

# PSYCHOLOGICAL ISSUES OF DEVELOPING EMOTIONAL ATTITUDES AND EMOTIONAL: INTELLIGENCE IN STUDENTS

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**Abstract:** The article analyzes the ways and means of developing emotional intelligence in students. The study investigated the possibilities of reducing various stress factors during the implementation of programs related to emotional intelligence. The study showed that there is a positive relationship between the levels of negative emotions and the level of emotional intelligence. This relationship is significant at the  $p=0.05$  level with a low level of negative emotions. It was found that the higher the ability to manage emotions and manage the intrapersonal state, the less negative emotions are observed in the behavior and actions of students.

**Keywords:** emotional intelligence, negative emotions, management of emotions, social relations of demands

## Introduction

In recent decades, interest in the problem of developing emotional intelligence in demands has dynamically increased. This is explained by the fact that in the modern era, 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. However, in the development of emotional intelligence, a number of processes play a barrier role, making the manifestations of emotional intelligence difficult (Jabbarov et al, 2023).

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Researchers put forward the concept of “emotional intelligence” in accordance with the understanding of emotions. This concept is defined as the ability to act with the internal environment of one’s feelings and desires (Hujeroo, 2018), the ability of the individual to understand the relationships that can be represented in emotions, and to manage the emotional sphere based on intellectual analysis and synthesis (Mayer and Salovey, 1994; Joseph and Newman, 2010; Aghajani et al, 2014), and as a set of emotional, personal, and social abilities that affect the overall abilities of the individual to effectively cope with the demands and pressures of the environment (Bar-On, 2000).

Emotional intelligence is the ability of a person 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, impulsive control, self-confidence, self-motivation, optimism, communication skills, and the ability to build effective relationships with other people (Zvonova, 2018; Jabbarov et al, 2023). Studies show that although the favorable external environment is the basis for the development of emotional intelligence, the adequacy of the internal psychological state, including the emotional state, is important. Aggression as an internal factor slows down the manifestations of emotional intelligence, and in some cases prevents its expression.

## **Literature review**

Currently, there are several theories of emotional intelligence (Meyer and Salovey, 1997; Caruzo and Salovey, 2004). Of these approaches, the theory is most widely used in the study of emotional intelligence (Lyusin, 2004). The theory of emotional intelligence developed by researchers Meyer (1997), Salovey (1997) and Caruso (2004) includes a number of components. These include components such as perceiving emotions, understanding emotions, managing emotions and using emotions (Lyusin, 2004). The results of the studies show that emotional intelligence is related to temperament and adaptation. 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 threats (Roberts, et al., 2004; Jabbarov et al, 2020). It is also known that a high level of emotional intelligence is negatively related to negative emotions and positively related to extraversion (Blanco, et al., 2016). However, there are no specific studies on the topic. Although a single universal definition of emotional intelligence (EI) has been debated for decades (Cherniss, 2010), its relevance to personality is widely accepted (Orchard et al., 2009; Roberts et al., 2008). Several researchers have investigated the relationship between emotional intelligence and personality, but with mixed results. The Big Five, the most popular personality trait model, has been claimed to be the strongest measure of openness to experience and its relationship with emotional intelligence, while several studies have shown the lowest correlation with openness to experience (Dawda & Hart, 2000). In addition, some studies have found that extraversion and emotional stability are positively correlated with emotional intelligence. showed a positive relationship (Vachon, et al, 2014; Mc Crae, 2000).

Various studies have shown that emotional intelligence is related to various personality constructs (O'Connor et al., 2019 : Resurrección et al.,2019). However, previous studies have yielded mixed results, with some studies showing that neuroticism has the strongest relationship with emotional intelligence. Other studies have provided no evidence of its relationship with emotional intelligence (O'Connor et al., 2019 : Resurrección et al.,2019). In addition to previous studies, implicit aggression is not related to self-reported aggression, and therefore aggressive individuals believe that they manage their emotions well, while self-reported neurotic individuals do not show a relationship with emotional intelligence (Hyejoo J Lee, 2018).

In addition, different psychological aspects have been identified in the management of emotions. In studies, emotions are evaluated as a set of experiences, physiological and behavioral reactions that occur over a certain period of time. (Mauss, et al., 2005). This occurs when a person evaluates a situation as a threatening situation for him (Mauss et al., 2007). Emotional regulation occurs when people support, suppress or strengthen their emotional experience and expression (Bridges, et al., 2004; Calkins, 2011; 2002; Rottenberg & Gross, 2007).



## **Methodology**

The aim of our study was to determine the relationship between the levels of emotional intelligence and levels of aggression in demands. For this purpose, a quantitative and qualitative sample was used. The research approach used the example of releasing aggression through the development of emotional intelligence. The quantitative approach was taken as the methodological direction in the research ( Denzin and Lincoln, 1994 ). Quantitative information is information about quantities and therefore numbers, while qualitative information is descriptive and refers to observable but unmeasured phenomena, such as language ( Denzin and Lincoln, 1994 ). In addition, we can learn that the relationship style can explain the expected negative relationship between emotional intelligence and aggression within the framework of the variable-centered approach. This is because individuals with a high level of psychological resources feel secure and can suppress aggressive behavior for the sake of the well-being of others, and can prevent aggressive behavior by caring about their concerns ( Maria et.al., 2022 )..

## **Data collection**

The research began with an empirically obtained and validated approach to the problem; then, permission was sought from the educational institution to obtain the information through the documentary presentation required by the competent authority. After agreement, the tools were applied so that the data could be entered into the SPSS 22 statistical software for differential analysis in accordance with the proposed objectives. After processing, they are clearly presented and summarized in tables with the necessary analysis and comments.



## Results

In order to determine the differences in emotional intelligence between girls and boys with levels of negative emotions, 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, the non-parametric criterion Kruskal-Wallis criterion was used. Because our sample does not correspond to a normal distribution. The results of calculations for this criterion are presented in Table 1.

Table 1. Indicators of the statistical results of emotional intelligence of demands with different aggressive levels

Components	Low levels of negative emotions (average indicators)	Moderate level of negative emotions (average indicators)	High levels of negative emotions (average indicators)	H	P
Understanding one's own emotions	146,5	273,5	156.4	11.50	0.038
Managing emotions	170,8	340,4	48	17.66	0.005
Expression coefficient	149,2	360,2	56	8.04	0.029
Managing emotions	144,5	336,4	48.8	15.68	0.005
Understanding emotions	164	260,0	147.8	10.24	0.019
Intrapersonal EI	130,9	390,0	97.3	12.76	0.016
General EI level	173	383.0	110	12.23	0.048
Self-motivation	129,5	370.0	92	14.22	0.005
Managing the emotions of others	118,2	264,9	138	6.82	0.038

As can be seen from Table 1, the indicators of emotional intelligence are prominent at all levels of negative emotions that are expressed in the requirements. Students with high levels of negative emotions have a low level of understanding their own emotions and the emotions of others. Otherwise, understanding and managing their own emotions is characterized by low levels of negative emotions. In addition, the self-actualization methodology 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 makes it possible to detect indicators of emotional intelligence with aggressive behavior.

Table 2. Indicators of correlation relationships between students' levels of negative emotions and self-actualization

Levels of negative emotions	Self-actualization	Average indicators
High	128 0.123*	0.154 0.086
Low	0.166* 0.023	120 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 is significant at the  $p=0.05$  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 between the levels of emotional intelligence at both levels of aggressiveness of demands. Although a dependence is observed here, the presence of the same result on both criteria makes this dependence insignificant. 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 are correlated with the aggression scale. This fact confirmed the results of the previous test and it can be concluded that there is a correlation between the self-actualization of requirements and their emotional intelligence, and this relationship in each case is more pronounced against the background of reducing aggression. This fact is more prevalent in female students, which also shows that girls prefer to get a diploma rather than self-actualization. From this we can conclude that students' self-actualization can be implemented using the necessary motives for developing it. So



the approach we propose is justified. Thus, the path to increasing emotional intelligence is one of the main conditions for the liberation of aggression. This should be taken into account.

## **Discussion and Conclusion**

Our research has shown that the relationship between emotional intelligence and aggression is not entirely, but rather there are relationships corresponding to the substructures of emotional intelligence and some forms of aggression. Overall, the results of this study are confirmed by a number of studies. Thus, it has been confirmed that emotional intelligence also significantly predicts aggression (Behrouz et.al., 2008). The results of this study indicate 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; Ramiz and Vakil,2020).

Although there are correlation indices in a number of studies, according to our study, these facts do not coincide in some. Thus, negative relationships have been identified between variables of aggression and significant aspects of emotional intelligence. That is, a decrease in emotional intelligence creates the basis for an increase in aggression. The results of this study are in agreement with those of Parker et al., who found that high emotional intelligence may be protective of mental and physical health, and that low emotional intelligence may be associated with significant behavioral problems (Parker et al., 2001). In many studies, high levels of empathy have been associated with low levels of aggression (Maria et al., 2022). These findings are consistent with our study. The results showed that there was a negative relationship between emotional intelligence and aggression ( $p < .001$ ), particularly for the hostility and anger and aggression subscales ( $p < .001$ ). It was also found that significant gender differences were observed for emotional intelligence ( $p > .001$ ). With the exception of 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 various dimensions of emotional intelligence.

In addition to all this, the effects of emotional intelligence on aggression in athletes have 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, respect for social norms and rules and control emerge. This study supports a negative relationship between aggression and interpersonal skills [Balcıkanlı & Yıldırım, 2011]. There are quite a few studies of this type and overlapping points are observed in each of them. The conclusion reached in studies conducted with students is that the development of emotional intelligence reduces the level of aggression in various forms and regulates interpersonal relationships (Vakil, 2020). Our study showed that the subcomponents of emotional intelligence of the demands The higher the ability to regulate the external and internal manifestations of emotions, the less likely it is to react to external stimuli, including aggressive behavior. Also, the higher the ability to control emotions, the lower the reaction of resentment and hostility towards people around them (Jabbarov et.al,2023; Vakil, 2020).

The more developed the ability to control one's own and others' emotions, to express emotions that are appropriate in certain situations, the less likely it is to react aggressively to the stimuli that arise. A high level of emotions and managing the emotional state of other people reduces hostility towards others. The higher the ability to control one's own emotions and the emotions of other people, as well as their understanding, the less likely it is to manifest aggression to stimuli (Jabbarov et al. 2020).

The higher the level of intrapersonal and interpersonal emotional intelligence, the less hostile reactions to demands from others. The more developed the indicators of intrapersonal emotional intelligence in students, the less aggressive reactions they have in their actions. The higher the level of understanding of their own emotional manifestations and the emotions of other people, their control





over them, the establishment of causal relationships between the manifestation of emotions and the causes that cause them, the less negative reactions students repeat. Summing up the research and its results, it can be concluded that there is a significant relationship between the indicators of emotional intelligence and aggression in students.

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