

A COMPARISON ON EMOTIONAL INTELLIGENCE AND RESPONSIBILITY OF THE FEMALE INTELLIGENT VERSUS ORDINARY HIGH SCHOOL STUDENTS

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Abstracts

The main aim of the present study is the analysis of the relationship between Emotional Intelligence and responsibility; thus, regarding the applied purpose and the data collection method, this study is a quantitative and non-experimental research; and in terms of conduction is descriptive of correlational type. The target population of this study comprises the entire female intelligent and ordinary students of Tehran who are enrolled at high school. The selected sample of this study is 220 students divided into 110 intelligent students and 110 ordinary students. The instrument of the study is the standard Daniel Goleman's EI model questionnaires and Wright et al.'s (2008) PSQR standard questionnaire. The findings indicated that there is a meaningful discrepancy between intelligent and ordinary students' EI and responsibility.

Research paper

Keywords: Emotional Intelligence, Responsibility, Intelligent, Ordinary

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Introduction

The school's social environment is considered a microcosm of the whole social system. The communications that the students have with their teachers and peers have a fundamental role in the acquisition of attitudes, beliefs and the fundamental social principles and affects the students' understanding of the society and the environment they inhabit. School is one of the most significant learning contexts of emotional learning. Emotional education can be conducted through a wide range of efforts such as class training, extracurricular activities, supporting atmosphere and conditions of the school and engaging students, teachers and parents in social activities. In the case that the socialization process and evolvement of emotional skills in the primary environment of the family is not appropriate, it's possible that schools make up these shortcomings via remedial trainings. Accordingly, many instructors and psychologists have stressed attention to and development of the social and emotional skills education at schools (Evans-Roberts & Turnbull, 2010).

Intelligence, according to its conventional definition, for a long time, would be regarded as the main factor of educational development and achievement. Over a hundred years, IQ was considered a criterion for the assessment of individual intelligence. IQ test was the only indicator that was considered to reflect the ability of individual learning. Psychology believes that grades, IQ, or results of Scholastic Aptitude Test (SAT), despite their value and reliability among public, could not decisively predict that who will be successful in life. There are numerous exceptions for this argument that IQ could predict success. At the best, IQ could predict success to twenty

percent, while remaining eighty percent relates to other forces (Goleman, 1995, 1999).

Advocates of EQ adhere to this belief that for predicting individual performance, EQ is more powerful than IQ. Gardner believes that there is no single and comprehensive intelligence that guarantees success, but there is a spectrum of intelligence that makes individuals successful in different aspects of their lives. Therefore, knowing that someone is a top graduate, only means that he/she was successful in those aspects which were measured by grades, but this would not tell us about what his/her reflex would be toward ups and downs in life (Samari & Tahmasebi, 2007). This exists in our educational system as well, that we mainly concentrate on educational skills, and EQ, which is a set of critical characteristics in our destiny, is neglected. Since, emotional and social competencies and skills are considered as vital factors in our educational success. One of the main stages of life is adolescence. This period is the best opportunity for learning, acquiring, and blossoming, thus adolescence growth is one of the main issues in the contemporary world (Karami et al., 2004). Responsibility is one of the skills which help adults' growth.

Taking responsibility and being committed are of paramount importance; and family and school are important social institutions in improving social skills, especially in taking responsibility. Moreover, it should be noted that more than half of adolescents are students. Thus, examining their responsibility level, and the role of school and social activities as a platform for improving social skills of students such as improving their collaborations, responsibility, etc. draws attention. According to the results of the study inside the country, schools are of great importance in creating and im-

proving responsibility of students. Responsible and socially connected individuals are a part of Globalization process. On the other hand, development and progress of the country needs sacrifice. Thus, family could reinforce responsibility taking among its members, and therefore help development.

In a society in which responsibility taking is institutionalized and internalized, people are ethical and thus any of their activities might be considered as praying, and could pave the way for socioeconomic, as well as political and cultural development. Today, putting emphasis on cognitive development and neglecting other aspects such as social growth by schools could become problematic for adolescence. In sum, training at schools shall include three pillars, i.e. knowledge capabilities, responsibility, and commitment, in order to make students more responsible (Moris et al., 2005).

Responsibility taking is examined through cognition and self and group respect at schools. A responsible student collaborates with other students in making decisions and team work, he/she uses reasoning and logic, and does his/her assignments well. In fact, according to the aforementioned issues, one might conclude that main pillars of responsibility training are: family and school (Nelson & Bianco, 2013). In fact, irresponsibility leads to failing to make sound and respectful relationships with others, failing to make decisions, successive educational failures, dropping out, and the most important, to use drugs, alcoholic drinks, aggression and delinquency (White et al., 1998).

Theoretical Framework

- Emotional Intelligence

Emotional intelligence was introduced for the first time in a PhD thesis in psychology (Bar-On, 2000). From then, several scholars from various fields examined this construct. Emotional intelligence is one of the newest concepts that entered into management science, and is considered as a vital element in leadership. Recent studies attempted to investigate the importance of emotional intelligence and its effect on elements such as organizational effectiveness (George, 2000; Barling et al., 2000). Thorndike (1986) defined emotional intelligence as the ability to understand others and to act wisely. Wechsler (1974) introduced non-intelligence skills as effective and social factors, and considered those skills as predictors of success in life (Lam & Kirby, 2002). In sum, emotional intelligence is the ability to supervise emotions of self and others (Cole, 1998), differentiate them, and using these assumptions to guide people (Mayer et al., 2000). Moreover, approaches which were used to define emotional intelligence are categorized in some levels (Barbuto & Burbach, 2006). In this research one of the models is used as the theoretical framework, which is Daniel Goleman's EI model (1998). Goleman (1998) defined emotional intelligence as the ability to be aware of and to handle one's emotions in varying situations. He claimed that emotional intelligence includes such things as self-awareness, self-regulation, motivation, empathy, and social skill. He believes that individuals who do not enjoy emotional intelligence, even if receive the best educational programs in the world, would not be able to become a successful organizational leader. He categorized emotional intelligence in two categories: individual and social. Individual competences include self-

awareness, self-regulation and motivation; and social competences include empathy and social skills (Goleman, 1998).

Table 1. Daniel Goleman’s emotional competence model (2001)

Capabilities	Elements	
Individuals	Self-awareness	<ul style="list-style-type: none"> - Emotional self-awareness - Accurate self-assessment - Self-confidence
	Self-Management	<ul style="list-style-type: none"> - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative
Social	Social Awareness	<ul style="list-style-type: none"> - Empathy - Service orientation - Organizational awareness
	Relationship Management	<ul style="list-style-type: none"> - Developing others - Influence - Conflict management - Leadership - Change catalyst - Teamwork & collaboration

- *Responsibility*

Responsibility is a moral value at the ontological level (Akerjordet & Severinsson, 2004). In fact, responsibility is defined as a charge assigned to a unique actor to signify its accountabilities concerning a unique task. It is among the basic concepts that are scrutinized in sociology, social psychology, judicial rights, management, and a series of sciences. Social responsibility of individuals is analyzed in sociology, and personal responsibility and judicial responsibility are respectively discussed in social psychology and judicial rights (Karami et al., 2004).

Responsibility means to be responsible to others, and to do personal and social tasks in its best way. Responsibility includes several aspects including personal, social, economic and cultural responsibility. A responsible person is the one, who is responsible to his /her behavior, and who undertakes a task (Mayer et al., 2004). Responsibility is one of the characteristics of humankind that is defined as acceptability, being responsive, and undertaking a designated task which might be accepted by an individual (Kelems, 2015). Meyer and Allen (1997) believe that responsibility is a commitment and internal incentive to doing undertaken tasks perfectly. Glaser (2010) in his choice theory argues that it is crystal clear that whatever we do is our own choice which includes our sense of misery. Others cannot make us miserable or fortunate. We have control over our lives more than what we reckon. Choice theory indicates that creating relationships with people and taking responsibility of the decisions could decrease internal controls and help people be more certain about their responsibilities.

According to Gauff and Miller's (1986) theory, considers conscientiousness, responsibility, reliability, and acting based on order and rules using reasoning and logic. Responsibility is one of the relatively sustainable interpersonal and intrapersonal characteristics. Gauff and Miller (1986) believe that although responsibility is to some extent correlated with self-control, but one should emphasize on values and control of certain important factors. The person who is highly responsible sacrifices his/her needs against collective needs. Such individuals accept the consequences of their behavior, and are also reliable. They are committed to the greater social structures, and however they are not leaders, but they are righteous and fulfill their commitments. Based on his views, sociopaths are not responsi-

ble, since they are consistently paying attention to their needs, but those individuals who have jobs that require responsibility, are more prone to be responsible. Gauff and Miller (1986) argue that a responsible individual complies with social, ethical and civil values.

Brewer (1977) considers responsibility as a kind of attitude and skill, which like any other attitude or skill could be acquired. Based on the Theory of Justice, individuals' thoughts and discretion determines their degree of responsibility (Karami et al., 2004). Thus, responsibility is a type of attitude or skill which like any other attitude or skill could be acquired and learnt. This gradually begins from birth. In fact, a child may not ever be able to reveal responsibility. Family climate as well as relationships among parents and children is one of the important elements which are critical in training responsibility. Therefore, social responsibility and family training is requires child to be trained according to his/her social status.

A research is conducted by Mikaeili et al. (2010) in order to investigate responsibility level, life satisfaction, cooperation spirit, public health and educational progress of students at schools in two levels. The students are compared with their peers. Results revealed that responsibility level, cooperation spirit, and educational progress were significantly higher in group A students. But, in other variables the other elements were better in group B students. Li et al. (2012) in their research argued that for male students topics such as social relations and responsibility are the main dynamic compared to female students.

Conceptual framework

The research model is shown below.

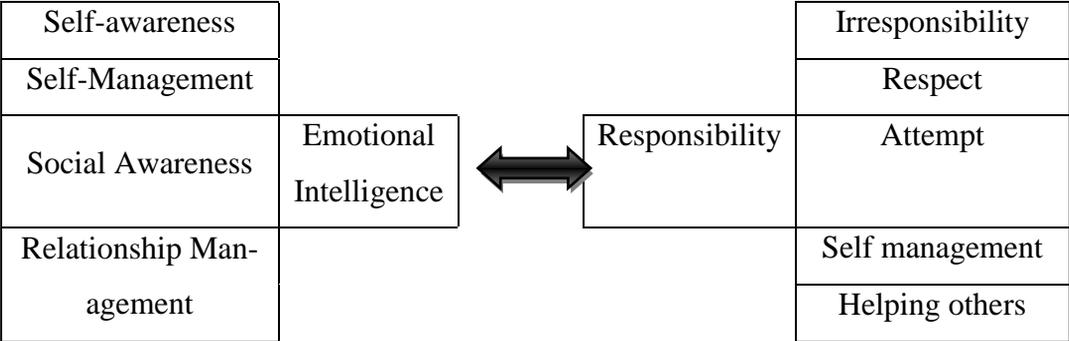


Figure 1. Conceptual model

Research Hypotheses

H₁: There is a significant difference between emotional intelligence of ordinary and intelligent female students.

H₂: There is a significant difference between responsibility of ordinary and intelligent students.

H₃: There is a significant difference between emotional intelligence of intelligent students and their responsibility.

H₄: There is a significant difference between emotional intelligence of ordinary students and their responsibility.

Research Methodology

The main aim of this paper is to investigate the relationship between emotional intelligence (Goleman’s model) and responsibility. Thus, the research is a quantitative and applied in nature, as well as descriptive. Population of the research includes all the intelligent and ordinary students of Tehran at high schools. The sample size is 220- 110 intelligent and 110 ordinary

students. The researcher applied standard Daniel Goleman's EI model questionnaire as well as Wright et al.'s (2008) PSQR standard questionnaire with Likert scale. Face and content validities are confirmed by experts. Moreover, reliability of the questionnaires was measured by Cronbach's alpha, respectively, 0.86 and 0.81.

Findings

In this section, main hypotheses are discussed and results are presented as follows. The Kolmogorov-Smirnov test is used to test the hypothesis that a set of sample points come from a normal distribution.

Table 2. Kolmogorov-Smirnov test results (1st questionnaire)

	Self- awareness	Self- Management	Social Awareness	Relationship Management	Emotional Intelligence
N	220	220	220	220	220
Mean	2.8696	2.7382	2.9298	2.5349	2.7643
Standard Deviation	0.3955	0.6950	0.4976	0.5327	0.6845
Absolute Positive	0.173	0.192	0.160	0.149	0.189
Negative	0.137	0.192	0.128	0.135	0.189
Kolmogorov- Smirnov Z	-0.126	-0.102	-0.160	-0.149	-0.112
Sig.	2.183	3.068	2.555	2.386	3.057
	0.0	0.0	0.0	0.0	0.0

Table 3. Kolmogorov-Smirnov test results (2nd questionnaire)

	Irresponsibility	Respect	Attempt	Self-management	Helping others
N	220	220	220	220	220
Mean	2.8373	2.2947	2.8013	2.0837	2.4924
Standard Deviation	0.4828	0.5792	0.3006	0.1038	0.57293
Absolute Positive	0.155	0.129	0.168	0.192	0.176
Negative	-0.113	-0.098	-0.156	-0.138	-0.146
Kolmogorov-Smirnov Z	3.172	3.345	2.732	3.609	2.473
Sig.	0.0	0.0	0.0	0.0	0.0

The results show that Cronbach's alpha for all the variables is lower than 0.05, and then we could consider the data not normal. Thus, non-parametric tests must be used to analyze the data.

H₁: There is a significant difference between emotional intelligence of ordinary and intelligent female students.

Table 4. Test results (H₁)

	Mean	S.D.	S.M.	d.f.	T	Sig.	P
Ordinary	187.43	32.15	3.56	220	2.68	0.000	Significant
Intelligent	213.72	27.87					

According to the test results, since estimated T (2.68), with d.f. of 220, is higher than 1.98, then the hypothesis is accepted.

H₂: There is a significant difference between responsibility of ordinary and intelligent students.

Table 5. Test results (H₂)

	Mean	S.D.	S.M.	d.f.	T	Sig.	P
Ordinary	165.53	46.35	4.14	220	2.54	0.000	Significant
Intelligent	243.11	36.76					

According to the test results, since estimated T (2.54), with d.f. of 220, is higher than 1.98, then the hypothesis is accepted.

H₃: There is a significant difference between emotional intelligence of intelligent students and their responsibility.

Table 6. Test results (H₃)

	Correlation	d.f.	T	Sig.	P
Emotional intelligence and Responsibility	0.24	110	2.32	0.004	Significant

According to the test results, since estimated T (2.32), with d.f. of 220, is higher than 1.98, then the hypothesis is accepted.

H₄: There is a significant difference between emotional intelligence of ordinary students and their responsibility.

Table 7. Test results (H₄)

	Correlation	d.f.	T	Sig.	P
Emotional intelligence and Responsibility	0.65	110	2.53	0.004	Significant

According to the test results, since estimated T (2.53), with d. f. of 220, is higher than 1.98, then the hypothesis is accepted.

Conclusion

Results of the study showed that: (i) There is a significant difference between emotional intelligence of ordinary and intelligent female students, (ii) There is a significant difference between responsibility of ordinary and intelligent students, (iii) There is a significant difference between emotional intelligence of intelligent students and their responsibility, and (iv) There is a significant difference between emotional intelligence of ordinary students and their responsibility. This means that students with higher emotional intelligence (Self-awareness, Self-Management, Social Awareness, and Relationship Management) are more prone to take responsibility. This finding is in line with those of Mayer et al. (2004) as well as Mikaeili et al. (2010). Most of the researchers assume that there is a significant relationship between emotional intelligence and performance in real life. Emotional intelligence is a critical element in our real life situations such as at school, work, interpersonal relations, as well as our health. Some scholars found that emotional intelligence is positively correlated to public health and risky behavior is negatively related to it. Therefore, it could be considered as a critical issue in our life style.

Students' skills in adjusting their emotions could affect their social welfare (Cole, 1998). Mestre et al. (2006), in another study, found that 15 year old Spanish students who gained higher marks in emotional skills had drawn more attention among their friends. Trinidad and Johnson (2002) studied the relation between emotional intelligence and use of alcoholic drinks and drugs among high school students. The results revealed a negative relationship between these two variables. It might mean that those students are more capable of understanding others' needs and have more power

to stand against peer pressures. This might be the reason why they could resist against using such drinks and drugs. On the other hand, emotional intelligence, according to its applications, is of paramount importance among students. It helps them to understand the threats, and to show more appropriate reflexes. Moreover, using emotional intelligence they might be able to understand the reasons behind their happiness or sadness, and to control it. Higher emotional intelligence, by the way, helps them in understanding others and controlling their emotions, and therefore to be more responsible. In sum, it leads to better learning as well as a happier and healthier life.

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