

The Emotional Intelligence And Its Relationship To Reduce Stake Behavior Among Secondary School Students - A Field Of Study In The Province Of Laghouat -

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Abstract:

The current study aimed to determine the relationship between the emotional intelligence and stake reduction behavior among secondary school students in the province of Laghouat. The study sample included 253 male and female students from the academic year 2023/2024. The descriptive method was used to determine the type of the relationship between the variables, and the emotional intelligence and the stake behavior scales were applied. The study concluded the following results:

- There is a correlation between the emotional intelligence and the stake reduction behavior among secondary school students.
- There are statistically significant differences in the emotional intelligence among secondary school students attributed to the gender variable (male, female).
- There are statistically significant differences in the stake behavior among secondary school students attributed to the gender variable (male, female).

Keywords: The emotional intelligence, The stake behavior, The behavior modification, The secondary stage.

Introduction:

The adolescence is considered one of the most important stages in humans' life, as it witnesses a lot of physical, psychological, emotional and cognitive changes. Educators and psychologists agreed that it is the most difficult period individuals go through between the ages of 12 and 20, as adolescents face many challenges in adapting to these changes, which may lead them to adopt stake behavior. **Mayer and Salovey (2004)** define stake behavior as the behavior that may lead to harmful consequences, physical or psychological pain. Stake behavior may include various behaviors such as drug use, early sexual behavior, and aggressive behavior. On the other hand, emotional intelligence is considered one of the factors that has been proven to be related to reducing the level of stake behavior in adolescents. **Mayer, Salovey, and Caruso (2000)** defined it as the ability to perceive self-emotions and others' emotions, distinguish between them, and use this information to guide thinking and behavior. Several studies have indicated a negative correlation between the emotional intelligence and stake behavior among different samples of adolescents, with higher levels of the emotional intelligence associated with lower levels of stake behavior. (**Garaigordobil & Oñederra, 2010**)

1. Statement of the problem: Researchers and educators alike have observed recently the increase in rates of stake behavior among the adolescents, include high school students. (**Garaigordobil & Oñederra, 2010**) Literature has shown that there is a psychological variable that can contribute to reduce stake behavior among adolescents, which is the emotional intelligence. Several studies have indicated an inverse relationship between the level of the emotional intelligence and the level of the engagement in stake behavior. (**Mayer et al., 2000**) Therefore, the problem of this research can be formulated in the following main questions:

- Is there a correlation between the emotional intelligence and the decrease of stake behavior among high school students?
- Are there statistically significant differences in the emotional intelligence among high school students attributed to the gender variable (male, female)?

- Are there statistically significant differences in stake behavior among high school students attributed to the gender variable (male, female)?

2. Research Hypotheses:

- There is a relationship between the emotional intelligence and the reduction of stake behavior among high school students.
- There is a crucial difference in the emotional intelligence among high school students attributed to the gender variable (male, female).
- There are significant differences in stake behavior among high school students attributed to the gender variable (male, female).

3. Research Objectives: This research aims to:

- Measure the level of the emotional intelligence among a sample of high school students in the province of Laghouat.
- Measure the level of engagement in stake behavior among the same sample of students.
- Explore the relationship between the emotional intelligence and stake behavior among the sample individuals.
- Determine whether the emotional intelligence can be a protective factor against the spread of stake behavior among high school students.

4. The importance of the research: The importance of this research lies in:

- The scarcity of studies on the topic of the emotional intelligence and its relationship with stake behavior among adolescents in the Algerian context.
- Shedding light on the importance of developing the emotional intelligence as an approach to reduce the spread of stake behavior among high school students.
- Providing the educational decision-makers with data to help develop programs and policies aimed at reducing stake behavior.

5. Previous Studies:

Researchers in the educational and psychological fields have focused on studying the variable of the emotional intelligence and its relationship with various behaviors, including stake behavior, especially during adolescence. Here are some relevant previous studies on the topic of "**the emotional intelligence and its relationship with stake behavior**" according to the previously mentioned references:

1. The study by **Garaigordobil & Oñederra (2010)** aimed to reveal differences in emotional intelligence between victims of school bullying and the bullies themselves. The study found that bullying victims have a much higher level of emotional intelligence compared to the bullies. It also found a negative correlation between emotional intelligence and bullying behavior as a type of risk-taking behavior.
2. The study by **Parron et al. (2014)** aimed to uncover the relationship between emotional intelligence and death-related risk behaviors among a sample of adolescents. The researchers found a negative correlation between the emotional intelligence and the suicide behavior among the sample individuals.
3. The study by **Rofail et al. (2015)** investigated the relationships between personality traits, emotional intelligence, and drug use behavior among a sample of adolescents in Spain. The study found statistically significant associations between extraversion and emotional intelligence, while a negative correlation was found with drug use behavior.
4. The study by **Ben Khira & Ben Zahi (2016)** aimed to uncover the presence of risk-taking behavior among secondary school students in Laghouat (Algeria), by examining some variables such as gender and specialization. The study concluded the following results: an increase in the average of risk-taking behavior among students, and the presence of statistically significant differences between the sexes in taking behavioral risks in favor of males, with no variation between students' academic specialization.

Terms of the Study:

- **Emotional intelligence:** (EI) is defined by Goleman as the ability to perceive and understand emotions. This includes recognizing one's own emotions and the emotions of others.
- **Stake behavior:** is defined as any situation that involves the possibility of loss or harm in exchange for the possibility of gain or profit.
- **Behavior modification:** is the process of changing unwanted behavior through learning and reinforcement techniques. The goal of behavior modification is to help individuals develop new behaviors or modify their existing behaviors to become more positive and productive.

6. Research Methodology: This study adopted a descriptive correlational methodology, which is suitable for studies seeking to determine the relationship between two or more variables.

7. Research Sample: The research sample consisted of third-year high school students from "**Baki Abdelkarim/Tajrouna**" and "**Altajani Ben Amor/Ain Madi**" high schools in Laghouat Province in the academic year 2023-2024. The sample size was 253 students. The research sample was selected using simple random sampling method.

Table 01 illustrates the distribution of the sample by high school and gender.

	Male	Female	Total
Baki Abdelkarim / Tajrouna High School	25	41	66
Waltajani Ben Amor / Ain Madi High School	82	105	187
Total	107	146	253

8. Data Collection Tools:

To achieve the study's objectives, data was collected using the emotional intelligence scale (**Al-Tayebi, 2016**) and the stake behavior scale (**Prepared by Mahmoud, 2019**) after ensuring their validity and reliability in the local environment.

8.1- Emotional Intelligence Scale: Prepared by (**Al-Tayebi, 2016**), it consists of (35) items, with each item corresponding to five alternatives in the order (1-2-3-4-5). Therefore, the total score of the scale equals the sum of individual scores on the five dimensions of the scale, ranging from (35) as the minimum score to (175) as the maximum score. A higher score indicates higher emotional intelligence among third-year high school students, and vice versa.

- **Validity:** The researchers presented the scale to a committee of experts and reviewers from the specialized professors at the University of Ouargla in psychology and educational sciences to obtain their opinions on the suitability, accuracy, and clarity of its terms. They all unanimously agreed on the adequacy of the items.
- **Reliability:** To assess the reliability of the tool, the researchers calculated the reliability coefficient, which was estimated at 0.86. This value indicates a high reliability coefficient for the scale, encouraging its use in this study and in the Algerian environment.

8.2- Risk Behavior Scale: Developed by **Nahed Abdel Wahab Mahmoud (2019)**, it consists of 30 items, with each item corresponding to four suggestions (Always, Sometimes, Rarely, Never) arranged in the order (1-2-3-4). Therefore, the total score of the scale equals the sum of individual scores on the four dimensions of the scale, ranging from 30 as the minimum score to 120 as the maximum score. A higher score indicates higher stake behavior among third-year high school students, and vice versa.

- **Validity:** Similar to the Emotional Intelligence Scale, the researchers presented the stake Behavior Scale to a committee of experts and reviewers from the specialized professors at the University of Ouargla in psychology and educational sciences, who unanimously agreed on the adequacy of the items.

- **Reliability:** The reliability coefficient for this scale was calculated to be 0.78, indicating a high reliability coefficient, encouraging its use in this study and in the Algerian environment.

9. Statistical Analysis:

After collecting the data, the results were analyzed, and the study hypotheses were tested using the Statistical Package for the Social Sciences (SPSS) software through person correlation coefficient.

10. Discussion of Study' Results:

1. Presentation and analysis of the results related to the first hypothesis:

Table 02: Illustrates the correlation between the emotional intelligence and the stake behavior among third-year high school students.

Variable	Sample Size	Mean	Standard Deviation	Correlation Coefficient	Significance Level
Emotional Intelligence	253	138.25	3.28	-0.412	0.01 (significant)
Risk Behavior	253	65.23	8.34		

The statistical analysis of the study data using the person correlation coefficient revealed a statistically significant negative correlation at the 0.01 level between the scores of the study sample on the emotional intelligence and stake behavior scales. The correlation coefficient value was -0.412, indicating a statistically significant negative relationship between the emotional intelligence and the stake behavior. This means that as the level of emotional intelligence among students' increases, their engagement in stake behaviors decreases.

This result is consistent with the findings of **Garaigordobil and Oñederra (2010)**, which demonstrated a negative correlation between the emotional intelligence and the bullying behavior as a type of stake behavior, as well as with the study by **Barrón et al. (2014)**, which found a negative correlation between the emotional intelligence and the suicidal tendencies and thoughts

among the sample individuals, and the study by **Roufaeil et al. (2015)**, which concluded a negative correlation between the emotional intelligence and the drug abuse behavior.

2. Presentation and analysis of the results related to the second hypothesis:

Table 03: Illustrates the t-value for the significance of differences in the emotional intelligence among third-year high school students attributed to the gender variable.

Emotional Intelligence Gender	Sample Size	Significance Level	Standard Deviation	Degrees of Freedom	T-value	Significance level
Male	107	155.95	3.12	251	1.245	0.002
Female	146	120.55	6.53			

Through Table 03, it is evident that the t-value was 1.245 at a significance level of 0.002, which is smaller than the statistical significance of 0.01. Therefore, the hypothesis stating that there are statistically significant differences in the emotional intelligence among third-year high school students based on the gender variable is accepted, in favor of females.

This result can be interpreted by noting that female students have the ability to regulate their emotions and behaviors, adopt strategies to avoid problems, and seek to prove themselves and their abilities to appear distinctively before others, as it is natural for females to always strive to appear decently.

3. Presentation and analysis of the results related to the third hypothesis:

Table 04: Illustrates the t-value for the significance of differences in the stake behavior among third-year high school students attributed to the gender variable.

Stake Behavior Gender	The sample	The calculated average	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Male	107	85.65	2.35	1.142	252	0.002
Female	146	44.81	3.78			

Through Table 04, it is evident that the t-value was 1.142 at a significance level of 0.002, which is smaller than the statistical significance of 0.01. Therefore, the hypothesis stating that there are statistically significant differences in the stake behavior among third-year high school students based on the gender variable is accepted, in favor of males.

This result can be interpreted by noting that male students tend to engage in risky behaviors to prove themselves, especially in the presence of the opposite sex, in order to attract their attention and boast about their masculinity.

Research Findings:

1. The results showed that the level of emotional intelligence among the sample individuals of high school students was average.
2. The results also indicated that the level of engagement in risk behavior was low among the sample individuals in general.
3. The correlation coefficient results revealed a statistically significant negative relationship at the 0.01 level between emotional intelligence and risk behavior among the sample individuals, indicating that

Suggestions for Future Research on Emotional Intelligence in Adolescents

- ✓ Conduct similar studies to confirm the findings of this research and enter other variables to explore the nuances of emotional intelligence in adolescents.

- ✓ Teaching the skills and the dimensions of the emotional intelligence as a basic subject in national education curricula.
- ✓ Introducing students to this new concept so that they can deal positively with their emotions. Thus, avoiding stake behaviors that could put their lives at risk, especially for secondary school students, given the sensitivity of this period and its danger to the students.

Resources:

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