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A Comparison of Emotional Intelligence and Differentiation of Self in Adolescents Suffering from Drug Abuse and Normal Adolescents

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ABSTRACT

This study aimed to compare the emotional intelligence and differentiation of adolescent boys with substance abuse and adolescents was conducted normal. The research method was a causal-comparative. The study population included all male adolescents aged 14 to 20 years old is the city Shiraz. The sample size of 80 patients (40 male adolescents with substance abuse and 40 normal adolescents) who were selected using random cluster sampling. Bar-on Emotional Intelligence data questionnaire (EQ-I) and their differentiation (DSI-R) were collected. The comparisons between two groups of T test to evaluate the relation between emotional intelligence and differentiation in adolescents with substance abuse Pearson's correlation coefficient was used. The results showed that the two groups in the differentiation and its sub scales and emotional intelligence and its sub scales, there were significant differences so that drug addicts of emotional intelligence and differentiation, and the lower a significant relationship between emotional intelligence and differentiation among drug users, there are (p <0/05). The present study aimed to compare the emotional intelligence and differentiation in male adolescents and young adults with substance abuse were common. The research method was a causal-comparative. The study population included all male adolescents aged 14 to 20 years old is the city Shiraz. The sample size of 80 patients (40 male adolescents with substance abuse and 40 normal adolescents) who were selected using random cluster sampling. Bar-on Emotional Intelligence data questionnaire (EQ-I).

Keywords: emotional intelligence, their differentiation, substance abuse, adolescents.

1. Introduction

Although some social illnesses have always existed in the history of human being but industrialization and change of people's living structure have made some of social illnesses to appear more seriously than before. Drug abuse, which is also known as ruinous disaster is one of the major problems of human societies and it may not be possible to find a country which is not involved with this problem in some ways. Iran is also one of the countries that because of its cultural, geographical situation and some other factors, is threatened with this dilemma. Drug abuse and dependence on it is a chronic and recurrent event which has serious physical, financial, familial and social damages (Muhammad Pur Asl and et al, 2007). One of the age groups open to this social illness is adolescents. An issue which is of prime importance in adolescence is self-differentiation. Self-differentiation, considering the interpersonal function, is the ability to separate sensational processes from logical ones and considering the interpersonal function, it is the ability to experience intimacy accompanied with independence in interpersonal relations and ideal interactions among them (Sue Ason and Fried Lander, 2000). Self-differentiated individuals are inherently self-leaders, have their own specific ideas and sensations and feel no obligation in adapting themselves with the expectations of other people (Sue Ason and Fried Lander, 2000). Bowen believes that level of self-differentiation of an individual is shaped in his/her original family and affects the individual's future life (Maniard, 2000). The role and relations that an individual experiences in his/her family is the foundation of that person's behavior in future. People usually pursue the relations resembling the patterns observed in the original family.

2. Literature Review

Besides self-differentiation, emotional intelligence is also one of the important variables of adolescence. Emotional intelligence includes the ability to recognize the meanings of emotions and utilizing them in thinking and making relations (Goleman, 2001). According to Bar-on emotional intelligence is a collection of non-cognitive capacities, competences and skills which affect the individual's ability to succeed and handle with environmental pressures and demands (Hen, 2005). A number of authors, such as Meier and et al (2000), have provided a model and pattern from emotional intelligence ability. By emotional intelligence they refer to a set of abilities which make it possible to process information about individual and other persons' emotions (As quoted by Seif, 2007).

3. Methodology

This research is an ex-post facto study. Research population includes all male adolescents aged from 14 to 20 of Marvdasht towns. In order to find and choose from among drug-addict adolescents, the researcher went to Drug Rehabilitation centers. The samples of this group were chosen with random cluster sampling method; first, a list of all Drug Rehabilitation centers of Marvdasht was prepared, then using random cluster sampling method two centers were chosen. After that 20, persons were chosen using simple random methods and in total 40 individuals aged from 14 to 20 were selected. Finally, considering their demographic features such as age,

education, parents' jobs and family income, 40 normal and healthy adolescents were chosen using convenience sampling and matching with the first group. Then questionnaires were completed by participants.

2-1- Research Hypotheses

1-There is a significant difference between self-differentiation of drug-addict adolescents and normal adolescents.

2-There is a significant difference between emotional intelligence on drug-addict adolescents and normal adolescents.

3-There is a significant difference between self-differentiation subscales of drug-addict adolescents and normal adolescents.

4-There is a significant difference between emotional intelligence subscales of drug-addict adolescents and normal adolescents.

2-2- Research Tools

1-Bar-on Emotional Intelligence Inventory: this questionnaire has 15 sub scales in 5 general fields. The five general fields and their sub scales include: interpersonal component: emotional self-awareness, assertiveness, self-confidence, independence, self-actualization; interpersonal component: empathy, social responsibility, interpersonal relationship; adaptability component: problem-solving, reality testing, flexibility; stress management: stress tolerance, impulse control; general mood component: optimism, happiness. Scoring of the Bar-on questionnaire is as follows: totally agree (5), agree (4), somewhat (3), disagree (2) and totally disagree (1). Then summing up the scores, sub scales are obtained. Dehshiri (2004) (as quoted by Shoaa Kazemi, 2011) has normalized bar-on the emotional intelligence tests between Tehran university students. In his research reliability, the coefficient was reported 0/82 using Cronbach's alpha and a month later using the test-retest method was 0/80.

2-Differentiation of Self Inventory (DSI): this questionnaire has four sub scales including: emotional reactivity, emotional cutoff, fusion with others and my position. This inventory which is used to assess the participants' level of self-differentiation has 44 questions. Answering questions are done using six-item Likert Scale (one meaning: not at all is true about me, continuing to six meanings: completely true about me). A higher score is indicative of self-differentiation and lower score in indicative of lack of self-differentiation. Skowron and Fridlander (as quoted by Kazemian and Delavar, 2011) obtained internal correlation of items for whole questionnaire and sub scales using Cronbach's alpha as follows: whole questionnaire 0/88, emotional reaction 0/83, emotional cut off 0/80, fusion with others 0/82 and I position o/80. In its Iranian sample its reliability is as follows: whole questionnaire 0/78, emotional reaction 0/68, emotional cutoff 0/70, fusion with others 0/56 and I position 0/66 (Hosseinian and Najaflui, 2011).

Table 1: Distribution of research subjects

Percent	Frequency	Groups
50	40	Addicted
50	40	Normal
100	80	Total

4. Finding

In this section analyze the results of the research findings will be discussed. In this research, in order to analyze hypotheses 1 and 2, variance analysis was used and to analyze hypotheses 3 and 4, Pearson's correlation coefficient was used.

Table 2: Descriptive indicators of emotional intelligence scores of subjects.

Standard deviation	Mean	Number	Group	Variable
30.23	266.58	40	Normal	Emotional -Intelligence
23.77	194.83	40	Addicted	

Table (2) Average and dispersion of drug-dependent emotional intelligence scores, lower than ordinary people.

Table 3: Descriptive indicators differentiation between subjects

Standard deviation	Mean	Number	Group	Variable
18/61	145/58	40	Normal	
15/29	89/50	40	Addicted	Differentiating- normal

Table (3) shows the mean scores of differentiation in drug dependent people are one of the trends in adolescent substance abuse.

Table 4: Independent t-test to compare the scores of ordinary adolescent groups, depending on the material and dimensions of emotional intelligence.

Level of significance	Standard error of the mean	Mean difference	Degrees of freedom	T-score	Variable
.002	7/25	24/92	78	3/43	Interpersonal
.004	5/58	18/25	78	3/26	Between- individual
.001	4/86	18/16	78	3/56	Compatibility
.004	2/35	6	78	3/25	Stress- Management
.003	3/54	9/5	78	3/34	General People
.000	11/10	71/75	78	6/46	Emotional-Intelligence

Based on the results contained in Table (4) Average T-score of emotional intelligence with 78 degrees of freedom equal to 6/46, which has led to a significant level /000. Therefore, concluded that the difference between the two groups is statistically significant with 95% confidence level. In other words, normal adolescents between emotional intelligence and drug-dependent adolescents there is a significant difference ($p<0/05$). The T - score scale here in stress management is equal to 3/25, leading to a significant level was /004.

Table 5: T-test, comparing the average scores of differentiation and dimensions of in the group of normal adolescents and substance abusers.

Level of significance	Standard error of the mean	Mean difference	Degrees of freedom	T-score	Variable
.003	3/33	11/25	78	3/37	Emotional-response
.000	3/16	15/00	78	4/74	My position
.000	3/17	16/42	78	5/17	Emotional escape
.000	3/24	13/92	78	4/28	Mix with others
.000	2/12	56/59	78	6/90	Differentiation

Based on the results contained in Table (5) Average T-score differentiation with 78 degrees of freedom equal to 6/90, which has led to a significant level /000. Therefore, concluded that the difference between the two groups is statistically significant with 95% confidence level. In other words, the differentiations of normal adolescents and young adults are addicted significant

difference (p<0/05). Here sub scales emotional response to the T-score is 3/37 to /003. It is significant.

To investigate the relationship between emotional intelligence and differentiation in normal adolescent substance-related subjects in groups, the size of the Pearson correlation coefficient was calculated, and the results are presented in Table (6) provided:

Table 6: Evaluation of the Pearson correlation coefficient between emotional intelligence and differentiation in normal adolescent substance-related.

Error rate	Correlation coefficient	Number	Groups
.009	-.481	40	Normal
.011	-.377	40	Substance- related

5. Discussion & Conclusion

The research looked at a sample of 80 people from 14 to 20 years, consists of 40 addicted addiction centers and 40 non-addicted city of Marvdasht (Table 1). Bar-on Emotional Intelligence research tools used included a questionnaire for their differentiation (DSI-R) respectively. Cronbach's alpha coefficients of emotional intelligence questionnaire and differentiation in this study, respectively (0/82) and (0/78), which means study shows good reliability. The reliability coefficient with the findings of other researchers about the reliability of intelligence Bar-on Emotional and coordinate their distinction.

According to the results of the two groups of teenagers linked to drug abuse and normal emotional intelligence test (Table 2), Emotional intelligence is more common in adolescents is dependent on the drug. (The first hypothesis is confirmed). These findings are consistent with research Abraham and Fava (1999), Trinidad and Johnson (2000), Goleman (2004), Mohmmdaqa Delavarpour et al. (2007), Khosravi et al. (2009), to investigate the relationship between emotional intelligence and drug abuse. In explaining this, it can be said that people have a higher emotional intelligence, may be more mentally ability in understanding their position and respond to the pressures of unwanted people. Obviously, this can lead to increased drug resistance and allow access to better solutions. And the possibility that addicts have sufficient knowledge to solve problems of external positions and internal states, which play a decisive role in the management of their emotions and decision-making not have perfect information, And they cannot get it to work.

The results of this study (Table 3) showed that the differentiation of normal adolescents, young people is more dependent on the drug (second hypothesis). The findings of this study with research Mohsenian et al. (2007), Haghighi and Delaware (2011), Thorberg and Lyvers (2006), Askorven et al (2010) are consistent. This hypothesis can be said to explain the low level of differentiation of Bowen's psychological problems in relationships is interpersonal. Lack of differentiation means not having enough to maintain individual identity and intimacy boundary, skins. In contrast, differentiated individuals have the ability to control their interpersonal relationships. People with high self-differentiation (individuals) of their emotions, knowledge, and are able to assess the situation thoughtfully (Skowron & Dendy, 2004).

According to the sub scales of emotional intelligence and differentiation in normal and substance-related (Tables 4 and 5), the impressive results and it is, that you can predict what sub scales of the tendency towards substance ago are good predictors. The results of the comparison

between addicts and normal emotional intelligence sub scales showed stress, emotional intelligence and emotional intelligence scores between drug addicts, and normal people are a significant difference. The results of this study, Abraham and Fava, 1999; denominated et al., 1991; Flavio et al., 2005, showed that people with psychological problems such as depression, drug use, anxiety and stress and their ability to withstand stress. Low match. Goleman (2004) emotional intelligence also down with issues like violence, depression, crime and addiction linked. For all these issues, our inability to cope with the excitement of the show.

The results of the comparison subscales differentiation, indicating a significant difference in the two groups of drug dependent adolescents relative to their counterparts in the normal group. The lower differentiation sub scales emotional reactivity. The results of this study by Ellison and Robin (2001) and Weiner (1989), which examined the relationship between differentiation and addiction and aggression, the results were the same. Kerr and Bowen (1978), quoted by Gibson (1993) have argued about the manifestations of anxiety absorption. They absorption mechanisms of anxiety disorder symptoms of psychological addiction, overeating, drug abuse and illegal drugs and the triangle know everything. The mechanisms of anxiety are examples of working triangles.

Consider the overall results suggest that adolescents have different needs related to substance abuse (including the economic need, biological, social), and usually, this urgency is that people can be taught the right methods of training in a person's education, rehabilitation centers and treatment centers and addiction in some way to prevent substance abuse, improve or prevent its recurrence should be taken.

One limitation of this study is that the results may not be generalized to other groups. Considering the importance of the topic of emotional intelligence and differentiation, as well as its components and also the need for growth and development in adolescents, recommended the comparison of different age groups and gender, be made.

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