

A Systematic Review on Adolescents' Emotional Intelligence and Aggressive Behaviour

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ABSTRACT

Purpose: *Many studies conclude that emotional quotient significantly affects students' aggressive behaviour. By reviewing existing research articles the researcher focuses on the association between emotional intelligence and aggressive behaviour. The study's second goal is to call attention to specific facets of the relationship that were investigated. We also hoped to find research gaps that could lead to more research, in the future, in this area. The findings could be used as a foundation for developing emotional intelligence and emotional regulation programmes aimed at reducing adolescents' aggressive behaviour.*

Design/Methodology/Approach: *We looked for articles published between 2000 and 2021 using the primary databases; Google Scholar, Research Gate, Academia, SSRN, Shodhganga, PubMed, Rayyan, and Elsevier. The words like emotional intelligence, aggressive behaviour, interventions, and aggression were used for searching articles.*

Findings/Result: *These findings reveal a clear link between emotional abilities and aggressive behaviour: those with greater emotional intelligence have less aggression, while people with lower emotional intelligence have more aggression. This relationship shows to hold true across a range of ages i.e., from childhood onwards, cultures, aggression kinds, and emotional intelligence assessments. Based on these review study it also discussed and put forward future research into emotional intelligence tactics and strategies for preventing and regulating aggressiveness.*

Originality/Value: *The study concluded that there exists a need for future research on psychological intervention and coping strategies, anger rumination, emotional regulating training program and relaxation therapy for enhancing the emotional wellbeing of adolescents. Both child's interventions as well as parental interventions may raise mental health.*

Paper Type: *Systematic analysis of literature review.*

Keywords: Aggressive Behaviors, Emotional intelligence, Interventions, ABCD analysis.

1. INTRODUCTION :

Any behaviour aimed at injuring another person with the immediate purpose to hurt them is known as human aggression. Both the aggressors and the victims suffer as a result of aggressive behaviour [1-2]. Students' aggressive behaviour does not emerge without warning; some factors result in it. One of the factors leading to aggressive behaviour is anger. Many studies have concluded that aggressive behaviour is related to someone's anger. According to the studies, it is understandable that an individual with high anger tends to lead to aggressive behaviour. In addition to anger, emotion also results in aggressive behaviour. Someone's ability regulates emotion becomes one of the factors resulting in aggressive behaviour. A study concluded that someone's ability to contribute to their aggressive behaviour. That study found that someone who finds it difficult to regulate their emotions tends to consume alcohol and commit sexual aggressiveness. An emotional quotient also contributes to someone's aggressive behaviour. Poor academic performance, Psychosocial maladjustment, engagement in delinquent activities, drug misuse, school absenteeism, attention deficit and a various psychological issues, including clinical depression, anxiety, and feeling of hopelessness, are all

documented in more aggressive adolescents [3, 4, & 5]. Aggression is bad on a personal and societal level because aggressive persons have difficulty recognizing conditions and get enraged or isolated as a result [6].

1.1 Emotional Intelligence:

Emotional intelligence is defined as the ability to control emotions and apply them to tasks like reasoning and problem solving. It also includes the ability to regulate your own emotions as well as cheer up or calm down others. Emotional intelligence is defined as the ability to accurately understand, appraise, and express emotion; the ability to access and/or generate feelings when they aid thought; the ability to comprehend emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. "Emotional intelligence is the ability to understand and handle emotions in ourselves and in others". Emotional intelligence is a set of attributes or abilities that includes the ability to recognize and manage one's own emotions. Being able to motivate and control oneself, as well as identify and control others' emotions and effectively manage interpersonal interactions [7] [8]. According to the current definition of emotional intelligence, it is "the ability to interpret emotional information, particularly as it involves the perception, assimilation, comprehension, and management of emotions (Mayer & Cobb, 2000) [9]." Adolescents are more likely to engage in substance and illegal drug usage with low emotional intelligence, have bad interpersonal relationships, be aggressive, and engage in physical conflicts (Brackett, et al. 2004) [10].

To comprehend emotional intelligence, various models have been presented. Two mixed models of emotional intelligence are suggested, each with its own unique perspective. Reuven Bar-On has proposed a model based on personality theory that emphasizes the interdependence of emotional intelligence's power components with personality traits and their application to non-public well-being. We all have unique personalities, as well as varied ambitions and goals and ways of expressing our emotions. Navigating through all of this necessitates care and dexterity, especially if we are to succeed in life. This is where Emotional Intelligence plays a vital role. It is the ability to recognize and understand your emotions, as well as the impact your emotions have on those around you. It also concerns how you perceive others: if you grasp how others feel, you can better manage your relationships [11].

Characteristics:

According to studies and Daniel Golman's best-selling book "Emotional Intelligence," the conventional IQ test accounts for only 20% of a person's success in life. What are the sources of the balance 80%? According to psychologists, emotional intelligence accounts for a fraction of the missing elements. Better yet, we must understand and manage our own emotions, as well as empathize with the feelings of others, in order to become more emotionally intelligent. Daniel Goleman, an American psychologist, developed a framework of five characteristics that define emotional intelligence, which he discussed in his 1995 book "Emotional Intelligence-Why It Can Matter More Than IQ."

Self-Awareness:

High emotional intelligence is associated with a high level of self-awareness. They are conscious of their emotions and refuse to let them control them. They are confident because they trust their intuition and do not let their emotions control their decisions. They're also willing to look in the mirror at themselves. They recognize their strengths and challenges and try to improve in both areas. Many people believe that the most important part of emotional intelligence is self-awareness.

Self-Regulation:

The ability to control one's emotions is known as self-regulation. They don't get envious easily and don't take risky or fast acts. Before acting, they think about their options. Self-regulation encompasses all aspects of thinking, adaptability, truthfulness, as well as the ability to express no.

Motivation:

Emotionally intelligent people are usually very motivated. They are willing to sacrifice short-term pleasure in order to gain long-term success. They're dedicated to their work, appreciate a good challenge, and excel at it.

Empathy:

It is the capacity to comprehend and sympathize with the needs, desires, and viewpoints of another individual. Empathic people are skilled at recognizing others feelings and emotions. Empathic people

are often good at managing relationships, listening, and relating to others as a result of this. They live their lives openly and honestly, without prejudice or haste.

Social Skills:

Strong social skills make someone easy to talk to and like. People that are socially aware are often adept at working in groups. They help others in growing and shining rather than focusing on their own achievements. They know how to handle problems, communicate effectively, and establish and maintain positive relationships. As you've probably discovered, emotional intelligence can be a key to success in your life, particularly in your profession. Because all leaders must be able to manage people and relationships, honing and using your EI can be a good way to demonstrate to others that you are capable of leading.

1.2 Aggression:

Aggressiveness is associated with violence aimed at injuring or harming someone or something that serves as a deterrent to a personal target. Aggressive behaviour is defined by its goal and the harm it produces. It can take physical, verbal, or symbolic forms. Humans have a learnt trait called aggression. Individual differences in aggression, on the other hand, reveal themselves in temperament and rough-and-tumble play from infancy and early childhood. Longitudinal studies of twins reared apart and adopted children have indicated that a person's aggressive conduct as an adult is more parents, indicating a genetic tendency to aggression. Nonetheless, biological parents are more compatible than adoptive parents. Nonlethal genetic predispositions are simply that: something that will be shaped by the child's early learning experiences. The socialization process determines whether the person is experienced or neutralised. Aggression learning is primarily potentiated, increased, and buffered through interactions with family, peers, and the environment. The most prevalent way of acquisition is observational learning, which involves exposure to aggressive behaviour and beliefs that promote enacted aggression, as well as reinforcement and punishment contingencies. Because children were up in a world full of deprivation, frustration, victimization, and instability, they will have numerous opportunity to develop violence and not learn inhibitory control. Aggression benefits are more likely to occur now, but aggression control benefits are more likely to occur later. When someone diminishes or devalues the future, aggression is more likely.

Aggression is mostly formed in the context of the family and home. The model of aggressive behaviour and direct opportunities to learn how aggressiveness functions in meeting demands are provided by family interaction patterns, which include siblings as well as parents or caregivers. Children learn hostility as a proponent response to adverse circumstances by watching how their parents react to discomfort or disagreement. Coercion as a means of attaining compliance may be modelled by parents or caregivers in situations such as disciplinary confrontations. Aggression will be bred by the use of coercive force, such as physical punishment and verbal abuse, rather than reasoning and firm discipline driven by love. Furthermore, when a parent or caregiver rejects a child and fails to provide stability, love, and compassion, the youngster learns that mistreatment is the norm. There is substantial evidence that children raised by physically punishing and emotionally rejecting parents or caregivers are more likely to have behavioural issues [12].

2. OBJECTIVES OF THE REVIEW PAPER:

- (1) To determine the effect of emotional intelligence on respondents' aggressive behaviour.
- (2) To identify research gap on Emotional Intelligence and Aggression based on literature review.
- (3) To analyze and develop various research agendas related to emotional intelligence and aggressive behaviour of respondents.
- (4) To identify and choose possible research agenda for further research based on priority.
- (5) To suggest the further research on interventional program to reduce aggression among respondents.

3. METHODOLOGY OF DATA COLLECTION AND ANALYSIS:

It refers to the methods utilized to structure the study as well as collect and analyse data. For this purpose, a systematic review of literature was performed by using the search words "emotional intelligence," "aggression" and "aggressive behavior among adolescents" in the electronic databases like Google Scholar, Researchgate, Academia, Shodhganga, and PubMed for articles. The literature

between 2000 and 2021 was searched. Studies were included if they directly related with aggressive behaviour of adolescents and the concept of EI. After scanning abstracts for these areas, completed the review article and find out the research gap. The following criteria were used to determine eligibility: (a) the study was a review article based on studies, (b) the publication date was between 2000 and 2021, (c) both qualitative and quantitative research were included, and (d) only adolescents were included in the study population. A thorough literature search was undertaken to discover abstracts that satisfied the inclusion criteria in order to construct a final list of linked studies. The exclusion criteria included: (a) Population other than college adolescents was neglected, (b) The study was not totally based with statistical evaluation, (c) Old studies were not referred for better precision, (d) The research article was not written other than English.

4. RELATED WORK /REVIEW OF LITERATURE BASED ANALYSIS:

This study, conducted by Ruth Castillo et al., provides empirical evidence for the current emotional intelligence programme as an effective strategy to improve social functioning among adolescents and to promote optimal interactions in high school settings [13]. The goal of the study was to know how an intervention based study model of emotional intelligence affected anger and empathy of teenagers. For that study total eight Spanish public schools are selected. 590 teenagers in that 46 percent boys are randomly allocated to one of two conditions, emotional intelligence training or control. Decreased level of physical or verbal aggressiveness, hostility and emotional distress are showed in the training group than compare to the control group. Moreover, it reveals that the emotional intelligence training program was beneficial in strengthening male empathic abilities. These findings also add some knowledge about gender difference in adolescence and support the efficacy of social-emotional learning interventions in Spanish classrooms.

Rubina Masum and Imran Khan (2014) conducted a study on "Examining the relationship between emotional intelligence and aggression among undergraduate students of Karachi" [14]. The findings from the study show that there is a relationship between emotional intelligence and aggressive behaviour among undergraduate students. In this study, total of 150 undergraduate students are participated i.e. 75 male students and 75 female students. The age groups of the respondents were lies in between 18 and 24. In this study two questionnaires were used for data collection. Emotional intelligence was assessed by using Emotional Intelligence Scale which was developed by the Wong and Law in 2002, while aggressiveness was assessed by using the Aggression Questionnaire which was developed by the Buss and Perry in 1992. Emotional Intelligence and Aggression have a high negative link ($r = -.212, p.005$), according to Pearson product-moment correlations.

Garca-Sancho, E. et al. (2014) evaluated the research on emotional intelligence and aggression, finding 19 papers relevant to the topic, 18 of which found a negative link between the two [15]. It shows that the people with high emotional intelligence show less aggressive behaviour and the people with low emotional intelligence show high aggressive behaviour. These findings were consistent across all ages and cultural background, including the United States, Spain, China, Malaysia, Canada, Australia, and the United Kingdom. The type of aggressiveness (physical, sexual, or humor-based) and whether emotional intelligence was judged using a self-report or an ability evaluation appear to have no effect on these findings.

According to Fayaz, I. (2019) the current study was conducted to investigate Emotional Intelligence and Aggression among adolescent boys of Kashmir [16]. A total of 100 adolescent boys ($n=100$), were gathered from various orphanages around Kashmir. The sample group aged range from 15 to 17, with a mean of 16 years. The study's goal was to use a technique known as "purposive sampling". For data collection, two tools were used, (i) Aggression questionnaire (Buss & Perry, 1992 [17]) which was developed by Buss, A.H & Perry in 1992 and (ii) The Trait Meta-Mood Scale which was developed by Fernández-Berrocal et al., in 2004 [18]. According to this study, the majority of boys had low emotional intelligence and moderate to high aggression levels. The current study's findings also show that aggression and emotional intelligence's three components, intra-personal awareness, intra-personal management, and inter-personal management. However, the emotional intelligence element of inter-personal awareness has a large negative association with violence.

Pelaez-Fernandez et al. (2015) set out to see if gender played a role in the link between emotional intelligence and adult violent behaviour [19]. The Aggressive Provocation Questionnaire and the Trait Meta-Mood Scale were used to gather information. 338 people between the ages of 19 and 53 were

chosen for this study. Women scored higher on Attention and frustration, while males scored higher on Repair and direct hostility, according to their assessed emotional intelligence and aggression qualities. Female participants' attention was positively associated to feelings of aggressiveness and direct aggression, while Repair was adversely related to these dimensions, according to perceived emotional intelligence-aggression correlations. Men's assertiveness was linked to repair, whereas women's assertiveness was linked to clarity. Gender lowered the association between perceived emotional intelligence traits and aggression in interaction studies. Men's lower assertiveness and women's increased wrath were linked to low Repair levels. We explain these gender differences and discuss the importance of including gender differences in both theoretical and empirical investigations of adults' perceived emotional intelligence.

Jehan Wadiea Mattar (2017) explored the association between psychological and neglect abuse and emotional intelligence in 163 Jordanian seventh-graders [20]. The Maltreatment and Neglect Scale and the BarOn Quotient Inventory scale were used to gather data and estimate the degree of the abuse. The statistics demonstrate a statistically significant link between emotional intelligence and maltreatment. Adolescents who had been subjected to severe maltreatment showed lower emotional intelligence ratings than those who had been subjected to mild maltreatment. Intrapersonal abilities, interpersonal skills, stress management, and flexibility were among the emotional intelligence domains. Aside from intrapersonal abilities, the findings revealed statistically significant disparities in a variety of domains. Alberto Megas et al., (2018) investigated the mechanisms behind the relationship between aggressive behaviour and emotional intelligence (EI) [21]. The survey had a total of 395 participants. For data gathering, two tools were used. Mayer–Salovey–Caruso was used to assess the respondents' emotional intelligence. The Emotional Intelligence Test was used to assess respondents' negative effect, the Positive and Negative Affect Schedule was used to assess respondents' aggressiveness, and the Buss–Perry Aggression questionnaire was used to assess respondents' aggressiveness. The study discovered a negative association between emotional intelligence and aggressive behaviour, although it was dependent on a variety of parameters, including the type of emotional intelligence branches and aggression dimensions, as well as gender. Emotional management ability was found to have a direct association with aggression due to negative effect, whereas emotional perception ability showed an indirect association with aggression. These emotional intelligence skills were connected to numerous measures of aggressiveness, underscoring the link between physical violence and emotional intelligence. When compared to men, women have higher emotional intelligence abilities, higher levels of negative effect, less aggressive behaviour, and a weaker link between negative affect and aggression. This study adds to our knowledge of the psychological processes that govern violence. Incorporating our findings into the creation of aggressive behaviour preventive and treatment programmes could be tremendously beneficial.

Bibi, A. et al., (2020) looked at the links between the emotional intelligence and aggressive behaviour, as well as the gender variations in men and women [22]. Out of 100 university students from Pakistani cities, 50 from men and 50 from women were chosen for that study. For data collection two tools were used. The Emotional Intelligence Scale was used to test participants' emotional intelligence (EI), and the Aggression Scale was used to assess participants' aggression level. The findings revealed that emotional intelligence and aggressive behaviour have a negative relationship. Furthermore, with the exception of the physical aggression subscale, there were no gender differences in emotional intelligence or violent behaviour. In this study male adolescents scored higher than female adolescents in the case of physical aggression. Emotional intelligence appears to protect against specific types of aggressiveness. It also emphasizes to develop and implement suitable management programmes to improve the many emotional intelligence qualities and to alleviate the aggressive behavior of respondents.

Table1: Review of emotional intelligence with academic performance, aggressive behaviour, stress, anxiety, etc.

S. No.	Area	Focus/Issues/Findings	References
1	Emotional Intelligence and	The researchers wanted to examine EI and its associated characteristics, as well as see if there was any link between EI	Kumar et al. (2016). [23]

	Academic Performance.	and academic achievement, among final-year dental students in Bengaluru, India.	
2	Emotional Intelligence on Students' Academic Achievements.	This study focused on to know how the emotional intelligence related with the academic achievements of students and its impact on academic achievements.	Khuan & Lin (2021). [24]
3	Role of Emotional Intelligence on academic Achievement among adolescents.	The study discovered a link between teenagers' emotional intelligence and their academic results.	Chiş et al. (2017). [25]
4	Emotional Intelligence in Adults and Academic Achievement	The primary goal of this research is to test the association between EI of adults and also the effect ontheir academic achievements.	Hanafi & Noor (2016). [26]
5	Academic Achievement and Emotional Intelligence	Under this study it shows the five characteristics of emotional intelligence and to see if it can help students succeed in school and students' academic performance.	Yahaya et al. (2012). [27]
6	Emotional Intelligence with Anxiety among Students.	This study shows the association between EI and Anxiety among students at school environment. Beck's Anxiety Inventory was used to assess the anxiety concept (1988). This study's sample consists of sixty (60) students from Aligarh Muslim University. SPSS was used toanalyse the collected data using Correlation and t. The findings reveal that emotional intelligence and anxiety have negatively correlated.	Bhat & Farooq (2017). [28]
7	Emotional intelligence and its role on physical activity among under graduate students.	In this study, undergraduate students from Madrid looked at the probable relationships between these variables. Sex variations in physical activity domains and emotional intelligence dimensions were investigated as a supplementary goal.	Sánchez et al. (2019). [29]
8	Emotional Intelligence, Life Satisfaction, and Stress Management.	This study looks at whether life satisfaction and emotional intelligence predict stress management levels in students from Azerbaijan and Turkey, and whether they differ by gender.	Gul, (2020). [30]
9	Emotional Intelligence and Stress, Anxiety, and Depression	The study sought to determine the relationship between emotional intelligence and stress, anxiety, and depression in students.	Zarei et al. (2019). [31]
10	Emotional Intelligence of graduate students.	Students with similar hobbies in producing design had higher emotional intelligence scores, according to this study. Students' scored higher level on emotional intelligence in terms of being an engineer in the family. Students with low levels of professional pessimism	Manichander et al. (2021). [32]

		have a better emotional intelligence score.	
11	Emotional intelligence in engineering education.	This research looks on the link between emotional intelligence and self-discipline in engineering students. These two characteristics are crucial in determining a student's academic achievement.	Tekerek & Tekerek, (2017). [33]
12	Emotional Intelligence and self-discipline among senior high school students.	According to this research, emotionally intelligent children are calm, disciplined, and eager to learn. Self-control and emotional intelligence are also linked in school kids. Based on the findings, person with strong emotional intelligence have an advantage in their academic or professional activities. As a result EI is one of critical factors in high school kids' academic success, particularly when they are studying. It's also a component that makes them adaptable workers once they start working.	Moneva et al. (2020). [34]
13	Emotional intelligence and mental health status	According to this study, it shows the link between emotional intelligence and the mental health of unemployed Poles. It shows the gender-wise difference between unemployed men and women, and unemployed women have more mental health illnesses than unemployed men, according to the study.	Knopp (2016). [35]

Table 2: Review of emotional intelligence with self-efficacy, parenting style, physical activity, leadership style, etc.

S. No.	Area	Focus/Issues/Findings	References
1	Emotional intelligence and academic performance self-efficacy among students	High achiever students have a greater mean of emotional intelligence (EI) and academic self-efficacy than low achiever students, according to this study.	Aziz et al. (2020). [36]
2	Emotional Intelligence and Academic Performance	This research was conducted among Malaysian medical students. It concludes that increased emotional intelligence may help students perform better in school. On the other hand, this study found that emotional intelligence among medical students is gradually declining over time.	Karkada et al. (2020). [37]
3	Parenting Style and Emotional Intelligence	“This research looks at three types of parenting styles: authoritative, authoritarian, and permissive parenting, and how they differ between cultures.” Respect for the elderly and the expectation of obedience as a basic	Mousavi & Juhari (2019). [38]

		responsibility of children to their parents are common in non-Western countries. According to the findings, being an authoritarian parent has nothing to do with brutality or harshness.	
4	Physical activity, emotional intelligence and bullying	This study demonstrates the benefits of regular physical activity in regulating and balancing emotions in adolescents. Physical activity also demonstrates that overall hostility may be minimized and bullying can be controlled.	Beltrán et al. (2019). [39]
5	Physical activity and emotional intelligence among college students	According to this study, the association between physical exercise and emotional intelligence among college students is important to understand. Students those who have engaged in leisure-time physical activity they had a greater level of emotional intelligence. Men exhibited greater emotional clarity and healing than women, as well as more leisure and occupational physical activity. Women, on the other hand, paid greater heed to their feelings.	Sánchez et al. (2019). [40]
6	Improving Emotional Intelligence	This study implies that EI interventions are needed to improve work and academic performance.	Kotsou et al. (2019). [41]
7	Emotional Intelligence and Day-To-Day Emotion Regulation Processes	The researchers looked at the relationship between emotional intelligence and the frequency with which five emotion control processes are used in daily life: situation selection, situation modification, attentional deployment, cognitive change, and reaction modulation.	Bucich & MacCann, (2019). [42]
8	Emotional Intelligence in pre-school education”	The goal of this research is to look into the effectiveness, functioning, and consequences of social emotional learning in schools. “PATHS, Incredible Years, Al's Pals, and RULER are four SEL curricula that have been demonstrated to be effective at the preschool level.”	Gershon & Pellitter (2018). [43]
9	MBBS Students’ Emotional Intelligence and Academic Performance.	In this study is shows positive correlation of emotional intelligence with academic performance in undergraduate medical students. If the emotional intelligence are high, then the academic performance tends to be high as in the case MBBS students.	Joshi et al. (2012). [44]
10	Emotional Intelligence and Self Discipline	This research reveals that pupils' self-discipline and emotional intelligence levels are linked. It also reveals that female students' self-discipline and emotional intelligence scores were	Ngila & Makewa (2017). [45]

		slightly higher than male students', and that there were significant disparities in emotional intelligence levels between the respondents' classes, which were linked to their secondary school experience.	
11	Emotional Intelligence in Psychological Adjustment	The researchers wanted to see if there were any correlations between emotional intelligence and psychological adjustment in adolescence. The findings show that emotional perceptive abilities are associated to better psychological adjustment in the majority of teenage behaviour. Students in a normative setting have negative attitudes about school and teachers, as well as self-esteem issues, whereas in a social risk situation, they demonstrate typicality and somatization.	Sánchez et al. (2017). [46]
12	Emotional intelligence in gifted students	Emotional intelligence training, according to this study, may be especially beneficial to brilliant students who are prone to social emotional deficiencies. The emotional intelligence construct provides a valuable conceptual framework to aid the counsellor in devising appropriate therapeutic interventions for talented students who are characterised by troublesome social, emotional, or interpersonal behaviours.	Zeidner & Matthews (2017). [47]
13	Emotional intelligence among nursing students	The concept of emotional intelligence should be integrated into nursing education to help students develop the emotional intelligence skills they'll need to engage with patients in a variety of clinical settings. It also suggests that nursing students receive emotional intelligence training.	Moawed et al. (2017). [48]
14	Emotional intelligence and teacher burnout	This research has put some insight on the link between EI and teacher burnout. Also, for establishing more effective intervention programmes to improve the health and well-being of teachers.	Lopez & Extremera(2017).[49]
15	Ability emotional intelligence and aggression	Ability emotional intelligence and aggression have a negative relationship; people with low AEI have high aggression, whereas people with strong AEI have low aggression. People with a poor AEI were also more likely to use their social relationships to harm others.	Sancho et al. (2016). [50]
16	Emotional Intelligence on Academic Achievement	The goal of this study is to see how effective the ability emotional intelligence theoretical approach is at predicting student achievement, by	Costa& Faria (2015). [51]

	among Portuguese secondary school students	comparing and contrasting self-report and performance techniques, and to gain a better understanding of emotional intelligence's impact in academic settings.	
17	Trait Emotional Intelligence and Romantic Relationship Satisfaction	This study looked into the link between emotional intelligence and the happiness of romantic relationships. It also looked into potential mediators like partner choice, happy and negative affect levels, and specific interpersonal behaviours.	Malouff et al. (2014). [52]
18	Emotional intelligence qualities	The outcomes of the study indicate that there is a significant difference only between their departments among the variables studied and their emotional intelligence scale "understanding and expressing emotions" sub-dimension. Both the "understanding and expressing feelings" and "optimism" sub-dimensions of the scale were dominated by students in tourism and hospitality administration.	Topaloglu (2014). [53]
19	Emotional Intelligence (EI) and Leadership Style	The purpose of this study was to explore how emotional intelligence and leadership styles influenced sales performance. This research also reveals that emotional intelligence, transactional and transformational leadership styles, and sales performance are all linked. The level of emotional intelligence acuity, as well as transactional and transformational leadership styles, can influence and determine a salesperson's performance.	Brown (2014). [54]
20	Emotional labour in mental health nursing	According to the findings of this study, emotional labour may boost the formation and personal growth of emotional intelligence in mental health nurses.	Edward (2017). [55]

5. DISCUSSION AND NEW RELATED ISSUES :

This study looked at a number of articles on the topic of emotional intelligence and violence. The majority of the studies show that emotional intelligence and aggression have no significant relationship. Aggression, on the other hand, has a strong negative relationship with emotional intelligence's intra-personal awareness component [56 - 65]. It also shows that the mean difference in male and female adolescent violence is not significant. However, across male and female teenagers, there was a significant mean difference in emotional intelligence. Women have more emotional intelligence, more negative impacts, and less aggressive conduct than men, according to gender differences [66 - 70]. People with strong emotional intelligence were less likely than those with low emotional intelligence to engage in aggressive behaviour. Increased emotional intelligence reduces violent behaviour, according to a review of the evidence [71 - 77].

6. IDEAL SOLUTIONS FOR CURRENT STATE :

There is an association between emotional intelligence and aggressive behaviour. Those who are high in emotional intelligence, they also have low aggressive behaviour and vice versa. Emotional regulation has an impact on aggressive behaviour of students. In future, research may be carried on in that area to control aggressive behaviour like self-regulation training program, relaxation therapy, behavioural therapy, social-emotional learning program, yoga, meditation and counseling, etc.

7. RESEARCH GAP :

Following the review-based study, it was determined that emotional intelligence and aggressive behaviour in pupils have a negative relationship. When emotional intelligence rises, aggression falls, and when emotional intelligence falls, aggressive behaviour rises. As a result, we must evaluate the function of emotional intelligence in aggression, as well as provide therapies and develop coping strategies to improve emotional intelligence and reduce violent behaviour. At future point, research may be carried on in the area to control aggressive behaviour and increase emotional intelligence, like relaxation therapy, behavioural therapy, various training program, social and emotional learning, mindfulness meditation, yoga, psychotherapy and emotional literacy as a course in curriculum [78 - 86]. As a result, effective management strategies to improve the various dimensions of emotional intelligence preventing aggressive behaviour should be devised.

8. POSSIBLE RESEARCH AGENDAS BASED ON RESEARCH GAP :

Future studies will shed light on the psychological elements that contribute to aggression, as well as the mechanisms that underpin the negative link between emotional intelligence and violent behaviour [87 - 93]. The findings could lead to the creation of a tool and the implementation of improved preventative and treatment programmes for aggressive behaviour. This will also benefit both clinical practice and society as a whole. Appropriate management programmes and coping methods should be implemented to improve the various dimensions of emotional intelligence, emotional regulation in order to reduce violent behaviour.

9. ANALYSIS OF RESEARCH AGENDA :

On the basis of review of literature and research agenda, it shows that there is a necessity to give proper intervention and training programs to adolescents. Past studies showed that several researches are carried in the area of emotional intelligence and aggression among all the age group. However, the author finds that there are very few studies in the regulation of emotion. If one can control and regulate their emotions, it will be easy to manage and alleviate their aggression. Self-regulation is needed to reduce the aggression. In this study, it also shows the importance of psychotherapy, yoga, mindfulness meditation, relaxation therapy and different training as an intervention program. This is the research gap in which the present study would work on.

10. FINAL RESEARCH PROPOSAL IN CHOSEN TOPIC :

The ultimate research idea for the mega research will choose only after the research analysis is completed. A module with the suitable intervention will be proposed to respondents to regulate emotions. The research will be conducted by using a case-control study. The outcomes will be compared between the controlled and experimental groups. The findings will have a social impact on how to regulate emotions and how to control aggression.

11. ABCD ANALYSIS :

ABCD framework can be used to analyze the individual characteristics, system characteristics, effectiveness of a concept or idea, effectiveness of a strategy while studying the business value in the society. In this framework, the self-regulation training program, social-emotional training program, psychotherapy and mindfulness meditation are further analysed by using qualitative ABCD analysis, where the advantages, benefits, constraints, and disadvantages of this program are listed. In a systematic matrix, ABCD analysis produces an organized list of business advantages, benefits, constraints, and disadvantages. ABCD framework can be used to analyze the individual characteristics, system characteristics, effectiveness of a concept or idea, effectiveness of a strategy, while studying the business value in the society [94 - 105].

Table 3: ABCD framework of various interventions under four constructs.

S. No.	Interventions	Advantages	Benefits	Constraints	Disadvantages
1	Self-regulation training program	Manage emotions and focus on the task	Relationships, well-being, and general life success	Adults with weak self-control may lack self-confidence and self-esteem, as well as have difficulty managing stress and irritation	Required a strong commitment
2	Social-emotional training program	It improve academic performance, reduce behavioural problem, emotional distress and improve positive social behaviour	It understands and manages emotions. It establishes and maintains positive relationships with others. It sets and achieves positive goals.	Sufficient organizational capacity is needed to implement the social-emotional learning program at school level.	It ignores physical fitness and spiritual hunger of students.
3	Psychotherapy	It helps to develop problem solving skills and build the confidence.	It can help individuals overcome pain from their pasts and develop coping strategies for the future.	It usually takes longer, sometimes lasting for several years.	It is little expensive and takes longer than drug therapy.
4	Mindfulness meditation	Self-control, improving concentration and emotional intelligence	Reducing stress, managing anxiety and depression, improving memory, regulating mood, lowers blood pressure.	It requires effort and can take a long time to master.	It requires time commitment and certain amount of focus.

12. FINDINGS AND SUGGESIONS :

This review summarizes selected studies identifying role of adolescents' emotional intelligence on aggressive behaviour to alleviate emotional imbalance and find out the coping strategies. The future direction of existing research on emotional stability, first focusing on stressors and barriers associated with aggressive behavior, and considering the increased risk of stress, anxiety, and depression reported in this population. Next, it then describes recent trends and issues and seeks to fill gaps in existing literature that require additional research effort. A number of findings and suggestions will be initiated by the author in the form of several interventions to the respondents to regulate their emotions and reduce the aggressive behaviour. Self-regulating training program is proposed to be introduced by the researcher to manage the emotions of respondents. Thereby, the researcher can alleviate the aggressive behaviour among the respondents.

13. LIMITATIONS OF THE PROPOSAL :

The present study is delimited to the government higher secondary schools of Malappuram educational district. After obtaining the result of the present study, the research should be extended to all the schools.

14. CONCLUSION :

According to the findings, having a high degree of emotional intelligence can assist reduce violent behaviour and should be included in effective prevention and treatment programmes. Emotional intelligence and aggression are mutually beneficial. Aggressive behaviour tends to decrease as emotional intelligence rises, whereas aggressive behaviour rises as emotional intelligence lowers. Men have lesser emotional intelligence and more aggressive behaviour than women when it comes to gender. Future study is needed to determine what causes this gradual deterioration in emotional intelligence and whether timely intervention with organized training will help.

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