

Investigate the relationship between the components of emotional intelligence and aggression of high school male students

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ABSTRACT

Objective: The aim of this study was to investigate the relationship between the components of emotional intelligence and aggression of high school male students of Zirkoh city. **Methodology:** This research is descriptive and correlational and the determined population was all high school male students of Zirkoh city that 150 students were selected by random sampling. Tools used includes questionnaire of scales of responsibility, independence and stress tolerance of the components of emotional intelligence and Aggression Questionnaire (AGQ), to check whether the components of emotional intelligence is related to aggression, the Pearson correlation method was used. **Results:** The findings showed that between the responsibility and aggression is a significant negative relationship (-.576) and between the independence and aggression is a significant negative relationship (-0.700) and between the stress tolerance and aggression is a significant negative relationship (-0.762). **Conclusion:** It can be concluded that people who have high responsibility potential And have sufficient independence there is less likely to be aggressive

1. Introduction

Historically Schools always have been focused on children education, strengthen their skills in reading, writing and computing. But now education scientists have found that the challenges of new era and the current demands of society require additional skills in the area of emotional awareness, decision making, social conflict, and conflict resolution (Organization for Economic Cooperation and Development, 2007, quoted as goodly (2010).

Aggression as one of the most important issues is considered during adolescence (Bonica et al., 2003). While the bullying and aggression can have negative consequences for them (Rusby et al., 2005).

Aggression is defined as behavior aimed at hurting themselves or to others (Karimi, 2003). Aggression in human life as was common that basically, it is regarded as self-evident and even some people call aggression the era that we're living in. Although the incidence of aggression in children is because there are obstacles in front of their demands and is not continuing, But in adolescence because there are certain conditions the incidence of this behavior if not examined, may result in dire consequences (Borazjanyan, 2002). Aggressive teenagers cannot accurately predict the consequences of their behavior, in social stimulus, see many signs of hostile, understand their aggression level, to prove themselves in social problems utilize of little verbal solutions and aggressive solutions (Graham, 2002).

Over two decades of research on the interaction between emotion and cognition has provided necessary foundations to expand the concept of emotional intelligence (Forgas, 2001). Emotional intelligence involves awareness, regulation and correct expression of a range of emotions. Therefore, the ability to identify, express and control the emotions is an important aspect of emotional intelligence and the inability of individuals in each of these capabilities lead to disorders such as anxiety and mood which implies the deficient of emotional self-regulation that is key feature of emotional intelligence. So far as is possible we should teach to children the skills of emotional intelligence that they are based on an accurate understanding and regulating of emotions to reduce the risk of these disorders and thereby improve their performance (Shamradlu, 2005).

Emotional intelligence theory provides a new perspective about forecasting the affecting factors on the success and also primary prevention of mental disorders (Hosseini, 2005). In general by looking at the multiple definitions of emotional intelligence both theoretical approaches can be identified in the

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field of patterns of emotional intelligence: The initial approach (capability vision Meyer & Salovey, 1997) defines emotional intelligence as a form of intelligence which contains emotion and emotional and has four factors such as emotional perception, using emotions to facilitate thinking, emotional understanding, managing emotions in relation to self and others (Mayer & Salovey, 1997) and the second approach (mixed approach, 2000) defines emotional intelligence as a non-cognitive abilities that is far more extensive than the initial perspective and includes elements of interpersonal skills (self-awareness, courage, self-esteem, self-actualization, independence), interpersonal skills (interpersonal relations, social commitment, empathy), consistency (reality test, problem solving, flexibility), stress management (stress tolerance and impulse control ability) general mood (happiness and optimism) (Baron, 2002). From the perspective of Bar-on (2002) emotional intelligence has factor dimensions. He expresses 15 dimensions of emotion that using questionnaire subscales emotional quotient of Bar-on (2002) it is measured. Emotional intelligence and emotional and social skills over time grows and changes, and can with education and remedial programs such as treatment techniques improve them (Bar-on, 1997).

Important dimensions of emotional intelligence are self-assurance, optimism and emotional balance. People with high emotional intelligence, have self-control and high self-motivation. Their life is meaningful and they are principled and responsibility. They devise and express their emotions properly. They are satisfied and rather to others are sensitive and careful. They have a rich and balanced emotional life. They are comfortable with themselves, with others and their social environment. They are social, spontaneous and joyful and accept new experiences (Mayer & Salovey, 1997). Interpersonal intelligence is an intelligence that helps us to give meaning to what we are doing and our thoughts and feelings and relationships between them. However, we can learn to serve ourselves and our emotions. Interpersonal intelligence is an intelligence that gives us the possibility to adjust relationships with others and empathy with them. We can with this intelligence give inspiration to others and draw very quickly their trust (Bar-on, 1997).

Gardner noted that the core of interpersonal intelligence is the ability to understanding and responding appropriately to moods, motivations and demands of other people. He adds that in the Interpersonal Intelligence everyone to know about themselves should be aware of their own feelings and have the ability to differentiate them and use them to guide their behavior (Goleman, 1995). For years, the most serious intelligence quotient theorists have attempted to enter emotions into the realm of intelligence rather than to consider emotions and intelligence two incompatible points. Hence, a famous psychologist had an important role in generalize the intelligence quotient theory in the 1920s and 1930s, stated that "Social intelligence is the ability to understand others and act wisely in human relations". Srandek believed that intelligence is not composed of a single component because with an intelligence cannot be measured a man's capabilities. So he proposes three types of intelligence: "Social intelligence, objective intelligence and abstract intelligence ". According to him, social intelligence is the ability to understand others and to establish good relationship with them. From this point of view, intelligent person is one who can understand the emotions of others and establish a good relationship with them (Javed, 2003). According to other research, a significant relationship is achieved between emotional intelligence and many variables such as aggression and consistency. Javed, (2003) did other research as the relationship between emotional intelligence and aggression in adolescents. The subjects of this study were adolescents in the age range 12 to 21 years. A result showed that Emotional intelligence training has a negative relationship with aggressive behaviors in adolescents and was determined Emotional intelligence training, reduce the aggression. In another study it was found that Emotional intelligence has a significant negative correlation with Aggression, Delinquent behaviors, Stress and Depression (liauak, 2003). In a study of 111 high school and 12 to 15 years old students was found that adolescents with disruptive behavior have defect in emotional intelligence, especially the ability to understand and manage emotions. This difference in the components of emotional intelligence in children was associated with disruptive behavior and non-disruptive behavior and higher scores on measures of anxiety and depression in adolescents with disruptive behavior. Researchers concluded that emotional intelligence effects on behavioral and emotional components of students' behavior in class. Also, in a research that naghde, adebrad and norane poor do with title "Emotional intelligence training is effective on aggression in first-year high school students of diwandareh city" in 2010, of the 420 students, 120 students were selected randomly and with experimental procedure and pre-test posttest was conducted by control group study. Following the implementation of questionnaire of bass and pare the 30 students who have earned high scores on the test were randomly divided into two groups. These groups in eight sessions were subjected to emotional intelligence training, in the end, both groups responded to the aggression test. Test results showed that emotional intelligence is effective on physical and verbal aggression and anger, but the students did not reduce their hostility.

2. Materials and Methods

The study is descriptive - correlation. The population of this study is all Zirkoh city high school students in 2013-2014 school year. The multi-stage random sampling method was use to select a sample. Thus, from each of departments of the Zirkoh city two schools were selected randomly. Afterward referred to the desired high school and after receiving the students' names, 150 students were selected randomly. According to the research purpose and research background, the following hypotheses were formulated and tested:

Hypothesis 1: There is a significant relationship between independence and aggression.

Hypothesis2: There is a significant relationship between responsibility and aggression.

Hypothesis 3: There is a significant relationship between stress tolerance and aggression.

And Questionnaires of Bar-on (1997) (subscales of independence, responsibility and stress tolerance) and the Aggression Questionnaire (AGQ) were conducted for them and the Pearson correlation test was used for statistical analysis.

A) Emotional Intelligence Questionnaire of Bar-on (1997) has 117 articles and 15 scales that it is provided for measuring emotional intelligence with five degree Likert by Bar-on (1997). Samouei and colleagues after doing some changes to the original text of questionnaire, delete or change some of the articles and reset articles of each scale, this questionnaire was reduced to 90 articles. The reliability of the test by calculating through Cronbach's alpha method for male students was calculated 0.74, for female students was calculated 0.68 and for all subjects was calculated 0.93. Through confirmatory factor analysis the construct validity of the questionnaire was approved by Samouei and colleagues. In the present study, a questionnaire with 18 articles

was used which includes subscales of independence, responsibility and stress tolerance and to determine its reliability, the Cronbach's alpha method was used and a ratio of 0.821 was obtained which represents the optimal reliability coefficient for mentioned questionnaire (Javed, 2003).

B) Aggression Questionnaire (AGQ): This questionnaire consists of 30 questions with four options, 14 questions for measure the "anger", 8 questions for measure the "offensive" and 8 questions for measure the "revenge". Each question has four options (never, rarely, sometimes, and always) and the scores of these options are 1, 2, 3 and 4 respectively. The score which is greater than or equal to 75 is considered as an aggressive person. The questionnaire was validated by Najarian and Zahadyfard in Iran and its reliability has been reported in 85%. Cronbach's alpha method was used to determine the reliability coefficient and the amount of. 0.775 was found that is a good reliability (Najarian, 1996). Also Ismaili Dehaghi (2007) in his research indicates that the Cronbach's alpha of questionnaire which was performed on approximately 120 nurses in pediatric wards of hospitals of Isfahan Medical Sciences University achieved in about 88 to 93% (Ismail Dehaghi, 2007).

3. Results and Discussion

To investigate the relationship between the components of emotional intelligence and aggression of high school male students we collected data from 150 students that according to the table 1 the mean and standard deviation of the independence component is obtained 15.18, 4.76 and the mean and standard deviation of the responsibility component is obtained 15.20, 4.22 and the mean and standard deviation of the Stress Tolerance component is obtained 15.72, 4.83.

Table 1. Correlation between the components of emotional intelligence and aggression

Variables	Mean	Standard deviation	Addition potential	Significance level
Independence	15.18	4.76	-.70	.000
Responsibility	15.20	4.22	-.57	.000
Stress Tolerance	15.72	4.83	-.76	.000

To see the correlation between the independence, responsibility and stress tolerance with aggression in children the Pearson correlation coefficient was used. According to the tables 2 and 3 the correlation between independence and aggression is -0.70 that indicates a high and negative relationship between independence and aggression and according to the significance level that is less than 0.001 this relationship is significant. The correlation between responsibility and aggression is -0.57 that indicates a high and negative relationship between responsibility and aggression and according to the significance level that is less than 0.001 this relationship is significant. The correlation between stress tolerance and aggression is -0.76 that indicates a high and negative relationship between stress tolerance and aggression and according to the significance level that is less than 0.001 this relationship is significant. In fact, all three components of emotional intelligence have negative relation with aggression. Now with the components of emotional intelligence can predict the aggression of high school male students.

Table 2. Multiple correlation coefficient

Significance level	F	Adjusted determination coefficient	Determination coefficient	Correlation coefficient	Model
.000	89.70	0.64	0.65	0.80	1

Table 3. Regression Coefficients

Model	Not standardized coefficients		Standardized coefficients		
	B	Standard error	Beta	t	Significance level
Constant	78.22	2.24		34.90	0.000
Independence	- 0.64	0.17	- 0.27	- 3.79	0.000
Responsibility	- 0.39	0.16	- 0.15	- 2.43	0.016
Stress Tolerance	-1.12	0.16	- 0.48	- 6.77	0.000

Is it possible to predict aggression through the components of emotional intelligence? To answer to this question, multiple regression method was used. The results show that 65 percent of aggression changes through emotional intelligence components (Independence, responsibility and stress tolerance) can be explained that according to Cohen's criteria it is a high number. We used analysis of variance of regression. Results show that emotional intelligence components can significantly predicted aggression ($F = 89.70$, $p = 0.000$, $R^2 = 0.65$). In continuing to see between the three predictor variables (Independence, responsibility and stress tolerance), which are involved in the prediction the regression coefficients table we used. The result showed that all components of emotional intelligence (independence, responsibility and stress tolerance) significantly able to predict aggression.

4. Conclusion

In relation to Hypothesis 1 between independence and aggression There is a significant inverse relationship and the hypothesis is confirmed, also in hypothesis 2 a significant inverse relationship exists between Responsibility and aggression and the hypothesis is confirmed and in hypothesis 3 a significant inverse relationship exists between stress tolerance and aggression and the hypothesis is confirmed. According to table mean of aggression is 46.12 and its

Standard deviation is 11.9107 in the level 99 percent with the correlation coefficient -0.794 with emotional intelligence has a negative and significant relationship. The results are consistent with the research of Javad (2003). Also with the research of Hosseini (2005) between aggression and emotional intelligence there is a negative and significant relation.

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