



The Effect of Anger Management, Training on Students' Emotional Intelligence

Aghdas Safari ^{1*}, Diana-Lea Baranovich ¹, Mohamad Reza Jafary ²

¹Faculty of Education, University of Malaya

²Department of Language Education and Humanities, University Putra Malaysia, Malaya

Email: aghdassafari@yahoo.com

(Received Nov 2013; Published June 2014)

ABSTRACT

The main topic of this research is how teaching anger management, skills affects emotional intelligence of first year university female students of Roodehen Islamic Azad University in Iran. The study population is all first year female students of Roodehen Islamic Azad University. The study was carried out on 60 students who were selected by multi-stage randomized sampling method and were divided into the TWO groups (experimental and control, with 30 students in each group). Before carrying out the experimental intervention (presentation of the independent variables), the TWO groups were given the pre-test using the Emotional Intelligence questionnaire (EQI). Then, the students in experimental group attended five 2-hour training sessions of anger management. One week after the intervention, the two groups were post-tested again using the EQI. The data were analyzed using Ancova method (analysis of covariance) t-test and Mann-Whitney U Test. Results of the study indicate that training in anger management, skills will lead to increased Emotional Intelligence of female students, compared with the control group.

Keywords: Emotional Intelligence (EI), anger management, Emotional Quotient Inventory, Bar-On (EQI)

DOI:10.14331/ijfpss.2014.330041

INTRODUCTION

Scientific and technological developments have overtaken humanity with a vast variety of new experiences and potential problems in today's life. Unfortunately, according to recent social-psychological research, the capability, adaptability and practical skills of most people are insufficient to effectively dissolve their individual and social difficulties. Therefore Emotional Intelligence (EQI) with emphasis on significant aspects of individual and social life is the key concept and undeniable principle for survival (Bar-On, 1997, 2002). Anger is an alternate and natural emotion; anger is also an out-coming response to pain in one form or another (physical or emotional). Anger can happen when people do not feel

fine, when they feel rejected and discouraged or experience some loss (Smith & Lazarus, 1993). Anger is the bridge both to physical and verbal aggression and to hostility (Cherniss, 2010). Research has shown that it is possible for people to learn to control their anger, even following relatively brief training sessions (Cohen & Sandy, 2003). Higher levels of anger and anger expression may be an outcome of lower levels of EQI (Durlak, Weissberg, & Pachan, 2010). According to findings of many studies, there is a significant correlation between emotional intelligence and many variables such as aggression (Schutte, Malouff, & Bhullar, 2009). Perspectives in social-emotional education: Theoretical foundations and new evidence-based development in current practice. Perspectives in

Education has focused on two factors which are considered very important and show the high demand for improving emotional skills. The first factor involves being attentive to the youth's problematic behaviours such as aggression, social stress, dropping out of school, depression and loneliness. The second factor is insufficient training required for students to improve their awareness levels of their responsibilities within society. The first year of college is a new and exciting adventure, but one that may come with a few challenges along the way while there are many changes occurring in students' new campus life. There are many problems that first-year students tend to face. Such as regarding money and the cost of books, tuition, room, board, etc. These problems may be can cause an anger emotion problem. need to learn how to manage and express their negative emotion and manage it for prevalent aggressive behaviour (Domitrovich, Cortes, & Greenberg, 2007; Moira Mikolajczak, Petrides, & Hurry, 2009; RIGGS, 2004). It is important, since the behavioural problems among the youth have also been found to be related to a deficit in EQI (Zeidner & Olnick-Shemesh, 2010). Research has shown that people of high EQI attain higher scores in empathy, self-review and self-control in different social conditions. The research evidence indicates that perceived aggressive behavioural is associated to low EQI (Austin, 2010).

THE PURPOSE OF STUDY

The purpose of Study was to determine whether training in anger management skills effect of the emotional intelligence on first year female university student.

METHOD

The study population is all first year female students of Roudehen Islamic Azad university. The study was carried out on 60 students of the study population, who were selected by multi-stage randomized sampling method and were divided into the two groups (experimental and group as control, with

30 students in each group). Before carrying out the experimental intervention (presentation of the independent variable), the two groups were given the pre-test using the Emotional Intelligence questionnaire (EQI). Then, the students of the experimental group attended five 2-hour training sessions of anger management. Meanwhile, the control group participants had their usual daily life. One week after the intervention, the groups were evaluated by the post-test.

RESULTS

In order to answer the first research question: Do Anger Management skills affect students' Emotional Intelligence? the mean and standard deviation of the two groups of "Anger Management" training and "Control" were calculated in pre-test and post-test phases and the difference between two groups was studied using the independent-test as shown in Table 1.

Table 1. Independent t-test of the two groups of Anger Management Training Course and Control

Group	N	Mean	Std.	Std. Error Mean	t	df	Sig. (2-tailed)
Anger	30	181.32	25.82	4.64	27.808	58	0.00
Control	30	38.45	10.25	1.90			

As shown in Table 1, the difference of the total score of EI in post-test phase is significant ($p < 0.05$). This means that teaching Anger Management in test group can culminate in an increase of EI of the students. In addition, since the pre-test has been used in the present plan, in order that the pre-test can be considered in the Post-test Ancova has been employed. At first the assumptions of Ancova were studied. The results of Levene's test and Homogeneity test indicated that Ancova assumptions were relevant.

Table 2. Results of analysis of covariance with skills training, anger management, skills of EI on students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^(a)
Corrected Model	257750.5420 ^(b)	2	128875.271	336.849	0.0	0.922	673.699	1.000
Intercept	5928.768000	1	5928.76800	15.4960	0.0	0.214	15.4960	0.972
EQI	9091.829000	1	9091.82900	23.7640	0.0	0.294	23.7640	0.998
GROUP	246545.3100	1	246545.310	644.411	0.0	0.919	644.411	1.000
Error	21807.64200	57	382.590000					
Total	11805095.00	60						
Corrected Total	279558.1830	59						

a- Computed using alpha = 0.05 b- R Squared = 0.922 (Adjusted R Squared = 0.919)

In spite of the significance of the pre-test effect on the post-test, the difference between two groups of Anger Management and Control is also significant after the control of pre-test effect ($p < 0.01$). Moreover, Eta-squared (effect quotient) is equal to 0.919. With regard to significance of variance and covariance matrix which are included in

assumptions of ANCOVA and in order to increase certitude, the non-parametric Mann-Whitney U test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pre-test and post-test score in both groups, the report of which has been presented in the following table.

Table 3. Mann-Whitney U-Test comparing the two groups of anger management training and control EQI

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	0.0
Anger	30	45.0	1395.0	Wilcoxon W	435.0
Control	30	15.0	435.0	Z	-6.652
Total	60			Asymp. Sig. (2-tailed)	0.0

As shown in Table3 the difference in score of EQI between two groups of Anger Management and Control is significant at the level of $p < 0.01$.

DISCUSSION

Since education can train creative, healthy thoughtful and efficient human beings and since the base of mental health programs is prevention the role of the university as one of the main centers of prevention is important Therefore, anger skills training can definitely help students in direction to social, moral, emotional adjustment problems in this study, the skills training, anger, effect on emotional intelligence, were examined. The results of descriptive statistics showed that there were significant differences between anger management groups and control group on emotional intelligence after the intervention. The results of anger group

and control group showed that the anger management groups had higher emotional intelligence scores than the control group. As shown in this study, interventions can be done to increase emotional intelligence of students.

The result of this research is consistent with findings of other studies (Domitrovich et al., 2007; Moira Mikolajczak et al., 2009; RIGGS, 2004). In addition, the students who anger control should be better to cope with the demands of college (Moira Mikolajczak, Roy, Luminet, Fillée, & de Timary, 2007). In summary, the results of research showed that EQI for see increase related to the strategies of anger control. The constraints related to research statistical population (students) in generalizing, interpreting and cognitive causes of studied variables which should be considered.

REFERENCES

- Austin, E. J. (2010). Measurement of ability emotional intelligence: Results for two new tests. *British Journal of Psychology*, 101(3), 563-578.
- Bar-On, R. (1997). *BarOn Emotional Quotient Inventory: A measure of emotional intelligence*: Multi-health systems.
- Bar-On, R. (2002). *BarOn Emotional Quotient Inventory: Short*.
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
- Cohen, J., & Sandy, S. (2003). Perspectives in social-emotional education: theoretical foundations and new evidence-based developments in current practice: research paper. *Perspectives in Education*, 21(4), p. 41-54.
- Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. *The Journal of Primary Prevention*, 28(2), 67-91.
- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, 45(3-4), 294-309.
- Mikolajczak, M., Petrides, K., & Hurry, J. (2009). Adolescents choosing self-harm as an emotion regulation strategy: The protective role of trait emotional intelligence. *British Journal of Clinical Psychology*, 48(2), 181-193.
- Mikolajczak, M., Roy, E., Luminet, O., Fillée, C., & de Timary, P. (2007). The moderating impact of emotional intelligence on free cortisol responses to stress. *Psychoneuroendocrinology*, 32(8), 1000-1012.
- RIGGS, N. (2004). The PATHS curriculum: Theory and research on neurocognitive development and school success. *Building academic success on social and emotional learning: What does the research say?*, 170.
- Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). The assessing emotions scale *Assessing emotional intelligence* (pp. 119-134): Springer.
- Smith, C. A., & Lazarus, R. S. (1993). Appraisal components, core relational themes, and the emotions. *Cognition & Emotion*, 7(3-4), 233-269.
- Zeidner, M., & Olnick-Shemesh, D. (2010). Emotional intelligence and subjective well-being revisited. *Personality and Individual Differences*, 48(4), 431-435.