Examine the Relationship between Emotional Intelligence with the Self-Regulation of High School Students in Bandar Abbas

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Abstract

The purpose of study is to examine the relationship between emotional intelligence and the self-regulation of high school students in Bandar Abbas. The method is descriptive and correlational. The statistical population includes 1790 high school students in the second period, according to Cochran formula, sample size 316 people (138 males and 178 females) were selected. Sample method is multi-stages cluster random sampling. To collect the data two questionnaires were used: 1 - Trait Emotional Intelligence Questionnaire Petrides & Furnham, 2006 (TEIQue), 2 - self-regulation (Zimmerman & Martinez-Pons, 1986) was used. Data using by Pearson correlation coefficient and simple bivariate regression simultaneous was analyzed. Result showed that there is a relationship between emotional intelligence with the self-regulation of high school students in Bandar Abbas and there is directly relationship between self-awareness (component of Emotional intelligence) with self-regulation and indirectly relationship between other components of emotional intelligence (Motivation, Empathy, Social skills, optimism) with self-regulation and there is a significant relationship between components of emotional intelligence (except social skills) with self-regulation.

Key words: emotional intelligence, self-regulation, students.

Introduction

Self-regulation is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we don't enjoy those (Zimmerman & Schunk, 2008).

Self-regulation is the ability to keep disruptive emotions and impulses in check, and to think before acting. It's one of the five elements of emotional intelligence [Add to My Personal Learning Plan] (knowing your emotions; managing your emotions/self-regulation; motivating yourself; recognizing and understanding other people's emotions, and managing relationships), a concept developed by psychologist Daniel Goleman (Goleman et al., 2002). New management approach has attention to the needs of students to nurture relationships and situations in order to self-regulation. The new style of classroom management does less attention to help students to achieve greater personal discipline and external monitoring. Self-regulation is defined self-forming and self-control thoughts, feelings and behavior to achieve an objective. This can educational goals (such as improving comprehension) or social emotional (such as individual anger management, better interact with peers) (Santrak, 2008).

Self-regulated learning theory on the principle that students how the meta-cognitive, motivational and behavioral organize their own learning (Zimmerman and Martinez-Pons, 1990). Students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry et al., 2006). In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy (Pintrich & Schunk, 2002). In the educational psychology literature, researchers have linked these characteristics to success in and beyond school (Corno, et al., 2002; Pintrich, 2000; Winne & Perry, 2000). Pintrich and De Groot (1990) self-regulated learning theory raised, self-efficacy,
intrinsic value and test anxiety were regarded as motivational beliefs and cognitive strategies, metacognitive and try and devise students as identified self-regulated learning.

Emotional intelligence is the new evolution in the field of interaction between emotion and cognition need foundation has made it to expand the concept of emotional intelligence (Forgas, 2001). Emotional intelligence is a set of non-cognitive capabilities that an individual's ability to adapt to environmental demands and pressures resulting increase (Mousavi Lotfi, Akbari, Safavi and Lutfi, 2009). Emotional intelligence is the capacity to perception, expression, understanding, using and management emotions in self and others. The most famous faces in this area, Goleman Emotional intelligence defined capabilities such as self-awareness, emotional intelligence, empathy, self-regulation, motivation and social skills (Watkins 2000).

Considering the importance of emotional intelligence and academic performance of daily life and theoretical relationship between emotional intelligence, self-motivation, self-regulated in learning and academic performance and on the other hand, studies have shown there is a significant relationship between emotional intelligence with academic achievement, motivation and self-efficacy components academic failure. Because self-regulation is a key factor in the success, health promotion and decrease psychological problems of the students. Thus, according to the contents listed in this field and the requirements in this study, the main question of this study suggest that, is there relationship between emotional intelligence with the self-regulation of second period high school students in Bandar Abbas.

![Figure 1. The proposed model structural relationships between emotional intelligence and self-regulation](image)

**The general objective research**
Determination the relationships between emotional intelligence (optimism, self-awareness, social skills and perception, assessment and harness self-emotions and others) with self-regulation of second period high school students in Bandar Abbas.

**The Specific objectives of the study**
Determine the contribution components of emotional intelligence (optimism, self-awareness, social skills and perception, assessment and harness self-emotions and others) with self-regulation of second period high school students in Bandar Abbas.

**Methodology**
This research method is descriptive, correlative and predictive and data analysis methods are structural equation modeling. The statistical population of this study included all male and female students in second period high school students in Bandar Abbas that is 1790 people. Inclusion criteria are Resident of Bandar Abbas city, student in second period high school and informed consent to participate in research. According to Cochran formula, sample size, 316 patients (138 males and 178 females) were selected. Sample method is multi-stages cluster random sampling. To collect the data two questionnaires was used: 1 - Trait Emotional Intelligence Questionnaire Petrides & Furnham, 2006 (TEIQue), 2 - Self-Regulation in learning Questionnaire (Zimmerman & Martinez-Pons, 1986) was used. Data using by Pearson correlation coefficient and simple bivariate regression simultaneous was analyzed.
Trait Emotional Intelligence Questionnaire (Petrides & Furnham, 2006 (TEIQue): The internal consistency reported by coefficient Cronbach's alpha coefficient, was 0.8 (Marnani, 2003). In present study after collected data calculated the reliability by Cronbach's alpha coefficient that was 0.741.

Self-Regulation in learning Questionnaire (Zimmerman & Martinez-Pons, 1986): Zimmerman & Martinez-Pons reported the convergent validity 0.70. Samadi (2014), the reliability of the questionnaire reported with test-retest and internal consistency 0.62 and 0.64 respectively. In present study after collected data calculated the reliability by Cronbach's alpha coefficient that was 0.820.

The validity of this scale by Zimmerman and Martinez-Pons (1986) and Pintrich and De Groot (1990) was satisfactory. Mahmoudi (1998) reported validity and reliability of this tool accepted by specialists. The reliability of the questionnaire reported with test-retest and internal consistency with Cronbach's alpha 0.68 and 0.56 respectively reported. Hosseini Rad (2013) in his research confirmed the validity of this scale using factor analysis method and reliability of this scale also using the Cronbach's alpha and Spearman-Brown 0.56 and 0.80 respectively reported.

Result
In this study we used the replacement method for missing data with an average.
To evaluate the normality of the variables Kolmogorov–Smirnov test was used. Using the natural logarithm all variables in the study were normal, so that all variables have absolute value of the coefficient of skewness and kurtosis were smaller than 3. Therefore, violation of normality of data in present study is not visible.

The general objective research
Determination the relationships between emotional intelligence (optimism, self-awareness, social skills and perception, assessment and harness self-emotions and others) with self-regulation of second period high school students in Bandar Abbas.

<table>
<thead>
<tr>
<th>Model number</th>
<th>Variable</th>
<th>Multiple correlation coefficient</th>
<th>Determination coefficient</th>
<th>Adjusted coefficient of determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>components of emotional intelligence</td>
<td>0.297</td>
<td>0.088</td>
<td>0.076</td>
</tr>
</tbody>
</table>

The table 2 shows the results of regression analysis showed that components of emotional intelligence (optimism, self-awareness, social skills and perception, assessment and harness self-emotions and others) with self-regulation have been used by enter model. The Cronbach alpha level (0.001), amount \( F = 7.494 \) was calculate. This means that the above linear regression model is significant.
Table 3. The regression coefficients between self-regulation and emotional intelligence components

<table>
<thead>
<tr>
<th>Model number</th>
<th>emotional intelligence components</th>
<th>Non-standardized coefficients</th>
<th>standardized coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Amount standard error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Intercept</td>
<td>1.397</td>
<td>0.487</td>
<td>2.868</td>
<td>0.004</td>
</tr>
<tr>
<td></td>
<td>Optimism</td>
<td>-0.05</td>
<td>0.042</td>
<td>-1.25</td>
<td>0.210</td>
</tr>
<tr>
<td></td>
<td>Self-awareness</td>
<td>0.444</td>
<td>0.103</td>
<td>4.318</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>perception and assessment</td>
<td>0.154</td>
<td>0.091</td>
<td>1.694</td>
<td>0.091</td>
</tr>
<tr>
<td></td>
<td>social skill</td>
<td>0.013</td>
<td>0.080</td>
<td>0.161</td>
<td>0.872</td>
</tr>
</tbody>
</table>

Table 3 shows the results of regression coefficients: Optimism components with standard beta (-0.085) in the alpha (0.210) was great in the significant level of (P >0.05). This means that there isn’t directly relationship between optimism with self-regulation of second period high school students’ Bandar Abbas.

Self-awareness components with standard beta 0.298) in the alpha (0.001) was small in the significant level of (P<0.01). This means that there is directly relationship between Self-awareness with self-regulation of second period high school students' Bandar Abbas.

Perception and assessment components with standard beta (0.096) in the alpha (0.091) was greater in the significant level of (P >0.05). This means that there isn’t directly relationship between Perception and assessment with self-regulation of second period high school students' Bandar Abbas.

Social skill components with standard beta (0.009) in the alpha (0.872) was greater in the significant level of (P >0.05). This means that there isn’t directly relationship between social skill with self-regulation of second period high school students' Bandar Abbas.

Table 4. The regression coefficients between self-regulation and optimism

<table>
<thead>
<tr>
<th>Model number</th>
<th>emotional intelligence components</th>
<th>Non-standardized coefficients</th>
<th>standardized coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Amount standard error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Intercept</td>
<td>3.441</td>
<td>0.079</td>
<td>43.354</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Optimism</td>
<td>0.072</td>
<td>0.035</td>
<td>0.115</td>
<td>2.049</td>
</tr>
</tbody>
</table>

Table 5. The regression coefficients between self-regulation and assessment and harness self-emotions and others' emotional intelligence

<table>
<thead>
<tr>
<th>Model number</th>
<th>emotional intelligence components</th>
<th>Non-standardized coefficients</th>
<th>standardized coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Amount standard error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Intercept</td>
<td>2.680</td>
<td>0.321</td>
<td>8.345</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>assessment and harness self-emotions and others' emotional intelligence</td>
<td>0.257</td>
<td>0.090</td>
<td>0.160</td>
<td>2.867</td>
</tr>
</tbody>
</table>

The Specific objectives of the study
Determine the contribution components of emotional intelligence (optimism, self-awareness, social skills and perception, assessment and harness self-emotions and others) with self-regulation of second period high school students in Bandar Abbas.
Table 6. Pearson correlation coefficient between the components of emotional intelligence with self-regulation

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>self-regulation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>correlation coefficient</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>316</td>
<td>0.115*</td>
<td>0.041</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>316</td>
<td><strong>0.275</strong></td>
<td>0.001</td>
</tr>
<tr>
<td>perception, assessment and harness self-emotions and others</td>
<td>316</td>
<td><strong>0.160</strong></td>
<td>0.004</td>
</tr>
<tr>
<td>social skill</td>
<td>316</td>
<td>0.045</td>
<td>0.431</td>
</tr>
</tbody>
</table>

*P<0.05  **p<0.01

Conclusion

The general objective research

Determination the relationships between emotional intelligence (optimism, self-awareness, social skills and perception, assessment and harness self-emotions and others) with self-regulation of second period high school students in Bandar Abbas.

The result show that there is significant positive relationship between the components of Self-awareness with self-regulation (P=0.001) while there was no significant relationship between the components of this optimism (P=0.210), perception, assessment and harness self-emotions and others (P=0.091), social skills (P=872 .0) with self-regulation.But when without affecting the other components, the components of optimism and perception, assessment and harness self-emotions and others with self-regulation in the equation were linear regression results showed that there is a significant relationship between these components (optimism and perception, assessment and harness emotions and your emotions and others) with self-regulation.

The results of present study is consistent with the results of Mousavi et al. (2012)entitle” The relationship between emotional intelligence and its components with self-regulated learning strategies and motivational beliefs on academic performance of students of Isfahan University of Medical Sciences”, Bahrami and Kareshki (2015),entitle” compared with emotional intelligence and self-regulation humanities graduate students”, Shirmohammadi and Amini Nasr (2014), as” the
relationship between emotional intelligence and self-regulation and mental health of high school students in Kermanshah and engineering and property”.

For explaining this finding can be said that there is significant relationship between components of emotional intelligence (optimism, self-awareness, perception, assessment and harness self-emotions and others and social skills) with the self-regulation. This means that when the students are high the components of optimism, self-awareness and perception, assessment and harness self-emotions and others as well as increased self-regulation.

**Suggestion**

1. The components of emotional intelligence and self-regulation should be more important because the students to be able to have control over their activities.

According to the results, we can say that, given the importance of emotional intelligence, teachers are expected education programs to increase students' EQ and to expand their skills relevant Personal skills such as perception feelings of others, empathy and stress management.

2. The author of textbooks should also pay more attention to the ways in which they use emotional intelligence and students with these concepts become more familiar. For example, the distribution of questionnaires, watch the short film emotional, psychological and literary reading and discussion groups in class In which students are asked to speak easily about their feelings and share their feelings with others and better and deeper understand self and others, can also help emotional literacy and also can significantly reduce a person's stress and anxiety.

**References**


Pintrich·P.R. & De Groot ·E.V.·(1990)·Motivational and Self-Regulated Learning Components of Classroom Academic Performance·Journal of Educational Psychology 82(1)·PP.33-40.