Investigate the Relationship between the Components of Emotional Intelligence and Addiction Potential of High School Male Students

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ABSTRACT: The aim of this study was to investigate the relationship between the components of emotional intelligence and addiction potential of high school male students of zirkoh city. 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 Addiction Potential Scale (APS), to check whether the components of emotional intelligence is related to addiction potential, the Pearson correlation method was used. The findings showed that between the responsibility and addiction potential is a significant negative relationship(-0.44) and between the independence and addiction potential is a significant negative relationship (-0.57) and between the stress tolerance and addiction potential is a significant negative relationship (-0.53), so it can be concluded that people who have high responsibility potential and have sufficient independence in the ups and downs of life there is less likely to be caught in this trap. And it makes clearer the need of students to participate in group work.
Key words: emotional intelligence, addiction potential, high school male students

INTRODUCTION

Today, governments incur Exorbitance cost to combat with substance abuse. Because this phenomenon as a social and individual problem has been the focus of specialists in various fields. The importance of prevention strategies and effective treatment is undoubtedly obvious to everyone for years. Despite increasing efforts about the prevention and treatment of substance abuse we are seeing a release of increased number of the World Health Organization and Psychiatric Association of America about the prevalence of substance abuse and its related problems (Lowinson et al, 1997).

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 of goodly speech, 2010).

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 (Shamrad lu, 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 field of patterns of emotional intelligence: The initial approach. 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 and 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) . (Bar-on, 2002)

From the perspective of Bar-on emotional intelligence has factor dimensions. He expresses 15 dimensions of emotion that using questionnaire subscales emotional quotient of Bar-on 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 and Salovey, 2002)

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, I. 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". 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, 2010)

Addiction potential theory states that some individuals have addiction potential and if prone to addiction, Get addicted, but if someone has not addiction potential, not get addicted (Gendreau, 1970). The peak expression of addiction during the life maybe early adolescence to early young (Vahdat and Zeynali, 2010).

One way to keep students and adolescent at the presence of risk factors such as drugs is reinforcing components of emotional intelligence especially emotional self-awareness and Impulse Control. (Jenaabadi, 2010)

In fact, Addicts are people which to their unhealthy growth areas, drugs are added. From this perspective, the addiction potential, readiness for substance abuse, is a decisive factor in drug demand reduction programs because after addiction the remedial outcomes are nearly to zero. (Zeynali, 2006)

Menoei and salehi showed that between the scores of the students and addicts in Addiction Potential Scale (APS) there is a significant difference (Menoei and salehi, 2004). Vahdat review the prevalence of addiction potential among high school male students of Urmia (14 to 20 years) based on the APS scale. He found that 43.2% of students have very low addiction potential, 42.8 percent have medium addiction potential and 14.1% percent have very much addiction potential. (Vahdat, 2006)

In a research determined that youth and adolescences that in Multifactor Emotional Intelligence Scale test have higher scores than others, consuming drugs, cigarettes and alcohol is very low in them. In studies on treated patients for addiction was determined that inability to control anger has been the most prominent emotional pattern of these people. (Harakeh et al., 2006)

Also Jenaabadi in a research that Conducted on high school students in Zahedan review the relationship between subscales, Emotional self-awareness and impulse control of components of emotional intelligence with addiction potential and the result showed that between Emotional self-awareness and addiction potential there is a significant and negative relationship -0.391 and between impulse control and addiction potential there is a significant and negative relationship -0.582. (Jenaabadi, 2010) In a research that was done by Aderm (2011) on the students of University of Medical Sciences of Zahedan the results showed that there is a direct relationship between addiction potential and anxiety attachment style and personality characteristics and there is an inverse relationship between addiction potential and secure attachment style. Also the results showed that

the change in schizophrenia, mental fatigue and depression predict 52% of the variance of drug disposition. The results did not show significant differences in drug disposition between different educational levels, different disciplines and different ages. (Aderm, 2011)

Also in a research that was done by Mohammadi et al (2011), the students at Sharif University of Technology the results showed that anxiety, depression and stress in subjects that the likelihood of substance abuse was higher than the other group, and the amount of resiliency was less, high levels of emotional problems and high likelihood of substance abuse in students, give priority to the attention to risk factors and preventive interventions. (Mohammadi, 2011)

In another research that was done by Aria Sadr (2011), on the addiction potential and each of its components of addicted men and non-addicted men, also emotional intelligence was trained to addicted men and the results showed that there is a significant difference between the total score of emotional intelligence and each of its components in addicted men and non-addicted men means that non-addicted men's score was lower than addicted men's score.(Aria Sadr,2011)In another research that was done by Moradi et al on the addiction potential and mental health of high school students of Frieden city the results showed that mental health can predict significantly the addiction potential of high school male students (moradi,2009).

Research hypothesis:

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 addiction potential.

Hypothesis 2: There is a significant relationship between responsibility and addiction potential.

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

MATERIALS AND METHODS

The study is descriptive - correlation. The population of this study is all zirkoh city high school students in 2012-2013 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. Questionnaires of Bar-on (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.

Measurements: A) Emotional Intelligence Questionnaire of Bar-on has 117 articles and 15 scales that it is provided for measuring emotional intelligence with five degree Likert by Bar-on. Samouei et al 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 et al. 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) Addiction Potential Scale (APS): To assess addiction potential, Addiction Potential Subscales (APS) addiction questionnaire consists of three Addiction Potential Subscales (APS), Acceptance Addiction Scale (AAS), and Alcohol Potential Scale of Mac Andrew (MAC.R) was used. Addiction questionnaire is normalized in Iran. Iran is addictive. The original version of Addiction Potential Subscales (APS) consists of 39 questions. Provided responses to each scale is "Yes" or "No".

Reliability coefficient for APS In normal subjects (One week interval) in men and women, respectively, 0.69 and 0.77 is obtained. According to them, the reliability reasonably is high. (Menoei and salehi, 2004).

In Iran reliable of addiction Scale that APS is one of the subscales, in a research of Menoei and salehi (2004) using of Cronbach's alpha 0.53 and through half methods also 0.53 is calculated. Normalized version of APS for Iranian high school students has 36 Items. Based on the research of Menoei and salehi,1-18 scores indicate a very low potential for the risk of addiction,20-19 scores indicate a low potential for the risk of addiction,21-22 scores indicate a medium potential for the risk of addiction, 23-24 scores indicate a high potential for the risk of addiction and scores 25 or above indicates a very high potential for the risk of addiction. (Menoei and salehi, 2004)

RESULTS

To investigate the relationship between the components of emotional intelligence and addiction potential of high school male students we collected data from 150 students that according to the following table 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.

To see the correlation between the independence, responsibility and stress tolerance with addiction potential in children the Pearson correlation coefficient was used. According to the above table the correlation between independence and addiction potential is -0.57 that indicates a high and negative relationship between independence and addiction potential and according to the significance level that is less than 0.001this relationship is significant. The correlation between responsibility and addiction potential is -0.44 that indicates a high and negative relationship between responsibility and addiction potential and according to the significance level that is less than 0.001this relationship is significant. The correlation between stress tolerance and addiction potential is -0.53 that indicates a high and negative relationship between stress tolerance and addiction potential and according to the significance level that is less than 0.001this relationship is significant. In fact, all three components of emotional intelligence have negative relation with addiction potential.

Now with the components of emotional intelligence can predicted the addiction potential of high school male students. Is it possible to predict addiction potential through the components of emotional intelligence? To answer to this question, multiple regression method was used. The results show that 37 percent of addiction potential 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 addiction potential. (F = 29.49, p = 0.001, R_2 = 0.37).

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 independence, and stress tolerance significantly able to predict aggression.

Table 1. Correlation between the components of emotional intelligence and addiction potential

Variables	Mean	SD	Addiction potential	Sig.
Independence	15.18	4.76	-0.57**	0.000
Responsibility	15.20	4.22	-0.44**	0.000
Stress Tolerance	15.72	4.83	-0.53**	0.000

Table 2. Multiple correlation coefficient

Model	R	R2	Adjusted R2	F	Sig.
1	0.61	0.37	0.36	29.49	**0.000**

Table 3. Regression Coefficients

Model	B	Standard error	Beta	t	Sig.
Constant	- 31.12	1.16		26.76	0.001
Independence	- 0.20	0.08	- 0.22	-2.35	0.020
Responsibility	- 0.12	0.08	- 0.12	-1.49	0.137
Stress Tolerance	- 0.32	0.08	- 0.34	-3.63	0.001

DISCUSSION

According to calculations all the hypothesis of this study are significant and components of emotional intelligence significantly predict the addiction potential. The results are in agreement with research of Jenaabadi (2010).These results also are consistent with the results of research of Aderm et al. (2011) on the University of Medical Sciences of Zahedan and are consistent with results of research of Mohammadi et al (2011), the amount of emotional intelligence of students with high addiction potential is consistent with the results of research of Sadr et al. (2011). That examined the components of emotional intelligence of addicted men and non-addicted and the prediction is consistent with research of Moradi et al. (2009) and emotional intelligence can predict addiction potential. Also, with the result Harakeh et al (2006) and Kun and Demetrovics (2010) is consistent.

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