

FACTA UNIVERSITATIS

Series: **Physical Education and Sport** Vol. 14, N° 3, 2016, pp. 389 - 398

DOI: 10.22190/FUPES1603389T

Original research article

VARIOUS MODALITIES OF AGGRESSIVE BEHAVIOUR AND EMOTIONAL COMPETENCE AMONG STUDENTS OF SPORT AND PHYSICAL EDUCATION AND STUDENTS OF OTHER FACULTIES – A PILOT STUDY

UDC 159.9:316.624.3 – 057.87

Dušan Todorović, Milica Mitrović

Faculty of Philosophy, University of Niš, Serbia

Abstract. *The research of how the emotional sphere is related to aggressive behaviour might lead to some very significant implications, especially in reference to the students of sport and physical education, but also to the students of other faculties. This paper explores the differences in the degree of various modalities of aggressive behaviour, as well as in the degree of emotional competence. The variability percentage of various modalities of aggression has been studied with respect to different aspects of emotional competence, professional orientation, gender and age of the students. The research instruments included the following: an Emotional competence questionnaire, and an Aggression questionnaire. The research included 158 respondents, students of the Faculty of Sport and Physical Education, the Faculty of Law and the Faculty of Philosophy, University of Niš. The most significant practical implication of the research is the fact that attention has been drawn to the importance of managing and directing one's aggression, especially among the students of sport and physical education, since they have shown the highest level of aggressive behaviour and of the majority of its modalities. The students of law have shown the highest level of verbal manifest aggressiveness, which is an interesting fact. Emotional control and stability being a very important factor of success for both athletes and sports coaches, the fact that the students of sport and physical education have shown a higher level of recognizing and understanding emotions means that these students can achieve excellent results in the sport of their choice.*

Key words: *modalities of aggressive behaviour, emotional competence, students*

Received September 25, 2015 / Accepted January 11, 2017

Corresponding author: Dušan Todorović

Faculty of Philosophy, University of Niš, Ćirila i Metodija 2, 18000 Niš, Serbia

Phone: +381 18514-312 • E-mail: dusan.todorovic@filfak.ni.ac.rs

INTRODUCTION

The study of the relationship between the emotional sphere and aggression may result in important practical implications, especially for the students of sport and physical education, but also for the students of other faculties.

Aggressive behaviour and its causes have gained a significant scientific value in the last few years. The word aggression comes from the Latin words *ad gradi* (*gradus* means a step and *ad* means towards) which mean “go/move forward”. The non-literal, free translation of these words is “move towards a specific goal”. Aggressive behaviour represents a complex manifestation of one's urge for, anger with and attack on another person, object or territory. It is also defined as a personality trait since the person possessing that characteristic treats their surrounding in a non-friendly and destructive way (Ilić, 2000).

Recent studies in the field of social psychology emphasize the crucial role of the intention, determining aggressive behaviour as “a special type of behaviour intended to cause physical or mental pain” (Aronson et al., 2005). Namely, the type of behaviour which does not actually injure or cause harm to another person, but displays an intention to do so, is reasonably regarded as aggressive behaviour (Rot, 2004). On the other hand, the act of accidental injury or harm is not to be classified as aggressive behaviour since the intention is missing.

Emotional intelligence has lately become a major topic of interest for a great number of research psychologists. Emotional intelligence is determined by two models: the ability model and the mixed model. The authors of the ability model of emotional intelligence (Mayer & Salovey, 1997) define emotional intelligence as a cluster of individual abilities, such as the ability to detect, estimate and express emotions, the ability to determine and generate emotions that facilitate the thinking processes, and the ability to know, understand and manage emotions with the aim of improving one's emotional and intellectual advancement. The results of numerous studies and much research have proven the relatedness between emotional intelligence and various fields of human life (Johnston, 2003; Sanmartin, Carbonell, & Banos, 2011).

Regardless of the way emotional intelligence is defined, its significance for a person's actions and coping in everyday life is undeniable. Goleman (1995) indicates that an individual's success is determined not only by rational intelligence, but by emotional intelligence as well. There are cases of persons with a high IQ who are socially unadapted and unsuccessful. The success presupposes both rational and emotional intelligence, which has incited a scientific study of the emotional competence as a significant aspect of the expressions of various modalities of aggressive behaviour.

Students who are better able to perceive, understand and manage their emotions are less likely to engage in aggressive behavior and show more emotional awareness, which may elicit a better understanding of the self and others' emotions and the consequences of their behaviors (Castillo, Salguero, Fernandez-Berrocal, & Balluerka, 2013). Emotional competence may play an important role in the reduction of aggression and the promotion of empathic abilities. Indeed, the abilities to recognize, understand and regulate one's own and others' emotions enhance the development of conflict resolution skills and are related to more positive and healthy social relationships (Brackett, Rivers, & Salovey, 2011).

The aim of this research has been to explore the differences in the level of various modalities of aggressive behaviour, as well as in the level of emotional competence in the students of the Faculty of Sport and Physical Education (FSPE), the Faculty of Law and

the Faculty of Philosophy. Moreover, the research has explored the variability percentage of various modalities of aggressive behaviour when the predictors are different aspects of emotional competence (understanding, naming and managing emotions), professional orientation and age of the students.

METHODS

Instruments

The Emotional competence questionnaire (Takšić, 2002) was used to measure the level of emotional competence. The questionnaire contains 45 items. It contains three subscales for assessing the ability to perceive and understand emotions (15 items), the ability to express and name emotions (14 items) and the ability to manage emotions (16 items). The respondents were asked to express their agreement/disagreement with each of the given statements on a scale ranging from 1 to 5: 1 – complete disagreement, 5 – complete agreement. The maximum score for the emotional competence comprehended as one total score is 225, and the minimum score is 45. The maximum score for the aspect of perceiving and understanding emotions is 75, the minimum is 15; the maximum score for the ability to express and name emotions is 70, the minimum score is 14; the maximum score for the ability to regulate and manage emotions is 80, the minimum score is 16. The test was done either individually or in groups, with no time limits. Psychometric characteristics of the UEK-45 are generally good and the reliability of the questionnaire ranges from 0,88 to 0,92. The reliability of the individual scales is also acceptable. The reliability of the scale for the ability to perceive and understand emotions is the highest and ranges from 0,82 to 0,88, whereas the reliability of the scale for the ability to express and name emotions ranges from 0,78 to 0,81, and is slightly lower for the ability to manage emotions and ranges from 0,68 to 0,72 (Takšić, Moharić, & Munjas, 2006).

The Aggression questionnaire – A-87 (Žužul, 1987) was used to measure different modalities of aggressive behaviour. The questionnaire A-87 assesses aggressive behaviour in provoking situations, i.e., measures impulsive aggression. It contains 15 items – situations with 5 potential reactions. The situations are the examples of the most frequent everyday situations. Five responses offered for each situation represent one of five modalities of impulsive aggressive behaviour: Verbal manifest aggression (VM), physical manifest aggression (PM), indirect aggression (IN), verbal latent aggression (VL), physical latent aggression (PL).

For each of the types of reaction (modalities of aggression), the respondents are expected to give their answers on a scale from 1 to 5 (1 – I never behave in that way, 2 – I rarely behave in that way, 3 – I sometimes behave in that way, 4 – I often behave in that way, 5 – I behave in that way quite frequently). The results are obtained by a linear summation of the responses down to 15 items for each of the five types of aggressive behaviour (the result on the subscale of verbal manifest aggression is obtained by the summation of the “a” responses, the result on the subscale of physical manifest aggression is obtained by the summation of the “b” responses, etc.). Thus, the range on each of the five scales is from 15 to 75. The final result is the value expressing the tendency of an individual to display aggression in provoking situations and is obtained by the summation of the results on five subscales. This total result ranges from 75 to 375. The validation studies of the questionnaire A-87 were carried out by Knezović, Kulenović, Šakić, Zarevski and Žužul

(1989). Cronbach alpha coefficients of the internal coexistence for every single scale ranged from 0,880 to 0,912, and the value for the whole questionnaire was 0,967, which leads to the conclusion that the A-87 represents an extremely homogeneous instrument.

The sample of participants

The research included 158 respondents of the University of Niš (students of the FSPE, the Faculty of Law and the Faculty of Philosophy), males and females of different ages (from 21 to 27 years of age). The measuring took place in the all three faculty facilities. The respondents entered their answers during the lectures individually after the researcher gave them short verbal instructions, and they also had printed instructions within the single questionnaire. It took them 25 minutes on average to complete the questionnaire.

Table 1 Division of the respondents by faculty and by gender

Faculties	Frequency	Percent
FSPE	57	36.1
Faculty of Law	48	30.4
Faculty of Philosophy	53	33.5
Male	77	49.0
Female	81	51.0
Total	158	100.0

RESULTS

The expressions of emotional competence and aggressive behaviour of the students with respect to their gender, age and professional orientation have been cross-referenced in the analysis of the results of the research regarding the object and hypotheses of the research.

Table 2 Differences in the expression of various modalities of aggressive behaviour with respect to the students' professional orientation

Faculties	Verbal manifest aggression	Physical manifest aggression	Indirect aggression	Verbal latent aggression	Physical latent aggression	Aggression - total score
FSPE	38.16	27.50	25.79	35.24	31.79	157.55
Faculty of Law	39.40	20.31	21.54	28.69	18.08	128.02
Faculty of Philosophy	38.02	21.17	24.58	34.69	24.12	142.06
F	.212	12.615	3.278	5.142	220.138	5.769
P	,809	,000	,041	,007	,000	,004

The results presented in Table 2 indicate that the students of the Faculty of Law have achieved the lowest score in almost all modalities of aggressive behaviour (except for verbal manifest aggression) in comparison to the students of other faculties who have participated in the research. On the other hand, the students of FSPE have achieved the highest score in most of the modalities of aggressive behaviour, as well as in the total score on the scale. The results obtained denote statistically significant differences (in all modalities with the exception of verbal manifest aggression).

Table 3 Differences in the expression of various aspects of emotional competence with respect to the students' professional orientation

Faculties	Perceiving and Understanding emotions	Naming and Expressing emotions	Managing emotions	Emotional Competence – total score
FSPE	53.66	52.31	76.83	187.83
Faculty of Law	45.92	55.30	64.65	165.69
Faculty of Philosophy	53.42	51.86	61.40	168.80
F	20.030	2.192	.799	1.388
P	.000	.115	.452	.253

Table 4 Differences in the expression of various aspects of emotional competence with respect to the gender of the students

	Gender	Mean	t	p
Perceiving and Understanding emotions	Male	52.71	-1.649	.102
	Female	55.42		
Naming and Expressing emotions	Male	51.98	-.668	.506
	Female	53.17		
Managing emotions	Male	60.84	-.682	.497
	Female	61.91		
Emotional Competence_ total score	Male	166.24	-1.137	.258
	Female	171.15		
Verbal manifest aggression	Male	37.67	.436	.663
	Female	36.65		
Physical manifest aggression	Male	25.49	2.555	.012
	Female	21.09		
Indirect aggression	Male	24.90	.350	.727
	Female	24.24		
Verbal latent aggression	Male	34.04	.252	.802
	Female	33.43		
Physical latent aggression	Male	30.51	3.215	.002
	Female	22.83		
Aggression - total score	Male	151.87	1.511	.134
	Female	137.70		

Concerning the differences in the expression of emotional competence (Table 4), a statistically significant distinction was obtained only in the aspect perceiving and understanding emotions, where the students of the FSPE and the students of the Faculty of Philosophy achieved the highest score, whereas the students of the Faculty of Law achieved the lowest score ($p < 0.01$). It should be emphasized that the students of the FSPE got the highest score in the aspect of emotional competence, managing emotions, as well as in the total score of emotional competence. Yet, these differences have not proven to be statistically significant.

The analysis of the display of aggressive behaviour and emotional competence with respect to the age of the respondents have given statistically irrelevant results.

The study of the differences in the display of aggressive behaviour and emotional competence regarding the gender of the respondents were conducted, as well. The obtained results indicate that female respondents scored higher on the scale of emotional competence, as well as in all its aspects. However, those results have not proven to be statistically relevant.

Male respondents have been found to score higher in almost all modalities of aggressive behaviour, and in the total score on the scale A-87. Yet, these results are statistically relevant only in the modality of physical manifest aggression and physical latent aggression (Table 4).

We present the results of the regression analyses conducted on the basis of the idea postulated by the object and hypotheses of the research that different aspects of emotional competence (understanding, naming and managing emotions), professional orientation, gender and age of the students may be the predictors of the variability percentage of particular modalities of aggressive behaviour in students.

Table 5 Regression analysis – prediction of the total aggressiveness with respect to the expression of various aspects of emotional competence, professional orientation, gender and age

Model	R	R Square	F	p
1	.400 ^a	.160	2.605	.023

The regression analyses were conducted to explore the extent to which certain aspects of emotional competence may be adequate predictors of different modalities of aggressive behaviour. Besides, the regression model has been constructed to include the parameters such as gender, age and professional orientation of the students.

The results of the study of the prediction of total aggressiveness (total score on the scale A-87) have shown that the predictor variables (understanding emotions, naming emotions, managing emotions, gender, age, professional orientation) account for 14.6% variability of the total score on the scale of aggression ($R^2 = .160$; $F = 2.605$; $p < 0.05$), which means that the postulated model is statistically relevant.

Partial regression coefficients related to each of the predictor variables (Table 6) have been analysed. The significant statistic relevance has been found in the partial regression coefficients related to the students' professional orientation (the students of the FSPE, the Faculty of Law and the Faculty of Philosophy) ($Beta = -.526$; $t = -3.181$; $p < 0.01$), age ($Beta = -.472$; $t = -2.158$; $p < 0.01$) and gender ($Beta = -.526$; $t = -2.980$; $p < 0.05$).

Table 6 Regression analysis – partial regression coefficients related to predictor variables from the model

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	28123.259	9349.986		3.008
	Perceiving and understanding emotions	-.689	.761	-.125	-.905
	Naming and expressing emotions	.801	.737	.155	1.086
	Managing emotions	-.563	.898	-.092	-.627
	Faculty	-13.497	4.243	-.526	-3.181
	Gender	-25.123	11.641	-.261	-2.158
	Year of birth	-13.978	4.691	-.427	-2.980

Since the predictive power of the stated variables (understanding emotions, naming emotions, managing emotions, gender, age, professional orientation) has been tested for the criterion variable indicated by the total score on the scale of aggression A-87, the predictive

power of the stated variables was tested on singular modalities of aggressive behaviour on the A-87scale.

Table 7 Regression analysis – prediction of the verbal manifest aggression based on the expression of various aspects of emotional competence, professional orientation, gender and age

Model	R	R Square	F	p
2	.383 ^a	.146	2.431	.032

The results of the regression analyses show the following: predictor variables (understanding emotions, naming emotions, managing emotions, gender, age, professional orientation) may predict 14.6% of the variability of verbal manifest aggression ($R^2 = .146$; $F = 2.431$; $p < 0.05$). This model is statistically relevant.

Table 8 Regression analysis – prediction of the total aggression based on the manifestation of various aspects of emotional competence, professional orientation, gender and age

Model	R	R Square	F	p
3	.419 ^a	.175	2.973	.011

When physical manifest aggression is taken as the criterion variable, then it is possible to explain 17.5% of the criterion variability ($R^2 = .175$; $F = 2.973$; $p < 0.05$), which has shown a significant statistical relevance.

Table 9 Regression analysis – prediction of the total aggression based on the manifestation of various aspects of emotional competence, professional orientation, gender and age

Model	R	R Square	F	p
4	.470 ^a	.221	4.021	.001

The research has also tested the percentage of physical latent aggression which may be explained on the basis of the model with the predictors such as understanding emotions, naming emotions, managing emotions, gender, age, professional orientation. The results have shown that this model may explain 22.1% of the variability of physical latent aggression, which means that the model in question is statistically relevant ($R^2 = .221$; $F = 4.021$; $p < 0.01$).

Although the study has analysed whether and to what extent the variability of indirect aggression and verbal aggression can be explained on the basis of predictor variables (understanding emotions, naming emotions, managing emotions, gender, age, professional orientation), these two models have not shown any statistical relevance ($p > 0.05$).

DISCUSSION

The study of the interconnectedness between the emotional sphere and aggressive behaviour has evident practical implications, especially among the students of sport and physical education, but also among the students of other professional orientations. The results of some studies have indicated a connection between the manifestations of aggressive behaviour and emotional competence in adolescents (Johnston, 2003).

Since most of the students of sport will become either professional athletes or sports coaches who will train and educate young people in the future, it is of vital importance that they be emotionally stable and able to channel their aggressive impulses. Moreover, certain studies have emphasized the differences in the manifestations of some aspects of emotional competence and aggressive behaviour in students of various faculties. Research studies such (Castillo et al., 2013; Davis & Humphrey, 2012; Kokkinos & Kipritsi, 2012; Lomas, Stough, Hansen, & Downey, 2012) certainly substantiate the fact that managing emotions can have significant effects on the directing of aggressive behavior and prevention of unintended consequences. This is further supported by the results of this research which clearly indicate that manifestations of emotional competence, gender, age and professional orientation of the students may combine to produce comparatively good predictors of certain modalities of aggressive behaviour.

Current studies in this area increasingly focus on topics that deal with the possibility of reducing and controlling aggressive behavior among youths (Denson, Pedersen, Friese, Hahn, Roberts, 2011; Pedersen et al., 2011; Van der Graaff, Branje, De Wied, & Meeus, 2012; Wallace, Barry, Zeigler-Hill, & Green, 2012). The strong influence of aggression on psychosocial adjustment and mental health outcomes highlights the importance of identifying variables that can increase or inhibit aggressive behavior. Knowledge of such variables is critical not only for understanding the mechanisms of aggression in greater detail, but also for designing effective programs for violence prevention and aggression management (Garcia-Sancho, Salguero, & Fernandez-Barrocal, 2014).

The students of law have displayed the highest level of verbal manifest aggression, which is an interesting fact that proves how the development of certain modalities of aggressive behaviour depends on the students' field of study and the very structure of the educational process. The students of law are quite frequently expected to demonstrate a certain level of verbal dominance and persistence in certain situations in order to create an effect on the other party or clients.

Emotional control and stability are very important factors of success for both athletes and sports coaches. The fact that the students of sport and physical education have shown a higher level of recognizing and understanding emotions means that these students can achieve excellent results in the sports of their own choice. The students of sport and physical education have scored better in the aspect of managing emotions, although this result bears less statistical relevance when compared to their scores in the aspect of perceiving and understanding emotions.

CONCLUSION

This research has emphasized the importance of managing and directing aggressive behaviour, especially among the students of sport and physical education since they have displayed the greatest level of both aggression and most of its modalities (except verbal manifest aggression). This is an important practical implication of this research. The results of this research may be of great use to those who apply their knowledge in practice and train and educate young athletes, particularly if one considers the fact that uncontrollable aggression in certain sports might violate the fair play code or inflict injuries to both the opponent and the athlete who has displayed a high level of aggression.

In conclusion, the task of improving control and channelling of aggressive behaviour and the task of enhancing the emotional sphere among the students of sport and physical education require further analysis and attention.

Acknowledgement: *This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.*

REFERENCES

- Aronson, E., Wilson, T. D., & Akert, R. M. (2002). *Socijalnapsihologija (Social Psychology)*. Zagreb: Mate. In Croatian
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103.
- Castillo, R., Salguero, J.M., Fernandez-Berrocal, P., & Balluerka, N. (2013). Effects of an emotional intelligence intervention on aggression and empathy among adolescents. *Journal of Adolescence*, 36, 883–892.
- Davis, S. K., & Humphrey, N. (2012). The influence of emotional intelligence (EI) on coping and mental health in adolescence: divergent roles for trait and ability EI. *Journal of Adolescence*, 35(5), 1369–1379.
- Denson, T. F., Pedersen, W. C., Friese, M., Hahm, A., Roberts, L. (2011). Understanding impulsive aggression: Angry rumination and reduced self-control capacity are mechanisms underlying the provocation–aggression relationship. *Personality and Social Psychology Bulletin*, 37(6), 850–862.
- Garcia-Sancho, E., Salguero, J.M., & Fernandez-Barrocal, M. (2014). Relationship between emotional intelligence and aggression: A systematic review. *Aggression and Violent Behavior*, 19, 584–591.
- Goleman, D. (2005). *Emocionalna inteligencija (Emotional intelligence)*. Belgrade: Geopoetika. In Serbian
- Ilić, B. (2000). *Psihodijagnostika agresivnosti delikvenata narkomana (Psycho-diagnostic of aggressiveness in delinquent drug addicts)*. PhD Thesis, University of Niš, Faculty of Philosophy.
- Johnston, A. W. (2003). *A correlational study of emotional intelligence and aggression in adolescents*. PhD Thesis, University of Windsor.
- Kokkinos, C. M., & Kipritsi, E. (2012). The relationship between bullying, victimization, trait emotional intelligence, self-efficacy and empathy among preadolescents. *Social Psychology of Education*, 15(1), 41–58.
- Knezović, Z., Kulenović, A., Šakić, V., Zarevski, P., & Žužul, M. (1989). *Psihološke karakteristike osuđenih osoba (Psychological characteristics of convicted persons)*. Zagreb: Scientific edition of the journal Penealošketeleme. In Croatian
- Lomas, J., Stough, C., Hansen, K., & Downey, L. A. (2012). Brief report: Emotional intelligence, victimisation and bullying in adolescents. *Journal of Adolescence*, 35(1), 207–211.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In: P. Salovey & D., Sluyter (Eds). *Emotional development and emotional intelligence: Implications for educators*. (pp. 3–31). New York: Basic Books.
- Pedersen, W. C., Denson, T. F., Gross, R. J., Vasquez, E. A., Kelley, N. J., & Miller, N. (2011). The impact of rumination on aggressive thoughts, feelings, arousal, and behavior. *British Journal of Social Psychology*, 50, 281–301.
- Rot, N. (2004). *Osnovi socijalne psihologije (Fundamentals of social psychology)*. Belgrade, Zavod za udžbenike i nastavna sredstva. In Serbian
- Sanmartin, M. G., Carbonell, A. E., & Banos, C. P. (2011). Relaciones entre empatía, conductaprosocial, agresividad, autoeficacia y responsabilidad personal y social de los escolares (Relations between empathy, prosocial behavior, aggressiveness, self-efficacy and personal and social responsibility of schoolchildren). *Psicothema*, 23(1), 13–19. In Spanish
- Takšić, V. (2002). *Upitnici emocionalne kompetentnosti (inteligencije) [Emotional competence (intelligence) questionnaires]*. In: K. Lacković-Grgin & Z. Penezić (Eds.), *Zbirka psiholojskih mjernih instrumenata (The collection of psychological instruments)*. Zadar: Faculty of Philosophy. In Croatian
- Takšić, V., Moharić, T., Munjas, R. (2006). Emotional intelligence: Theory, operationalization, application and connection with positive psychology. *Društvena istraživanja*, 15, 729–752.
- Van der Graaff, J., Branje, S., De Wied, M., & Meeus, W. (2012). The moderating role of empathy in the association between parental support and adolescent aggressive and delinquent behavior. *Aggressive Behavior*, 38, 368–377.

- Wallace, M. T., Barry, C. T., Zeigler-Hill, V., & Green, B. A. (2012). Locus of control as a contributing factor in the relation between self-perception and adolescent aggression. *Aggressive Behavior*, 38, 213–221.
- Žužul, M. (1989). *Agresivnopošašanje – Psihološka analiza (Aggressive behavior - Psychological analysis)*. Zagreb: Radna zajednica republičke konferencije Saveza Socijalističke omladine Hrvatske. In Croatian

RELACIJE RAZLIČITIH MODALITETA AGRESIVNOSTI I EMOCIONALNE KOMPETENCIJE KOD STUDENATA SPORTA I FIZIČKOG VASPITANJA I STUDENATA DRUGIH PROFESIONALNIH ORIJENTACIJA – PILOT STUDIJA

Istraživanje relacija koje postoje između emocionalne sfere i agresivnosti može imati važne praktične implikacije, posebno kod studenata sporta i fizičkog vaspitanja, ali i studenata drugih profesionalnih orijentacija. Predmet istraživanja predstavlja ispitivanje razlika u stepenu izraženosti različitih modaliteta agresivnosti, kao i stepena izraženosti emocionalne kompetencije kod studenata Fakulteta sporta i fizičkog vaspitanja i studenata drugih fakulteta. Ispitano je i koliki procenat varijabilnosti različitih modaliteta agresivnosti je moguće objasniti kada su prediktori različiti aspekti emocionalne kompetencije, profesionalna orijentacija, pol i uzrast studenata. Instrumenti istraživanja: upitnik emocionalne kompetentnosti, upitnik agresivnosti, A-87. Istraživanje je sprovedeno na uzorku od 158 ispitanika, studenata Fakulteta sporta i fizičkog vaspitanja, studenata Pravnog i studenata Filozofskog fakulteta Univerziteta u Nišu, oba pola, različitih godišta. Praktične implikacije ovog istraživanja su pre svega naglašavanje važnosti upravljanja i usmeravanja agresivnosti, posebno kod studenata sporta i fizičkog vaspitanja, kada se ima u vidu da su upravo oni pokazali najveću izraženost i opštu agresivnost u većini njenih modaliteta (osim verbalne manifestne agresivnosti). Zanimljiv je i podatak da najizraženiju verbalnu manifestnu agresivnost pokazuju studenti prava. Kako je emocionalna kontrola i stabilnost veoma važan faktor za uspeh sportista, ali i sporskkih trenera, podatak da studenti sporta i fizičkog vaspitanja pokazuju viši stepen uočavanja i razumevanja emocija, uliva nadu da postojeće generacije studenata mogu postizati zapažene, pa i vrhunske rezultate u sporskim oblastima kojima se bave.

Ključne reči: modaliteti agresivnosti, emocionalna kompetencija, studenti