

The Investigation of Relationship between Emotional Intelligence and Coping Skills: Case Study of Tehran University Students

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ABSTRACT

This is a research about investigating relationship between emotional intelligence and coping skills in Tehran university students. Statistical population of the research were all the students of first semester of 89-90 year, including 23 900 person and the sampling was done via simple classificatory – random method with use of Morgan’s table. Research tools were 2 standard Seriashring and kalat that cronbach’s alpha coefficient at emotional intelligence is 0.89 and coping skill is 0.92. The main dimensions of emotional intelligence with consideration to the theoretical basics divided to 5 components: 1- Awareness 2- Self-management 3- Social Knowledge 4- Social skills 5- Spontaneity. Main component of coping skill divided to two general categories: 1- Skills of focused coping on problem 2- Skills of focused coping on emotions. Descriptive and inferential statistical tests including correlation coefficient, variance analysis, and Friedman test were used to analysis the data. Results of the research show that: 1- There is no relationship between emotional Intelligence’s awareness component and coping skills. 2- There is significant relationship between emotional Intelligence’s spontaneity component and coping skills. 3- There is significant relationship between emotional Intelligence’s empathy component and coping skills. 4- There is significant relationship between emotional Intelligence’s social skill component and coping skills. 5- There is no significant relationship between emotional Intelligence’s auto - regulation component and coping skills. The Friedman test’s components ratings are as follows: 1- Self-awareness, 2- Auto-regulation, 3- Empathy, 4- Social skills, and 5- Spontaneity.

KEYWORDS: emotional intelligence, coping skills, students.

1. INTRODUCTION

Emotional Intelligence as an interesting phenomenon not only contains the theoretical psychological aspects, but also - if we promote it- have appropriate practical solutions for many of life’s hidden problems. Nowadays, many articles, book and workshops are developing with regards to EQ which, all are efforts to show new strategies at coping individual and interpersonal problems in today’s complicated societies. Nowadays, there is a differentiation between learning, giving exams and scoring and what is requisite for a modern life and complex interpersonal relations. Emotional intelligence involves knowledge, planning and a range of emotional expression. The ability to identify, express and control emotions is one of the important dimensions of emotional intelligence and disabled individuals in each of these abilities, such as anxiety disorders and mood disorders will lead to a key feature that suggests that emotional intelligence is emotional self-defects. So far we may need emotional intelligence skills that are the basis for accurate recognition and regulate their emotions is to teach children to reduce the risk of these disorders and thereby improve their performance All of us know peoples with seemingly high education and bright scores but, are very fragile in action, society, and responsibility without a good life and even pathetic. The realities of emotional intelligence and its components can answer many questions here. Statistics show that, 80% of individuals’ success is related to emotional intelligence. Nowadays, Emotional Intelligence is as a kind of explained intelligence including accurate understanding of owns emotions and accurate interpretation of other’s emotions. How Emotional Intelligence evaluates individual’s emotions, i.e. how much an individual is aware of emotions and how controls them? It is worth mentioning that, Emotional Intelligence is not intrinsic and can be learned. Emotional Intelligence includes abilities of percept, express, understand, and control emotions of own and others. Mayar and Salovay (1998) defined a kind of emotional intelligence and social intelligence that includes the ability to control their emotions and others knowledge and the distinction between them and use the information for strategic thinking and action. These actions consist of individual components within and between individual Gardner know and are summarized in the five areas as follows:

Consciousness: Awareness of self, your ability to see and recognize their feelings as they are.

Emotions Management: Handle emotions, control emotions, and feelings of good practices and identify the source of these feelings and finding ways to manage fear and anger and excitement and like it.

Spontaneous: Led to feelings and emotions towards the goal of emotional self demands and efforts to deter and delay.

The Sensory: Sensitivity to the interests and feelings of others and tolerance for their views and to value differences between people about their feelings towards the objects and affairs.

Set relationships: managing emotions of others and social skills.

In other words, Emotional Intelligence is appropriate processing of the information that have emotional weight and using it for thinking and communicating (Akbarzadeh, 2004).

Therefore, the purpose of this research is about to answer the question that what is the relationship between Emotional Intelligence and coping skills in the students of Tehran University.

2. LITERATURE REVIEW

Block and Block (1980) with an application that important dimensions of emotional intelligence can be self optimism and emotional balance, he said. People with high emotional intelligence are highly spontaneous, their lives are meaningful and principled and responsibility, express their emotions and to meditate properly and sensitive than others rich emotional life and are balanced, with themselves, others and their social environment social, spontaneous and accept new experiences. Bar-on (1997) made and developed multi-factor model of emotional intelligence and he believes that emotional intelligence is a set of abilities, capabilities and skills that an environment is to equip for effective adaptation and success in life. In this type of trait emotional intelligence is the essential component that makes it distinct from cognitive intelligence. The concept of Emotional Intelligence added a new aspect to human's intelligence expanded it to evaluate owns general intelligence. Emotional Intelligence is required to fulfill social demands through self-recognition, understanding others, communicating, and adjustment with environment. Indeed, one can say that Emotional Intelligence is much more important role than common intelligence to succeed in different academic and working areas (Savelli and yar, 1999). Perkin, Mayer, Karoso and Salovey (2007), in a research, found that, youths with higher emotional intelligence have higher management and administering abilities than youths with lower Emotional Intelligence. Carlton (2005) in a research titled "Relation between mental adjustment and psychic pressure on individuals" found that, if their coping ability would be strengthened there will be positive effects such as progress personal position, job and education. Results of a research by Shayes and Nicola (2005), Investigating the relationship between Emotional Intelligence and psychological - physical health" showed that, there is relationship between Emotional Intelligence and psychological - physical health and those with higher Emotional Intelligence have higher psychological health.

3. METHODOLOGY AND DATA

According to the subject, the investigation of relationship between emotional intelligence and coping skills: case study Tehran university students", this study is descriptive – correlation. Therefore, it tries to discover, describe, and explain the data.

3.1. Questions of research

1. is there relationship between Emotional Intelligence's self - awareness component and coping skills?
2. is there relationship between Emotional Intelligence's spontaneity component and coping skills?
3. is there relationship between Emotional Intelligence's empathy components and coping skills?
4. Is there relationship between Emotional Intelligence's social skill component and coping skills?
5. is there relationship between Emotional Intelligence's auto-regulation component and coping skills?
6. How is priority order of each components of Emotional Intelligence?

3.2. Statistical population

Statistical population of the research was all the students of first semester of 2007-2008 year, including 23900 students.

3.3. Sampling

Concerning the magnitude of statistical population, 414 students were selected using Morgan's table and simple classificatory – random method.

4. RESULTS

First question: is there relationship between Emotional Intelligence's self - awareness component and coping skills? To examine this relationship Pierson's correlation coefficient test was used.

Table 1 – Pierson’s correlation test for relationship between self – awareness and coping skills

Coping skills		
Self – awareness	correlation coefficient	0.016
	Significance level	0.140
	Quantity	414

According to the value of Pierson’s correlation test it can be seen that, there is no linear relationship between self -awareness and coping skills. The self - awareness variable only determines 0.1% of coping skill changes. Second question: is there relationship between Emotional Intelligence’s spontaneous components and coping skills? To examine the relationship between spontaneity and coping skills, Pierson’s correlation coefficient test was used.

Table 2 – Pierson’s correlation test for relationship between spontaneity and coping skills

Coping skills		
Spontaneity	correlation coefficient	0.197
	Significant level	0.011
	Quantity	414

According to the value of Pierson’s correlation test, the lack of linear relationship between spontaneity and coping skills is rejected and there is a linear relationship. In other words, there is a significant relationship between spontaneity and coping skills so that with the increase of spontaneity, stress will be reduced and vice versa. Third question: is there relationship between Emotional Intelligence’s empathy components and coping skills? To examine this relationship, Pierson’s correlation coefficient test was used.

Table 3 – Pierson’s correlation test for relationship between empathy and coping skills

Coping skills		
Spontaneity	correlation coefficient	0.201
	Significance level	0.003
	Quantity	414

According to the obtained Pierson’s correlation coefficient value of 0.201 with significance level of 0.003 and comparing this value with 0.05, the lack of linear relationship between empathy and coping skill is rejected and there is linear relationship between them. In other words, there is significant relationship between empathy and coping skills.

Fourth question: is there relationship between Emotional Intelligence’s social skill components and coping skills? To examine this relationship, Pierson’s correlation coefficient test was used.

Table 4 – Pierson’s correlation test for relationship between empathy and coping skills

Coping skills		
Spontaneity	correlation coefficient	0.191
	Significance level	0.009
	Quantity	414

According to the obtained Pierson’s correlation coefficient value of 0.191 with significance level of 0.009 and comparing this value with 0.05, the lack of linear relationship between social skills and coping skill is rejected and there is linear relationship between them so that with the increase of social skills, stress will be reduced and vice versa. Fifth question: is there relationship between Emotional Intelligence’s auto-regulation component and coping skills? To examine this relationship, Pierson’s correlation coefficient test was used.

Table 5 – Pierson’s correlation test for relationship between social skills and coping skills

Coping skills		
Spontaneity	correlation coefficient	0.036
	Significance level	0.425
	Quantity	414

According to the obtained Pierson’s correlation coefficient value of 0.036 with significance level of 0.425 and comparing this value with 0.05, the lack of linear relationship between auto - regulation and coping skill is

not rejected and there is no linear relationship between them. The auto - regulation variable only determines 0.1% of coping skill changes.

Sixth question: How is priority order of each components of Emotional Intelligence?

The Friedman test was used to establish the priority of Emotional Intelligence components.

Table 6- The average ranks of Emotional Intelligence

Components	Average ranks
Self – awareness	4.16
Spontaneity	2.75
Empathy	3.09
Social skills	2.79
Auto – regulation	3.11

Table 7- Friedman's test

Quantity	414
CHI statistic	73.140
Freedom level	4
Significance level	0.000

According to the Friedman's test table and Kai do statistic of 73.140 with freedom level of 4 and significance level of 0.000 and comparing this value with $\alpha=0.05$ it can be seen that the zero hypothesis implying the equality of components priorities is rejected. In addition, according to the average ranks table, the priority of components as follows: first component (self - awareness) at first priority, fifth component (auto - regulation) at second priority, third component (empathy) at third priority, fourth component (social skill) at fourth priority, and second component (spontaneous) at fifth priority.

5. Conclusion

The findings of this research show that, 48.1 percent are female and 51.9 percent are male. The academic fields of studied students were as follows: 21 percent basic sciences, 16 percent technical and engineering, and 63 human sciences. The average and median scores of emotional intelligence of them were 1.23 and 1.37 out of 5, respectively. The standard deviation was 0.27. The lowest and highest emotional intelligence scores were 0.52 and 2.12, respectively. Furthermore, the scores of 25 percent were equal or lower than 1.23, 25 percent between 1.23 and 1.37, 25 percent between 1.37 and 1.45, and 25 percent higher than 1.44 (between 1.44 and 1.71).

The distribution of emotional intelligence score is an asymmetric and has a little skewness to the right i.e. have a little deviation from normal. The average and median scores of coping skills of them were 1.43 and 1.49 out of 5, respectively. The standard deviation was 1.36. The lowest and highest coping skills scores were 0.68 and 2.79, respectively. Furthermore, the scores of 25 percent were equal or lower than 1.18, 25 percent between 1.18 and 1.49, 25 percent between 1.49 and 1.91, and 25 percent higher than 1.91 (between 1.91 and 2.79). As a result the coping scores distribution is almost normal and there is almost no deviation. Generally, regarding that 3 of 5 Emotional Intelligence components have a direct and significant relationship with coping skills, the statistical tests indicate that there is a significant relationship between Emotional Intelligence and coping skills.

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