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**INVESTIGATE THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE,
SPIRITUAL INTELLIGENCE RESILIENCY (CASE HIGH SCHOOL STUDENTS IN
HAMEDAN)**

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ABSTRACT

The purpose of this study was to examine the relationship of the relationship between emotional intelligence, spiritual intelligence and resiliency among high school students in the city of Hamedan. Emotional intelligence is the ability to recognize emotions in themselves and others to manage others. Spiritual intelligence can also use the capabilities and intellectual resources to make meaningful decisions, pondering the issue and use this knowledge to solve problems in life, he said. Resiliency is defined as the ability to process or outcome of successful adaptation despite threatening conditions.

The study population included all first-grade girls' high school in Hamadan. The sample included 355 students from first grade daughter is a high school in Hamadan the sample was randomly selected using a questionnaire Measured and evaluated. Data obtained using spss software was analyzed. The results indicate a positive relationship between theory and research suggests that emotional intelligence dimensions Resiliency There was a significant positive correlation between emotional intelligence and resiliency is also a significant positive correlation the positive correlation between intelligence spiritual dimensions exist and Resiliency Between spiritual intelligence and resiliency is also a significant positive correlation is observed.

Keywords: emotional intelligence, spiritual intelligence, resiliency**INTRODUCTION**

One of the issues in positive psychology, resiliency is. Resiliency facing capacity, Overcome and even become stronger by experience problems or damage. Resiliency in the process, there are two important conditions: People with serious threats or severe hardships they face, (Lauter, Sistan & Becker, 2000). Rutter (1999) Resiliency included the interaction between risk factors and protective factors knows. Risk factors for the condition or event lead to adverse consequences apply, but the lower socio-economic circumstances, Social hub extensive damage or divorced parents generally known as risk factors. Protective factors as well as any event or condition that the person is safe from harm, Refers to the characteristics, family factors and social support Commonly known as protective factors (Masten and Reed, 2002). They are two effective approaches resiliency offered:

1. Variable-focused approach: This approach to the study of risk factors and protective factors for individual, family and environment and includes additive models, interactive and direct.
2. Person-centered approach: This approach seeks to identify those abiding and Check what they will lead to greater resiliency, and

includes three models are the first model is related to the individual case studies. This model, specific to certain people he knows and Resiliency Accordingly, the properties of these defects and deficiencies which is a lot. The second model deals with the abiding individuals and groups. Although this group Conditions are subject to numerous risks, but the high competence of the show. The third model seeks to investigate and identify major patterns of behavior that over time and in longitudinal studies, in abiding observed.

Other issues raised in positive psychology, emotional intelligence. Emotional intelligence is a form of intelligence Individual differences in emotion recognition, motivation and emotional control both the individual and the social relationships implies (Ptraydz and Farnham, 2001). Generally, there are two main approaches in the field of emotional intelligence: the ability to approach (non-synthetic): This approach is based on the ability to process emotional information and Salovy by Meyer (1990) been proposed. (Quoted: Yousef, 1382) combined approach that tries to approach and ability Combine personality and build a dynamic concept. Research conducted in conjunction with

resiliency, Showed positive predictive resiliency by emotional intelligence (Mac Kaskr, 2009)

In addition to general intelligence, emotional intelligence and other aspects of human intelligence that is completely unique and that is spiritual intelligence. The distinction between spirituality and spiritual intelligence may be mentioned that spirituality is more a sense experience, but spiritual intelligence presupposes the separation of the three senses, reason and reflection made (vegan, 2002).

A review of the research shows that in general in recent years due to positive psychology Variables such as resiliency as an important component of effective mental health Increased compatibility. A variety of factors such as individual, family and community the impact resiliency. Emotional intelligence and spiritual intelligence of the individual and personality factors. Resiliency is effective since the same study, the influence of emotional intelligence Spiritual Intelligence focuses on resiliency.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to manage one's feelings and emotions, empathy with other people, and dealing with emotional relationships (Harrison, 1997, p.

4). Salvi and Meyer (1990, p. 189) The spiritual intelligence as the ability to recognize one's own and others' emotions In order to use this information to guide the thinking and actions of others define zines. Those who have high organizational performance through higher levels of emotional intelligence; and There is a strong link between the capabilities of their emotional skills (Goleman, 1995). It makes people emotional disabilities are able to realize their potentials. Goleman in his book Emotional Intelligence (1995 and 1998) Four dimensions of spiritual intelligence stated that the case has been accepted by many authors. These four dimensions are: self-awareness, self-regulation, self-motivation and empathy. Awareness means having a deep understanding of emotions, feelings, strengths, Weaknesses, their needs and motives (Goleman, 1998, p. 95).

The second is the self-regulation of emotional intelligence Goleman (1995) to manage emotions and also called emotions. They can set your worries, sadness, or away from the chaos and Or failure to have a good deal with negative implications. Goleman's emotional intelligence, self-motivation is the third dimension Means harnessing the feelings of enthusiasm, passion and confidence in the person and will be a

success (Goleman, 1998, p. 101). Along with his motivational self-regulation makes the individual in the face of failures remain hopeful.

The fourth dimension of EI by Goleman (1995) discussed, empathy. Empathy makes people can recognize the emotional states of others' feelings and to show the appropriate reaction leading to greater social sensitivity and confidence (Sasyk and; Construction, 1999, p. 373). The first component of emotional intelligence (Self-awareness, self-regulation and self-motivation) refers to the management of one's own. But despite the fact that empathy is considered one of the components of emotional intelligence, How to communicate with other deals.

Conducted research on emotional intelligence and resiliency, indicating positive predictive resiliency by emotional intelligence (Mac Kaskr, 2009; Garg and Rastegy, 2009)

SPIRITUAL INTELLIGENCE

In addition to general intelligence, emotional intelligence and other aspects of human intelligence that is completely unique and that is spiritual intelligence. The distinction between spirituality and spiritual intelligence may be mentioned that a more spiritual experience, but spiritual

intelligence concept of three integral sense, reason and reflection made (vegan, 2002).

Zohar and Marshall (2000, p. 4) spiritual intelligence is defined as: Intelligence through which we can solve the issues of meaning and values, Intelligence activities and our life in a broader context, i.e. more meaningful, Intelligence that helps us understand what actions or any significant way than others. Spiritual Intelligence IQ and emotional intelligence are necessary to function effectively. We know each and Marshall Low ultimate intelligence. Spiritual Intelligence creative people. Because it helps people to replace their rules and play with borders. Ability to clean and gives us a choice. Shaft and grip and makes us rich Helps us to see restrictions. The transformative nature of what is spiritual intelligence distinguishes it from EI. Daniel Goleman argues that emotional intelligence can someone about your position and the position to judge the behavior of the status update. However, emotional intelligence works across borders makes the situation, guiding behavior. In contrast, cross-border deals, spiritual intelligence, not inside them, so instead of being guided by the situation, she created the position of lead. Spiritual intelligence transcendental impact on the lives of those that utilize and develop.

The concept of spiritual intelligence and contains a compatibility problem solving behavior that The highest growth rates in different areas of cognitive, emotional, between Freed and includes the Person in order to achieve harmony with the surrounding phenomena Internal and external integration assists. Spiritual intelligence and cognitive development, emotional or moral linked, but it cannot be equated with any one of them (therefore dust et al., 2007). The AMRAAM (2005) spiritual intelligence is the ability to apply a set of values and Intellectual property in order to increase performance and well-being in daily life is The seven dimensions of consciousness, relief, meaningful, excellence, faith, submission and reconciliation Internal monitoring include (AMRAAM, 2005). Mohammad Nejad, Bhyrayy and Haider (2009) The ID of the spiritual intelligence to understand the problem solving ability. Accordingly suggest that if spirituality is a form of intelligence, should be able to help people in solving problems.

RESILIENCY

Resiliency is a broad concept that researchers have different definitions Each of them have mentioned that one of the aspects that have For example Garmzy and

Mastn (1991) as a premier research Resiliency is the ability in the field or Outcome of successful adaptation despite the threatening conditions Have defined. Rutter (1999) Resiliency is a dynamic process that Balance between risk factors and protective factors, internal and external, and Cause adverse life events and provides relief from the effects have been described. But it is important that in these definitions, resiliency purely passive resistance against damage or is threatening conditions But an abiding and active participation their environment is constructive. Resiliency feature individual Balance in life - the emotional and psychological Risky situations (Connor and Davidson, 2003). The resiliency against damage or circumstances threatening not only the stability and Passive in the face of the situation is not dangerous, but an active and constructive participation in His environment; in other words, a person's ability to balance environmental resiliency – Psycho In dangerous situations. In addition, the researchers believe that the resiliency of a self-healing Positive emotional and cognitive consequences that his role in the adaptation and what is more satisfying life (Rutter, 1999)

Kampfr (1999) believes that the resiliency important in the initial or Achieve a higher level of balance and harmony of the positive and successful in life provides. Meanwhile Kampfr to point out that the positive adjustment to life Resiliency can be considered, as well as contingency consequence, lead to a higher level of resiliency. He defined by the complexity of the issue and look at the process of resiliency knows. (Kampfr, 1996)

LITERATURE

Karimi (2011) research aims to predict OCB high school teachers based on their emotional intelligence in the city, to the conclusion that the components of emotional intelligence, self-awareness, provocative Akhvd, empathy and OCB social skill teachers were positively correlated.

Karimi Hsvmy and Laith al-Saffar (2012), a research on the relationship between intelligence and organizational citizenship behavior Hyjanb high school teachers in Isfahan, concluded that the components of emotional intelligence, self-awareness, self-motivation, empathy and social skills teachers had a positive relationship with organizational citizenship behavior.

Cooper and Savf (1997) concluded that those feelings can be effectively used to achieve greater career success. The

emotional commitment and citizenship behavior can be affected by emotional intelligence.

RESEARCH HYPOTHESES

The first main hypothesis: It seems there is a significant positive relationship between emotional intelligence and resiliency.

The first sub-hypothesis: it seems to merit a positive relationship between emotional intelligence and significant.

The second sub-hypothesis: it looks positive relationship between emotional intelligence and social competence significant.

The third sub-hypothesis: It seems significant positive relationship between emotional intelligence and family cohesion there.

The fourth sub-hypothesis: it seems positive and significant relationship between emotional intelligence and social support there.

The fifth sub-hypothesis: It seems significant positive relationship between emotional intelligence and interpersonal structure there. Second main hypotheses: It seems that spiritual intelligence is a significant and positive relationship with resiliency.

The sixth sub-hypothesis: the spiritual intelligence seem to merit a significant positive relationship exists.

Seven sub-hypothesis: It seems the spiritual intelligence with social competence and there is a significant positive relationship.

Eight sub-hypothesis: It seems the spiritual intelligence with family cohesion and there is a significant positive relationship.

Nine sub-hypothesis: It seems that social support and positive relationship between spiritual intelligence is significant.

Minor premise: I seem to be a positive relationship between spiritual intelligence structure and significant.

METHODOLOGY

Descriptive study of strategy and the route survey and Will be implemented in the field. Data collection questionnaire was 2 Investigate the cause of spiritual intelligence, emotional intelligence measure. To ensure the validity, the questionnaire was distributed among a number of professors of psychology. To ensure the reliability of the research, the pilot implementation of the 30 members of the community And Cronbach's alpha reliability coefficient was obtained by calculating reliability. Test results of the questionnaire, Cronbach's alpha was 0.88

and spiritual intelligence Emotional Intelligence Questionnaire was 0.79, thus indicating the desirability of the reliability of the questionnaire. Resiliency to test the questionnaire (2001) was used. The questionnaire consisted of five individual titles competence, social competence, family cohesion, Social protection and the individual. Each article in a five-point scale from strongly agree the validity and reliability of this scale was to completely disagree by Naderi and colleagues (2010) have been favorable.

The study sample consisted of all high school students in Hamadan is from using Cochran Formula 355 people Simple random sampling were selected as sample. Using a questionnaire samples were analyzed statistically. Finally, in order to analyze the data gathered from the statistical package SPSS version 20 was used.

Analysis of findings

First hypothesis: It seems there is a significant positive relationship between emotional intelligence and resiliency.

Table 1: Pearson's correlation test.

		Emotional Intelligence	Resiliency
Emotional Intelligence	Pearson correlation	1	.826**
	Significance level		.000
	Number	355	355
Resiliency	Pearson correlation	.826**	1
	Significance level	.000	

	Number	355	355
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To investigate the relationship between emotional intelligence and resiliency Pearson's test was used. Since the test at a significance level equal to 0 and is less than 1% as a result of the relationship between these two variables there is a significant probability of 99%. Because of Content

correlation (0.826) and positive directly reflects the relationship between these two variables.

The first sub-hypothesis: it seems to merit a positive relationship between emotional intelligence and significant.

Table 2: Pearson correlation test.

		Emotional Intelligence	Individual merits
Emotional Intelligence	Pearson correlation	1	.659**
	Significance level		.000
	Number	355	355
Individual merits	Pearson correlation	.659**	1
	Significance level	.000	
	Number	355	355

To investigate the relationship between emotional intelligence and individual competencies Pearson's test was used. Since the test at a significance level equal to 0 and is less than 1% as a result of the relationship between these two variables there is a significant probability of 99%. Since the

correlation content equal to (0659) and positive directly reflects the relationship between these two variables.

Second sub-hypothesis: it looks positive relationship between emotional intelligence and social competence significant.

Table (3): Pearson correlation test.

		Emotional Intelligence	Social competence
Emotional Intelligence	Pearson correlation	1	.738**
	Significance level		.000
	Number	355	355
Social competence	Pearson correlation	.738**	1
	Significance level	.000	
	Number	355	355

To investigate the relationship between emotional intelligence and social

competence Pearson test was used. Since the significance level of the test is equal to 0

and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%. Since the correlation Content equal to (0738) and represents a direct positive relationship between the two variables.

The third sub-hypothesis: It seems significant positive relationship between emotional intelligence and family cohesion there.

Table 4: Pearson correlation test

		Emotional Intelligence	Family cohesion
Emotional Intelligence	Pearson correlation	1	.486**
	Significance level		.000
	Number	355	355
Family cohesion	Pearson correlation	.486**	1
	Significance level	.000	
	Number	355	355

To investigate the relationship between emotional intelligence and family cohesion Pearson's test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%.

Since the correlation Content equal to (0486) and represents a direct positive relationship between the two variables.

The fourth sub-hypothesis: it seems positive and significant relationship between emotional intelligence and social support there.

Table (5): Pearson correlation test.

		Emotional Intelligence	Social Protection
Emotional Intelligence	Pearson correlation	1	.854**
	Significance level		.000
	Number	355	355
Social Protection	Pearson correlation	.854**	1
	Significance level	.000	
	Number	355	355

To investigate the relationship between emotional intelligence and social support of the Pearson test was used. Since the significance level of the test is equal to 0

and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%. Since the correlation Content equal to

(0854) and represents a direct positive relationship between the two variables.

The fifth sub-hypothesis: It seems significant positive relationship between

emotional intelligence and interpersonal structure there.

Table (6): Pearson correlation test.

		Emotional Intelligence	Demographic structure
Emotional Intelligence	Pearson correlation	1	.873**
	Significance level		.000
	Number	355	355
Demographic structure	Pearson correlation	.873**	1
	Significance level	.000	
	Number	355	355

To investigate the relationship between emotional intelligence and interpersonal structure of the Pearson test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%.

Since the correlation Content equal to (0873) and represents a direct positive relationship between the two variables.

The second hypothesis: It seems that spiritual intelligence is a significant and positive relationship with resiliency.

Table (7): Pearson correlation test.

		Spiritual Intelligence	Resiliency
Spiritual Intelligence	Pearson correlation	1	.618**
	Significance level		.000
	Number	260	260
Resiliency	Pearson correlation	.618**	1
	Significance level	.000	
	Number	260	260

To examine the relationship between spiritual intelligence Resiliency Pearson test was used since the significance level of the test is equal to 0 and less than 1% As a result, the relationship between these two variables there is a significant probability of

99%. Because of Content correlation (0.618) and positive directly reflects the relationship between these two variables.

The sixth sub-hypothesis: the spiritual intelligence seem to merit a significant positive relationship exists.

Table (8): Pearson correlation test.

		Spiritual Intelligence	Individual merits
Spiritual Intelligence	Pearson correlation	1	.833**
	Significance level		.000
	Number	355	355
Individual merits	Pearson correlation	.833**	1
	Significance level	.000	
	Number	355	355

To examine the relationship between spiritual intelligence of the individual merits of the Pearson test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%.

Since the correlation Content equal to (0833) and represents a direct positive relationship between the two variables.

Seven sub-hypothesis: It seems the spiritual intelligence with social competence and there is a significant positive relationship.

Table (9): Pearson correlation test.

		Spiritual Intelligence	Social competence
Spiritual Intelligence	Pearson correlation	1	.871**
	Pearson correlation		.000
	Number	355	355
Social competence	Pearson correlation	.871**	1
	Significance level	.000	
	Number	355	355

To examine the relationship between spiritual intelligence and social competence Pearson test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%. Since the correlation

Content equal to (0871) and represents a direct positive relationship between the two variables.

Eight sub-hypothesis: It seems the spiritual intelligence with family cohesion and there is a significant positive relationship.

Table 10: Pearson correlation test

		Spiritual Intelligence	Family cohesion
Spiritual Intelligence	Pearson correlation	1	.765**
	Significance level		.000
	Number	355	355

Family cohesion	Pearson correlation	.765**	1
	Significance level	.000	
	Number	355	355

To examine the relationship between spiritual intelligence with family cohesion Pearson test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%. Since the correlation

Content equal to (0765) and represents a direct positive relationship between the two variables.

Nine sub-hypothesis: It seems that social support and positive relationship between spiritual intelligence is significant.

Table 11: Pearson correlation test

		Spiritual Intelligence	Social Protection
Spiritual Intelligence	Pearson correlation	1	.811**
	Significance level		.000
	Number	355	355
Social Protection	Pearson correlation	.811**	1
	Significance level	.000	
	Number	355	355

To examine the relationship between social supports, spiritual intelligence Pearson test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of

99%. Since the correlation Content equal to (0811) and represents a direct positive relationship between the two variables.

Minor premise: I seem to be a positive relationship between spiritual intelligence structure and significant.

Table 12: Pearson correlation test

		Spiritual Intelligence	Demographic structure
Spiritual Intelligence	Pearson correlation	1	.767**
	Significance level		.000
	Number	355	355
Demographic structure	Pearson correlation	.767**	1
	Significance level	.000	
	Number	355	355

To investigate the relationship between the individual's spiritual intelligence with Pearson's test was used. Since the significance level of the test is equal to 0 and less than 1% as a result of the relationship between these two variables there is a significant probability of 99%.

Since the correlation Content equal to (0767) and represents a direct positive relationship between the two variables.

CONCLUSION

The study aimed to determine the relationship between emotional intelligence, spiritual intelligence and resiliency the high

school students were in Hamadan. The results showed that Emotional intelligence aspects of resiliency that includes personal competence, social competence, family cohesion, Social protection and the individual is a significant positive correlation. The positive relationship between emotional intelligence and resiliency significant. In other words, people who are at a high level of emotional intelligence in difficult times, show greater resiliency. Gark and Rastvgy (2009) also showed that students who have high emotional intelligence can be attributed to stress, abiding that it determines their personal and professional success. Solution for their failings. The results showed that spiritual intelligence and resiliency of the Including personal competence, social competence, family cohesion, social protection and the individual There was a significant positive correlation between intelligence and the spiritual resiliency and positive relationship This finding is significant research results and mortality Ghafuri Jamali (2007) is consistent.

Research findings have important information for individuals, families, those involved in the education system and provides counseling centers, people can Knowing how to communicate effectively

with others, develop and improve social skills. The People with high social skills, a lot of support around their own resources; Therefore, knowledge of the sources of support (such as family, friends, people you trust) One of the keys to improving resiliency, and experience fewer negative consequences and Unable to find effective solutions to their problems are. Families can How to establish and develop positive interactions with their children to create and Increase their awareness of emotional intelligence. According to social learning theory, behavior pattern plays an important role in learning. Parents can understand the pattern of emotions, Optimism, social relations, the promotion of emotional intelligence in their offspring. Teachers can use a variety of teaching methods such as participatory methods whereby Promote collaboration among students, which in turn increases their social skills and it also increases the ability to understand the emotions of others the components of emotional intelligence. Curriculum planners can Courses such as vision and incorporating materials which reflect the faith and life of the transcendental dimension Metaphysical self, others and the world will also get to thinking in areas such as life, Death, life after death, truth, and

justice students to foster and develop spiritual intelligence to help them. Psychologists and counselors can learn effective techniques Communication and social skills to deal effectively monitoring and resiliency of steps.

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