence on respondents' aggressive behaviour is motivating negative emotions, as evidenced by the highest β value of $\beta = 0.176$. The result of the dimensions of emotional intelligence that most influence the aggressive behaviour is shown in Table 3.

Table 3

Dimensions of emotional intelligence that most influence the aggressive behaviour

Models	B	S.E	β	t	Sig
(Constant)	2.397	0.281	-	8.546	<0.001*
Recognize own emotions	0.061	0.067	0.055	0.913	0.362
Manage own emotions	-0.202	0.071	-0.177	-2.852	0.362
Motivating negative emotions	0.211	0.067	0.176	3.157	0.002*
Recognizing other people's emotions	0.145	0.059	0.132	2.462	0.014*
Manage relationships	0.111	0.056	0.111	1.973	0.049*

F=6.551

R² = 0.076

The objective of this study is to examine the relationship between emotional intelligence and aggressive behaviours among the respondents, while also investigating the levels of emotional intelligence and aggressive behaviour among the respondents. Additionally, the researcher explored potential gender differences in emotional intelligence and aggressive behaviour among the respondents, providing insights into the dimensions of emotional intelligence that exert the greatest influence on respondents' aggressive behaviour.

According to the result, the study findings indicate that respondents have a moderate level of emotional intelligence, with 65.3% falling into this category and 34.7% demonstrating a high level. In contrast, the level of aggressive behaviour among respondents was found to be high, with 51.4% showing high aggression, 46.2% displaying a moderate level, and only 0.7% indicating a very high level. None of the respondents exhibited a very low level of aggressive behaviour.

The researcher suggests that the high level of aggressive behaviour of respondents can be attributed to cultural and environmental influences. Aggressive behaviour may be considered normal within the community, particularly in areas like business competition

and education, as well as negative aspects such as fights and criminal cases. The influence of mass media is also a contributing factor, as widespread mobile phone ownership exposes to negative behaviours like explicit content, vandalism, gangsterism, and cyberbullying.

The school climate, with its numerous curricular and co-curricular activities, some of which may not align with interests, can also contribute to aggression as a means of expressing rejection or dissatisfaction. It is important to note that emotional intelligence alone does not fully account for the high levels of aggressive behaviour observed, as other factors likely play a role.

The findings of this study indicate a significant difference in emotional intelligence between genders among respondents, with female respondents demonstrating a higher level of emotional intelligence compared to male respondents. There is no significant difference in aggressive behaviour between genders, as the obtained p-value is greater than 0.05 ($p=0.054$). However, the mean score for aggressive behaviour among female respondents (88.57) is slightly higher than that of male respondents (86.19), suggesting a higher level of aggressive behaviour among female respondents. This finding may be influenced by the higher number of female respondents in the study compared to male respondents.

The study findings indicate a significant positive relationship between emotional intelligence and aggressive behaviour among respondents ($r=0.199$, $p<0.05$). The higher the emotional intelligence, the higher the level of aggressive behaviour observed.

Furthermore, the study reveals a significant relationship between emotional intelligence and aggressive behaviour among genders, with stronger correlations observed among male students compared to female respondents. The Pearson correlation coefficient values obtained for male respondents ($p=0.002$) were higher than those for female respondents ($p=0.019$), indicating a stronger association between emotional intelligence and aggressive behaviour in male respondents. These findings have important implications, particularly in the context of counselling and help-seeking. Emotional intelligence refers to the ability to understand, manage, and express emotions effectively. By developing emotional intelligence, individuals may be better equipped to regulate their aggressive tendencies and respond to situations in a more adaptive manner.

In light of the study's results, counselling can play a crucial role in helping individuals, especially males, improve their emotional intelligence and address aggressive behaviour. Counselling can provide a safe and non-judgmental space for individuals to explore the underlying causes and triggers of their aggression. By working with a counsellor, individuals can learn strategies to better understand and regulate their emotions, leading to more constructive responses to challenging situations.

Counselling can also aid in raising awareness about societal expectations relating to gender and aggression. This can help individuals develop healthier and more balanced approaches to expressing themselves and resolving conflicts. It is important to note that seeking help through counselling is not an indication of weakness or incapability but rather a proactive step towards personal growth and development.

Regarding the dimensions of emotional intelligence that most influence the relationship with aggressive behaviour, the dimension of motivating negative emotions shows the highest influence with a β value of 0.176. Following that, the dimension of recognizing other people's emotions demonstrates a moderate influence with a β value of 0.132. The relationship management dimension contributes to respondents' aggressive

behaviour with a β value of 0.111. However, the dimension of recognizing one's own emotions exhibits a weaker influence with a β value of 0.055. Interestingly, the dimension of managing one's own emotions shows a negative influence with respondents' aggressive behaviour, represented by a β value of -0.177. These findings suggest that individuals who struggle to channel negative emotions towards positive outlets are more prone to engaging in aggressive behaviours.

Conclusion

Overall, with regard to the findings of this study, the researcher can conclude that there is no difference in terms of aggressive behaviour between genders, only the emotional intelligence score that differentiates between them. Males have lower emotional intelligence scores than females but have the same aggressive behaviour scores as females. It means that emotional intelligence is not successful in reducing aggressive behaviour among female respondents. In the researcher's view, this may be due to emotional intelligence not being the main factor in the way a person behaves. It may be due to the cultural and environmental factors of the area community in particular and the area community in general who consider aggressive behaviour to be behaviour that does not violate the community norms here. Therefore, it is not impossible that female respondents have almost the same level of behaviour as male respondents.

Furthermore the implication of this study suggests that counselling interventions specifically targeting emotional intelligence may help late adolescents develop healthier strategies for managing aggressive behaviour. This could involve teaching emotional regulation skills, empathy-building techniques, and conflict resolution strategies. Educating late adolescents about the importance of emotional intelligence and the benefits of counselling help-seeking can help reduce stigmatization and promote a positive attitude towards seeking counselling support.

While the findings of this study provide valuable insights, it is important to acknowledge the limitations that should be taken into consideration. It is important to recognize that the findings of the study mentioned may not be applicable to all late adolescents or diverse populations. Replicating the research with a more diverse sample can help ensure the generalizability of the findings. The study likely relied on self-report measures for collecting data on emotional intelligence and aggressive behavior. While self-report measures are widely used, they may be subject to bias and social desirability effects. Using additional assessment methods, such as behavioral observations and peer/family reports, can enhance the reliability of the findings.

For further research also recommended to conduct longitudinal studies can help uncover the causality and directionality of the relationship between emotional intelligence and aggressive behavior among late adolescents. This would provide a deeper understanding of how changes in emotional intelligence may influence aggressive behavior over time. Additionally, further research can explore the cultural influences on the relationship between emotional intelligence and aggressive behavior can provide insights into variations across different societies and help tailor counseling interventions accordingly.

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