Factors Affecting the Incidence of Aggression in Guidance School Students

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Abstract: One hundred and eighty five guidance school students were selected using the random sampling method with the purpose of investigating factors inside and outside of schools that are effective in the appearance of aggressive behavior in boys attending guidance schools in BandarAbbas. Noodargah’s affective family climate questionnaire Schutte Emotional Intelligence Scale (EIS), YarAhmadi’s life skills questionnaire, and Eysenck Aggression Inventory (EAI) were completed for measuring the predictor, the emotional intelligence, the life skills, and the criterion variables, respectively. The obtained data was analyzed by using the correlation matrix and through calculating the coefficient of correlation of multiple regressions. The results of this analysis showed that the affective family climate and the emotional intelligence and life skills of juveniles are suitable model for anticipating aggression in juveniles because they explain 76.1% of the variance of aggression in guidance schools male students. The results in this study indicated that affective family climate, and the emotional intelligence and life skills of juveniles have a significant relationship with the appearance of aggression in boys attending guidance schools.

Keywords: Juveniles, Aggression, Affective family climate, Emotional intelligence

INTRODUCTION

Nowadays, given the system of socio-historical conditions existing in our country, one of the most troubling difficulties teachers and schools are confronted with is the appearance and occurrence of problems related to the prevalence and increase in aggression in guidance schools and high schools. Aggression can be observed in different forms such as deranged or chaotic behavior, rebellion, damage inflicted on school property, quarrels and fights among peers and classmates and, in some cases, even threats leveled against teachers. In most of the present day societies in the world, aggression is on the rise due to the influences of movies and (computer) games on peers. Consequences of aggressive behavior may not be restricted to juveniles and schools: if aggressive behavior is repeated, it may be considered as a life style by juveniles and result in the development of negative feelings towards friends, teachers, the school environment, and even towards learning disorders. This will broaden the scope of pessimism in juveniles and make them susceptible to using narcotics, delinquency, hurting others, committing suicide, and fighting laws.
Studies conducted in this regard indicate that if the mental and psychic health of juveniles are not paid attention to juveniles face and experience aggressive behavior, they will become susceptible to exercising aggressive behavior towards themselves and towards others. The main source of satisfying the mental and physical needs of children is the family, and if the security and physical needs of children are paid attention to and satisfied, they will be less likely to face mental and developmental crises. Despotic behavior towards and humiliation and rejection of children by their families are among factors fanning the feelings of disappointment and failure, and hence aggressive behavior, in children. Despotic behavior that exceeds the tolerance of children causes the appearance of aggressive behavior in children. Ability of, and capacity for, controlling emotions and thoughts, self-assertion, and cognition of one's own feelings and those of others, is called emotional intelligence. Emotional intelligence plays an important role in shaping interpersonal relationships of people and in controlling their thoughts and behavior. Many of interpersonal problems such as assuming responsibility, having intimate relationships with others, and expressing love and affection are under the influence of emotional intelligence.

Emotional intelligence seems to be among the most important factors that are influential in laying the foundations of, and in developing, human relationships and interactions, and in adjusting one's strategies in relation to others. This trait is one of the most manifest human characteristics in adjusting the relationships one has with others, and it causes one's adaptability to environmental pressures and external stressful conditions to grow. Life skills are a set of abilities that bring about one's greater adaptation to the environment, cause the appearance of positive and useful behavior, and enable one to assume social responsibilities (without hurting other people) and to have effective interpersonal relationships. Human development in all the ethical, affective, cognitive, and social dimensions requires skills and awareness; and when one acquires skills in any area, he/she will attain better insight and make more progress. Social skills and appropriate meetings and interactions with other people are one of the problems faced by people, especially by juveniles. Therefore, life skills play an important and positive role in the way interactions take place and social relationships develop. Ginter believes that many of the unsound and undeveloped relationships people have result from lack of basic life skills, and that teaching these skills can have a therapeutic role. Teaching life skill causes an improvement in interpersonal relationships and in understanding the rights of other people. Albertyn et al. concluded from their research that teaching life skills increases people's ability in controlling stressful situations.

One of the important and effective factors in controlling juvenile behavior is the school environment. If schools take into consideration the development of special programs and strategies related to teaching life skills such as anger management, or if they can create normal and aggression free relationships
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among students in schools, they can effectively reduce aggressive behavior both during school years and during juvenility and later stages in life. In this research, an attempt has been made to address factors that create aggression inside and outside schools. Factors such as the affective family climate, the relationships among family members, the school environment, the socioeconomically position of the family, social skills, the role of emotional intelligence in the appearance and control of aggression, school and classroom management and its influence on and relationship with the way correct interactions among students can be effected, teaching students the correct manner of establishing relationships with others, and the conception students have concerning school, learning, and teachers (and the effect of this conception on the viewpoint of students regarding interpersonal relationships), are studied and investigated. The fact that juvenility is one of the most sensitive stage in the life of people justifies research carried out concerning aggressive behavior in juveniles attending guidance schools. The purpose of this research was to find effective factors related to juvenile aggression inside and outside of guidance schools in the city of BandarAbbas.

Poulin and Boivin in the study they conducted under the title of aggressive behaviors came to the conclusion that peers are one of the important and effective factors influencing the extent of the appearance of aggression in juveniles. In their conclusions, they stated that this aggressive behavior results from modeling and that this modeling is the reason for the enhancement and continuation of aggressive behavior. Results obtained in a study conducted by Olweus titled “Aggression in Schools, What is our duty, and What can we do about It?” showed that the personalities and attitudes of aggressive students are somewhat different from those of normal students, and that aggressive students are somewhat aware of their own behavior but lack the ability to understand and control it. One of the main duties of parents is to help juveniles better understand and solve the problems of this critical period of their lives. During the period of juvenility, juveniles may rebel against the views of their parents; and misbehavior and aggressive behavior on the part of juveniles may disrupt the lives of their parents. Many factors influence the shaping of the temperament of a juvenile, the most important of which is the family. Rothberg and Kidder believe that the forming of the temperament of a juvenile is directly related to the affective climate in the family; i.e., families suffering from affective and emotional problems will usually raise children who behave aggressively and who are touchy and crabby.

Results of the study conducted by Godbby and Courage on stress management demonstrated that people with greater emotional intelligence make use of better ways of coping with stress and anxiety. A lot of research has been carried out suggesting the existence of a relationship between emotional intelligence and aggressive behaviors. Abdullah in his study related to emotional intelligence, social confrontation and social adaptation concluded that emotional intelligence is one of the influential factors in adaptive behavior and...
emotion control when facing stressful situations in life and in every day affairs. In another study, also on the feature of emotional intelligence and adaptability in juveniles and on the behavior of the parents of juveniles which was conducted by Alegre and Benson\textsuperscript{15} founded that emotional intelligence is a relatively stable personality trait that is acquirable to some extent and that influences many affective and emotional behaviors of individuals in different situations, including critical ones. Animasahyn\textsuperscript{16} carried out a study about aggressive behaviors and emotional intelligence and came to the conclusion that emotional intelligence is one of the major factors in tolerating stress, in psychological tenacity, and in the improvement of interpersonal relationships, that it raises the threshold of tolerance, increases the capacity of people to think logically in general, affective, intimate, and positive relationships among family members cause the development of social and personal adaptability in the children of such families. Zollinger et al.\textsuperscript{17} conducted a three year study on teaching lifeline and social skills to juveniles and found that teaching such skills had a manifest and effective influence in increasing the levels of scientific and practical capabilities of juveniles and substantially changed the attitudes, thoughts, and behavior of juveniles so that they could acquire a correct and developed social model.

Therefore, the period of juvenility is one of the most important and outstanding periods of mental, affective, social, religious, and mental growth that, given the presence of stressful factors inside and outside schools, due to the difficulties of personal and inter-personal communication and, in general, because of the presence of stressful factors in life it is necessary that everybody receive education necessary for acquiring social skills and for establishing healthy and unharmed relationships.

**MATERIALS AND METHODS**

This research is of the descriptive-survey type in which questionnaires on aggression, on the affective climate of families, on emotional intelligence, and on life skills were used as the instrument for collecting data. The statistical population consisted of all boys attending guidance schools in BandarAbbas in the school year 2012-2013. The random sampling method was used to select students from each of the guidance schools; and the final sample included 185 students.

The Eysenck Aggression Inventory (EAI): This questionnaire, developed by Eysenck in 1970, contains 30 items each offering three options, and consists of the seven sub-scales of aggression, boastfulness, victory seeking, shrewdness, thrill seeking, fanaticism, and manliness. The maximum score for aggression is 90 and the minimum 30 (with high scores of aggression suggesting great degrees of aggression). The reliability of this questionnaire was calculated by a group of experts in psychology through using the internalized uniformity test for the validation feature of which there is satisfactory evidence. Using Cronbach’s alpha test, MohammadTehrani\textsuperscript{18} reported 0.74 the validity coefficient of the questionnaire.
The questionnaire for assessing family affective climate: This questionnaire was developed by Noudargahfard\textsuperscript{19} to assess affective family climate. It contains 35 items each offering the five options of never, rarely, sometimes, often, and very often. High scores represent suitable affective environment, while low grades indicate poor affective climate. Using the split-half method, the validity coefficient of this test was reported 0.94; and, hence, it can be concluded that this test shows good validity. Experts have confirmed the content validity of the items in this questionnaire; and, therefore, this can be interpreted as evidence of the validity of the questionnaire.

Schutte Emotional Intelligence Scale (EIS): This questionnaire was designed and formulated by Schutte et al.\textsuperscript{20} on the basis of the emotional intelligence model of Mayer and Salovey\textsuperscript{21} assessed and evaluated emotional intelligence. It includes 33 statements each of which is scored with one of the five options of completely (against = 1), (against = 2), (neither for nor against = 3), (somewhat for =4), and (completely for =5). Statements number 5, 28, and 33 are inversely scored: completely against = 5; completely for = 1. The total score is obtained from the sum of the scores of all the statements. High total scores stand for great emotional intelligence, while low total scores represent weak emotional intelligence: Total scores of lower than 97, between 98 and 114, from 115 to 131, from 132 to 148, and higher than 148 indicate very weak, weak, average, strong, and very strong emotional intelligence, respectively.

The life skills questionnaire: YarAhmadi\textsuperscript{22} developed this questionnaire to evaluate the degree of success in teaching life skills to guidance school students. It has the following components: (1) the ability to solve problems, i.e. the use of effective and adapted strategies to cope with difficulties, (2) the ability to make decisions, i.e. to make effective decisions concerning problems faced in life after investigating the different aspects of each problem and taking into consideration the consequences of each option, (3) the ability to establish relationships with the people one sees around himself/herself, to keep in mind the rights of other people, and to be sensitive to the feelings expressed by other people, (4) being a responsible citizen; that is, the recognition of the rights and responsibilities of citizenship, and of social issues, norms, and rules governing the management of cities and villages, (5) being a citizen of the world; i.e., the ability to observe and understand international problems. This questionnaire includes 40 items each with the five options: (completely agree = 5), (slightly agree =4), (neither for nor against =3), (against = 2), (completely against = 1). Making a high score in this test means greater awareness of life skills among students. The validity coefficient calculated using Cranach's alpha test has been reported to be 0.76. Experts have confirmed the content validity of the questionnaire; and the correlations between the scores of all of items with the total score for the questionnaire have also been positive. Given the type of this research, in which simple and multiple relationships of the variables must be assessed and tested, the coefficient of correlation of simple and multiple regressions was employed and each of the
mentioned statistical methods was used, when needed, to assess simple or multiple relations of each of the variables.

RESULTS

Table 1. Correlation between aggression and emotional intelligence, life skills and affective family climate) in guidance school male students

<table>
<thead>
<tr>
<th>variables</th>
<th>affective family climate</th>
<th>Life skill</th>
<th>Emotional intelligence</th>
<th>aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggression</td>
<td>-0.78**</td>
<td>-0.65**</td>
<td>-0.49**</td>
<td>1</td>
</tr>
<tr>
<td>emotional intelligence</td>
<td>-0.26**</td>
<td>0.21*</td>
<td></td>
<td>-0.49**</td>
</tr>
<tr>
<td>life skill</td>
<td>-0.32**</td>
<td>1</td>
<td>0.21*</td>
<td>-0.65**</td>
</tr>
<tr>
<td>affective family climate</td>
<td>1</td>
<td>-0.32**</td>
<td>-0.26**</td>
<td>-0.78**</td>
</tr>
</tbody>
</table>

p**<0.01  n= 185

Table 1 shows the correlations among all the anticipatory variables in boys attending guidance schools. As can be seen in this table, there is a significant relationship between the affective family climate and aggressive behaviors in boys attending guidance schools (n = 185, r = -0.78, p ≤ 0.001). There is also a negative and significant relationship between emotional intelligence and aggressive behaviors in boys attending guidance schools (n = 185, r = -0.49, p ≤ 0.001). Life skills and aggressive behaviors in boys attending guidance schools are negatively and significantly related too (n = 185, r = -0.65, p ≤ 0.001).

Table 2. Multivariate correlation between emotional intelligence, life skills and affective family climate in guidance school male students

<table>
<thead>
<tr>
<th>entered Variables</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>DF</th>
<th>F</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>life skill</td>
<td>0.874</td>
<td>0.765</td>
<td>0.761</td>
<td>3, 181</td>
<td>195/976</td>
<td>0.000</td>
</tr>
<tr>
<td>affective family climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>entered Variables</td>
<td>β</td>
<td>T</td>
<td>Sig</td>
<td>Partial</td>
<td>part</td>
<td></td>
</tr>
<tr>
<td>affective family climate</td>
<td>0.49</td>
<td>9.811</td>
<td>0.000</td>
<td>0.589</td>
<td>0.354</td>
<td></td>
</tr>
<tr>
<td>life skill</td>
<td>-0.31</td>
<td>-8.878</td>
<td>0.000</td>
<td>-0.422</td>
<td>-0.226</td>
<td></td>
</tr>
<tr>
<td>emotional intelligence</td>
<td>-0.39</td>
<td>-6.256</td>
<td>0.000</td>
<td>-0.551</td>
<td>-0.320</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the three variables of emotional intelligence, life skills, and the affective family climate have significant relationships with the student's aggression attending guidance schools exhibit outside of schools. A significant model was obtained (R = 0.87, p < 0.001, F = 195.97, and N = 185) by using the
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enter model. This model explains 76.1% of the variance \((76.1 = \text{Adjusted R Square})\). All three variables are good predictors of the aggression guidance school male students. Therefore, the affective family climate, emotional intelligence, and life skills are significant predictors.

DISCUSSION

Results obtained from analysis of factors effective in the appearance of aggression in juvenile students indicate that besides juvenile temperament, factors effective and important in relation to aggression include personality traits, juvenile characteristics, the affective family climate, emotional intelligence, and life skills. Results obtained from analysis of information suggest that there is a significant relationship (with the regression coefficient of 0.87) between the affective family climate and aggressive behavior in boys attending high schools. Since affection takes shape in the family, the way children are treated in the family, and the behavior of the parents towards their children in the family, is one of the effective factors in the appearance of aggressive behavior in juveniles. Therefore, if families become sources for the disappointment of juveniles and do not satisfy the material and mental needs of juveniles, and if parents and children are not able to form intimate and close relationships with each other, it can be expected that the result will be the appearance of aggression in juveniles. Results of this part of our research are in line with those obtained in research conducted by Griffin\(^{23}\) on the behavior and actions of parents as a predictor factor of aggressive behavior in juveniles. He concluded that unfavorable affective climate in the family, crabby parents, and threats and punishment directed at and inflicted on children by their parents will cause the appearance of aggression in children, that, therefore, a desirable and intimate climate in the family will result in having children with polite temperament and respectful behavior, while an undesirable climate in the family will result in having children who exhibit violent and aggressive behaviors.

Results we obtained show that there is a negative and significant relationship between emotional intelligence and aggressive behavior \((r = -0.49, n = 185, p \leq 0.001)\). In explaining these findings, it can be said that aggression is a kind of emotion and is considered to be one of the problems juveniles face when they want to establish relationships with others. Results of this part of our research are to a large extent in agreement with those found in the study carried out by Naghdi et al.\(^{24}\) conducted using the experimental method on 30 aggressive students chosen at random, taught emotional intelligence to these aggressive students in eight sessions. The results they obtained showed that teaching emotional intelligence can be effective in reducing anger and physical and verbal aggression. Therefore, emotional intelligence plays an important role in the ability to manage emotions and in processing emotional information that includes the correct assessment and adjustment of adaptive relationships. Consequently, the level of emotional intelligence has an important role in managing and tolerating stress, and it causes an increase in the threshold of
tolerance and in the logical and rational beliefs when making decisions about daily life affairs.

Results in Table 1 suggest there is a negative and significant relationship between life skills and aggressive behaviors (the two-tailed test, \( r = -0.65 \), \( n = 185 \), \( p < 0.001 \)). This means that having life skills can somewhat prevent aggressive behavior so that one is able to resort to suitable behavior instead of opting for violent behavior. Mack\(^{25}\) carried out a study on disordered behavior in children and juveniles and found that teaching life skills brings about the formation of some sort of behavioral model for juveniles with disordered and aggressive behavior so that these juveniles exhibit suitable behavior towards their parents, teachers, and peers and form good interpersonal relationships.

This means that aggressive juveniles have not properly acquired the necessary skills to adapt themselves to their environment and to establish interpersonal relationships, and that they may, as a result of lacking such skills, resort to violent behavior. Therefore, teaching life skills to this group of juveniles provides them with an opportunity to acquire the knowledge necessary for improving and correcting their behavior.

Kiesner and Kerr\(^{3}\) believe that the major part of human behavior is dependent on many factors in the interpretation and alteration of which we should not neglect the role played by each one of them. This rule also applies to the shaping of the behavior and beliefs of juveniles. Juveniles are influenced by their family, the media, their teachers, the socio-cultural contexts, and the socio-historical conditions; and they behave proportionally to their family texture, the culture and history of their society, their school friends and peers. Results of our study suggest that teaching, training in, and developing factors such as lifeline and social skills, emotional intelligence, and intimate relationships in the family and at school are needed for having healthy families, societies, and schools, and that the necessary knowledge and skills must be developed to be able to pay attention to juvenile personality traits and the characteristics of juveniles and to try to raise and bring up healthy individuals.

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