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The relationship between emotional intelligence and spiritual intelligence with identity achievement styles in the girls of second grade in high school in Tehran in 2012-2013

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ABSTRACT

This research examined the relationship between emotional intelligence and spiritual intelligence with identity achievement styles and identity commitment in the girls of second grade in high school students in Tehran 2012-2013. The statistical population include the total female students of the second grade in high school and the sample size had been selected by Cluster-Randomization include N=200. Through carry-out the research, 3 Questionnaire were completed scored include: Schulte's emotional intelligence (1998), Nasser's spiritual intelligence (1387) and Brzvnsky's identity achievement styles (2007). The design of research was Ex Post Facto. To reach the conclusions and interpretations of them, SPSS software had been used about raw data by and Pearson correlation coefficient and regression analysis ways. Analysis of regression showed that there is a relationship between identity styles and emotional intelligence. In this study there is no meaningful relationship between emotional intelligence and confused/avoiding style. The analyses data by regression showed that identity styles predicted by spiritual intelligence. More research regarding the studied variables can render brighter data.

Keywords: emotional intelligence, spiritual intelligence, identity achievement styles

INTRODUCTION

According to Erikson (1968), a sense of identity emerges as the adolescent copes with social demands and developmental challenges, and attempts to give meaning to his choices and commitments of his life [1]. Erikson (1968) postulates that beginning in adolescence and possibly continuing through early adulthood individuals experience a "crisis" which is a process of exploration of their sense of who they are, including their values, beliefs and behaviors [1]. This psychological process of self-exploration is usually accompanied by some emotional discomfort and involves an evaluation of possible alternatives to their current sense of self. Erikson (1968) suggests that as a result of this self-exploration and the evaluation of alternatives, new values, beliefs, and goals are integrated into a person's sense of self and individuals become committed to this new sense of self [1]. This commitment allows the individual to achieve a sense of ego identity. This ego identity provides the individual with a sense of purpose and direction and an ongoing sense of which he or she is that is necessary for his or her optimal functioning as an adult.

Marcia's (1966) conceptualization of Erikson's process of identity formation in terms of whether an Individual has experienced a crisis (i.e. gone through self-exploration and the consideration of alternatives) and whether the individual has become committed to a stable sense of identity resulted in the description of four unique identity statuses [2]. Individuals classified as being in the identity moratorium status are in the process of actively exploring

alternatives to their sense of identity, but demonstrate limited, if any, commitment to them. Identity achieved individuals have both completed their exploration of alternate identities and have committed to a consistent and well developed sense of self. Individuals with a foreclosed identity status have also made a commitment but without a period of active self-reflection and the exploration of alternatives. Instead, an individual who is described as foreclosed has merely accepted the identity developed during childhood when the values and beliefs of Identity Status, Identity Style, Academic Self-Efficacy and Motivation to Attend University 4 his or her family were incorporated into his or her sense of self. Finally, an individual in the diffusion status is avoiding the exploration of alternative selves and the responsibility of making a commitment.

Berzonsky has identified three social-cognitive processing orientations or styles: informational, normative, and diffuse-avoidant [3]. An informational style is typical of adolescents who seek out and evaluate self-related information actively. This style is positively associated with cognitive complexity, self-reflection, problem-oriented coping style, rational epistemic style, and consciousness, planning, decision-making, and highest level of self-esteem, psychological wellbeing, academic autonomy and goal-directedness [4, 5, 6, 7]. Adolescents with a normative identity style rely on the expectations, values, and prescriptions held by significant others when confronting identity relevant problems [3]. They possess stable and foreclosed self-concepts, are inflexible in encountering ambiguous situations and have a high need for structure and cognitive closure. They display high levels of conscientiousness, have a crystallized self-theory composed of change-resistance, have a rather low degree of emotional independence and their educational objectives are controlled by others [4, 5, 6, 8, 9]. Adolescents with a diffuse-avoidant identity style, tend to have behavior that is controlled and dictated by situational demands [4]. This identity processing style is associated with low levels of self-awareness, cognitive persistence, and low self-esteem, high levels of dysfunctional cognitive strategies, emotion-oriented coping style, and lack of educational purpose [4, 5, 6, 7]. Diffuse-avoidant identity style, leads to an inconsistent and fragmented self-theory and constant approval from others [3].

Emotional intelligence is an essential element of human behavior which acts independently and differently from cognitive intelligence [10]. Emotional intelligence has its roots in Gardner's interpersonal and intrapersonal intelligence [11]. The concept of emotional intelligence has provided a new insight into human intelligence and it represents the emotional, personal, and social dimensions of intelligence which are often more important for daily activities and interpersonal competitions than the conventional, cognitive dimensions of intelligence [12]. Emotional intelligence is related to one's understanding of themselves and others, their relationship with others, and adaptation to their surrounding environment and these are necessary factors for coping with social and individual demands. Emotional intelligence is tactical (immediate functioning) while cognitive intelligence is strategic (long-term). Emotional intelligence makes prediction of success feasible, for it shows how one immediately employs their knowledge in a certain situation [13, 14].

When we explore the answers to the questions 'what am I?' 'What is important?' and 'why am I here?' we have put trust in spiritual intelligence (SI) [15]. SI helps individuals discover the latent fountains of love and happiness that flow toward anxiety and stress in life [15, 16]. The concept of SI contains some type of adaptation and problem-solving behavior that includes the highest level of development across cognitive, ethical, emotional and interpersonal domains and helps people adapt to their peripheral phenomena and attain internal and external integration. This intelligence provides the individual with an overview of life and experiences, which enables them to reframe and reinterpret their experiences and broaden their knowledge and understanding [17]. SI is used in problem-solving and dealing with the issues of the concept of life and values.

MATEREALS AND METHODS

Sample

The sample which is comprised of 200 high school students, were selected through random cluster sampling. The average age was 18 years and 1 month with a standard deviation of 2.98.

Measures

The Identity Style Inventory - Revised: The Identity Style Inventory - Revised (ISI-6G; Berzonsky, 1992) measures three styles of personal problem solving and decision-making (information orientation style, normative style and diffuse/avoidant style) which represents the general approach an individual uses when dealing with identity related issues [18]. Participants were asked to indicate how much each statement describes them using a 5 point ordered category item ranging from 1 ("not at all like me") to 5 ("very much like me"). Berzonsky (1992) provides data indicating acceptable levels of reliability and validity [18]. In this sample Cronbach's alphas ranged from .591 to .749.

Schutte's emotional intelligence: The Schutte Self Report Emotional Intelligence Test (SSEIT) is a 33 item self-report measure of emotional intelligence developed by Schutte et al. (1998) [19]. The SREIS has been designed to map onto the Salovey and Mayer (1990) [19] model of EI. Items of the test relate to the three aspects of EI:

- (1) Appraisal and expression of emotion
- (2) Regulation of emotion
- (3) Utilization of emotion

Naseri's spiritual intelligence: The questionnaire is including 97 questions composed of 4 following elements: Transcendental self-awareness, spiritual experiences, patience and forgiveness: The validity and reliability of the questionnaire has been measured by alpha Cronabch coefficient 0.98. The scale of responding has also been carried out by Likers method with 4 options as following: from always, often, rarely and never [20].

RESULTS

The results were analyzed with Pearson correlation coefficient and regression analysis ways. The means, standard deviations and ranges of the Identity Style Inventory – Revised (ISI-R) are described in Table 1.

Correlations between Identity Style scores and emotional Intelligence in student are demonstrated in Table 2. Results showed that in students was a positive and significant correlation between emotional Intelligence with informational and normative identity styles.

The next stage in analysis was to use regression analysis with emotional Intelligence as the dependent variable to try and identify the best predictive model. The results are shown in Table 3. The two significant predictors in the model are information and normative style.

Correlations between Identity Style scores and spiritual intelligence in student are demonstrated in Table 2. Results showed that in students was a positive and significant correlation between spiritual intelligence with informational and normative identity styles.

The next stage in analysis was to use regression analysis with spiritual intelligence as the dependent variable to try and identify the best predictive model. The results are shown in Table 3. The two significant predictors in the model are information and normative style.

TABLE 1: Descriptive statistics for the Identity Style Inventory – Revised (ISI-R)

Variables	M	S.D	Range
Identity Style			
information style	26/89	4/97	10-35
normative style	24/37	4/69	11-37
diffuse/avoidant style	21/04	4/78	9-35

TABLE 2: Correlations between Identity Style scores and spiritual intelligence in student

Variables	Information style	Normative style	Diffuse/avoidant style
spiritual intelligence	0.39**	0.21**	0.19*

**p≤0.05, **p≤0.01*

TABLE 3: Predictors of emotional Intelligence from regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Information	28.926	2.757	0.811	10.487	.000
Normative	0.028	0.010	0.192	2.746	.007

DISCUSSION

This research examined the relationship between emotional intelligence and spiritual intelligence with identity achievement styles and identity commitment in the girls of second grade in high school students in Tehran 2012-2013. Results show that in students was a positive and significant correlation between emotional Intelligence and spiritual intelligence with informational and normative identity styles and was tow predictor for emotional

Intelligence and spiritual intelligence - informational and normative identity styles. Most research in the field of studied variables can represent brighter data.

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