



Aggression and Emotional Intelligence among College Students of Rural and Urban Area

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Abstract

The study was conducted on 30 students of rural area and 30 of urban area were randomly selected from various college students of Haryana. The criterion measure chosen to test the hypothesis in this study was aggression inventory by M. K. Sultania (2006) and emotional intelligence scale by Dr. S. K. Mangal and Dr. Shubhra Mangal (2004). The data was collected through direct contact with the respondents. The findings revealed that there is no significant difference between Aggression level among rural and urban area students, the calculated „t“ ratio was 0.148. There is significant difference between Emotional Intelligence among rural and urban area students, the calculated „t“ ratio was 1.269.

Keywords: *Emotional Intelligence, Aggression, Urban and Rural.*

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Introduction

Students Emotional Intelligence development is dependent on training and environment of their colleges, because of colleges are the most important background to develop Emotional Intelligence for students. Aggression is counted in negative emotion, because most of time due to aggression persons takes harmful decisions. Physical aggression, a type of direct aggression, has been shown to perpetuate itself, particularly when it starts during the elementary school years (Broidy et al., 2003). Emotional Intelligence development will help to control on aggression level of students. Some of the factors are affected on personal development which may be the causes of aggression.

Consequences Most young people experience some occasional relational victimization, and although it is distressing and painful, it may not be damaging in the long term. Ongoing or severe relational aggression, however, deserves a targeted, measured response because of the negative effects experienced by all those involved.

Victims Being a victim of relational aggression may result in peer rejection, social anxiety, loneliness, depression, a lowered sense of self-worth, and acting out behaviors (Crick, Casas, & Nelson, 2002). Physical fights at school often follow incidents of relational aggression that have already occurred between the students

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Having a close friend may provide a buffer for students experiencing relational aggression, but if the relational aggression occurs between close friends, the consequences tend to be more severe and can