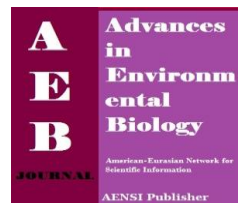




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Relationship between Components of Emotional Intelligence and Resistance against Changes

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ABSTRACT

In according to fundamental changes in education system, therefore, we tried to investigate relationship between emotional intelligence and structural changes. Thus, we distributed 381 questionnaires of teachers in Khorasan Razavi. Current research was applicable and descriptive. The questionnaire was divided into two sections: 1. Emotional intelligence of Sybria Shring, which included five components: self-awareness, self-control, self-motivation, social-awareness and social-skills and included 31 questions of five scale of likeart. Second questionnaire resistance against changes included 45 and 51 questions. We used Structural Equation Modeling. Significant and negative relationship exists between self-awareness against changes indirectly throughout emotional intelligence. Significant and negative relationship exists between self-motivation against changes indirectly throughout emotional intelligence. Significant and positive relationship exists between self-awareness against changes indirectly throughout emotional intelligence. Significant and negative relationship exists between social skills against changes indirectly throughout emotional intelligence. Significant and negative relationship exists between self-control against changes. Significant and negative relationship exists between emotional intelligence and resistance against changes

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INTRODUCTION

The studies conducted on emotional intelligence have marked the occurrence of some major research directions and some different points of view, indicating a growing interest in this field in full process of development. John Mayer and Peter Salovey from Yale University, who have subsequently developed the concept of personal intelligences, adopted the term “emotional intelligence” in 1990. According to the two researchers, emotional intelligence designates the ability to perceive emotions, to access and generate emotions so that these support thought, to understand emotions and their meaning and to efficiently regulate emotions to improve emotional and intellectual evolution [23]. Starting from the concept of personal intelligences proposed by Gardner, John Mayer and Peter Salovey define emotional intelligence by extending these abilities to five main domains, such as [24]:

- Awareness of personal emotions: the ability to permanently monitor (our) feelings constitutes the fundamental emotional skill that supports the building of all the other skills because not being able to recognize our true feelings makes us vulnerable and fall prey to them;

- Emotions management: the ability to master our emotions, calm ourselves down, eliminate depression, irritability or other negative emotions represents one of the basic emotional qualities that are the object of emotional intelligence;

- self-motivation: emotional self-control, using emotions constructively bring about special performances in all domains, acting like an incentive in everyday life;

- identifying the emotions of others: empathy is the foundation for the ability to understand others, empathetic persons paying more attention to the feelings of others and being more capable of understanding and supporting them in any situation;

- handling relationships: the art of establishing interpersonal relationships, the positive interactions with others translates into a social and efficient competence in terms of the relationships with others.

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Another definition formulated by Reuven Bar-On characterizes emotional intelligence as a series of no cognitive abilities, competences and skills that influence a person's level of adaptability to the demands and pressures of the environment. According to him, emotional intelligence may be divided into five categories, respectively: intrapersonal (emotional self-awareness, assertiveness, self-esteem, self-actualization and independence), interpersonal (empathy, interpersonal relationships and social responsibility), adaptability (problem solving, reality testing, and flexibility), stress management (stress tolerance, impulse control) and general mood (happiness and optimism).

In Goleman's view, the constructs of emotional intelligence are related to self-awareness (knowing personal emotions), self-control (managing emotions), motivation (self-motivation), empathy (awareness and understanding of the emotions of others) and social skills (interpersonal relationships). The five dimensions are further divided into 25 different emotional competences, including self-confidence, thoroughness and desire for personal accomplishment [19].

The three directions outlined in defining emotional intelligence highlight, on a first level, the relevance of the intrapersonal dimension, identification and awareness of one's emotions, respectively the interpersonal dimension, the positive and efficient interaction in relationships with others, as Howard Gardner himself argues: When I first wrote about personal intelligences, I was actually referring to emotions, particularly in terms of my idea of intrapersonal intelligence – one of the components being to be able to understand one's own emotions. The signals of visceral feelings are those that become essential for interpersonal intelligence. But as the theory of multiple intelligences has been put into practice, it has evolved, focusing more on meta-knowledge, namely, knowing somebody's mental process [20].

Interpersonal intelligence involves verbal and non-verbal communication skills, relating and collaboration skills, conflict management skills, promoting team spirit, respecting others and being respected. On a complex level, this type of intelligence translates into the individual's ability to distinguish among the various interpersonal relationships and the ability to respond efficiently to the respective situations, as well as to guess and interpret the hidden reactions of others. According to the undertaken research, the elements of emotional intelligence are [21]:

- organizing groups: an essential quality for an administrator or leader who initiates and coordinates the efforts of a network of people for their individual good and that of the team they are part of;
- negotiating solutions: it is the talent of the mediator that prevents and manages conflicts, negotiating solutions to defuse and annihilate them, eliminate tensions and disputes, potential hazards that may disturb the peace and endanger safety at a given moment;
- Personal relationships: the ability to build and maintain interpersonal relationships with the help of empathetic communication;
- Social analysis: the ability to sense or detect the feelings of others, to decode emotions and to knowingly act to the benefit of certain constructive and efficient relationships.

Literature review:

The emotional intelligence as it is described by most of the authors and researchers represents a better understanding of one's own emotions, of others' emotions and thus a better understanding and cohabitation with people. In addition, emotional intelligence leads to a better relationship with others at all levels and a higher level of self-esteem and personal value. In 1990, Salovey and Mayer defined emotional intelligence as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action'. Salovey and Mayer (1993) discovered that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions.

Over the time, authors have identified several components of emotional intelligence. Salovey (as cited in Goleman, 2008) has discovered five main components: knowledge of personal emotions, the management of emotions, self-motivation, recognizing other people's emotions, relationship management. Segal (2004) has highlighted four main components of emotional intelligence: the first one aims to the experience of authentic emotions, the second one involves accepting acknowledged emotions, the third one represents the emotional consciousness and the fourth one refers to the empathy as the ability to relate to others' feelings and needs.

Mayer (as cited in Goleman 2008) revealed that people tend to approach different ways of handling emotions using: self-consciousness, self-confidence, emotions acceptance. Goleman [20] underlined that intelligence is no more considered a predictor for success. According to him intelligence counts for only 20% of the total success. 80% goes to the emotional intelligence and social intelligence. Ani *et al* (2013) were interested to study the effects of fatigue on impulsiveness, aspiration level, motivation on young students at psychology, Anitei and Chraif [7] accomplish a validation model using BARS external criterion for the core competences validation, Ani and Chraif [8] highlighted possible gender differences in measuring positive and negative at high school students, Ani and Chraif [9] evidenced possible correlations between perceived stressors and positive and negative emotions at Romanian youngsters, Chraif [9] highlighted possible gender differences in

mental rotation youngsters, Chraif & Ani [11] evidenced that involvement in achieving International and National confer to young students at psychology greater possibility to be vocational oriented and greater level of self-esteem, Chraif, [12] was interested to study the motivation from competition at single parent family youngsters in comparing with normal parental family. Furthermore, Golu [15] provide a basically theoretical background regarding youth and emotional and cognitive development, Golu and Gâtej [14] and Golu *et al* [supported the developmental theoretical background with empirical developmental studies and Golu and Golu [14] connected the developmental background with the social psychology during lifetime.

Hypotheses:

H1: Significant relationship exists between emotional intelligence and resistance against change

H2: Significant relationship exists between self-awareness and resistance against change

H3: Significant relationship exists between self-motivation and resistance against change

H4: Significant relationship exists between empathy and resistance against change

H5: Significant relationship exists between social relation and resistance against change

H6: Significant relationship exists between self-control and resistance against change

Table 1: Comparative fit indexes

fit indices		Statistic	Condition
Absolute fit indices*	(CMIN/DF)	2.51	Very Good
Comparative fit indexes**	(NFI)	0.93	Acceptable
	(IFI)	0.95	Good
	(CFI)	0.95	Good
	(TLI)	0.91	Acceptable

*Between 1 and 5 is suitable and amount between 2 and 3 is very good.

** Amount between 0.90 and 0.95 is acceptable for model. In addition, higher amount 0.95 is very good fit and whatever the amount is less than 0.90 indicates need more revise and the value is closer to zero, the model is interpreted as being unacceptable.

Table 2: Coefficient regression

Hypothesis	CR	P**	Estimated standard	Results
Emotional intelligence and resistance against changes	-3.145	0.00	-0.70	Approved

* Amount of critical ration shows coefficient way and amount out of scale +1.96 and -1.96 shows meaningful way.

** P less than 0.05 accounts as meaningful way.

In according to result of research and standardized coefficient regression is -0.7 for the hypothesis and amount of p is less than 0.05. It can be concluded that the hypothesis is confirmed with confidence of 0.95 and in other words, significant relationship exists between emotional intelligence on resistance against changes with confidence of 0.95. In other words, significant and negative relationship exists between emotional intelligence and resistance against changes. It means that each unit increase of emotional intelligence will reduce 0.7 resistances against changes.

Table 3: Rank of ways

Ways	Estimated error	Rank
Empathy	0.76	1
Self-control	0.71	2
Social skills	0.67	3
Self-awareness	0.52	4
Self-motivation	-0.43	5

Exceptions of self-motivation to emotional intelligence other ways are significant and positive and self-motivation to emotional intelligence is significant and negative. In according to estimated standard error with coefficient 0.75 has higher coefficient to emotional intelligence. Therefore, more weight of emotional intelligence is advocated to itself. In contrast, self-motivation with coefficient -0.43 the least amount and educational changes with coefficient 0.68 has more coefficient with resistance against changes. Resistance against structural changes with coefficient 0.21 the least amount of weight.

Test first hypothesis:

It calculates as coefficient way of components to emotional intelligence and way of emotional intelligence to resistance against changes.

** Total amount of direct way and indirect way and in according to self-awareness- self-control-self-motivation- empathy and social skills to emotional intelligence and way of emotional intelligence to resistance against changes with P-value is 0.00 and less than 0.05, therefore the way above mentioned is significant.

In according to results of standardized coefficient regression and amount of P-value coefficient regression is less than 0.05. Thus, it can be concluded that hypotheses of 1,2,3,4, 5,6 with confidence of 0.95 accepted and negatively related.

Table 4: Comparative index

Comparative Index *	NFI		IFI		CFI		TLI	
	statistic	Condition	statistic	Condition	statistic	Condition	statistic	Condition
2	0.99	Good	1	Good	1	Good	1	Good
3	1	Good	1	Good	1	Good	1	Good
4	0.99	Good	0.99	Good	0.99	Good	0.98	Good
5	1	Good	1	Good	Good	Good	1	Good
6	1	Good	1	Good	Good	Good	1	Good

* Amount of critical ration shows coefficient way and amount out of scale +1.96 and -1.96 shows meaningful way.

** P less than 0.05 accounts as meaningful way.

Table 5: Results of Hypotheses

Hypotheses	P	Condition	Coefficient	Emotional intelligence		Emotional intelligence on resistance against changes		Amount*	Amount**	Results
				P	Coefficient	P	Coefficient			
2	0.46	Disconfirmed	0	0.00	-0.42	0.00	0.072	-0.3	-0.3	Confirmed
3	0.86	Disconfirmed	0	0.00	-0.42	0.00	0.21	-0.09	-0.09	Confirmed
4	0.27	Disconfirmed	0	0.00	-0.42	0.00	0.74	-0.31	-0.31	Confirmed
5	0.72	Disconfirmed	0	0.00	-0.42	0.00	0.8	-0.34	-0.34	Confirmed
6	0.05	Confirmed	0.014	0.00	-0.53	0.00	0.76	-0.26	-0.40	Confirmed

Conclusion and Discussion:

Second Hypothesis (self-awareness has effect on resistance against changes). Standardized coefficient regression -0.030 is approved and in other words, significant and negative relationship exists between self-awareness against changes indirectly throughout emotional intelligence. It means that each point increases of self-awareness, amount 0.30 will reduce resistance against changes.

Third hypothesis (self-motivation has effect on resistance against changes). Standardized coefficient regression -0.09 is approved and in other words, significant and negative relationship exists between self-motivation against changes indirectly throughout emotional intelligence. It means that each point increases of self-motivation, amount 0.09 will reduce resistance against changes.

Fourth hypothesis (empathy has effect on resistance against changes). Standardized coefficient regression -0.31 is approved and in other words, significant and positive relationship exists between self-awareness against changes indirectly throughout emotional intelligence. It means that each point increases of self-awareness, amount 0.31 will raise resistance against changes.

Fifth hypothesis (Social skill has effect on resistance against changes). Standardized coefficient regression -0.34 is approved and in other words, significant and negative relationship exists between social skills against changes indirectly throughout emotional intelligence. It means that each point increases of self-awareness, amount 0.34 will reduce resistance against changes.

Sixth hypothesis (self-control has effect on resistance against changes). Standardized coefficient regression -0.40 is approved and also self-control has effect on resistance against changes with 0.14 standardized coefficient regression. Totally, self-control has effect on resistance against changes directly with -0.26 standardized coefficient regression. In other words, significant and negative relationship exists between self-control against changes. It means that each point increases of self-control, amount 0.26 will reduce resistance against changes.

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