

The Effect of Teaching the Components of Emotional Intelligence on the Amount of Aggression and the Life Quality of Female Students of Nowshahr High Schools

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Abstract: The present study deals with the effect of teaching emotional intelligence components on the aggression and life quality of female students. It is an empirical study with pre and posttest with a control group. Sample population consisted of 633 female first year high school students in Nowshahr in the school year of 2013-2014. Sample population included 30 students that were chosen randomly. In order to collect data the aggression questionnaire (Boss and Perry, 1992) and life quality questionnaire of World Health Organization (short version) was used and the participants answered the questions in two pre and posttest stages. The intervention program of the emotional intelligence teaching was nine sessions. The analysis of results using the covariance analysis test showed that the teaching of emotional intelligence results in the reduction of aggression and its components ($P \leq 0.05$) and increase life quality and its two sub-criteria (physical health and social relations) ($P \leq 0.05$), but between the scores of mental health and environmental health there was no significant difference between treatment and control groups. So, the teaching of emotional intelligence can be useful in the reduction of aggression and increase of life quality of teenage students.

Keywords: components of emotional intelligence, aggression, life quality

1. Introduction

Human aggression is defined as any type of behavior that is directly performed to harm another person. In order to control these behaviors the guilty person should believe that her behavior was aimed to harm another person and its consequence is to provoke an avoiding behavior (Anderson and Bushman, 2002). Aggression can show itself in different forms. Its verbal and physical form is the same as behavioral or instrumental components, anger shows the emotional aspect and hostility shows the cognitive aspect of aggression (Boss and Perry, 1992). Aggression and other passive modes form the subject of emotion with their special properties (Parsa, 2000). Emotions have always received attention because in any effort and in any important human action they play a role, but the phrase emotional intelligence was first mentioned by Vian Pin in 1985 and gained popularity by Daniel Golman in 1995. Most of the studies in this domain were carried out by Peter Salovey and John Mayer in the 1990s. The model of Salovey-Mayer defines emotional intelligence as the capacity to understand emotional information and reasoning at the time of emotion. They have divided the emotional intelligence abilities to four categories: 1) the ability to understand and realize others and hers emotions, 2) ability to use emotions for the simplification of thinking, 3) ability to understand the meaning of emotions, and 4) the ability to manage and control emotions (Mayer and Salovey, 1997).

Since the development of communication and information technology throughout the world and industrialization the relations are not as close as used to be among people especially between parents and children which is one of the factors for the development of aggression and reduction of the life quality of teenagers. Although the rapid development of these technologies provide children with a more comfortable life, they are not satisfied with their lives and emotions and aggression has become more common. So, it is necessary to control and reduce these conditions through proper education such as teaching how to control emotional intelligence. So, the present study investigates the effect of teaching the components of emotional intelligence on the amount of aggression and the life quality of female first year high school students that have experienced a change of school and also are going to choose their field of study. Since, in Iran most of the studies are done without doing enough empirical studies, it is necessary to carry out an empirical study in this area. In addition, it is necessary for the experts of consulting and psychologists to find solutions for the management of negative emotions such as aggression which shows the importance and necessity of this study. All of the authorities in the domain of education and also the experts of the consulting and psychology fields can use the results of this study in their future researches to help teenagers reduce aggression.

Emotional intelligence

Intelligence has many definitions that can be categorized in one of the following categories:

1. Definitions that emphasize on adjustment and adaptation: adjustment to new conditions with the ability to have proper reaction to different conditions.
2. Definitions that concentrate on the learning ability: educability in general
3. Definitions that emphasize abstract thinking: the ability to use many verbal concepts and signs and numerical concepts (Phares and Trull, 1997).

It is clear that with these definitions intelligence only includes a limited part of ability so other dimensions should be clarified. One of the recognized dimensions or abilities of human beings is the emotional intelligence. Golman (1995) believes that emotional intelligence is another aspect of intelligence that plays a role in reaching success in different dimension of life more than the cognitive intelligence. The earlier roots of emotional intelligence can be found in the early works of Darwin, where he reminds the importance of emotional tools for survivability and adaptation (Baron, 2006).

Salovey and Mayer (1990) consider the emotional intelligence as the ability of a person to control others and his feelings and emotions, differentiate others and his feelings and emotions and also use this information to guide his actions and thoughts. Salovey and Mayer (1997) believe that emotional intelligence is made of four abilities: receiving the emotions, using emotions (the ability to control emotions for the simplification of cognitive actions such as thinking and problem solving), understanding the emotions (the ability to understand the language of emotion and realizing the complex relation between the emotions), managing emotions (the ability to adjust his and others emotions). Golman (1995) also consider the emotional intelligence as a way to have a better use of IQ through self control, enthusiasm, perseverance and self-motivation. He considers the emotional intelligence as individual and social components and believes that individual components of emotional intelligence include self-awareness, self-regulation, and motivation, and the social components of emotional intelligence include empathy and social skills. The sub categories of each of them include:

1. Self awareness components: emotional awareness, accurate self assessment and self-confidence;

2. Self regulatory components: self regulation, reliability, seriousness and dutifulness, adaptability and innovation;
3. Components of motivation: progress drive, obligation, innovation and optimism;
4. Empathy components: understanding others, helping the progress of others, tendency to help others, diversity of influence and political awareness;
5. Social skills components: influence and effect, communication, conflict management, leadership, catalyst and change, establishing bonds, cooperation and partnership, group work competence.

Nelson and Low (2003) consider emotional intelligence as the crossing point between abilities and advanced skills in accurate self cognition and strengths and weaknesses, continuous healthy and effective relations, spending useful time with others, effective and healthy interaction with desires and everyday life pressures. Bar-on (1997) considers emotional intelligence as effective self understanding and having proper relations with others and adaptation to the environment to have a more effective interaction with his desires. He introduces five combinatory factors for emotional intelligence and fifteen sub-criteria:

1. Interpersonal intelligence: emotional self-awareness, definitiveness, self-respect, self-fulfillment and independence;
2. General mood: empathy, intrapersonal relations and social responsibility;
3. Adaptability: problem solving, truth seeking, flexibility;
4. Stress control: tolerating stress and impulse control;
5. General mood: satisfaction and optimism.

Life quality

In recent years there has been great attention to the measurement of the health of people and the effect of psychological diseases and physical diseases on daily activities and their behaviors, these measurements are oriented toward a general approach and attitude in health and healthcare. A new approach called life quality has been introduced in medical and social studies:

The phrase "life quality" was used for the first time by Pigou in 1920 in his book "economy and welfare". Through time, researchers understood that life quality can be one of the important consequences in health examination; the definition provided by World Health Organization for health emphasizes this point (Fayers and Machin, 2000). Based WHO's definition of health in 1948 the comprehensive dimensions are considered as the complete physical, mental and

social welfare and not just the absence of a diseases, it is necessary that health and the hygienic assessments be done to evaluate other human values such as life quality beside the indexes of redundancy and severity of disease (ibid).

There has been many definitions and interpretations for the term life quality. Some believe it is the ability of a person for managing their life (Ware, 1998). Life quality is an expression that point out to the health and sentimental, social and physical progress of people and their ability to do daily duties (Donald, 2001). In a definition given by Viver in 2001 and has been accepted by many of the authors, life quality is the impression of each person of his health condition and the amount of satisfaction of this condition (Bayat and Bayat, 2011). Also, it has been defined as the feeling of the person of his health, satisfaction or dissatisfaction of life, happiness or unhappiness and the like (Dalkey, 1972). Finally, WHO defines life quality as person's understanding of his conditions in life in cultural domains, systematic values in which they live and their relations with their goals, wishes and problems (Orley and Kuyken, 1994).

2. Theoretical guidelines for emotional intelligence models

Generally, viewing different definitions of emotional intelligence gives two theoretical guidelines for emotional intelligence models: first view (Salovey and Mayer, 1997) define emotional intelligence as a kind of intelligence that includes sentiment and emotion and has four components of emotional understanding, using emotions for the simplification of thinking, emotional understanding, managing emotions in respect to himself and others and the second view (the combinatory approach of Bar-on, 2000) emotional intelligence is defined as the non-cognitive abilities that are much comprehensive than the first view and include interpersonal skills components (self-awareness, courage, self respect, self-fulfillment, independence), intrapersonal skills (intrapersonal relations, social obligation, empathy), adaptability (reality test, problem solving, flexibility), stress control (the ability to endure psychological pressures and impulse control), general mood (happiness and optimism). The basic component of emotion management (controlling others and his emotions) in the first approach emphasizes the relation between emotional intelligence and aggression (a type of emotion) and the basic components of stress management (controlling the psychological moods and enduring pressures) and the general mood (liveliness and having positive feelings and maintaining positive attitude even when there is a rush of negative feelings) in the second approach

they point to the existence of a relation between emotional stress and stress and psychological well being (Maleki, et al , 2012).

The importance of teaching emotional intelligence and its effect on the life quality and the aggression of teenagers

Adolescent is one of the important periods of life and behavioral problems that are formed in this period can show themselves in the next periods. Teenagers' efficiency in facing individual and social issues is determined through emotional experiences and the way they face them and adapt themselves to them. In the present century in which the psychological pressures have shadowed the lives of people, the ability to control undesirable emotions will have a great effect on mental health. People who have the skills to control their emotions, can control their negative emotional states through doing pleasant activities (Javid, 2002). Such skills are called emotional intelligence which is a set of the abilities of the person to understand, manage and discharge emotions as a kind of opposing guideline and through using the emotional intelligence can deal with the pressures of life that have some emotional dimension to solve the problem in an optimum way (Mayer et al, 1997).

Studies show that teens that are able to understand themselves and regulate their emotions, will experience less depression. Also, students with high emotional intelligence, will show less depression and physical symptoms. High emotional intelligence has a positive relation with low anxiety. People with high emotional intelligence have a better understanding and management of their emotions and can prevent their undesirable emotional states such as temperamental and anxiety disorders (Faramarzi et al, 2011).

Schools provide a formal and organized environment for children, teenagers and their families so that beside educational issues, the health issues proper to the age such as behavioral problems of children are paid attention to, because they are the most basic preventive programs based on education (Brearley, 2001). So, schools have become an ideal place for mental health interventions for students. Thus, it is expected from psychologists and expert consultants to cooperate with schools' consultants to teach emotional intelligence to the students of all educational stages especially teenagers of the high school and improve their life quality and level of satisfaction of life and reduce abnormal behaviors in home and school and generally reduce aggression in society. So the necessity and importance of such

studies like the present study becomes more important.

3. Research background

Fallah and Heydari (2013) in a study with the title of “the effect of teaching the components of emotional intelligence on the increase of the happiness of female students living in dormitories” found that the average pre and posttest scores for happiness had a significant difference with that of the control group. So, the teaching of the components of emotional intelligence of the treatment group compared to the control group showed to be more effective for the increase of happiness. On the other hand, the analysis of the covariance on the variable of happiness using the happiness score of pre-test as the secondary variable and the score of happiness of post test as the dependant variable for the two treatment and control with considering the homogeneity of variance using the Leven test showed a significant difference between groups.

Noorafshan and Jokar (2013) in a study with the title of “the effect of emotional intelligence and its components on creativity” reached the result that creativity is positively predictable through two components of emotional intelligence including sensory perception and optimism. General emotional intelligence can positively predict the dynamism and extroversion as two components of creativity. In addition, findings showed that girls and boys were significantly different for their emotional intelligence and were different for two components of sensory understanding and optimism and in creativity and its components with each other, but this difference was not seen about the components of social skills and controlling emotional intelligence.

Alavi, Pakdaman, Savoji and Amin (2013) in a study with the title of “the effect of teaching social skills on the aggression of mild mentally deficient children” reached the conclusion that teaching social skills can reduce the aggression of mentally deficient children and have a positive effect.

Lozovska and Gudaite (2013) in their investigations reached the conclusion that women’s aggression is usually related to the suppression of needs, regulation of relations, defending and expanding personal territory and their imagination of themselves.

Balluerka et. al (2013) in a study aimed to investigate the relation between individual emotional intelligence, group emotional intelligence and depression in the adolescent period through a multi level approach, reached the conclusion that the control of emotions in personal level and emotional intelligence in the classroom level are important for the explanation of depression.

Adina Ignat and Clipa (2012) in a study realized some of the existing differences between the teachers’ working mentality, life satisfaction and generally job satisfaction considering the level of emotional intelligence. So, they realized that emotional intelligence proper for teachers is correlated with their positive attitude toward work and life satisfaction.

Based on many of the studies there is a significant relation between emotional intelligence and many variables including aggression and adaptation (Animasahun and Lawrence, 2010).

Rogers et al (quoted by Eftekhar Saadi et, al, 2010) have found a relation between poor understanding of other’s emotions and weak social adaptation.

4. Conceptual model

In the first diagram the conceptual model for the effect of teaching emotional intelligence on the amount of aggression and life quality of students has been shown. This model has been drawn using the theoretical and research backgrounds of the subject of the study, because there were no teaching history of these three constructs together this study has been after the introduction of this issue for the first time to the general domain of psychology.

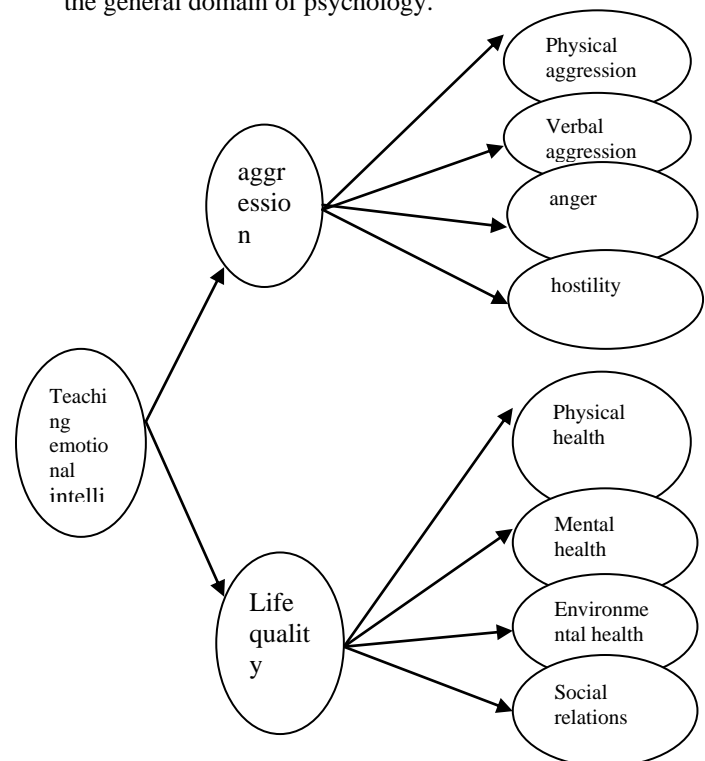


Diagram1. The conceptual model for the effect of the teaching emotional intelligence on the amount of aggression and life quality of the students.

General hypothesis

The teaching of the components of emotional intelligence has a significant effect on the amount of aggression and life quality of female first year high school students.

Hypotheses

1. Teaching the components of emotional intelligence has a significant effect on the physical amount of aggression of female first year high school students.
2. Teaching the components of emotional intelligence has a significant effect on the verbal aggression of female first year high school students.
3. Teaching the components of emotional intelligence has a significant effect on the aggression of female first year high school students.
4. Teaching the components of emotional intelligence has a significant effect on the hostility of female first year high school students.
5. Teaching the components of emotional intelligence has a significant effect on the physical health of female first year high school students.
6. Teaching the components of emotional intelligence has a significant effect on the mental health of female first year high school students.
7. Teaching the components of emotional intelligence has a significant effect on social relations of female first year high school students.
8. Teaching the components of emotional intelligence has a significant effect on the environmental health of female first year high school students.

5. Method

The present study aims to investigate the effect of teaching the components of emotional intelligence on the aggression and life quality of female first year high school students, the study is empirical with pretest and posttest and a control group. In other words, the researcher put the students into two treatment and control groups, with one pretest and posttest, and after that the treatment group passed the teaching sessions of emotional intelligence, then both groups passed the posttest.

The sample population of this study included all of the female first year high school students in Nowshahr in the educational year of 2013-2014. Based on the Education Organization of Nowshahr the total number of female high schools was 12 in

this city among which 10 provided the first year education. Also, the number of female first year high school students was 633. Research method was empirical with pretest and posttest with a control group and we used random sampling. So a high school was randomly chosen (Female high school of Marhoum Naeij). Then, out of 58 first year students, 30 were chosen randomly as the research subjects.

In order to collect the statistical data related to pretest and posttest, two questionnaires were used:

1. Aggression questionnaire (Boss and Perry, 1992)
2. WHO's life quality questionnaire (short version)

In addition to these two questionnaires, in order to teach the components of emotional intelligence to the treatment group students, an educational package including the program of emotional intelligence education (short version of 9 sessions) was used.

6. Findings

Special hypothesis 1: teaching the components of emotional intelligence has a significant effect on the physical aggression of female first year high school students.

In order to test this hypothesis, data collected by the measurement tools were examined through covariance analysis. The results are shown in the following table. 15 students participated in each of the samples.

Table(1). The results of the Kruskal Wallis test about physical aggression

Physical aggression posttest	Physical aggression pretest	Statistics
7.243	0.877	X^2
1	1	Degree of freedom
0.007	0.349	Significance level

The results of the Kruskal Wallis test shows that the amount of X^2 in physical aggression pretest is equal to 0.877 which is not significant ($p \leq 0.05$), while it is significant for the pretest and posttest of physical aggression for $X^2=7.243$ ($P \leq 0.01$). These results show that the scores of physical aggression in posttest are significantly reduced after the emotional intelligence teaching and shows the effect of teaching emotional intelligence (confirmation of the first hypothesis).

Second hypothesis: the teaching of the components of emotional intelligence has a significant effect on the

verbal aggression of female first year high school students.
 In order to test this hypothesis the data collected by measuring tools were analyzed by the covariance analysis.

Table 2. the modified means and their standard deviation

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	13.406	0.803	11.759	15.054
control	16.860	0.803	15.213	18.508

After the modification of the pretest scores, there was a significant effect of factors between subjects $F(27,1)=23.875$, $P \leq 0.01$ Partial $\eta^2 = 0.469$. The scores of the modified mean suggest that the treatment group had a significant lower verbal aggression compared to the control group.

Hypothesis 3: Teaching the components of emotional intelligence has a significant effect on the amount of aggression of female first year high school students.

Table 3: modified means and their standard deviation

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	18.925	1.228	16.406	21.444
control	30.875	1.228	28.356	33.394

After the modification of the pretest scores, there was a significant effect of factors between subjects $F(27,1)=47.359$, $P \leq 0.01$, Partial $\eta^2 = 0.637$. Modified mean scores suggest that the treatment group had a significant lower amount of aggression compared to the control group.

Hypothesis 4: Teaching the components of emotional intelligence had a significant effect on the hostility of the female first year high school students.

For the testing of this hypothesis the covariance analysis test was done. The results of this test are shown in the following table.

Table 4: modified means and their standard deviation

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	18.925	1.228	16.406	21.444
control	30.875	1.228	28.356	33.394

After the modification of the pretest scores, there was a significant effect of factors between subjects $F(27,1)=47.359$, $P \leq 0.01$, Partial $\eta^2 = 0.637$. The modified mean scores suggest that the treatment group had a significantly lower hostility compared to the control group.

Hypothesis 5: Teaching the components of the emotional intelligence has a significant effect on the physical health of female first year high school students.

For the testing of this hypothesis the covariance analysis test was used. The results of this test are shown in the following table.

Table 5: the modified means and their standard deviation

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	3.898	0.125	3.641	4.154
control	3.541	0.125	3.284	3.798

After the modification of the pretest scores, there was a significant effect of factor between the subjects of the group $F(27,1)=4.038$, $P \leq 0.01$, Partial $\eta^2 = 0.130$. The modified mean scores suggest that the treatment group had a significantly higher physical health compared to the control group.

Hypothesis 6: Teaching the components of emotional intelligence has a significant effect on the mental health of female first year high school students.

For the testing of this hypothesis the covariance analysis test was used. The results are shown in the following table.

Table 6. the results of Kruskal Wallis test about mental health

Mental health posttest	Mental health pretest	Statistics
2.446	1.786	X^2
1	1	Degree of freedom
0.118	0.181	Significance level

The results of the Kruskal Wallis test shows that the value of x^2 in mental health pretest is equal to 1.786 for ($p \leq 0.05$) is not significant. Also, it is not significant between the value of the physical aggression pretest and posttest $X^2=2.446$ for $p \leq 0.05$. These results show that there is no significant difference between the scores of mental health and its pretest and posttest and shows the lack of effect of education on the mental health of students (hypothesis 6 not approved).

Hypothesis 7: Teaching the components of mental health has a significant effect on the social relations of female first year high school students.

For the testing of this hypothesis the covariance analysis was used. The results of this test are shown in the following table.

Table7. modified means and their standard deviations

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	3.828	0.151	3.517	4.138
control	3.017	0.151	2.706	3.328

After the modification of the pretest scores there was a significant effect of factors between the subjects $F(27,1)=13.645, P \leq 0.01, \text{Partial}\eta^2=0.336$. The modified mean scores suggest that the treatment group had a significantly better social relations compared to the control group.

Hypothesis 8: Teaching the components of emotional intelligence has a significant effect on the environmental health of female first year high school students.

For the testing of this hypothesis the covariance analysis test was used. The results of this test are shown in the following table.

Table8. modified means and their standard deviation

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	3.486	0.123	3.232	3.739
control	3.561	0.123	3.308	3.814

After the modification of pretest scores, there was no significant effect of factors between subjects of the group $F(27,1)=0.159, P \leq 0.05, \text{Partial}\eta^2=0.006$. The modified mean scores suggest that there is no significant difference between the treatment group and the control group.

The general hypothesis: Teaching the components of emotional intelligence has a significant effect on the aggression and life quality of female first year high school students.

a) Aggression

For the testing of this hypothesis the covariance analysis test was used. The results of this test are shown in the following table.

Table9. tests of the effects between subjects about the general amount of aggression (investigating the homogeneity of the regression slopes)

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source	3 rd type of the sum of quadrate	Degree of freedom	Mean of quadrates	F	Level signifi
Modified model	6620.474	3	2206.8	15.939	0.000
cross group	562.802	1	562.802	4.065	0.054
General aggression pretest	42.243	1	42.243	0.305	0.585
Group-general aggression pretest	46.141	1	46.141	0.333	0.569
Deviation	142.854	1	142.854	1.032	0.319
Sum	3599.826	26	138.455		
Modified sum	218387.000	30			
	10220.300	29			

The results of the above table shows that interaction is not statistically significant. Based on $(F=1.032)$ at the deviation level $P \leq 0.05$ the homogeneity of regression slopes is confirmed and the interaction between secondary random variables and the independent variable is not significant.

Table 10: modified means and their standard deviation

groups	mean	Standard deviation	Confidence interval	
			Low scope	High scope
experimental	68.405	3.069	62.109	74.702
control	98.195	3.069	91.898	104.491

After the modification of pretest scores, there is a significant effect of factors between subjects of the group $F(27,1)=46.246, P \leq 0.01, \text{Partial}\eta^2=0.631$. The scores of the modified means suggest that for general aggression there is no significant difference between the experimental group and the control group and the treatment group has a lower aggression compared to the control group.

7. Conclusion

The findings of the study showed that the aggression scores of students is lower in the experimental group compared to the control group. This result is similar to the finding of Shahba et al (2013), Kimiaei et al (2011), Animashaun (2010), Lawrence (2010), Eniola (2007), Croon (2006), Venroy (2006), Fofabol et al (2005), Piteridz et al (2004) and Mc Peal (2002) for the positive effect of the education of emotional intelligence in the reduction of aggressive behaviors of teenagers. Also, the findings of this study showed

that the scores of the life quality of students was increased in the treatment group compared to the control group after receiving the education. These results are similar to the findings of Farahbakhsh (2012), Esmaeeli et al (2007), Besharat (2005), Esmaeeli (2002), Balluerka et al (2013), Adina Ignata et al (2012), Nelis et al (2009) considering the positive effect of the education of emotional intelligence on the promotion of life quality.

In order to explain these findings it can be said that emotional intelligence as a kind of emotional information processing includes correct evaluation, proper expression and the adapting regulation of emotions that results in the improvement of life (Golman, 1995). So, teaching the abilities of emotional intelligence such as ability to understand and realize his own emotions and others, the ability to use the emotions for the simplification of thinking, the ability to understand the meaning of emotions and ability to manage the emotions (Mayer et al, 1997) can help improve intrapersonal relations through reduction of stress and psychological pressures and enable the person to reduce his physical and verbal aggression in stressful conditions full of anxiety and prevent aggressive behavior and hostility. In addition, this education can promote physical, mental and environmental health and improve social relations and help people to have better life quality.

Suggestions

Suggestions for further study

Researchers can deal with the following subjects in future:

1. The same project can be done with a sample population of male students and compare the results with the results of the present study.
2. Researchers can investigate the differences of aggression and life quality of students based on some of the demographic qualities such as gender, age, field of study, educational year, grades, etc.
3. Researchers can investigate the relation between emotional intelligence and the educational success of students.
4. Researchers can investigate the effect of teaching the emotional intelligence on the life skills of students.

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