

EMOTIONAL INTELLIGENCE, RESILIENCE AND AGGRESSION IN UNIVERSITY STUDENTS

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ABSTRACT

The purpose of the study is to find out the relationship between emotional intelligence, resilience, and aggression in university students. It was hypothesized that there would be an association between emotional intelligence, resilience, and aggression in university students. Correlational research design was employed. A convenient sampling strategy was used to collect the data from different universities. The sample comprised of 400 university students (N = 400), including males (n = 204) and females (n = 196) with an age range of 19 to 24 years with (M= 118.24, SD= 11.55) from different universities of Lahore. The Schutte Emotional Intelligence Scale (Schutte, 1998), The Brief Resilience Scale (Smith, 2008) and The Buss Perry Aggression Questionnaire (Buss & Perry, 1992) were employed to assess the situations of emotional intelligence, resilience, and aggression in university students. Using SPSS 26 Pearson product-moment correlation, hierarchical regression analysis and t test as an additional analysis were applied. Supporting the hypotheses, intelligence and resilience were negatively related with aggression in university students. In addition, emotional intelligence and resilience were found out to be significant predictors of aggression. The study would help internal health professionals in developing programs for students to promote emotional intelligence and resilience that would help individuals in managing aggression and getting more at dealing with stressors.

Keywords: Emotional Intelligence, Resilience, aggression.

INTRODUCTION

Emotional intelligence and resilience have emerged as essential psychological constructs with potential implications for aggression management in university students. One of the biggest problems facing Pakistani university students is mental health. Resilience and emotional intelligence are two essential components of specific development that are critical to an individual's ability to deal with life's obstacles, uncertainties, and negative emotions like anger and violence, among others. The ability to recognize, evaluate, and control one's own, other people's, and groups' emotions is known as emotional intelligence. Resilience, on the other hand, is the fundamental quality that can be developed over

time and is defined as the capacity to adjust and overcome hardship. The brightly colored positive issues of psychological well-being and conflict defusion are connected to both notions. Individuals with a high emotional intelligence level can sense other people's feelings and know themselves really well. They're affable, flexible, and auspicious. According to earlier research Pakistani students are more likely than students in other nations to experience mental health disorders, bullying, and suicide. One of the main experiential hurdles that university students encounter is the combination of aggressive conduct and low emotional intelligence.

, among other psychological issues (Bibi, Blackwell, & Margraf, 2019; Saleem, Mahmood & Naz, 2013). According to Anderson and Bushman (2002), aggression can take the shape of direct or indirect behavior that is meant to cause pain or harm to another individual. The goal of direct aggression is to directly harm other people. It can take the form of physical or verbal abuse. By removing the target from social media or by disseminating rumors and gossip, for example, indirect aggression subtly hurts other people (Bjorkqvist, 2001). As a result, it negatively affects the offender's and victim's physical and emotional health. Higher aggression individuals are more likely to be emotionally unstable (Moffitt, 2006; Ostrov & Godleski, 2009; Piquero, Daigle, Gibson, Piquero, & Tibbetts, 2007), have trouble falling asleep, have trouble starting a job (Cava, Bulga, Musto & Murgui, 2010; Crick & Bigbee, 1998; O'Moore & Kirkham, 2001), be unemployed, have low marital satisfaction, psychological wellbeing (Alsaker & Olweus, 2002; Coccaro, Noblett, & McCloskey, 2009). Therefore, the thing of current study is to ascertain how students' emotional wellbeing, resilience and aggression relate to one another. An individual's ability to effectively manage day-to-day challenges and setbacks is influenced by their emotional intelligence, which is a blend of noncognitive abilities, aptitudes, and skills. An individual's total success and well-being depend on a variety of factors, including emotional tone, mindfulness, tone-expression, social connections, problem-solving abilities, and rigidity (Bar-On, 2000). It is called "emotional intelligence" when one can identify, comprehend, and control both one's own emotions and those of others.

The present study attempts to examine how emotional intelligence, resilience, and aggression are related to one another and to evaluate how university students' emotional intelligence and resilience predict their aggressiveness. It was hypothesized that there would be a negative correlation between resilience, emotional intelligence, and aggression in university students. Aggression is likely to be predicted by Emotional intelligence and Resilience in university students.

Resilience is the set of traits that prognosticate social and achievement in both individuals and support networks. In discrepancy to concentrating only on

the threat factors that lead to psychosocial difficulties, this approach highlights the significance of feting an existent's strengths. For illustration, in a series of epidemiological examinations on youthful people from pastoral Wright Island and inner-megacity London and Rutter set up that 25 of the youths showed resilience despite being exposed to numerous threat factors. multitudinous delineations of resilience have been offered by experimenters (Richardson, 2002).

Many conceptualizations of resilience have been put out, despite the fact that there isn't one. These include phenomenological qualities, processes, and internal catalysts. According to Richardson (2002). A person's ability to adapt to challenging circumstances and heal from negative experiences is facilitated by resilience (Tugade et al., 2004). As per the American Psychological Association (2022), resilience can be defined as the capability to effectively acclimate to demanding and complex life situations, particularly by flaunting internal, emotional, and behavioral rigidity and conforming to both internal and external challenges. Resilience, according to Warren(2013), is the capacity of a person to manage delicate gestic , change their geste , and borrow a positive outlook. The abecedarian idea was that adaptability was the capacity to succeed in the face of difficulty, manage, and acclimatize (Curtin et al., 2022; Lee & Cranford, 2008; Zanotti et al., 2020).

Aggressive gesticulations are typically characterized by "conditioning that increases the social dominance of an organism compared to the dominant position of other organisms," according to Ferguson (2009). People have been known to act violently when they have conflicts of interest (Nelson, 2006). The deliberate inflicting of fleshly or cerebral detriment on others" is the description of aggressive conduct given by Wood et al. (2005), still Almeida et al.(2015) described it as" overt, but primarily mischievous, social engagement with the thing to induce damage or other unpleasantness onto another existent." It's noteworthy that aggressive conduct might affect noteworthy adverse goods for both the perpetrator and the target.

LITERATURE REVIEW

The relationship between aggression and emotional intelligence (EI) has been the subject of extensive research, even though there is evidence linking

aggression to cerebral variables such as bullying, empathy, and personality traits (Buck, Leenaars, Emmelkamp, & van Marle, 2012; Grieve & Panebianco, 2013). In Anderson and Bushman (2002) and Wilson and Lipsey (2007).

The two theoretical fabrics that have substantially been used to conceptualize EI are phenotypic capability and internal capability. Maximum performance is used to measure internal capacity, which underpins the adaptive application of feelings in our logic processes (Mayer, Salovey, Caruso, & Sitarenios, 2003). As previously mentioned, emotional intelligence (EI) is a personality trait that is exemplified by the ability to regulate one's emotions and is assessed by tone-reported questionnaires. Elsewhere, violence is appreciatively associated with lesser emotional intelligence (EI) and with higher emotional intelligence (EI)—literacy, academic performance, accomplishments, and well-being (Wong, Wong, & Chau, 2001). Due to the possibility that they are unable to regulate their negative emotions, those who exhibit colorful aggressive conduct are more likely to exhibit aggression (Peled & Moretti, 2007). Bandura (1977) claimed that individuals could pick up violent tendencies from watching others in their terrain. Likewise, their aggressive inclinations might be maintained for a longer quantum of time if they admit positive underpinning when they act aggressively. Behavior, feelings, and thoughts can all be expressions of aggression. The negative link between aggression and resilience has been the subject of multitudinous exploration conducted on a variety of age and population groups. Prosocial capacities, domestic ties, hormone imbalances, and environmental stressors are among the factors that have been set up to both cover resilience and increase the threat of aggression (Masten, 2011; Jaffee et al., 2007).

According to Bushman & Huesmann (2010) and DeWall, Anderson, & Bushman (2012), the most frequently used description of aggression is geste that's meant to beget detriment to someone who's motivated to help that injury. Injuries to the body, emotional torture, or strained social ties are just many exemplifications of the colorful ways that this detriment can manifest. Although there are several notable experimenters on aggressiveness who have employed somewhat similar delineations, there are

still considerable differences between them (Anderson & Bushman, 2002; Baron & Richardson, 1994; Berkowitz, 1993; Geen, 2001; Karhu, 2013).

Mortal aggression was defined as "any geste directed toward another existent that's carried out with the proximate (immediate) intent to beget detriment" by Anderson and Bushman (2002) to improve isolation among various sorts of aggressiveness. Similarly, the offender must assume that the victim would suffer because of the behavior and that the victim is motivated to desist from it.

Saleem, Shafeeq, and Khalid's (2020) study attempts to investigate gender variations for both variables and the association between emotional intelligence and aggression. A sample of one hundred university students, fifty of them were male and the other fifty were female—was provided by two nearby Pakistani cities. The Emotional Intelligence Scale was used to evaluate the performers' emotional intelligence (EI), while the Aggression Scale was used to measure how aggressive they were. The results revealed a negative association ($r = -0.34, p < .001$) between emotional intelligence and aggression, especially when it came to the aggression's hostility and rage subscale ($p < .001$). Like physical aggressiveness, where manly scholars outscored womanly scholars ($p < .05$), there were no statistically significant gender differences in emotional intelligence ($p > .001$) or aggression. The results suggest that emotional intelligence could serve as a protective factor against specific types of aggressiveness.

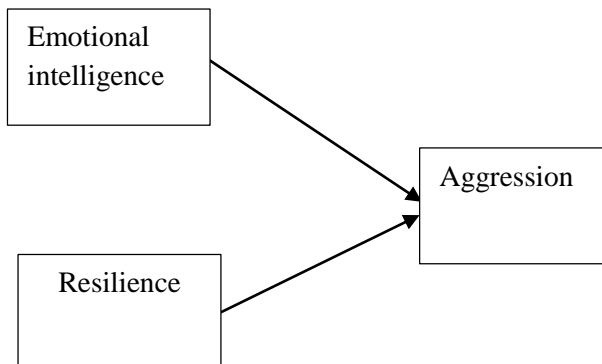
Hypothesis

H1: There would be a negative relationship between emotional intelligence and aggression in university students.

H2: There would be a negative relationship between resilience and aggression in university students.

H3: Emotional intelligence and resilience are likely to predict aggression in university students.

Figure 1: Hypothetical Model



Hypothetical model of study

METHODOLOGY

Research design

To investigate the relationship emotional intelligence and aggression, relationship between resilience and aggression as well as how aggression is predicted by emotional intelligence and resilience, correlation research design was used. A convenient sampling strategy was used to collect data.

Participants

To carry our study, The data was collected using convenient sampling strategy. 100 students from University of Lahore, 191 from University of Central Punjab and 109 from COMSATS University Lahore campus volunteered. The sample was comprising N = 400 university students in which nearly 204 (n = 204) was male and 196 was females (n = 196) with an age of 19 – 25 years.

Measures

Nicola Schutte created the 33- item Schutte Emotions Intelligence Scale, a tone- report assessment that focuses on emotional intelligence in general. Repliers use a five- point standing system to estimate themselves on the particulars. The scale is divided into four subscales using feelings, social chops or controlling others' feelings, regulating feelings in oneself, and perceiving feelings. Theoretically, the total score can vary from 33 to 165; advanced scores indicate advanced emotional intelligence conditions. Cronbach's alpha was .90, which Schutte claimed indicated the Assessing

Feelings Scale's internal consistency. However, it has been found that the average alpha for samples from various explorations is .87. Test-retest reliability is .78. Bruce Smith (2008) created detail Resilience Scale (BRS) is a self-report questionnaire that assesses an individual's ability to bounce back from setbacks and stress. The Likert scale comprises six items and five points total. Its internal consistency has been shown, with test-retest reliability of .69 and Cronbach's alpha ranging from .80 to .91. The participants completed the Buss Perry Aggression Questionnaire (Buss & Perry, 1992), a 29-item tone-report instrument, was developed by Arnold H. Buss to measure aggressiveness. The four basic forms of the scale are verbal aggression (VA), physical violence (PA), wrathfulness (A), and hostility (H). Scores for Dad = 9, VA = 5, A = 7, and H = 8 are listed for each factor. For every item on the scale, there is a content variable and an aggregate for every sub-factor. The sum of the values for each factor is used to determine the overall aggression score having, .75 test retest reliability.

Procedure

Starting with obtaining permission from the University of Lahore, University of Central Punjab and COMSATS University Islamabad Lahore campus. The COMSATS University Islamabad Lahore campus sent a letter that made explicit the goal of the research and granted authorization for the gathering of data. Requests for permission were also made to the writers of the scale, whose authors' consent was obtained. The individuals who satisfied the inclusion requirements received the instruments after consent was obtained. B. The researcher sought written consent from individuals who consented to participate before distributing the questionnaires and outlining the nature and goal of the study. Participants were invited to individually complete the questionnaires, and their privacy was protected. The researcher was present for the administration of the surveys, which took ten to fifteen minutes to complete. Upon finishing, the investigator gathered the surveys, and the information was imported into SPSS 26.0 for examination. Using the proper statistical techniques, the gathered data was examined.

ANALYSIS

Descriptive statistics

SPSS 26 version was used to analyze the data. research factors and demographic variables using descriptive statistics. To evaluate the internal consistency of the scales in the study, Cronbach Alpha values were computed. Pearson Correlation was initially used to calculate correlations between variables. The next step involved using hierarchical

regression analysis to determine how much emotional intelligence and resilience predicted aggression. To evaluate the differences between the research variables and the demographic variables, independent samples t-tests were also conducted as supplementary findings.

Table 2 displays Cronbach's alpha along with the descriptive statistics.

Table 1.

Descriptive Statistics of Study Variables (N=400)

<i>Study Variables</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>Range</i>
Emotional Intelligence	.73	118.24	11.55	82-145
Resilience	.54	13.72	3.32	7-25
Aggression	.70	104.71	10.31	73-129
Physical Aggression	.19	32.18	3.82	19 – 41
Verbal Aggression	.53	18.59	2.83	9 – 25
Anger	.12	24.65	3.37	15 -32
Hostility	.40	29.29	3.97	16 – 39

Note. M=Mean, SD=Standard Deviation

According to Table 2, all scales and subscales' range, mean, standard deviation, and internal consistency were computed. To evaluate scale internal consistency, Cronbach Alpha for both scales and subscales was computed.

Above 0.6 (RFF), all scales showed high dependability. Emotional intelligence, resilience, and aggression were all thought to be correlated. Table 3 displays interrelations between the study's demography and variable of interest.

Table 2.

Correlation of Demographics with Study Variables (N=400)

S	M	SD	1	2	3	4	5	6	7	8	9	10
1. Age	118.24	11.55	_	.03	-.10	.00	.05	-.00	.00	.04	-.04	.01
2. Gender	13.72	3.32	_	.11	-.00	.02	-.00	-.00	.06	-.07	.02	
3. Employment status	104.7	10.31	_	.31	-.30	.31	.23	.19	.19	.19	.28	
4. Emotional Intelligence	118.24	11.55	_	.62**	.71**	.51**	.54**	.46**	.57**			
5. Resilience	13.72	3.32	_	-.61**	.49**	-.45**	-.38**	-.45**				
6. Aggression	.70	104.71										
7. Physical Aggression	.19	32.18										
8. Verbal Aggression	.53	18.59										
9. Anger	.12	24.65										
10. Hostility	.40	29.29										



Note. *p<.05, **p<.01, ***p< .001

Table 3 shows that Emotional Intelligence has a positive correlation with resilience indicating that emotional intelligence associated with resilience. Emotional intelligence has a strong negative correlation with aggression and forms of aggression, suggesting that emotional intelligence increased, the

aggression in university students decreased. Resilience showed a similar pattern, negatively correlated with aggression and forms of aggression indicating if resilience in university students is more, their aggression level is controlled.

Hierarchical regression analysis was used in table 4.

Variables	B	95% CI for B		SE B	β	R ²	ΔR^2
		LL	UL				
Step 1						.09**	.09
Constant	100.1	98.5	101.8	.84			
Employment	2.89	2.04	8.3	.44	.32		
Step 2						.50**	.40
Constant	32.4*	24.9	39.9	3.8			
Employment	.94	.26	5.5	.34	.10		
Emotional Intelligence	.59	.53	.67	.03	.67		
Step 3						.60**	.00
Constant	34.6*	25.5	43.6	4.6			
Employment	.94	.27	1.62	.34	.10		
Emotional intelligence	.59	.53	0.33	0.03	.67		
Resilience	-.11	-.39	.16	.14	-.08		

Hierarchal Regression Analysis for Aggression (N=400).

Note. CI = confidence interval; LL =lower limit, UL = lower limit, β = Standardized Regression Coefficient, * $p < .05$, ** $p < .01$, *** $p < .001$.

This table represents the results of regression analysis for Aggression as criterion variable. The overall model explained 50% variance in Aggression, $F(2, 398) = 201.17, p < .05$. Demographic variables (employment status) explained 9% variance in Aggression, $F(3) = 1.728$. When Emotional Intelligence is added in block 2, model explained 40% variance in Aggression, F

change $(1, 397) = 323.25, p < .05$. Hence it is approved, Aggression is the significant predictor of Emotional Intelligence. When Resilience is added in block 3, model explained 50% variance in Aggression, F change $(1, 396) = , p < .05$. Hence it is approved, Aggression is the significant predictor of Resilience. Moreover, it also states that, unique contribution of each variable while considering the effects of previous variables.

DISCUSSION

Examining the relation between emotional intelligence, resilience, and aggression in university students was the goal of the current investigation. Research on the relationship between emotional intelligence, resilience, and aggression in university students was also conducted. Studies have indicated that emotional intelligence and resilience are predictive factors of aggression. Emotional intelligence and aggression in university students were thought to be negatively correlated. Secondly, resilience is likely to negatively correlated to aggression in university students. In addition, university students' emotional intelligence and resilience are likely to predict their aggression. In this chapter, the results are discussed in the context of earlier literature reviews and relevant studies. At the end of this chapter are the study's conclusions, limits, recommendations, and implications.

A hypothesis was put up suggesting that there could be a negative correlation between emotional intelligence and aggression in university students. As well as there would be a negative correlation between resilience and aggression in university students. According to the study's findings, emotional intelligence and resilience are strongly negatively correlated with aggression. A plausible explanation is that those who lack the ability to interpret the emotions of others may mistakenly link hostility with others' expressions of hostility, which makes them more likely to react violently due to their maladaptive emotional perception. When forming ideas or evaluating cerebral situations, those who are unable to manage their aggressive emotions may become uncomfortable. In similar circumstances, people's adaptive reactions are insufficient, and they are more likely to respond aggressively and violently (Defoe, 2016).

Prior research has indicated a connection between aggressive behavior and an inability to control one's emotions in addition to maladaptive emotional regulation (Cohn et al., 2010; Sullivan et al., 2010). Because they are more suited to understand both their own and other people's sentiments, people with advanced emotional intelligence (EI) are more likely to be in control of their feelings and to handle unpleasant emotions more skillfully than people with lower EI (Lopes et al., 2004). Once more, aggressive behaviors including shoving, yelling, and making

offensive remarks, along with physical and sexual assault, are more common among those with low emotional intelligence (EI). Knowing that aggressive conduct and emotional intelligence (EI) are negatively correlated in both the general population and individuals incarcerated for violent crimes is crucial (García-Sancho et al. 2014).

Additionally, the findings demonstrated a negative correlation between resilience and aggressiveness. Numerous prior studies provide strong support for these conclusions. The studies that follow each highlight the various ways that aggression and resilience interact negatively. Research on 155 college attendees was conducted by Mojrian, Homayouni, Rahmedani, and AlAlizadeh (2017). The results showed that antagonism and resilience were negatively correlated. According to Cuomo, Sarchiapone, Giannantonio, Mancini, and Roy (2008), prisoners who used drugs or in terms of impulsivity, resilience, despair, aggression, and other traits between individuals who drank alcohol and those who didn't. The importance of resilience among individuals who keep an eye out for situations involving traumatic brain injury and/or spinal cord damage was investigated in a study done by Simpson and Jones (2012). A substantial negative association between caregivers' affective countries and negative emotions like hatred, guilt, torment, etc. was also investigated in this study, along with the relationship between caregivers' affective countries and their resilience. Based on a wide range of criteria, including low levels of violence, this research highlights the hypothesis that resilience is linked to these scenarios. Flexible individuals are better able to restrain and regulate their negative emotional and impulsive feelings, such as animosity and anger, when confronted with crisis. (Eisenberg & Sulik, 2012).

Furthermore, the goal of Saleem, Adeeb, Mazhar, and Kasim (2016) was to investigate how perceived stress influences early adult violence and resilience. Perceived stress was positively correlated with aggression and negatively correlated with resilience; the results showed. Studies have shown that the basis of both amiable passions and specific development is resilience. Those who possess emotional intelligence and adaptability are more likely to employ constructive coping strategies in the face of stress and hardship; this helps them stay out of trouble and

reduce undesirable emotions like annoyance, rage, solicitude, etc. (Murphy, Barry, & Vaughan, 2013). Consequently, the current study's conclusions are consistent with earlier research. Additionally, it was proposed that resilience and emotional intelligence might be good indicators of aggressive behavior in college students. The study's findings showed that university students' emotional intelligence and resilience were predictive of their aggressiveness. The interpretation of the study variable's prediction result can be made considering prior research, investigated the relationship between emotional intelligence and aggression in different age groups and across time. The first study sought to provide primary evidence about the association between adult aggressiveness and AEI. The results showed that, after controlling personality factors, EI significantly explains unique variance for physical violence but not for verbal aggression. Study 2 examined 151 teenagers' relationships between aggression and emotional intelligence over an extended period. Over time, EI was found to be able to predict physical aggression, but not verbal aggression. The results punctuate the important explicatory part of emotional capacities in physical aggressive conducts and the implications of these findings are bandied (García-Sancho and Psychol, 2017).

A study examined the impact of young adults' perceived emotional intelligence (PEI) on aggression boundaries (verbal, physical, hostility, and anger) in relation to traits of extraversion, agreeableness, neuroticism, and openness to experience, as well as factors related to gender and age. The results show evidence of the prophetic and incremental validity of PEI confines on aggressive behavior among youthful grown-ups. Study 2 looked at the long-term associations between 151 teens' emotional intelligence and violence. Emotional intelligence was found to be predictive of physical violence over time, but not of verbal aggression. The ramifications of these findings are widely discussed, and the results highlight the crucial role that emotional capacities play in explaining physical aggression (Angeles, Fernández et al. 2014)

The study investigated the effects of young adults' perceived emotional intelligence (PEI) on aggression boundaries (verbal, physical, hostile, and angry) in relation to extraverted, agreeable, neurotic, and

open-minded traits, as well as age and gender-related factors. The findings demonstrate the incremental validity and prophetic power of PEI boundaries on aggressive behavior in young adults. It confirms that not only resilience, but also emotional intelligence is predictive of aggression levels in university students. Thus, findings of the present study are consistent with previous literature (Angeles, Fernández et al. 2014)

CONCLUSION

Grounded in the suppositions of the present study, the connection between emotional intelligence, resilience and aggression was examined. In addition, predictions of emotional intelligence, resilience, and aggression in university students were also examined. The results showed that emotional intelligence and resilience have a significant negative association with aggression. farther emotional intelligence and resilience was predicting the aggression. In addition, statistically significant differences were set up in the resilience and aggressiveness of university students.

CONTRIBUTIONS

The findings of this study significantly advance the fields of educational psychology and clinical psychology. This study emphasizes how important it is for Pakistan to create a strong internal health system so that emotional and behavioral issues may be connected and addressed quickly and efficiently. Similarly, the study's findings demonstrating the detrimental relationship between emotional intelligence, resilience, and aggressiveness point to the necessity of interventions and programs designed to directly link threat and defensive elements to emotional intelligence, resilience, and aggression. Programs of this kind ought to aim to advance the foundations and resources that can aid in the growth and improvement of emotional intelligence and resilience, while simultaneously managing the risk factors linked to inadequate emotional regulation and resilience and increased aggression. The current investigation contains certain shortcomings that should be addressed in future research directions.

LIMITATIONS

Emotional intelligence, resilience, and aggression change during life, and it is crucial to look at several antecedents and precedents that influence these changes, just like environmental and colorful elements do. The idea that a person can be flexible in one aspect of their life but not the other at the same time has been highlighted via preliminary exploration. It can be beneficial for a full understanding of resilience to evaluate resilience in other domains of life, such as emotional resilience, social resilience, academic and/or professional life resilience, etc. (Schoon, 2006).

Aggression may take many forms at different phases of life, and there may be a variety of factors that influence a person's preference for one kind of aggressive behavior over another (Liu, 2004). As a result, to comprehend variations in aggression and resilience throughout life, prenatal exploration may think about taking comparable aspects into account.

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