

## Analysis of the Relationship between Emotional Intelligence by Preventing Student's delinquency (Case study: Primary Schools in District 5 of Tehran)

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### Abstract

**Purpose:** The purpose of this study was to analysis the relationship between emotional intelligence by preventing delinquency on primary school students in district 5 of Tehran and also it was the reason for addressing preventive methods in the field of student's criminal law.

**Methodology:** Failure of criminal justice system responses, and increasing statistics and increasing crime rates of crime among students; This quantitative and field research has been randomly from 50 primary schools students in district 5 of Tehran in which the Brad berry-Greaves' Emotional Intelligence Test was used to collect information and two methods of T-test and correlation were used to analyze the findings of the research; Coefficient of correlation (0/75) and significant level (Sig: 0/000) indicate a significant relationship between the two variables at the level of 0/01 and 0/05. **Findings:** Based on the findings, emotional intelligence has a significant effect on learning and its lasting effects on academic and job success, and students with less emotional intelligence were more likely to school dropout, escape from school, have more adaptive and behavioral problems and were aggressive. **Conclusion:** Therefore, it is concluded that there is a significant relationship between emotional intelligence and prevention of students' delinquency and emotional intelligence will have a positive effect on the future educational achievement of children.

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## 1. Introduction

One of the ways to prevent mental and behavioral problems is to improve the psychological capacity of individuals through life skills training. One of the most important social skills is emotional intelligence (Baezat and Sharifzadeh, 2012); Emotional intelligence is a set of abilities that provides context for compatibility, and positive and useful behavior (Coetzee, 2014); Teaching emotional intelligence skills has a positive effect on reducing and preventing violent behaviors, aggression, quarrel, assault, self-esteem enhancement, increasing stress coping skills, self-reliance, self-esteem, self-efficacy, and establishing positive and effective social relationships (Dehghan Munshadi and Kholousi, 2015).

## 2. literature Review

Today, the role of emotional intelligence in various aspects of life, such as social relationships and criminal behavior has been identified (Zarei and Shafaati, 2013), and also several researches have shown that there is a correlation between emotional intelligence and satisfaction with life and success (Baezat and Sharifzadeh, 2012; Doulati and Rezghi Shirsavar, 2016). In addition to cognitive, economic, cultural, and familial abilities, some aspects such as controlling emotions should be considered (Ghanbari Adivi, 2016) in investigating the type of crime committed and the mental health of criminals; In other words, the weakness of the criminals and the children as an example in achieving these components that make emotional intelligence leads to a difference in the type of crime committed and their mental health (Parvaresh, et al, 2015). Najafi (2015) in his research, has been concluded that, regarding the increase in crime and the damage caused by crime in the society, the study of the causes that predisposes individuals to commit crimes or prevent them from occurring it, is a vital issue in the field of Psychology; The purpose of this study was to compare spiritual intelligence, mood speech disability and the difficulty of regulating emotions in related and non-related offenders to narcotic and ordinary people. Dazhbani (2015), in his article has been attempted to identify emotional intelligence and its components to elucidate the role of emotional intelligence in the early prevention of psycho-behavioral disorders and social crimes such as aggression, conflict, violence and etc., ways to strengthen, improvement and development of emotional intelligence in children, juvenile and young people. Chern Wan, Downey, Stough (2014); investigate a study on the relationship between emotional intelligence, fatigue, postponement of work, and occupational stress. The sample of this study consisted of full-time employees from various industries and organizations, and these results were obtained: The high scores of emotional intelligence have a significant relationship with job stress, postponement of work and fatigue; there is also a positive relationship between job stress and the amount of fatigue and the amount of postponement of work.

The relationship between emotional intelligence and tendency to commit the crime is a descriptive study of correlation type (non-experimental). The statistical population of this research is 50 students with experience of committing ethics and laws crime among primary schools' children in Delijan city. They are selected in simple accessible form. The Brad berry & Greaves' Emotional Intelligence Test was used to collect information and two methods of T-test and correlation were considered to analyze the findings of the research; Coefficient of correlation (0/75) and significant level (Sig: 0/000) indicate a significant relationship between the two variables at the level of 0/01 and 0/05. Therefore, there is a significant relationship between emotional intelligence and children's situation with a tendency to commit crime, and discovering this relationship is one of the main goals of this research paper.

In the author's opinion, emotional intelligence involves the abilities that a person can rely on to sustain his motives and endure problems, to control his critical moments, to keep calm, keep up the prosperity, empathize with others, and to have hope. Regarding the place of emotional intelligence in learning and its lasting effects on academic and career success, health and future life quality and also considering that the

students with less emotional intelligence were more likely to school dropout and escape from school, they had more adaptive and behavioral problems and were aggressive (Asadi, Khezlrou, 2016).

In developing emotional intelligence that is a way of preventing crime, providing preventive strategies is also important when it comes to the causes of social harm and delinquency. One of the reasons for people's tendency towards narcotics or committing crimes, especially in adolescence, is related to their emotional intelligence (ShanguiHu, HefuLiu, JibaoGu, 2017). Also, emotional intelligence can be examined about the cause of a crime such as murder by a person who is living in dire straits. Therefore, in order to prevent such events, the emotional intelligence should be developed and this should be naturally done in adolescence (Soleimani, 2016). In the first step, parents need to be aware of their own emotions before being aware of their children's emotions, that this requires the training and learning of emotions, being aware of them and having correct expression. Emotional awareness means to know when you are emotional and be able to recognize and name them and at the same time pay attention to the emotions of others (Taheri Hossein Abadi and Akbari, 2016).

In the second step, taking the emotions into consideration is an opportunity for more intimacy with children and education. Parents should take advantage of the child's unpleasant emotions as an opportunity to get in touch with him and teach him/her (Karamati Mouz and Abdollahi, 2017); they can perceive their juvenile's anger beyond the threat for their power, and do not consider the fear of the children as a reason for their lack of authority, so that they can deal with their emotions and learn them how to deal with their juvenile properly and create more intimacy (Shokofeh Fard and Khoramie, 2012).

The third step: The development of emotional intelligence is listening to the children's words sympathetically and giving value to his feelings. When you realize that an emotional situation gives you a great opportunity to increase intimacy with the adolescents and teaches the skills to solve their problems, you are ready for the most important stage of the process of developing emotional intelligence, namely, listening empathically (Keramaty Moez, Haji Deh Abadi, 2016). Empathetic listening is something beyond the listening and collecting information and it requires that you notice the state of your body gesture, facial expressions, and hints, and know that these movements and gestures indicate what is the emotion of your teenager. Another important step in developing emotions is helping teenagers to name their emotions. This naming has a close relationship with empathy. For example, when you say to your child that you are very angry, aren't you? In fact, you teach them the name of their emotions and you are sympathetic (Kimayee and Soltani Fard, 2011).

After passing these steps, it is time to set limits for the children and at the same time help them to solve their problems. This includes defining the boundaries for acceptable behavior, specifying goals, thinking about possible solutions, evaluating solutions based on family criteria and helping the child to choose one solution. Children whose emotional intelligence grows in such a way, such a way it is unlikely to have any kind of violent behavior when they are exposed to difficulty and problem in adolescence (Salamat, 1394). Emotional intelligence education can increase self-esteem, social communication skills and reduce aggression, violence and physical and verbal abuse. Teaching and enhancing emotional intelligence can also improve academic performance and lead to students' academic achievement and prevent academic failure and its subsequent deviations in the young age.

### 3. Methodology

Considering that the purpose of this article is to collect the cognition of the relationship between emotional intelligence by preventing juvenile delinquency and its effect on academic achievement, the research method is applied in terms of purpose and it is descriptive, survey and field survey in terms of the nature and method and it is comparative type. The method of this research is applied in terms of the purpose, since the results of this study can help to clarify the causes and factors that contribute the prevention of children's delinquency.

This research is quantitative and field survey in which the Brad Berry-Greaves' Emotional Intelligence Test was used to collect information and two methods of T-test and correlation were used to analyze the findings of the research; Coefficient of correlation (0/75) and significant level (Sig: 0/000) indicate a significant relationship between the two variables at the level of 0/01 and 0/05.

**Research Tools:** This research was collected and analyzed at the schools in Tehran with field data as three categories of questions. The first set of questions was related to demographic statistics of the case study. The second set of questions was related to Brad Berry-Greaves' Emotional Intelligence Test (28 questions) and the third set of researcher-made questions was related to the crime prevention (31).

This test was codified by Dr. Travis Brad Berry and Dr. Jane Greaves. And was translated by Mehdi Ganji and the standardization of this test in Iran was done by Dr. Hamza Ganji. To measure emotional intelligence, we can use Brad Berry-Greaves' Emotional Intelligence Test. This test has 28 items that are divided into 5 scales including general emotional intelligences, self-awareness, self-management, social awareness, and relationship management.

**Table 1.** Components of the Brad Berry-Greaves' Emotional Intelligence Questionnaire

Questions	Components
1-28	general emotional intelligences
1-6	self-awareness
7-15	self-management
20-16	social awareness
21-28	relationship management

The test scoring method is performed using a 6-point scale from 1 to 6. The total score of the subject in each of the questions forms the total score of the test.

**Table 2.** Questionnaire Score

Emotional intelligence status	Score
low	score between 28 and 78
average	Score between 78 and 128
high	Score between 128 and 168

Considering the lack of a standard questionnaire for the prevention of children delinquency, the researcher designed a questionnaire with 40 items in 5 components according to the theoretical background and the factors affecting the delinquency of children.

**Table 3.** Components of the Children Delinquency Prevention Questionnaire

Question	Components
1-4	Economic factors
5-13	social factors
14-26	Consequences of delinquency
27-28	cultural factors
29-31	Attitude to delinquency

**Table 4.** Scoring the Child Delinquency Prevention Questionnaire

Very high	high	Average	low	Very low	Options
5	4	3	2	1	Score

In this research, descriptive statistics and inferential statistics methods were used to analyze the data obtained from the samples. In fact, in the beginning, the research variables were tested using descriptive statistics methods and then analyzed by SPSS software using inferential statistics such as Pearson correlation test. Data analysis is a multi-stages process in which the data collected through the collection tools in the statistical sample are summarized, coded, categorized and finally processed to provide a variety of analyzes and the connection between these data in order to test the hypotheses. In this process, the data are refined both conceptually and empirically, and various statistical techniques play a significant role in deducing and generalizing. Data analysis is critical to the accuracy and reliability of the hypotheses for each type of research. Today, in most research, which relies on information gathered from the subject, the analysis of information is one of the most important and essential parts of the research. Raw data is analyzed using statistical techniques and after processing, it is available to users in the form of information.

#### 4. Finding

**Table 5.** Frequency distribution and percentage of respondents to gender questions

Total	Boy	Girl	Type of responses The quantity of responses
77	31	46	Frequency
%100	25.%40	74.%59	Percent

**Table 6.** Frequency distribution and percentage of respondents to the age question

Total	12 years	11 years	10 years	9 years	Type of responses
77	17	23	29	8	Quantity of responses
%100	07.%22	87.%29	66.%37	38.%10	Frequency Percent

The above tables show that 38.10% of respondents (8 people) were 9 years old, 66.37% (29 people) were 10 years old, 87.29% (23 people) were 11 years old, and 07.22% (17 people) were 12 years old.

**Table 7.** Frequency distribution and percentage of respondents to the educational grade question

total	Sixth grade	Fifth grade	Fourth grade	Type of responses
77	34	31	12	Quantity of responses
100	15.%44	25.%40	58.%15	Frequency Percent

Table 7 and the diagram 3 shows that 58.15% (12 people) were in the fourth grade of the elementary school, 25.40% (31 persons) in the fifth grade and 15.44% (34 persons) at the sixth grade of elementary school.

Main hypothesis: There is a significant relationship between emotional intelligence and prevention of children delinquency and its effect on academic achievement.

H1: There is a significant relationship between emotional intelligence and prevention of children delinquency and its effect on academic achievement.

H0: There is no significant relationship between emotional intelligence and prevention of children delinquency and its effect on academic achievement.

**Table 8.** Pearson correlation test between emotional intelligence and prevention of children delinquency and its effect on academic achievement

		prevention of delinquency	Emotional Intelligence
Prevention of delinquency	Correlation	1.000	.215
	Significance level	.	.032
	number of samples	77	77
Emotional Intelligence	Correlation	.215	1.000
	Significance level	.032	.
	number of samples	77	77

As shown in Table 8, the significance level of Pearson correlation test used to investigate the relationship between emotional intelligence and delinquency prevention and its effect on academic achievement was 0/032, and this level is smaller than 0/05 which is the lowest level of significance. Therefore, the H1 assumption is confirmed and the H0 assumption is rejected. So, the existence of a meaningful relationship between these two variables is confirmed. In other words, with 95% confidence, there is not a meaningful relationship between emotional intelligence and the prevention of delinquency and its effect on academic achievement in children.

The first sub-hypothesis: There is a significant relationship between self-awareness and prevention of children delinquency and its effect on academic achievement.

H1: There is a significant relationship between self- awareness and the prevention of children delinquency and its effect on academic achievement.

H0: There is no significant relationship between self- awareness and the prevention of children delinquency and its effect on academic achievement.

**Table 9.** Pearson correlation test between self-awareness and prevention of children delinquency and its effect on academic achievement

		prevention of delinquency	self-awareness
self-awareness	Correlation	1.000	.335
	Significance level	.	.028
	number of samples	77	77
Emotional Intelligence	Correlation	.335	1.000
	Significance level	.028	.
	number of samples	77	77

As shown in Table 9, the significance level of Pearson correlation test used to investigate the relationship between self- awareness and delinquency prevention and its effect on academic achievement was 0/028, and this level is smaller than 0/05 which is the lowest level of significance. Therefore, the H1 assumption is confirmed and the H0 assumption is rejected. So, the existence of a meaningful relationship between these two variables is confirmed. In other words, with 95% confidence, there is not a meaningful relationship between self- awareness and the prevention of delinquency and its effect on academic achievement in children.

The second sub-hypothesis: There is a significant relationship between self-management and prevention of children delinquency.

H1: There is a significant relationship between self-management and the prevention of children delinquency.

H0: There is no significant relationship between self-awareness and the prevention of children delinquency.

**Table 10.** Pearson correlation test between self-management and prevention of children delinquency

		prevention of delinquency	self-management
self-management	Correlation	1.000	.335
	Significance level	.	.036
	number of samples	77	77
Emotional Intelligence	Correlation	.335	1.000
	Significance level	.036	.
	number of samples	77	77

As shown in Table 10, the significance level of Pearson correlation test used to investigate the relationship between self-management and delinquency prevention was 0/036, and this level is smaller than 0/05 which is the lowest level of significance. Therefore, the H1 assumption is confirmed and the H0 assumption is rejected. So, the existence of a meaningful relationship between these two variables is confirmed. In other words, with 95% confidence, there is not a meaningful relationship between self-management and the prevention of delinquency and its effect on academic achievement in children.

The third sub-hypothesis: There is a significant relationship between social awareness and prevention of children delinquency and its effect on academic achievement.

H1: There is a significant relationship between social awareness and the prevention of children delinquency and its effect on academic achievement.

H0: There is no significant relationship between social awareness and the prevention of children delinquency and its effect on academic achievement.

**Table 11.** Pearson correlation test between social awareness and prevention of children delinquency and its effect on academic achievement

		prevention of delinquency	social awareness
social awareness	Correlation	1.000	.335
	Significance level	.	.030
	number of samples	77	77
Emotional Intelligence	Correlation	.335	1.000
	Significance level	.030	.
	number of samples	77	77

As shown in Table 11, the significance level of Pearson correlation test used to investigate the relationship between social awareness and delinquency prevention and its effect on academic achievement was 0/030, and this level is smaller than 0/05 which is the lowest level of significance. Therefore, the H1 assumption is confirmed and the H0 assumption is rejected. So, the existence of a meaningful relationship between these two variables is confirmed. In other words, with 95% confidence, there is not a meaningful relationship between social awareness and the prevention of delinquency and its effect on academic achievement in children.

## 5. Discussion

The subject and concept of emotional intelligence was first introduced by Peter Salovey and John Miller in 1990 to express the quality and understanding of people's feelings, sympathy with others' feelings, and the ability to manage the mood. Dr. Peter Salovey of the University of Yale's Psychological Department says: "Beliefs about emotional intelligence have changed over the past few decades." They knew intelligence as a human perfection, and believing that intelligent people should have a better life.

Emotional intelligence and cultural intelligence are factors that affect the real-life process, such as success in education, occupation and interpersonal relationships, and generally health. Emotional intelligence and cultural intelligence include the capabilities that can affect the quality of social relationships and the compromising level of individuals. In addition to cognitive, economic, cultural, and familial abilities, some aspects such as controlling emotions should be considered in investigating the type of crime committed and the mental health of criminals. People with high emotional and cultural intelligence have their own lifestyle, so that, they will experience less negative outcomes. They are highly skilled in creating and maintaining high-quality relationships, and this feature helps them to understand and anticipate various aspects of everyday life. It has also been seen that people with low emotional and cultural intelligence are less likely to sympathize with others and are more likely to be engaged in high risky behaviors.

Elaboration of Emotional Intelligence is a way to prevent offenses. Providing preventive strategies is also important when it comes to the causes of social harm and delinquency. One of the reasons that's why people tend to drug or commit crimes, especially in adolescence, is related to their emotional intelligence. Also, emotional intelligence can be examined about the cause of a crime such as murder by a person who is living in dire straits. Therefore, in order to prevent such events, the emotional intelligence should be developed and this should be naturally done in adolescence. The basis of emotional intelligence is empathy or the ability to understand the feelings of others. Parents who can empathize with their children can understand the cries, anger, shame and honor of their children. If we understand our children that we understand their emotions, we will validate their emotions and help them learn how to be calm down and, for example, do not commit violent behavior in the street strife.

The development of emotional intelligence is listening to the children's words sympathetically and giving value to his feelings. When you realize that an emotional situation gives you a great opportunity to increase intimacy with the adolescents and teaches the skills to solve their problems, you are ready for the most important stage of the process of developing emotional intelligence, namely, listening empathically. Empathetic listening is something beyond the listening and collecting information and it requires that you notice the state of your body gesture, facial expressions, and hints, and know that these movements and gestures indicate what is the emotion of your teenager. Another important step in developing emotions is helping teenagers to name their emotions. This naming has a close relationship with empathy. For example, when you say to your child that you are very angry, aren't you? In fact, you teach them the name of their emotions and you are sympathetic.

People with high emotional intelligence have a lifestyle that experiences less negative outcomes and have positive outcomes. In contrast, people with lower emotional intelligence have less compromise and extraneousness in coping with the stresses of life, they are constantly feeling emptiness and collapse, displaying inappropriate emotional reactions, and thus encountering more negative life consequences.

While, there are many people who have high intelligence but are not successful in their lives, and maybe people who have low intelligence but have a good life. Thus, there is another factor that affects human success in life. Qualitative data also suggests that choosing top-level managers to pay attention to intellectual intelligence and business expertise and ignoring emotional intelligence is often an inappropriate and superficial choice.

Emotional intelligence can be developed by the development of specific emotional skills, the emotional intelligence can be learned, and also emotional intelligence can be increased. Social skills training is one of



the ways to increase emotional intelligence. Social skills are said to be learned and approved in the community, which may be negatively or positively reinforced and produce positive and successful results in human relationships with others. Social skills include skills in identifying the characteristics of the group's individuals, skills in communication with the group, listening skills, sympathy skills with others, non-verbal communication skills, skill in identifying your own feelings and skill in controlling yourself.

The purpose of this study was to analysis the relationship between emotional intelligence by preventing delinquency on primary school students in district 5 of Tehran which there is a statistically significant relationship between emotional intelligence and children delinquency prevention. In other words, children with higher emotional intelligence can take action to prevent crime; This explanation can be confirmed that emotional intelligence conceptually encompasses abilities such as emotional perception and creation that are related to the health and neuroticism.

However, considering the place of emotional intelligence in learning and its sustainable effects on academic and occupation achievement, health, and quality of life in the future, and given that students with less emotional intelligence were more likely to school dropout, escape from school, have more adaptive and behavioral problems and were aggressive; hence, emotional intelligence is a mental state of mindfulness and mental health. Determining the type of this relationship requires more studies to specifically address this issue and identifies the role of training the abilities of emotional intelligence in preventing crimes against children.

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