



Investigating the Effectiveness of Educational and Moral Orientations of Nahj al-Balagheh on Emotional Intelligence and Aggression of Students of the First Year of High School in District One of Tabriz

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ARTICLE INFORMATION

ABSTRACT

Article type

Original research

Pages: 124-131

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Email:

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Article history:

Received: 2022/08/30

Revised: 2022/12/31

Accepted: 2022/01/10

Published online: 2023/11/02

Keywords:

Educational components, moral components, Nahj al-Balagha, emotional intelligence.

Background and Aim: Today, emotional intelligence is one of the important subjects in the education of students to increase various skills throughout their life. Also, aggression is one of the significant issues of the experts that paying attention to these two issues in the course of students' curriculum can have positive effects. Based on this, the main goal of the present study was to investigate the effect of educational and moral orientations (components) of Nahj al-Balagha on reducing students' aggression. **Methods:** The current research method was quasi-experimental with pre-test and post-test and with a control group. The project was implemented in the framework of a quasi-experimental method with a pre-test and post-test and with a control group. The target population is all the male students of the first year of high school in one district of Tabriz in the academic year 2016-2017, who were selected by cluster sampling method and 30 students were randomly divided into two experimental (15) and control (15) groups. were replaced and the aggression questionnaire of Bass and Perry (1992) was obtained from both groups. Then, the experimental group was subjected to the intervention of the independent variable "educational and moral components" for 10 sessions, and the control group did not receive any intervention. After the end of the intervention, a post-test of aggression was performed in both groups to determine the effect of the independent variable on the dependent variables of "emotional intelligence, aggression". Data were described and analyzed using standard deviation, mean and covariance analysis. **Results:** The findings showed that teaching the educational and moral components of Nahj al-Balagha has an effect on reducing students' aggression and the level of aggression decreases significantly. The calculated F was (72.47) and the significance level was $p < 0.05$. Also, the applicability of using Nahj al-Balagha concepts in schools and other educational centers in order to reduce the aggression of secondary school students had a significant effect. The calculated F was (38.45) and the significance level was $p < 0.05$. **Conclusion:** Based on the findings, it can be concluded that using the educational and moral orientations of Nahj al-Balagha is effective on the emotional intelligence and aggression of students, and therefore lesson planners and schools can use these orientations in their education.



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How to Cite This Article:

Sadeghzadeh, M., Edrisi, F., Saini, M. H., & Moradi Zanjani, H. (2023). Investigating the Effectiveness of Educational and Moral Orientations of Nahj al-Balagheh on Emotional Intelligence and Aggression of Students of the First Year of High School in District One of Tabriz. *Jayps*, 4(8), 124-131.

Introduction

Educational and moral issues are one of the most fundamental issues of humanities and Islamic sciences; It is closely related to most scientific disciplines and is sometimes evaluated as the result and outcome of valuable human issues in ethics, construction, self-improvement and community building. It is obvious that the happiness of the individual and the society, the development and progress of people and families, the progress of human societies and the health of the human body and soul are all related to the issue of education and ethics. We know that the school of Islam is the most complete educational and moral school, whose instructions, rules, and educational and moral methods are taken from the ever-flowing fountain of divine revelation and are clothed with truth in theory and practice with the continuous guidance of the infallible imams (AS). (Salehi Babamiri & Faraji, 2019). Nahj al-Balagha is also the best and most expressive language of the Qur'an and explains Islamic educational and moral issues. Familiarizing and examining the general educational and moral orientations of Imam Ali (AS) in Nahj al-Balagha and spreading these orientations in the society, especially among students, and examining the impact of these orientations can solve many educational and moral problems and harms in the society (Talebi et al., 2019).

On the other hand, childhood and adolescence are suitable years to diagnose their emotional, social and academic problems in the future. Timely intervention and correction of child's maladaptive behaviors in this sensitive period increases social skills and popularity among peers and adults and prepares the child to accept future responsibilities (Shahim, 2007).

Aggression is one of the most common problems of children and one of the important reasons for referring them to expensive psychotherapy (Leon-Moreno et al., 2021). Recognizing this problem in young children and timely intervention can prevent the continuation of this behavior (Goodwin et al., 2003). Human aggression is any behavior that is directly issued by a person with the intention of harming another person. In order to control these behaviors, the perpetrator must believe that his behavior was aimed at harming another, which results in provoking avoidance behavior (Alvarez-Garcia et al., 2018).

The term emotional intelligence was first proposed by Wayne Payne in 1985 and popularized by Daniel Gelman in 1995. Most of the researches in this field were done by Salovey and Meyer in the 90s (Meyer et al., 2016). The formation of the components of emotional intelligence takes place first in the early years of a child's life. Although the formation of these capacities continues during the school years, the emotional abilities that children acquire later in life are based on these first-year learnings, and these abilities are the emotional basis of all learning (Dabke, 2016).

Since behavioral problems can appear in any period of life, mastery and skill in any of the skills related to emotional intelligence can protect a person from behavioral issues and problems such as anxiety, aggression and anger to some extent. (quoted by Fathi et al., 2013). Bar-On (2001) considers emotional intelligence as a set of non-cognitive capacities, capabilities, and skills that increase a person's ability to successfully deal with environmental requirements and pressures and lead to adaptive and humanitarian behaviors from a person. Studies show that emotional intelligence training has increased self-control, reduced aggression (anger), independence, responsibility, self-regulation, group cooperation, expressing interest, respect for others, respect for others' rights, and social interactions in children. (Mattingly and Kreiger, 2019). Gurian (1997) believes that on the one hand, because boys feel incompetent in the emotional field, they need educational concepts to give them an internal language - a reflection for emotional experiences. On the other hand, aggressive students have defects in understanding the expression of empathy and tend to be defensive, in addition, they are resistant to change and treatment. Therefore, explaining educational and moral concepts in their language can be useful in reducing aggression and teach them how to change themselves.

If we look at the past years, we will notice that the models and theories of psychotherapy have changed and transformed. The traditional psychodynamic approach has moved towards cognitive-behavioral approaches and systemic approaches. In recent years, the direction of changes towards short-term treatments has been focused on outcomes (quoted by Yavand Hasani, 2011). Structural therapies are generally

short-term because they are directive and structured in nature. After holding meetings and identifying problems and setting goals, the principles of the cognitive model are taught and assignments are determined for the treatment of the seekers (Yavand Hasani, 2011). In the book of Nahj al-Balagha for teaching good and correct behavior in people, there are many concepts and components and educational and moral orientations that can be used to teach and strengthen the emotional intelligence of students by simplifying them. Based on this, the present study was conducted with the aim of investigating the effect of educational and moral orientations of Nahj al-Balagha on emotional intelligence and aggression of first secondary school students. For this purpose, two hypotheses were prepared and tested as follows:

- 1- Conceptualization of educational and moral orientations of Nahj al-Balagha aphorisms increases emotional intelligence in students.
- 2- Conceptualizing the educational and moral orientations of Nahj al-Balagha aphorisms reduces aggression in students.

Method

The method of the current research was a quasi-experimental intervention type with pre-test and post-test and with a control group and was practical in terms of purpose. The statistical population of this research includes all male students of the first year of high school for boys in one district of Tabriz (13500 people) in the academic year 2017-2018. In this research, to determine the statistical sample, first, 5 schools were selected as a cluster from among the first secondary schools of one district of Tabriz, and 3 classes (1 class from each grade) were randomly selected from each school. Then 90 people (6 people from each class) were randomly selected from among the existing classes (because aggression is one of the variables of the current research) and the final sample is selected from people who have high aggression. Therefore, Bass and Perry aggression questionnaire was conducted among 90 people at a certain time and 30 people (10 people from each school level) who had obtained the highest score among them were selected as the final sample) then the randomly selected sample (5 from each school level) people were selected in each group) were replaced in two control and experimental groups. After both groups, the Bradbury and

Graves emotional intelligence questionnaire was administered as a pre-test. Then it was performed on the experimental group for 10 sessions in 5 weeks (2 sessions per week and 60 minutes each session). The control group did not receive any treatment. After the completion of the treatment sessions, the post-test of aggression and emotional intelligence of both groups was performed simultaneously. According to the research hypotheses, a single-variable between-group experimental design with pre-test and post-test was selected, and the single-variable covariance analysis method was used to analyze the research hypotheses. Then, after scoring and calculating, the data was analyzed using SPSS23 software and using descriptive (mean and standard deviation) and inferential (one-way covariance analysis) methods.

Materials

1. Buss and Perry aggression questionnaire (1992): Students' aggression will be measured by Buss and Perry aggression questionnaire. The new version of the aggression questionnaire, whose previous version was called hostility questionnaire, was revised by Buss and Perry (1992). This questionnaire is a self-report tool that includes 29 statements and four subscales. which consists of physical aggression (PA), verbal aggression (VA), anger (A) and hostility (H), the subjects respond to each of the statements in a 5-degree spectrum. (From completely like me (5), somewhat like me (4), neither like me nor not like me (3), somewhat not like me (2), not at all like me (1)). The two terms 9 and 16 are scored inversely. The total score for aggression is obtained by summing the scores of the subscales. Aggression questionnaire has acceptable validity and reliability. The results of the retest coefficient for four subscales (9 weeks apart) are 0.80 to 0.72 and the correlation between the four subscales is 0.38 to 0.49. Cronbach's alpha coefficient was used to measure the internal validity of the scale, and the results showed the internal consistency of the physical aggression subscale was 0.82, verbal aggression was 0.81, anger was 0.83, and hostility was 0.80.

2. Bradberry and Greaves (2005) Emotional Intelligence Questionnaire: This test was developed by Bradberry and Greaves (2005) and the standardization and translation of this test in Iran was done by Ganji et al. (2006). This

test has 28 items, which are divided into 5 scales of general emotional intelligence, self-awareness, self-management, social awareness and relationship management. This test shows people's ability to understand and react effectively, which is appropriate or inappropriate in social relationships and in psychological and emotional exchanges in certain situations. Emotional intelligence is a type of emotional talent that determines how to use our skills in the best possible way and even helps us apply wisdom in the right direction. The scoring method of this 28-item questionnaire is 6 options. It includes the options ((never)), ((rarely)), ((sometimes)), ((usually)), ((almost always)), ((always)). Subjects must answer one of the 6 options in each question and then be scored based on the values of 1, 2, 3, 4, 5, 6, and the total score is equal to the total score of each sub-test. (from 28 to 168). In order to estimate reliability, Cronbach's alpha method was used. The results show that the reliability coefficient (homogeneity) of Bradbury and Graves emotional intelligence test for the whole group is equal to 0.83. The reliability coefficient of the test with Cronbach's alpha formula is equal to 0.82 (243 people) for boys and 0.83 (297

people) for girls. In standardization, the test was performed in 2 times. For 4 components and the whole scale, the validity coefficients of self-awareness (0.73), self-management (0.87), relationship management (0.76), social awareness (0.78) and emotional intelligence (0.90) were obtained. All questions have a high positive correlation with the whole test. All obtained coefficients are significant at the 0.99 level. In general, the reliability coefficient of the emotional intelligence test of Bradbury and Graves for both the whole group and for boys and girls is optimal and stronger compared to similar tests.

3. Treatment plan: In the present study, 5 components of the educational and moral orientations of Imam Ali (AS) in aphorisms were prepared in order to strengthen emotional intelligence skills and reduce aggression. In order to determine the validity of the presented content, the opinions of 5 specialists and clinical experts and 4 students of religious sciences were used. Each of the components was discussed and reviewed with the students in two 60-minute sessions in a week. Some of the issues that were discussed in the meetings based on table (1) are:

Table 1. Therapeutic protocol of educational and moral orientations of Imam Ali (AS) in aphorisms in order to strengthen emotional intelligence skills and reduce aggression

Session	Objective	Content
1	Teaching the wisdom of Nahj al-Balagha	The first week was teaching the wisdom of Nahj al-Balagha in the field of reforming and getting things in order.
2	Teaching coping skills	The second week was teaching skills to deal with feelings of hopelessness, loneliness, aggression, anger and violence using the moral teachings of Nahj al-Balagha wisdom. In this session, the most important teachings and related wisdom were introduced and played a role.
3	Teaching the role of patience	In this session, the role of patience in overcoming problems was taught using the teachings of Nahj al-Balagha.
4	Teaching the role of remembering the Resurrection in dealing with grief and distress	In this meeting, the role of Yad Maad in dealing with sadness and distress and poverty and achieving happiness was taught
5	Teaching moral values	In this session, the most important moral values from the perspective of Imam Ali (AS) were taught in short and wise words that lead to human mental health.

Implementation

In this research, in order to comply with ethical issues and provide a favorable environment for the subjects, at the beginning, while providing sufficient explanations to the parents and teachers of the

subjects, about the importance, method, duration and conditions of the implementation of the program and evaluations, a written consent was obtained from the parents for the subjects' participation in the research. In addition, parents had the right to prohibit their

children from participating in treatment sessions if they did not cooperate. At the end, the students who participated in the present research were thanked by giving gifts.

Results

The demographic findings indicate the homogeneity of the statistical sample of the present study. Table (2) shows some descriptive characteristics (mean and standard deviation) in different groups.

Source	Group	N	Min	Max	Mean	SD	Skewness	Kurtosis
EQ pre-test	Exp.	15	94	147	116/33	15/19	0/671	-0/085
	Control	15	86	133	108/46	14/74	0/027	-1/008
EQ post-test	Exp.	15	118	155	134/46	10/81	0/488	-0/241
	Control	15	91	139	111/33	12/35	0/547	0/366
Aggression pre-test	Exp.	15	103	129	118/53	7/70	-0/572	-0/250
	Control	15	104	137	117/06	9/35	0/614	-0/137
Aggression post-test	Exp.	15	81	113	99/33	7/87	-0/416	-1/088
	Control	15	103	128	115/13	8/72	0/347	-1/480

The contents of Table No. 2 show that the average emotional intelligence in the pre-test of the experimental group (116/33) is higher than that of the control group (108/46); On the other hand, the dispersion of scores in the control group is at a favorable level compared to the experimental group. The average emotional intelligence in the post-test of the experimental group (134/46) is higher than the control group (111/33); On the other hand, the dispersion of scores in the experimental group is at a favorable level compared to the control group.

On the other hand, the average aggression in the pre-test of the experimental group (118/53) is more than the control group (117/06); On the other hand, the dispersion of scores in the experimental group is at a favorable level compared to the control group. The average aggression in the post-test of the experimental group (99.33) is lower than the control group (115.13); On the other hand, the dispersion of scores in the experimental group is at a favorable level compared to the control group.

Variable	Source	SS	Df	MS	F	Sig.	Eta ²	Power
EQ	Pre-test	2043/629	1	2043/629	31/86	0/0001	0/54	1
	Intervention	2466/062	1	2466/062	38/45	0/0001	0/58	1
	Error	1731/43	27	64/127				
	Total	460921	30					
Aggression	Pre-test	2043/629	1	2043/629	31/86	0/0001	0/54	1
	Intervention	2466/062	1	2466/062	38/45	0/0001	0/58	1
	Error	1731/43	27	64/127				
	Total	460921	30					

Based on the results of Table 3, and according to the significance level which is less than $p < 0.001$ and also based on the calculated F value, it can be said that the use of educational

and moral orientations of Nahj al-Balagheh has increased emotional intelligence and reduced aggression in students.

Source	Group	N	Mean	S.E
EQ post-test	Exp.	15	132/27	2/104

	Control	15	113/52	2/104
Aggression post-test	Exp.	15	98/79	1/40
	Control	15	115/74	1/40

The contents of Tables 3 and 4 show that the educational and moral components of Nahj al-Balagheh aphorisms have an effect on emotional intelligence because the calculated F (38.45) is significant at the $p > 0.05$ level, so the answer to the first hypothesis is positive. On the other hand, according to the table of revised averages (Table 4), it can be concluded that the Quranic storytelling method (experimental group (132/27), control group (113/52)) was effective in increasing emotional intelligence. The results show that the use of educational and moral components of Nahj al-Balagheh aphorisms has an effect on aggression, because the calculated F (72.47) is significant at $p < 0.05$ level. Therefore, the answer to the second hypothesis is positive. On the other hand, according to the table of revised averages (Table 4). It can be concluded that the educational and moral orientations of Nahj al-Balagha (experimental group (79/98), control group (115/74)) have been effective in increasing emotional intelligence.

Conclusion

The main goal of the current research was to investigate the effect of educational and moral orientations (components) of Nahj al-Balagha on emotional intelligence and reducing aggression in students. The first finding of the research showed that the educational and moral orientations of Nahj al-Balagha aphorisms have a significant effect on the emotional intelligence of students. Regarding the present finding and its alignment with previous studies, unfortunately, no studies like this one have been conducted and there is a research gap. Therefore, the findings of this research can be a new beginning to focus on the educational and moral orientations of Nahj al-Balagha on various issues, especially the issue of aggression and increasing emotional intelligence in students. In explaining this finding, it can be said that educational teachings derived from the words of religious leaders have a relaxing nature and are suitable for all ages. In the first secondary school, students are learning and consolidating their types of intelligence, especially emotional intelligence. Emotional intelligence is actually a kind of intelligence for

the compatibility of people's psychological and social issues, which the words of Nahj al-Balagha have features such as thinking about different life issues and especially how to live. The formation of emotional intelligence components takes place in the early years of a child's life, although the formation of these capacities continues during the school years, the emotional abilities that children acquire later in life are based on these first-year learnings, and these abilities are the emotional basis of all learning. (Dabke, 2016). Therefore, it can be concluded that using the educational and moral capacity of Nahj al-Balagha can increase emotional intelligence in students.

Another finding of this research was the influence of educational and moral orientations of Nahj al-Balagha aphorisms on students' aggression. Regarding this finding, there are no direct researches that have investigated the educational and moral effect of Nahj al-Balagha on reducing aggression. In explaining this finding, it can be said that starting the treatment of behavioral disorders, including aggression, from a young age is more effective (Shahim, 2016). Aggression is also one of these behavioral disorders that is common in childhood (Sukhodolsky et al., 2004). Recognizing this problem in children and timely intervention can prevent the continuation of this behavior in adulthood (Goodwin et al., 2003). In this research, a similar result was achieved; In addition to this, emotional intelligence is a form of social intelligence that is related to feelings and emotions (Salovey & Mayer, 1990). Gelman (1995) considers a deficiency in emotional intelligence to be involved in the occurrence of aggression, crimes and violence. Therefore, according to the obtained results, with the help of the educational and moral components of Nahj al-Balagha, it is possible to increase the emotional intelligence in students, and with the help of stories and the increase in emotional intelligence, aggression can be reduced in students. This method can be used as a corrective and educational method in education and training centers, including education and training, as well as counseling centers and work with children and teenagers.

Studies face limitations. Therefore, in this research, since the effect of other influential variables such as family background and gender of the students in question was not investigated, it may have had an effect on the results. The study sample was limited to a certain region and also the ages of this period were also limited to the first secondary period. Therefore, the results may be associated with other results at other ages. Therefore, in the future, it is suggested that the researchers determine the gender of the students and their family background, and also take into consideration the different educational courses, especially the elementary ones. It is suggested to include the moral and educational stories of Nahj al-Balagha in the curriculum of the first secondary school, and the teachers should be more familiar with the educational and moral results of Nahj al-Balagha. Another suggestion is that competitions focusing on extracting educational and moral points of Nahj al-Balagha should be given more attention in schools.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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