Research Article

ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE & LIFE EXPECTANCY OF MARTYR & DISABLED COMBATANTS AFFAIRS DEPARTMENT AFFILIATED STUDENTS MAZANDARAN MEDICAL SCIENCE UNIVERSITY

Amene Ghasempour and *Farshide Zameni
Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran
*Author for Correspondence

ABSTRACT
Despair is prevalent among students; one of the reduced life expectancy related factors in our country has been war so that war psychological consequences result in despair outbreak among the students, if through benefitting from emotional intelligence (EI), such students be able to think differently about themselves &events, they'll get an opportunity to turn things back into balance the issue which leads to their life expectancy& improved performance in diverse fields, thus the present study has been conducted pursuing the goal as to determine emotional intelligence & life expectancy of Mazandran Medical Science University Martyrs & Disabled Combatants Affairs Department Affiliated students. The study method is correlative. The statistical community consists of all Mazandran Medical Science University Martyrs & Disabled Combatants Affairs Department Affiliated students as 180 subjects. Sampling method is categorized random to determine sample size using Korjesi-Morgan table based on which 123 participants have been included. The data collection has been done by two standard questionnaires called Schneider's life expectancy questionnaire &Bar-On emotional intelligence. Face & content validity has been used to get the questionnaires' validity and in order to define reliability, α-Cronbach has been employed. Alpha coefficient has been estimated **α**=0.84 for life expectancy questionnaire &**α**=0.71 for emotional intelligence questionnaire indicating the tool proper reliability to be executed. The data have been analyzed by descriptive statistics, such as the central indices & dispersion and correlation & regression, have been used to detect the relationship between the variables. SPSS 18 has been applied to analyze the data. The results suggest that there is a meaningful relationship between intrapersonal skill & life expectancy (LE), between interpersonal skill &LE, between adjustment & LE, between stress control &LE, between two variables of general mood &LS and between two variables of EI &LE. The adjusted determination coefficient results denote that the EI variable is capable to predict LE dependent variable's variations.

Keywords: *Emotional Intelligence, Life Expectancy, Martyrs & Disabled Combatants Affairs Department Affiliated Students*

INTRODUCTION
Hope is a critical element in every aspect of life. Hope refers to the potential to believe in better feeling in future & it is hope that returns peace to the person after passing the crises. The economic & social authorities have set forth an index termed as Human Development Index (HDI) as a developmental criterion. Hygiene & health with life expectancy rate index, knowledge & science with literacy index, & economic status with per capita income index are the three variables making up the three angles of HDI (Reeve, translated by Seyyed, 2009).

Hope stimulates an operating system with its penetrating force in order to acquire new experiences and creates fresh energies in the organism and as a result, hope drives human to strive & makes him/her close to a high level of psychological & behavioral performances & hope is one of the signs of mental health (Sharifi, 2006).

Besides mobilizing & creating efforts in human, the most common application of hope is to avoid depression, suicide and inadequacies due to them. Thus identifying the factors related to life expectancy is highly critical, emotional intelligence is of these factors. Many experts assume that emotional intelligence

Research Article

is of the newest man evolutions & innovations in perceiving the relationship between thinking & emotion. Since this construct has been set forth along with cognitive &logical intelligence, it is claimed that thinking & emotion aren't distinct as used to be thought so, this evolutionary trend can be observed in the consensus & unanimity among the authorities that believe in more practical uses of scientific information (Bar-On, 1997; Abraham, 1999; Ashkanasy and Hooper, 1999; Boal and Hooijberg, 2000; Ciarrochi *et al.,* 2005; quoted by Golpour *et al.,* 2005).

Golmann defines EI as the capability to maintain motivation, resistance against adversities, controlling impulses, ability to delay successes, empathy with others, & hopefulness (Golmann, translated by Balouchi, 2003).

And Bar-On (2001) considers EI including a set of non-cognitive skills, talents and capabilities boosting an individual's ability to cope with the pressures &environmental conditions (Oroghi, 2004). He has developed a multifactor for EI. He believes that EI is a collection of capabilities and skills an individual mobilizes in life to effectively adapt with the environment and attain success in life. According to Bar-On 's perspective, EI has 5 general classes and 15 components embedded in these classes as the following:

1-Intrapersonal Skill: intrapersonal skill refers to the capacity to recognize one's feelings, identify them & perceive their relationship with other mental processes. This class covers the components namely emotional knowledge, self-esteem, decisiveness, self-realization & independence.

2. Interpersonal Skill: interpersonal skill refers to the individuals' capability in getting to recognize others' feelings, interests, and goals & act accordingly and it includes empathy, accountability & interpersonal relations (Golmann, translated by Balouchi, 2003).

3-StressCoping Skill: it refers to physical, mental& emotional reactions experienced as the result of personal life changes and requirements &includes stress tolerance & impulse control components.

4-SocialAdjustmentSkill: the individuals possessing this skill know exactly that their speech & action influences others & they acknowledge that if their behavior effect is negative, it will change it & encompasses reality testing, flexibility & problem solving.

5-General Mood Skill: general mood means feeling fulfilled in personal life, enjoying oneself and others and looking at the bright side of life and also keeping this optimistic view against life nuisances & it covers optimism &happiness components (Barr-An, 1997).

The research results by Riahi *et al.,* (2012) indicated that training emotional intelligence & its components (self-consciousness, self-management, and social awareness & relationship management) affect athletic adolescents' mental skills.

The study derived results by Ahmadnejad *et al.,* (2012) imply there is a meaningful relationship between EI & working life quality, between working life quality &chartered teachers& tuition–based paid teachers. The study results by Nadi *et al.,* (2011)have revealed that there is appositive & meaningful relationship between spiritual meaning & two sub-scale spiritual well-beings (spiritual belief & spiritual comfort), mental happiness, life contentment, psychological actualization, life expectancy & life purposeful and the highest relationship belongs to the students' spiritual meaning & purposeful life.

The research results by Nadi *et al.,* (2010) showed the positive & significant relationship existing between life expectancy & psychological tenacity & besides, the multi regression analysis based results for linear combination of life expectancy, gender, marital status & age corresponded with psychological tenacity of the students being at significance level. The study results by Ehyakonande *et al.,* (2009) displayed that there is a meaningful relationship between the students' EI & mental health. Plus the results gained from multistep regression demonstrated that all EI components except for self-consciousness & self-stimulation are mental health predictors. Khoshoee (2008) in the survey analyzed the relationship between the students' EI &humor; the data analysis results indicated the existence of a meaningful relationship between EI & humor components and out of the as EI components, 3 components as optimism, self-actualization & happiness are able to predict humor among the students.

The research results by Liu *et al.,* (2013) suggested that trait emotional intelligent is definitely associated with life fulfillment. The intermediate analysis displayed that EI applies its effect indirectly through simple balance mediating effect, effect and triple affect balance resilience intermediate effect.

Research Article

Ardahan (2012) studied life satisfaction &EI; the results have revealed the meaningful relationship between life satisfaction & EI.

The survey results of Adina *et al.,* (2012) suggest that the teachers' EI is associated with positive attitude toward work & life satisfaction & the work itself.

Arce *et al.,* (2008) in their study showed that highly resilient people are more inclined to expressing positive emotions when encountering emotional events with neutral & unknown nature. They believe that this is possibly due to such people's capability to timely & successfully cope with facing difficult situations, especially the ones with interpersonal nature.

Reeve (2005) in a research about perceiving emotion motive indicated that resilience has positive correlation with positive emotions, and negative correlation with negative emotions like anger & sadness.

Carr (2004) in the research termed positive emotions indicated that high levels of resilience help the person to use positive emotions in order to get away with unpleasant experiences & return them to charming condition.

Despite the significance behind life expectancy, the evidence suggests that a high percentage of the students are suffering from severe depression & frustration requiring special appropriate assistance, there are many probable reasons behind the students getting hopeless. Being away from family, economic issues, being incompatible with the new environment are the factors making these students disappointed, one of the factors lowering life expectancy has been war in our country so that war psychological consequences has brought about many problems as a disaster and it can serve as a source of stress and create frustration. Psychologically speaking, war deserves contemplation as a stressful event; of war consequences, we can mention its psychological effects on war combatants' families. Martyrs, casualties, disabled war veterans& missing war combatants leave several psychological effects on their families. The injured person not only himself/herself gets into trouble, but also the family will be affected. As stated, such war combatants' children who suffer from war-born physical & psychological effects; if such students could think differently about themselves & the events by using EI, they would get the chance to return everything to balance, the issue that leads to life expectancy & their boosted performance including educating in an educational setting, considering the research theoretical & empirical basics, the researcher is seeking to get the following hypotheses answered:

1- There is relationship between intrapersonal skills & life expectancy among the students.
2- There is relationship between interpersonal skills & life expectancy among the students.
3- There is relationship between compatibility & life expectancy among the students.
4-There is relationship between controlling stress & life expectancy among the students.
5- There is relationship between general mood & life expectancy among the students
6-There is relationship between emotional intelligence & life expectancy among the students.
7-Emotional intelligence has the potential to predict life expectancy.

MATERIALS AND METHODS
Methodology
The study follows a correlative method. The statistical community is made up of all Mazandran Medical Science University Martyrs & Disabled Combatants Affairs Department Affiliated students as 180 subjects. The sampling method is categorized random to determine sample size using Korjesi-Morgan table based on which 123 participants have been included. The data collection has been performed by two standard questionnaires called Schneider's Life Expectancy Questionnaire & Bar-On Emotional Intelligence Questionnaire. Schneider's 12-question Life Expectancy scale has been designed for the ages over 15 and includes two subscales as pathways& motivation and for answering each question, a continuum of 1(absolutely false) to 4(absolutely true) has been taken into account. Questions 3, 5, 7 & 11 aren't scored & are on distraction. Questions 1, 4, 6 & 8 are related to pathway subscale (hopeful people are able to design pathways towards optimal goals despite the available barriers) and questions 2,9,10 & 12 are on motivation subscale (the factor helping people to utilize several pathways to achieve their formulated objectives). The score for hope results from these two subscales. Thus the scores sum can

Research Article

range from 8 to 32.Bar-On EI Questionnaire was built in 1980 including 90 questions &15 scales &5 dimensions. This questionnaire's validity, face & content, has been verified by the experts. Face & content validity has been used to get the questionnaires' validity and in order to define reliability, α-Cronbach has been used. Alpha coefficient has been calculated **α**=0.84 for life expectancy questionnaire &**α**=0.71 for EI questionnaire suggesting the tool apt reliability in order to be implemented. In order to analyze the obtained data, descriptive statistics such as the central indices & dispersion and to detect the relationship between the variables, correlation & regression have been used. To analyze the data, SPSS 18 has been employed.

RESULTS AND DISCUSSION
Findings
1st Hypothesis (H1): There is relationship between intrapersonal skills & life expectancy among the students.

Table 1: Pearson correlation coefficient between intrapersonal skills& LE

		LE	Intrapersonal
Intrapersonal skills	Pearson correlation	1	0.427**
	Sig.level		0.000
	Number		107
		107	

The statistical estimations results show that there is correlation between interpersonal skill & LE variables (r±0.427).Regarding the point that Sig. level has been estimated 0.000& it is smaller than α=0.05, thus the estimated relationship is meaningful. Therefore, with confidence level 95%, there is a positive meaningful relationship between interpersonal skill & life expectancy.

2nd Hypothesis (H2): There is relationship between interpersonal skills& life expectancy among the students.

Table 2: Pearson correlation coefficient between interpersonal skills& LE

		LE	Interpersonal skill
Intrapersonal skills	Pearson correlation	1	0.330**
	Sig. level		0.001
	Number		107
		107	

The statistical estimations derived results imply the existence of correlation between interpersonal skills& LE variables (r±0.330).Given that Sig. level has been estimated 0.001& it is smaller than α=0.05,thus the estimated relationship is meaningful. Therefore, with confidence level 95%, a positive meaningful relationship between interpersonal skills& life expectancy is verified.

3rd Hypothesis (H3): There is relationship between compatibility skill & life expectancy among the students.

Table 3: Pearson correlation coefficient between compatibility skill & LE

		LE	Compatibility
Compatibility	Pearson correlation	1	0.329**
	Sig.level		0.001
	Number		107
		107	

Research Article

The results of the statistical estimations suggest that there is correlation between the variables as compatibility skill & LE (r±0.329).With respect to the estimated Sig.level 0.001& smaller than α=0.05, the estimated relationship is meaningful. Then with confidence level 95%, a positive meaningful relationship between compatibility& life expectancy is proved.

4th Hypothesis (H4): There is relationship between controlling stress & life expectancy among the students.

Table 4: Pearson correlation coefficient between controlling stress& LE

		LE	Controlling stress
Controlling stress	Pearson correlation	1	0.313**
	Sig.level		0.001
	Number		107
		107	

The results of the statistical estimations demonstrate the existence of correlation between the variables as stress control & LE (r±0.329).Regarding the calculated Sig.level 0.001 which is smaller than α=0.05, the estimated relationship is meaningful. Therefore, with confidence level 95%, there is a positive meaningful relationship between compatibility & life expectancy.

5th Hypothesis (H5): There is relationship between general mood& life expectancy among the students.

Table 5: Pearson correlation coefficient between general mood & LE

		LE	General mood
General mood	Pearson correlation	1	0.313**
	Sig.level		0.001
	Number		107
		107	

The statistical estimations results display the correlation between general mood & LE variables (r±0.329).Considering the estimated Sig.level 0.001 that is smaller than α=0.05, then the estimated relationship is meaningful. Thus, with confidence level 95%, the positive meaningful relationship between general mood& life expectancy is approved.

6th Hypothesis (H6): There is relationship between emotional intelligence & life expectancy among the students.

Table 6: Pearson correlation coefficient between EI & LE

		LE	Emotional intelligence
Emotional intelligence	Pearson correlation	1	0.385**
	Sig.level		0.000
	Number		107
		107	

The results of the statistical estimations demonstrate the existence of correlation between the variables as EI & LE (r±0.385).Regarding the calculated Sig.level 0.001 which is smaller than α=0.05, thus the estimated relationship is meaningful. Therefore, with confidence level 95%, there is a positive meaningful relationship between emotional intelligence& life expectancy.

7th Hypothesis (H7): Emotional intelligence has the potential to predict life expectancy.

Table 7: Regression determination coefficient

Model	R	Determination coefficient	Adjusted determination coefficient	Estimation standard error
1	0.385	0.148	0.14	0.68185

Research Article

The adjusted determination coefficient displays that EI variable is capable to predict life expectancy associated variable change.

Table 8: ANOVA Test

Model	Squares sum	Freedom degree	Mean squares	F-statistics	Sig. level
1 Regression			8.504	18.291	0.000
Residual Sum	8.504	1	0.465		
	48.816	105			
	57.320	106			

In variance analysis table, regression item is to analyze the certainty of linear relationship between the variables. Since Sig. level has been estimated 0.000 & it is less than 0.05 denoting that there is a regressive linear relationship between emotional intelligence & life expectancy variables.

Table 9: Regression test

Sig.level	T	Standardized Coefficient Beta	Non Coefficient S.D Error	-Standardized B	Model
0.286	1.07	0.385	0.635	0.608	constant
0.000	4.277		0.185	0.792	

Due to EI& LE scores distribution being normal and with confidence level 95% and Sig=0.000, a meaningful correlative relationship is observed between emotional intelligence & life expectancy. In the above table, the constant (0.680) can be excluded from the estimation regarding Sig. level (0.286) more than 0.05 and linear regression formula will be written as the following:

$\hat{Y} = 0.792\ x1$

Based on what has been claimed, EI scores with Beta coefficient 0.385 will be able to account for 14% of life expectancy. Therefore, null hypothesis (H0) is rejected and the study hypothesis is verified. That is, EI test scores can predict 14% of LE variations.

Discussion & Interpretation

The main goal the current research pursues is to define EI-LE relationship among the students of Medical Science University Martyrs & Disabled combatants Affairs Department, 7 hypotheses are set forth in this study: the Pearson correlation coefficient results demonstrate that there is a meaningful relationship between intrapersonal skill & life expectancy. Bar-On (1997) asserts that intrapersonal skill implies the person's capability to get aware of emotions & controlling them. The present research findings are compatible with those by Asadi (2003), Bar-On and Darker (2000), Sarrni *et al.,* (2000), Mayer *et al.,* (2000), Ciarrochi *et al.,* (2000) & Salovey *et al.,* (2000). Probably the individuals who focus on their feelings, perceive them & reconstruct their emotional states have higher life expectancy. Pearson correlation coefficient results demonstrated that there is a significant relationship between interpersonal skill & life expectancy. Golmann (2001) assumes that interpersonal skill refers to the individuals' potential to recognize others' feelings, interests & goals and act according to that recognition. This study derived results are consistent with the findings by Mayer (2000), Tirgari (2006) and Smith *et al.,* (2008).

Interpersonal skill is the person's ability to recognize others' emotions. This potential assists individuals to create relationship & interact effectively with the other ones.

Pearson correlation coefficient revealed that a significant relationship exists between the students' social compatibility & life expectancy. Golmann asserts that the people having this skill know exactly that their speech & action affects the other individuals& know that if their behavior's impact is negative, they have to change it. The findings of this survey are in line with those gained by Smith *et al.,* (2008), Bar-On and Darker (2000), Sarrni *et al.,* (2000), Mayer *et al.,* (2000), & Salovey *et al.,* (2000). The research by

Research Article

Ciarrochi *et al.,* (2000) showed that the ones affected by social adjustment are able to comply with the due stress & job nuisances and they shield themselves against negative &traumatic outcomes. The ones with higher adjustment will find more compatibility & conformity facing life stresses & consequently, have higher life expectancy. Correlation coefficient results suggest that there is a meaningful relationship between the students' stress control & life expectancy. Bar-On & Golmann assume that stress control skill is resistance against unfavorable events and stressful situations &resistance against impulse or impulse rejection.

The current research findings match with those by Smith *et al.,* (2008), Tirgari (2006), Bar -On and Darker (2000), Sarrni *et al.,* (2000), Mayer *et al.,* (2000), Salovey *et al.,* (2002). Ciarrochi *et al.,* (2001) reported that in line with these results, it is viable to claim that if the person is capable in controlling emotion, they can better take life challenges and emotional competencies play more effective role to recognize appropriate emotional responses facing daily events, broadening insight & creating positive attitude toward the events & emotions.

The results of correlation coefficient denote that a significant relationship exists between the students' general mood & life expectancy. From Bar-On's perspective, general mood refers to personal life satisfaction, enjoying self & others, happiness & optimism. These research findings are compatible with those by Mayer (2000), Tirgari (2006) & Smith *et al.,* (2008) and Khoshoee (2008).

The studies by Salovey *et al.,* (2000) indicated the meaningful relationship between the perceived EI & psychological & interpersonal performances. So that high emotional intelligence corresponds with higher interpersonal contentment & more well-adjusted coping styles. To explain these results, it can be reiterated that those with higher EI organize their life style in such a manner that they would experience fewer negative outcomes. Hence the individuals with more optimism & higher general mood enjoy higher life expectancy. The linear regression results & the estimated determination coefficient have implied that a linear relationship has been spotted between the variable emotional intelligence & life expectancy in the students affiliated to Martyrs& Disabled combatants Affairs Department& the adjusted determination coefficient shows that EI variable is capable to predict life expectancy dependent variable.

These results are consistent with those found by Beatriz *et al.,* (2014), Liu *et al.,* (2013), Ardahan (2012), Kong *et al.,* (2012), Smith *et al.,* (2008), Tirgari (2012), Ciarrochi *et al.,* (2000), Raghibi and Gharechahi (2013), Ahmadnejad *et al.,* (2012), Nadi *et al.,* (2011), Naderi *et al.,* (2010), Ehyakonande *et al.,* (2009) and Asadi (2003). In fact, emotional intelligence is a set of abilities helping the person to create an amicable & tolerant-oriented relationship with different people in their communication and it is the capability profoundly influencing their other capabilities; the people with higher EI have high compatibility with the people round them, high self-confidence & self-consciousness introduced as a reliable predictor for life expectancy in many studies including the present research and undoubtedly, possessing high emotional intelligence can pave the ground for life expectancy among the students of Martyr & Disabled Combatants Affairs department. Regarding the meaningful relationship between emotional intelligence & life expectancy, here it can be explained this way that probably when a person loses her/his father & following it, receives more support from the relatives, acquaintances& the other people and institutions, this support may make the person not feel that losing father means more problems & encumbrances and as a result, this matter can bring about life expectancy among the students.

Conclusion

The existing research aims to explain Mazandran Medical Science students' emotional intelligence& life expectancy relationship. Pearson correlation coefficient results indicate that there is a meaningful relationship between EI & LE of students affiliated to Martyrs & Disabled Combatants Affairs Department; also regression results have revealed that emotional intelligence can predict life expectancy among the students.

There have been some limitations in this research, too, including the point that given the subject being fresh & lacking background for specifically explaining EI & LE relationship among the students of Martyrs & Disabled Combatants Affairs Department, the researcher faced restriction in comparing & mentioning the prior studies' results. On the other hand, the research statistical community is Mazandran

Research Article

Medical Science University Martyrs & Disabled Combatants Affairs Department affiliated students and caution must be applied when generalizing; thus the would-be researchers are recommended to execute the identified dimensions and components among the other countrywide universities in order to obtain the relationship between these two variables.

REFERENCES
Adina Ignat Auror and Clipa Otilia (2012). Teachers' satisfaction with life, job satisfaction and their emotional intelligence. *Procedia - Social and Behavioral Sciences* **33** 498-502.

Ahmadnejad Mahmoud, Hassani Mohammad, Sepehrian Azar and Shojaee Khebay (2013). Analyzing relationship between EI & work life quality& professional adjustment of Sardasht primary schools chartered teachers & tuition-paid instructors. *Planning Research Journal,* period 9 (32) 123-136.

Arce E, Simmons AW, Stein MB, Winkielman P, Hitchcock C and Paulus MP (2008). Association between individual differences in self– reported emotional resilience and the affective perception of neutral faces. *Journal of Affective Disorders* **2**(4) 120-131.

Ardahan Faik (2012). Life Satisfaction and Emotional Intelligence of Participants/Nonparticipants in Outdoor Sports: Turkey case study. *Procedia - Social and Behavioral Sciences* **62** 4-11.

Asadi Javanshir (2003). Analyzing Iran Khodro staff EI, work exhaustion & mental health relationship. M.A thesis of Allame Tabatabaee University.

Bar-on R (1997). *The Emotional Quotient Inventory (EQ-I): A Measure of Emotional Intelligence*. Toronto, Canada: multi – health system.

Bar-on R and Darker DA (2000). The hand book of Emotional intelligence: theory Development, Assessment and application at home, School and work Place. Sanfran Cisco.

Bar-on R and Parker DA (2000). *The Handbook of Emotional Intelligence,* first edition (Jossy-Bass Books) San Francisco.

Beatriz Montes, Berges José and María Augusto Landa (2014). Emotional Intelligence and Affective Intensity as Life Satisfaction and Psychological Well-Being Predictors on Nursing Professionals. *Journal of Professional Nursing* **30**(1) 80-88.

Carr A (2004). *Positive Psychology* (Rutledge) London.

Ciarrochi JP, Deans F and Anderson S (2000). Emotional Intelligence Moderates the relationship between stress and mental health. *Journal of Personality and Individual Differences* **32** 197-209.

Golmann Danial (2005). *Emotional Intelligence,* translated by Hamid Reza Balouchi (Jeyhoun) Tehran.

Golparvar Mohsen and Khaksart Parvin (2008). Relationship between EI & job performance of Esfahan industrial factories' employees. *Behavior Scholar Journal,* Shahed University, 17th Y (40).

Khoshoee Mahdie Sadat (2008). University students EI & humor relationship. Educational & psychological studies of Mashhad Ferdowsi University, Period 9 (2) 95-111.

Kong Feng, Zhao Jingjing and You Xuqun (2012). Emotional intelligence and life satisfaction in Chinese university students: The mediating role of self-esteem and social support. *Personality and Individual Differences* **53**(8) 1039-1043.

Liu Ya, Wang Zhenhong and Lü Wei (2013). Resilience and affect balance as mediators between trait emotional intelligence and life satisfaction. *Personality and Individual Differences* **54**(7) 850-855.

Mayer JD, Carusor DR and Salovery P (2000). *Emotional Intelligence Meets Traditional Standards for Intelligence* **27** 267-298.

Mayer John (2004). *Daily Life Emotional Intelligence,* translated by Ali Moayeri (Neveshte Publication) Esfahan.

Research Article

Naderi Farah Hossieni and Seyyede Mones (2010). Relation between life expectancy & psychological tenacity of Kachsaran Islamic Azad university girl & boy students. *Women Psychology Journal,* Period 1 (2) 123-141.

Nadi Mohammad Ali and Sajadian Ilnaz (2011). Analyzing Esfahan University& Khorasgan Islamic Azad university students' spiritual meaning & spiritual well-being, mental happiness, life satisfaction, psychological realization, hope for future & purposeful life relationships. *Toloo Health Journal,* Period 10 (3-4) 54-68.

Oroghi Moafagh Leila (2004). Predicting emotional intelligence variations based on personality traits of Tehran universities students. M.A thesis, Tarbiate Moalem University.

Raghibi Mahvash and Gharechahi Maryam (2013). Investigating relationship between EI & spiritual intelligence among women & men on the verge of divorce & compatible. *Woman & Society Research Scientific Journal,* 4th Y (1) 14-123.

Reeve J (2005). *Understanding Motivation and Emotion* (Wiley) New York.

Reeve Marshal (2009). *Motivation & Emotion,* translated by Yahya Seyyed Mohammadi (Viran Publication) Sharifi, Aghayar (2006) Tehran.

Riahi Farsani Leila, Farokhi Ahmad, Farahani Abolfazl and Shamsipour Parvane (2013). *Effect of Educating Emotional Intelligence on Athletic Adolescents' Psychological Skills* (Growth & Exercises learning publication), Period 5 (4).

Salovey P and Mayer JD (1990). Emotional intelligence, imagination. *Cognition and Personality* **9** 211-185.

Salovey P and Mayer JD (1990). Emotional intelligence, imagination. *Cognition and Personality and Individual Differences*.

Salovey P *et al.,* (2000). Perceived Emotional Intelligence, Stress Reactivity and Symptom Reports. *Psychology and Health* **17**(5).

Santrock John (2007). *Life Expectancy's Topical Approach to: Life Span Development* (The Mc Graw-Hill Companies, Inc.) New York 128-132.

Sarrni D All (2000). *Emotional intelligence in the Prediction of Placement Success in the company Business incentives*. Toronto, Canada: Multi –Health Systems.

Sharifi Aghayar (2006). *EI Application* (Sepahan Publication) Esfahan.

Smith L, Ciarrochi J and Heaven PCL (2008). The stability and changeof trait emotional intelligence, conflict communication patterns, and relationship satisfaction: A one-year longitudinal study. *Personality and Individual Differences* **45** 738–743.

Tirgari A, Asgharnezhad Fraid AA, Bayanzadeh SA and Abedin AR (2006). A comparison between emotional intelligence and marital satisfaction and their structural relation among discordant and well-adjusted couples in Sari, Iran. *The Journal of Mazandran University of Medical Sciences* **16**(55) 78-86.