

# The Effect of Emotional Quotient on Aggressive Behavior in Adolescents in Medan City

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**Abstract**— The purpose of this study is to investigate the effect of emotional quotient on aggressive behavior in adolescents in the city of Medan. This study uses a nonprobability sampling technique and the total number of samples was 263 adolescent in the city of Medan with the age ranging from 15 to 18 years old. The data were collected using aggressive behavior scale and emotional intelligence scale. The methodology of data analysis used in this study is a simple regression method. The results showed that emotional quotient has an effect on the aggressive behavior. This research showed that the higher the emotional quotient possessed by adolescents, the lower their tendency to be involved in aggression. Vice versa, the lower their emotional quotient, the higher the chances that they will be involved in aggressive behavior.

**Keywords**— Adolescent, aggressive behavior, emotional quotient.

## I. INTRODUCTION

Aggression among youths is one of the issues that receives special attention by mental health practitioners and educators (Shahzad, Begum, & Khan, 2013). In adolescence, it could be seen that aggressive behaviors become more serious and even violence led to an increase in cases of injury and death (Berkowitz, 1993).

Based on data obtained from Indonesian Child Protection Commission, it was noted that in the past 7 years the number of cases involving child and adolescent violence in Indonesia has reached 26,945 cases (Setyawan, 2018). Cases of aggressive behavior also occur in the city of Medan. Medan City is one of the large cities which is often characterized by brawl activities between students (Setyawan, 2014). In addition to brawls, the phenomenon of aggressive behavior among Medan teenagers is also evident from the emergence of motorcycle gangs that concerns the public. In Medan, it was found that many motorcycle gang members who were still in high school took brutal actions, such as brawls, theft, and destruction of public facilities (Atika, 2015).

Aggression can be interpreted as any action that harms another person or hurts a target where the target usually will try to avoid such harmful actions (Bushman & Anderson, 2002). Meanwhile, Buss and Perry (1992) define aggressive behavior as behavior aimed to hurt others displayed through physical aggression, verbal aggression, anger, and hostility.

The presence of a strong effect of aggression on psychosocial adjustment and mental health drives the necessity for the process of identifying variables that could increase or inhibit aggressive behaviors (Garcia-Sancho, Salguero, & Fernandez-Berrocal, 2014). Among many factors that could affect aggression, emotional quotient is considered as one of the potential variables that can influence aggressive

behaviors (Brackett, Mayer, & Warner, 2004). According to Goleman (2001), emotional quotient is the ability to recognize one's own feelings, motivate oneself, manage emotions appropriately, empathy, and foster good relations with others.

Research conducted by Johnston (2003) found a negative relationship between emotional quotient and aggressive behavior. This finding is also in line with Siu (2009) who examined the relationship of emotional quotient to a variety of behavioral problems including aggression in Chinese adolescents. The result shows that adolescents that are less emotional are associated with aggressive behavior. Research by Lomas, Stough, Hansen, and Downey (2012) also found an association between emotional quotient and bullying activities in Australian adolescents. The result shows that teens who have difficulty understanding the emotions of others tend to bully their friends more.

Research by Singh and Saini (2007) found a significant correlation between emotional quotient and interpersonal relationship. Furthermore, it was explained that individuals with stable emotion develop healthy interpersonal relationships, are less involved in aggressive behavior, and develop hostility towards others less. This is in line with the explanation of Brackett, Rivers, and Shiffman (2006) in which individuals with high emotional quotient are able to adapt to their social environment and are more sensitive to other people's feelings.

In relation to the explanation above, it could be seen that there is an impact of emotional quotient on aggression. Therefore, this study aims to explore the effect of emotional quotient on aggressive behavior in adolescents in the city of Medan.

## II. OBJECTIVE AND METHODS

The purpose of this study is to find the effect of emotional quotient on aggressive behavior in adolescents in the city of Medan. This study uses a nonprobability sampling technique where not all individuals from the population get the same opportunity to become a research sample (Hadi, 2016).

This study involves 263 teenagers in the city of Medan with the age ranging from 15 to 18 years old. The research data collection is carried out using an aggressive behavior scale and emotional intelligence scale created by the researchers. The aggressive behavior scale is based on the dimensions of aggressive behavior proposed by Buss and Perry (1992). The scale is in the form of a Likert model with five options of answers namely Never, Rarely, Sometimes, Frequently, and Always. Meanwhile, the scale of emotional intelligence is constructed based on the dimensions that form

emotional intelligence as stated by Goleman (2001). The scale is in the form of a Likert model scale with five answer choices namely Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

III. RESULT AND DISCUSSION

The methodology of data analysis used in this study is a simple regression method utilizing the SPSS program for Windows version 16. Before the data analysis is carried out, the assumption test is then carried out first which includes the normality test and linearity test. Both of the assumption test requirements are fulfilled that a simple regression analysis can be applied. The results of the tested hypothesis are as follows:

TABEL I. Analysis of the Effect of Emotional Quotient on Agressive Behavior

Model	R	R Square	F	Sig.
1	.431 <sup>a</sup>	.186	59.689	.000

Based on the result of the above analysis it is found that there is a significant impact of emotional quotient on aggressive behavior in adolescents in the city of Medan (F count = 59.689, p <0.05). Furthermore, the determinant coefficient (R<sup>2</sup>) is 0.186. which shows that the effect of emotional quotient on aggressive behavior is 18.6%, while the rest (81.4%) are caused by other factors not explored in this study. In addition to that, the regression analysis shows that the emotional intelligence and the aggressive behavior has a negative effect meaning that the higher the emotional quotient, the lower the aggressive behavior.

According to Shahzad, Begum, & Khan (2013), a negative correlation between emotional quotient and aggressive behavior could be explained because emotionally intelligent individuals have a good level of self-understanding, are able to understand their own emotions well, and are able to regulate their emotions properly. Therefore, emotional quotient could become a factor that protect youths from behavioral problem tendency. Furthermore, emotionally intelligent individuals are less likely to be involved in deviant behavior because they know the effects of their behavior well. Another factor that could also explain the result is that individuals who have good emotional intelligence have a good relationship with their family, siblings, and peers so that they will protect and care for the feelings of others rather than individuals with lower emotional intelligence.

Research by Downey, Johnston, Hansen, Birney, and Stough (2010) on adolescents also found that the negative relationship between emotional quotient and aggression was mediated by the ineffective use of coping mechanism. Adolescents who have the ability to manage emotions well appear to be less likely to display aggressive behaviors because when faced with problems they are able to use productive coping strategies so that they are less involved in negative behavior.

IV. CONCLUSION

Based on the finding of the analysis it could be concluded that emotional quotient has an impact on the aggressive behavior with an effective contribution of 18.6%. The result

shows that the higher the emotional quotient possessed by adolescents, the lower their tendency to be involved in aggression. Vice versa, the lower their emotional quotient, the higher the chances that they will be involved in aggressive behavior.

V. SUGGESTION

1. The finding of the study showed that emotional quotient made an effective contribution of 18.6%. This shows that there are other factors that influence aggressive behavior that are not explored in this study. Therefore, further researchers who want to research the same theme could use other variables such as self esteem, personality, attachments, parenting, family function, and others.
2. Teenagers are expected to develop emotional intelligence as a protective armor that will make them less likely to be involved in aggressive behavior. It can be done by doing more social interaction with peers and family or participating in organizational or extracurricular activities to train emotional intelligence.

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