THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, HAPPINESS AND RESILIENCY WITH MENTAL HEALTH IN MALE AND FEMALE HIGH SCHOOL STUDENTS OF RAMHORMOZ CITY

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ABSTRACT

The aim of the present study was to check the relationship between Emotional intelligence, happiness and resiliency with mental health in male and female high school students of RAMHORMOZ city.

From this actuarial population a sample consisted of 365 students (223 girls and 142 boys) were selected by multistage cluster sampling method.

To measure the variables, we used Shot's emotional intelligence Questionnaire (1998), Oxford Hills and Argyle's Happiness Questionnaire (2002), Cannar and Davidson's resiliency scale (2003) and the Goldberg and Hiller's General Health Questionnaire (1972).

For data analysis, the simple correlation and multiple regression analysis were used; the results showed that the correlation between emotional intelligence, happiness and resiliency with mental health in level (0.001) are significant. Also among the predictor variables, resiliency has the stronger ability to predict of mental health than happiness and emotional intelligence.

Keywords: Mental Health, Emotional Intelligence, Happiness, Resiliency

INTRODUCTION

No doubt that more attention is needed to the education but we should also focus on issues such as social and psychological development of students, as an important output for any institution. It plays a major role in cultural, social and economic development of any society.

Educational and training institutions, in each community are responsible for creating the appropriate context for culture transmission, fostering intellectual power, development of quality of life and mental health and development of human relationships in students. This is because most communities apply their efforts in determining the educational training policy (Kaplan & Flum, 2010).

Among the aims of education institutions in all societies and therefore in Iran, the main purpose is attention to the students' physical and mental health (Saif, 2012).

World Health Organization defined mental health as: mental health is the person's ability to bring a harmonious relationship with others, the ability to change and modify his social environment and bring a reasonable and appropriate resolution for his emotional conflict and for his personal desires.

In other words, mental health is a special case of mental improvement, which makes growth and perfection of human personality and helps to the individual that compatible with himself and others. The main goal of mental health is to helping everyone to reach the happier and more harmonious live, greater understanding and ultimately preventing of emotional and behavioral disorders (WHO, 2001).

Based on the World Health Organization views (2001) mental health is a basic needs and is a critical factor to improve the quality of human life and is an important issue, especially among children and students. So the mental health issue and the associated factors is a one of the extensive substrates in research and training activities. Research suggests that several factors influence the human psychological balance, such as emotional intelligence (Yaghobi *et al.,* 2011; Davis & Humphrey, 2012), Happiness (Yaghobi *et al.,* 2011; ALbrkstn*, 2003), Hope and resiliency (Bahari and Hashemi*, 2011; Vedong *et al.,* 2012).

The emotional intelligence term at a first time in 1990 was proposed by Meyer and Salvy, as a form of social intelligence. This structure in areas such as education, work, personal growth and mental health has

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popularity and now it remembered as a major revolution in the field of mental health (Yaghobi *et al.,* 2012).

Goleman (1995) defines emotional intelligence as the ability to understand, describe, receive and restrained the excitement. Anyone with a degree of emotional intelligence in face with positive or negative life events take a certain position and deals with them. Human with emotional intelligence brings discipline and stability into their life and shows more consistency, basically, someone with high emotional intelligence experience fewer negative events in his life.

Bar -On and Parker (2000) in their model of emotional intelligence not only considered the individual internal relationship with himself and the relationship with others but also considered the elements such as concessions, pressure tolerance and general habits as a constituent elements of emotional intelligence and believed that high emotional intelligence lead to greater individual consistency and maintained the mental health.

In recent years Sallovey *et al.,* have completed their ideas in relation to emotional intelligence and presented the ability model of emotional intelligence. In the ability model the structure of emotional intelligence was divided into four main categories:

 1 - Perception, appraisal and expression of emotion

 2 - Facilitating emotional thought

 3 - Understand and analyze the emotional information and employing the emotional knowledge

4 - Organize and regulation of emotion

Several studies have been performed to evaluate the relationship between emotional intelligence with physical and mental health. Results indicate that emotional intelligence both directly and indirectly, have a positive relation with mental health (Mayer *et al.*, 2004; Davies and Humphrey, 2012).

In addition to emotional intelligence as a basis for new research and training and as an effective factor in mental health, much research has been devoted to the happiness as a new construction.

Eyzenck introduced happiness as a total pleasure except the pain and a combination of maximum positive affect plus minimum negative effect. He believed that people who have high score in happiness measures generally are happy, optimistic and healthy and they live with peace in their environment. Conversely, those with lower scores of happiness measures are disappointed, have pessimistic character they have conflict with their environment (Cloninger & Zohar, 2011).

As a result of positive psychology approach, happiness is based on a person's attitude and refers to a pleasant condition that this condition comes from the positive experience, emotions and happiness in life. Naturally, such a fun and pleasant condition associated with no depression, irrational beliefs, anxiety, anger and other negative emotions. Evidence suggesting that happiness produces energy, vitality and dynamic life. Happiness as a shield can protect human against mental stress and guarantee their physical and mental health (Hills & Argyleand, 2001).

Tublin (2011) also believes that a happy life corresponds with realistic expectations of others and the environment. Optimistic and happy People believe that bad events belong to the same time and same place and there is no impact on other parts of their life. Generally cheerful and optimistic people response to the conditions and events in a more positive and more adaptive manner, and have lower levels of stress and have stronger immune system than unhappy and pessimistic people.

Lybomirsky *et al.,* (2005) believed that happiness; reduce stress and increases person's ability to do their work. Kawamato (1999 quoted by Jamasy, 2011), believed that increasing the happiness associated with Improve of health status, sleep, memory, family relationships, friendships, mental health status and ultimately an increase in appetite.

Besides emotional intelligence and happiness that are almost new achievements of modern psychology, resiliency is another new achievement in positive psychology perspective that has noticeable and special place in the field such as psychology of development, family psychology and school psychology. Resiliency have been defined as a process, an ability, or outcome of successful adaptation with

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threatening conditions. In other words resiliency is a dynamic process of positive adaptation in response to the unpleasant situations (Samani *et al.,* 2007).

Hamill (2002, quoted by Vedung *et al.,* 2012), has been defined resiliency as the capability and competencies of people in facing with painful events. Of course resiliency not only is stability against damage and threatening conditions or a passive state in face with dangerous conditions but resiliency is an active and constructive factor in the environment.

In the other word resiliency is the individual ability in establish the biological - mental balance in dangerous situations (Conner & Davidson, 2003). In addition, the researchers believe that resiliency is a reconstructive operation with positive emotional and cognitive consequences (Basu, 2004; Wolpe and Dafynyo, 2012).

Vydong *et al.,* (2012) believed that resiliency in an educational setting is a very high probability of success in school and in other life situations despite the environmental difficulties and ordeals. In an educational setting, students with resiliency, despite of social, cultural and economic barriers have high level of success.

Martin & Marsh (2006) study high school students and showed that degree of resiliency is very important to reduce or increase student motivation. According to what was stated in relation to research variables, this study examined the relationship between emotional intelligence, happiness and resiliency with mental health in male and female high school students.

MATERIALS AND METHODS
This study was a descriptive and correlational study. The research sample included of, all male and female high school students of RAMHORMOZ city that were enrolled in academic year 2012-2013. This sample consisted of 1650 students. The sample was selected by using cluster sampling method, In this case, from five girl schools, three schools and from four boy schools two schools were randomly selected and from each school two classes were randomly selected so a sample of 365 students (223 girls and 142 boys) were selected.

The sample was selected based on Morgan table that According to this table for society with a volume of 1,500 to 2,000 people in a relationship research must a sample selected with 300 people, but for more cautiously and to increase the power of generalization, a sample with 365 people were selected.

Research Tools:

Emotional Intelligence Scale:

In the present study, to assess the emotional intelligence we use Shot *et al.,* l emotional intelligence scale (1998). This 33 -item scale built based on the emotional intelligence model of Mayer and Sallovey (1997), and will be assessed three component of emotional intelligence structures, including regulating emotions, emotional efficiency and emotional evaluation in the 5 score Likert scales from score one (completely disagree) to score five (totally agree). Total score of emotional intelligence derived from three component scores, high scores indicate high emotional intelligence and low scores indicate low emotional intelligence in an individual.

The creators of this scale, Shot *et al.,* (1998), have been reported the reliability of test questions according to Cronbach's alpha coefficient from 084 to 090 and by the reliability coefficient of retest scale for about 280 students within two weeks about 0.78.

Shot and Mavluf (2012) in their study by using Cronbach's alpha coefficient obtained the reliability coefficient of this scale about 0.87, and the reliability coefficient of Emotional Intelligence Scale by using Cronbach's alpha method was equal to 0.81.

Oxford happiness scale:

In this study, in order to measure the happiness, the Oxford happiness scale that had been developed by Argele and Hills (2002) was used. The theoretical basis of this questionnaire was the definition of happiness that provided by Argele and Lu (1990).

According to Argele, Martin and Kruslnd view (1989), this questionnaire is the opposite of Beck depression questionnaire.

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Happiness questionnaire has 29 articles and five domains, consent (articles 11), positive mood (articles 8), Health (articles 6), efficacy (articles 4) and self-esteem (articles 2).

This questionnaire scale as Likert scale provided in four degree, the option Never Gets number zero, the option low Gets number one, the option Medium Gets number two, the option High Gets number three. The minimum score in this questionnaire was zero and a maximum was 87. A high score indicates greater happiness and lower scores indicating less happiness (Jamasy, 2011).

In a study by Argele *et al.,* (1989) the reliability of the Oxford questionnaire by using Cronbach's alpha coefficient was 0.90 and retest reliability within seven weeks was about 0.78.

In Moraveg research (2009) on a sample of 100 student of Chamran University reliability coefficient by using Cronbach's alpha coefficients for the total sample, male students and female students, respectively was 0.93, 0.94 and 0.92.

In the present study, reliability coefficient of happiness scale by using Cronbach's alpha method and bisection method was respectively 0.75 and 0.62

Conner and Davidson Resiliency Scale (CD-RIS)

Conner and Davidson (2003), produced this questionnaire to review the research sources 1979-1991 in terms of resiliency. Their scale has 25 items, which five components measures: 1- competencies / Personal strength, 2 – Trust to the instincts / tolerate the negative emotions, 3 - positive accept of changes / secure relationships, 4 - controls and 5 - spirituality.

This scale like five- level Likert scale formulated from quite false (0) to quite true (4), in this scale a minimum score was zero and a maximum score was 100.

The reliability coefficient of this scale by using Cronbach's alpha in Velpea and Dafenu (2012) study was 0.89, In Naderi *et al.,* study, reliability coefficient of this scale by using Cronbach's alpha method and bisection method was respectively 0.77 and 0.83.

In the present study, reliability coefficient of resiliency scale by using Cronbach's alpha method was 0.75 General Health Questionnaire (GHQ).

This Questionnaire first time was adjusted by Goldberg (1972) and had three forms of 12, 28 and 60 questions. Form 28- item was used in this study consists of four sub-scales A, B, C, D, and seven question awarded to each scale.

This four subscales consists of: Physical symptoms, anxiety and sleep disorders, impaired in social functioning, depression and suicidal tendencies.

This scale like four- level Likert scale formulated from number zero to number three, the scores range was from 0-84 and cut number was 23. High scores in this questionnaire indicate lack of mental health and the lower scores indicate having a mental health.

The reliability coefficient of this scale by using Cronbach's alpha in Yaghobi *et al.,* l study (2012) was 0.74 and In Gang all study was 0.81.

In the present study, reliability coefficient of overall scale of mental health by using Cronbach's alpha method, and bisection method was respectively 0.75 and 0.76.

Research Findings

Table 1 shows the Indicators of descriptive statistics for the sample parameters including mean, standard deviation, minimum and maximum scores for the variables that examined in this study (Table 1).

Table 1: Descriptive Indicators of research variables

variables	statistics Indicators			
	mean	standard deviation	minimum scores	maximum scores
Emotional intelligence	97.50	17.80	54	132
happiness	42.20	10.70	21	67
resiliency	50	10.40	20	71
mental health	48.21	10.28	22	74

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As shown in Table 1, mean and standard deviation of emotional intelligence scale scores was respectively 97.50 and 17.80, happiness scale was respectively 42.20 and 10.70, resiliency scale was respectively 50 and 10.40, mental health scale was respectively 48.21 and 10.28.

The findings of the research hypotheses:

Hypothesis 1: there was a relationship between emotional intelligence and mental health in high school students (Table 2).

Table 2: The simple correlation coefficients between emotional intelligence and mental health among students

statistics Indicators	correlation coefficient	determination coefficient	Significance level
variables Emotional intelligence and mental health	-0.42	0.18	0.001

As can be seen in Table 2 the amount of Pearson correlation coefficient between Emotional Intelligence and Mental Health was $(r = -0.42)$ Therefore, a significant negative correlation between these two variables was observed in the present study $(p<0.001)$.

It should be noted that high scores in the mental health variables, indicating the unfavorable situation of people in these structures, so the negative correlation between mental health and emotional intelligence construct is obtained, we can said that people who have higher emotional intelligence have better mental health. Therefore, the first hypothesis that says there is a significant relationship between emotional intelligence and mental health in high school students is confirmed.

Hypothesis 2: there was a relationship between happiness and mental health in high school students (Table 3).

Table 3: The simple correlation coefficients between happiness and mental health in high school students

Statistics Indicators	Correlation coefficient	Determination coefficient	Significance level
variables Happiness and mental health	-0.37	0.14	0.001

As can be seen in Table 3 the amount of Pearson correlation coefficient between Happiness and mental health was $(r = -0.37)$ Therefore, a significant negative correlation between these two variables was observed in the present study $(p<0.001)$.

Hypothesis 3: there was a relationship between Resiliency and mental health in high school students

Table 4: The simple correlation coefficients between Resiliency and mental health in high school students

Statistics Indicators	Correlation coefficient	Determination coefficient	Significance level
variables Resiliency and mental health	0.48	0.23	0.001

As can be seen in Table 4 the amount of Pearson correlation coefficient between Resiliency and mental health was $(r = -0.48)$ Therefore, a significant negative correlation between these two variables was observed in the present study $(p<0.001)$.

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Hypothesis 4: there were a multiple relationships between Emotional intelligence, Happiness and Resiliency With mental health in high school students.

To examine the multiple correlations between emotional intelligence, happiness and Resiliency with mental health in students, multiple regression analysis with simultaneous entry (Enter) are used.

Table 5: Shows the Multiple correlation coefficients of emotional intelligence, happiness and Resiliency with mental health by using simultaneous entry (Enter) method

statistics Indicators	Multiple correlation R	Determination coefficient RS	B	ß	t	P
variables Emotional intelligence			-0.63	-0.37	-5.66	0.001
happiness			-0.34	-0.18	-2.21	0.05
resiliency	0.54	0.29	-1.22	-0.45	-7.38	0.001

As can be seen in Table 5, Based on the results of multiple regression analysis with simultaneous entry method, the multiple correlation coefficients for linear combination of the variables like emotional intelligence, happiness and resiliency with students mental health was MR=0.54 and determination coefficient was equal to RS=0.29,so the effect of emotional intelligence and resiliency was significant at level ($p<0.001$) and the effect of happiness on mental health was significant at level ($p<0.05$). According to the obtained determination coefficient, it has been found that about 0.29 mental health variance presented by the predictor variables.

RESULTS AND DISCUSSION

The results of Table 3-4 showed that there was a negative relation between emotional intelligence and mental health, so the first hypothesis is confirmed.

The Results of this hypothesis was related to the results of Shot and Maluf (2011), Jacobs *et al.,* (2008), Mohammadi *et al.,* (2012) and Yaghobi *et al.,* (2012) research.

Shot and Maluf (2012), refers to the important role of emotional intelligence in adjustment of stress process and increase flexibility in people and they claim that it can be used as techniques in stress management process.

Oginsa- Bulik (2005), had shown that people with higher emotional intelligence, had fewer work stress and health problems. He believed that emotional intelligence had preventing role in health problems formation, particularly depression.

People who have high levels of emotional intelligence are highlighted with the better ability to cope with their stress, express, management and control their emotions.

So we can say that high emotional intelligence on the one hand characterized by increasing effective coping skills, reduce stress and impact on individual health and on the other hand the emotional intelligence skills, increases the communication skills and people ability to establish and maintain the social networks, it also improves the students' mental health.

Mayer and Saluvy (1997), believed that one of the major benefits of the ability to regulate emotion is improved the negative emotions and upgrade positive and pleasant emotions. So people who are skilled in regulating their emotions have greater ability to recover their negative emotional states, to accomplish this purpose, they participate in pleasant activities. Emotional competence play an important role in modulating stress and guarantee the mental health.

Also probably people who can pay attention to their feelings, in order to understand them and to reconstruct their mood states will be able to minimize the impact of stressful events, and have easier deal with them. People who have little attention, differentiation and regeneration, in understanding their emotions suffering from mental hallucinations, that have negative consequences like anxiety, depression, low self-esteem and disappointment.

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Results of table 5-4 showed that there is a negative relation between happiness and mental health, so the second hypothesis is confirmed. Previous research also confirm this findings such as Klunyngr and Zuher (2011), Lucas and Diener (2006), and Kiani *et al.,* (2012) research.

To explanation of these findings we can used of Fredrykson (1980) viewpoint in manufacturer and expand of positive emotions, according to this theory by using positive emotions such as optimism, hope and happiness, personal resource can be formed, and to allow a person that with a new and creative ways search the thinking - actions bus in his daily lives And involved in new and creative behavior.

In this study, happiness is one of the variables that influence the mental health. happiness consists of satisfaction, love and pleasure so happy People in critical situations of their academic, social and family life by creative manner looking for new ways to increase their fun, create positive emotions, achieve to the efficient coping strategies and efforts to remove these stress and anxiety that caused by this situations, as a result, negative emotions such as stress and anxiety reduce and ultimately, promote and enhance the mental health of a person.

In addition to what was said about the relationship between happiness and mental health, also we can say that happiness cause flexibility in problem solving and dialogue and increases efficiency and precision in decision-making and other intellectual indicators. people who experience positive emotions and happiness, they can find more detailed about information, so they will see different aspects of the issues, according to research results they considered more positive aspects of the problem.

The results showed that a significant negative correlation between mental health and resiliency was exists, so the third hypothesis is confirmed. The Results of this hypothesis are related to the results of following research: Vedung *et al.,* (2012), Gatjar (2007), and Nadri and Safavi (2011).

The results of this study indicate that people with high level of resiliency in stressful and traumatic situation, maintain their psychological health and show greater psychological adaptation.

Resiliency by increasing levels of positive emotions, enhance self-esteem and cause successful coping with negative experiences. Accordingly, resiliency by strengthening confidence as a mediation mechanism leads to positive adapt and mental welfare, so people who have higher mental welfare have higher ability to adapt with problems.

On the other hand, if a person have more flexibility to deal with life's problems and stress as a result have fewer mental and emotional distress and have higher level of mental health. Inzlicht *et al.,* (2006) believed that resiliency reduces anxiety and depression.

They believed that flexible people can overcome on all types of adverse effects and maintain their mental health. Wolf (1995), In the field of positive impact of resiliency on mental health, emphasis on basic features of flexible people that enhance mental health, such as social power, ability in problem solving and belief to a bright future.

On the other hand, resiliency defined as a person ability to overcome on stress, having coping abilities, self-esteem, emotional stability and personal characteristics that increase social support from the others. So according to the features of people with high resiliency we can say that these people have higher mental health and vice versa experience less anxiety, depression and stress.

Based on the results of multiple regression analysis with simultaneous entry method, the multiple correlation coefficients for linear combination of the variables like emotional intelligence, happiness and resiliency with students mental health equal to MR=0.54 and determination coefficient equal to RS=0.29

According to the determination coefficient, it has been found that about 0.29 of the mental health variance is presented by the predictor variables.

In conjunction with the results of the multiple regression analysis, we can say that almost all predictor variables in this study, are based on positive psychology and several studies (Vedung *et al.,* 2012; shot and Maluf, 2012; Jacobs *et al.,* 2008; Mohammadi *et al.,* 2011; Abolqasemi, 2011) suggests the prominent role of positive psychology on mental health, so it seems that variables like happiness, resiliency and emotional intelligence have desirable predict of students' mental health.

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