Comparison of the Relationship between Emotional Intelligence and Coping Strategies of Witted Female Students of Talented Schools and Normal Student of High Schools

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ABSTRACT

The aim of this study was to compare the relationship between emotional intelligence and the coping methods of female gifted and usual high school students of Khorramabad in the academic year of 2012-2013. A total of 200 students composed of 100 genius students of talented schools and 100 usual students in Khorramabad were selected by cluster sampling and they filled out emotional intelligence of Bar- On questionnaire and Lazarus and Folkman questionnaire. The data were analyzed through descriptive statistical methods (indices of central tendency and spreading) and interpretive statistics (Pearson correlation, T test, multiply variance Analyzing test, A Variance analyzing test). The results showed that there was a positive meaningful difference between emotional intelligence and coping methods of gifted genius and usual students. The difference between emotional intelligence and coping methods of students showed that it is necessary for teachers to consider these differences in the motional intelligencer teaching methods and relationship with the students.

KEYWORDS: Emotional Intelligence, Gifted Students, Coping Method

1. INTRODUCTION

All people have experienced emotions such as love, hate, hate, sadness, happiness, anger, fear and surprise. These are emotions that are very important in life and not only are effective in people's happiness but also affect memory health and force of intellect and perception, give meaning to the experience of them, interfere in judgment about persons and objects and have undeniable influence in decision-making and how the people work [1]. One's thoughts and knowing in determining what emotions are raised play an important role and after assessing the situation can causes to emotional reactions [2].

The underlying basis of emotion is physiological, involuntary and in fact reflective. While the cortical fundamentals of excitement, according to the emotional intelligence humanity nature have an interpretive, social and experienced structure. That is why when we think about our feelings and give its management and applications to the higher section we will be more successful. Emotional intelligence, including the capacity of a person to recognize reality, openness to experience, ability to solve emotional problems, ability to cope with stress and momentums [3]. Conversely, stress is pattern of negative emotional states and physiological reactions that occur in situations where a person feels his important goals are threatened and is not able to deal with the threatening factor [4]. Emotional intelligence founders, Peter Salovy and John Mayer have defined emotional intelligence as: "the ability to monitor the emotional intelligence own and others' feelings and emotions in order to distinguish them from each other and use this information to guide his thought and action" [5]. Some have known emotional intelligence and interpersonal intelligence (or others' understanding) equivalents in Gardner's theory [6]. Woolfolk [7] has explained theory of emotional intelligence in the form of four ability of understanding, integration, knowing and managing. The stressful events influences a person in terms of emotional, cognitive, and physiological, so the person uses the ways to deal with stressors, and reduces adverse effects of these factors with coping styles [1]. So those who cannot order the emotional intelligence emotional activity will be always involved in the internal conflict and this cause to decentralization when thinking and working and to reduce the emotional intelligence active energy and as a result leads to inability of them in problem solving and decision making [8]. Initial approaches to coping process distinguish three main styles: the problem - oriented coping style: its characterized aspect is the direct action to reduce stress or increase stress management skills, avoidance - oriented coping style: its main feature is to avoid to cope with stressor factor, and emotion - focused coping style: its characteristic is the cognitive strategies delay solving or elimination the stressor factor with a new name and meaning [9]. As mentioned emotional intelligence and coping style are two important factors in setting up the internal conflicts and focus on when thinking and work. The thrill is known as the first cause of creating the knowledge, decision and action that can an unreasonable role in solving and creating interpersonal and intrapersonal problems and experiences [1].

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In fact, the person's cognitive and behavioral efforts to overcome the stress, endurance, reduce or minimize its effects. From this view, identifying the role of emotional intelligence in individuals with normal and high intelligence and in the use of efficiency coping strategies can help to expand theoretical basis of the factors affecting in optimal compatibility and resolution of the problems. Much research has been done about emotional intelligence and other variables. There is a positive relationship between emotional intelligence and academic satisfaction [10]. Emotional intelligence is positively related to openness to experience, conscientiousness and compromising and versus has negative relationship with neuroticism [11]. There is a significant relationship between emotional intelligence spontaneity and coping skills with stress of students, [12]. Emotional intelligence is correlated with effective coping styles and can modify the relationship between the pressures of life and mental health and maintain psychological problems of people [13]. There is a significant relationship between emotional intelligence and academic achievement [14]. Research shows that emotional intelligence is one of the success factor of academic achievement [15-19]. Emotional intelligence is significantly a good predictor for creativity [20]. Students with higher emotional intelligence skills have better academic performance [21]. Using experimental methods can increase emotional intelligence of student [22]. Beliefs of high intelligence has significant positive impact on the performance of the individual [23]. Considering the importance of emotional intelligence and its relationship with coping style and its impact on academic achievement and coping styles with the problems of this study was to determine and compare emotional intelligence and its relationship with coping styles in gifted and normal students.

2. MATERIALS AND METHODS

People in this study consisted of 200 high school students in Khorramabad (100 witted students and 100 normal students) who were selected by multistage cluster sampling. By this method, 4 high schools were selected among normal high school of Khorramabad and among talented high schools 4 ones were randomly selected. Then among the normal high schools 4 classes and among the talented high schools 3 classes were randomly selected and all students were studied. Thus 7 classes of 5 high schools participated in the study.

The following instruments were used to collect data:

Emotional Intelligence Questionnaire:

For data collection of the study, emotional intelligence questionnaire of Bar - On with 117 items and 15 scales were used. By running the questionnaire a total score of emotional intelligence, 5 combined scale score and 15 subscales score is derived. Five its combined scale include: 1- interpersonal skills, 2- interpersonal skills, 3- adaptation, 4 - stress control or stress tolerance (resistance to adverse events and stressful situations) and impulse control, 5- general mods that consists of joy or happiness. Scores high than average in the emotional intelligence questionnaire indicates someone who has effective performance potentially in terms of behavioral, social and emotional. On the other hand, lower scores indicate the potential for success in life and the possibility of behavioral, emotional and social problems. These tool were implemented and normalized by Bar-On on 3831 participants from 6 countries (Argentina, Germany, Netherlands, Nigeria, India and South Africa), that 48.8 % and 51.2 % of them were male and women, respectively. The results showed that the test has high reliability and validity.

Coping strategies Questionnaire:

In this study, from a total of 66 questions of the questionnaire of ways to deal with stress by Lazarus and Folkman has also been used which has been published in 1984. The questionnaire is derived of a cognitive-phenomenological theory of stress and coping that includes stress, estimation and coping. Lazarus and Folkman state that ways of coping form basis of the questionnaire and also give the information about its development, guidelines for implementation, grading, as well as details of its psychometric properties. Answers to questions of the questionnaire is as 4 - choice (Likert scale).
(0 = I didn't use, 1 = I used somewhat, 2 = I used more often, 3 = I too used)

3. RESULTS

Data analysis were accomplished based on the research purposes and using descriptive and inferential statistical methods. To determine the statistical characteristics of groups based on variables collected by SPSS software, conventional methods of descriptive statistics as indicators of central tendency (dispersion) and inferential statistics (Pearson correlation, t - test for significance of correlation, multiple variable analysis test of variance, one sided One - Way ANOVA) were used. According to the results, in general, among the measures of emotional intelligence the most average for the gifted group was empathy but for the normal group was responsible for and lowest for both groups was in the control of impulsivity. Average of problem - oriented factor for the gifted group and normal group were 35.12 and 39.83, respectively, and average of emotion - focused factor for the gifted group and normal group were 36.31 and 37.64, respectively.

The first research hypothesis: there is a relationship between Emotional Intelligence and coping strategies and its factors. Pearson correlation analysis was used to test the hypothesis.

According to the result, the only scale remoteness had a significant relationship with emotional intelligence. (R = 0.259, P< 0.01) other scales and factors had not a significant relationship with emotional intelligence.

The second research hypothesis: there is a relationship between Emotional Intelligence and coping strategies and its factors in the gifted group. To test the hypothesis, Pearson correlation analysis was used (significant correlation at levels 0.05 and 0.01). According to the results of correlation, just the relationship between remoteness and emotional intelligence was significant. r = 0.153, P< 0.05.

The third research hypothesis: there is a relationship between emotional intelligence and coping strategies and its factors in the normal group (significant correlation at levels 0.05 and 0.01). The results of the Pearson correlation technique to test the hypothesis showed that in the normal group, there was not a significant relationship among none of the measures of coping strategies and emotional intelligence.

The fourth research hypothesis: there is a significant relationship between the fivefold factors of emotional intelligence and coping strategies in the gifted group (significant correlation at levels 0.05 and 0.01). The results obtained from the Pearson correlation coefficient to test this hypothesis, and according to the data obtained showed that there was significant correlation between remoteness and stress tolerance factor (r = 0.199, P <0.05) and general mood (r = 0.272, P< 0.01).

The fifth research hypothesis: there is a significant relationship between the fivefold factors of emotional intelligence and coping strategies in the normal group. Pearson correlation analysis was used to test the hypothesis. According to the data, there was a meaningful relationship between interpersonal skills and problem - oriented factor. (r = 0.198, P< 0.05)

The sixth research hypotheses: there is significant relationship between Emotional Intelligence scales and coping strategies measures in the gifted group of students. According to the data, remoteness and stress tolerance scale (P< 0.01; r = 0.312), remoteness and flexibility (P< 0.05; r = 0.235), responsibility and interpersonal relation scale (P< 1%; r = 0.257), planned problem solving and interpersonal (P< 0.05; r = 0.221), and the emotion - focused factor and self-esteem (P< 0.05; r= 0.214) were separately significantly correlated and there was no significant relationship among the rest of emotional intelligence scales and coping strategies.

The seventh research hypothesis: there is significant relationship between Emotional Intelligence Scales and coping style scales in the normal students. To test the hypothesis, Pearson correlation analysis was used. According to the data, there was a significant negative correlation confrontation scale and control of impulsivity.

P < 5%; r = - 0.235 restraint coping style was negatively correlated with interpersonal relationships.
P < 5%; r = 0.224 social support seeking coping style was positively correlated with independence.
P < 1%; r = 0.269 social support seeking coping style was positively correlated with realism.
P < 1%; r = 0.269 reassessment coping style was correlated with independence.
P < 5%; r = 0.231 reassessment coping style was correlated with responsibility.
P < 5%; r = 0.207 problem – oriented factor was significantly correlated with independence.
P < 5%; r = 0.318 problem – oriented factor was significantly correlated with realism.
P < 5%; r = 0.247 the rest of coping styles were not significantly correlated with emotional intelligence.

The eighth research hypothesis: combining measures of emotional intelligence and coping styles are different for normal and gifted students. To test this hypothesis, multivariate analysis of variance was used. According to available data and the obtained results, the multivariate analysis of variance was significant. (F = 1.994, df = 23, P < 0.01)

To investigate whether this difference how is in each of these variables, in following the multivariate analysis of variance, a multivariate analysis of variance was used. Two groups had significant differences on self - awareness, flexibility, social responsibility, self - control, responsibility, reassessment and problem-based. Average of self - awareness of the gifted and normal students were 20.80 and 19.85, respectively. Social responsibility for the gifted and the normal groups were 24. 86 and 25.81, respectively. Average of self - control for the gifted and normal students were 11.28 and 12.82, respectively. Average of responsibility for the gifted and normal students were 5.56 and 6.44, respectively.

According to the contents of the table that shows maximum and minimum averages, average of confrontation coping style of the gifted group students is higher than normal, but in the scales of social responsibility, interpersonal skills, self - control, responsibility, problem solving, reassessment and problem-oriented is more than average in the normal group.

Table 1. One -Way ANOVA for the individual scales and factors

Scales	Dependent variable	Degree of freedom	Mean square	F test	Significant level
Problem solving	12.005	1	12.005	0.827	0.364
Happiness	16.820	1	16.820	1.015	0.315
Independence	1.280	1	1.280	0.088	0.767
Stress Tolerance	58.320	1	58.320	2.756	0.098
Self-actualization	16.820	1	16.820	1.331	0.250
Self-Awareness	45.125	1	45.125	4.802	0.030
Realism	7.220	1	7.220	0.447	0.504
Interpersonal relation	7.605	1	7.605	0.853	0.362
Optimism	3.645	1	3.645	0.444	506
Self esteem	2.205	1	2.205	0.186	0.667
Control of impulsivity	0.320	1	0.320	0.010	0.921
Flexibility	80.645	1	80.645	5.900	0.016
Social responsibility	45.125	1	45.125	4.621	0.033
Empathy	0.320	1	0.320	0.035	0.852
Assertiveness	9.245	1	9.245	0.533	0.466
Interpersonal skills	108.045	1	108.045	0.655	0.419
Intrapersonal Skills	79.380	1	79.380	1.651	0.200
Compatibility	228.980	1	228.980	3.088	0.080
Stress Tolerance	67.280	1	67.280	0.829	0.364
General mood	36.125	1	36.125	1.127	0.290
Total emotional intelligence	950.480	1	950.480	0.868	0.353
Confrontation remoteness	8.405	1	8.405	1.069	0.302
self - control	29.645	1	29.645	3.033	0.083
	118.580	1	118.580	9.945	0.002
Seeking social support	66.125	1	66.125	3.613	0.059
responsibility	38.720	1	38.720	7.377	0.007
Escape - Avoid	16.245	1	16.245	0.980	0.323
Planned Problem Solving	27.380	1	27.380	2.813	0.095
Reassessment	188.180	1	188.180	11.583	0.001
Problem-based	110.205	1	1109.205	10.982	0.001
Emotion-focused	88.445	1	88.445	1.310	0.254

Table 2. ONE - WAY ANOVA to test the individual scales and factors

Scales	Sum of squares	Degree of freedom	Mean square	F test	Significance level
Problem Solving	1.210	1	1.210	0.071	0.790
Happiness	2.250	1	2.250	0.130	0.719
Independence	2.890	1	2.890	0.214	0.644
Stress Tolerance	6.760	1	6.760	0.317	0.575
Self-actualization	9.610	1	9.610	0.710	0.401
Self - awareness	2.890	1	2.890	0.294	0.589
Realism	4.000	1	4.000	0.239	0.626
Interpersonal Relations	11.560	1	11.560	1.248	0.267
Optimism	0.010	1	0.010	0.001	0.971
Self esteem	2.250	1	2.250	0.180	0.672
Impulse control	94.090	1	94.090	3.009	0.086
Flexibility	13.69	1	13.690	0.947	0.333
Social responsibility	121.000	1	121.000	9.729	0.002
Empathy	4.840	1	4.840	0.492	0.485
Self-expression	2.250	1	2.250	0.138	0.711
Interpersonal Skills	90.250	1	90.250	0.518	0.473
intrapersonal Skills	275.560	1	275.560	5.474	0.021
Compatibility	21.160	1	21.160	0.254	0.615
Stress Tolerance	151.290	1	151.290	1.901	0.171
General mood	1.960	1	1.960	0.057	0.812
Total emotional intelligence General	125.440	1	125.440	0.101	0.752
Dealing - Confrontation	53.290	1	53.290	8.039	0.006
remoteness	8.410	1	8.410	0.879	0.351
Continence	201.640	1	201.640	20.793	000.0
Seeking social support	60.840	1	60.840	0.279	0.073
Responsibility	54.760	1	54.760	11.059	0.001
Escape - Avoid	0.010	1	0.010	0.001	0.980
Planned Problem solving	84.640	1	84.640	9.873	0.002
Reassessment	148.840	1	148.840	10.108	0.000
Problem - based	1339.560	1	133.560	15.420	0.184
Emotion-focused	98.010	1	98.010	1.791	

Table 3. ONE - WAY ANOVA of average of the scales in both groups of gifted and normal students

Group	Social Responsibility	Interpersonal Skills	Confrontation -Dealing	Continence	Responsibility	Planned problem solving	Reassessment	Problem-based
Witted	23.94	70.68	8.20	11.18	5.46	8.26	12.82	35.24
Normal	26.14	74.00	6.74	2.14	6.94	10.10	15.26	42.56
Total	4.25	72.34	7.47	12.60	20.6	9.18	4.14	38.90

In evaluating the effects of each scales of two questionnaires one - way ANOVA showed that social responsibility, dealing or coping, self - control, responsibility, planned problem solving, reassessment, interpersonal relation, and problem - oriented in two groups are different. According to Table 5, Pilaei Multivariate analysis was significant. $P < 5\%$; df = 23; f =1.83

Table 4. Multivariate analysis of variance scales of emotional intelligence and coping strategies of gifted and normal groups

Effect		Value	F Test	Degree of freedom	Degree of freedom	Significant level.
Fixed	Chase	0.995	023. 665a	23.000	76.000	0.001
	Pilaei	0.005	023 .665a	23.000	76.000	0.001
		201.257	023.665a	23.000	76.000	0.001
		201.257	023.665a	23.000	76.000	0.001
Group	Chase	0.356	830.1a	23.000	76.000	0.026
	Pilaei	0.644	830.1a	23.000	76.000	0.026
		0.554	830.1a	23.000	76.000	0.026
		0.554	830.1a	23.000	76.000	0.026

Table 5. One - Way ANOVA average of scales

Group	Self - awareness	Flexibility	Compatibility
Gifted	21.22	19.60	62.34
Normal	19.66	17.80	58.98
The total	20.44	18.70	60.66

4. DISCUSSION

The aim of this study was to examine the relationship between emotional intelligence and coping strategies among gifted female students in of the talented schools and normal schools. Among fivefold factors of emotional intelligence and coping strategies in gifted students, there are significant relationship between scale of remoteness and the stress tolerance and general mood, and also between responsibility and interpersonal skills, but in general group there is a significant relationship only between problem – oriented factor and interpersonal skills that is consistent with findings of Heidarie Tafreshi and Delfan Azari [24] based on that there is relationship between component of emotional intelligence spontaneous and coping skills.

For gifted students, there were significant relationship between emotional intelligence scales and coping strategies in remoteness scale and stress tolerance and flexibility, and also between responsibility and the planned problem solving and interpersonal relationship, and between emotion - focused factor and self-esteem. In the normal group, there is a negative significant relationship between confrontation and control of impulse and between self - control and interpersonal relation and there was a significant positive correlation between seeking social support and independence and realism. Also, there was significant relationship between coping style of reassessment and independence and responsibility, and also between problem – oriented factor and independence and realism. The results show that in cases where intelligence means being in the minority than the majority, causes to create more insecurity for people [25].

Comparison of averages shows means of problem - focused and emotion - focused skill of the gifted students is less than general ones, that is, the normal group are different and not homogenous and each one is different than others and this is consistent with the findings of Kamali and Hasani [26], in other word, the use of problem - focused coping styles of the students with the high emotional intelligence than emotion - focused coping method. For example, the mean of the reassessment of the gifted group is more than normal group that shows the diversity of opinions in the gifted group is more than normal group, and subjects for encounters that they had estimated changeable, showed greater assessment [27].

Therefore it can be concluded that emotional intelligence and coping strategies differ between the two groups of gifted and normal because components of emotional intelligence and coping strategies according to intelligence, sex, education, etc. are different. The relationship between emotional intelligence and coping strategy of remoteness is explained in the manner whatever the people are able to regulate the emotions and recognizing emotions, can separate themselves from situations that cause anxiety and downplay it by help of their cognitive effort. One who uses the remoteness strategy, tries to forget his anxiety creator situations, says the problem is not serious and tries to dos not think about it [4].

5. CONCLUSION

According to the result can be said that the amount of individual intelligence has a significant and positive with the emotional intelligence and the witted and normal people use adverse coping skills in dealing with the problem and people, based on amount of individual intelligence. Thereby, given differences between gifted and normal individuals' emotional intelligence and use them of different coping styles, it is necessary to consider the difference in education and how dealing with students.

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