

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 3, 1198 – 1218

<http://dx.doi.org/10.11594/ijmaber.06.03.18>

Research Article

Emotional Intelligence and Aggressive Behaviors: The Case of Police Officers Frontliners Amid Covid-19 Pandemic

Teresa Jane J. Virtudazo^{1*}, Rowell B. Pallega², Leo A. Naparota³

¹Faculty, College of Criminal Justice Education, Andress Bonifacio College, Dipolog City Zamboanga del Norte Province, Philippines

²Faculty, College of Criminal Justice Education, Jose Rizal Memorial State University, Main Campus, Dapitan City, Zamboanga del Norte Province, Philippines

³Dean, College of Criminal Justice Education, Andres Bonifacio College, Dipolog City, Zamboanga del Norte Province, Philippines

Article history:

Submission 03 February 2025

Revised 28 February 2025

Accepted 23 March 2025

*Corresponding author:

E-mail:

vmanipol@sun.edu.ph

ABSTRACT

This study aimed to examine the relationship between emotional intelligence and aggressive behaviors among Philippine National Police (PNP) frontliners during the COVID-19 pandemic. The respondents included 180 police officers from the Dipolog and Dapitan City Police Stations. Utilizing a descriptive-correlational research design and a quantitative approach, data were gathered through a questionnaire checklist and analyzed using frequency counting, percentages, weighted mean, standard deviation, the Mann-Whitney test, Kruskal-Wallis test, and Spearman Rank Order Correlation Coefficient. The findings revealed that police officers exhibited high levels of emotional intelligence, including self-awareness, emotion regulation, self-motivation, social awareness, social skills, and receptivity. Emotional intelligence was unaffected by age, sex, or years of experience. Meanwhile, the officers demonstrated rare physical aggression but moderate levels of verbal, emotional, and hostile aggression, resulting in an overall moderate level of aggression. Aggressive behaviors showed no significant differences based on age or years of experience but varied significantly by sex. It means that women often score higher in social awareness and empathy, while men excel in self-confidence or emotion regulation. Moreover, the study identified a marginal but significant positive relationship between emotional intelligence and aggressive behaviors at a medium level. The findings suggest that law enforcement officers should enhance their ability to monitor and manage emotions in themselves and others to guide their actions effectively. It is recommended that police stations in Dipolog and Dapitan establish partnerships with health and social care providers to support staff well-being, manage

How to cite:

Virtudazo, T. J. J., Pallega, R. B., & Naparota, L. A. (2025). Emotional Intelligence and Aggressive Behaviors: The Case of Police Officers Frontliners Amid Covid-19 Pandemic. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(3), 1198 – 1218. doi: 10.11594/ijmaber.06.03.18

risks, and address aggressive behavior incidents through prevention, protection, and treatment strategies.

Keywords: *Emotional intelligence and aggressive behaviors, The case of police officers frontliners, Covid-19 pandemic*

Introduction

Emotional intelligence is the ability, capacity, or skill to recognize, understand, and manage one's own emotions, as well as the emotions of others and groups. Individuals with a high level of emotional intelligence possess strong self-awareness and empathy, enabling them to accurately perceive and respond to the emotions of others. They are better equipped to handle stress, navigate conflicts, and maintain composure, which helps mitigate aggressive tendencies. Conversely, those with lower emotional intelligence, particularly in areas like emotion regulation and self-awareness, often face challenges with impulse control, making them more prone to heightened aggression. (Kidwai, 2012).

Aggressive behavior is often regarded as an antisocial trait. In challenging situations, such as those encountered during the COVID-19 pandemic, police officers may exhibit aggressive or violent behavior toward individuals. Such actions, however, must be avoided, as they can erode public trust and create hazardous conditions for officers tasked with maintaining order and safety (Reyna et al., 2011).

COVID-19 puts a huge impact on the mental and physical health of the general public including the physically and mentally trained police officers, causing them to a different degree of an emotional and behavioral problems (Gao et al., 2020). This is essential to comprehend the emotional intelligence of law enforcement members working on a large scale in this pandemic, with various lockdowns and social distancing measures in place.

Emotional intelligence plays a crucial role in navigating the human and emotional complexities of crises such as the COVID-19 pandemic. It is essential for effectively managing daily environmental pressures and challenges. For police officers, demonstrating self-awareness, emotional control, and effective communication is particularly vital during such times.

The ongoing crisis has significantly tested the emotional intelligence and stability of law enforcement officers, highlighting the importance of these skills in maintaining professionalism and resilience under pressure (Baba, 2021).

Furthermore, according to Arnett (2012) self-control or self-management of emotions will keep the police officers away from anger aggression, anxiety and gloom and, in turn, allow them to become active in their work and life. Police work is a stressful activity that causes emotional exhaustion, illness, and aggression towards oneself or to others, such as verbal or physical aggression. It also stated that severe effects of stress cause by a pandemic increases the perception of environmental threats and the aggressive behavior of reactions to those threats, which lead to the exercise of coercive power and increased use of force.

Emotional exhaustion and aggressive behavior affect the well-being and emotional stability of police officers, reduces the quality of police services and the relationship with citizens, and negatively affects the social expression of police forces (Queirós et al., 2012).

As a result, it is important that police officers who are being trained for the police job role and crisis resolution recognize the importance of emotional intelligence (Baumeister & Bushman, 2027). People with a high level of emotional intelligence, on the other hand, know themselves very well and are also able to manage situations and sense the emotions of others (Oliver, 2009). On the contrary, aggression can be damaging at the personal and social level because aggressive individuals experience difficulty interpreting situations as a result of that they become violent or isolated (Calvete & Orue, 2010).

According to Megias et. al (2018) people with high emotional intelligence exhibit less aggressive behavior than those with low emo-

tional intelligence, with this relationship holding true across age, gender, and culture. Furthermore, gender differences revealed that women have higher levels of negative affect, less aggressive behavior, and a weaker relationship between negative affect and aggression than men.

Relationship between emotional intelligence and aggressive behavior is important for several reasons, particularly in understanding, predicting, and mitigating aggressive tendencies in high-stress environments like law enforcement. Studying the relationship between emotional intelligence and aggressive behavior is critical for promoting individual well-being, improving organizational dynamics, and fostering healthier, more peaceful interactions both within the workplace and in broader social contexts.

Although existing literature highlights the importance of emotional intelligence in mitigating aggressive behavior, there is limited research examining this relationship specifically among police officers during high-stress crises like the COVID-19 pandemic. Most studies fail to address the underlying mechanisms that link low emotional intelligence to heightened aggression or high emotional intelligence to reduced aggression in these contexts. Furthermore, there is a lack of gender-specific analysis, practical interventions, and insights into how organizational and job-specific stressors influence this dynamic. Future research should focus on identifying the causal pathways, developing targeted training programs, and assessing the efficacy of emotional intelligence interventions in reducing aggression among law enforcement personnel.

Methodology

Demographic Profile of the Respondents:

Table 1 Profile of the Police Officer-Frontliners in terms of Age

	Frequency	Percent
21 – 30 years old	32	17.8
31 – 40 years old	92	51.1
41 – 50 years old	46	25.6
51 years old & above	10	5.6
Total	180	100.0

Table 1 shows the age profile of police officers on the front lines. More than half of the officers (51.1%) were between the ages of 31 and 40, according to the data. However, officers under the age of 40 constituted up a significant portion of the officer-frontliners, accounting for approximately 69 percent [68.9%]. It signifies that the adults age group dominated the police officer-frontliners in the cities of Dipolog and Dapitan.

The findings are similar to those of Adame et al. (2019) who found that the majority of the police personnel were between the ages of 36 and 45, accounting for 43.75 percent, while 37.5 percent were between the ages of 25 and 35, which is considered adulthood.

The current data backs up Huang et al. (2021) study, which found that the average age of police respondents was 34.14 years, with 47.3 percent of participants under 30 and 36.7 percent between 30 and 45 years old.

Table 2 Profile of the Police Officer-Frontliners in terms of Sex

	Frequency	Percent
Male	134	74.4
Female	46	25.6
Total	180	100.0

Table 2 presents the sex profile of police officer-frontliners. Males made up nearly 75% of the polled respondents, according to the data (74.4 percent). It means that during the pandemic, there were more male police officers on the front lines.

The current survey statistics was identical to Huang et al. (2021) study, which revealed that 76.6 percent of police responders were males. Laufs and Waseem (2020) also discovered that during the COVID-19 outbreak, detailed police officers were mostly males.

Table 3 Profile of the Police Officer-Frontliners in terms of Years of Experience

	Frequency	Percent
5 years & below	36	20.0
6 – 10 years	52	28.9
11 – 15 years	48	26.7
16 – 20 years	24	13.3
21 years & above	20	11.1
Total	180	100.0

Table 3 displays the length of service profile of police officers on the front lines. The bulk of the workers had been on the job as a police officer for more than ten years, as seen in the table. More than half of those asked 51.1 percent said they knew what it was. It might mean that, despite a higher proportion of newbies, a significant number of officers could serve as mentors to them.

However, just 48.9% of the cops polled had been on the job for less than ten years. This suggests that a larger percentage of the staff is new

to the organization. It indicates that the majority of the staff must have prior service experience.

This data corroborates Basilio et al. (2017) findings that tenured police officers in Batangas Police Station have served for fewer than five years. Similarly, the data backed up Arcega and Caballero's (2019) claim that police officers in the National Capital Region had been on the job for one year and one month to five years, which accounted for the majority of the polled respondents.

Table 4 Level of Emotional Intelligence of the Police Officer-Frontliners in terms of Self-Awareness

Descriptors	AWV	SD	Description
1. I understand the relationship between my feelings and what I think, do and say.	3.68	0.895	High Competence
2. I recognize how my feelings affect my performance.	3.96	0.696	High Competence
3. I am aware of my goals and values.	4.05	0.619	High Competence
4. I am aware of my strengths and weaknesses.	4.10	0.661	High Competence
5. I try to learn from experiences.	4.31	0.741	Extremely High Competence
6. I am open to continuous learning, self development, new perspectives & honest feedback.	4.12	1.004	High Competence
7. I am able to show sense of humor and perspective about myself.	3.83	0.918	High Competence
8. I present myself with self-assurance; I have “presence”.	3.84	0.898	High Competence
9. I am organized and careful in my work.	4.16	0.879	High Competence
10. I usually go for original ideas while solving a problem.	3.81	0.853	High Competence

Descriptors	AWV	SD	Description
11. I am able to make sound decisions despite uncertainties and pressures.	3.78	0.888	High Competence
Mean	3.97	0.694	High Competence

In terms of self-awareness, Table 4 demonstrates the level of emotional intelligence among police officers on the front lines. Eleven (11) descriptions explain self-awareness, the first facet of emotional intelligence highlighted in this study. The data shows that the police officer-frontliners, on average, had a high level of self-awareness. It means that officers on the front lines are able to perceive and understand their people's feelings. It could imply that they are always conscious of the impact of their behaviors, moods, and emotions on others.

The present discovery supports Aniței et al. (2014) who revealed that maintaining one's mood and emotions requires self-awareness, and that pleasant moods tend to heighten perceptions and promote future efficacy and success. The current finding also argues Valarmathi et al. (2015) who disclosed that self-awareness understands how emotions affect people's thinking and actions, as well as their strengths and limitations, and possesses self-assurance.

Table 5 Level of Emotional Intelligence of the Police Officer-Frontliners in terms of Emotion Regulation

Descriptors	AWV	SD	Description
1. I usually feel depressed for one reason or the other.	2.75	0.951	Moderate Competence
2. I feel happy and satisfied about my life. I can predict clearly whether my emotion is happy or sad.	3.66	0.953	High Competence
3. I can predict clearly whether my emotion is happy or sad.	3.19	1.077	Moderate Competence
4. I am someone who is original and don't copy others.	3.63	0.946	High Competence
5. I am quite a cheerful and lively person.	3.49	1.044	High Competence
6. I can win over stress without getting too nervous.	3.73	0.809	High Competence
7. I manage my impulsive feelings and disappointing emotions well.	3.89	0.790	High Competence
8. I keep myself positive, composed and calm even in frustrating situations.	3.94	0.981	High Competence
9. I think clearly and stay focused under pressure. Know how to keep myself calm in conflicting and upsetting problems.	3.71	0.907	High Competence
10. I get carried away with my imagination and day-dreaming most often.	3.04	1.021	Moderate Competence
11. I feel cool, relaxed& stress free most of the times.	3.56	0.929	High Competence
12. When I hear bad news, I usually can't control myself and feel sad and miserable.	2.92	1.072	Moderate Competence
13. I can avoid external temptations in order to fulfil my dream.	3.43	1.041	High Competence
14. I smoothly handle multiple demands, shifting priorities and rapid change.	3.46	0.965	High Competence
Mean	3.46	0.649	High Competence

AWV-Average Weighted Value, SD-Standard Deviation

The emotional intelligence level of police officer-frontliners in terms of emotion regulation is shown in Table 5. The table demonstrates that the frontline police officers were quite skilled at managing their emotions. Meaning, they understood how to control the emotions they experience, when they experience them, and how they experience and express their feelings. It could imply that front-line cops initiate and prevent acts driven by their emotions, as well as modify emotional reactions.

The current results backs up Mohammadi et al. (2020) study, which found that respondents controlled their emotions competently amid tough conditions.

Furthermore, psychological research showed that emotion, although functional and evolutionary based to increase the chances of survival, must be regulated in order to support psychological health and well-being to help achieve the goals (Aldao et al., 2015).

Table 6 Level of Emotional Intelligence of the Police Officer-Frontliners in terms of Self-Motivation

Descriptors	AWV	SD	Description
1. I am result-oriented with a high drive to meet objectives and goals.	3.89	0.736	High Competence
2. I continuously learn in order to improve my performance.	4.14	0.813	High Competence
3. Before beginning something new, I usually feel that I will succeed.	3.65	0.906	High Competence
4. I pursue goals beyond what's required or expected of me.	3.73	0.920	High Competence
5. I am determined in achieving goals despite obstacles and setbacks.	3.87	0.999	High Competence
6. I possess good confidence in taking sole responsibility and taking decisions by my own.	3.66	0.958	High Competence
7. I hold myself accountable for meeting my objectives.	3.79	0.889	High Competence
8. When working in team, I like to depend upon other's ideas than on my own.	3.17	1.065	Moderate Competence
9. I am generally motivated to continue, even when situations become worse to handle.	3.67	1.093	High Competence
Mean	3.73	0.748	High Competence

AWV-Average Weighted Value, SD-Standard Deviation

In terms of self-motivation, Table 6 demonstrates the level of emotional intelligence of police officers on the front lines. As seen in the table, front-line cops were extremely skilled in this facet of emotional intelligence. It signifies that police officers have an exceptional ability to motivate themselves to take initiative and action in order to achieve their objectives and finish duties. It could mean that they have a

strong desire to act - to create and achieve. This aspect of emotional intelligence encouraged individuals to stay going on tasks, particularly those they were pursuing because they wanted to, rather than because they were told to.

The results of this study agree with those of Kyprianides et al. (2021) who found strong levels of self-motivation among officers policing during the COVID-19 scenarios.

Table 7 Level of Emotional Intelligence of the Police Officer-Frontliners in terms of Social Awareness

Descriptors	AWV	SD	Description
1. I understand the way others think, feel, and behave.	3.64	0.962	High Competence
2. People think that I am optimistic and self- confident person.	3.18	1.058	Moderate Competence
3. Others think that I lack confidence in interacting with others.	2.82	1.005	Moderate Competence
4. I show sensitivity and understand others' point of view.	3.59	0.961	High Competence
5. I recognise and reward people's strengths, accomplishments and developments.	3.64	0.932	High Competence
6. I respect and relate well to people from different backgrounds.	3.81	0.785	High Competence
7. I see variety in people as opportunity, creating an environment where diverse people can prosper.	3.63	0.928	High Competence
8. It's quite easy for me to understand the non verbal messages (facial expressions) of others.	3.20	1.116	Moderate Competence
9. I can tell how others are feeling by listening to their tone of voice.	3.19	1.103	Moderate Competence
Mean	3.41	0.758	High Competence

AWV-Average Weighted Value, SD-Standard Deviation

Table 7 indicates the level of emotional intelligence of front-line police personnel in terms of social awareness. Similar to the other mentioned dimensions, police officers in this dimension indicated that they were highly socially aware of their obligations and functions as front-line officers in the implementation of the COVID-19 health protocols on average. It

simply means that police officers can recognize and comprehend a group's or organization's power dynamics, as well as understand other people's sentiments, desires, and concerns.

Maskály et al. (2021) found that during the COVID-19 pandemic, law enforcement officials had increased the requirement for societal awareness.

Table 8 Level of Emotional Intelligence of the Police Officer-Frontliners in terms of Social Skills

Descriptors	AWV	SD	Description
1. I am skilled at the art of convincing others.	3.17	1.133	Moderate Competence
2. I am easy to get friendly and possess good social skills.	3.83	0.822	High Competence
3. I promote open communication and ready to accept both bad and good news.	3.92	0.769	High Competence
4. I am extremely polite & respectful to others irrespective of the unfavorable circumstances.	3.81	0.910	High Competence
5. I handle difficult people and tense situations with diplomacy and tact.	3.65	0.948	High Competence
6. I encourage open discussion and debate.	3.76	0.843	High Competence
7. I look forward to relationships that are mutually useful.	3.82	0.806	High Competence

Descriptors	AWV	SD	Description
8. I keep others in a team and build a strong bond.	3.91	0.745	High Competence
9. I make and maintain personal friendships among work associates.	3.92	0.713	High Competence
10. I maintain a balance between work and relationships.	3.97	0.655	High Competence
11. I promote a friendly and cooperative climate	3.90	0.710	High Competence
12. I look for opportunities to work in a team.	3.94	0.686	High Competence
13. I find it difficult to get friendly with someone who is not known to me.	3.06	1.053	Moderate Competence
Mean	3.74	0.623	High Competence

AWV-Average Weighted Value, SD-Standard Deviation

In terms of social skills, Table 8 shows the level of emotional intelligence of police officers on the front lines. When looking at the table attentively, it becomes clear that police officers serving on the front lines during the COVID-19 outbreak had high levels of competence and social skills. It means that the officers on the front lines were extremely adept at interacting and communicating with others. It appears to mean they were able to communicate effectively on the front lines using both verbal and nonverbal

communication, such as speech, gesture, facial expression, and body language.

The current finding is in line with Hine and Bragias (2021) assertion that communicating effectively is critical to how well police officers engage with the public because it affects how people react to cops. Officers can influence how the public perceives them through listening, speaking, writing, and focusing on what others say.

Table 9 Level of Emotional Intelligence of the Police Officer-Frontliners in terms of Receptivity

Descriptors	AWV	SD	Description
1. I like to cooperate with others in accomplishing a task.	3.61	0.948	High Competence
2. I help others in coming out of difficult situations.	3.72	0.878	High Competence
3. I extend support and advice to others when needed.	3.82	0.855	High Competence
4. Others find it comfortable to disclose their personal problems.	3.26	1.105	Moderate Competence
5. I help other people feel better when they are in bad mood.	3.59	0.979	High Competence
6. I offer useful feedback and identify people's needs for development.	3.74	0.912	High Competence
7. I listen well, seek mutual understanding and fully welcome sharing of information.	3.79	0.915	High Competence
8. I guide the performance of others while holding them accountable.	3.80	0.821	High Competence
9. I am more of a leader than a follower.	3.59	0.920	High Competence
10. I act as a mediator in resolving conflict between two parties.	3.58	0.927	High Competence
11. I can easily detect the differences between others' feeling and behaviors.	3.14	1.124	Moderate Competence

Descriptors	AWV	SD	Description
12. It's not easy for me to accurately reflect people's feeling back to them.	3.06	1.149	Moderate Competence
Mean	3.56	0.704	High Competence

AWV-Average Weighted Value, SD-Standard Deviation

In terms of receptivity, Table 9 demonstrates the emotional intelligence of police officers on the front lines. Police officers stated that they were highly adept in dealing with receptivity in this level of emotional intelligence. It means that the police officers' responsiveness was valued in terms of decreasing disease

transmission and therefore the spread of the virus.

The recent finding reinforces Kumar's research (2021). In contrast to just enforcing public health laws and regulations, the study discovered that strategic use of receptivity was a crucial component in obtaining better outcomes during difficult situations.

Table 10 Summary of the Police Officer-Frontliners' Level of Emotional Intelligence

Descriptors	Mean	SD	Description
Self-awareness	3.97	0.694	High Competence
Emotion Regulation	3.46	0.649	High Competence
Self-motivation	3.73	0.748	High Competence
Social Awareness	3.41	0.758	High Competence
Social skills	3.74	0.623	High Competence
Receptivity	3.56	0.704	High Competence
Overall Mean	3.64	0.638	High Competence

SD-Standard Deviation

In summary, Table 10 highlights the emotional intelligence level of front-line police personnel. A closer examination of the table reveals that police officers were highly skilled at dealing with emotional intelligence. It signifies that cops have a high level of understanding and control over their own emotions. It could imply that they have a high level of understanding and management of their own emotions, as well as the emotions of

those around them. The findings back with the popular belief that people with high emotional intelligence understand what they are feeling, what their emotions imply, and how their feelings affect others.

The current finding corroborates the Magny and Todak (2021) study which states that people are born with a general emotional intelligence that determines their ability to gain emotional competencies.

Table 11 Test of Difference in the Police Officer-Frontliners' Level of Emotional Intelligence in terms of Age

Variables	Age		Interpretation
	H-Value	p-value @ 0.05	
Self-awareness	5.290	0.152	Not Significant
Emotion Regulation	4.174	0.243	Not Significant
Self-motivation	4.183	0.242	Not Significant
Social Awareness	3.312	0.346	Not Significant
Social skills	4.239	0.237	Not Significant
Receptivity	7.758	0.051	Not Significant
Emotional Intelligence	3.048	0.384	Not Significant

Table 11 reflects that there was no significant difference in the police officers' self-awareness, emotion regulation, self-motivation, social awareness, social skills, and receptivity when analyzed by age. Overall, the study discovered that police officers' emotional intelligence did not differ based on their age. It means that, regardless of their age, police officers have a comparable level of emotional intelligence ability. Emotional intelligence, according to Goleman (2012) is an inherent gift that may be cultivated through experience and

practice. Kumarasamy et.al [30]) added that police officers requires emotional intelligence to meet the demands faced on the streets.

The current finding agrees with Magny and Todak (2021) who state that all police officers, regardless of age, must be highly motivated, have well-developed communication skills, and be able to engage with community leaders by managing relationships and forging emotional connections that balance the organization's and community's needs.

Table 12 Test of Difference in the Police Officer-Frontliners' Level of Emotional Intelligence in terms of Sex

Variables	Sex		
	U-Value	p-value @ 0.05	Interpretation
Self-awareness	2595.00	0.106	Not Significant
Emotion Regulation	2388.00	0.022	Significant
Self-motivation	2846.00	0.436	Not Significant
Social Awareness	2672.50	0.178	Not Significant
Social skills	2818.00	0.384	Not Significant
Receptivity	2911.50	0.574	Not Significant
Emotional Intelligence	2612.00	0.123	Not Significant

Table 12 shows the results of a test of sex differences in emotional intelligence among police officers on the front lines. The table shows that the officers' emotion regulation differed significantly based on sex. It is conceivable that the way male and female police officers manage their emotions while on duty varies.

When the police officers' self-awareness, self-motivation, social awareness, social skills, and receptivity were examined by sex, no significant differences were discovered. Overall, there was no noticeable difference in emotional intelligence between male and female police of-

ficers. It signifies that both male and female police officers are capable of expressing their feelings.

The current finding is similar to Meshkat and Nejati (2017) who found that while there was no significant difference between the genders on their total score measuring emotional intelligence, females scored higher than males in emotional self-awareness, interpersonal relationships, self-esteem, and empathy. Furthermore, self-esteem, a component where males often score higher, generated divergent results in this study, thus opening up new research options.

Table 13 Test of Difference in the Police Officer-Frontliners' Level of Emotional Intelligence in terms of Years of Experience

Variables	Years of Experience		
	H-Value	p-value @ 0.05	Interpretation
Self-awareness	3.541	0.472	Not Significant
Emotion Regulation	2.528	0.640	Not Significant
Self-motivation	1.366	0.850	Not Significant
Social Awareness	4.602	0.331	Not Significant
Social skills	3.201	0.525	Not Significant

Variables	Years of Experience		
	H-Value	p-value @ 0.05	Interpretation
Receptivity	3.311	0.507	Not Significant
Emotional Intelligence	1.572	0.814	Not Significant

Table 13 depicts the test of differences in emotional intelligence among police officers on the front lines as a function of their years of experience. According to the table, there was no noticeable difference in police officers' emotional intelligence competency across all categories. Overall, when measured by years of experience, the study found no significant differences in emotional intelligence among police officers. It means that the officers are equally capable of expressing their feelings. It could imply that police officers' emotion is unaffected

by their term of service. This study contradicts the widely held idea that as people gain experience in their jobs, competency teaches them how to maneuver better and make more emotional adjustments.

The current finding confirms Riego de Dios's (2020) discovery that when respondents were categorized by years of experience, there was no significant difference in emotional intelligence.

Aggressive Behavior Level of the Police Officer-Frontliners

Table 14 Aggressive Behavior Level of the Police Officer-Frontliners in terms of Physical Aggression

Descriptors	AWV	SD	Level	Interpretation
1. If I need to use violence to defend my rights, I will use it.	3.28	1.325	High	Aggressive
2. I was once being too angry until I bring a damage to some belongings.	2.12	1.135	Low	Rarely Aggressive
3. Sometimes I cannot endure the urge to hit a person.	2.56	1.004	Low	Rarely Aggressive
4. I have threatened people I know.	1.80	1.121	Very Low	Negligibly Aggressive
5. I might hit someone if challenged.	2.58	1.200	Low	Rarely Aggressive
6. I do not have to think any reasonable excuse to hit a person.	2.43	.952	Low	Rarely Aggressive
7. If someone hit me, I will respond with a hit.	2.37	1.030	Low	Rarely Aggressive
8. There is someone who has hurt me until we had a fight.	2.54	.982	Low	Rarely Aggressive
9. I was more involved in the fight than others.	2.07	1.012	Low	Rarely Aggressive
Mean	2.42	.689	Low	Rarely Aggressive

AWV-Average Weighted Value, SD-Standard Deviation

Table 14 shows the level of aggressive behavior displayed by frontline police officers. According to the table, police personnel were rarely confrontational when confronted with physical aggressiveness. It signifies that police personnel were rarely involved in inflicting bodily harm on others, such as striking, kicking, stabbing, or shooting them. It could also mean that there are circumstances in which police

personnel display physical violence or information collecting deficiencies, resulting in ill-informed and rigid social judgments or the so called impulsivity. However, the development of such behavior could be attributable to the nature of the job that these cops are doing such as enforcing the COVID-19 guidelines.

This study's finding confirms with Brennan and Baskin-Sommers' (2019) results that more

physically aggressive people have higher social reflection impulsivity, which is enhanced in hostile situations. Furthermore, physically aggressive people were more certain about their hostile judgements, and they were more

certain when they had unrestricted access to behavioral data. Finally, in physically violent people, hasty hostile judgements were linked to a longer history of assault charges.

Table 15 Aggressive Behavior Level of the Police Officer-Frontliners in terms of Verbal Aggression

Descriptors	AWV	SD	Level	Interpretation
1. If I do not agree with my friends, I will tell them directly.	3.18	1.038	Intermediate	Moderately Aggressive
2. I cannot refrain from quarreling when others do not agree with me.	2.32	1.151	Low	Rarely Aggressive
3. If others hurt me, I will speak about my thoughts on them	3.11	1.024	Intermediate	Moderately Aggressive
4. I often find that I do not agree with others.	2.62	1.031	Intermediate	Moderately Aggressive
5. My friends say that I always have a dispute about something.	2.58	0.957	Low	Rarely Aggressive
Mean	2.760	0.772	Intermediate	Moderately Aggressive

AWV-Average Weighted Value, SD-Standard Deviation

Table 15 reflects the level of aggressive behavior displayed by frontline police officers in terms of verbal aggression. The data shows that, on average, police officers displayed moderate verbal aggression. It means that the police officers threw a moderate punch at the other people in order to elicit a desired emotional response. Because he is stronger than or in a position of control over the victim, it is reasonable to assume that such behavior is perpetrated by a police officer.

In line with this finding, Morin (2017) found that nearly one-in-five police officers in the United States (21%) claimed their employment nearly often or often made them angry and frustrated, feelings that were associated to more violent attitudes toward the public. It was also reported that these usually angry, dissatisfied cops were more inclined to be verbally confrontational in policing because of the nature of their jobs.

Table 16 Aggressive Behavior Level of the Police Officer-Frontliners in terms of Emotional Aggression

Descriptors	AWV	SD	Level	Interpretation
1. Some of my friends think that I am easily angered.	2.57	0.839	Low	Rarely Aggressive
2. I am a calm person and not easily angered.	3.61	0.912	High	Aggressive
3. I am easily angered and quickly release the anger.	2.81	0.968	Intermediate	Moderately Aggressive
4. I have a problem in controlling my anger.	2.58	0.957	Low	Rarely Aggressive
5. When I am upset or in a despair, I show my discontent.	2.51	1.006	Low	Rarely Aggressive
6. Sometimes my anger can be released at any time.	2.89	0.942	Intermediate	Moderately Aggressive

Descriptors	AWV	SD	Level	Interpretation
7. Sometimes I rage for no reason.	2.20	1.049	Low	Rarely Aggressive
Mean	2.74	0.629	Intermediate	Moderately Aggressive

AWV-Average Weighted Value, SD-Standard Deviation

Table 16 reveals the aggressive behavior of front-line police officers in terms of emotional aggressiveness. On average, the table shows that the police officers were moderately emotional aggressive. Angry aggression theory contends that police officers' chronic stress, combined with their inability to respond to the actual sources of that stress, increases both the perception of threats and the emotion aggression with which they respond to such threats (Nafei, 2018).

The current research supports Njoroge and Yazdanifard (2014) who discovered that emotional people, particularly furious people, feel better when they aggress, and that some people tend to engage in aggression for this emotional advantage. It is crucial to note, however, that not all emotions contribute to an increase in aggression. At the very least, guilt seems to have the ability to restrict and avoid aggressiveness.

Table 17 Aggressive Behavior Level of the Police Officer-Frontliners in terms of Hostile Aggression

Descriptors	AWV	SD	Level	Interpretation
1. When people being good with me, I will think what they want from me	2.88	1.037	Intermediate	Moderately Aggressive
2. Sometimes I wonder why I feel annoyed about certain things.	2.88	0.911	Intermediate	Moderately Aggressive
3. I doubt people who being too friendly.	2.52	0.977	Low	Rarely Aggressive
4. Sometimes I feel very jealous.	2.69	0.958	Intermediate	Moderately Aggressive
5. Sometimes I think that I am always unlucky.	2.62	0.934	Intermediate	Moderately Aggressive
6. Sometimes I feel that there are people who are laughing at me behind my back.	2.63	1.051	Intermediate	Moderately Aggressive
7. Others always seem more fortunate than me.	2.65	0.849	Intermediate	Moderately Aggressive
8. I know that there are friends who talk about me behind my back.	2.76	1.032	Intermediate	Moderately Aggressive
Mean	2.71	0.696	Intermediate	Moderately Aggressive

AWV-Average Weighted Value, SD-Standard Deviation

Table 17 presents the aggressive behavior level of the police front line officers in terms of hostile aggression. In a similar vein, police officers in the front lines were aggressively hostile at the moderate level. It means that the front-line police officers averagely manifested violent attitudes or actions associated with anger and a desire to dominate a situation or others. It implies that police officers might display in themselves verbal, non-verbal, and physical ways and holds the intention of causing harm.

According to Oden et al. (2015) the scenario encourages police officers to aim their emotion hatred against visible and vulnerable people in their community. The concept does not, however, imply that these tendencies will always appear. Approaches to cognitive structuring and stress-reduction programs, for example, can aid in the prevention of such actualization (Bidyadhar et al., 2019).

Table 18 Summary of the Police Officer-Frontliners' Aggressive Behavior Level

Descriptors	Mean	SD	Level	Interpretation
Physical Aggression	2.42	0.689	Low	Rarely Aggressive
Verbal Aggression	2.762	0.772	Intermediate	Moderately Aggressive
Emotional Aggression	2.74	0.629	Intermediate	Moderately Aggressive
Hostile Aggression	2.71	0.696	Intermediate	Moderately Aggressive
Overall Aggressive Behavior	2.63	0.566	Intermediate	Moderately Aggressive

SD-Standard Deviation

Table 18 shows the overall level of aggressive behavior among front-line police personnel. A closer examination of the data reveals that police officers were rarely physically aggressive, but were moderately aggressive in terms of verbal, emotional, and hostile aggression. In totality, the data shows that front-line police officers were moderately aggressive on average. It means that the respondents to the survey engaged in the behavior with the intent of causing harm or damage to others. This, however, was not always the case. It is true that police officers utilize

non-deadly physical force. It is because they wanted to control citizen behavior.

Denson et al. (2018) argued that law enforcement should embrace the term "aggressive" in today's world. According to them, officers must pursue criminals and stalkers of innocent people aggressively. Even so, a justified use of force will appear aggressive, and in many cases, it will have to be aggressive in order for officers to win. Denson et al. (2018) contended that aggressive officers must make a positive difference in their communities.

Table 19 Test of Difference in the Aggressive Behavior of the Police Officer-Frontliners in term of Age

Variables	Age		Interpretation
	H-Value	p-value @ 0.05	
Physical Aggression	1.119	0.772	Not Significant
Verbal Aggression	4.077	0.253	Not Significant
Emotional Aggression	1.864	0.601	Not Significant
Hostile Aggression	2.144	0.543	Not Significant
Overall Aggressive Behavior	1.144	0.766	Not Significant

Table 19 shows the age-based test of difference in aggressive behavior of front-line police personnel. The four dimensions of aggressive behavior of police officers did not differ significantly when measured by age, as shown in the table. In totality, there was no discernible difference in the aggressive behavior of the police officers based on their ages. It means that among the studied police officers, age had no bearing on their aggressive behavior. As a result, the aggressiveness of younger police officers is more comparable to that of senior cops.

The current finding, however, refutes Vigil-Colet et al. (2015) who found that elderly people's aggression scores are significantly lower than their genuine aggression levels compared to the younger ones.

The current finding also contradicts Aniței et al. (2014) who showed that aggression was not statistically and substantially different based on the age of police officers in the office versus those in the field.

Table 20. Test of Difference in the Aggressive Behavior of the of the Police Officer-Frontliners in term of Sex

Variables	Sex		
	U-Value	p-value @ 0.05	Interpretation
Physical Aggression	1709.00	0.000	Significant
Verbal Aggression	2395.50	0.023	Significant
Emotional Aggression	2716.50	0.228	Not Significant
Hostile Aggression	3026.00	0.853	Not Significant
Overall Aggressive Behavior	2289.50	0.009	Significant

Significant disparities in front-line police officers' aggressive behavior, on the other hand, had different scenarios when studied by sex, as seen in Table 20. The police officers' emotional and hostile aggression did not differ considerably, but there was a significant difference in their physical and verbal aggression. The data showed that aggressive behavior among front-line police officers varied significantly based on sex on average. It could imply that male police officers are more likely to display or engage in aggressive behavior than female cops.

Men are more violent than women on average, according to Dursun and Aytac (2021). However, whereas men were more likely to participate in physical aggressiveness, women were more likely to engage in psychological aggression. In a similar vein, male employees were found to engage in more aggressive workplace aggression than female employees as reported by their immediate managers (Zhou, 2012).

Table 21 Test of Difference in the Aggressive Behavior of the of the Police Officer-Frontliners in term of Years of Experience

Variables	Years of Experience		
	H-Value	p-value @ 0.05	Interpretation
Physical Aggression	13.356	0.010	Significant
Verbal Aggression	6.281	0.179	Not Significant
Emotional Aggression	7.332	0.119	Not Significant
Hostile Aggression	7.583	0.108	Not Significant
Overall Aggressive Behavior	8.842	0.065	Not Significant

Table 21 shows the test of difference in front-line police officers' aggressive behavior by years of experience. According to the data, there was a substantial difference in physical aggressive behavior among front-line police personnel. It could indicate that senior police officers in the service were more physically aggressive than younger cops, or vice versa. The new conclusion backs up Adame et al. (2019) study, which found a substantial difference in physical violence among the police officers polled.

When measured by the years of experience of the front-line police officers, however, there was no significant difference in the dimensions of verbal, emotional, and hostile hostility. On average, there was no discernible variation in police officers' aggressive behavior based on their years of experience. This outcome contradicts James et al. (2018) disclosing that cops who had been on the job for longer were more aggressive than neophytes.

Table 22 Relationship between Emotional Intelligence and Aggressive Behavior of the Police Officer-Frontliners

Variables		Aggressive Behavior					
		Physical Aggression	Verbal Aggression	Emotional Aggression	Hostile Aggression	Aggressive Behavior	
Emotional Intelligence	Self-Awareness	Correlation Coefficient	0.061	-0.043	0.105	0.156*	0.085
		Sig.(2-tailed)	0.418	0.568	0.161	0.036	0.259
		N	180	180	180	180	180
Emotion Regulation		Correlation Coefficient	0.253*	0.376*	0.318*	0.327*	0.367*
		Sig.(2-tailed)	0.001	0.000	0.000	0.000	0.000
		N	180	180	180	180	180
Self-Motivation		Correlation Coefficient	0.168*	0.001	0.142	0.112	0.134
		Sig.(2-tailed)	0.024	0.993	0.058	0.136	0.073
		N	180	180	180	180	180
Social Awareness		Correlation Coefficient	0.168*	0.425*	0.312*	0.335*	0.336*
		Sig.(2-tailed)	0.024	0.000	0.000	0.000	0.000
		N	180	180	180	180	180
Social Skills		Correlation Coefficient	0.179*	0.436*	0.290*	0.342*	0.345*
		Sig.(2-tailed)	0.016	0.000	0.000	0.000	0.000
		N	180	180	180	180	180
Receptivity		Correlation Coefficient	0.165*	0.449*	0.330*	0.372*	0.360*
		Sig.(2-tailed)	0.027	0.000	0.000	0.000	0.000
		N	180	180	180	180	180
Emotional Intelligence		Correlation Coefficient	0.191*	0.369*	0.314*	0.316*	0.327*
		Sig.(2-tailed)	0.010	0.000	0.000	0.000	0.000
		N	180	180	180	180	180

*Correlation is significant at the 0.05 level.

The relationship between emotional intelligence and aggressive behavior of police front-line officers is seen in Table 22. When the dimensions of emotional intelligence were paired with indicators of aggressive behavior, variations and non-variations of the variables were detected, according to the table. Overall, the study found that police front-line officers' emotional intelligence was marginally and positively connected with, and strongly related to, their aggressive behaviors. The link effect size was also found to be at a medium level. It means that cops with a moderate level of emotional intelligence were also cops with a

moderate level of aggressive behavior. Those with a low level of emotional intelligence, on the other hand, had a low level of aggressiveness. Those who showed a high level of emotional intelligence were also the most violent.

The new research corroborates the findings of Sample (2017) who discovered a strong link between emotional intelligence and antisocial behavior in his study. Statistical significance was used to validate the role of emotional intelligence in antisocial behavior.

The findings will help police officers identify their emotional triggers and aggressive tendencies, particularly those with high

emotional intelligence who may be more adept at justifying or rationalizing their behavior. The study highlights the importance of equipping officers with practical tools, such as mindfulness and cognitive-behavioral strategies, to effectively manage and channel aggressive impulses.

Furthermore, these insights can guide initiatives to foster stronger relationships and enhance teamwork within the police force, emphasizing collaboration over dominance or control. They also provide a foundation for training programs aimed at equipping officers to use their emotional insight to de-escalate volatile situations and reduce conflict.

Additionally, the findings can inform the development of organizational policies that encourage constructive emotional regulation. By rewarding positive behaviors and addressing the misuse of emotional intelligence that leads to undue aggression, police organizations can promote a culture of professionalism and accountability.

Conclusion

The study concludes that the police officers surveyed exhibit strong emotional awareness and control, including a high capacity to regulate both their own emotions and those of others. Additionally, it finds that front-line officers perform their duties without causing harm or damage to others, employing non-deadly physical force to maintain control over civilian behavior when necessary. The study also acknowledges that aggression has become a significant aspect of modern policing, with justified use of force often perceived as aggressive, yet essential for effective law enforcement in certain situations. To address these dynamics, police officers with high emotional intelligence should be guided to harness their skills for de-escalation and conflict resolution rather than manipulation or undue aggression. Training programs should equip officers with practical tools, such as mindfulness and cognitive-behavioral strategies, to effectively manage and channel aggressive impulses. Officers with high EI need specific guidance on regulating their aggressive tendencies and leveraging emotional awareness to resolve conflicts rather than escalate them.

Furthermore, emotional intelligence programs should emphasize relationship-building and teamwork, ensuring that aggression is directed constructively within group settings. Officers should also be trained to use their emotional control to defuse tense situations, minimizing the need for physical force and fostering trust within the community.

Finally, training should redefine the role of aggression, positioning it as a tool for maintaining safety and order rather than as a means of dominance. By encouraging officers to focus on creating positive impacts in their communities through measured and appropriate responses, these programs can help cultivate a policing culture that prioritizes accountability, trust, and constructive engagement.

Recommendations

1. Implement regular training programs focused on emotional intelligence to enhance police officers' self-awareness, emotional regulation, and interpersonal skills. This will help officers maintain composure during high-stress situations and improve decision-making. High levels of EI correlate with better control over emotions and constructive responses to stressful circumstances.
2. Provide officers with training on managing and channeling aggression constructively, emphasizing de-escalation techniques and conflict resolution skills because aggression, when uncontrolled, may harm community relations, but properly directed aggression can help officers effectively handle challenging situations.
3. Ensure policies governing the use of force are clearly communicated, with regular scenario-based training to reinforce appropriate application of non-lethal and justified force because proper training helps officers differentiate between justified and excessive force, reducing incidents that could damage public trust.
4. Promote community outreach programs that allow officers to interact with residents outside of enforcement situations, fostering trust and reducing the perception of aggression. This will build positive rela-

tionships within the community can mitigate the negative effects of perceived aggression and enhance public support for law enforcement.

5. Provide access to counseling and mental health support for officers to address stress and emotional challenges inherent in policing because emotional strain can impact EI and aggression levels, so providing resources can help maintain psychological well-being.
6. Provide advanced leadership and tactical training for officers with high emotional intelligence to leverage their skills in mentoring and leading others. High emotional intelligence officers can serve as role models in promoting a balanced approach to policing.
7. To enhance the results of the current study, more research is needed to look into the relationship between emotional quotient scores and aggression scores among police officers.

References

- Adame, J. L., Perea, M., Manibo, Q. R. P. (2019). Levels of Anger, Emotion Dysregulation and Conflict Management Style Among Police Officers. [Online]. Available: <https://research.lpubatan-gas.edu.ph/wp-content/uploads/2020/06/APJEAS-2019.6.4.05.pdf> [Accessed: February 22, 2021].
- Aldao, A., Sheppes, G., Gross, J. J. (2015). Emotion regulation flexibility. *Cogn. Ther. Res.* 39, 263–278. doi: 10.1007/s10608-014-9662-4 CrossRef Full Text | Google Scholar.
- Aniței, M., Birău, M., Chraif, M., Burtăverde, V., Mihăilă, T. (2014). Social context differences in aggressive behavior perception between police officers working in offices and police officers working in the field. *Procedia-social and behavioral sciences*, 127, 872–877. [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S1877042814024628> [Accessed: April 14, 2021].
- Arcega, A. M., Caballero, R. T. (2019). The moderating effects of psychological capital on workplace bullying and burnout in the Philippine National Police. *International Journal of Advanced Research and Publications*. [Online]. Available: <http://www.ijarp.org/published-research-papers/may2019/The-Moderating-Effects-Of-Psychological-Capital-On-Workplace-Bullying-And-Burnout-In-The-Philippine-National-Police.pdf> [Accessed: April 10, 2021].
- Arnett, J. J. (2015). *Emerging adulthood: The winding road from the late teens through the twenties* (4th Edition). New York Oxford University Press Publishing.
- Baba, M. (2020). Navigating COVID-19 with Emotional Intelligence. *International Journal of Social Psychiatry*. [Online]. Available: <https://doi.org/10.1177/0020764020934519>. [Accessed: March 5, 2021].
- Basilio, R. D., Cueto, M. M., Dumas, E. M., Ortega, M. J. B., Zapata, J. D., Bautista, M. L. A. (2017). Job Satisfaction Levels of PNP Employees in a Provincial City. [Online]. Available: <https://research.lpubatan-gas.edu.ph/wp-content/uploads/2019/02/CRIM-2017-002.pdf> [Accessed: March 4, 2021].
- Baumeister, R. F., Bushman, B. J. (2007). Angry emotions and aggressive behaviors. [Online]. Available: <https://psycnet.apa.org/record/2007-00066-004>. [Accessed: March 3, 2021].
- Bidyadhar, S., Ojeh, N., Majumder, A., Nunes, P., Williams, S., Rao, S. (2019). The relationship between self-esteem, emotional intelligence, and empathy among students from six health professional programs. *Teaching and Learning in Medicine An International Journal*.
- Blum, L. (2000). *Force under pressure: How cops live and why they die*. New York, NY: Lantern Books.
- Calvete, E., Orue, I. (2010). Cognitive schemas and aggressive behavior in adolescents: The mediating role of social information processing. *The Spanish Journal of Psychology*.
- Denson, T. F., O'Dean, S. M., Blake, K. R., Beames, J. R. (2018). Aggression in women: behavior, brain and hormones. *Frontiers in Be-*

- havioral Neuroscience. [Online]. Available: <https://www.frontiersin.org/articles/10.3389/fnbeh.2018.00081/full> [Accessed: May 10, 2021].
- Dursun, S., Aytac, S. S. (2021). Workplace violence against police officers and the effect of workplace violence on mental health. *Age*, 18(30). [Online]. Available: https://www.researchgate.net/profile/Salih-Dursun/publication/357598225_Workplace_Violence_Against_Police_Officers_and_The_Effect_of_Workplace_Violence_on_Mental_Health/links/61dec7843a192d2c8af70377/Workplace-Violence-Against-Police-Officers-and-The-Effect-of-Workplace-Violence-on-Mental-Health.pdf [Accessed: March 4, 2021].
- Faris, N. H., Ishak, N., Ahmad, F. Z. (2016). Validity and reliability of the aggression questionnaire instrument to high school students. *Journal of Humanities And Social Science*.
- Gao, J., Zheng, P., Jia, Y., Chen, H., Mao, Y., Chen, S., Dai, J. (2020). Mental Health Problems and Social Media Exposure During COVID-19 Outbreak.
- Goleman, D. (2012). *Emotional intelligence: Why it can matter more than IQ*. Bantam, 2012.
- Griffin, S. P., Bernard, T. J. (2003). Angry aggression among police officer. *Police Quarterly*, 6 (1), 3-2. doi:DOI: 10.1177/1098611102250365.
- Hine, K. A., Bragias, A. (2021). Effective communication during major crises: a systematic literature review to identify best practices for police. *Police Practice and Research*, 22(5), 1492-1507. [Online]. Available: https://openresearch-repository.anu.edu.au/bitstream/1885/219977/1/01_Hine_Effective_communication_during_2020.pdf [Accessed: May 20, 2021].
- Huang, Q., Bodla, A. A., Chen, C. (2021). An Exploratory Study of Police Officers' Perceptions of Health Risk, Work Stress, and Psychological Distress During the COVID-19 Outbreak in China. *Frontiers in Psychology*. [Online]. Available: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.632970/full> [Accessed: March 11, 2021].
- Kidwai, F. (2012). *Emotional Intelligence Among Police Personnel: An Indian Study: Predictor of Leadership and Organizational Effectiveness*. LAMBERT Academic Publishing.
- Koepfler, J. R. (2010). Predicting police aggression: Using theory to inform police selection assessment. Master Thesis 396. [Online]. Available: <https://commons.lib.jmu.edu/master201019/396>. [Accessed: May 10, 2021].
- Kumar, T. V. (2021). Role of police in preventing the spread of COVID-19 through social distancing, quarantine and lockdown: An evidence-based comparison of outcomes across two districts. *International Journal of Police Science & Management*, 23(2), 196-207. [Online]. Available: <https://journals.sagepub.com/doi/full/10.1177/14613557211004624> [Accessed: March 14, 2021].
- Kyprianides, A., Bradford, B., Beale, M., Savigar-Shaw, L., Stott, C., Radburn, M. (2021). Policing the COVID-19 pandemic: police officer well-being and commitment to democratic modes of policing. *Policing and society*, 1-18. 2021. [Online]. Available: <https://www.tandfonline.com/doi/full/10.1080/10439463.2021.1916492> [Accessed: March 4, 2021].
- Laufs, J., Waseem, Z. (2020). Policing in pandemics: A systematic review and best practices for police response to COVID-19. *International journal of disaster risk reduction*. [Online]. Available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7439012> [Accessed: May 4, 2021].
- Magny, O., Todak, N. (2021). Emotional intelligence in policing: A state-of-the-art review. *Policing: An International Journal*, 44(6), 957-969. [Online]. Available: <https://doi.org/10.1108/PIJPSM-01-2021-0008> [Accessed: March 4, 2021].
- Maskály, J., Ivković, S. K., Neyroud, P. (2021). Policing the COVID-19 pandemic: exploratory study of the types of organizational

- changes and police activities across the globe. *International Criminal Justice Review*. [Online]. Available: <https://journals.sagepub.com/doi/full/10.1177/10575677211012807> [Accessed: March 4, 2021].
- Megías, A., Gómez-Leal, R., Gutiérrez-Cobo, M. J., Cabello, R. (2018). The relationship between aggression and ability emotional intelligence: The role of negative affect. *Psychiatry Research Journal*. [Online]. Available: <https://doi.org/10.1016/j.psychres.2018.05.027>. [Accessed: February 10, 2021].
- Mehta, S., Singh, N. (2013). Development of the emotional intelligence scale.
- Meshkat, M., Nejati, R. (2017). Does emotional intelligence depend on gender? A study on undergraduate English majors of three Iranian universities. *SAGE Open*, 7(3), 2158244017725796. <https://journals.sagepub.com/doi/full/10.1177/2158244017725796>
- Mohammadi, J., Bytamar, O., Saed, S., Khakpoor M. (2020). Emotion regulation difficulties and academic procrastination. *Frontiers in Psychology*. [Online]. Available: <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.524588/full> [Accessed: March 21, 2021].
- Morin, R. (2017). Roughly one-in-five police frequently feel angry and frustrated on the job. [Online]. Available: <https://www.pewresearch.org/fact-tank/2017/03/09/roughly-one-in-five-police-frequently-feel-angry-and-frustrated-on-the-job/> [Accessed: March 24, 2021].
- Nafei, W. A. (2018). Spiritual leadership and quality of work life an exploratory study on menoufia university hospitals. *Impact Factor 3.582 Case Studies Journal ISSN (2305-509X)*, 7(11).
- Njoroge, C. N., Yazdanifard R., (2014). The impact of social and emotional intelligence on employee motivation in a multigenerational workplace. *International Journal of Information, Business and Management*.
- Oden, K. B., Lohani, M., McCoy, M., Crutchfield, J., Rivers, S. (2015). Embedding emotional intelligence into military training contexts. *Procedia Manufacturing*, 3, 4052 – 4059.
- Oliver, S. (2009). Understanding and developing emotional intelligence. *knowledge solutions*. Asian Development Bank, 49. [Online]. Available: https://www.researchgate.net/publication/331493053_Aggression_and_emotional_intelligence_among_adolescents_boys_of_Kashmir?enrichId=rgreq. [Accessed: March 3, 2021].
- Queirós, C., Da Silva, A., Teixeira, I. (2012). The influence of burnout in aggressive behavior among Portuguese police officers. [Online]. Available: <https://repositorio-aberto.up.pt/bitstream/10216/62338/2/15760.PDF>. [Accessed: March 5, 2021].
- Reyna, C., Sanchez, A., Brussino, S. (2011). The Buss-Perry Aggression Questionnaire: Construct Validity and Dender Invariance Among Argentinean Adolescents. *International Journal of Psychological Research*.
- Riego de Dios, E. (2020). Emotional intelligence and work values of selected instructors from a teacher education institution. *International Journal of Academic Multidisciplinary Research*, 4(5), 92-97.[Online]. Available: <https://files.eric.ed.gov/fulltext/ED605485.pdf>
- Sample, M. (2017). Emotional intelligence and decision-making as predictors of antisocial behavior. *Andrews University*. [Online]. Available: <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=2903&context=dissertations> [Accessed: March 24, 2021].
- Swider, B., Zimmermann, R. (2010). Born to burnout: A meta-analytic path model of personality, job burnout, and work outcomes. *Journal of Vocational Behavior*.
- Valarmathi, S., Kiruthiga, K., Vinotha, P. (2015). Emotional Intelligence – An Overview. *International Journal of Scientific and Research*. [Online]. Available: <http://www.ijsrp.org/research-paper-0415/ijsrp-p40126.pdf> [Accessed: March 4, 2021].

- Vigil-Colet, A., Lorenzo-Seva, U., Morales-Vives, F. (2015). The effects of ageing on self-reported aggression measures are partly explained by response bias. *Psicothema*, 209-2015. [Online]. Available: <https://www.psicothema.com/pdf/4254.pdf> [Accessed: May 10, 2021].
- Zhou, Z. (2012). Gender differences in subtypes of workplace aggression. Graduate Theses and Dissertations. [Online]. Available: <http://scholarcommons.usf.edu/etd/4423> [Accessed: April 24, 2021].