

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND AGGRESSION
AMONG HIGH SCHOOL ADOLESCENTS IN MAHIKENG, SOUTH AFRICA

WANDILE TSABEDZE

2017

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND AGGRESSION
AMONG HIGH SCHOOL ADOLESCENTS IN MAHIKENG, SOUTH AFRICA

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Dissertation (article format) submitted in fulfilment of the requirements for the degree Master of Social Science in Research Psychology, Department of Psychology, Faculty of Human and Social Sciences, North-West University (Mafikeng Campus)

South Africa

Supervisor: Dr M. Maepa

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Table of Contents

DECLARATION6

DEDICATION 7

ACKNOWLEDGEMENTS8

SUMMARY 9

PREFACE 10

LETTER OF CONSENT 11

JOURNAL OF SOCIAL SCIENCES: INSTRUCTIONS TO CONTRIBUTORS 12

SUBMISSION OF MANUSCRIPT 12

MANUSCRIPT 18

Abstract20

INTRODUCTION AND PROBLEM STATEMENT21

THEORETICAL FRAMEWORK29

 Aggression theory30

THEORETICAL PERSPECTIVE34

 Instinct theory34

 Mixed model of emotional intelligence35

 Piaget’s theory of cognitive development36

 Gender Power-Control Theory37

LITERATURE REVIEW39

 The relationship between emotional intelligence and aggression among adolescents39

 Aggression and urban or rural location40

 Aggression and gender differences41

 EI and gender differences42

AIM OF THE STUDY30

OBJECTIVES OF THE STUDY30

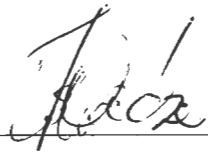
SIGNIFICANCE OF THE STUDY30

HYPOTHESES	31
METHODOLOGY	44
RESEARCH DESIGN	44
PARTICIPANTS/ POPULATION OF THE STUDY	44
INSTRUMENTS AND PSYCHOMETRIC PROPERTIES	47
Section A: Biographic information	47
Section B: The Aggression Questionnaire	47
Section C: Emotional Intelligence Questionnaire	48
ETHICAL CONSIDERATIONS AND PROCEDURE	48
RESULTS	Error! Bookmark not defined.
Hypothesis one	50
Hypothesis two	52
Hypothesis three	53
Hypothesis four	54
DISCUSSION AND CONCLUSION	56
Hypothesis one	56
Hypothesis two	58
Hypothesis three	60
Hypothesis four	61
RECOMMENDATIONS	64
REFERENCES	66
APPENDICES	84
APPENDICES A	84
BIOGRAPHICAL INFORMATION	84
Aggression Questionnaire.....	84
APPENDICE B.....	86
Emotional Intelligence Questionnaire	86

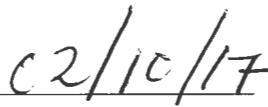
APPENDICE C	90
INFORMATION LETTER.....	90
APPENDICE D.....	92
CONSENT FORM.....	92
APPENDICE E	93
LEARNER ASSENT FORM.....	93
APPENDICE F	94
ETHICS CLEARANCE FROM THE NORTH WEST UNIVERSITY.....	94
APPENDICE G.....	95
APPROVAL FROM DEPARTMENT OF EDUCATION.....	95

DECLARATION

I, the undersigned Wandile Fundo Tsabedze hereby declare that the work presented in this full-dissertation is my own original work and has not been submitted to any other university before, for the purpose of obtaining a degree. All sources of information I have used and consulted are, as far as is humanly possible, recognised as such.



Wandile Fundo Tsabedze



Date

DEDICATION

This study is dedicated to my caring, supportive and loving Grandmother and my late mother

Mrs Girly Dlamini

And

Dr Khetsani Marigold Dlamini

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To my Almighty God, you are my strength and wisdom and no human being can match Your strength. I appreciate You and thank You for giving me knowledge and for making me who I am today. Thank You for Your blessings.

- Dr Maepa and Mrs Pila-Nemutandani I want to thank you for your remarkable persistence, thoughtfulness, support, guidance, believing in me when I did not believe in myself and most of all being patient supervisors to me. Without your guidance this would have been so difficult to achieve. May God bless you.
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SUMMARY

The study investigated the relationship between emotional intelligence and aggression in high school adolescents in high school adolescents in Mahikeng, South Africa. The study adopted the quantitative methodology, and in particular, the correlation design was used to establish the relationship between emotional intelligence (EI) and aggression (A). The correlation matrix highlighted a statistically significant relationship between EI and A, while the t-tests confirmed hypotheses two through to four. The study concluded by highlighting some recommendations (i.e., schools based interventions to improve pupils' EI, gender sensitive aggression interventions) to enhance EI and lower aggression among adolescents.

PREFACE

Article format

For the purpose of this dissertation, and as part of the requirements for a professional Master's degree, the article format as provided for by General Regulation A.7.5.1.b of the North-West University was adopted in this study.

Selected Journal

The target journal for submission of the current manuscript is the Journal of Social Sciences (JSS). For the purpose of examination, tables will be included in the text.

Letter of consent

The letter of consent from the co-authors, in which the authors grant permission that the manuscript "Relationship between emotional intelligence and aggression among high school adolescents in Mahikeng, South Africa" may be submitted for purpose of dissertation, is attached.

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In this study, page numbering will be from the first page to the last. For submission to the above-mentioned journal, the manuscript will be numbered according to the requirements of JSS. Hence, all pages will be numbered consecutively. *The references section will also follow the requirements of JSS*

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We, the undersigned, hereby give consent that Wandile Tsabedze may submit the manuscript entitled “RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND AGGRESSION AMONG HIGH SCHOOL ADQLESCEENTS IN MAHIKENG, SOUTH AFRICA” for the purpose of a dissertation in fulfilment of the requirements for the degree Master of Social Science in Psychology.

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Supervisor: Dr M. Maepa

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Co-supervisor: Mrs R.G. Pila–Nemutandani

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Thesis / Dissertation: Bhasin Veena 1981. Ecological influence on the socio cultural system of the Gaddis of Bharmour Sub-Tehsil, Chamba District, Himachal Pradesh. Ph. D. Thesis, Unpublished. Delhi: University of Delhi.

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AMONG HIGH SCHOOL ADOLESCENTS IN MAHIKENG, SOUTH AFRICA

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND AGGRESSION
AMONG HIGH SCHOOL ADOLESCENTS IN MAHIKENG, SOUTH AFRICA

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Abstract

Objectives: The objectives of the study were to (1) examine the relationship between emotional intelligence and aggression among adolescents; (2) investigate differences in aggression among adolescents from rural and urban areas; (3) explore the different levels of aggression among male and female adolescents; and (4) investigate differences in emotional intelligence between male and female adolescents.

Method: Using a correlational design, a total number of 440 adolescents were sampled by means of a stratified sampling method to participate in the study. A cluster sampling technique was used to select schools to participate in the study. 426 black adolescents and 14 coloureds participated in the study. The age of respondents ranged from 13-18 years with a mean age of 15.5. The statistical analyses used to test the hypotheses were as follows: Correlation matrix (Pearson r correlation) was used to test hypothesis 1 while independent t-tests were used to test hypotheses 2, 3 and 4.

Results: The results revealed a positive statistically significant relationship between emotional intelligence and aggression among adolescents, which was tested among subscales of EI and aggression. Furthermore, adolescents in urban areas reported high levels of aggression than their counterparts in rural areas ($t = -1.227$; $DF = 438$; $p < 0.01$). Male adolescents reported high levels of aggression compared to female adolescents ($t = -1.947$; $DF = 438$; $p < 0.01$). In addition, female adolescents scored higher on emotional intelligence ($t = -1.398$; $DF = 436.16$; $p < 0.01$) compared to male adolescents.

The study concluded that there is a statistically significant positive relationship between EI and aggression. Recommendation were; intervention strategies to enhance level of EI and lower aggression among adolescents.

Keywords: *Emotional intelligence, aggression, adolescents, Mahikeng.*

INTRODUCTION

Salovey and Mayer (1997) consider emotional intelligence (EI) as an outline of capacities and abilities to; see, understand, adjust and deal with one's emotions and those of others. Salovey and Caruso (2004) further maintain that emotional intelligence is the capacity to reason about emotions in order to enhance thoughts and actions based on emotions or feelings. In addition, Foxcroft and Roodt (2006) argue that emotional intelligence refers to the behavioural interpersonal adjustment of an individual and the ability to understand his or her emotions as well as those of others in a given environment. This means the ability to perceive access and generate emotions in order to assist thoughts, understand emotions, and to reflectively regulate self-emotions for an individual to have emotional and intellectual growth (Mayer & Salovey, 1997). Furthermore, Goleman, Salovey, Mayer and Bar-on (1997) consider emotional intelligence as the ability to motivate oneself, persist in the face of frustrations, control impulse and delay gratification, regulate one's moods, keep distress from interfering with the ability to think, empathise, hope, perform, and be creative. Thus, emotional intelligence involves a collection of non-cognitive abilities, competencies and skills that influence one's ability to cope with environmental demands and pressures (Erasmus, Maree & Fletcher, 2013) and managing emotions such as aggression. In this study, emotional intelligence is defined as emotional and social capabilities that determine how well an adolescent understands and expresses emotions and relates with others, further cope with daily demands and pressures as measured by the emotional intelligence questionnaire of Schulte, Malouf, Hall, Haggerty, Copper, Golden and Durkheim (1998).

Svetlana (2007) posits that high emotional intelligence leads to adolescents being less aggressive. Some scholars argue that adolescents who reported higher scores in EI, showed less aggression and antisocial behaviour (Mayer, Perkins, Caruso, & Salovey, 2001),

delinquency (Siu, 2009), and greater resistance to social pressure to react negatively in a quarrel (Mayer *et al.*, 2001). Louw (2009) moots that levels of emotional intelligence among adolescents lead to substance and illegal drug abuse, poor interpersonal relationships, high levels of aggression and physical fights (Brackett, Mayer & Warner, 2004). Aggressive behaviour has become prominent among adolescents in schools worldwide (Dawes, Malamut, Wurster, & Xie, 2014). This is an indication that aggressive behaviour among adolescents could be largely due to low levels of emotional intelligence.

Brackett, Rivers, and Salovey (2011) and Hervas (2011) are of the opinion that exposure of adolescents to aggressive behaviour from their social sphere, such as community, home and school, results in failure to control emotions. According to Mayer *et al.* (2004), the emotions of adolescents are still developing hence, adolescents are unable to regulate their emotions, therefore, emotional regulation is an outcome of proper use of emotional intelligence which assists adolescents in terms of reducing or minimising aggression (Wong, Wong & Chau, 2001).

Aggression may be described as intentional harm (verbal or physical) inflicted by one person to the next (Schulenberg, 2010). Aggression is a form of behaviour characterised by physical or verbal attack; it may appear appropriate and self-protective, even constructive, as in healthy self-assertiveness, or inappropriate and destructiveness (Ramirez, 2010). Brian (2013) further considers aggression as a frustrating attitude that branches primarily from an externally provoked “drive” which can be used to harm others due to lack of one’s ability to control his or her emotions. There are various forms of aggression (such as verbal or physical). Verbal aggression may be evident in instances whereby an individual calls other people by names with the deliberate intention of causing emotional harm; whereas, physical aggression is when a person inflicts harm to the other person physically, for example, by punching or hitting that person (Masoumeh, Mansor, Yaacob, Talib, & Sara, 2014). In this study,

aggression refers to the intention to harm (objective infliction) and being harmed (subject intention) physically or verbally aggressive as measured by the self-report questionnaire (Aggression Questionnaire) of Bryant and Smith (2001). These forms of aggression can be regarded as learned behaviour from the various social spheres that these adolescents may be exposed to (such as community and school environments) (Bandura, 1973).

Hacker (2014) defines adolescence as part of life which is similar to childhood and adulthood not as a stage among sequential stages as Freud (1953) characterised adolescence by *physical changes* which have to do with change in the body appearance of adolescents, *social changes (psychosocial)* characterised by the fact that adolescents have to develop social relationships with peers in their environment; peers become sources for standards and models of behaviour. *Emotional changes* in adolescence is expected, unstable emotions and the inability to control emotions which leads to aggressive behaviour due to sudden and intense emotions. Erikson and Johansson (1985) state during adolescence, self-esteem is largely dependent on social lives. Girls tend to stick to small groups of close friends, while boys build larger social networks. In terms of *cognitive (intellectual)* awareness, adolescents prefer to be more active with passive learning activities, interact with peers, become more curious and exhibit a strong willingness to learn things considered useful at adolescence. Adolescents also decide how moral and ethical choices will guide their behaviours during this time (Dawson, Guare, & Guare, 2013). According to Erikson Johansson (1985), during adolescence, adolescents generally go through the psychosocial crisis of identity versus role confusion, which involves exploring who they are as individuals. They also develop independence and a sense of self. As such adolescence could be defined as the period of life development between childhood and adulthood and covers physical, emotional, cognitive and social development (Mabey & Sorensen, 2012). Adolescence in this study is defined as a solitary confirmation of childhood into adult society (between 13 and 18 years old).

Larson (2013) argues that at this stage, adolescents are faced with a crisis of immaturity in controlling emotions which leads to their inability to understand emotions. They tend to be aggressive, and could be immersed in their own feelings and not recognise aggressive behaviour. In addition, Farahani, (2011) maintains that adolescents who engage in acts of aggression, tend to show little in the way of observable emotion and focus their aggression on obtaining some personal goals such as finishing school and good behaviour. Erikson (1994) states that at this stage, adolescents are identifying themselves through their roles and also starting to mature in emotions. This is an indication that if adolescents do not control themselves during this stage, they likely to be aggressive. This happens more in situations where adolescents are raised in dysfunctional homes where they observe aggressive behaviour. Kalemi, Tzinakou, Kouroupaki, and Douzenis (2016) maintain adolescence is a period during which adolescents fight with emotions regarding their identity and confusion about the role they want to adopt in society.

Exposure of adolescents to aggressive behaviour varies (it could be rural and urban exposure). Rural and urban areas in the study are defined according to infrastructural development of the areas and the social exposure of adolescents. Adolescents from schools located in rural areas have twice the likelihood of carrying a weapon, for instance, knobkerrie compared to those in urban schools (Carr & Durand, 2012). On the contrary, Swahn, et al. (2009) and Nance, Brian, and Kirk (2010) maintain that adolescents in rural areas may be less exposed to aggressive behaviour, while those in urban areas may be more exposed to aggressive behaviour such as belonging to gangs, carrying of weapons (knives and guns) as well as exposure to advanced media and interpersonal aggression.

Singh and Steyn (2014) found that adolescents in rural schools in KwaZulu-Natal had high incidences of aggressive behaviour towards teachers as well as other learners in schools. Such behaviour is revealed when adolescents are under the influence of alcohol or drugs. In

addition, schools in the urban area of Worcester in the Western Province have reported to be more aggressive (hostility and physical) because adolescents in this area are highly exposed to the usage of drugs, weapons and violent behaviour compared to those from schools located in rural districts of the Western Province (Willemse, 2008). Furthermore, the National Drug Intelligence Centre (2015) reported that most adolescents under the influence of drugs, fail to control their emotions. Failure to control emotions leads to aggressive behaviour and the inability to be emotionally intelligent regardless of the location of the school.

PROBLEM STATEMENT

Violence and levels of aggression in South African schools are problematic and reflects the global trend (Portal, 2011). According to Aluede (2011), schools are not supposed to be an unsafe place for both learners and teachers since teaching and learning can successfully take place only in a conducive environment without incidences of intimidation, harassment, insecurity and fear. Unfortunately, in high schools, the use of weapons such as knives, casers and axes by gangs and clubs, for fighting among adolescents, are common, especially during inter-class fights and inter-school sport competitions (Onukwufor, 2013). This affects the normal teaching and learning environment. Physical fights between adolescents, including oppression, are frequent occurrences in high schools and during such clashes, adolescents and teachers sustain injuries (Adeoye & Emeke, 2010). Myburgh and Poggenpoel (2009) argue that adolescents experience aggression in high schools in South Africa on intrapersonal (negative feelings, perceptions and ideas of suicide), interpersonal (physical, verbal and indirect actions) and environmental levels. Notole and Kheswa (2014) also maintain that aggression in South African schools is a serious concern since adolescents who are aggressive, show conformity to peers, less social skills and resentment towards their parents, peers and teachers.

The Nationally Representative Sample of Youth of the United State of America (2016) found that name calling (48.2 %), teasing (46.6 %), spreading rumours or lies (35.2%) and physical aggression such as pushing or shoving (35.4%), hitting, slapping, or kicking (33.3%) are some of the causes of aggression in grades 8-12. Nwankwo (2016) posits that in Nigeria, four in every five (81.5%) secondary school participants reported being victims of aggression and 88.3% of adolescents admitted to be aggressive towards others. This figures increase every year, especially in schools situated in urban areas. Cleen Foundation (2016) maintains that aggression among primary and high school learners is on the increase in Nigeria. For example, physical aggression increased by 23% from 2015 to 2016 and armed robbery from 19% in 2015 to 26% in 2016.

South Africa's statistics on aggression also mirrors global trends. For example, the National Youth Victimization Study (2016) reported that 73% of adolescents have been threatened or hurt while at school or outside school premises (the numbers increased by 4% from 2015). In addition, a study conducted by the South African Human Rights Commission (2015) found that 45% of adolescents interviewed, declared they had been victims of aggressive behaviour at school. In a study conducted by Chabalala (2011) in Limpopo Province, it was reported that 16% of adolescents were engaged in aggressive behaviour while at school on a daily basis since they were unable to regulate their emotions. Moreover, Statistics South Africa (StatsSA, 2016) revealed that there are high rates of aggression in the North West Province (13.8%), especially among adolescents. Regardless of these different percentages in statistics on aggressive behaviour in schools, this behaviour is a worrisome factor.

Leoschut and Burton (2017) are of the opinion that majority of adolescents experienced aggressive behaviour in schools in 2016. However, aggression is also manifested in communities, for instance, 72.4% of adolescents are more exposed to aggression and violence

while in their communities. More than 73.3% (blacks) and 81.5% (coloured) of adolescents are exposed to aggression within their communities on a daily basis. Even though adolescents experience aggression in communities when with peers, aggression is expressed more in schools than in communities because the school is where adolescents engage with peers for a longer period of time.

Studies on aggression focus mainly on males, particularly young men, on grounds that males are more aggressive than females (Pelaez-Fernandez 2014). However, this perception of aggression has changed, especially in terms of gender perspectives, and the increase in the number of antisocial and criminal acts committed by young girls (Babcock, Tharp, Sharp, Heppner, & Stanford, 2015). Furthermore, Kulig, Nahachewsky, Hall, and Kalischuk (2013) argue that gender differences are more significant during adolescence than at any other stage in development since adolescents are trying to fit in social groups.

Cohen (2014) states that the adolescent's experience, expression and management of emotions encompasses both intra- and interpersonal processes. In trying to find role models (whether in the family or society), emotionally, adolescents grow based on the social groups surrounding them. Hay and Loeber (2014) concurs with the above statement and maintains both genders possess the ability to be aggressive. The author believes females become increasingly less likely to perform aggressive acts physically but do so verbally while boys are physically aggressive.

According to Gerevich, Bacskai, and Czobor (2012), adolescents (at the age of 12-18 years) become involved in aggressive behaviour and criminal activities due to peer influence. It is also suggested that aggression and antisocial behaviour begin early in adolescence and continue into adulthood, at least from 11-18 years (Ramirez, Brian, Hinde & Groebel, 2011). In addition, (Ramirez, 2003) maintains aggressive behaviour in adolescence increases at the

age of 13-14 years due to higher scores of rebellious attitudes related to lower scores of EI. Therefore, it is critical that aggression or aggressive behaviour be explored among this population. By so doing, it will help shed some light on the phenomenon among adolescents and in the long run, reduce such behaviour.

Aggression in schools affects learners in different ways. Godleski and Ostrov (2009), Paquero et al. (2007) and Moffitt (2006) state that aggressive adolescents, unfortunately, show psychosocial maladjustment, low academic performance, and absenteeism from school, involvement in delinquent acts, substance abuse, and are subjected to various mental health problems, including higher levels of depression. Aggression can also damage the personal and social functioning of adolescents. This is because aggressive adolescents experience difficulties in interpreting situations and as a result may become violent or isolated (Calvete, Orue, Estevez, Villardon, & Padilla, 2010).

Victims of aggression experience several negative consequences such as depression, anxiety, low self-esteem and stress (Cava, Beluga, Must, and Murgui (2010); Crick and Bigbee (2012); and O'Moore and Kirkham (2001). Olweus (2014) believes victims of aggressive behaviour at schools are more anxious and insecure than peers in general and are often cautious, sensitive and quiet. When such victims are attacked by other students, the most common way of reacting is by crying, especially in lower grades. Gini and Pozzoli (2013) also point out that victims of aggression have a negative view of themselves and often look upon themselves as failures, feel stupid, ashamed and unattractive. In addition, Luxenberg, Limber, and Olweus (2014) moot that adolescents, who are victims of aggressive behaviour, are lonely and abandoned at school and, as a result, do not have a single good friend in their class. Such victims are not aggressive or teasing in their behaviour. Mosome, Myburgh, and Poggenpoel (2011) found that adolescents do experience aggression (verbal shouting or physical by beating) from teachers and peers and end up developing anger and hatred resulting in the

exchange of words or beating back. Such behaviour may lead to fights in school among adolescents and teachers.

Erasmus (2007) conducted a study on emotional intelligence among adolescents in the North West Province of South Africa. The author found that six out of eight adolescents were unable to regulate their emotions since they were involved in aggressive behaviour such as physical fights and teasing other students within school premises. In such instance, it is important for adolescents to learn how to regulate emotions in order to reduce the level of aggression or aggressive behaviour. Furthermore, a study conducted by Chabangu (2014) in Mpumalanga Province revealed that aggression in rural schools is on the rise and now involves serious levels of violence and even deaths among adolescents. Barnett and Mann (2013) and Denson, Pedersen, Friese, Hahm, and Roberts (2011) appreciate ideas that can impact hostility, behavioural humiliation and control of aggressive behaviour by adolescents.

Shahzad, Sarmad, Abbas, and Khan (2010) posit that if aggression is controlled with consistency within communities, adolescents could, thus, be effectively provided with the right measure to deal with conflicting situations. There is, therefore, a need for studies that can contribute to the prevention of aggressive behaviour among adolescents in schools. Studies by Chabalala (2011) in Limpopo, Erasmus (2007) in the North West and Chabangu (2014) in Mpumalanga provinces looked at the level of aggression among adolescents and there was lack of literature looking into the associations between EI and Aggression. The aim of the current study is to examine the relationship between emotional intelligence and aggressive behaviour among adolescents in Mahikeng, North West Province, South Africa.

AIM OF THE STUDY

The main aim of the study was to examine the relationship between emotional intelligence and aggression among adolescents in Mahikeng, South Africa.

OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Examine the relationship between emotional intelligence and aggression among adolescents;
- Investigate differences in aggression levels among adolescents from different rural and urban areas;
- Explore the difference in levels of aggression between male and female adolescents; and
- Investigate differences in emotional intelligence between male and female adolescents.

SIGNIFICANCE OF THE STUDY

It is expected that the study will improve the development of effective prevention and intervention programmes on emotional intelligence and aggression among adolescents. Knowledge gained from this study will assist adolescents in terms of learning skills to control their emotions and reduce the rate of aggression. Through this study, learners will be able learn how to identify aggressive tendencies and seek help when needed. Creating awareness in terms of emotional intelligence and aggression will assist parents and teachers to better understand the phenomenon. Parents will also benefit from the study in terms of understanding the role played by emotional intelligence in the development of aggression and, as such, assist their children to talk openly about their emotions.

The study will also assist health care practitioners (Educational Psychologists and Counsellors) to understand the relationship between emotional intelligence and aggression among adolescents, and in the formulation of appropriate intervention strategies. Through the study, teachers will be in a better position to recognise aggressive tendencies of learners in schools. By so doing, they could assist in preventing such aggressive behaviour before it negatively affects the school environment.

The study will also assist policy makers in formulating policies to deal with aggression and violence in schools. The study will also add to the existing literature on emotional intelligence and aggression among high school adolescents in the North West Province, Mahikeng area, since there are few studies that have been conducted among this group of learners.

HYPOTHESES

- There is a positive significant relationship between emotional intelligence and aggression among adolescents.
- Adolescents in urban areas report high aggression levels compared to those in rural areas.
- Male adolescents report high levels of aggression compared to female counterparts.
- Female adolescents report high levels of emotional intelligence compared to male counterparts.

THEORETICAL FRAMEWORK

Aggression theory (Buss- 1961): Buss (1961) concurs with the influential learning theories of Thorndike and Skinner with regard to aggressive behaviour. According to Buss and Perry (1992), aggressive behaviour is learned through influential behaviour, observing aggression from peers or role models in communities is influential. Buss (1986) considers behaviour to be aggressive whenever one individual acts in a harmful manner to another. Buss (1961) further states that there is frustration prime aggression in adolescents because when adolescents are frustrated, chances of aggressive behaviour increase. For instance, punishment at school can lead to frustrations and push adolescents to react in an angry aggressive manners.

In addition, Buss and Perry (1992) maintains that factors that contribute to aggressive behaviour are experiences such as seeing parents fighting at home or being provoked by peers at school. This theory is supported by Felon and Todeschini (1993) who argue that past experiences of aggressive behaviour of adolescents are the primary cause of aggressive behaviour expressed at a particular time. Workman, Loftus, and Marshall (1983) posit that the conduct of adolescents has an influence on aggression, for instance, when an adolescent is not able to handle frustration or anger, although understanding the nature of behaviour from a social learning perspective is dynamic.

The role of EI in modifying adolescents' emotional experience of aggression could be drawn from a study by Zimmer-Gembeck, Hunter, Waters, and Pronk (2011). The authors conducted a study on the role of emotional reactivity in altering the link between adolescents' social competence and adaptive coping and concluded that failure to adapt to a new environment (school or community), adolescents are more likely to be frustrated and become aggressive towards each other because of lack of interpersonal skills, which is a component of EI. Schokman *et al.*, (2014) state that aggression, stress coping and depression are three

interpersonal stressors which increase the level of aggressive behaviour among adolescents. It was further revealed in the study that the relationship between social competence and coping skills is better explained after emotional reactions to stressful events experienced by adolescents. Adolescents can then be considered to be less or high aggressive once they manage to regulate their emotions and do not become aggressive again.

Downey, Johnston, Hansen, Birney, and Sough (2010) suggest that higher levels of the ability to manage and control emotions are more effective through the chosen coping strategies in dealing with stressful situations common in adolescence, and reduce the display of aggression. Garcia, Silguero, and Fernandez (2014) support this theory and maintain emotional abilities and aggressive behaviour are positively related. That is, adolescents with higher EI show low aggression while those with low EI show high aggression. This relationship appears to be consistent across ages (13-18), gender, area of location (urban or rural), types of aggression (physical, anger, hostile and verbal aggression), and EI measures (self-report or ability measure). Moreover, Downey *et al.* (2010) reported that there may be an influence in the relationship between EI and aggression and, adolescents, when faced with a problem, those with lower EI are more likely to use non-productive coping strategies and focus on reducing one's own distress instead of solving the problem.

THEORETICAL PERSPECTIVE

Instinct theory (Buss, 1997): This theory postulates that individuals have a programmed character at birth and genes which are driven by instinct. “Instinct theory of aggression” states that aggression is said to be an instinctual drive that builds up until it explodes. This theory also states that aggression is derived from an innate fighting instinct, which is common to all humans. Aggression is not just a reaction to outside stimuli but results from an inner aggressive drive or inner excitation that must find expression regardless of the presence or absence of releaser (Prinz, 2005). Zajonc, Murphy, and Inglehart (1989) maintain that aggression is an inborn, self-directed wish that could be relieved by redirecting it towards others and it may be responsible for adolescents’ involvement in aggressive episodes. Although aggression may be inherited, inborn and instinctual, it can be automatically elicited by environmental stimuli and finally may need to be vented out either verbally or through other forms of aggressive behaviour (Baumeister, Bratslavsky, Muraver, & Tice, 1998). In addition, DeWall, Baumeister, Stillman, and Gailliot (2007) state that adolescents, before they act on their anger, cumulate anger or frustrate emotions and release external stimuli (hitting or calling the next person names). According to Buss (1997), in such instances, male adolescents specifically develop aggression when with peers because they will be acting according to their instincts. They fight for respect, resources and ultimately, to be chosen by female adolescents as a result of peer pressure. They pursue these goals with displays of boasting, bragging, showing-off and attempts to humiliate peer males (Berkowitz, 2008). This is a reason why there are less chances of a male adolescent being aggressive towards female adolescents (Daly & Wilson, 1988).

Female adolescents develop aggression in a social circumstance towards other female adolescents. They manipulate each other in a group setting just for acceptance through alienation, isolation, or character defamation, and hence, most of the time, female adolescents

become verbally aggressive towards each other just to manipulate the next person and mostly emotionally hurting not physical fights (Cairns, Neckerman, Ferguson, & Gariepy, 1989). In addition, Simmons (2002) argues that spreading rumours, exclusion from activities or a lunch table, teasing, and using hostile body language (eye rolling, smirking and hand gestures) are aggressive behaviours encountered by female adolescents. Female adolescents tend to practise verbal aggression (Chesney-Lind, Meda, Irwin, & Joanne, 2004) than any other form of aggression.

Mixed model of emotional intelligence (Bar-On, 1997): This model focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself. Bar-On (1997) outlines components of emotional intelligence, namely *intrapersonal skills*, *interpersonal skills*, *adaptability* and *stress management*. Bar-On and Parker (2000) state that *intrapersonal skills* of emotional intelligence are a person's ability to understand and identify feelings. For instance, adolescents need to be able to recognise how they feel before an action in order for them to be considered emotionally intelligent. These intrapersonal skills are considered as self-awareness (Goleman, Boyatzis, & Rhee, 2000). In terms of *interpersonal skills*, adolescents must have the skills on how to communicate with peers. However, if adolescents lack interpersonal skills, they are more likely to be aggressive and become antisocial (Bar-On & Parker, 2000). Furthermore, *adaptability* fuses endorsement of one's emotions, adaptability to developing circumstances, and the ability to perceive and handle issues enough. Both Goleman (1995) and Romanelli, Cain, & Smith (2006) indicate that qualities of flexibility, for instance, regulating associations and discriminating intuition are keys for the emotionally intelligent adolescent. *Stress management* involves the ability to deal with stressful situations in ways that result in positive outcomes (Bar-On & Parker, 2000). For instance, Prerenal (2014) states that high school adolescents, who are more capable of coping with pressure associated with challenging academic material, perform better than those who

lack the ability to manage their stress. Ismail, Yao and Yeo (2013) argue that EI abilities are potential determinants of stress management, for instance, a higher level of EI leads to adolescents being able to manage their stress, understand the emotions of others, emotions direct cognition and emotional control.

Bar-On (2002) points out that emotional intelligence develops over time and can be improved upon through training, programming and therapy. Based on the above theory, emotional development during adolescence involves establishing a realistic and coherent sense of identity within the context of relating to others and learning to cope with stress and managing emotions to show growth on emotional intelligence (Shamrock & Singh, 2009). This basically means adolescents need to be aware of their interpersonal and intrapersonal skills, adaptability and stress management for them to be regarded as emotionally mature.

Piaget's theory of cognitive development (1937): Piaget's interest was on how adolescents reacted to their environment and the more active role they play than that suggested by the learning theory. Adolescents aged between 12 and 18 years, should be at the 'formal operations' stage of Piaget's cognitive development theory. This stage is characterised by increased independence for thinking through problems and situations. Piaget's cognitive development theory maintains adolescents are able to think independently and are able to differentiate between bad and good behaviour. Furthermore, Rogoff (1990) maintains that at this age, adolescents should be able to learn and apply general information needed to adapt to specific situations.

According Piaget (1937), at the formal operational phase of cognitive development, adolescents move past solid encounters and start to think conceptually, reason legitimately and reach inferences from the information accessible, and also apply every one of these procedures to speculative circumstances. In addition, Danson (1994) argues that the idea of adolescents at

the formal operational level is in the immature verbal critical thinking capacity and if adolescents fail to tackle issues, they become verbally aggressive. However, adolescents are changing psychologically, and there is a need to concentrate on the intellectual improvement and social development of adolescents because at this stage, adolescents are able to make independent decisions. Adolescents become aggressive once they are frustrated and are unable to control their emotions (such as anger).

Erickson's psychosocial stages state that adolescents at this stage, are not self-actualised, which applies in their emotional intelligence, for instance, adolescents' identity exploration and readily discernible symptoms include fluctuation of emotions (Erikson, 1959). Furthermore, Erikson (1963) believes adolescents without ideal functional emotional intelligence, are likely to have identity crisis, giving rise to overabundance of problem behaviours and debilitating unstable emotions.

Erickson (1968) argues that social discrepancies and aggressive behaviours affect the formation of friendships across childhood and adolescence because adolescents tend to be aggressive towards one another. Erickson (1968) further maintains that adolescents who lack social skills, tend to be aggressive. This is because at this stage, they want a sense of belonging. Aggressive behaviour is as a result of role confusion, for instance, if adolescents are raised in a dysfunctional social environment (such as a family), they are more likely to learn such aggressive behaviour and become aggressive in life.

Gender Power-Control Theory (Hagan, Simpson & Gillis, 1987): The Gender Power-Control theory was initially developed in criminology to explain gender-differences in involvement in common forms of delinquency and aggressive behaviour (Hagan, McCarthy & Foster 2002). The main assumption of this theory is the link between socially structured power relations outside of the family such as the school environment in influencing adolescents'

engagement with peers and variations in the social control of male and female adolescents within the family (Collett & Lizardo, 2008).

It is anticipated that this theory will take an instrument-object form, with both male and female adolescents being the object of control by the environment which serve as the instrument of influence to adolescents' antisocial behaviour (Hagan *et al.*, 1987). In addition, the social construction theory of Bem and Coltrane (2004) maintains that men and women are expected to display stereotypic gender roles through the division of social responsibilities. Men are often seen as superior over women (Connell & DiClemente, 2000). Men might not openly express their emotions (Moller-Leimkuhler, Branney & White, 2008). Martin (1998) argues that male adolescents are more physically aggressive than female adolescents because society expects them to be more masculine compared to girls, which pushes male adolescents to delinquency while female adolescents are more emotionally aggressive and less engaged in delinquency. These theories indicate that due to the socially structured power relations and the stereotypical gender roles, male adolescents are likely to be aggressive, more especially physical aggression than female adolescents. Female adolescents are likely to be emotionally mature compared to male adolescents.

LITERATURE REVIEW

Emotional intelligence (EI) and aggression among adolescents: Emotional intelligence has become a familiar research topic over the years (Byrne, Dominick, Smither & Reilly, 2007). Salovey and Mayer (1990) initially proposed the concept of emotional intelligence and suggested that individuals differ in the way they deal with their emotions. They also consider emotional intelligence as knowing and managing one's own emotions, motivating oneself towards mastery and creativity, as well as recognising and dealing with others' emotions. This information can then be used to guide one's thinking and actions. In addition, those who are able to manage their emotions effectively, are said to be "emotionally intelligent" (Goleman, 1995).

Emotional intelligence (EI) refers to a pattern of emotional self-perceptions located at the lower levels of personality hierarchies (Petrides, Pita & Kokkinaki, 2010). Bracket, Mayer and Warner (2014) state that the construct is about people's perceptions of their emotional abilities, which is why it has also been labelled "trait emotional self-efficacy". Low EI has been negatively associated with depression, anxiety, anger and disruptive behaviour in adolescents when they fail to cope with academic work and become aggressive because of frustration and stress (Martins, Ramah & Morin, 2010). High levels of EI is positively associated with adaptive coping styles, peer relations and socio-emotional competence (Frederickson, Petrides & Simmonds, 2012).

In the same context, high emotional intelligence is a strong predictor of better psychological adjustment and high self-esteem, whereas, low emotional intelligence is significantly related to depression, damaging and disturbing behaviour (Petrides & Furnham 2013; & Seigling, Saklofske, Vesely, & Nordstokke, 2012). Emotional intelligence has a significant and positive relationship on the mental health of adolescents. Increasing emotional

intelligence leads to positive quality of life and decreasing levels of emotional intelligence may lead to psychopathology in adolescents (Mayer, Roberts, & Barsade, 2008).

EI dimensions such as emotions direct cognition, emotional management and control, significantly predict the propensity of adolescents towards peer victimisation (Stough, Saklofske, & Parker, 2010). However, Mayer *et al.*, (2008) has a different view. The Emotional Intelligence dimension of understanding the emotions of others has been found to be negatively related to aggression. This is an indication that there is a significant relationship between emotional intelligence and aggression. Therefore, intervention programmes in schools should be improved by addressing deficits in EI in adolescents who have an anti-social behaviour as well as those who are at greater risk of being subjected to peer victimisation.

Aggression at urban and rural location schools: Schulenberg (2010) argues that adolescents in schools, either from rural or urban areas, experience aggressive behaviour among peers. This shows that adolescents are not emotionally mature. Hence, aggressive behaviour in schools may affect the rate of school dropout as learners may be scared of making friendships either with urban or rural high school adolescents (Godleski & Ostrov 2010). This could be linked with increased incidences of adolescents with self-esteem problems. Since adolescents cannot be separated from the aggressive tendencies of their peers, many of them present a discrepancy in terms of social capability and anti-social behaviours that contribute to aggression (Espelage & Swearer, 2003).

Study conducted by Carr *et al.* (2012) revealed that adolescents from schools located in rural areas, have twice the likelihood of carrying a weapon, for instance, *knobkerrie* compared to those in urban schools. This is an indication that adolescents in rural areas are more likely to be physically aggressive (using a knobkerrie, which is a common weapon in rural areas).

Manoj and Palaniappan (2014) state that tendencies of verbal aggression are more visible among adolescents in rural areas, especially when under the influence of alcohol. Furthermore, Zhang, Yu, Liu, & Meng (2015) maintains that hostile aggression is common in adolescents in rural areas and such victims are more likely to commit suicide since most rural areas do not have facilities that can serve as psychosocial support systems (such as counselling services, clinical psychologists and social workers). Hence, adolescents in rural areas are more likely to be angrier the whole day. Additionally, Edwards (2013) posits that anger aggression is a problem among adolescents in rural areas. This is a form of self-assertion used by adolescents to protect personal boundaries at a developmental stage. It is, therefore, more likely for adolescents in rural areas easily become angry with peers. According to Notole and Kheswa (2014) adolescents in both rural and urban are generally aggressive due to inadequate parental guidance from permissive and authoritarian parents, peer influence and alcohol abuse are factors that increase aggressive behaviour among adolescents.

Aggression and gender differences: Aggressive tendencies are not the same, or do not occur at the same level for both male and female adolescents. Male adolescents are reported to have higher aggressive tendencies and justified aggression easily and in a wider range of situations (Ramirez, 2001 & 2010). In addition, Sameer and Jamia (2007) maintains that male adolescents seem to justify the strong kinds of aggression (using physical aggressive acts) more than females in all social situations such as playing grounds and classrooms. Furthermore, females have been reported to be more verbally aggressive than males (Van der Merwe & Heyns, 2012). However the authors found no differences between genders for verbal aggressive acts, such as “getting furious”, “shouting” or “being sarcastic”, which is an indication that adolescents to some extent, experience the same emotions regardless of gender.

Gender variations exist in aggression (Ramires, 2010). According to Myers (2005), male adolescents admit to be more physically aggressive than female adolescents. In addition,

Shaffer (2005) maintains that a study conducted in more than 120 countries around the world revealed that males are more physically and verbally aggressive than female adolescents. Furthermore, although male adolescents still describe themselves mainly by using masculine traits, they have begun to include feminine traits in their gender self-concepts. However, Sameer and Jamia (2007) maintain that there is no significant difference between male and female adolescent aggression since females will score higher in terms of verbal aggression while male adolescents will score higher in terms of physical aggression.

A study conducted by Navarro, Larranaga and Yubero (2011) revealed culturally prescribed gender traits and their influence on victimisation problems and aggressive tendencies. The study considered the influence of gender stereotypical traits on aggressive behaviour, especially bullying, and how both of them play an important role in understanding the social factors behind aggression, even when evidence for female aggression is mixed.

Emotional Intelligence and gender differences: Research on interactions between emotion and cognition has created a basis for the study on emotional intelligence and gender differences (Naghavi & Redzuan, 2011). Brody, Muderrisoglu, and Nakash-Eisikovits, (2008) argue that male and female adolescents learn differently how to control emotions. As a result, parents talk to daughters rather than sons about emotions except for anger (Bracket, Rivers, & Salovey, 2011). Bracket, Mayer and Warner (2014) found that female adolescents obtain meaningfully higher scores than male adolescents in terms of emotional intelligence, but EI is a more distinguished predictor in the lives of males. The lower score obtained by male adolescents in terms of the inability to understand emotions of self and others is due to negative consequences such as taking alcohol and illegal drugs which leads to aggressive behaviour (which is a rare behaviour among female adolescents). Goleman (1995) considers male and female adolescents to have different strengths and weaknesses for EI capacities. Mayer, Salovey, and Caruso (1999) and Mayer and Geher (1996) concur with Goleman's findings and

maintain that females score higher in EI than males. EI includes the abilities to accurately perceive emotions, managing own emotions, managing other's emotions and using emotions to assist in thoughts, understanding emotions and emotional knowledge, and also to reflectively regulate emotions in order to promote emotional and intellectual growth, which differ in terms of levels of score among male and female adolescents (Mayer *et al.*, 2004).

Joseph and Newman (2015) believe the lower score obtained by male adolescents in terms of the inability to manage own emotions is due to negative consequences such as taking alcohol and illegal drugs which leads to aggressive behaviour. This is an indication that male adolescents are more likely to score higher in EI than female adolescents. Furthermore, Mayer, *et al.* (1999) and Mayer and Geher (1996) argue that females score higher in terms of managing other's emotions than males. This is further supported by Downey, *et al.* (2010) who maintain female adolescents score higher in terms of managing other's emotions compared to males. For instance, females are able to share their problems or confide among each other when they are not emotionally stable compared to males who prefer to control their emotions. When they are angry, they burst out and become very aggressive (Schutte *et al.*, 2014).

Castro-Schilo and Kee (2010); Jausovec and Jausovec (2005); Mayer *et al.* (1999) argue that females make great use of emotional intelligence because they use and need it more than males and also because they are more emotional. Although female adolescents utilise their emotions more than male adolescents do, they are not different from males with regard to ambiguity, control and expression of emotions. In addition, the inability of males to openly express their emotions is due to their inability to share emotions (Moller-Leimkühler in Branney & White, 2008).

METHODOLOGY

Quantitative research refers to studies which employ the scientific method of collecting and analysing numerical data and focuses on controlling variables, and coming to generalisable conclusions or providing new explanations (Hesketh & Laidlaw, 2009).

RESEARCH DESIGN

A correlation research design was used in the study in order to examine the relationship between emotional intelligence (independent variable) and aggression (dependent variable) among adolescents. A correlation research design is the measurement of two or more factors to determine or estimate the extent to which the values for the factors are related or change in an identifiable pattern (Muller, 2013). To set up a correlation research design, two or more measurements for each individual are observed.

PARTICIPANTS/ POPULATION OF THE STUDY

Four hundred and forty (440) male and female adolescents aged 13 to 18 years from Mahikeng, North West Province were selected to participate in the study. Participants were selected from schools in urban and rural areas in Mahikeng (from grades 8-12 classes).

A cluster sampling technique was used in selecting schools to participate in the study. Through this technique, the total population was divided into groups (or clusters) males and females, a simple random sample of the groups was selected (rural and urban schools) which where three schools from rural and two schools from urban. Furthermore, a stratified sampling technique was used to select participants from the schools. The researcher ensured that

participants had a number of distinct categories (gender and grades), for the setting to be organised into separate “sections.” In addition, each section was sampled as an independent sub-population, out of which individual elements could be randomly selected. Using the same sampling fraction for all sections ensures proportionate representation in the sample. Only high school adolescents were selected to participate in the study. The table below presents the participants who participated in the study.

Table 1

Background sample and characteristics of high school adolescents (N=440)

Variables	Category	Aggregate			Skewness
		All	Male	Female	
		N (%)	N (%)	N (%)	
Race	Black	426 (96.8)	208(97.2)	218(96.5)	5.353
	Coloured	14 (3.2)	6(2.8)	8(3.5)	
Age	13	11 (2.5)	4(1.9)	7(3.1)	-.896
	14	27 (6.1)	6(2.8)	21(9.3)	
	15	57 (13)	24(11.2)	33(14.6)	
	16	64 (14.5)	31(14.5)	33(14.6)	
	17	81 (18.4)	43(20.1)	38(16.8)	
	18	200 (45.5)	106(49.5)	94(41.6)	
Grade	Grade 8	38 (8.6)	20(9.3)	18(8.0)	-.230
	Grade9	69 (15.7)	31(14.5)	38(16.8)	
	Grade10	137 (31.1)	61(28.5)	76(33.6)	
	Grade11	41 (9.3)	26(12.1)	15(6.6)	
	Grade12	155 (35.2)	76(35.5)	79(35.0)	
Home language	Setswana	416 (94.5)	207(96.7)	209(92.5)	3.937
	Other	24 (5.5)	7(3.3)	17(7.5)	
Location of school	Urban	288 (65.5)			0.652
	Rural	152 (34.5)			
Living with parents	Father	37 (8.4)	22(10.3)	15(6.6)	.583
	Mother	173 (39.3)	74(34.6)	99(43)	
	Both	163 (37)	91(42.5)	72(31.9)	
	None	41 (9.3)	15(7.0)	26(11.5)	
	Other	26 (5.9)	12(5.6)	14(6.2)	
Parents employed	Yes	298 (67.7)	146(68.2)	152(67.3)	.761
	No	142 (32.3)	68(31.8)	74(32.7)	
Number of siblings	1	115 (26.1)	51(23.8)	64(28.3)	.437
	2	112 (25.5)	61(28.5)	51(22.6)	
	3	103 (23.4)	48(22.4)	55(24.3)	

4	46 (10.5)	27(12.6)	19(8.4)
5	64 (14.5)	27(12.6)	37(16.4)

45% of respondents were 18 years, while 2.5% were 13 years old. 35.2% of respondents were in grade 12 and 94.5% were Setswana-speaking learners. 36.3% were living their mothers while 67.7% of parents were employed. 65.5% of respondents were found in schools located in urban areas. 26.1% of respondents had one sibling while 10.5% had four siblings.

INSTRUMENTS AND PSYCHOMETRIC PROPERTIES

A questionnaire was used to collect data for the study. The questionnaire was divided as follows:

Section A: Biographic information

This section requested demographic information of participants such as age, gender, location of the school, nationality, grade and race.

Section B: The Aggression Questionnaire (Bryant and Smith, 2001)

It is a self-report measure that consists of 11 items adapted from Buss Perry's 29 item aggression questionnaire. It measures trait aggression, verbal aggression, hostility and physical aggression. It was developed in 2001 by Bryant and Smith. They refined the first 29 item questionnaire on the grounds that in spite of the fact that it contains a strong theoretical foundation, the shorter version preserved the conceptual content and improved statistical precision. The shorter version has also been found to be applicable to both genders (Bryant & Smith, 2001). The scale will ask participants to report on the behaviours they engaged in during the last 7 days. It consists of statements such as 'I fought back when someone was hitting me'. They have to report this on a 6 point Likert scale with 0 times representing no act of the

behaviours and 6+ representing six or more times the behaviours occurred. It has been used in studies and has proved to be reliable and valid. The Cronbach's alpha coefficient is ($\alpha = .88$) (Gunderson, 2006). In the current study, the Cronbach's alpha coefficient was ($\alpha = .76$.)

Section C: Emotional Intelligence Questionnaire. (Schutte, Malouff, Hall, Haggerty, Copper, Golden and Dornheim, 1998)

This is a 33- item scale used to measure emotional intelligence. The questionnaire is a 5-point Likert scale with higher scores indicating a high level of emotional intelligence. For example, the scale has four sub-scales of emotional intelligence as follows: intrapersonal; interpersonal; adaptability; and stress management. A Cronbach Alpha of ($\alpha = .87$) was found for internal consistency of the scale. Also, a two week test-retest showed a reliability of ($\alpha = .78$.)

Vasloo (2005) used this scale in South Africa among adolescents aged 14-18 years old and the following psychometric properties were identified: construct validity and internal consistency of the five-factor solution; identified positive state ($\alpha = 0,85$); own emotions ($\alpha = 0,80$); negative emotions ($\alpha = 0,58$); emotions of others ($\alpha = 0,73$); and emotional management ($\alpha = 0,78$). This means that this scale is valid to be used in South African adolescents. In the current study, the Cronbach's alpha coefficient was ($\alpha = .78$.)

ETHICAL CONSIDERATIONS AND PROCEDURE

Permission to conduct the study was requested and obtained from the Department of Psychology, North-West University, Mafikeng Campus and the North West University Ethics Committee. Ethics Number: NWU-00387-16-A9 was issued for data collection. Permission was also obtained from the Department of Education, North West Province, principals and subject teachers to use their teaching periods to issue the questionnaire to learners. Participants who were under the age of 18 years were given a consent form to be completed by parents

granting them permission to take part in the study. Once permission was granted, participants were considered in the study. In instances where permission was not granted by parents, such participants were excluded from the study. Learners whose parents consented to participation were also issued assent forms. Learners aged 18 years were issued consent forms in order for them to indicate their position regarding participation in the study. Participants who were not interested in the study and those over the age of 19 were excluded in the study. Learners who were willing to take part in the study and who could read and write were considered in the study. Participants were guided on how to complete the questionnaire on emotional intelligence and aggression. Furthermore, the goals and purpose of the study were explained to participants. Questionnaires were completed by learners in the presence of the researcher. The researcher collected data in the morning hours when learners were not tired. Each learner took between 20 and 30 minutes to complete the questionnaire.

RESULTS

Hypothesis one: Relationship between emotional intelligence and aggression among adolescents

Table 2

Correlation Matrices among variables used in the study

Variables	<i>VA</i>	<i>PA</i>	<i>HA</i>	<i>AA</i>	<i>PE</i>	<i>MOE</i>	<i>MO'sE</i>	<i>UE</i>
Verbal aggression	1.00							
Physical aggression	0.12*	1.00						
Hostile aggression	0.10*	0.08*	1.00					
Anger aggression	0.25*	0.24**	0.11*	1.00				
Perception of emotions	0.08*	0.03	0.04*	0.05*	1.00			
Managing own emotions	0.04*	0.03*	0.05*	0.07*	0.05*	1.00		
Managing others' emotions	-0.05	0.00	-0.08	0.01*	0.01**	0.19	1.00	
Utilisation of emotions	-0.02	0.03*	-0.02	0.02*	0.09*	0.05*	0,08*	1.00

**Correlation is significant at 0.01 level

*Correlation is significant at 0.05 level

Note: EI = Emotional Intelligence, A = Aggression VA = Verbal Aggression, PA = Physical Aggression, HA = Hostile Aggression, AA = Anger Aggression; PE = Perception of Emotions, MOE = Managing Own Emotions, MO^SE = Managing Other's Emotions, UE = Utilisation of Emotions.

Hypothesis one stated that there is a significant positive relationship between emotional intelligence and aggression among adolescents. This hypothesis was tested using correlation matrix analysis (Pearson r correlation). The results revealed that there is a significant positive relationship between emotional intelligence and aggression among adolescents as follows: EI and verbal aggression (r) =0.01, p <0.01); aggression and perception of emotions (r) =0.02, p <0.05); aggression and managing emotions (r) =0.02, p <0.05); verbal aggression and perception of emotions (r) =0.08, p <.05); verbal aggression and managing own emotions (r) =0.04, p <.05); physical aggression and perceptions of emotions (r) =0.03, p <.05); physical aggression and managing own emotions (r) =0.03, p <.05); and physical aggression and utilisation of emotions (r) =0.03, p <.05). Furthermore, a significant positive relationship was found between hostile aggression and perception of emotions (r) =0.04, p <.05) and hostile aggression and managing own emotions (r) =0.05, p <.05). Anger aggression and managing own emotions (r) =0.07, p <.05) and anger aggression and managing other's emotions (r) =0.01, p <.01) and anger aggression and utilisation of emotions (r) =0.02, p <.01) also revealed a significant positive relationship. The results revealed that the first hypothesis was accepted.

Hypothesis two: Urban or rural adolescents and aggression

Table 3

Aggression independent t-test (urban and rural) Group Statistics (N=440)

Variables	School	N	M	SD	df	t-values	p
	Location						
Verbal aggression	Urban	288	.69	1.402	438	-1.227	
	Rural	152	.86	1.447		-1.215	n.s
Physical aggression	Urban	288	1.30	2.004	438	.333	
	Rural	152	1.36	1.674		.351	0.01
Anger aggression	Urban	288	1.25	1.735	438	-.452	
	Rural	152	1.33	1.756		-.450	n.s
Hostile aggression	Urban	288	1.44	2.064	438	-.393	
	Rural	152	1.53	2.106		-.390	n.s

Note: ** $p < 0.01$ and *n.s* = not significant

Hypothesis two stated that adolescents from urban areas report high aggression levels than those in rural areas. The results revealed non-significant statistical differences on verbal aggression ($t = -1.227$; $DF = 438$; $p = n.s$) among urban and rural adolescents. Furthermore, no statistical difference was found on anger aggression ($t = -.452$; $DF = 438$; $p = ns$) and hostile aggression ($t = -.393$; $DF = 438$; $p = ns$) among adolescents in urban and rural areas. .

A closer look at the descriptive statistics showed that adolescents in rural areas reported higher scores ($M = .86$, $SD = 1.447$) on verbal aggression than those in urban areas. ($M = .69$, $SD = 1.402$). The differences in mean score indicated that adolescents in rural areas ($M = 1.33$, $SD = 1.756$) reported higher levels on anger aggression compared to those in urban areas ($M =$

1.25, SD=1.735). In addition, adolescents in rural areas scored higher on hostile aggression (M= 1.53, SD=2.106) compared to those in urban areas (M=1.44, SD=2.064).

However, there was a significant difference between adolescents in urban and rural areas in terms of physical aggression ($t = .333$; $DF=438$; $p<0.1$), with those in urban areas scoring lower on physical aggression (M= 1.30, SD=2.004) compared to those in rural areas (M=1.36, SD=1.674). Therefore, hypothesis two was partially accepted.

Hypothesis three: Male adolescents report high levels of aggression than their female counterparts

Table 4

Aggression (Male and Female) independent t-test for adolescents Group Statistics (N=440)

Variables	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-values</i>	<i>p</i>
Physical aggression	Male	288	1.85	1.260	438	.096	0.01
	Female	152	1.84	1.229		.097	
Verbal aggression	Male	288	1.08	1.294	438	-1.947	0.01
	Female	152	1.34	1.390		-1.904	
Anger aggression	Male	288	2.95	1.038	438	.536	0.01
	Female	152	2.89	1.087		.528	
Hostile aggression	Male	288	2.05	1.337	438	.656	0.01
	Female	152	1.96	1.342		.656	

Note: ** $p<0.01$

Hypothesis three stated that male adolescents report higher scores of aggression than their female counterparts. In terms of physical aggression ($t = .096$; $DF= 438$; $p<0.01$), males

scored higher ($M=1.85$, $SD=1.260$) compared to females ($M=1.84$, $SD=1.229$). The results showed a significant difference between male and female adolescents on verbal aggression ($t = -1.947$; $DF= 438$; $p<0.01$) with males scoring lower ($M=1.08$, $SD=1.294$) compared to females ($M=1.34$, $SD= 1.390$). There was a significant difference between male and female adolescents on anger aggression ($t =.536$; $DF= 438$; $p<0.01$) with males scoring higher ($M=2.95$, $SD= 1.038$) compared to females ($M=2.89$, $SD=1.087$). This hypothesis was accepted.

Hypothesis four: Female adolescents report high levels of emotional intelligence than their male counterparts

Table 5

Emotional Intelligence independent t-test for (Male and Female) adolescents Group Statistics (N=440)

Variables	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-values</i>	<i>p</i>
Perception of Emotions	Male	214	1.80	1.256	436.16	-.756	0.01
	Female	226	1.89	1.243			
Managing own emotions	Male	214	1.07	1.265	437.32	-1.398	0.01
	Female	226	1.25	1.390			
Managing others' emotions	Male	214	2.85	1.099	429.35	-1.574	0.01
	Female	226	3.01	1.007			
Utilisation of emotions	Male	214	1.85	1.332	436.47	-2.648	0.05
	Female	226	2.18	1.326			

Note: ** $p<0.01$ and * $p<0.05$

Hypothesis four stated that female adolescents report high levels of emotional intelligence compared to their male counterparts. The results showed a significant difference between male and female adolescents on perception of emotions ($t =-.756$; $DF=436.16$;

$p < 0.01$) with males scoring lower ($M=1.80$; $SD=1.256$) than females ($M=1.89$; $SD=1.243$). In terms of managing own emotions ($t = -1.398$; $DF= 436.16$; $p < 0.01$), males scored lower ($M=1.07$; $SD=1.265$) compared to females ($M= 1.25$ $SD= 1.390$). On managing others' emotions ($t = -1.578$; $DF= 429.35$; $p < 0.01$), females scored higher ($M=3.01$; $SD= 1.007$) compared to males ($M=2.85$; $SD= 1.099$). Similarly, there was a significant difference between males and females on utilisation of emotions ($t = 438, -2.65$; $DF=436.47$; $p < 0.05$) with females scoring higher ($M=2.18$; $SD= 1.326$) compared to males ($M=1.85$; $SD=1.332$). The results revealed that hypothesis four was accepted.

Female adolescents were found to experience psychological challenges due to their incapability and fear in dealing with and managing own emotions. However, they were able to perceive others' emotions. Considering the mean difference between the perceptions of adolescents according to gender differences, it was found that there is a statistical difference between male and female adolescents with regard to their experiences in handling all aspects of managing their own emotions.

DISCUSSION AND CONCLUSION

The aim of the study was to examine the relationship between emotional intelligence and aggression among high school adolescents. The results, conclusions drawn, limitations and recommendations are discussed in this section.

The objectives of the study were:

- To examine the relationship between emotional intelligence and aggression among adolescents;
- To investigate differences in aggression among adolescents from different geographical areas (rural and urban);
- To explore the difference in levels of aggression between male and female adolescents; and
- To investigate differences in emotional intelligence between males and females.

Hypothesis one: The relationship between emotional intelligence and aggression

Hypothesis one stated that there is a significant positive relationship between emotional intelligence and aggression. The results of the study revealed that there is a significant positive relationship between emotional intelligence and aggression among high school adolescents. It was further revealed that verbal aggression and perception of emotions have a significant positive relationship. These results are in agreement with the findings of Erasmus (2007) who found that adolescents tease each other (verbal aggression) in a school environment due to their inability to regulate emotions or manage their own emotions.

It was also revealed that there is a weak positive relationship between physical aggression and managing own emotions as well as utilisation of emotion since adolescents tend to be more physically aggressive. These results are consistent with those of Hay and Loeber (2014) who

reported that adolescents become physically aggressive if they fail to manage own emotions and have difficulties in utilising emotions

The results further revealed a significantly positive relationship between anger aggression and managing other's emotions. These results are in line with the findings of Salovey and Mayer (1997) who reported that knowing and managing one's own emotions, motivating oneself towards mastery and creativity, as well as recognising and dealing with others' emotions can be used to guide one's thinking and actions and lead to lower anger. In addition, those who are able to manage their emotions effectively, are said to be "emotionally intelligent" (Goleman, 1995).

These results are in agreement with the findings of Petrides and Furnham, (2014) who found that positive emotional intelligence leads to high self-esteem, whereas low or negative emotional intelligence is significantly related to depression, damaging and disturbing behaviour (such as aggressive behaviour). The results obtained in this study also concur with those of Barnett and Mann (2013) who reported that the positive relationship between EI and aggression are the outcomes of low or high scores of aggression among adolescents.

EI has been negatively associated with depression, anxiety, anger and disruptive behaviour in adolescents when they fail to cope with academic work and become aggressive (Martins, Ramah, & Morin, 2010). The lower the level of EI, the higher the level of aggressive behaviour in high school adolescents, and positively associated with adaptive coping styles, peer relations and socio-emotional competence (Frederickson, Petrides, & Simmonds, 2012) in adolescents with high levels of emotional intelligence.

Mayer et al, (2008) obtained contrary results from what was discovered in this study. Mayer found that the emotional intelligence dimension of understanding the emotions of others

has been found to be negatively related to antisocial behaviour such as aggressive behaviour and not being able to regulate emotions.

The results obtained in this study are in agreement with Buss' (1961) that emotional abilities and aggressive behaviour are positively related, an indication that adolescents with higher EI display lower levels of aggression while those with low EI display higher levels of aggression.. In other words, aggressive behaviour among adolescents is initiated by adolescents' failure to regulate their emotions, manage the emotions of others and utilising their emotions appropriately.

Hypothesis two: Adolescents from urban areas report high on aggression levels compared to those in rural areas.

Hypothesis two stated that adolescents from urban areas report high levels of aggression compared to those in rural areas. This hypothesis was not accepted as hypothesised. Adolescents from rural areas were found to be aggressive than those from urban areas, notwithstanding the low numbers of adolescents from rural areas. The results of the study are consistent with the findings of Singh and Steyn (2014) who found that adolescents in rural schools in KwaZulu-Natal had high incidences of aggressive behaviour towards teachers as well as other learners in schools, especially when under the influence of alcohol. The results of this study also confirm the findings by Carr *et al.* (2012) who found that adolescents from schools located in rural areas have twice the likelihood of carrying a weapon, for instance, knobkerrie compared to those in urban schools. This means that adolescents in rural areas are more likely to be physically aggressive (fighting back when someone hits first) by using a knobkerrie, which is a common weapon in rural areas.

In addition, adolescents in rural areas scored higher on verbal aggression (teasing other pupils). This finding is in line with the results obtained by Manoj and Palaniappan (2014) who

found that verbal aggression is a common trend among adolescents in rural areas who come from homes where domestic violence is rife and those from dysfunctional families.

Furthermore, the results revealed that adolescents in rural areas scored higher on hostile aggression compared to those in urban areas, for instance, adolescents from schools located in rural areas showed an increasing likelihood of being angry most of the day. This result is consistent with the finding of Zhang *et al.* (2015) who reported that hostile aggression is common in adolescents in rural areas and those who are victims of hostile aggression are more likely to commit suicide. On the contrary, in a study conducted by Willemse (2008), it was found that schools in the urban area of Worcester in the Western Province, South Africa, reported to be more aggressive (hostility and physical). This is because adolescents in this area are highly exposed to the usage of drugs, weapons (such as guns) and knives and violent behaviour compared to those from schools located in rural districts of the Western Province, South Africa. Schulenberg (2010) reported a contrary view by maintaining that adolescents in schools either from rural or urban areas, are aggressive among peers.

The results also revealed that adolescents in rural areas scored higher on anger aggression compared to those in urban areas. This result is in line with the finding of Edwards (2013) who reported that anger aggression is a problem among adolescents in rural areas, which is self-assertion to protect personal boundaries at a developmental stage. These results are also in agreement with the frustration-aggression theory (Berkowitz & Heimer, 2008) which maintains that frustrations lead to aggression (physical, verbal, hostile and anger aggression). Frustration among adolescents produce aggressive behaviour or other forms of negative emotions such as sadness, disappointments, threats to identity and physical pain (Berkowitz & Heimer, 1983, 1989). Aggressive behaviour has many effects for individual and social behaviour. Aggression in adolescents (rural and urban) is caused by the increased frustrations.

Hypothesis three: Male adolescents report high levels of aggression than their female counterparts.

Hypothesis three stated that male adolescents report high levels of aggression compared to their female counterparts. The results revealed that there is a significant statistical difference in levels of aggression between male and female adolescents. Male adolescents scored higher in terms of physical aggression, anger aggression and hostile aggression than female adolescents whereas, female adolescents scored higher in terms of verbal aggression compared to male adolescents. These results are consistent with the work of Sameer and Jamia (2007) who found that male adolescents seem to substantiate the strong kinds of aggression (using physical aggressive acts) more than females in all social situations such as play grounds and classrooms. The results obtained in this study are consistent with the work of Ramires (2001 & 2010) who found that male adolescents have higher anger aggressive tendencies than their female counterparts. Ramirez (2010) also found that male adolescents are influenced by their masculinity to be more aggressive or increase their level of aggression than females. The results of this study are also in agreement with the work of Myers (2005) who found that male adolescents admitted to be more physically aggressive than their female counterparts. Hence, males scored higher in terms of physical, anger and hostile aggression in this study. The results of this study are not in agreement with the work of Van der Merwe and Heyns (2012) who found no gender differences for verbal aggressive acts, such as “getting furious”, “shouting” or “being sarcastic”. This is an indication that regardless of gender, adolescents can display the same aggressive tendencies.

In this study, significant statistical differences were found between male and female levels of aggression. The significant statistical differences were established regardless of the unequal sample size between males and females with a higher number of female compared to males. This is an indication that male adolescents are generally aggressive compared to their

female counterparts. These results are consistent with the Gender Power-Control Theory (Hagan, Simpson & Gillis 1987) which states that the link between socially structured power relations outside of the family (such as the school environment) influence adolescents' engagement with peers and variations in the social control of male and female adolescents within the family (Collett & Lizardo, 2008). Aggressive tendencies are explained in this theory since males are reported to be more involved in aggressive behaviour. This could be the reason for their high scores on physical, anger and hostile aggression. In addition, it is culturally accepted for males to behave in an aggressive manner compared to females. This aggressive behaviour can lead to male adolescents being involved in criminal behaviour at a higher rate compared to females.

Hypothesis four: Female adolescents report high levels of emotional intelligence compared to their male counterparts.

Hypothesis four stated that female adolescents report high levels of emotional intelligence compared to their male counterparts. The results obtained in this study revealed significant statistical differences on emotional intelligence between female and male adolescents. The results also showed that females reported higher levels of emotional intelligence compared to males. Significant statistical differences were found in four subscales of emotional intelligence; namely perception of emotions, managing own emotions, managing others' emotions and utilising emotions.

These results are in line with the work of Brackett, *et al.* (2014) who found that female adolescents obtain meaningfully higher scores than male adolescents on perception of emotions. Furthermore, Tapia (1999) and Dunn (2002) reported that female adolescents tend to score higher than males in emotional intelligence in perceiving others' emotions, interpersonal relationships and empathy (which makes females to be emotionally intelligent).

In the current study, female adolescents scored higher on managing own emotions compared to their male counterparts who scored low on managing own emotions. The results are consistent with the work of Joseph and Newman (2015) who found that the lower score obtained by male adolescents in terms of their inability to manage own emotions is due to negative consequences such as taking alcohol and illegal drugs which lead to aggressive behaviour. Additionally, the results showed that female adolescents scored higher on managing others' emotions. These results are consistent with the work of Mayer, Salovey and Caruso (1999) and Mayer and Geher (1996) who reported that females score higher on managing other's emotions than males. This results also confirm the position of Downey, *et al.* (2010) who found that female adolescents score higher on manging other's emotions than males, for instance, when another person shares information about an important event in life, I almost feel as though I have experienced this event myself.

In addition, the results revealed that female adolescents are able to utilise emotions more than their male counterparts. A study by Castro-Schilo and Kee (2010); Jausovec and Jausovec (2005); Mayer *et al.* (1999) reported that females utilise emotions more than males because they are able to share emotions. Although female adolescents utilise emotions more than male adolescents, they do not differ from males with regard to ambiguity, control and expression of emotions. The findings of this hypothesis can be explained in terms of the inability of males to openly express their emotions due to their socialisation (Moller-Leimkuhler in Branney & White, 2008).

The following conclusions are made in the study:

- There is a statistically significant positive relationship between emotional intelligence and aggression among high school adolescents;

- Adolescents from schools located in rural areas are aggressive than those in schools located in urban areas;
- Male adolescents are more aggressive compared to their female counterparts. This is an indication that most of the time, male adolescents fail to perceive emotions of others among peers; and
- Female adolescents are more emotionally intelligent than male adolescents due to the fact that most females are able to perceive emotions, manage their emotions and those of others, and utilise their emotions than male adolescents.

One of the limitations of the study was the fact that some items of the questionnaires were not clear enough for respondents, especially in the self-report questionnaires. However, the researcher explained such items to respondents who did not understand such items. This could have yielded response biasness. The study was cross sectional in nature, thus hindering the exploration of the influence of emotional intelligence on aggression over time.

There were unequal numbers in terms of respondents that were compared. For example, males were fewer in number compared to females. Adolescents from rural areas were less represented in the sample compared to those from urban areas. The study only examined emotional intelligence in relation to aggression. There are various factors that can lead to aggressive behaviour among adolescents other than emotional intelligence. For example, history of substance use, history of trauma and poor mental health can have a negative impact on the aggressive tendencies of adolescents. Socio-demographic factors were not explored in relation to the aggressive tendencies of adolescents.

RECOMMENDATIONS

- Schools located in both urban and rural areas should consider psychological interventions for adolescents to improve the level of emotional intelligence. This will go a long way in reducing the level of aggression. Such professional support could improve the capacities of Emotional Intelligence (Goleman, 1998; Petrides & Furnham, 2007): assertiveness; adaptability; expression of emotion; regulation of emotion; management of emotion (others); perception of emotion (self and others); self-esteem; self-motivation; social awareness; stress management; trait empathy; managing conflict; and recognising personality traits in others.
- Aggressive behaviour can be prevented through social-cognitive interventions. The younger adolescents are, the better the chances of successfully preventing aggressive attitudes and behaviours (Slaby & Guerra, 1998). Adolescents must be prevented from engaging in aggressive behaviour at an early stage. This means that more attention should be given to adolescents. Adolescents who display violent behaviours, often come from neighbourhoods in which risk factors such as poverty, drug or alcohol abuse, and divorce are common. Interventions should address such issues. In addition, social and conflict-resolution skills should be taught to all stakeholders for example School Governing Board (SGB). School structures (such as management and the community as a whole) should work together to prevent aggressive behaviour.
- There is a need for intervention strategies to be gender specific.
- There is a need for the provision of anger management classes aimed at assisting adolescents to address their negative emotions.
- Future studies should also include more background characteristics of adolescents predicting aggressive behaviour for wide-range findings such as culture and ethnicity.

More variables such as the history of the use of substances, history of trauma and poor mental health should be explored in relation to aggression among adolescents.

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APPENDICES

LIST OF APPENDICES

APPENDICE A

BIOGRAPHICAL INFORMATION

1. Sex.....
2. Age.....
3. Grade.....
4. Race.....
5. Home language.....
6. Location of the school (rural or urban).....
7. Living with parents (father.....mother.....both.....none.....)?
8. Parents employed? Yes..... No.....
9. Number of siblings.....

Aggression Questionnaire (by Bryant and Smith)

Please answer the following questions thinking of what you actually did during the last 7 days. For each question, mark with a circle how many times you did that behaviour during the last 7 days.

During the last 7 days	0 times	1 times	2 times	3 times	4 times	5 times	6 times or more
1. I teased students to make them angry							

2. I got angry very easily with someone							
3. I fought back when someone hit me first							
4. I said things about other kids to make other students laugh							
5. I encouraged other students to fight							
6. I pushed or shoved other students							
7. I was angry most of the day							
8. I got into a physical fight because I was angry							
9. I slapped or kicked someone							
10. I called other students bad names							
11. I threatened to hurt or to hit someone							

APPENDICE B

Emotional Intelligence Questionnaire (by Schutte 1998)

Please use the following scale to respond to the questions that follow and circle the number that corresponds to your response or feeling about each particular question:

1= Strongly Disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly Agree

	Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
1. I know when to speak about my personal problems to others					
2. When I am faced with obstacles, I remember the time I faced similar obstacles and overcome them					
3. I expected that I will do well on most things I try					
4. Other people find it easy to confine in me					
5. I find it hard to understand the non-verbal messages of other people					

6. Some of the major events in life have led me to re-evaluate what is important and not important					
7. When my mood changes, I see new possibilities					
8. Emotions are one of the things that make my life worth living					
9. I am aware of my emotions as I experience them					
10. I expect good things to happen					
11. I like to share my emotions with others					
12. When I experience a positive emotion, I know how to make it last					
13. I arrange events others enjoy					
14. I seek out activities that make me happy					
15. I am aware of the non-verbal messages I send to others					
16. I present myself in a way that makes a good impression on others					
17. When I am in a positive mood, solving problems is easy for me					

18. By looking at their facial expressions, I recognise the emotions people are experiencing					
19. I know why my emotions change					
20. When I am in a positive mood, I am able to come up with new ideas					
21. I have control over my emotions					
22. I easily recognise my emotions as I experience them					
23. I motivate myself by imagining a good outcome to tasks I take on					
24. I compliment others when they have done something well					
25. I am aware of the non-verbal messages other people send					
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself					

27. When I feel a change in emotions, I tend to come up with new ideas					
28. When I am faced with a challenge, I give up because I believe I will fail					
29. I know what other people are feeling just by looking at them					
30. I help other people feel better when they are down					
31. I use good moods to help myself keep trying in the face of obstacles					
32. I can tell how people are feeling by listening to the tone of their voice					
33. It is difficult for me to understand why people feel the way they do					

Scoring Key: Sum of all items (items 5, 28, and 33 reserve scored)

APPENDICE C

INFORMATION LETTER

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North-West University, Mafikeng Campus

Tel:0183892828

Fax: 0183892424

Email: 25880098@nwu.ac.za or mokoena.maepa@nwu.ac.za

Dear participants

My name is Wandile Fundo Tsabedze, and I am conducting research for the purposes of obtaining a Master's degree of Social Sciences in Research Psychology (MA SOC SC) at the North-West University, Mafikeng Campus. The focus of my study is the relationship between aggression and emotional intelligence among adolescents in Mafikeng, South Africa. I wish to request that you please complete some questionnaires for me. There are no wrong or right answers. Participation in this study is voluntary, and no person will be advantaged or disadvantaged in any way for choosing to participate or not in this study. All the questionnaires will be completed in your school during school hours at a time convenient to you and the teachers. All your responses will be kept confidential, and no information that could identify you would be included in the research report. You may withdraw from the study at any point.

If you choose to participate in the study, please fill in your details on the form attached and put it in the envelope attached to this letter and hand over to your teacher sealed. I can be contacted telephonically at +27609319783 or 0785660317 (should you need any clarification).

Your participation in this study will be greatly appreciated.

Kind regards

.....

Wandile Fundo Tsabedze

Student number: 21402183

APPENDIX D: Consent form

CONSENT FORM

I.....,parent/guardian
of.....(name.....of.....learner),
of..... high school, having understood the following
aspects of the study:

- 1. That participation is voluntary;
- 2. Questionnaire will be filled;
- 3. That my child may withdraw at any time for any reasons and without any adverse consequences to his/her academic record; and
- 4. That results obtained in the study will be strictly confidential and not used for promotion purposes;

Hereby grant..... / do not grant..... (tick whichever is applicable) permission for my child to be a participant in this study.

Signature of parent/guardian.....Date.....



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
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Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee
Tel +27 18 299 4849
Email : Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Sciences Research Ethics Committee (HSREC) on 23/08/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Relationship between emotional intelligence and aggression among high school adolescents in Mafikeng, South Africa.			
Project Leader/Supervisor: Dr Maepa & Dr RG Pila-Nemutandani			
Student: WF Tsabedze			
Ethics number:	N	W	U - 0 0 3 8 7 - 1 6 - A 9
Application Type: Master application			
Commencement date: 2016-08-15	Expiry date: 2019-08-15	Risk:	N/A

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:
 - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project,
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- HRREC can be contacted for further information via Ethics@nwu.ac.za or 018 299 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by
Prof LA Du Plessis
Date: 2016.10.13
10:32:54 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

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OFFICE OF THE SUPERINTENDENT-GENERAL

Inq: Mpiliso Tyatya
Tel: 018 388 3071
ptyatya@nwp.gov.za

01 June 2016

**To: Supervisor: Dr M. Maepa
North West University: Mafikeng Campus
Faculty of Human and Social Sciences
Department of Psychology**

**From: Dr. I.S. Molale
Superintendent General**

REQUEST TO CONDUCT RESEARCH: MR W F TSABEDZE

Reference is made to your letter regarding the above matter. The content is noted and accordingly, approval is granted to your kind self to conduct research as per your request, subject to the following provisions: -

- That you contact the relevant District Manager of your target schools about your request and this letter of permission. In this regard you have my consent to contact Mr B Monale at 018 388 3383.
- Considering that your research will involve both Educators and Learners, the general functionality of the school should not be compromised by the research process.
- That participation in your project will be voluntary.
- That the findings of your research will be made available to the NW Department of Education & Sports Development upon request.
- That the principle of confidentiality will be observed in its strictest terms in relation to information sourced from such research.

With my best wishes

Thanking you.

**DR. I.S. MOLALE
SUPERINTENDENT-GENERAL**

CC: Mr B Monale
District Director: Ngaka Modiri Molema



Education and Sport Development

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Department of English

Faculty of Human and Social Sciences



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

13 March 2017

CERTIFICATE OF LANGUAGE EDITING

The dissertation entitled

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
AGGRESSION AMONG HIGH SCHOOL ADOLESCENTS IN
MAHIKENG, SOUTH AFRICA**

submitted by

WANDILE F. TSABEDZE (21402183)

MASTER OF SOCIAL SCIENCES

(Psychology)

in the

Faculty of Human and Social Sciences

North-West University

Mafikeng Campus

has been edited for language by

Paul Nepapleh Nkamta (PhD; MA; PGCE; BA Hons)

A handwritten signature in black ink, appearing to read 'P. Nkamta'.

Paul Nepapleh Nkamta (PhD)

Tel: 0183892895

Cell: 0739707514

MAFIKENG CAMPUS

Private Bag X2046 Mmabatho South Africa 2735 Tel: (018) 389-2111 • Fax: (018) 392 5775