

Estudio de la relación entre inteligencia emocional y agresividad en estudiantes

Study of the relationship between emotional intelligence and aggression in students

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Resumen

El artículo analiza el desarrollo de la inteligencia emocional en los estudiantes desde el punto de vista de la reducción de la agresividad. La investigación se realizó en 114 alumnos de las carreras de psicología del servicio socio-psicológico en las especialidades de educación y trabajo social. En el estudio se investigaron las posibilidades de reducir la agresión durante la aplicación de programas relacionados con la inteligencia emocional. Las investigaciones han demostrado que existe una relación positiva entre los niveles de agresión y el nivel de inteligencia emocional. Esta relación con bajo nivel de agresividad es significativa ($p=0,05$ nivel). Sin embargo, no existe una relación relevante entre la inteligencia emocional y la agresión verbal y física. Se cree que esta relación tiene un carácter situacional y en muchos casos se manifiesta con más componentes de ira y hostilidad. Asimismo, es significativa al nivel de $r=0.114^{**}$ y $r=0.324^{**}$ y $p<0.001$ en los componentes hostilidad e ira de la agresión. En base a este hecho, se puede decir que la relación entre inteligencia emocional y agresión es significativa a nivel de diferentes componentes, pues a mayor capacidad de manejo de emociones y de la situación intrapersonal, menor agresividad se observa en el comportamiento de los estudiantes. Finalmente, el estudio demostró que la relación entre la inteligencia emocional y el índice de agresión permite la capacidad de controlar las manifestaciones emocionales para mostrar menos agresión hacia las personas que le rodean.

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Palabras clave: Inteligencia emocional, agresión, manejo de emociones, agresión, autorrealización, psicología, conducta.

Abstract

The article analyzes the development of emotional intelligence in students from the aspect of reducing aggression. The study was conducted on 114 students studying psychology from social-psychological service in education and social work specialties. In the study, the possibilities of reducing aggression during the application of programs related to emotional intelligence were investigated. Research has shown that there is a positive relationship between the levels of aggression and the level of emotional intelligence. This relationship with low level of aggression is significant ($p=0.05$ level). However, there is no meaningful relationship between emotional intelligence and verbal and physical aggression. It is believed that this relationship has a situational character and in many cases it manifests itself in more components of anger and hostility. It is significant at the level of $r=0.114^{**}$ and $r=0.324^{**}$ and $p<0.001$ on the hostility and anger components of aggression. Based on this fact, it can say that the relationship between emotional intelligence and aggression is meaningful at the level of different components. It was determined that the higher the ability to manage emotions and manage the intrapersonal situation, the less aggressiveness is observed in the students' behavior. Finally, the study showed that the relationship between emotional intelligence and aggression index allows the ability to control emotional manifestations to show less aggression towards the people around them.

Keywords: Emotional intelligence, aggression, emotion management, aggression, self-actualization, psychology, behavior.

Introduction

In recent decades, interest in the problem of developing emotional intelligence in demands has increased dynamically. This is explained by the fact that in modern times, in the process of formation of mental functions, in the development of personal formations and psychological processes, qualitative changes occur - cooperation, orientation to the world of people, interpersonal communication and spiritual representation (Giniyatullina, 2019). However, in the process of developing emotional intelligence, a number of processes play the role of a barrier, complicating the manifestations of emotional intelligence. Aggressiveness is not an exception in this process.

Researchers put forward the concept of “emotional intelligence” according to the understanding of emotions. This concept is like the ability to act with the inner environment of one's feelings and desires (Hujeroo, 2018), is defined as a set of emotional, personal and social abilities that affect the overall abilities of the personality to understand the relationships that can be represented in emotions, to manage the emotional field based on intellectual analysis and

synthesis (Mayer & Salovey, 1994; Joseph & Newman, 2010), to effectively cope with the demands and pressure of the environment (Bar-On, 2000).

Emotional intelligence is a person's ability to understand and manage his own emotional experience, as well as the ability to understand the emotions of other people and to be adequate in emotional situations (Goelman, 2009). Emotional intelligence includes self-regulation, impulse control, self-confidence, self-motivation, optimism, communication skills, and the ability to build effective relationships with other people (Zvonova, 2018). Research shows that although the favorable environment is the main factor in the development of emotional intelligence, the adequacy of the internal psychological state, including the emotional state, is important. Aggressiveness as an internal factor slows down the manifestations of emotional intelligence, and in some cases prevents its expression.

Currently, there are several theories of emotional intelligence (Meyer & Salovey, 1997; Caruzo & Salovey, 2004). These approaches are used more often in the study of emotional intelligence. This theory is the most widely used (Lyusin, 2004). The theory of emotional intelligence developed by researchers Meyer (1997), Salovey (1997) and Caruso (2004) includes a number of components. They include components such as perceiving emotions, understanding emotions, managing emotions, and using emotions (Lyusin, 2004). Research findings show that emotional intelligence is related to temperament and adaptability. At the same time, it is clear that the predominance of negative emotionality in a child can attract additional attention from adults against the background of possible problems and dangers (Roberts et al., 2004). It is also known that a high level of emotional intelligence has a negative relationship with aggressiveness and neuroticism, and a positive relationship with extraversion (Blanco et al., 2016).

For the other hand, research of Megias et al. (2018) that conducted revealed a negative correlation between aggression and emotional intelligence. However, this relationship depended on types of emotional intelligence, dimensions of aggression, and gender factors. The ability to manage emotions showed a direct relationship with aggression. Emotional perception ability presented an indirect relationship with aggression through the influence of negative affect. These emotional intelligence abilities were correlated with various measures of aggression, highlighting a direct link with physical aggression. Moreover, gender differences showed that women had greater emotional intelligence, higher levels of negative affect, less aggressive behavior, and less association between negative affect and aggression than men (Megías, et. al, 2018).

Although a single universal definition of emotional intelligence (EI) has been debated for decades (Cherniss, 2010), its relevance to personality aggression is widely recognized (Orchard et al., 2009; Roberts et al., 2008). A number of researchers have examined the relationship between emotional intelligence and personality, but with mixed results. The Big Five, the most popular model of personality traits, claimed to be the strongest measure of openness to experience and its relationship to emotional intelligence, however, in a number of studies, the lowest correlation with the dimension of openness to experience has been shown (Dawda and Hart, 2000). In addition, some studies have shown a positive relationship between extraversion and emotional stability and emotional intelligence (Van der Zee et al, 2002; Mc Crae, 2000).

In studies focused on the study of aggression, aggression includes a number of components: physical aggression, verbal aggression, indirect aggression, irritation, suspicion, negativity and resentment (Aluja, 2016; Faayand-Sommer, 2021). Researching the role of aggression in fostering emotional intelligence is genius. Baron and Richardson (2011) believe that aggressive behavior will harm the target in any case, especially if such behavior can be prevented. Aggression is always accompanied by emotional excitement. They distinguish impulsive (or expressive) emotional aggression associated with frustration or other negative effects. At the same time, it is very important to understand the reasons for one's (as well as other people's) emotions. This is not possible without developed emotional intelligence (Berkovich, 2011).

The causes of aggressive behavior can be different, including aggressive behavior can be due to hereditary factors (Vorobiev, 2014). In related studies, evaluating and predicting the behavior of others based on external signs, identifying another's mental state with one's own mental state, and recognizing it is not possible due to cognitive capabilities. The main reason for this is the idea that someone else's mental state cannot be the same as one's own mental state (Sergienko, 2015).

According to the conclusion of numerous researchers, in terms of emotion management and aggression regulation, the focus is more on keeping aggression or anger under sufficient control. The idea that excessive consideration enhances aggression was first proposed by Megargee (1966). He compared people with low inhibitions against aggression (insufficient control) to people with strong inhibitions against aggressive behavior. It has become clear that aggressive outbursts often occur in people who have strong inhibitions against aggressive behavior. The conclusion of these

or other research works is that the necessary success can be achieved not by reducing aggression, but by developing emotional intelligence.

However, developing emotional intelligence is not a system of approaches to reducing aggression. For this reason, the main goal of the article is to determine the points that will lead to the reduction of aggression by increasing the level of emotional intelligence. At this time, what factors play the role of a barrier to the development of emotional intelligence, we will examine these issues.

Methodology

Design

The purpose of research which is conducted by us is to determine the relationship between the levels of emotional intelligence and levels of aggression in demands. For this purpose, quantitative and qualitative samples were used. The method of approach in the study was the example of releasing aggression due to the development of emotional intelligence. The quantitative approach was taken as a methodological direction in the research (Denzin & Lincoln, 1994). These authors affirm that quantitative information is information about quantities and therefore numbers, while qualitative information is descriptive in nature and refers to a phenomenon that can be observed but not measured, such as language. In addition, we can study whether communication style can explain the expected negative relationship between emotional intelligence and aggression within a variable-centered approach. Because individuals with a high level of psychological resources feel safe, they can suppress aggressive behavior for the sake of the well-being of others and prevent their aggressive behavior by taking care of their concerns (Maria et.al., 2022).

Participants

The study was conducted on the requirements of students studying psychology, social-psychological research in education and social work at Odlar Yurdu University of the Republic of Azerbaijan. The same number of 38 (20 female students - 18 male) students were taken in each specialty group. A total of 114 students participated in the study. 54 of them were boys (47.37), and 60 (52.63) were young girls. 90.30% of regularly attending students of both sexes participated in classes. Various methods were discussed with them and their consent was obtained. The sample

size was obtained based on a theoretical correlation coefficient of $r = -0.113$ between emotional intelligence and aggression, as suggested by recent meta-analyses by Vachon et al (2014).

Instruments

Several methods were used in the study. One of them is the Bar-On model (Bar-On, 1997), which allows measuring emotional intelligence. Bar-On defines emotional intelligence as all non-cognitive abilities, knowledge and skills that allow a person to successfully cope with various life situations (Sternberg, 2002). R. Bar-On identified five areas of competence that can be defined by the five components of Emotional Intelligence; each of these components consists of several subcomponents:

1. Self-awareness: differentiating emotions, self-confidence, self-esteem, self-actualization, independence.
2. Interpersonal skills: empathy, interpersonal relationships, social responsibility.
3. Adaptability: problem solving, communication with reality, flexibility.
4. Management of stressful situations: resistance to stress, control of impulsivity.
5. Dominant mood: happiness, optimism (Manilova, 2006).

The development of EI models can be described as follows. The original Salovey and Meyer model included only the cognitive abilities associated with processing emotional information. Then, a change in the direction of strengthening the role of personal characteristics in the interpretation of the concept was determined. The extreme expression of this trend can be considered the Bar-On model, which generally refuses to attribute cognitive abilities to EI. The legitimacy of this approach is questionable, as the concept of EI becomes entirely metaphorical. In psychology, intelligence is always understood (regardless of its form and what theoretical positions one or another author adheres to) some cognitive characteristic related to information processing. If EI is interpreted as an exclusively personal characteristic, then the use of the term “intelligence” becomes unwarranted (Lysin, 2006).

Provides separate points for the instrument and the total score for each branch's total EI; The scores were calculated based on the consensus norms of an expert who scanned. These two types of norms are strongly correlated ($r > 0.90$) (Mayer et.al., 2003) and reliability between the two variants is between 0.76 and 0.91 for each of the four branches separately (Mayeretal, 2003). In

the present study, we used consensus and norms to calculate scores for each of the four branches. The total EI Test scores were standardized by the publishers ($M = 100$, $SD = 15$) and the reliability of both methods was based on a consensus criterion of 0.93. Test-retest reliability was conducted after 3 weeks and a reliable result was obtained (0.88) (Mayer et al., 2003).

At the same time, Buss and Durkee (1957) methodology was used to determine aggression in the study. The authors of this test believe that aggressiveness has a quantitative and qualitative characteristic. Like any property, it has a different degree of severity: from almost complete absence to its ultimate value. Every person should have some degree of aggression. Otherwise, it will be a passive and compliant personality. Excessive development of aggressiveness determines the whole appearance of the personality, it can turn into a conflict, cannot cooperate consciously, etc.

Finally, methodology consists of 75 questions and 8 exercises. In the methodology, the index of hostility includes 5 and 6 scales, and the index of aggression (both direct and encouraging) includes 1, 3, 7. The norm index of aggressiveness is shown in the scale (Buss & Durkee, 1957). The self-actualization method (SAT) was also used in the study. Self-actualization is a complex human quality. Each of us has different components to varying degrees. CAT test helps to measure this rank. An adapted version of Everett Shostrom's POI questionnaire (Personal Orientations Inventory) was used in the study. The test contains 126 questions and 14 scales, each of which corresponds to a specific characteristic of self-actualized personality (Shostrom, 1999).

Data collection

The study began with an empirically derived and validated approach to the problem; permission was then sought from the educational institution to access the information through a documentary submission required by the authority. Once agreed, the tools were applied so that the data were entered into SPSS 22 statistical software for differential analysis according to the proposed objectives. After processing, they are clearly presented and summarized in tables with necessary analysis and comments.

Statistic procedure

Data from the questionnaire and methodology were coded and analyzed using the SPSS 22 computer program. The EI methodology was used to determine and evaluate the psychological characteristics of the relationship between emotional intelligence and aggression and self-

actualization and the Buss and Durkee (1957) methodology was used to study aggression, and the POI survey-Shostrom methodology (1999) was used to study the relationship between self-actualization and EI and the relationship between aggression indicators and self-actualization. These methods promote the qualitative analysis of the relationship between emotional intelligence and aggression and the clarification of its psychological mechanisms.

Ethical criteria

An ethics committee was involved prior to this study; In addition, international ethical aspects of beneficence and non-maleficence were taken into account in the study, therefore, the results are aimed at achieving the goals for the benefit of the participants without any intention of harm under any circumstances. Likewise, his physical or mental condition is not impaired (Fouka & Mantzourou, 2011). Since the willingness to participate in the study is subject to informed consent and consent, the principle of autonomy was also taken into account.

Results

In order to determine the differences in emotional intelligence between girls and boys with different levels of aggression, we divided the sample into 2 groups according to the gender of the respondent, and differences in emotional intelligence were found in each group. For this, a non-parametric criterion, the Kruskal-Wallis criterion, was used. Because our sample does not fit a normal distribution. The results of calculations for this criterion are presented in Table 1.

Table 1

Indicators of statistical results of emotional intelligence of demands with different levels of aggressiveness

Components	Low level of aggression (average indicators)	Average level of aggression (averages)	High level of aggression (average indicators)	Criterion H	P-Level
Understanding one's emotions	154, 6	289,7	165.5	12.56	0.036
Management of emotions	169,8	326,5	45	18.87	0.005
Exponentiation coefficient	192, 4	395, 3	60	9.02	0.023
Management of emotions	148,5	343,5	56.5	16.44	0.005
Understanding of emotions	156	230,5	160.5	12.36	0.017
Intrapersonal EI	170,5	386,5	70.3	11.85	0.012
General level of EI	169	360.0	120	11.65	0.048
Self-motivation	138,6	390.0	86	13.23	0.005
Managing the emotions of others	124,5	285,4	140	7.62	0.039

As can be seen from Table 1, indicators of emotional intelligence are prominent at all levels of aggression, which are reduced in their demands. Students with a high level of aggression have a low level of understanding their own emotions and the emotions of others. If nothing else, understanding and controlling one's emotions is characterized by low levels of aggression. In addition, the self-actualization method was used to determine the relationship between aggression and emotional intelligence. The goal is that self-actualizing people have high levels of emotional intelligence, and determining its relationship with aggression is possible by identifying indicators of emotional intelligence with aggressive behavior.

Table 2

Indicators of correlations between students' levels of aggression and self-actualization

Levels of aggression	Self-actualization	Average indicators
High	114	0.116
	0.116*	0.097
Low	0.184*	114
	0.019	1

Note: * correlation is significant at the 0.05 level (2-way relationship).

As can be seen from Table 2, there is a positive relationship between the levels of aggression and the level of emotional intelligence. This relationship with low level of aggression is significant at $p=0.05$ level. However, there is a positive relationship between the high level of aggression and the level of emotional intelligence of students. This relationship is significant at the $p= 0.05$ level. This fact shows that there is a relationship with the levels of emotional intelligence at both levels of aggressiveness of demands. Although dependence is observed here, the presence of the same result on both criteria makes this dependence insignificant.

Table 3

Indicators of the level of aggression with the components of emotional intelligence in students

Variables	The variable R	P
Adaptation	0,053	0.000
Internal personal skills	0.158**	0.000
Internal personal skills	0.318	0.044
General mood	0.088	0.000
Management	0.498**	0.068
Of emotions		

As can be seen from Table 3, according to the results of the Pearson test, there is a correlation between emotional intelligence and aggression. This feature is manifested in several components of emotional intelligence. However, in some components this relationship is weak or absent. In addition, the relationship between subcomponents of emotional intelligence and levels of aggression is significant at $\text{sig}=0.000$, $p<0.01$.

As can be seen from Table 3, the relationship between internal personal skills, which are components of emotional intelligence, and the level of aggression is significant at the level of $r=0.158^{**}$, $p=0.000$. Also, the relationship between the management of emotions and the level of aggression is significant at the level of $r=0.498^{**}$, $p=0.068$. Also, the relationship between emotion understanding and aggression is significant at the level of $r=0.564^{**}$, $p=0.001$. These facts show that with the increase of emotional intelligence, aggression can be normalized or reduced. It can be assumed that at this time, the student reduces autoaggression or improves mood because he

understands the emotions of his peers or because the feeling of empathy increases. However, research has shown that no observable correlation between mood and levels of aggression.

Table 4

Indicators of relationships between components of aggression and emotional intelligence in students

	Agression	Physical agression	Verbal agression	Anger	Hostility
Emotional intellect	0.272**	0.146	0.112	0,114**	0.324**
Physical agression		0.658**	0.486**	0.790**	0.576**
Verbal agression			0,218**	0.336**	0.386**
Anger					0.238**
Hostility					0.408**

As can be seen from Table 4, the relationship between the components of aggression and emotional intelligence in students is evident. These relationships are different for different components of aggression. The study showed that there is no meaningful relationship between emotional intelligence and verbal and physical aggression. It is believed that this relationship has a situational character and in many cases it manifests itself in more components of anger and hostility. As can be seen from Table 4, it is significant at the level of $r=0.114^{**}$ and $r=0.324^{**}$ and $p<0.001$ for the hostility and anger components of aggression. Based on this fact, we can say that emotional intelligence has a relationship with aggression at the level of different components, not as a whole.

As can be seen from Table 5, there is a significant relationship between students' understanding of emotions and aggressiveness (at the $r=0.22^{**}$, $p<0.001$ level) and , there is a significant relationship between emotion management and aggressiveness, behavioral flexibility ($r=0.56^{*}$, $p<0.05$) and there is also a significant relationship between understanding other people's emotions and aggressiveness ($r=0.69^{**}$, $p<0.001$ level), between experience ($r=0.268^{**}$, $p<0.001$

level). As can be seen, there is a significant relationship between the subcomponents of emotional intelligence and the scales of self-actualization. However, these relationships showed that some components were correlated with the aggression scale.

Table 5
Correlative relationship between educational motives and

	Self-awareness	Cognitive demands	Aggressiveness	Creativity	Flexibility of behavior
Understanding emotions	0,36**	0,34 **	0,22*	0,34**	0,21*
Emotional management		0,46**			0,34**
Management of emotions	0,36**		0,56**	-0,44**	- 0,64*
Managing the emotions of others	0, 42**	0,19*	0,69**		0,46*
Self motivation	0,42**	0,52**			
Exponentiation coefficient			0,68**		0,76*

self-actualization in students of different faculties

This fact confirmed the results of the previous test, and it can be concluded that there is a correlative relationship between the self-actualization of demands and their emotional intelligence, and this relationship is more pronounced against the background of reducing aggression in each case. This fact is more prevalent among female students, which shows that girls prefer getting a diploma rather than self-realization. It can be concluded that can be implemented by using the necessary motives to develop students' self-realization. So our proposed approach is justified. Thus, the way to increase emotional intelligence is one of the main conditions for the release of aggression. This should be taken into account.

Discussion

Our research showed that the relationship between emotional intelligence and aggressiveness is not complete, but there are relationships with substructures of emotional intelligence and some forms of aggression. Overall, the results of this study are confirmed in a number of studies. Thus, the fact that emotional intelligence significantly predicts aggressiveness has been confirmed (Behrouz et al., 2008). The results of this study show that there is a significant relationship between emotional intelligence and aggression. Therefore, it is important to use appropriate training programs to develop emotional intelligence, which can lead to social development and the development of interpersonal relationships (Behrouz et al., 2008; Maxwell & Moores, 2008; Robazza et al., 2004).

Although a number of studies have indices of conformity according to our study, in some these facts do not coincide. Thus, negative relationships between variables of aggressiveness and important aspects of emotional intelligence have been determined. That is, a decrease in emotional intelligence creates the basis for an increase in aggression. The result of this study was consensus. Consistent with the results of Parker et al. They found that high emotional intelligence can be a protective factor for mental and physical health, and low emotional intelligence can cause serious problems in personality behavior (Parker et al., 2001).

In many studies, higher levels of empathy are associated with lower levels of aggression (Maria et al., 2022). These findings are consistent with our study. The results showed that the negative relationship between emotional intelligence and aggression ($r = -0.34$, $p < .001$) was particularly relevant for hostility and anger and aggression subscales ($p < .001$). It was also found that there were significant gender differences for emotional intelligence ($p > .001$). Except for the physical aggression subscale, male students scored higher on the aggression scale than female students ($p < .05$). The results showed that emotional intelligence is a protective factor against specific aspects of aggression. Therefore, appropriate management programs should be developed and through them it is possible to prevent aggressive behavior by increasing different dimensions of emotional intelligence (Bibi et.al, 2020)

Also, it had been found that there exists a huge difference between the degree of emotional intelligences (HEI, MEI & LEI) on aggression of adolescent girls as compared to adolescent boys. Boys were discovered to be more aggressive, while girls were discovered to be emotionally intelligent. Emotional intelligence has no effect on the extent of violence in boys. Other factors

(peer pressure, media violence, and drug impact, for example) also can play an area within the event of aggression (Mambra, 2021).

In addition to all this, the influence of emotional intelligence on sportsmen's aggressiveness has also been studied. A study conducted by Balcıkanlı and Yıldırım (2011) showed that empathy increases the level of thinking in football players as a commitment to sports, responsibility and increased levels of compliance, and respect for social norms and rules emerges. This study supports the negative relationship between aggression and interpersonal skills. There are quite a lot of such studies, and there are overlapping points in each of them. The conclusion reached in the studies conducted with students is that the development of emotional intelligence lowers the level of aggression in various forms and regulates interpersonal relations.

Limitations and further research

Although the present study is consistent with other studies, there are some limitations. These limitations are primarily due to the inclusion of fewer respondents in the selection process, as well as the inclusion of one university. The data is based on the answers to the test questions related to the study of the impact of emotional intelligence on their level of aggression within the university. At the same time, the randomness of the selection and the lack of a solid methodology of emotional intelligence and the diversity of research in this field have complicated the research process.

For the other hand, data were collected over a limited period of time and accompanied by a limited number of participants. However, the results obtained in this study can strengthen existing approaches in this field in a specific national-ethnic environment and cultural context and provide different perspectives on scientific circulation with a larger sample size in terms of quantitative analysis for future research. It can also be a basis for making suggestions for future research within the framework of a new methodological approach, that is, through the development of emotional intelligence, rather than through the traditional release of aggression.

Conclusion

This research showed that the higher the ability of demands to regulate external and internal manifestations of emotions, which are subcomponents of emotional intelligence, the less likely it is to react to external stimuli, including aggressive behavior. Also, the higher the ability to manage emotions, the lower the reaction of resentment and hostility towards the surrounding people. The

higher the ability to manage emotions and the internal state of the personality, the less hostility is observed in the students' behavior.

The same way, the study showed that the relationship between emotional intelligence and aggression index allows the ability to control emotional manifestations to show less aggression towards the people around them. Summarizing the research and its results, it can be concluded that there are significant relationships between emotional intelligence and aggression indicators in students.

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