# The effective factors on emotional intelligence and marital satisfaction between married students

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## ABSTRACT

This research aims the effective factors on emotional intelligence and marital satisfaction between married students. the study method is causal – comparative and the statistical community is all Mazandaran University married students that through multi-phase cluster sampling 217 individuals have been chosen 108 out of whom were female & 109 were male. research tools included inventory Bar - On (1997) used to assess E1 level, also Marital Satisfaction from was used to get Enrich Test. To analyze the variables relation & effect, statistical T & F test has been applied. The study results indicated that men's E1 level is higher than that of women & this difference is statistically meaningful. Also, the results showed that age, education level & father's education level have effect on subject's E1 but mother's education level has no effect on E1. Moreover, birth order has no effect on their E1.

**KEYWORDS**: Demographic variables, Emotional Intelligence, Marital Satisfaction, students, Mazandaran University, Iran

## INTRODUCTION

Its years that man has experienced Emotional intelligence nature & has been affected by it. For this reason, E1 is as old as man, yet it's just two decades that it has been proposed in scientific societies. The concept that despite its novelty has drawn the attention of psychologists & behavioral science experts rapidly due to its significance & efficacy. Emotions have always been present inevitably in all human behaviors. Almost all great philosophers from Aristotle to Spinoza, Kant to Dewey & Bergson to Russel contemplated E1 & thought about its roots, displays, effects & position in man life natural system & proposed some theories (R. plutchik,1995, Quoted Ramzanzade,1997,p.13).

The role of emotions in living things behavior, particularly man is highly important, so that man life would be meaningless without it. When a person feels a strong emotion, he is inclined to do a task with all efforts. About some emotions, this answer is clear. For instance, fear warns us to avoid danger. Anger leads us to attack an invader. Hatred tells us to avoid something that may make us sick. About this, Watt son (1945) defines ″ emotion as reaction inherited scheme that guarantees deep changes in physical mechanism in general & in internal & glandular system in particular″. (Plutchik, 1995 quoted Ramzanzade,1997, p. 202).Based on this, none of our performances is protected against emotional expressions penetration. Salovey , Meyer & Caruso (2000) consider emotion as a conscious affective state expressed in the form of happiness, sadness, fear, hatred & dislike & distinguish it from cognitive & intentional state. About the role of emotions, this is sufficient to know that all behaviors rely on emotion. Man behaviors aim to identify his/her emotional reactions. Emotions transfer our feelings to others, adjust the way we interact with the other ones & recall us to have social interaction & facilitate it (Ezard, 1989, Ested. 1991, Hadit, 1992 quoted Salehi & Vakili, 2009, p.26).

Emotions continue their evolution in social interactions & gradually pave the ground for emotional intelligence appearance. This is the same phenomenon influencing the transformation of all man life fundamentals. Over two thousand years ago, Plato said: ″ all learning have an emotional & affective foundation″.

With the advent of 20th century, many psychologists started discussing about man nature. They assisted political science scientists in order to know why individuals vote in a special way & aeronautics engineers to realize how to compensate human weaknesses in plane cabin, to present information & helped computer scientists to get aware of how people think. The most relevant point is that they tried to tell psychotherapists & the other ones how people feel & what these feelings mean (Ciarrochi et al., 2003 quoted Najafizand, 2007)

In interactions with others, we send our affective messages & these messages affect them. The higher our social skills in this field, the better we control our sent messages. Most of those who study to improve human relationship s try to make society individuals familiar with the necessity of relational skills & make them dominate their behavior. To maintain society affective health care means to get assured no affective agitation

will disturb social contacts peace. It's an individual affective intelligence responsibility to control this exchange of feelings & affections. ″Attractive″ & ″beloved″ individuals are those we like to be with because their affective skillsmake us fresh & cheerful (Goleman, 1995 quoted Balouch 2001, p.181).

Human being's child is born without any kind of cogitation. In each contact (through non-voluntary), he keeps with the surrounding phenomena, he adds to his knowledge gradually. Interaction with the world outside, especially communicating with family is the preliminary step to acquire new knowledge. In Meyer view, part of this capacity is instinctive, while we learn the other part of through life experiences. The last part can be created by efforts, exercise & reciprocal experiences. Regarding this, Salovey stated: E1 refers to a series of skills & capabilities that can be both trained & learned so that a person can be educated better emotionally (Akbarzade, 2003, p. 39).

E1 skills being in family & with parents-children good interaction. Parents teach children how to recognize their emotions & name them. To nurture E1, creating an affectionate safe environment so that children can communicate their feelings to parents freely & confidently is critical. This issue paves the ground for reciprocal acceptance. For an example of accepting society consider emotion in environments such as daycare centers, pre-schools & primary schools. When a child undergoes emotion, child care nurse or instructor explains his/her feelings, mentions the reason behind emotion & teaches him/her which manifestations are more appropriate and which ones are inappropriate (Marchal Reo, 1997 quoted Seyyed Mohammadi, 2009, p. 380).

Of the other variable that seems influencial in E1 is education level. The studies by Maya (2001), Goleman (1995) & Beirami et al. (2009) indicated that education has effect on E1. They have analyzed multi-regression results about predicting E1 based on demographic variables (age, gender, education level, major, ethnicity, the number of family members, birth order, employment, being married, average & housing condition).

Their finding showed that 11% of E1 variable is accounted by these variables. Training emotional self-awareness also brings about variations in overall E1 score & in all E1 sub-measures (scales) so that these variations have been reported meaningful in overall score & emotional self. Awareness decisiveness, unanimity, problem solving, inter personal relations & control sub measures (- scales) (Hosseini, 2006).

In the research by zare (2001) in this field, it has been revealed that in the overall score of E1, there is no meaningful difference between the two genders but in the sub-measures of emotional self-awareness, unanimity, intrapersonal relation & social conscientious, there is a mean ingle difference at 0.01% & in girl's interest. Also, in the sub measures of decisiveness, self-esteem, autonomy, flexibility, nervous pressure tolerance, optimism, we observed boys' higher status at meaningful level of 0.10%. However, in the sub measures (-scales) of self-prosperity, truth testing, control and success, there is no meaningful difference (Yar Mohammadyan & kamali, 2001).

Researchers such as Saraph (2008) have demonstrated the effect E1 has on career & educational success. He pointed out that in many cases & in doing some career & educational tasks, the role of E1 is even higher than cognitive intelligence. The significance of the above discussion caused that today E1 be under focus as much as analytical & cognitive intelligence and this way, it is effective in predicting individual's career & educational success. The findings of Maya (2001) & Goleman (1995) in this case indicated that E1 is even more than analytical intelligence predicting attainment at school, work and family environment.

Also Goleman (1995) believes that marriage is a general strategy for efficient emotional intelligence sharing between the partners envisioned, because people with high emotional intelligence are more successful in the face of stress situations. Abundant evidence shows, spouses who are experiencing marital conflicts and incompatibilities, in terms of communication skills, who are faults. And other communication patterns lack result appear (Like, Grmen and Niskern, 1978; Gotman, 1979; Jkobson et al, 1980; Bernstein et al, 1981; Bernstein, 1983).

Achieve understanding, adjustment, empathy, compassion, forgiveness, and hundreds of other emotional expressions, especially expressions of romantic relationships, Actual manifestation of emotionl intelligence are couples. According to Fitness "emotional intelligence, or at least some aspects of it with the consent of a marriage enrichment capacity and optimum adjustment and stability is, Individuals with higher emotional intelligence than those with lower emotional intelligence, experience greater marital satisfaction "(Fitness, 2001).

## METHODS AND MATERIAL

With respect to the study subject, goals and hypotheses nature, the appropriate method for this research is causal-comparative. The study statistical community includes all Mazandaran University students study sample volume includes 217 individuals out of married students who have been married for at least 3 years & studying at this university for this long selected by multiphase cluster sampling method.

In this research, to measure the basic study variable that is, student's emotional intelligence level, Bar - On emotional intelligence scale (1997) has been used. Also, to achieve the subject's personality traits, personal identification form has been applied. in order to describe study demographic features, descriptive statistics

(Frequency, % & mean) have been used. To analyze the variables effect on each other & group's difference, T-test has been utilized & to compare the variables effect on each other, F (ANOVA) - way variance analysis has been used. To do the above statistical tests, SPSS(20) software has been applied.

**Findings**

Table 1: Gender effect on E1& Marriage adjustment

| Index \ Variable | Gender | | Statistical Test |
|---|---|---|---|
| | Female ($\mu\pm$SD) | Male ($\mu\pm$SD) | |
| Emotional Intelligence | 322.44±35.81 | 341.43±35.22 | t= -3.939<br>d.f= 215<br>P-value= 0.000<br>CI= -28.50- -9.49 |
| Marital Satisfaction | 54.89±14.19 | 64.97±18.45 | t = -4.514<br>d.f= 202<br>P-value= 0.000<br>CI= -14.48- -5.67 |

The above table's data shows that gender has effect on E1 level. That means E1 in male subjects is higher than that of female ones & this difference is statistically meaningful (p<0.001).

Table 2: Education level effect on E1

| Index \ Variable | Degree | | | Statistical Test |
|---|---|---|---|---|
| | Bachelors ($\mu\pm$SD) | Masters ($\mu\pm$SD) | Ph.D ($\mu\pm$SD) | |
| **Emotional Intelligence** | 323.00±36.73 | 339.19±35.45 | 356.52±22.81 | F=13.79<br>P-value=0.000 |
| **Marital Satisfaction** | 165.77±29.81 | 171.33±26.31 | 182.94±19.61 | F=5.19<br>P-value=0.006 |

The above table's data indicates that education level has effect on E1 & as education level increases, the above variables level builds up (p<0.001). Marital satisfaction also increases level of education has increased (p <0.01)

Table 3: The effect of age on El & marital satisfaction

| Index \ Variable | Age groups ($\mu\pm$SD) | | | | | Statistical Test |
|---|---|---|---|---|---|---|
| | 18 – 22 y | 23 – 27 y | 28 – 32 y | 33 – 37 y | ≥38 y | |
| **Emotional Intelligence** | 324.93±37.42 | 320.03±36.61 | 336.91±29.07 | 347.25±39.99 | 349.43±29.80 | F=6.41<br>P-value=0.000 |
| **Marital Satisfaction** | 169.64±29.09 | 164.19±25.29 | 176.57±26.66 | 174.88±26.88 | 171.90±31.30 | F=1.142<br>P-value=0.338 |

The Above table's data manifests that emotional intelligence in age varies groups, was different, & with increasing age, emotional intelligence is also altered, and this difference from opinion statistically is meaningful (p<0.001). The data also shows that marital satisfaction in age varies groups is not meaningful statistically differences (P>0.05).

Table 4: Parent's Education level effect on student E1

| Index \ Variable | Parent | Degree | | Statistical Test |
|---|---|---|---|---|
| | | Under Diploma ($\mu\pm$SD) | Upper Diploma ($\mu\pm$SD) | |
| **Emotional Intelligence** | Father | 337.27±36.30 | 325.05±36.22 | t= 2.485<br>d.f= 215<br>P-value= 0.015<br>CI= 2.42-22.01 |
| | Mother | 333.85±37.46 | 327.07±34.41 | t= 1.220<br>d.f= 215<br>P-value= 0.224<br>CI= -4.17-17.75 |

The above table's data manifests that E1 in the students whose fathers have different educational level varies, that is, the E1 degree in subjects whose fathers have higher education is higher & this is statistically significant (p<0.05). Plus, the above data displays that mother's educational level has no effect on students E1 degree. This is not meaningful statistically speaking (p>0.05).

Table 5: Parent's Education level effect on Marital Satisfaction of student

| Index / Variable | Parent | Degree | | Statistical Test |
|---|---|---|---|---|
| | | **Under Diploma** ($\mu\pm$SD) | **Upper Diploma** ($\mu\pm$SD) | |
| **Marital Satisfaction** | Father | 168.35$\pm$28.99 | 171.50$\pm$27.23 | t= -0.814 d.f= 215 P-value = 0.416 CI= -10.77-4.47 |
| | Mother | 168.26$\pm$28.83 | 173.52$\pm$26.39 | t= -1.228 d.f= 215 P-value= 0.22 CI= -13.39-2.88 |

Above data shows that the level of education of the Parent, does not effect on marital satisfaction. This means that, There is not relationship between parental education level with students marital satisfaction (p>0.05).

## DISCUSSION & CONCLUSION

The present study findings indicated that E1 is various age groups has been diverse and as age goes up, emotional intelligence rises & this is statistically meaningful. This finding is consistent with Bar- On study findings (2002), Brwon & Moushavi (2005), Shagnesy & Parker (2005), and also Akrece & Porter (2003), Goleman (1995), chernic & Goleman (1998), Schutte & etal., (1998), Ciarrochi & et al (2003). Besides, this study finding showed that among the subjects, there is no low E1. To explain this finding, it can be stated that emotional and social capabilities & competencies are acquired & learned. The study other findings demonstrated that E1 in men is more than that of women & this difference is statistically meaningful. This finding is in line with the finding by Marani (2003), Beirami et al. (2009). The study by Beirami etal (2009) is consistent with these findings in E1 overall mean; however, they achieved various result in social-awareness axis. Their analysis about the students displayed that women score mean in social-awareness variable is more than men in this variable, Men score mean in emotional intelligence (in general state), self-motivation, self-awareness, self-control & social skill variables reported higher than women score mean in these variables. Another finding of the study revealed that subjects gender except E1 axis 2 (interpersonal intelligence) has had effect on other E1 Axis. Also, of the other noteworthy points in the study is that subject's age & education level & their parents' education level have had no effect on E1 axis 2. To explain these findings, it can be mentioned that this condition is somehow due to our society social-cultural areas about men & women. Besides this, educating methods & rules dominating it have effects on these variables, too. Another finding of the study revealed that education level has effect on E1 that means E1 in the students with higher education level is higher & this difference is statistically significant. This finding is consistent with the studies by Maya (2001), Goleman (1995) & Beirami et al, (2009). The other finding of study showed that the level of education has an effect on marital satisfaction. This results are consistent with the findings of Bntler Nowcamp (1998), Fatehi , Ahmadi (2006) and Newman (1991).

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