



UNIVERSITI PUTRA MALAYSIA

***ANTISOCIAL PERSONALITY, EMOTIONAL INTELLIGENCE AND
TENDENCY OF AGGRESSIVE BEHAVIOR AMONG UNDERGRADUATE
UNIVERSITY STUDENTS IN LAHORE, PAKISTAN***

IMDAD RABI

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By

IMDAD RABI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

February 2018

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DEDICATION

To my loving and supportive wife Naila Suleman.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Doctor of Philosophy

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February 2018

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Faculty : Human Ecology

The main purpose of this study was to explore the relationship between antisocial personality, emotional intelligence and tendency of aggressive behavior among undergraduate university students in Lahore, Pakistan. The relationship between antisocial personality, emotional intelligence and tendency of aggressive behavior has received very little attention. Thus, the current research was essential and necessary.

This study was based on a quantitative approach. The respondents were 380 male and female undergraduate university students aged between 18 and 23 years. Respondents were identified using Multi-stage cluster sampling and data was collected using a set of questionnaires. The instruments used were Aggressive Behavior Questionnaire (BPAQ; Buss and Perry, 1992), Emotional Intelligence Scale (Schutte, 1998), Antisocial Personality Scale (Andershed, Kerr and Station, 2000; and Forth, Kosson and Hare, 2003). Descriptive statistics, independent sample t-test, correlation and regression analysis were conducted; while the mediating effect was estimated using bootstrap bias corrected 95% confidence interval technique. Hierarchical multiple linear regression was utilized to estimate the moderating role of gender in the relationship between antisocial personality and aggressive behavior.

The results of the descriptive analysis of the level of the tendency of aggressive behavior showed that out of the 380 respondents, 27.6% (105) of the respondent were reported to have low, 56.8% (216) of the respondent were reported to have moderate level and 15.5% (59) of the respondents have a high level of tendency of aggressive behavior. The level of antisocial personality 21.6% (82) of them were reported to have low level, 48.4% (184) were reported to have moderate level and 30.0% (114) of the respondent have a high level of antisocial personality. The level of emotional intelligence revealed that 17.1% (65) have a low level, 41.6% (158) have moderate level and 41.3% (157) had a high level of emotional intelligence.

The independent Samples t-test was used to identify differences in tendency of aggressive behavior, antisocial personality and emotional intelligence between gender and family system groups. The finding indicated that there was no significant difference in antisocial personality, emotional intelligence and tendency of aggressive behavior among gender. The findings indicate that students from nuclear families showed a higher tendency of aggressive behavior than those from joint families. Similarly students from nuclear family showed higher antisocial personality than those from joint families. In addition students from joint families were found to have higher emotional intelligence than students from nuclear families.

Moreover, the Pearson correlation was used to determine the relationship between antisocial personality, emotional intelligence, age, number of siblings and tendency of aggressive behavior among undergraduate university students. The findings of the Pearson correlation analysis showed that there was a significant positive relationship between antisocial personality and tendency of aggressive behavior among the students. However, the finding of the Pearson correlation between emotional intelligence and tendency of aggressive behavior showed a significant negative relationship. Furthermore, the findings of the Pearson correlation between age and number of siblings and tendency of aggressive behaviour were not significant.

The findings also showed that antisocial personality is the most important predictor of tendency of aggressive behavior among undergraduate university students. Multiple regression analysis was used to show that antisocial personality, emotional intelligence, and family system (nuclear) significantly contribute to the tendency of aggressive behavior among students.

Testing for mediating role of emotional intelligence on the relationship between antisocial personality and tendency of aggressive behavior was conducted using bootstrapping method based on the 95% bias – corrected (BC) confidence interval (CI). The results confirmed that emotional intelligence plays a mediating role in the relationship between antisocial personality and tendency of aggressive behavior among undergraduate university students.

A hierarchical multiple linear regression analysis was conducted to examine the moderating role of gender on the relationships between antisocial personality and tendency of aggressive behavior. The relationship between antisocial personality with tendency of aggressive behavior was not found to be moderated by gender.

In conclusion, the findings of this study highlighted some implications, such as the theoretical implication, practical and policy implications in regard to the antisocial personality, emotional intelligence and tendency of aggressive behavior among the undergraduate university students.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PERSONALITI ANTISOSIAL, KECERDASAN EMOSI DAN
KECENDERUNGAN TINGKAH LAKU AGRESIF DALAM KALANGAN
PELAJAR PRASISWAZAH DI LAHORE, PAKISTAN**

Oleh

IMDAD RABI

Februari 2018

Pengerusi : Profesor Madya Ma'rof Redzuan, PhD
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Tujuan utama kajian ini adalah untuk meneroka hubungan antara antisosial personaliti, kecerdasan emosi dan kecenderungan tingkah laku agresif dalam kalangan pelajar university prasiswazah di Lahore, Pakistan. Kajian mengenai hubungan antara personaliti yang antisosial, kecerdasan emosi dan kecenderungan tingkah laku agresif telah mendapat perhatian yang sangat sedikit. Oleh itu, kajian ini adalah penting dan perlu dilakukan.

Kajian ini adalah berdasarkan kepada pendekatan kuantitatif. Jumlah responden kajian adalah seamai 380 orang pelajar lelaki dan perempuan prasiswazah yang berumur diantara 18 hingga 23 tahun. Responden telah dikenal pasti dengan menggunakan kaedah persampelan kelompok pelbagai peringkat, dan data dikumpul menggunakan satu set borang soal selidik. Instrumen yang digunakan ialah Soal-selidik Tingkah laku Agresif (BPAQ; Buss dan Perry, 1992), Skala Kecerdasan Emosi (Schutte, 1998), Skala Personaliti Antisosial (Andershed, Kerr dan Stesen, 2000; and Forth, Kosson dan Hare, 2003). Ujian-t, statistik diskriptif, sampel bebas, analisis korelasi dan analisis regresi dijalankan; manakala kesan pengantara telah dianggarkan menggunakan teknik bias bootstrap diperbetulkan selang keyakinan 95%, manakala hirarki regresi linear berganda digunakan untuk menganggarkan penyerdahanan peranan jantina dalam hubungan antara personaliti yang antisosial dan tingkah laku agresif.

Hasil daripada analisis deskriptif tahap kecenderungan tingkah laku agresif menunjukkan bahawa daripada 380 responden, 27.6% (105) telah dilaporkan mempunyai kecenderungan tingkah laku agresif yang rendah, 56.8% (216) responden telah dilaporkan mempunyai tahap sederhana dan 15.5% (59) daripada responden mempunyai tahap tinggi. Dari segi tahap personaliti antisosial didapati 21.6% (82) daripada mereka dilaporkan mempunyai tahap yang rendah, 48.4% (184) dilaporkan mempunyai tahap sederhana dan 30.0% (114) daripada responden mempunyai tahap yang tinggi. Sementara itu, tahap kecerdasan emosi menunjukkan bahawa 17.1% (65) mempunyai tahap rendah, 41.6% (158) mempunyai tahap sederhana dan 41.3% (157) berada di tahap yang tinggi.

Ujian-t sampel bebas telah digunakan untuk mengenal pasti perbezaan dalam kecenderungan tingkah laku agresif, antisosial personaliti dan kecerdasan emosi antara jantina dan kelompok sistem famili. Dapatan menunjukkan bahawa tiada perbezaan yang signifikan dalam personaliti antisosial, kecerdasan emosi dan kecenderungan tingkah laku agresif antara jantina. Dapatan kajian menunjukkan bahawa pelajar dari famili nuklear menunjukkan kecenderungan tingkah laku agresif yang lebih tinggi daripada famili luasan. Begitu juga pelajar-pelajar daripada famili nuklear menunjukkan personaliti antisosial yang lebih tinggi berbanding daripada famili luasan. Pada samping itu pelajar-pelajar dari famili luasan didapati mempunyai kecerdasan emosi yang lebih tinggi daripada pelajar-pelajar daripada famili nuklear.

Selain itu, korelasi Pearson digunakan untuk menentukan hubungan antara personaliti antisosial, kecerdasan emosi, umur, bilangan adik-beradik dan kecenderungan tingkah laku agresif pelajar prasiswazah. Dapatan analisis korelasi Pearson menunjukkan bahawa terdapat perkaitan positif yang signifikan antara personaliti antisosial dengan kecenderungan tingkah laku agresif dalam kalangan pelajar. Walau bagaimanapun, dapatan korelasi Pearson antara kecerdasan emosi dan kecenderungan tingkah laku agresif menunjukkan hubungan negatif yang signifikan. Selain itu, dapatan korelasi Pearson menunjukkan hubungan antara umur dan bilangan adik-beradik dengan kecenderungan tingkah laku agresif adalah tidak signifikan..

Dapatan kajian juga menunjukkan bahawa personaliti antisosial adalah faktor peramal paling penting bagi kecenderungan tingkah laku agresif dalam kalangan pelajar prasiswazah. Regresi berganda digunakan untuk menunjukkan bahawa personaliti antisosial, kecerdasan emosi, dan sistem famili (nuklear) dengan ketara menyumbang kepada kecenderungan tingkah laku agresif dalam kalangan pelajar.

Ujian untuk peranan pengantara kecerdasan emosi dalam hubungan antara personaliti antisosial dengan kecenderungan tingkah laku agresif dijalankan menggunakan kaedah bootstrapping berdasarkan kecenderungan 95% – diperbetulkan selang keyakinan (SM) (CI). Keputusan mengesahkan bahawa kecerdasan emosi memainkan peranan pengantara dalam hubungan antara personaliti antisosial dengan kecenderungan tingkah laku agresif dalam kalangan pelajar prasiswazah.

Analisis hierarki regresi linear berganda dijalankan untuk meneliti peranan penyederhanaan jantina dalam hubungan antara personaliti antisosial dengan kecenderungan tingkah laku agresif. Hubungan antara personaliti antisosial dengan kecenderungan tingkah laku agresif tidak disederhanakan oleh jantina.

Sebagai kesimpulannya, dapatan kajian ini menekankan beberapa implikasi, iseperti mplikasi teori, implikasi dasar dan praktikal berhubung personaliti antisosial, kecerdasan emosi dan kecenderungan tingkah laku agresif dalam kalangan yang pelajar-pelajar prasiswazah



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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iv
ACKNOWLEDGEMENTS	vii
APPROVAL	viii
DECLARATION	x
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii
 CHAPTER	
 1 INTRODUCTION	 1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	4
1.4 Research Questions	6
1.5 Research Objectives	7
1.6 Research Hypothesis	7
1.7 Significance of the Study	9
1.8 Scope and Limitations of the Study	10
1.9 Conceptual and Operational Definitions	10
1.9.1 Tendency of Aggressive Behavior	10
1.9.2 Emotional Intelligence	11
1.9.3 Antisocial Personality	11
1.10 Theoretical Framework	11
1.10.1 Social Learning Theory	13
1.10.2 Berkowit's Cognitive Neo-associationistic (CAN) Model	13
1.10.3 Bar-On's Emotional Intelligence Theory	14
1.11 Conceptual Framework of the Study	15
1.12 Organization of the study	16
 2 LITERATURE REVIEW	 17
2.1 Introduction	17
2.2 Tendency of Aggressive Behavior	17
2.2.1 The Concept of Aggressive Behavior	18
2.2.2 The Factors of Aggressive Behavior	20
2.3 Emotional Intelligence	23
2.3.1 The Concept of Emotional Intelligence	23
2.3.2 Elements of Emotional Intelligence	25
2.3.3 Emotional Intelligence Models	26

2.3.3.1	An ability model of emotional intelligence by Salovey and Mayer	26
2.3.3.2	A mixed model of emotional intelligence by Bar-On	27
2.3.3.3	Comparing models of emotional intelligence	28
2.3.3.4	A mixed model of emotional intelligence by Goleman	28
2.4	Antisocial Personality	29
2.4.1	Prevalence of Antisocial Personality Disorder	30
2.4.2	Types of Antisocial Personality	30
2.4.2.1	The covetous antisocial	30
2.4.2.2	The reputation-defending antisocial	30
2.4.2.3	The risk-taking antisocial	31
2.4.3	Theories of antisocial personality	31
2.4.3.1	Psychodynamic theory	31
2.4.3.2	Behavioral theory	31
2.4.3.3	Cognitive theory	32
2.4.3.4	Biological theory	32
2.5	Relationship between Aggressive Behavior and Emotional Intelligence	32
2.6	Relationship between Aggressive Behavior and Antisocial Personality	35
2.7	Relationship between Antisocial Personality and Emotional Intelligence	36
2.8	Gender Difference in Emotional Intelligence	37
2.9	Relationship between Age, Gender and Number of Siblings with Tendency of Aggressive Behavior	39
2.9.1	Age	39
2.9.2	Gender	40
2.9.3	Number of Siblings	41
2.10	Summary	42
3	RESEARCH METHODOLOGY	43
3.1	Introduction	43
3.2	Research Design	43
3.3	Location of the Study	44
3.4	Population of the Study	45
3.5	Research Sampling	45
3.5.1	Sampling Process	45
3.5.2	Sample Size of the Study	47
3.6	Instrumentation	47
3.6.1	Aggressive Behavior Scale	48
3.6.2	Emotional Intelligence Scale	48
3.6.3	Antisocial Personality Scale	49
3.7	Pilot Study	50
3.8	Ethical Considerations	50
3.9	Data Collection Process	51

3.10	Validity and Reliability of the Research Instruments	52
3.11	Exploratory Data Analysis	53
3.11.1	Tendency of Aggressive Behavior	54
3.11.2	Antisocial Personality	54
3.11.3	Emotional Intelligence	54
3.11.4	Age	54
3.11.5	Number of Siblings	55
3.12	Data Analysis	55
3.12.1	Descriptive Analysis	55
3.12.2	Pearson Correlation	55
3.12.3	Multiple Linear Regression	56
3.12.4	Colinearity Diagnostic	57
3.12.5	Testing for Mediating Effect	58
3.12.6	Testing for Moderating Effect	58
3.13	Summary of the Chapter	60
4	RESULTS AND DISCUSSION	61
4.1	Introduction	61
4.2	Socio-economic Background of the Respondents	61
4.2.1	Gender	62
4.2.2	Age Group	63
4.2.3	University Attended	63
4.2.4	Program of Study	63
4.2.5	Family System	63
4.2.6	Number of Siblings	64
4.3	Levels of Antisocial Personality, Emotional Intelligence and Tendency of Aggressive Behavior	64
4.3.1	Level of Antisocial Personality	64
4.3.2	Level of Emotional Intelligence	64
4.3.3	Level of Tendency of Aggressive Behavior	64
4.4	Gender and Family System Difference in Tendency of Aggressive Behavior, Antisocial Personality and Emotional Intelligence	65
4.4.1	Gender and Family Difference in Tendency of Aggressive Behavior	65
4.4.2	Gender and Family System Difference in Antisocial Personality	66
4.4.3	Gender and Family Difference in Emotional Intelligence	68
4.5	Relationship between Antisocial Personality, Emotional Intelligence, Age, Number of Siblings and Tendency of Aggressive Behavior	69
4.6	Unique Predictors of Tendency of Aggressive Behavior	73
4.7	Mediating Role of Emotional Intelligence on the Relationship between Antisocial Personality and tendency of Aggressive Behavior among the students	77
4.8	Moderating Role of Gender on the Relationship between Antisocial Personality and tendency of Aggressive Behavior	79
4.9	Summary	80

5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	82
5.1	Introduction	82
5.2	Summary of the Study	82
5.3	Conclusion	86
5.4	Implications of Research Findings	86
	5.4.1 Theoretical Implications	86
	5.4.2 Policy Maker Implications	88
5.5	Recommendations for future Research	88
5.6	Summary of the Chapter	89
	REFERENCES	90
	APPENDICES	120
	BIODATA OF STUDENT	135

LIST OF TABLES

Table	Page
3.1 Summary of Sample (Respondent)	47
3.2 Reliability Coefficients for Pre-test (Pilot Study)	50
3.3 Reliability Coefficients for Pre-test and Final Test	53
3.4 The strength of relation of effect size expressed in term of 'r'	56
3.5 Colinearity Diagnostic Test	58
4.1 Background of the Respondents	62
4.2 Levels of Independent and Dependent Variables	65
4.3 Independent Sample t – test of Gender and Family System Groups on Aggressive Behavior	66
4.4 Independent Sample t – test of Gender and Family System Groups on Antisocial Personality	68
4.5 Independent Samples t – test of Gender and Family System Groups on Emotional Intelligence	69
4.6 Correlation Matrix of Independent Variables and Tendency of Aggressive Behavior	72
4.7 Multiple Linear Regression on Aggressive Behavior	76
4.8 Standardized Direct and Standardized Indirect Effects of Regression Weight of Emotional Intelligence in the Hypothesized Path Model	77
4.9 Hierarchical Multiple Regression for Testing Moderating Effect of Gender on Relationship between Antisocial Personality and Emotional Intelligence with Aggressive Behavior	79
4.10 Summary of the Hypotheses Testing Results	81

LIST OF FIGURES

Figure	Page
1.1 Theoretical Framework of the Study	12
1.2 Conceptual Research Framework	16
3.1 Map of Lahore Pakistan	44
3.2 Multistage Cluster Sampling Process	46
3.3 Data Collection Process	52
3.4 The Statistical Representation of the Indirect Model (Hayes, 2013)	58
3.5 Moderator Model (Baron and Kenny, 1986)	59
4.1 Mediating Model of Emotional Intelligence in the Relationship between Antisocial Personality and Tendency of Aggressive Behavior	78
4.2 Moderating Model of Gender in the Relationship between Antisocial Personality and Tendency of Aggressive Behavior	80

LIST OF ABBREVIATIONS

ASPD	Antisocial Personality Disorder
WHO	World Health Organization
VIP	Very Important Person
FATA	Administered Tribal Area
DSM	Diagnostic Statistics Manual
RDC	Research Diagnostic Criteria
BPAQ	Buss-Perry Aggression Questionnaire
EDA	Exploratory Data Analysis
PBS	Pakistan Bureau of Statistics

CHAPTER 1

INTRODUCTION

1.1 Introduction

The introductory chapter portrays the background of the study, identifies the problem, raises research questions, aligns with the objectives of the study, research hypotheses and significance of the study, scope and limitations of the study, conceptual and operational definitions of used terms, theoretical framework, conceptual framework and organization of the study.

1.2 Background of the Study

The tendency of aggressive behavior among students is a common phenomenon throughout the world. Aggression is behavior with the sole purpose or function to injure physically or psychologically (Coleman, 2003). Aggressive behavior is an emotional response made on purpose for the sake of damaging or destroying other things or person (Kim and Hamann, 2007).

Aggressive behavior literally has a latin meaning ad “to” and gradus meaning “a step”. It is used to mean a negative and unwanted human behavior. It is assertiveness gone too far (Hawley and Vaughn, 2003; Smith, 2007). As early as the 1920, the concept of aggressive behavior has been around (Frodi, Macaulay and Thorne, 1977). In social phenomena, aggressive behavior refers to when an individual hurts another by affecting either their self-esteem, self-control or self-standing in order to achieve a specific goal (Bright, 2005). Also, the aggressor must believe that their behavior will harm the victim and the victim will also want to avoid the behavior (Anderson and Bushman, 2002). Young people are getting involved in antisocial acts spurred by various social and environmental triggers (Capaldi, Chamberlain and Patterson, 1997). Every year, at least 1.6 million people in the world die due to violent behavior (WHO, 2002).

It is a regular occurrence in Pakistan to come across violent, aggressive or rude behavior on the streets, roads and other public areas. Increasing violence is the most serious social problem in Pakistan. Citizens have lost confidence in the security agencies ability to protect them. In 2008, there were 61 terrorist attacks that killed 889 people and injured nearly 3000 (Sanchita, 2009).

Pakistan is a multicultural society. However, several factors make it a fertile land for aggressive behavior among youth. These factors include a highly polarized society and the geo-political position of the country (Abro, Fateh and Saeed, 2017). Studies have quoted the level of violence in Pakistan, for example 70,000 children are on the streets and about an equal number are vulnerable to becoming involved in youth violence (Iqbal, 2012). It is surprising that Pakistan is a strict, family controlled society yet there is a high level of violence. The violent culture impacts on every individual either directly or indirectly. The youth are particularly vulnerable to getting used by handlers to instigate violence. In a society where honour violence still exists, VIP culture, traditional, conservative, authoritarian dominance, ethnic and sectarian dominance are all factors that lead to many layers of violence (Nasrullah, Haqqi and Cummings, 2009).

Some academics argue that 'the war on terror' has incited further extremist and intolerant behavior in Pakistan (Yusuf, 2008). Exploitative labor market conditions lead some youth to become the prey of mafia. The mafias exploit the youth in different ways for example drug traffickers, prostitutes, child soldiers and other violent crimes. These youth may become part of youth gangs or part of the extremist forces. Due to the issue of 'Talibanization' large numbers of youth have had to migrate from Sawat (Northern Pakistan) and Federally Administered Tribal Areas (FATA) regions (near Afghanistan) for the main cities of Lahore, Peshawar and Karachi. They may get involved with youth gang violence or join part of the Taliban in their home town just to be able to survive (SPARC Report, 2016).

Some of the political and sectarian parties in Pakistan are known to have a militant wing. This is because of a culture of intolerance that has developed since the 1980's. Youth are targeted for recruitment at colleges and universities. By the time they finish their higher education the youth join the 'youth wings' of these parties. The youth that become members are then given a comfortable life through the supply of weapons, and money as the strength of the parties are maintained in the power structure.

A research study in Pakistan found that most people who behaved aggressively were remorseful after the incident. This was because when people were calm they could understand that aggressive behavior had a negative impact on themselves and their relationships. There are several reasons for aggressive behavior including family problems, negative peer groups, unhappiness with studies and the rigidity of some religious sects. However, a relationship problem with peer groups is a significant factor for aggression amongst youth (Imtiaz, Yasin and Yaseen, 2010).

Young people in Pakistan can regularly be involved with violent, aggressive and antisocial behavior in universities and public spaces and roads. Thus, the main focus of this study is to consider why they behave like this. This kind of violence has become a serious social problem in Pakistan. The news can often report daily acts of violence which cause fear in the public living in cities. Several factors have become cultural norms such as revenge, jealousy, social climbing, and frustration due to the absence

of social justice. The aggression amongst students can be one of two types physical includes pushing, hitting, slapping, biting, kicking, hair-pulling, stabbing, shooting and rape. The verbal aggression can include verbally threatening and intimidating others. It can include name-calling and teasing others. A previous study revealed that there are several factors that contribute to aggression including social, cultural, psychological, economical and educational. Each of these factors affects our behavior in covert or overt ways (Mushtaq and Kayani, 2013).

Aggressive behavior among youth might be related to drug abuse. Research conducted by Shafiq et al. (2006) into ten colleges and two universities in Lahore highlighted drug use amongst students. The result that 67% of students used one or more drugs is worrying. This was one of several studies that revealed the increase in drug use in Pakistan. In Pakistan the increase in drug usage amongst youth is a sign of rebellion against a strict society and a social setup which offers them very little. Furthermore, antisocial personality is now considered as common in youth which also leads them towards aggressive behavior (Johnson et al., 2000). Emotional intelligence and antisocial personality are considered as the factors which can affect the tendency of aggressive behavior (Torgersen et al., 2001). Meanwhile, Emotional intelligence is an important component of a person because it is helpful in modifying an individual's behavior according to the situation. This helps an individual to adjust in the environment and the society. If people are unable to regulate their emotions, they can never attain a prosperous life. Young people may face challenges because they don't learn how to take on board diverse views and manage their emotions. Such situations lead them towards expressing anger (Goleman, 1995).

There might be a relationship between antisocial personality of youth and tendency of aggressive behavior. Moreover, emotional intelligence is generally low in youth therefore they have difficulty in dealing with their environment in a peaceful way. Thus, antisocial personality and emotional intelligence could influence the tendency of aggressive behavior among the youth. Aggressive behavior is damaging to personal relationships as well as to an individual. Social consequences of aggression include exclusion from a social circle as well as from family members and friends, there could also be limited educational and developmental opportunities. Therefore, it is important to improve our understanding of the causal factors underlying the tendency of aggressive behavior so that there is learning on how to reduce the chances of young people behaving violently in the future. It is important to research the fundamental factors affecting tendency of aggressive behavior among youth, particularly the link between antisocial personality and emotional intelligence in the context of Pakistan. The findings of this research will guide counselors, university staff and policymakers to plan government policies and programs that promote it. This research could be beneficial for family members to understand the importance of developing emotional intelligence in their children to prevent tendency of aggressive behavior in the future.

1.3 Statement of the Problem

In a scientific research study the statement of the problem is formulated to clarify the purpose of the study. The basic aim is to clarify the reason for doing the research and what is hoped to be achieved by doing it (Locke, Spirduso and Silverman, 2014). Aggression among youth has become a social concern in Pakistan. Reports on the increasing incidences of youth aggression have attracted the attention of educators, counselors and researchers. Specifically it has been analyzed from previous research (Mushtaq and Kayani 2013; Zaman and Sabir, 2013) that aggressive behavior is common among the youth of Punjab (a province of Pakistan).

Pakistan has 36 million youth (aged 20–24 years) and 58 million below 15 years of age, which means that 60% of the whole population is youth. The country has one of the highest youth populations in the world (The World Bank, 2007). Therefore, the level of violence is particularly worrying. Sixty-two percent of the violence in Peshawar is committed by male youth aged between 20-39 years old (Marri et al., 2006). Some evidence suggests that violence is even higher in Karachi, possibly 74% of males aged between 20-40 years of age had been victims of violence according to data from selected hospitals (Chotani, et al., 2002). Statistics have shown that cases of aggressive crime provided by the capital city police of Lahore, in 2016, there were 85,510 crimes of all kinds reported to or cited by the police (Crime Report Lahore, 2016).

A study showed that where the majority of victims were young the perpetrators of the violence were aged between 16-45 years (Farooq et al., 2010). Geo TV has stated that many of the suicide bombers are aged between 16-24 years. They have been conditioned and trained by extremist groups and are used against the security forces. Group violence is commonly triggered by religious, ethnic, political or sectarian divisions. Violence among youth is due to several environmental factors such as illiteracy, poverty, inequality, and limited opportunities of positive, social interaction (for example youth clubs, education, sports, employment). These environmental factors motivate the ethnic, political and sectarian violence (Wright Jr. 1991, Rahman, 1995; Haleem, 2003).

This study had three main variables, which are antisocial personality, emotional intelligence and tendency of aggressive behavior. It is assumed that antisocial personality and emotional intelligence play a significant predictive role on the tendency of aggressive behavior. Antisocial personality is the factor that causes tendency of aggressive behavior (De Barros and de Padua, 2008; Latalova and Prasko, 2010) academics argue that many students have a difficult temperament coupled with antisocial personality they start to behave aggressively (Tremblay and Nagin, 2005; Lahey et al., 2008). Hare and Neumam (2009) also argued that antisocial personality is made up of components such as interpersonal skills and lifestyle factors. Together these lead to the tendency to pursue aggressive behavior. The development of the tendency of aggressive behavior can be because of multiple factors. It can be the antisocial role of that person in society, his emotional intelligence level, his family background, gender, temperament, genetic factors, family system, income, social status. Antisocial personality of a person is the major cause of tendency of aggressive behavior and peers may encourage individuals to show aggressive behavior (Gottfredson, 1990).

In addition, the emotional intelligence level in an individual is also responsible for one's violent aggressive behavior with others. A person with low emotional intelligence level proves to be harmful for the people of his community because of his aggressive behavior. Also aggressive behavior that appears in the early age of a person's life is linked to criminal behavior in the later years of life. When individual that have low emotional intelligence face behavioral control and poor attitude from their teachers as well as peer pressure start to behave aggressively as a result (Calvete and Orue, 2011).

This study tries to focus on the tendency of aggressive behavior, antisocial personality and emotional intelligence among undergraduate university students Lahore, Pakistan. Past research showed that, many studies were carried out around the world and more are still ongoing in a related field of studies, but it is rarely done in Pakistan, particularly the area of this study, the tendency of aggressive behavior, antisocial personality and emotional intelligence among undergraduate university students in Lahore, Pakistan. Therefore, the main purpose of this study is to scrutinize the level of the tendency of aggressive behavior, antisocial personality and emotional intelligence among students. However, the study is to scrutinize the differences in the tendency of aggressive behavior, antisocial personality, emotional intelligence between gender and between family system. Likewise, the study tries to examine relationship between the tendency of aggressive behavior, antisocial personality, emotional intelligence, age and number of siblings among students. Furthermore, the study tries to examine the significant factors that contribute to the tendency of aggressive behavior. Moreover, the study tries to examine the mediating role of emotional intelligence in the relationship between antisocial personality and tendency of aggressive behavior and the moderating role of gender between antisocial personality and tendency of aggressive behavior.

Grounded in the above-mentioned arguments, therefore, the research raised the following publications; researcher could not find any specific studies which attempt to rivet on the tendency of aggressive behavior, antisocial personality and emotional intelligence among undergraduate university students in Lahore, Pakistan. Several studies have given emphasis only on the students tendency of aggressive behavior or antisocial personality or emotional intelligence, specifically, without connecting the variables together. Similarly, most of the studies of the tendency of aggressive behavior were done based on youth without considering age, family system and number of siblings. Hence this research is to fill the gap and be able to really probe and understand the geneses that contribute to the real tendency of aggressive behavior and physical, social as well as psychological of both antisocial personality and emotional intelligence of students.

In view of the foregoing, the research is set to find out the nature of the connection between antisocial personality and the tendency of aggressive behavior and emotional intelligence. Moreover, establishing a clear understanding of the nature of the relation that exists between the variables above will enable the researcher to come up with a better explanation about the nature and conduct of affairs in Pakistani universities as well as how the identified problems can be addressed. Founded on these issues the research proposed the following research questions.

1.4 Research Questions

This study is an attempt to envisage the relationships between antisocial personality, emotional intelligence, and tendency of aggressive behavior among undergraduate university students. For this, the current study addresses the following research questions:

1. What is the background of the students?
2. What is the level of antisocial personality, emotional intelligence and tendency of aggressive behavior among students?
3. Is there any difference in antisocial personality, emotional intelligence and tendency of aggressive behavior between gender and between family systems among students?
4. What is the relationship between antisocial personality, emotional intelligence, age, number of siblings and tendency of aggressive behavior among students?
5. What is the influence of antisocial personality, emotional intelligence and family system on tendency of aggressive behavior among students?
6. Is there any mediating role of emotional intelligence in the relationship between antisocial personality and tendency of aggressive behavior among students?
7. Is there any moderating role of gender in the relationship between antisocial personality and tendency of aggressive behavior among students?

1.5 Research Objectives

The main purpose of this study was to explore the relationship between antisocial personality, emotional intelligence and tendency of aggressive behavior among undergraduate university students in Lahore, Pakistan.

1. To describe the background of the respondents.
2. To identify the level of antisocial personality, emotional intelligence and tendency of aggressive behavior among students.
3. To identify the differences in antisocial personality, emotional intelligence and tendency of aggressive behavior between gender and between family system among students.
4. To determine the relationship between antisocial personality, emotional intelligence, age, number of siblings and tendency of aggressive behavior among students.
5. To determine the influence of antisocial personality, emotional intelligence and family system on tendency of aggressive behavior among students.
6. To determine the mediating role of emotional intelligence in the relationship between antisocial personality and tendency of aggressive behavior among students.
7. To determine the moderating role of gender in the relationship between antisocial personality and tendency of aggressive behavior among students.

1.6 Research Hypothesis

Objective 3 : To identify the difference in antisocial personality, emotional intelligence and tendency of aggressive behavior between gender and family system among students.

H_{A1}: There is a significant difference between male students and female students on tendency of aggressive behavior.

H_{A2}: There is a significant difference between students from joint family and students from nuclear family on tendency of aggressive behavior.

H_{A3}: There is a significant difference between male students and female students on antisocial personality.

H_{A4}: There is a significant difference between students from joint family and students from nuclear family on antisocial personality.

H_{A5}: There is a significant difference between male students and female students on emotional intelligence.

H_{A6}: There is a significant difference between students from joint family and students from nuclear family on emotional intelligence.

Objective 4 : To determine the relationship between antisocial personality, emotional intelligence, age, number of siblings and tendency of aggressive behavior.

H_A7. There is a significant relationship between antisocial personality and tendency of aggressive behavior among the students.

H_A8. There is a significant relationship between emotional intelligence and tendency of aggressive behavior among the students.

H_A9. There is a significant relationship between age and tendency of aggressive behavior among the students.

H_A10. There is a significant relationship between number of siblings and tendency of aggressive behavior among the students.

Objective 5 : To determine the influence of antisocial personality, emotional intelligence and family system on tendency of aggressive behavior among students.

H_A11: Antisocial personality is a significant predictor of tendency of aggressive behavior among the students.

H_A12: Emotional intelligence is a significant predictor of tendency of aggressive behavior among the students.

H_A13: Family system is a significant predictor of tendency of aggressive behavior among the students.

Objective 6: To determine the mediating role of emotional intelligence in the relationship between antisocial personality and tendency of aggressive behavior among students.

H_A14: Emotional intelligence mediates the relationship between antisocial personality and tendency of aggressive behavior among the students.

Objective 7: To determine the moderating role of gender in the relationship between antisocial personality and tendency of aggressive behavior among students.

H_A15: Gender moderates the relationship between antisocial personality and tendency of aggressive behavior among the students.

1.7 Significance of the Study

This study is very novel due to the fact that it furnishes extra information to the existing body of knowledge in the real tendency of aggressive behavior which describes the level of antisocial personality and emotional intelligence among the undergraduate university students Lahore, Pakistan which is not much in the existing literature. The study is set to identify the nature of the relationship between antisocial personality, emotional intelligence, age, number of siblings and tendency of aggressive behavior among undergraduate university students and the differences in tendency of aggressive behavior, antisocial personality and emotional intelligence between gender and family system group and position as well as the use of mediating and moderating variables, emotional intelligence and gender, respectively; in the relationship between antisocial personality and tendency of aggressive behavior, with an aim of identifying the condition of students along with related problems with the universities in Lahore Pakistan.

The present study may have certain implications in the practical world because it will provide understanding of the behaviors of the students and their problems and how these can be modified through counseling. There is a first step to assess the problems and factors of the aggression so it can be manageable through different clinical techniques, therapies, and management plan.

This study will help to identify other social factors which create hindrance in the proper development of personalities of the students. It will help to prevent youth from the harmful components from their childhood so that they can have firm but positive attitude towards their lives. Mental health problems are increasing in today's society. Psychiatrists and counselors are dealing with complexities due to socioeconomic disadvantages, changes in medicine and unresolved issues from childhood. In order to solve these problems, social psychologists must present the best of their work, to help society. As Pakistan is a developing country and it has been facing different psychosocial problems of students since the past few decades, therefore, current research was done on the students of different universities of Lahore, Pakistan

The findings of this study can be helpful to policy makers in the country, political leaders, teachers in the schools and colleges to be aware of student tendency of aggressive behavior through arranging seminars and awareness programs. It will provide people information about the causes of this dilemma in society. The findings of this research, the content of parenting courses and special students programs can be organized to help students stay away from antisocial and tendency of aggressive behavior. This is a crucial step because we cannot control tendency of aggressive behavior until we tell our students about the pros and cons of the tendency of aggressive behavior.

1.8 Scope and Limitations of the Study

The scope of this research work primarily covered the tendency of aggressive behavior, antisocial personality and emotional intelligence among the undergraduate university students in Lahore Pakistan. The subject respondents for this work are the undergraduate students male and female. The data obtained were analyzed using means, standard deviation, and inferentially using Pearson correlation to determine the relationship between antisocial personality, emotional intelligence, age, number of siblings and tendency of aggressive behavior. Multiple linear regressions were applied to examine the influence of predictor on criterion variables. Samples t- test was used to compare the difference in antisocial personality, emotional intelligence and tendency of aggressive behavior between gender and family system among students.

Descriptive analysis is often used to study and summarize significant amounts of data (Anderson and Platten, 2011). The univariate analysis was used by the researcher to present the socioeconomic and demographic characteristics of the respondents in to percentages. The data used in this study are quantified and some theories have been used to interpret the data. These are the Berkowit's cognitive Neo-associationistic model, social learning theory and Bar-On's emotional intelligence theory. The time frame of this study was three years.

In the beginning, the researcher selected Punjab University, Sabac University, University of Veterinary and Animal Sciences and Education University in Lahore Pakistan. The study aimed to investigate the relationship between antisocial personality, emotional intelligence and tendency of aggressive behavior among undergraduate university students in Lahore Pakistan. This study focused on students from the age group of 18 to 23 years; therefore, it may not be possible to generalize to other age groups. The results depend greatly on the accuracy, truthfulness, and self-perception and awareness of the respondents. Lastly, at that point, there was no integrated written report done on antisocial personality, emotional intelligence and tendency of aggressive behavior among undergraduate university students in Lahore, Pakistan.

1.9 Conceptual and Operational Definitions

1.9.1 Tendency of Aggressive Behavior

Conceptual definition: The word aggression can be characterized by the behavior that is anticipated to cause pain and harm to another who does not desire to be harmed (Baron, 1994). The aggressive behavior tends to violate social conventions which can cause deliberate harm or injury to another person or to an object (Bandura, 1973).

Operational definition: In this study, aggressive behavior was measured using aggressive questionnaire developed by (Buss and Perry, 1992). In this study, the tendency of aggressive behavior is specified as a type of behavior that comes about in different ways which result in the harmful conduct of youth physically, socially, or psychologically. Physically, it entails physical combat, slapping, fighting. Socially, it entails insult, assault, unjust treatment. Psychologically, it entails emotional, distress and torture.

1.9.2 Emotional Intelligence

Conceptual definition: Emotional intelligence is the ability to understand one's own feelings and the feelings of others. Then use these feelings to think and behave in certain ways (Salovey and Mayer, 1990). Emotional intelligence is a set of characteristics that helps with self-awareness, understanding one's own feelings, enhancing the individual's problem solving ability in life (Sternberg, 2000).

Operational definition: Emotional intelligence refers to respondents' scores by Schutte et al. Emotional Intelligence Scale (1998). Higher score means higher level of emotional intelligence.

1.9.3 Antisocial Personality

Conceptual definition: It is a threatening type of personality that intimidates others. It shows a carelessness towards others and frequent negative behavior (Millon, 2004). Antisocial personality is used to describe a personality that consistently disregards others. This kind of personality gives less importance to others, violates the rights of others and has an adverse impact on people surrounding them (Alloy, Riskind and Manos, 2005; Fals-Stewart, Leonard and Birchler, 2005; Hofvander, Ossowski, Lundstrom and Anckarsater, 2009).

Operational definition: This study measured antisocial personality by using self-report items introduced by Andershed, Kerr and Stattin, (2000) and Forth, Kosson and Hare, (2003). The scale is made up of 18 items which measured frequency of participation in antisocial personality. A high score evidences antisocial personality.

1.10 Theoretical Framework

Theoretical framework is very important to help a researcher understand the hypothesis of research and the ways that it can be answered (Ocholla and Roux, 2011). Therefore, the theoretical framework guides the theories that are relevant to the research work. It also states the basis behind justification of the research study. The theoretical framework was used by the researcher to explain the research questions under investigation. The findings would be the methods and ideas related to the

relevant theories of the study (Labaree, 2013). However, it can be argued that research work should have a logical and systematic end, through understanding the study there should be proper establishment of models, concepts and theories (Collis and Hussey, 2003).

Some theories try to explain aggressive behavior amongst youth. A theory is an idea about research work. In the field of psychology, theories attempt to help comprehend the behavior of people. Theories are therefore important because they explain the phenomena of human behavior (Silong, 2009). Every theory has its strengths and weaknesses and therefore can be challenged. Over time theories are evaluated and refined. Some theories are discredited whilst others emerge. The strongest theories continue to be referred to and accepted for many years. This section provides a historical summary of the theories used providing a summary of the key theoretical links between them. The summary of these theories helps to balance a theoretical diagram for illustration. This shows the links between theories and highlights any gaps for future research.

This study combines Social Learning Theory (1977), Berkowit's Cognitive Neo-associationistic (CAN) Model (1990), and Bar-On's emotional intelligence theory (1997) to examine the role of antisocial personality, emotional intelligence and tendency of aggressive behavior among undergraduate university students. According to Bandura (1977) Social learning theory argues that youth are not born to be aggressive; they learn this behavior from others. The Berkowit's Cognitive Neo-associationistic (CAN) Model explains hostile or effective aggression, which is motivated by anger. The CAN theory suggests that aggression is an individual direct response. In addition, according to Bar-On (1997) model, youth characteristics such as low emotion intelligence may create behavior problem. Youth who do not have good emotional control and self-management are prone to behavioral problems such as aggression.

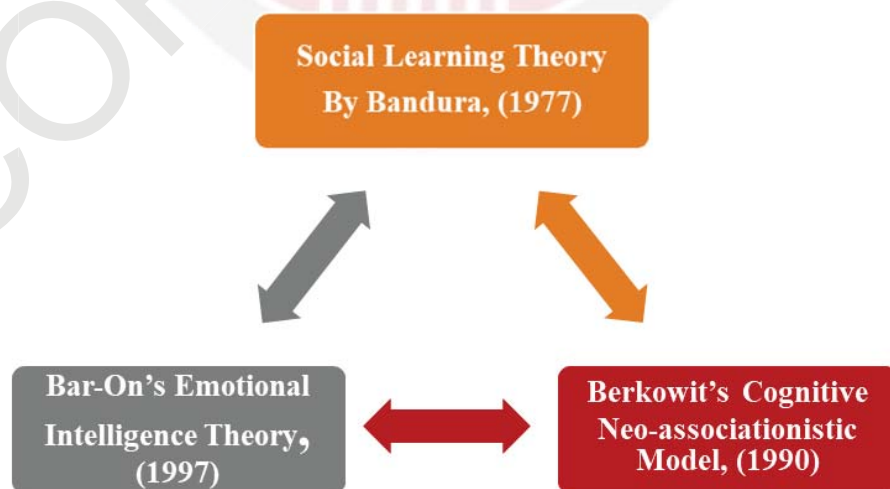


Figure 1.1 : Theoretical Framework of the Study

1.10.1 Social Learning Theory

Social learning theory focuses on the idea that a person behaves according to learning, observation, and modeling others. This means that if young students observe aggressive behavior then they are likely to replicate it. Learning from others contributes to the tendency to be involved in aggressive behavior (Bandura, 1977). Bandura (1977) argued that young people observe aggressive behavior, learn it and then imitate it. He talked about the tendency of aggressive behavior as a continuous interaction between cognitive, behavioral and environmental influences. This theory has been well used to understand aggressive behavior. The actual process of social learning relies on the cognitive understanding of events in the environment. Whether a person is punished or rewarded for their tendency of aggressive behavior dictates the future tendency of being involved in aggressive behavior (Bandura, 1986). Social learning theory argues that youth are not born to be aggressive but they learn this behavior from others.

Research has shown that social learning has a role in the tendency of aggressive behavior amongst undergraduate university students. It also has a role in the treatment and prevention of aggressive behavior (Webster-Stratton, Reid and Hammond, 2004). University students influence each other to behave aggressively because they think that this is necessary for their own survival.

1.10.2 Berkowit's Cognitive Neo-associationistic (CAN) Model

Berkowitz (1990) introduced the CAN model of aggressive behavior. It was argued that various factors such as emotional states, beliefs, recollection, physical and sensitive motor responses overlap in a system. Emotional responses such as anger, hostility and aggression can be a result of recollected experience. These can be exaggerated through the initial negative impacts, which may be impacted by higher-order thinking. The higher-order thinking process triggers different parts of the CAN system, and may determine the resulting behavior (Berkowitz and Harmon-Jones, 2004). It follows that anger creates aggressive intention.

Berkowitz (1989) argued that there is a distinct difference between instrumental and reactive aggression. His idea about reformulation is only relevant to the reactive type of aggression. The idea is that the adverse effects of negative stimuli cause anger which leads to aggression. In this CAN model negative impact is linked to emotional responses, thoughts, memories, and a tendency of aggression. This means that adverse effects generate anger, which leads to aggressive behavior. The implication of this model is that aggressive behavior is a spontaneous reaction to negative influencing factors. These could be another person's influence or even a young person feeling that their parents have limited their independence, therefore behaving aggressively.

1.10.3 Bar-On's Emotional Intelligence Theory

Bar-On's (1997) Emotional Intelligence Theory supports the association between emotional intelligence and aggression. This theory can help us to understand why some intelligent students do not achieve academically or become as successful in life as would be expected of them. The theory implies that those individuals who are able to control and manage their emotions effectively do well academically, professionally and in their social relations (Deeley et al., 2006). Individuals who have an inability to manage their emotions effectively have a tendency to behave anti socially (Kim et al., 2007). Research has shown that individuals with high emotional intelligence are more empathetic (Mayer, DiPaolo and Salovey, 1990) more easy going and more socially adaptable (Schutte et al., 2001) these traits lead to less aggressive behavior (Mayer et al., 2000).

The Bar-On (2005) model of emotional-social intelligence is that these skills facilitate our understanding of ourselves, our expression of emotions, our understanding and relationship with others, our ability to deal with everyday problems and challenges. Bar-On's construct is based on the five factors of the psychometric measure of the construct.

There are five key components of the Bar-On conceptual model. These are firstly, Intrapersonal (self-awareness and self-expression) this is the ability to understand our own emotions as well as express our feelings and thoughts. Secondly, Interpersonal (social awareness and interaction) this is the ability to understand others and build a rapport. The third component is stress management (emotional management and control) the ability to effectively manage our emotions. The fourth component is adaptability (change management) this is the ability to manage change and solve problems of getting on with others. The final component is the ability to create positive mood and be self-motivated.

A person that is emotionally and socially intelligent will be perceptive to others feelings. He/she will be able to initiate and maintain flexible and caring relationships with others. This individual will be able to cope with the demands of the current situation, problem solve and make appropriate decisions. Individuals need to manage emotions for their own well-being. Emotions managed effectively will mean that a person feels positive, optimistic and able to motivate themselves. If emotions are not managed effectively then they can be destructive to one self and to others.

Being able to communicate effectively is an essential skill for survival in today's world. Being able to communicate with others is an essential part of emotional intelligence. By communicating an individual can avoid conflict, improve understanding and solve the problems of any given situation. If an individual is not able to effectively adjust themselves in a situation then they can become frustrated and angry. These emotions will lead to aggressive behavior (Averill, 2012).

Academics argue that it is important to recognize and deal with any negative emotions. These should not be repressed (Mayer, Salovey and Caruso, 2002). It is also argued that if these emotions are not managed and there are communication difficulties then problems will be internalized. As a result anxiety and aggression could increase (Eisenberg, Fabes, and La Soya, 1997).

Generally, there is no specific theoretical approach that can explain extensively the relationship between antisocial personality, emotional intelligence and tendency of aggressive behavior among students. Thus, the integration of these three theories comprehensively explains student's tendency of aggressive behavior. Bandura (1977) Social learning theory argues that youth are not born to be aggressive; they learn this behavior from others. Berkowitz (1990) theory suggests that aggression is an individual direct response. In addition, according to Bar-On (1997) model, youth characteristics such as low emotion intelligence may create behavior problem. In a nutshell, the integration of the above theories explained that antisocial personality and lower emotional intelligence immensely contribute to students tendency of aggressive behavior.

1.11 Conceptual Framework of the Study

The conceptual framework in this study clarifies the relationship between the variables. A conceptual framework is the organization of ideas to meet the research needs (Shields, Patricia and Rangarjan, 2013). In another definition a conceptual framework is described as an analytical tool with several contexts and variations. These are utilized to separate out concepts and ideas in an easy way. As a result, the researcher has tried to show the link between age, gender, family system, number of siblings, antisocial personality, emotional intelligence and the tendency of aggressive behavior. The conceptual framework is supported by various explanations of tendency of aggressive behavior by university students. Literature has been reviewed to be used as a guide and set boundaries for the study (Miles and Huberman, 1994).

Young people with antisocial personality tend to behave in cold, calculated, callous and aggressive ways (Nouvion, Cherek, Lane, Tcheremissive and Lieving, 2007). Youth that have an antisocial personality have an impaired ability to relate to others and behave socially. The impact of this is that they will have fraught relationships with their loved ones due to their manipulating behavior (Black, 2006). Consequently, antisocial personality is strongly related to tendency of aggressive behavior. However, it is also linked with drug use, suicide attempts, poor quality of life and self-harming behavior (Black et al., 2010; Fountoulakis, Leucht and Kaprinis, 2008).

Also university student groups that are antisocial take their members through a period of training that influences them towards a tendency of aggressive behavior. Over time these group bonds become stronger and their antisocial attitudes become well ingrained. Students who are less attached to their university are more easily influenced

by students who have a stronger attachment to their university (Sheidow et al., 2008). It has also been argued that antisocial personality is linked to the aggressive behaviors of males and females who are in contact with each other (Cadoret, 2008). Individuals with antisocial personality may find that their beliefs and attitudes are different from normal people. Other people may find their attitude alarming or offensive as it is often aggressive or criminal (Wolman, 2009).

Figure 1.2 below shows that antisocial personality is the independent variable, tendency of aggressive behavior as the dependent variable and emotional intelligence as the mediator and gender serve as the moderator variable of the study. A study has shown that antisocial individuals were more likely to be bad tempered and impulsive which leads to a tendency of aggressive behavior (Howard et al., 2008).

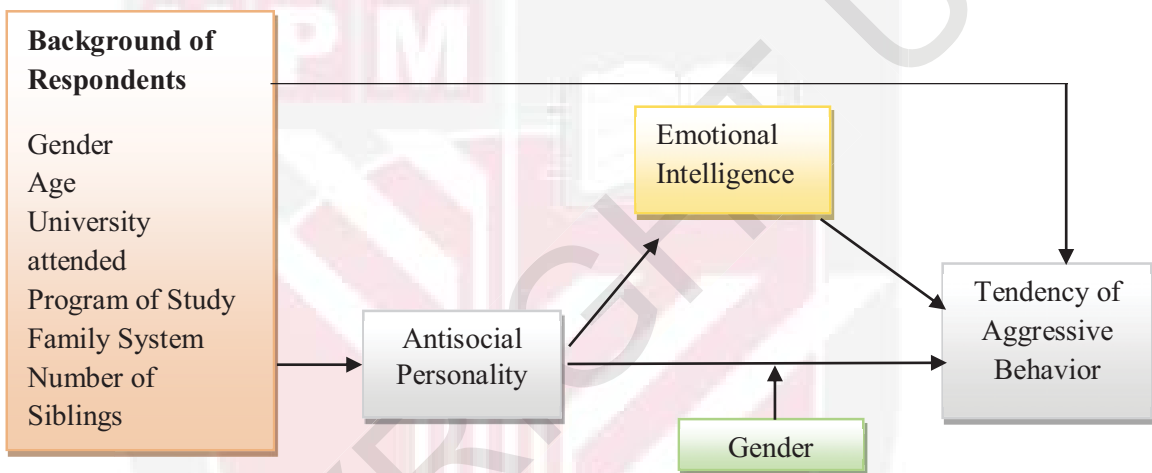


Figure 1.2 : Conceptual Framework of the Study

1.12 Organization of the study

This thesis work was organized in to five chapters, references and appendices. Chapter one considered the background of the study, statement of the problem, research questions, research objectives, research hypotheses, significance of the study, scope and limitations of the study, conceptual and operational definitions of the variables, theoretical framework of the study, conceptual framework of the study and organization of the study. Chapter two consisted of a detailed review of literature about aggressive behavior, emotional intelligence and antisocial personality; chapter three contained the research methodology including the research design, research sampling, instrumentation, exploratory data analysis, and procedure of data analysis; chapter four consisted of data analysis, interpretation and discussion; chapter five included the summary, conclusion, theoretical implication, contribution, policy implication and recommendations for future study; and at the end were the references/ bibliography and appendix of the research. The appendices were further sub-divided into five sections, namely A, B, C and D.

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