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THE CORRELATION BETWEEN THE EMOTIONAL INTELLIGENCE WITH SOCIAL COMPETENCE IN FEMALE STUDENTS AT HIGH SCHOOLS OF DAMAVAND CITY

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ABSTRACT

In this study, the relationship between emotional intelligence and social competence of high school girls in the city of Damavand were studied. The study sample consists of all students in Damavand city high school girls who were 2014-2015 years old. The sample size was 210 people from the community, which was selected by multistage random cluster sampling. To measure emotional intelligence, social competence and social competence in order time scale of emotional intelligence was used Felner and colleagues. This descriptive correlational in order to analyze the data collected in addition to descriptive statistics, correlation and regression were used illation statistics. The results of stepwise regression analysis showed that the components of interpersonal skills, adaptability, stress management, public and creating a significant level ($\alpha = 0/05$), with each 97.8 percent, to explain the changes in social competence. And there is a significant relationship between emotional intelligence and social competence girls.

Keywords: *Emotional Intelligence, Social Competence*

INTRODUCTION

Emotional intelligence is the most successful strategy to control their emotions, calm and patience provided that in the light of consciousness is achieved (Chernis, 2010). It should be noted that Stenberg (quoted from Golman 1999), Emotional Intelligence defines a set of skills that have nothing to do with the ability of education and training. A Psychologist as Goleman (2000, translated by Baluch), during the research concluded that cognitive intelligence at best only 20% of your success will depend on other factors and 80% And the fate of people in many situations in which those skills are emotional intelligence (Bakhtiari, 2008). Emotional intelligence can be enough, especially social relationships and social interactions (like helping people, indulging productivity at work, sense of humor, work and social skills based activities, etc.) influence (Parandin, 2006). Yezh and Martin (2006) examine the relationship between social competence and emotional intelligence have been approved and positive relationship between the two, as well as the Lopez and partners (2004) a positive relationship between emotional intelligence and social interaction is undeniable, Internal studies have confirmed the positive effects of emotional intelligence on social competence, such as Tarkashvand (2005) believes that it is possible to group counseling, emotional self-awareness and social consciousness increased Angina and colleagues (2008) showed Social-emotional skills training program on the main components of emotional intelligence of students Therefore we can say that the positive effects of a stronger social skills and competence, his emotional intelligence increases. Farqadany (2004), based on the study to examine the relationship between emotional intelligence and social adjustment found that there is a significant relationship between these two components. But one of the important areas that should be emotional intelligence, social competence is assessed and requires much attention is education. This study intends to finally answer the question of the overall relationship between emotional intelligence and social competence in Damavand city high school girls what is the relationship?

MATERIALS AND METHODS

This study is a descriptive study. The study population consisted of all secondary school students in years 2014-2015 in the city of Damavand, which high schools at least 210 people were selected according to the

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type of research and multi-stage random sampling method were used. Tools for measuring emotional intelligence questionnaire "the Bar- on" (1997) and four-dimensional scale model of social competence Felner and partners (1990). Kronbach's alpha coefficient was used to estimate the reliability of questionnaires, Kronbach's alpha coefficients were calculated respectively 99% and 88%. Their validity by supervisors and three faculty groups were approved.

RESULTS AND DISCUSSION

Results

First Question:

What is the relationship between 2nd high school girls emotional intelligence and social competence of Damavand city?

Table 1: The correlation matrix relationship between emotional intelligence and social competence

	The correlation matrix	Social competence
Emotional Intelligence	R	0.862
	Sig.	0.000
	N	210

The correlation coefficient at (0.05) is significant.

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

This means that with an increase in emotional intelligence, social competence increases and by reducing the social competence will be reduced. To investigate the percentage of the variance in social competence, emotional intelligence to predict regression analysis was used.

Table 2: Summary regression models emotional intelligence and social competence

Variable	Index	R	R ²	The standard error of estimate
Social competence	Amount	0.862	0.743	4.425

Table 3: F test

Variable	Test	Total squares	Degrees of freedom	Mean square	F	Sig.
Social competence	Regression	11776.022	1		601.163	0.000
	Total	40.74.459	208	11776.022		
	Remaining	15850.481	209	19.589		

Table 4: Results of regression analyzes of emotional intelligence and social competence

Variable	Model	Non-standard factor Beta	Standard error	Beta coefficient	T	Sig.
Social competence	Constant	105.615	1.388		76.067	0.000
	Emotional Intelligence	0.112	0.005	0.862	24.519	0.000

Results of regression analysis showed a significant level of emotional intelligence ($\alpha = 0/05$), 74.3 per cent to explain the changes in social competence stems. Beta value indicates the unit change in social competence, emotional intelligence at a rate of 0.862 Is Change.

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Second Question:

What is the relationship between Social competence and Interpersonal skills of 2nd high school girls of Damavand city?

Table 5: The correlation matrix between interpersonal skills and social competence

The correlation matrix		Social competence
Interpersonal skills	R	0.832
	Sig.	0.000
	N	210

The correlation coefficient at (0.05) is significant

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is significant and this means that the interpersonal skills and social competence are related and this relationship is positive and direct. This means that with an increase in interpersonal skills, social competence increases and by reducing the social competence will be reduced.

Third Question:

What is the relationship between Social competence and Interpersonal skills of 2nd high school girls of Damavand city?

Table 6: The correlation matrix between interpersonal skills and social competence

The correlation matrix		Social competence
Interpersonal skills	R	0.739
	Sig.	0.000
	N	210

The correlation coefficient at (05/0) is significant

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) is meaningful and the interpersonal skills and social competence. This means that there is a direct and positive relationship. This means that with an increase in interpersonal skills, social competence increases and by reducing the social competence is also reduced.

Fourth Question:

What is the relationship between Social competence and Compatibility of 2nd high school girls of Damavand city?

Table 7: The correlation matrix between adaptation and social competence

The correlation matrix		Social competence
Compatibility	R	0.815
	Sig.	0.000
	N	210

The results show that the value of R in the Pearson correlation coefficient ($\alpha = 0/05$) significantly between adaptation and social competence, which means that there is a direct and positive relationship. This means that with increased compatibility, increased social competence, and by reducing the social competence will be reduced.

The Fifth Question:

What is the relationship between Social competence and Stress management of 2nd high school girls of Damavand city?

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Table 8: The correlation matrix between stress management and social competence

	The correlation matrix	Social competence
Stress management	R	0.775
	Sig.	0.000
	N	210

The correlation coefficient at (05/0) is significant

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

Sixth Question:

What is the relationship between Social competence and General behavior of 2nd high school girls of Damavand city?

Table 9: The correlation matrix between the public mood and social competence

	The correlation matrix	Social competence
General behavior	R	0.716
	Sig.	0.000
	N	210

The correlation coefficient at (05/0) is significant

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

To investigate the components of emotional intelligence to predict what percentage of the variance in social competence stepwise regression analysis was used.

Table 10: Summary regression model components of emotional intelligence and social competence

Variable	Index	R	R ²	The standard error of estimate
Social competence	amount	0.832	0.693	4.839
	amount	0.976	0.954	1.886
	amount	0.987	0.975	1.394
	amount	0.989	0.978	1.317

Table 11: F test

Variable	Test	Total squares	Degrees of freedom	Mean square	F	Sig.
Social competence	Total	10.978.611	1			
	Regression	4871.870	208	10.978.611		
	Remaining	151850.481	209	23.442	468.722	0.000
	Total	15113.779	2			
	Regression	736.702	207	7556.890	2123.351	
	Remaining	151850.481	209	3.559		0.000
	Total	15449.871	3	5149.957		
	Regression	400.610	206	1.945	2648.187	0.000
	Remaining	151850.481	209			
	Total	1070.735	4	3873.677		
Regression	2394.265	205	1.735	2232.051		
Remaining	151850.481	209			0.000	

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Table 12: Results of regression analyzes components of emotional intelligence and social competence

Variable	Step	Model	Non-standard factor		Beta coefficient	T	Sig.
			Beta	Standard error			
Social competence	1	Constant	99.879	1.830		54.591	0.000
		Interpersonal skills	0.418	0.19	0.832	21.650	0.000
	2	Constant	97.400	0.717		135.869	0.000
		Interpersonal skills	0.299	0.008	0.594	35.935	0.000
	3	Compatibility	0.311	0.009	0.564	34.087	0.000
		Constant	95.028		0.685	169.753	0.000
		Interpersonal skills	0.344	0.560	0.817	48.802	0.000
		Compatibility	0.452	0.007	-0.337	35.770	0.000
		Stress management	-0.216	0.013		-13.146	
		Constant	90.386		0.654	85.655	0.000
	4	Interpersonal skills	0.329	1.055	0.893	44.810	0.000
		Compatibility	0.493	0.007	-0.529	34.053	0.000
		Stress management	-0.339	0.014	0.162	-11.777	0.000
		General People	0.248	0.029		5.083	
				0.049			

To examine the components of emotional intelligence explain a few percent of the variance in social competence, the multivariate regression is used as one of the advanced models, multiple regression, stepwise. This method is used to analyze questions. The results of stepwise regression analysis showed that the components of interpersonal skills, adaptability, stress management, public and creating a significant level ($\alpha = 0/05$), with each 97.8 percent to explain the changes in social competence.

Discussion

The real question " what is the relation between emotional intelligence and social competence of high school girls the city of Damavand?". The result of Pearson correlation test for the hypothesis that emotional intelligence is a significant amount of $a=0.005$ girls associated with social competence. Social skills component or set of relations meant to manage the emotions of others the adequacy and social skills, including strengthening the ability of others by providing feedback, guidance, motivation and persuasion of others, resolving disagreements and desire to work group and collaboration with others can lead to increased happiness. the present result is linked with Rajabi and Shir alipoor (2009).

1st Sub-question: What is the relationship between Social competence and Interpersonal skills of 2nd high school girls of Damavand city? Pearson correlation test result was significant for the theory and interpersonal skills by $a=0.05$ girls associated with social competence. The findings of this study are consistent with the results of Elias (1997).

2nd Sub-question: What is the relationship between Social competence and Interpersonal skills of 2nd high school girls of Damavand city? Pearson correlation test result was significant for the theory and interpersonal skills by $a=0.05$ girls associated with social competence. The components of interpersonal skills such as empathy, emotions and states let the person know that the other has not experienced. The results of the study findings are consistent with Soltani (2004).

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3rd Sub-question: What is the relationship between Social competence and Compatibility of 2nd high school girls of Damavand city? Pearson correlation was significant for the hypothesis test results and compatibility with the $\alpha=0.05$ girls associated with social competence. The findings of this study with the results Karimi (2005) is consistent.

4th Sub-question: What is the relationship between Social competence and Stress management of 2nd high school girls of Damavand city? Pearson correlation test result was significant for the hypothesis and stress management by $\alpha=0.05$ girls associated with social competence. The findings of this research is consistent with Kessel (2003) and Zins and partners (2001).

5th Sub-question: What is the relationship between Social competence and general behavior of 2nd high school girls of Damavand city? Pearson correlation test result was significant for the hypothesis and the general mood in $\alpha=0.05$ girls associated with social competence.

The findings of this study are consistent with the results of Rhino (2008).

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