

Effect of Emotional Intelligence on Delinquents in KPK

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Abstract

The present study aims at assessing the effect of Emotional intelligence (EI) on delinquents in KPK. For this, a sample of 200(n) adolescents were selected which is comprised of 100(n) Delinquents, selected from Jail of Peshawar and Haripur whereas 100(n) non- delinquents who were selected from different schools of Peshawar and Haripur by keeping age and other demographic same. Before collecting the data on EI, their delinquency was evaluated on Self-Reported Delinquency Scale (SRD) and categorized them into delinquents and non-delinquent's groups respectively. It was hypothesized that delinquents have impaired EI than non-delinquents. The second hypothesis was to investigate the effect of EI on delinquency. By using the independent sample t-test, delinquents scored significantly low on all the subscales of EI i.e., Emotional self- Acceptance (ESA), Emotional self-Regulation Scale (ESRS) and Interpersonal skills (ISS) AND ($p < .001$). By using the multiple linear regression model, EI(ESRS, ESA, ISS) significantly affects ($p < .001$) in the delinquents than non-delinquent subjects. The study concluded that EI significantly affects the severity of delinquency. As EI is a basic psychological component so it affects youth and prone towards delinquency. It is suggested that cognitive behavior therapy could work on EI of delinquents that may enable them to function appropriately in the society.

Keywords: Emotional intelligence. Detained Delinquents

Introduction

The concept of emotional intelligence is defined as an individual's ability to understand and comprehend their emotions and emotions of others. In other words, emotional intelligence is an important aspect of life which helps individual make healthy relationship with other by using this aspect of life effectively Golman, (1995). This attribute of accurate perception of emotions helps in developing better problem solving ability (Mayer & Salovey, 1997), Those who are emotionally intelligent have more adaptive functioning they are good at adapting to the environment effectively. Emotionally intelligent are willing to accept the hard realities of life and are non-defensive; they have the ability to effectively reframe the emotions; they are realistically appreciative and optimistic. Emotionally bright people follow good emotional role models and they are competent to talk about and deliver emotions and discuss feelings and develop expert knowledge in a specific emotional area such as moral, ethical feeling, leadership, social problem solving, and spiritual feeling. (Mayer et al, 2008). Individuals who are competent enough to stream line their own thoughts and feelings they not only know how to express their emotion, but they have understanding about the emotions of other. The phenomenon of emotional intelligence is in fact contributing to foster the individual and society (Goleman, 1995).

Recognition of one's emotional condition and to find the reasons of emotional up sets is called emotional intelligence (Siegel, Platt and Peizer, 1976). In past different studies have been conducted on the issue of sex offender,

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it has been found that adolescent offender facing to difficulty to categorize their emotions and unable to understand the emotional reaction of others (Savitsky and Czyzewski, 1978).

Tremblay et al., (1992) reported that problem in emotional awareness and emotional expression in early years may lead towards problematic behavior such as delinquency. Another study indicates that disturbed emotional intelligence associated with antisocial behavior (Brejard, Pedinielli, & Rouan, 2006). It has been indicated that deficient emotional intelligence may cause difficulty in managing mood, and individual can face difficulty in one's emotion and other's emotions (Ciarrochi, Chan, & Caputi, 2000). Sarni, (1997) reported inadequate development of emotional intelligence can cause inability to deal with nerve racking situation.

Liau, Liau, Teoh, & Liau (2003) concluded that emotional intelligence is important in depiction of disruptive behavior. After conducting an experimental study on secondary school students he said that lower level of emotional intelligence develops high level of frustration which lead toward high level assault and delinquency also cause psychological problem like depression.

Marshall, Anderson and Champagne (1997) reported that sex offender does not have empathy regarding victim they have their own rigid cognition which prevent them being guilty or plea on their disastrous act. When the offenders were compared with other normal adolescents with respect of their personality traits, offenders come up with social skills deficit (Oxnam, P., & Vess, J. 2008). Marshall (1989) concluded that offender has fear of intimacy, feeling of being feeble (Davis and Leitenberg, 1987). Mayer & Cobb (2000) quoted Golman (1995) studies that Emotional intelligence is a key factor for developing pro social behavior. Prosocial behaviors are ones that attend to the well-being of other people (Wispe, 1981). Very few studies has been conducted on Emotional intelligence and delinquents so, Puglia et al. (2005) found no differences between adult offenders and controls in ability EI, as measured by the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT). They further explored that delinquents have poor emotional intelligence than non-delinquents.

Objectives of Research

To investigate effect and compare the role of emotional intelligence in detained delinquents and non-delinquents.

Hypotheses:

- 1: There will be a significant difference in level of emotional intelligence of delinquents and non-delinquents.
- 2: To assess the effect of emotional intelligence on delinquents and non-delinquents.

Method

Sample:

The sample was consisting of the total two hundred (N=200) delinquents and non-delinquents with age range of 10-18 years (M =15.7 SD = 1.94). It consisted of one hundred (n=100) detained juvenile delinquents and one hundred (n=100) non delinquents from Khyber Pakhtunkhwa. Detained delinquents were comprised of all the delinquents in different prisons of Khyber Pakhtunkhwa. Non delinquents were selected from the schools of Haripur and Peshawar (Khyber Pakhtunkhwa). Purposive sampling technique was used for selection of sample.

Instruments:

The following tools have been used.

Self Report Measure of Emotional Intelligence (SRMEI)

Self Report Measure of Emotional Intelligence (SRMEI) comprises of 60 items with 5 point likert scale. The score ranges from lowest 60 to highest 300. High score indicates high level of emotional intelligence. Self Report Measure of Emotional Intelligence is developed by RizwanAlam Khan (2010) to measure the emotional intelligence in social and clinical setting. SRMEI categories into three main domains Emotional Self Regulation its sub domains are Adaptability, Emotional Reactivity Management, Emotional Stability, Conscientiousness, Achievement Drive. The second domain is Self Awareness, Perceived Self Awareness, and Self Confidence. Third domain is Interpersonal Skills and its sub domains are Empathy, Sociability, and Communication. Alpha reliability coefficient of Self report measure of emotional intelligence is .95.

Self-Reported Delinquency Scale

This scale was developed and by Naqvi (2007). The basic purpose is to measure the juvenile tendencies, it comprises of twenty-seven items. It is a self reported measure constructed in Urdu so that Pakistani citizens can understand and answer the questions. The lowest score on the scale is 27 whereas highest score is 135. High scores on the scale show high delinquent tendencies while low score indicates less delinquent tendencies among young adulthood. The reliability of the test is .76.

Procedure

The study formally started with the formal permission from jail department and school of Khyber Pakhtunkhwa. Data was individually collected from the jails with the help of psychologist working in jail due to current law and order situation in Khyber Pakhtunkhwa. Questionnaires were filled in group in school children in their schools. Before formal data collection a consent letter was signed by every subject and was briefed about the study. Rapport was established and all the non-delinquents were given questionnaire in the same sequence and were requested for their honest replies. However, delinquents were individually interviewed in a same sequence by a trained psychologist working in the jail.

Results

Table 1

Mean Difference, Standard Deviation, T- Value of Delinquents and Non Delinquents on Sub Scale of Self-Reported Measure of Emotional Intelligence (N=200).

	Delinquents (n=100)		Non Delinquents (n=100)		t(198)	p	CI 95%		Cohen's d
	M	SD	M	SD			LL	UL	
	ESRS	70.05	14.11	103.6			20.01	140.5	
ESAS	65.91	7.55	78.00	10.02	172.1	<.001	9.61	14.56	1.36

ISS	40.92	7.53		48.63	6.57	184.06	<.001	5.73	9.68	1.09
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Note: ESRS: Emotional self-regulation scale, ESAS: Emotional self-assessment scale, ISS: Interpersonal skills scales. Higher the scores on Emotional intelligence higher will be emotional intelligence.

Table shows independent sample t-test was used. On ESRS result shows significant difference between the scores of delinquents and non-delinquents. Delinquents (M= 70.05, SD=14.11) scored lower than non-delinquents (M=103.6, SD=20.01), significant $t(198) = 140.5$, with mean difference -33.55, $p<.001$; $d = 1.93$, CI 95% [28.70, 38.42]. The effect size for this analysis was exceeding Cohen's (1988) convention for large effect (.80).

On ESAS, there is significant difference between the scores of delinquents and non-delinquents. Delinquents (M=65.91, SD=7.55) scored lower than non-delinquents (M=78.00, SD= 10.02), $t(198)= 172.1$, with mean difference -12.09, $p<.001$; $d= 1.36$, CI 95% [9.61, 14.56]. The effect size for this analysis was found to exceed Cohen's (1988) convention for large effect (.80).

ISS was also statistically significant on independent sample t-test. Delinquent (M=40.92, SD= 7.53) scored lower than non-delinquents (48.63, SD= 6.57), $t(198)=184.06$, with mean difference -7.71, $p<.001$; $d= 1.09$, CI 95% [5.73, 9.68]. The effect size for this analysis was found to exceed Cohen's (1988) convention for large effect (.80).

Table 2

Mean Difference, Standard Deviation, t- Value of Delinquents and Non Delinquents on Sub Scale of Emotional Self-Regulation Scale (N=200)

Sub Scale	Delinquents (n=100)		Non Delinquent (n=100)		t(198)	p	CI 95%		Cohen's d
	M	SD	M	SD			LL	UL	
Adaptability	19.87	5.35	30.07	6.65	194.4	<.001	28.70	38.42	1.69
ERME	13.60	4.02	22.70	5.71	187.5	<.001	7.71	10.47	1.84
ES	15.61	4.27	23.33	5.60	175.94	<.001	6.32	9.11	1.54
Con	10.76	2.36	13.16	1.91	185.09	<.001	1.80	3.00	1.11
Ach.dri	10.21	2.78	14.41	3.96	189.5	<.001	3.24	5.16	1.22

Note: ERME; Emotional reactivity management, ES; Emotional stability, Con: Conscientiousness, Ach.dri; Achievement drive

Table shows result of independent sample t-test. The result shows significant difference between delinquents and non-delinquents on emotional reactivity management. Delinquents (M= 13.60, SD =4.02) scored lower than non-delinquents (M=22.70, SD=5.71) on emotional reactivity management $t(198) = 187.5$, with mean difference -9.1, $p < .001$; $d = 1.84$, CI 95% [7.71, 10.47]. The effect size for this analysis was found to exceed Cohen's (1988) convention for large effect (.80).

The result on adaptability shows significant difference between the scores of delinquents and non-delinquents. Delinquents (M= 19.87, SD=5.35) scored lower than non-delinquents (M=30.07, SD= 6.65), $t(198) = 194.4$, with mean difference -10.2, $p < .001$; $d = 1.69$, CI 95% [28.70, 38.42]. The effect size for this analysis was found to exceed Cohen's (1988) convention for large effect size (.80).

There is a significant difference between the scores of delinquents and non-delinquents on emotional stability. Delinquents (M=15.61, SD=4.27) scored lower than non-delinquents (M=23.33, SD=5.60) $t(198) = 175.94$, with mean difference -7.72, $p < .001$; $d = 1.54$, CI 95% [6.32, 9.11]. The effect size for this analysis was found to exceed Cohen's (1988) convention for large size effect (.80). Whereas results conscientiousness and achievement drive are significant but their effect size are not as large as emotional reactivity, adaptability and emotional stability.

Table 3

Emotional Self-Regulation as Predictors of Delinquency among Delinquents and Non delinquents (N=200)

Note. Delinquents $R^2 = .359$. Non-delinquents $R^2 = .222$. * $p < .05$, ** $p < .01$, *** $p < .001$. ESRS: Emotional self-

	Delinquents			Non-delinquents		
	b	SE(B)	β	b	SE(B)	B
Constant	60.94 (52.45, 69.44)	4.305***		16.04 (11.42, 20.67)	2.33***	
ESRS	-.477 (-.570, -.385)	.045***	-.599	-.117 (-.161, -.073)	.022***	-.471

regulation scale.

Linear regression analysis is used to predict delinquency based on ESAS. A significant regression equation was found $F(1, 85), 103.62, P < .001$. The model explained 35% of variance with R^2 of .359. So, ESRS is the strong predictor of delinquency

Table 4

Emotional Self - Assessment as Predictors of Delinquency among Delinquents and Non delinquent

	Delinquents(n=100)			Non-delinquents(n=100)		
	b	SE(B)	β	b	SE(B)	β
Constant	93.69 (78.97, 108.41)	7.46***		10.06 (2.25, 17.87)	3.937	
ESAS	-1.03 (-1.24, -.838)	.102***	-.599	-.079 (-.178, .021)	.050	-.157

Note. Delinquents $R^2 = .359$. Non-delinquents $R^2 = .025$. * $p < .05$, ** $p < .01$, *** $p < .001$. ESAS: Emotional self-acceptance scale

Linear regression analysis is used to predict delinquency based to on ESAS. A significant regression equation was found $F(1, 85), 103.54, P < .001$. The model explained 35% of variance with R^2 of .359. So, ESAS is the strong predictor of delinquency.

Table 5

Interpersonal Skills as Predictors of Delinquency among Delinquents and Non delinquents (N=200)

	Delinquents			Non-delinquents		
	b	SE(B)	β	b	SE(B)	B
Constant	82.13 (70.08, 94.17)	6.105***		8.65 (1.18, 16.12)	3.763	
ISS	-1.42 (-1.68, -1.15)	.134***	-.614	-.097 (-.249, .055)	.077	-.127

Note. Delinquents $R^2 = .377$. Non-delinquents $R^2 = .016$. * $p < .05$, ** $p < .01$, *** $p < .001$. ISS: Interpersonal skills scale

Linear regression analysis is used to predict delinquency based to on ISS. A significant regression equation was found $F(1, 85), 111.84, P < .001$. The model explained 37% of variance with R^2 of .377. So, ISS is the strong predictor of delinquent

Table 6

Predictors of Emotional Intelligence among delinquents and non-delinquents (N=200)

Note: ESRS: Emotional self-regulation scale, ESAS: Emotional self-assessment scale, ISS: Interpersonal skills scales

Variables	Delinquents (n=100)			Non delinquents (n=100)		
	B	SE(B)	β	B	SE(B)	B
Constant	101.29 (87.99, 114.59)	6.743		14.79 (6.380, 23.21)	4.240***	
ESRS	-.250 (-.352, -.149)	.051***	-.315	-.121 (-.170, -.072)	.025***	-.487
ESAS	-.372 (-.617, -.129)	.124***	-.214	.002 (-.098, .101)	.050	.003
ISS	-.752 (-1.05, -.445)	.156***	-.325	.031 (-.120, .182)	.076	.041
R ²	.516			.224		
F	65.07			9.21		

A multiple regression is calculated to predict dependent variable delinquency based on ESRS, ESAS, and ISS. A significant regression equation was found $F(3, 183), 65.07, p < .000$ with R^2 of .516. Participant predicts delinquency is equal to $101.29 - (.752(\text{ISS}) + .372(\text{ESAS}) - .250(\text{ESRS}))$. ESRS, ESAS, ISS are strong negative predictors of delinquency. Among non-delinquents only ESAS has strong predictor

Discussion

Aim of this study is to compare, emotional intelligence of juvenile and non-juvenile delinquents. Results on the basis of statistical analysis have been discussed thoroughly.

This study tested the relationship between emotional intelligence and delinquency. The relationship was empirically examined. The results gave information and prediction about the causes of delinquency and low level of emotional intelligence if one of main cause. The findings of present study predict that juvenile delinquents have low level of emotional intelligence than non-juvenile. Similarly, mostly juvenile belongs to high stress family so these families are failed to develops adequate emotional intelligence which lead them towards delinquency (Frick & Dickens, 2006). Juvenile delinquents usually come up with high level of anger outburst they harm the property, people and other living

object. This is actually the way to express their aggression and one of another study in which Golman (1996) shows that juvenile has high level of aggressive impulses. And under lying causes of elevated anger usually shows low level of emotional intelligence (Dolan, Holloway, Bailey and Kroll, 1996). One of noteworthy point is empathy usually emotionally intelligent people have empathetic skill but juvenile score low on sub scale of empathy of SRMEI which shows offender has low level of empathy, if it is reduced in an individual he is unable to understand the feelings of other lack of empathy makes individual more impulsive and aggressive that is particularly the habit of juvenile delinquent it is also consistent with past research which shows that juvenile has low level of empathetic skill (Kroner and Forth, 1995). Sociability is considering to be important aspect of life through this trait we can learn different skill from social world but delinquent has deficient sociability skills so they prefer to stay alone it has also been indicated by another study which revealed that delinquents are socially isolated (Valliant and Bergeron, 1997). Emotional reactivity is also very important component of emotional intelligence. It deals with how a person controls aggression and reactive temperament whether a person has self-control when a delinquent group had been compared with control group so the former group scored substantially lower than non-delinquent it is also identified by past literature review and studies. Card *et al.*, (2008) two type of aggression and one is undeviating aggression while the second is circumlocutory (deviating) aggression. In indirect aggression usually involves behavior in which harm is given through rejecting someone else, indirect aggression further lead to the relation aggression and social aggression. In social aggression when a teenager has strong wish to be accepted by number of group people and when it actually does not happen so he rejects other group member or does conspiracy about the group members. While in relation type of aggression the teen ager manipulating the peers and excludes group member. Behavioral harm, physical aggression and verbal abuse are category of direct aggression and the different past literature shows that juvenile delinquents shows high score direct and indirect aggression. Kimonis *et al.*, (2007) also worked on lack of emotional expression he described when a person is unable to express distressing stimulus it leads high level of physical aggression in delinquents. Conclusively, delinquents have lacking if proper intervention have used with such kind of children it would give better result in dealing with people and their environment. The strategies can be used by parent and teachers it is like Child knows how to read the emotional cues from self and others. It would be happened when parent recognize emotional/ feeling words to child. Child must know how to interpret emotional cues like what is internal cause and what external cause is of disturb emotions. Clarification of goals regarding emotion is permits a child to generate number of solution to achieve their goal; it might happen in the form of asking someone for help or taking advice from others to calm down the emotion. Child teaches on the basis of above step to take decision on the cues of affect for one's self and others. Prerequisite skill to emotional regulation and successful interpersonal interaction and problem solving and it is one of the most important skills a child is taught in the early years.

Clinical Implication

The world has been converted into global world. And where technology improved the life style of mankind similarly it created difficulties for human being. Advancement has led us away from nature and rules of universe. Current study focused on the basic principal of life and explore if these principal are being violated then people will face difficulties in their interpersonal life. This research stud it has been found some of factors which contribute to juvenile delinquency. Society is facing many problems through delinquency. Young generation involve in criminal activity and disturb the pattern of society. Although it will contribute very little it has open the new ways of perceiving the delinquency problem. Clinician will not overlook the emotional problem of child if Family pattern is disturbed it will ultimately bring intrusion in child in the form distraction and anger. Instead of hiding child emotional problem consult with clinician of psychosocial supporter that help will family and child as well. The foremost point is that most of will have been carried on self-esteem by the family members and school agencies because this study is not putting pressure only on family but also on different social institution which are playing important role in the development of youth personality. Every school will deal a child with proper care and attention and every school will have a clinical psychologist for attending the child emotional problem. The kind of psychological problem seen promptly that is why it will not hamper child's emotional intelligence.

Conclusion

The conclusion of present study is that emotional intelligence is an important factor in causing delinquency. The present study investigated effect and compare the emotional intelligence in delinquents. So, it is concluded that emotional intelligence was lower in juvenile delinquent the different dimensions were measured in this study but conclusive results were shown in the basic two aspect of emotional intelligence that were Emotional self-regulation(ESRS) and Emotional Self-Acceptance (ESAS).

Recommendation

- Research studies will cover all the jails of all provinces including center of Pakistan for better generalizability of finding.
- If proper permission is sought from prison authority and researcher is allowed to administered questionnaire either individually. The reliability of the data may be improved.
- In future study the sub category of emotional intelligence and intensity of delinquency will be checked.

Summary

The focus of present study was Emotional intelligence, of detained juvenile delinquents and non-delinquents. The juvenile made contacted with hypothesis that there is a significant difference of emotional intelligence in delinquents and non-delinquents, Furthermore the effect of emotional intelligence has been checked on delinquents So impaired emotional intelligence has devastating effect on delinquents. 200 samples were collected from different jails of Khyber Pakhtunkhawa. Data was analyzed through different analysis such as t-test , and logistic regression. Emotional intelligence and its sub variable significantly hamper the intensity of delinquency.

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