Relationship between Emotional Intelligence and Aggression on Boxers

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Emotional Quotient is defined as the ability to perceive, use, manage and understand the emotions, which is associated with the better psychological adjustment. Analyzing studies in the literature, an inverse relationship was observed between emotional quotient and aggressive behavior. Therefore,

the purpose of this study is examining the relationship between emotional quotient and aggression on boxers. This study is important for the boxers. That is why emotion management has a great role for the success in the ring. Boxing sport is based on the technical implementation. During the game boxer must control the emotions, which push him to the aggression. If emotions are not able to control during the game, anger and aggression will prevent the success. The findings of this study will demonstrate the relationship between the sports environment and emotional intelligence, in particular inferences to be made about the boxer. The sample of their search consists of 200 boxers who do sports in the districts of Eskişehir, Zonguldak, Bolu, Bursa, Ankara, Sakarya, Gaziantep and Antalya in Turkey. In this study, variation of demographic characteristics are determined Personal Information form, Bar-on Emotional Quotient Scale to determine the emotional quotient [Bar-On 1997; Acar, 2001], and Aggression Inventory were used which was developed by Kocatürk [Kocatürk, 1982]. The relationship between emotional quotient and aggression were analyzed Pearson product moment correlation coefficients. The function of emotional intelligence explanation for aggression was tested by stepwise multiple regression analysis. According to findings of the research have meaningful negative relationship between aggression and all dimensions of the emotional quotient. In addition, coping with stress and interpersonal relationships significant size aggression scores (R2 = .26, F (2,197) = 34,252, p <.001) were found to explain. As a result, boxer aggression in terms of emotional intelligence can be expressed as a factor.

Key Words: Emotional intelligence, EQ, aggressiveness, sport, boxer

Introduction

In the existence of the world, there has been many differences between cultures and thinking systems. However, aggression and violence have been always existed [Tuzgöl, 1998]. Human aggression is defined as a behaviour, which intend to harm on purpose to directly another person [Anderson & Bushman, 2002]. Although the person tries to suppress this brutal and aggressive thing that is out of rationality, Aggression is always instinctively carried [Khagurov, 2017]. Aggressive behaviour occur negative results not only to the person who has been attacked, it happens in the same way to the attacker.

Psychological dissonant, low academic achievement, bullying behaviour, various mental health problems, high level of the depression can be seen clearly, which has aggressive behaviour in adolescents [Moffitt, 2006; Ostrov and Godleski, 2009; Piquero et al, 2007].

Low emotional quotient people have the problem of controlling their emotions. In many examined researches show that, these people tend to demonstrate aggressive behaviours higher than others cause of this problem. The emotional quotient is an ability to empathy, comprehension, expression and analyzing; managing emotions in self, use emotional information, support to intellectual and emotional development, regulate to emotion [Mayer & Salovey, 1997].

According to Weisinger [1998], Emotional Quotient is an ability for more positive results in everything, which person understands, control and manage the emotions. Emotional Quotient is an ability or tendency to use, understand and regulate the emotions and being aware of the feelings their own and others emotions [Shutte et al, 2001]. In this context, emotional quotient is an ability to understand your own and others emotion. When emotions are analyzed, "anger" is the beginning of the emotions for aggressive behaviours. Controlling the feelings, especially anger control is associated with the emotional quotient. Low emotional quotient people show aggressive behaviour for failing to provide the emotional control. When it is analyzed with the similar studies inverse relationship between aggressive behaviour and emotional intelligent were observed.

Being one of biggest social mechanisms of normal functioning of society educational institutions [Ursul & Ursul, 2017], for example according to researches with In interpersonal relationships and school relationships, an inverse relationship has seen between the types of aggression (verbal and psychological attacks) and emotional quotient [Moriarty et al, 2001]. Look at the person's emotional quotient and social life, some authors have seen not only in the absence of emotional quotient conflicting among the people, but also started more serious behaviour problems such as aggression [Lomas et al, 2012].

Emotional quotient in adolescents, when academic performance and its impact on criminal behavior in the school was investigated emotional quotient, academic performance, and the format of the relationship between cognitive ability and high emotional quotient with students the possibility of disposing of absenteeism in school and out of school were found to be less [Petrides, Frederickson & Furnham, 2004].

When the aggression occurs in sports it may be mentioned the two different types of aggression. First, one is instrumental aggression; the second one is hostility container aggression. When the sport make in mutual contact, the behaviour made to fulfill the requirements of the sport are not a deliberate behaviour intended to harm. However, the rules are violated and includes intentional acts of hostility carried out with the intention of harming competitor [Beyleroğlu, 2001].

Boxing is a sport in which two people hit each other under certain terms and conditions in a particular area and time. Sportsmen use their first in a particular scoring system. Instrumental aggression is necessary for success in this sport [Beyleroğlu, 2001]. Sports have a very important place in human life and social life [Bilogur, 2014]. For this reason, Boxers use the aggression within particular technique and tactics to win the competition. Boxers, who is unable to control their emotions, only damaging behaviour carry out on behalf of the other competitor and fail boxing game and every area of life. Therefore, the development of emotional quotient is important for preventing aggression. In this context, the purpose of this study is to examine the relationship between emotional quotient and aggressiveness of boxers for preventing aggression. In this context, the purpose of this study is to examine the relationship between emotional quotient and aggressiveness of boxers.

Materials and Methods

Research Model

The purpose of the research boxers emotional quotient levels and aggression levels and that there is no relationship between inter-computer communication. Designed for this purpose, in descriptive scan pattern is used. Scanning is a method that is aimed at descriptive situation research approach.

Participants

Research samples are in Eskisehir, Zonguldak, Bolu, Bursa, Ankara, Sakarya, Gaziantep and Antalya provinces in sports a total of 200 boxers. Scales of research that has already been applied to a contact 237 is being filled with missing and incorrect analysis scale 37 is excluded. Sample group 32 girls (16 %) and 168 male (% 84) is provided. Research to athletes participating in age 15.92+2.58, boxing their time 2.91±nesting 2.65 given in years. 38 Athletes (19 %) of authoritarian and repressive as 158 (79 %) contact family is democratic and caring attitude adopted noted. 4 (2 %) participating family is not interested in-the-revisited.

Materials

Personal Information Form: Boxers demographic characteristics in order to determine researcher prepared by boxers personal information form, gender, age, family attitude toward sports, educational levels and gains a perceived personal success includes questions to determine their level.

BAR-ON Emotional Quotient Scale: This study found that emotional quotient at Reuven BAR-ON, to measure validity and reliability of their work has been used in a BAR-ON EQ scale [BAR-ON 1997]. Scale adaptation of the Turkish language in our country due to open [2001] is made by. BAR-ON EQ original scale is made up of 133 questions. As a result of Adaptation studies scale was reduced to 88 [Acar, 2001].

Aggression Scale: In 1982, the aggression Scale developed by Kocaturk Aggressiveness inventory Tuzgol [1998] was created by. Scale reliability and validity studies have been made by its behavior, aggressiveness and scale are available [Tuzgol, 1998]. Aggression Scale is made up of 45 articles.

Data Collection

Demographic characteristics for athletes to determine personal information form, BAR-ON Emotional Quotient Scale, and the aggression Scale application form on the basis of Volunteerism has been applied. Data collection is in the gym they are cumulative, when they are applied. The purpose of the study of athletes was announced, if the data is to be used only with the purpose of the research, it is the correct answer a single contestant is not available for them and only available with the markings for the option is expressed as necessary. Data collection process took 15 minutes on average.

Analyzing Of Data

BAR-ON Emotional Quotient Scale, and aggression scale) scores obtained with demographic features athletes percent identifying statistical methods, frequency, arithmetical meaning, standard deviation, and skew values is described in using. Emotional intelligence and aggressiveness relationship between points multiplied by Pearson correlation coefficient and torques are evaluated. Emotional intelligence scores points aggressiveness if function (stepwise multiple-regression analysis) has been tested with. Prior to data analysis of number of sample was investigated autonomy, the z value, the value that has been analyzed. Normal distribution of data skew (Skewness) and kurtosis (kurtosis) are discussed with the values. Multiple connection between Independent variables (multicollinearity) problem that there is no correlation coefficient variants, an increase in the variance factor (VIF variance inflation Factor) and tolerance values with in.

An important aspect of all scientific research is that it be repeatable. This gives validity to the conclusions. The materials and methods section of a manuscript allow other interested researchers to be able to conduct the experience to expand on what was learned and further develop the ideas. It is for this reason that this section of the paper be specific. It must include a step-by-step protocol along with detailed information about all reagents, devices, and subjects used for the study. How the data was constructed, collected, and interpreted should also be outlined in detail, including information on all statistical tests used.

Results and Discussions

Firstly dependent variable and independent variables analyzed whether outliers for the analysis of data obtained for determine suitability. Z values was analyzed for each variable on the data set. It was found to be in the range of -3.30 and +3.30 value in our all observation and it was concluded that there was not outlier value. One of the assumptions of parametric tests show normal distribution of data to be analyzed. Skewness and kurtosis values were analyzed in order to determine whether normal distribution of data. . When skewness and kurtosis values analyzed in our all observation, all values are found between -1 and +1. This result shows that apply of the parametric test. These values are presented in Table 1.Whether multiple connection problem was examined between dependent variables. The correlation coefficients examined between the independent variables, and 74 is the highest value in this study. It is the desire level and presented in Table 2. In addition, multiple connections are tested with VIF (Variance Inflation Factor) and tolerance value. VIF and tolerance values is appreciated according to desired value, which values for variables of the regression model is examined in Table 3. Regression model without a meaningful contribution to the second and final step, personal skills, compatibility and general mood are excluded from the model. For this variable VIF values were found respectively 2.182, 1.640 and 2.465

Tolerance values were found respectively 458 .610 and 406. This result is not showing multiple connection.

Table 1. Descriptive statistics of emotional intelligence and aggression scores

Variables	N	Min.	Max	$\overline{X}$	Ss	Skewness	Kurtosis
Personal Skills	200	1,83	4,48	3,45	0,49	-.207	.003
Interpersonal Skills	200	2,00	5,00	3,69	0,57	-.456	-.013
Compatibility	200	2,20	4,73	3,43	0,45	-.100	-.224
Manage Stress	200	1,92	4,69	3,13	0,50	.124	.065
General Mood	200	1,83	4,75	3,71	0,62	-.451	-.233
Aggression	200	71,00	167,00	119,76	19,48	-.075	-.363

The descriptive statistics were examined, an average score of emotional intelligence was determined for personal skills 3.45±0,49, for interpersonal skills 3.69±.57, for compatibility 3.43±.45, for manage stress 3.13±.50, for general mood 3.71±.62. The average scores of aggression were determined 119.76 ± 19:48.

Table 2. The result analysis of the correlation between emotional intelligence and aggression scores

Variables	1	2	3	4	5
1.Personal Skills					
2.Interpersonal Skills	,671**				
3. Compatibility	,677**	,511**			
4.Manage Stress	,478**	,279**	,487**		
5.General Mood	,715**	,744**	,529**	,401**	
6.Aggression	-,365**	-,324**	-,350**	-,466**	-,357**

**p<.001

According to result of the Pearson correlation analysis, aggressive score was determined that a negative relationship with these valuables. Personal skills (r=-.365, p<.001), interpersonal skills (r=-.324, p<.001), compatibility (r=-.350, p<.001), manage stress (r=-.466, p<.001) general mood (r=.357, p<.001).

Table 3. Regression analysis results for the aggression to explain emotional intelligence

	B	Std. Hata	B	R	R^2	F	P	Tolerance	VIF
Manage Stress	-17,969	2,426	-,466	.466	.217	54.875	,000	1,000	1,000
Manage Stress	-15,699	2,465	-,407				,000	,922	1,084
Personal Skills	-7,223	2,189	-,211	.508	.258	34.252	,001	,922	1,084

Stepwise Multiply regression analysis was performed for explained the aggression scores of emotional intelligence dimension (personal skills, interpersonal skills, compatibility, manage stress and general mood). The first step manages stress points on the model explained %22 of the aggression scores. In the second step interpersonal skills are entered into the model (R^2 variation = .041, F variation (1,197) = 10.889, p<.05. Manage the stress and interpersonal skills score, second and final step explained %26 of the aggression scores F (2,197) = 34.252, p<.001. When the Beta value is examined, belong to Beta value point of the manage stress (β = -.407) higher than the value of interpersonal skill (β = -.21).

Conclusions & Recommendations

This research is examining the relationship between emotional intelligence levels of aggression boxing with scores of individuals who is reviewed with the aim of. The results of the analysis are examined, the sub-dimensions of emotional intelligence (personal skills, interpersonal skills, adaptability, manage stress, and general mood) with an inverse relationship between aggression scores was observed. Emotional intelligence is one of the basic features of emotions emotional intelligence to cope with important features of individuals with a high. Individuals with high emotional intelligence, anger came become aware of their emotions as they soothe, while individuals with low aggression, as if it is to meet with their reactions

[Tugrul, 1999]. In that context with low emotional intelligence individuals more prone to aggressive behavior to show that we can say that. With boxers in this study emotional intelligence more than any of the others with low levels of aggression were higher. The dimensions emotional intelligence personal skills and size relationship between aggression behavior in a negative way that makes sense there is a relationship. According to this, the psychological features (aggression-personal skills) one of each other, but it can be said that has increased on adolescent emotional and aggressive behavior among children making out a review personal skills in the size and aggression between a negative relationship has been damaged and the result is this research and are very similar [Ümit, 2010]. The size scale Personal skills, emotional awareness, self-confidence, self-respect, self-fulfillment and independence. These features are high, more compatible, self-monitoring, and psychological are known to have better health. These features are weak, as it is important that it will affect people's health, depression, aggression and other discomforts to arise will increase meaningful manner [Çelik, 2008]. Boxers aggression scale scores individuals with skills that they are lower than the negative direction between points that make sense is a relationship. According to this the psychological features (aggression-individuals skills) has increased in one of that other may be indicated. Individuals skills size; empathy, relations between individuals and the social commitment is made up of Rehber and Atici in their empathetic sensitiveness in trend level is low, the students' behavior of aggression based on high those who are more realized that [Rehber & Atici, 2010]. People who are communicated between individuals are related to skills. Yıldırım and Abakay in the work of increasing communication skills and passive aggressiveness of the hockey player, while a decrease of destructive identified [Yıldırım & Abakay, 2015]. In the same way, Balcıkanlı and Yıldıran, according to research by the empathy increases the level of thinking in soccer players as the sport's commitment to responsibility, and respect for social norms and rules with increasing levels of compliance and administration [Balcıkanlı & Yıldıran, 2011]. These findings support the negative association between interpersonal skills with aggression.

The aggression scale scores with scores from the lower dimensions of the boxer there is a significant negative relationship between compatibility is observed. Accordingly, these psychological characteristics (aggression–compatibility) increased in that case, it can be said that the other decreases. Size, compatibility, problem-solving, the measure of reality, and consists of the dimensions of flexibility. The compatibility score, the ability to cope appropriately with the demands of the individual in the environment and reveals how successful it would be as relevant to problematic situations [Acar, 2001]. In that context, which can adapt to challenges in their lives that are not welcome in cases of aggression trends put up with more than we can say that it is easy. In addition, running away from work, in-your-face and a feature on people as individuals, will have low compliance is given in [Yıldız et al, 2012].

The aggression scale scores of the boxer to cope with stress there is a significant negative relationship between scores than the size of the bottom is observed. Accordingly, these psychological characteristics (aggression–someone to coping with stress) increased in that case, it can be concluded that the other decreases. Stress is thought to be able to cope more easily with the tendency of lower aggression boxer. In support of this, according to the findings of the problem-oriented coping with stress and increasing levels of anger control anger individuals constantly increase scores decreases [Gündüz et al, 2013]. Students in different levels of aggression in a study that examined ways of coping with stress, low-level aggression expressed using problem-solving strategies to students with a score more than others [Korkut, 2003].

The aggression sub-scale scores than the size of the boxer general mental status scores between there is a significant negative relationship is observed. Accordingly, these psychological characteristics (aggression–general mental status), increased in one case, and the other is decreasing. The general mood optimism happiness and psychological well-being in the case of lower dimensions with the desired properties. For the accomplishment of these situations while maintaining resilience in the face of power by directing it allows the individual to have any hope of their feelings correctly. Optimism in all circumstances, even an exit door to be able to see and create a positive mood. In this context, the general mood that had low levels of aggression from the highest rated boxer in size is the expected result.

All the dimensions of emotional intelligence have shown a negative relationship with aggression. However, the regression analysis according to the two dimensions that describe the aggression of emotional intelligence significantly. These dimensions; coping with stress and interpersonal skills. Therefore, the most effective in terms of the dimensions of these two boxers, his procedure can be described as emotional intelligence. It includes performance sports competition. Athletes are obliged to constantly improve their performance and do more. Of the sport with this structure, stress caused by exposure to disability, expectations, unrealistic goals, to make mistakes in the game, the referee's decisions, inadequate preparation, self-benchmarking with others, fatigue, etc. there are many stressors [Balcıoğlu & Doğrul, 2011]. Therefore, a description of the boxer aggression to be effective in coping with stress falls in line with expectations. According to the findings of a recent study that is associated with anger and aggression, high stress type a personality and ineffective methods of coping with angry individuals have used relatively more [Sahin et al, 2011]. Interpersonal skills emotional intelligence significantly in the regression model that describe the aggression of other size. Interpersonal skills to be able to evaluate them and to be aware of other people's feelings, pay attention to the people across the street don't take your love to be able to establish a friendship-to be able to give, to be cooperative, supportive and constructive to be received to fulfil the responsibilities and includes features such as. Getting a high score in this dimension confirms the expectations of its relationship with aggression, and shows the importance of interpersonal skills. In a study which examined the relationship of interpersonal relationship style, aggression, feeder relationship with aggression in the style of in the negative direction; when disabling/a toxic relationship and this relationship is positively correlated to the aggressiveness of the style of aggression were found to be significantly explained [Koç, 2014]. In another study of college students, aggression, and interpersonal relationships, and in terms of empathy were investigated. According to the findings, a positive relationship negative destructive aggression and passive aggression as condescending as sympathetic contributed to the trend of style, it was determined that [Hasta & Güler, 2013].

Acknowledgements

1. It is important that you show very good performance of athletes. However, the most important point for them is that they are good human beings. All applications should be made therefore to be made in consideration of their personality development. Aggression of athlete's family, social environment, work-life individuals that will affect your entire life in areas outside of sports such as trait. Therefore, the factors that can affect aggression, emotional intelligence, such as in the boxer should not be overlooked.
2. Created comprehensive evaluations of success in life than IQ better emotional intelligence emotional intelligence can be developed at any age and considering, are considered when applications for teams of athletes by sports psychologists to emotional intelligence may give positive results.
3. The approach is a relationship between the emotional intelligence of children of families and children, given that emotional intelligence can positively affect the training of athletes also to be provided to families.
4. Emotional intelligence training is given to teachers and students to yield positive results and far reaching. Therefore, teachers and students that will be applied to training or new topics to be added on this topic into the school curriculum at a very small age, even with the help of students emotional intelligence-related skills. Thus, all children, their emotional intelligence is high, while in school before sports athletes will have developed more of these properties.

Students who are enrolled in coaching and Physical Education Department of the University after the start of their careers, many athletes running and can affect them in every way. One of the most important factors that can affect athletes of emotional intelligence coach/physical education teacher was considering universities, students in the departments of emotional intelligence-thought to be beneficial to the provision of related courses. Thus, the athletes coaches and physical education teachers will be able to provide a suitable environment for the development of emotional intelligence

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