THE EMOTIONAL INTELLIGENCE COMPARISON AMONG DEPRESSED AND NORMAL STUDENT OF LORESTAN UNIVERSITY

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ABSTRACT

The present research aims to study the emotional Intelligence comparison among depressed and normal students of Lorestan University. On an expost factor research, according to continence sample, 110 individuals (55 depressed, 55 normal) from all Lorestan University students in year 2014 were selected. For data collection intelligence question an ire (Bar- ON, 1997) and back’s the pretest questionnaire (BDI- 2) were used. However the data were analyzed according to descriptive statistic (Mean and ST.D) and variance interpretation in the SPSS soft word version 19. The result based on one way analysis of variance indicated that mean difference between the groups are significant. That is to say, there is a difference. Between normal and depress student’s . Emotional intelligent and also multivariate analysis of variance (MA NOVA) concluded that in emotional intelligent parameters like (problem solving, happiness, independence, tolerance stress, self-actualization, self-awareness realism interpersonal relationship, optimism self estem, control of impulsion flexibility, responsibility empathy, self-assertiveness, motive) the mean differences are significant this study states the relation and the significance of emotional intelligence in detecting depression.

Key words: emotional intelligence, depression, students.

INTRODUCTION

Following the changes and various evaluations in psychology the word intelligent “from a one dimension (Binne, 1990) became a multi- dimension (Gardner, 1983) and later turned into an emotional concept (Salvio and Maxer, 1990). The emotional-intelligence was released in Gos. In 1990 (John Mayor and Peter Salvio) explained emotional intelligent in two articles which they discussed the idea that some people can better understand their own feeling sand, there peoples emotional and sentimental defects (stated by, Hin, Steeve 2004). Believed that emotional intelligent consists individual factors like a better social relationship and intellectual factors like a great deal of optimism. On the other hand emotional intelligence is a crucially unchangeable ability, and it also predicts the mental and social function. In the definition emotional intelligence, it is stated: the ability to comprehend- emotional in order to asses’ thoughts, moods and setting those in a way which caudes prosperity and emotional growth (Mayer & Karosoo Salvi 2006). From Golman perspective emotional intelligent is an important collection which includes the abilities that a person can keep his interest, tolerate uncertainties’ control of impulsion and be hope full (Golman, 2001). In another definition Mack Mollen defines it as a collection of factors which enables individuals going through healthy relations and an ability to respond to attempts in personal life (Mack Mooelen, 2003). Emotional intelligent is an extensive collection of skills and characteristic, and it usually refers to inter-skills personal which is upper than previous knowledge, technical skill and professionalism (Sobhani- Nejad, 2008). It can also be inferred that various factors affect the growth and weakness of emotional intelligence. Which are social and personal backgrounds like external environment, school, classmates and more importantly the family. (man.oul Batisa & Saris, 2008) emotional intelligent devotes belive that for better predicting.

Personal performance, the emotional intelligence is more advantageous than general intelligence (Golman 1997, Salvie & Slyte 1997, Vizinger 1997). In the definition of depression, we can say it is a very common place mental disorder which it is supposedly called “the mental flu” and it negatively effects individual’s education and working performance. This director’s percentage is 15 in life (Sadook & Sadook, 2007). Depression means a person whom he is suffering the disease has a long lasting life difficulty, anxiousness, worries’ boredom in life, and etc.

An individual who experiences depression has excitation and tension, so it is possible that he does not like or enjoy speaking to others. Depression is a syndrome which is based on oral expression or non-
oral expression of bad feelings and excitation (Stated by Dadsetan, 1995). General depression characteristic are rack of interest in doing enjoy able activities like hanging out with peoples having fun, doing sports, eating, sexual needs and so on. This disability is a great sigh in detecting depression the more signs are, the stronger. The depression would be in a minor depression sighs are general and very less in frequent (Pour Afkari, 2007). It doesn’t seem that one factor causes the depression, but a number of factors coincide, and it is needed to assess all implicated parameters to better understand the cause of this disorder (Henkii, 2006, stated by Etemadinia, 2010). Generally the research focuses on the emotional intelligence faction on depression. As an example (Ltxso & Bianchi, 2009) the role of emotional intelligence on depression disorder has been highlighted studies conducted by Anjella (2009), Liao & Teo (2003) showed that there is a vice versa relation between emotional intelligence and misbehavior. The own management of feeling with all behavioral problems had a negative relation, and statistical interpretation resulted that little use of emotions may end up in serious mental disorders. Blayer, peschart, and Michtel (2004) reported people with mental illness are defected in detection and description of sensitive stimulants that is to say, these people cannot use their emotional intelligent, however: it is problem that they use some other inefficient methods to controls and manage they moods. So that they may double their anxiousness, depression, addiction and suicidal thoughts are also expected (stated by Ganji, 2007). Hemati, Miller and Roner (2004) realized that depression is related to emotional intelligent, the people with look of emotional intelligent suffer severe depression. Zembardo and Henderson (2002, stated by Montazerghb and Ghodsi Asghar, 2009) also concluded that look of emotional intelligent has relation with depression and mental health. This reseated with respect to the role of emotions and feelings studies the difference of emotional intelligent in normal and depressed individuals.

METHODOLOGY

Research method, statistical universe and sample. The present research is an expost factor research (casual-comparative). Statistical universe of this study contains all Lorestan University students which 110 individuals (55 depressed, 55 normal), were selected in the year 1393 since it was somehow impossible to reach all individuals, available sampling was used. Data collection instruments in the study are in 2 parts:

1) Back’s depression questionnaire.
2) Emotional intelligent questionnaire (Bar-ON).

Back’s depression questionnaire: this questioner has 21 questions and test levels. The questionnaire is out of 6s. The studies showed that this questionnaire has enough validity. The internal consistency coefficient (a) 0/92 and its validity by reasezy after one week 0/75 the material correlation 0/30 to 0/76 are variable. In Iran takes a multiple question to show his level of depression every test has 0-3 some studies have been done regarding this test, for example (Gharae, 1372) took the test after 2 weeks by the use of retesting, and 0/80 was resulted. Also Kavyani & Mosavi (1378) by testing an Iranian population psychometrics coefficient was almost 0/72 and validity coefficient in retesting in a month was 0/83, and (a) 0/22 was reported (Ashtiani, 2009). Emotional intelligent questionnaire (Bar-ON): this questionnaire is a collection of potentials, qualifications’ and skills which are unconscious, so that they can pursue individuals to stand up against wants and pressures. This questionnaire has 117 expressions, 15 detailed scales which the Bar- N was tested on 3881 people of 6 countries. 48/8 percent of them were men. 51/2 of them were women, it was performed in northern America. The answers to the question were based on a likert scale in 5 degrees (totally agree, agree, almost agree, disagree, and totally disagree). Below scales of questionnaire are as follows: self-awareness, self-assertiveness, self steem, independence, empathy, social responsibility, individual relation, realism, flexibility, problem solving, tolerance, optimism, happiness (Fathi Ashtiane, 2009). Below scales of questioner are self-awareness, self-assertiveness self-steem independence, sympathy social responsibility, interpersonal relation realism, flexibility, problem solving tolerance, optimism and happiness (Faty, Ashtyiani, Dastati, 2009) scoring 5 to 1 (5 totally agree, 1 totally disagree) and in some question there is an opposite content from 1 to 5 (totally agree 1 totally disagree) and in some question there is an opposite content from 1 to 5 (totally agree 1 totally disagree 5) the main score of each scale is equal to the collection of scores of that scales and the scores of general test is fifteen scale Bar-ON (1997) coefficient retesting was taken after one month 0.85 and after 6 month 0.75 in considering other parameters by the use of α method for detailed scales between 0.69 sociable responsibility to 0/86 (self-respect) with the mean 0/76 was reached (Bar-ON and parker, 2000) this questionnaire was taken on Iranian students as a norm finding test and the expression become 90 and the validity of this test. Was calculated according to & the result were male 0/74 and female students 0/68 and for all people 0/93. The coefficient validity was taken based on even and add method 0/88 was calculated (Dashshiri, 2003). Shams abadi (2004) stated that the range is between 0/55 (sympathy 2 0/83) control of impulsion with the mean 0/70. For analyzing and interpreting the collecting data, with the respect to research highhypothes and the use of descriptive statistical methods a one way variance was used the analysis of data was conducted by Spss 19 software findings.