



**STUDY THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE WITH
HAPPINESS OF HIGH SCHOOL GIRLS OF TEHRAN CITY**

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ABSTRACT

In this study, the relationship between emotional intelligence with happiness of the second high school girls of Tehran city was studied. The study sample consists of all students in Tehran city high school girls who were 2014-2015 years old. The sample size was 210 people from the community, which was selected by multistage random cluster sampling. To measure emotional intelligence, social competence and happiness, emotional intelligence as Bar-on and Oxford Happiness Scale was used. The research is descriptive. In order to analyze the data collected in addition to descriptive statistics, correlation and regression were used. In addition, statistics and the results showed that there is a significant relation between emotional intelligence with happiness of 2nd high school girls of Tehran city.

Keywords: Emotional Intelligence – Happiness

INTRODUCTION

One of the most effective emotional phenomena is happiness. A positive effect on people's lives is important. Happiness is a necessity for human beings and gives meaning to life [4]. Happiness is ineffective negative emotions such as frustration, fear.

And he is ready to deal with life events. Research in most cases the impact on way of thinking and problem solving and creative joy in point[1],Some theories believe that emotional intelligence can bring joy and happiness and life satisfaction provided. The people are more emotional intelligence, less moral deviations are fewer behavioral problems, more problems have the tolerance, patience, courage, show more and more successful relationships work them[2],According to the definition, emotional intelligence, the ability to control affective and emotional desires of their emotional, intimate understanding of the feelings of others, calm and collected behavior in human relationships with others, Happiness is essentially a subjective issue [4],And is based on the subjective judgment of the philosophy of hedonism and two approaches can be considered. But one of the important areas that should be emotional intelligence, and happiness and joy are examined and require much attention, is education. This study intends to finally answer the question that: what is the relation

between emotional intelligence with the happiness of high school girls of Tehran city?

MATERIALS AND METHODS

This study is a descriptive study. The study population consisted of all secondary school students in years 2014-2015 in the city of Tehran, which among high schools of which at least 210 people were selected according to the type of research And multi-stage random sampling method was used. Tools for measuring emotional intelligence were questionnaire "the Bar-on" (1997) and Michael Argil Oxford Happiness Inventory (1989). kronbach's alpha coefficient was used to estimate the reliability of questionnaires, kronbach's alpha coefficients were calculated, respectively, 99% and 78%.

Their validity by supervisors and three faculty groups were approved.

RESULTS

First question:

What is the relation between emotional intelligence with the happiness of high school girls of Tehran city?

Table 1: The correlation matrix relationship between emotional intelligence and happiness

The correlation matrix		Happiness
Emotional Intelligence	R	0.817
	Sig.	0.000
	N	210

The correlation coefficient at (0.05) is significant.

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that there is a relationship between emotional intelligence and happiness, and this relationship is positive and direct. This means that with the

increase in EI, increased happiness and reduced happiness will be reduced. To investigate the percentage of the variance in happiness, emotional intelligence predicts regression analysis was used.

Table 2

Variable	Index	R	R ²	The standard error of estimate
happiness	amount	0.817	0.667	3.773

Table 3: F test

Variable	Test	Total squares	Degrees of freedom	Mean square	F	Sig.
happiness	Total	5944.355	1	5944.355	417.42	0.000
	Regression	2962.069	208	14.241		
	Remaining	8906.424	209			

Table 4: Results of regression analysis, emotional intelligence and happiness

Variable	Model	Non-standard factor		Beta coefficient	T	Sig.
		Beta	Standard error			
Happiness	Constant	25.125	1.184	0.817	21.223	0.000
	Emotional Intelligence	0.079	0.004		20.431	0.000

Results of regression analysis showed a significant level of emotional intelligence ($\alpha = 0/05$), 66.7 percent from happiness to explain. The amount of beta also shows that emotional intelligence happiness with each

unit change in the amount of 0.817 caused change.

Second question:

What is the relation between Interpersonal skills with the happiness of high school girls of Tehran city?

Table 5: The correlation matrix between interpersonal skills and Happiness

The correlation matrix		Happiness
Interpersonal skills	R	0.794
	Sig.	0.000
	N	210

The correlation coefficient at (0.05) is significant.

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that there is a relationship between interpersonal skills and happiness, and this relationship is positive and direct. This means that with an increase

in interpersonal skills, increased happiness and reduced happiness will be reduced.

The third question:

What is the relation between Interpersonal skills with the happiness of high school girls of Tehran city?

Table 6: The correlation matrix between interpersonal skills and Happiness

The correlation matrix		Happiness
Interpersonal skills	R	0.686
	Sig.	0.000
	N	210

The correlation coefficient at (0.05) is significant.

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that there is a relationship between interpersonal skills and happiness, and this relationship is positive and direct. This means that with an

increase in interpersonal skills, increased happiness and reduced happiness will be reduced.

fourth question. What is the relation between Compatibility with the happiness of high school girls of Tehran city?

Table 7: The correlation matrix between adaptation and Happiness

The correlation matrix		Happiness
Compatibility	R	0.781
	Sig.	0.000
	N	180

The correlation coefficient at (0.05) is significant.

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that the compatibility and happiness are related and this relationship is positive and direct. This means that with increased compatibility,

increased happiness and reduced happiness will be reduced.

Fifth question:

What is the relation between Stress management with the happiness of high school girls of Tehran city?

Table 8: The correlation matrix between stress management and Happiness

The correlation matrix		Happiness
Happiness	R	0.771
	Sig.	0.000
	N	210

The correlation coefficient at (0.05) is significant.

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that the management of stress and happiness are related and this relationship is positive and direct. This means that with an increase in

stress management, increased happiness and reduced happiness will be reduced.

Sixth question:

What is the relation between general Behavior with the happiness of high school girls of Tehran city?

Table 9: The correlation matrix between the public mood and happiness

The correlation matrix		Happiness
General behavior	R	0.670
	Sig.	0.000
	N	210

The correlation coefficient at (05/0) is significant.

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that the public mood and happiness are related and this relationship is positive and direct. This means that with increasing public mood,

increased happiness and reduced happiness will be reduced. To investigate the components of emotional intelligence to predict what percentage of the variance in happiness stepwise regression analysis was used.

Table 10: Summary regression model of emotional intelligence components and Happiness

Variable	Index	R	R ²	The standard error of estimate
Happiness	amount	0.794	0.630	3.980
	amount	0.934	0.872	2.346
	amount	0.949	0.900	2.078
	amount	0.991	0.982	0.886
	amount	0.994	0.988	0.711

Table 11: F test

Variable	Test	Total squares	Degrees of freedom	Mean square	F	Sig.
happiness	Total	5610.737	1			
	Regression	3295.687	208	5610.737	354.109	0.000
	Remaining	8906.424	209	15.845		
	Total	7766.656	2			
	Regression	1139.768	207	3883.328	705.274	0.000
	Remaining	8906.424	209	5.506		
	Total	8016.720	3			
	Regression	889.703	206	2672.240	618.725	0.000
	Remaining	8906.424	209	4.319		
	Total	8745.483	4			
Regression	160.940	205	2186.371	2784.919	0.000	
Remaining	8906.424	209	0.785			
Total	8803.132	5				
Regression	103.291	204	1760.626	3477.230	0.000	
Remaining	8906.424	209	0.506			

Table 12: Results of regression analyzes components of emotional intelligence and happiness

Variable	Step	Model	Non-standard factor		Beta coefficient	T	Sig.
			Beta	Standard error			
happiness	1	Constant	20.887	1.505	0.794	13.874	0.000
		Interpersonal skills	0.299	0.016		18.818	0.000
	2	Constant	19.088	0.892	0.564	21.407	0.000
		Interpersonal skills	0.213	0.010		20.570	0.000
		Compatibility	0.225	0.011		19.788	0.000
	3	Constant	18.119	0.800	0.629	22.651	0.000
		skills Compatibility	0.237			24.436	0.000
		Interpersonal	0.344			18.485	0.000
			-0.122			-7.609	0.004
	4	Constant	24.461	0.400	0.388	61.222	0.000
		Interpersonal skills	0.146	0.005	0.728	-28.709	0.000
		Compatibility	0.302	0.008	-2.308	37.465	0.000
		Stress management	-0.777	0.023	2.188	-34.436	0.000
		Interpersonal	1.052	0.035		30.468	0.000
	5	Constant	36.670	2.837	-0.302	12.925	0.000
		Interpersonal	-0.260	-0.062	-0.275	-4.208	0.000
Compatibility		-0.382	0.094	-0.228	-4.073	0.000	
Interpersonal		-0.199	0.060	0.233	-3.327	0.001	
Stress management		0.375	0.122	0.192	3.067	0.003	
General People		0.297	0.109		2.733	0.007	

To examine the components of emotional intelligence explain some of the variance in happiness, the multivariate regression is used as one of the advanced models, multiple regression, is a step by step method, this method is used to analyze the questions. The results of stepwise regression analysis shows that the individual components, adaptability, interpersonal, stress management and general mood at the level of significance ($\alpha = 0/05$), with each 98.8% from happiness to explain.

CONCLUSION

Main question: What is the relation between emotional intelligence with the happiness of high school girls of Tehran city? The result of Pearson correlation test for the hypothesis that emotional intelligence is a significant amount of $a=0.05$ girls is associated with

happiness. People with high emotional intelligence, the ability and skills to manage their emotions more in dealing with the problems of work and life, And for this reason the problems and stress caused to strategies that not only leads to resistance problems and symptoms, it is essential, however, leads to success, satisfaction and optimism, and happiness increase in throughput. In this regard and Graves, suggest that emotional intelligence has an impact on people's happiness and satisfaction [5].

First Sub-question:

What is the relation between emotional Interpersonal skills with the happiness of high school girls of Tehran city?

Pearson correlation test result was significant for the theory and interpersonal

skills by $\alpha=0.05$ girls is associated with happiness. The ability to establish good relationships with others and having a good relationship with them, one of the main sources of our happiness. Those who have high emotional intelligence, can well understand the feelings of others, They are sympathetic and satisfying relationship with them. finding of this research is compatible with the result of Rayan and Desi(2001).

Second Sub question:

What is the relation between emotional Interpersonal skills with the happiness of high school girls of Tehran city?

Pearson correlation test result was significant for the theory and interpersonal skills by $\alpha=0.05$ girls is associated with happiness. With empathy and interpersonal skills as one of the components can also better connect students with each other, causing a reduction in the school and community violence, discrimination and prejudice about female students provided. findings of this research is compatible with the result of Louw and partners.(2001).

Third Sub question:

What is the relation between emotional Compatibility with the happiness of high school girls of Tehran city?

Pearson correlation was significant for the hypothesis test results and compatibility with $\alpha=0.05$ girls is associated with happiness.

According to research by Farqadany, A[3],there is this relationship has been confirmed.

Fourth Sub question: What is the relation between Stress Management with the happiness of high school girls of Tehran city?

Pearson correlation test result was significant for the hypothesis and stress management by $\alpha=0.05$ girls is associated with happiness.

Finding of this research is compatible with the result of Parandin [5].

Fifth Sub question: What is the relation between general behavior with the happiness of high school girls of Tehran city?

Pearson correlation test result was significant for the hypothesis and the general mood in $\alpha=0.05$ girls happiness are related. General mood of optimism and happiness is one of the most important factors. finding is compatible with the result of Laynt Font(2005). The overall results show that emotional intelligence is a significant predictor of happiness among high school girls. The promotion of emotional intelligence, especially interpersonal skills, interpersonal, stress management, coping skills, mood management is to increase happiness.

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