

Demographic variables effect on Emotional Intelligence Axis

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Abstract: This study aims to analyze demographic features on Emotional Intelligence (EI) and its Axis. The research method is causal – comparative. The statistical community is all married students in Mazandaran University that through multi-phase cluster sampling, 217 individuals have been chosen 108 out of whom were female and 109 were male. Study instrument included inventory Bar-on (1997) used to assess E1 level, also personal identification form was used to get demographic characteristics. To analyze the variables relation and effect, T and F statistical test has been applied. The study results indicated that men's E1 level is higher than women, this difference is statistically meaningful. Also, the results showed that age, education level and father's education level have effect on subject's E1 but mother's education level has no impact on E1. Besides, birth order has no effect on their E1.

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Introduction

The role of emotions in living things behavior, particularly man is highly important, so that man life would be meaningless without it. When a person feels a strong emotion, he is inclined to do a task with all efforts. About some emotions, this answer is clear. For instance, fear warns us to avoid danger. Anger leads us to attack an invader. Hatred tells us to avoid something that may make us sick. About this, Watt son (1945) defines " emotion as reaction inherited scheme that guarantees deep changes in physical mechanism in general and in internal and glandular system in particular" (Plutchik, 1995 quoted Ramzanade, 1997, p. 202).

The first ethical rules and statements such as; " Rules, Jews 10 Amendments, Emperor Decrees have been viewed as efforts to control, to subjugate and too tame emotional life." (Goleman, 1995 quoted pars, 2005, p.27). In reciprocal relations, paying attention to emotion and behaviors resulting from it is highly important. In other words, to continue every human relationship depends on focusing on and appropriately reacting to emotions and affections. Emotions can be divided in to various classes; e .g, fear anger, rage, dread, fright. Suffering, anxiety, jealousy, shame, hastiness, hatred, sorrow, nostalgia and depression are negative emotions ; yet positive ones can be added to this list; love, happiness, joy, rapture, hilarity, pleasure

and satisfaction. It's obvious that we can expand this list to the extent that our thought and dominance on words allow." (Murray, 1964, quoted Baraheni, 1993, p.104).

None of our performances is protected against emotional expressions penetration. Salovey, Meyer and Caruso (2000) consider emotion as a conscious affective state expressed in the form of happiness, sadness, fear, hatred and dislike and distinguish it from cognitive and intentional state. About the role of emotions, this is sufficient to know that all behaviors rely on emotion. Man behaviors aim to identify his/her emotional reactions. Emotions transfer our feelings to others, adjust the way we interact with the other ones and recall us to have social interaction and facilitate it (Ezard, 1989, Ested. 1991, Hadit, 1992 quoted salehi and Vakili, 2009, p.26).

Emotions continue their evolution in social interactions and gradually pave the ground for emotional intelligence appearance. This is the same phenomenon influencing the transformation of all man life fundamentals. Over two thousand years ago, Plato said: " all learning has an emotional and affective foundation". Plato has a statement that since that time on many scientists, researchers and philosophers have been doing lots of studies to prove or reject the role of feelings in learning. The primary actions of psychologists in intelligence field have been to focus

on cognitive aspects like memory and problem solving. In studying intelligence, mainly adaptive and appropriate application of cognitive components have been focused on (Piaget 1950, Wechsler. D 1958, quoted Chan, 2004).

With the advent of 20th century, many psychologists started discussing about man nature. They assisted political science scientists in order to know why individuals vote in a special way and aeronautics engineers to realize how to compensate human weaknesses in plane cabin, to present information and helped computer scientists to get aware of how people think. The most relevant point is that they tried to tell psychotherapists and the other ones how people feel and what these feelings mean (Ciarrochi et al., 2003 quoted Najafizand, 2007).

In 1995, Daniell Goleman defined emotional intelligence as being aware of a one's affections, managing affections, motivating self, identifying other people's affections and adjusting the relationships with others (Karimzadeh, Salsabili, 2008). Regarding emotional intelligence features, it has been stated that : this is the capability to distinguish our affections and those of others and to use it to create motivation for ourselves and the other ones and to have the potential to manage our affections appropriately inside and to be in contact with other people, in short, to know ourselves and other ones and to control others (Zamani, 2009).

In interactions with others, we send our affective messages and these messages affect them. The higher our social skills in this field, the better we control our sent messages. Most of those who study to improve human relationships try to make society individuals familiar with the necessity of relational skills and make them dominate their behavior. To maintain society affective health care means to get assured no affective agitation will disturb social contacts peace. It's an individual affective intelligence responsibility to control this exchange of feelings and affections. "Attractive" and "beloved" individuals are those we like to be with because their affective skills make us fresh and cheerful (Goleman, 1995 quoted Balouch 2001, p.181).

According to Bac perspective (1984), human beings have two synchronous systems activating and regulating emotion: one is innate, self-Motivated and physiologic reacting to emotional stimulants unintentionally. Also its experience-based cognitive system reacting in a social and interpretive manner (Marchal Reo quoted seyed Mohammadi, 2010, p. 322).

Human being's child is born without any kind of cogitation. In each contact (through non-voluntary), he keeps with the surrounding phenomena, he adds to his knowledge gradually. Interaction with the world

outside, especially communicating with family is the preliminary step to acquire new knowledge. In Meyer view, part of this capacity is instinctive, while we learn the other part of through life experiences. The last part can be created by efforts, exercise and reciprocal experiences. Regarding this, Salovey stated: E1 refers to a series of skills and capabilities that can be both trained and learned so that a person can be educated better emotionally (Akbar zade, 2003, p. 39).

This is totally natural that as we get older, our experiences and skills increase. Akas and Porter (2003) has concluded based on his studies that high age group enjoys higher E1 level compared with low age group. People like Goleman(1995), Schutte et al., (1998), and Ciarrochi et al., (2003) also believe that emotional and social capabilities and competencies are acquired and learned.

Besides, Goleman (1995) believes that the studies performed in this field show that the ability to interact with others in an appropriate and fruitful manner is highly important throughout life. In this case, it has been said that the children having undesirable relations with their peers will probably run into many problems such as psychological disorders, being fired from army in adulthood (Kavan et al, 1973, Raf .1970, Raf et al, 1973 quoted Avadis yanc and Nickhou, 1997). A significant part of the related emotions and reactions is learned through social and personal lifetime.

Every emotion is a state consciousness felt in the form of an integrated reaction of all living things. Macda Arnold, (1960) stated emotion can emerge as a shaped physical reaction out of destruction, reproduction, attraction, orientation, defense, repulsion or exploration states or a combination of these affections emerging by an stimulant (plutchik, 1995, quoted Ramzanzade, 1997). Based on this, it seems that none of our performances is protected against penetrating emotional expressions. Salovey, Meyer and Caruso (2000) view emotion as a conscious affective state expressed in the form of happiness, sadness, fear, hatred and dislike and distinguishes it from cognitive and voluntary state.

Nilz et al., (2009) have increased the E1 of a group of students through a 3-phase program. It's possible to teach skills through many tasks and develop the capabilities which are part of E1. Psychotherapy, consulting, instructing and preparing are methods to increase E1 skills (Meyer and Salovey, 2002), about this, it has been reported that training emotional self-awareness brings about variations in overall E1 score and also in all E1 sub-scales. These variations have been reported meaningful in the overall score and emotional self-awareness, decisiveness, unanimity, problem solving,

interpersonal relations and shock control (Hosseini, 2006).

The research by Beirami et al, (2009) revealed that in overall mean, EI is in line with these findings, but they got a different result in terms of social awareness. Their analysis on the university students indicated that women score mean in social awareness (consciousness) variable is higher than men score mean of the same variable. Men score mean in EI variables (in general state), self-motivation, self-awareness, self-control and social skill has been reported higher than women score mean in these variables.

Of the other variable that seems influential in EI is education level. The studies by Maya (2001), Goleman (1995) and Beirami et al. (2009) indicated that education has impact on EI. They have analyzed multi-regression results about predicting EI based on demographic variables (age, gender, education level, major, ethnicity, the number of family members, birth order, employment, being married, average and housing condition).

Their finding showed that 11% of EI variable is accounted by these variables. Training emotional self-awareness also brings about variations in overall EI score and in all EI sub-measures (scales) so that these variations have been reported meaningful in overall score and emotional self. Awareness decisiveness, unanimity, problem solving, inter personal relations and control sub measures (- scales) (Hosseini, 2006).

In the research by zare (2001) in this field, it has been revealed that in the overall score of EI, there is no meaningful difference between the two genders but in the sub-measures of emotional self-awareness, unanimity, intrapersonal relation and social conscientious, there is a mean angle difference at 0.01% and in girl's interest. Also, in the sub measures of decisiveness, self-esteem, autonomy, flexibility, nervous pressure tolerance, optimism, we observed boys' higher status at meaningful level of 0.10%. However, in the sub measures (-scales) of self-prosperity, truth testing, control and success, there is no meaningful difference (Yar Mohammadyan and kamali, 2001).

The findings of most experts emphasize this issue that there is a close relation between emotional

intelligence and educational attainment variables in various age periods and among girls and boys so that as one variable increases or decreases, some changes happen in another variable (Salovey, et al., 2001). It seems the relation between EI and education level is a reciprocal case. This means that education level has effect on EI level and promotes it, based on this EI can also be influential in educational attainment.

Researchers such as Saraph (2008) have demonstrated the effect EI has on career and educational success. He pointed out that in many cases and in doing some career and educational tasks, the role of EI is even higher than cognitive intelligence. The significance of the above discussion caused that today EI be under focus as much as analytical and cognitive intelligence and this way, it is effective in predicting individual's career and educational success. The findings of Maya (2001) and Goleman (1995) in this case indicated that EI is even more than analytical intelligence predicting attainment at school, work and family environment.

Methodology: With respect to the study subject, goals and hypotheses nature, the appropriate method for this research is causal-comparative. The study statistical community includes all Mazandaran University students study sample volume includes 217 individuals out of married students who have been married for at least 3 years and studying at this university for this long selected by multiphase cluster sampling method.

Data Collecting Tools: In this research, to measure the basic study variable that is, student's emotional intelligence level, Bar-On emotional intelligence scale (1997) has been used. Also, to achieve the subject's personality traits, personal identification form has been applied.

Data Analysis: In order to describe study demographic features, descriptive statistics (Frequency, % and mean) have been used. To analyze the variables effect on each other and group's difference, T-test has been utilized and to compare the variables effect on each other, F (ANOVA) - way variance analysis has been used. To do the above statistical tests, SPSS(20) software has been applied.

Findings:

Table 1: Gender impact on EI

Variable \ INDEX	Gender		Statistical Test
	Female	Male	
	($\mu \pm SD$)	($\mu \pm SD$)	
Emotional Intelligence	322.44 \pm 35.81	341.43 \pm 35.22	t= -3.939 d.f= 215 P-value= 0.000 CI= -28.50- -9.49

The above table's data shows that gender has effect on E1 level. That means E1 in male subjects is higher than that of female ones and this difference is statistically meaningful ($p < 0.001$).

Table 2: Education level impact on E1

INDEX Variable	Degree			Statistical Test
	Bachelors ($\mu \pm SD$)	Masters ($\mu \pm SD$)	Ph.D ($\mu \pm SD$)	
Emotional Intelligence	323.00 \pm 36.73	339.19 \pm 35.45	356.52 \pm 22.81	F=13.79 P-value=0.000

The above table's data indicates that education level has effect on E1 and as education level increases, the above variables level builds up ($p < 0.001$).

Table 3: Age effect on E1 Axis

INDEX Variable	Age Groups ($\mu \pm SD$)					Statistical Test
	18 – 22	23 – 27	28 – 32	33 – 37	≥ 38	
Interpersonal	108.77 \pm 12.8	108.11 \pm 15.21	111.6 \pm 12.14	119.75 \pm 12.74	114.57 \pm 11.41	F=3.889 P-value=0.005
Interpersonal	74.97 \pm 6.48	74.98 \pm 6.32	74.60 \pm 6.74	78.25 \pm 4.60	76.83 \pm 6.09	F=1.655 P-value=0.16
Adjustment	62.67 \pm 8.62	58.61 \pm 7.81	65.34 \pm 7.52	67.62 \pm 11.55	67.85 \pm 6.78	F=10.532 P-value=0.000
Stress Management	36.76 \pm 9.54	34.82 \pm 7.55	38.73 \pm 7.84	41.25 \pm 10.82	41.00 \pm 7.40	F=4.636 P-value=0.001
General mood	46.68 \pm 6.66	46.62 \pm 8.36	48.73 \pm 3.94	47.50 \pm 5.56	50.26 \pm 4.95	F=2.811 P-value=0.026

The above table's data implies that age groups (brackets) have effect on E1 Axis 1,3,4,5. This difference is statistically meaningful ($p < 0.001$). However, age has no impact on axis 2. Also, findings show that age is influential in general E1, this difference is statistically significant ($p < 0.001$).

Table 4: Parent's Education level effect on E1

INDEX Variable	Parent	Degree		Statistical Test Upper
		Under Diploma ($\mu \pm SD$)	Upper Diploma ($\mu \pm SD$)	
Emotional Intelligence	Father	337.27 \pm 36.30	325.05 \pm 36.22	t= 2.485 d.f= 215 P-value= 0.015 CI= 2.42-22.01
	Mother	333.85 \pm 37.46	327.07 \pm 34.41	t= 1.220 d.f= 215 P-value= 0.224 CI= -4.17-17.75

The above table's data manifests that E1 in the students whose fathers have different educational level varies, that is, the E1 degree in subjects whose fathers have higher education is higher and this is statistically significant ($p < 0.05$). Plus, the above data displays that mother's educational level has no impact on students E1 degree. This is not meaningful statistically speaking ($p > 0.05$).

Table 5: Birth order's effect on E1 Axis

INDEX Variable	Birth order				Statistical Test
	First ($\mu \pm SD$)	Second ($\mu \pm SD$)	3rd to Prior to last ($\mu \pm SD$)	Last ($\mu \pm SD$)	
Interpersonal	111.32 \pm 13.04	109.83 \pm 13.54	111.36 \pm 11.07	111.04 \pm 16.10	F=0.115 P-value=0.951
Inter personal	74.90 \pm 5.33	77.51 \pm 6.18	76.05 \pm 5.97	74.75 \pm 7.38	F=1.878 P-value=0.134
Adjustment	63.35 \pm 8.22	62.78 \pm 8.66	64.36 \pm 7.71	62.70 \pm 10.50	F=0.396 P-value=0.756
Stress Management	38.34 \pm 8.16	38.48 \pm 9.42	38.25 \pm 8.79	36.06 \pm 8.90	F=0.996 P-value=0.395
General mood	46.75 \pm 5.89	48.32 \pm 6.44	48.89 \pm 6.05	47.44 \pm 8.01	F=1.145 P-value=0.332

The above table's data implies that birth order has no impact on E1 Axis. This difference is not meaningful statistically ($p > 0.05$).

Table 6: Educational major impact on E1 Axis

INDEX Variable	Faculty					Statistical Test
	Art and Architecture ($\mu \pm SD$)	Sports ($\mu \pm SD$)	Theology and law ($\mu \pm SD$)	Humanities ($\mu \pm SD$)	Basic Science ($\mu \pm SD$)	
Interpersonal	103.40 \pm 10.33	116.50 \pm 7.81	108.76 \pm 14.09	110.45 \pm 13.10	112.97 \pm 15.88	F=1.404 P-value=0.234
Inter personal	71.00 \pm 6.63	78.14 \pm 4.89	74.04 \pm 5.21	75.96 \pm 6.73	74.90 \pm 5.38	F=1.82 P-value=0.126
Adjustment	56.20 \pm 5.31	63.92 \pm 3.73	60.80 \pm 9.45	63.26 \pm 8.90	65.45 \pm 9.39	F=1.89 P-value=0.113
Stress Management	30.80 \pm 6.14	39.85 \pm 5.12	37.90 \pm 9.21	36.88 \pm 8.72	40.33 \pm 9.21	F=2.283 P-value=0.06
General mood	44.80 \pm 4.96	51.42 \pm 3.05	45.95 \pm 7.74	47.82 \pm 6.95	47.57 \pm 5.99	F=1.173 P-value=0.148

The above table's data shows that educational major has no influence on E1 Axis. This issue means that educational major has created no difference in subjects E1 Axis. This difference is not statistically significant ($p > 0.05$).

Discussion and concluding Remarks

The present study findings indicated that E1 is various age groups has been diverse and as age goes up, emotional intelligence rises and this is statistically meaningful. This finding is consistent with Bar-On study findings (2002), Brown and Moushavi (2005), Shagnessy and Parker (2005), and also Akreze and Porter (2003), Golman (1995), Chernic and Golman (1998), Schutte and et al., (1998), Ciarrochi and et al (2003). Besides, in this research we found among the subjects, there is no low E1. To explain this finding, it can be stated that emotional and social capabilities and competencies are acquired and learned. The study other findings

demonstrated that E1 in men is more than that of women and this difference is statistically meaningful. This finding is in line with the finding by Marani (2003), Beirami et al.(2009). The study by Beirami et al (2009) is consistent with these findings in E1 overall mean; however, they achieved various result in social-awareness axis.

Their analysis about the students displayed that women score mean in social-awareness variable is more than men in this variable, Men score mean in emotional intelligence (in general state), self-motivation, self-awareness, self-control and social skill variables reported higher than women score mean in these variables. Another finding of the study

revealed that subjects gender except E1 axis 2 (interpersonal intelligence) has had effect on other E1 Axis. Also, of the other noteworthy points in the study is that subject's age and education level and their parents' education level have had no impact on E1 axis 2. To explain these findings, it can be mentioned that this condition is somehow due to our society social-cultural areas about men and women. Besides this, educating methods and rules dominating it have effects on these variables, too.

Another finding of the study revealed that education level has impact on E1 that means E1 in the students with higher education level is higher and this difference is statistically significant. This finding is consistent with the studies by Maya (2001), Goleman (1995) and Beirami et al, (2009).

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