Research Article

Investigate the relationship between emotional intelligence with self-efficacy and comparing them in elite and ordinary students

Shahla Karamizadeh and Hossein Fayazbakhsh

Department of Psychology, Islamic Azad University, Yasouj, Iran
Assistant Professor of Department of Psychology, Islamic Azad University, Yasouj, Iran
Correspondence:ShahlaKaramizadeh, Department of Psychology, Islamic Azad University, Yasouj, Iran.
Tel:+989173435786. E-mail: shahlakarami.st@gmail.com

ABSTRACT

A study to examine the relationship between emotional intelligence with self-efficacy and comparing themin elite and ordinary students of master of psychology of yasouj university in 2015,was done by correlation method and field method.The study population included all MA psychology students of the noted University by the number of 200 (78 top students and122 ordinary students) and data collection tools for self-efficacy ofSherer et al, and emotional intelligence was doctor Bradbry- Gievs. In the descriptive statistics, data analysis by using techniques of calculating frequency, percentage and average, and to analyze the data used Pearson's correlation coefficient (ρ), which reached the following results.Emotional intelligence Average 15.51 ± 3.85 and the average of self- efficacy 4.83 ± 21.51 are respectively.Also there is a significant relationship between emotional intelligence and self-efficacy of elite and normal students ($p<0.05$).Elite and ordinary students in order to achieve a high level of academic skills and success in the future, in addition to the recognition of their abilities, should access to the suitable growth in aspects such as emotions control.

Key words: emotional intelligence, self-efficacy, data analysis, descriptive statistics,emotions control.

INTRODUCTION

The term emotional intelligence was exposed to discussion for the first time by John Mayer and Peter Salovey in1990s. Theyexpress that , those who have emotional intelligence, can control their emotions and others, make distinction between positive and negative consequences of their emotions and use emotional information to guide their thinking process and personal actions.Daniel Goleman the behavioral science expert and author of "Working with Emotional Intelligence" was the first one whotake this concept into the organization.Goleman knows emotional intelligence, as talent, skill, or ability that deeply influenced all the individuals abilities (Sobhaninejad et al. 1387; Bradbury. 1384).

Emotional intelligence, emotional intelligence or emotional intelligence (that its coefficient shown by EQ) includes knowing and controlling your emotions.In other words, a person with a high EQ combines three components of emotions (cognitive, physiological and behavioral), successfully (Daniel Goleman, 63:2010).In Goleman model five areas of emotional intelligence in a brief way were studied:1) Recognize your emotions, self-awareness, 2) managing your emotions, self-management, 3) self-motivation, 4) recognize and understand emotions and feelings of others, Dygragahy 5) Manage the relationship with others, other management of Goleman model is now widely

recognized , does not mean that when someone has a highintellectual quotient or IQ (IQ) , do not necessarily have high emotional intelligence as well.Being smart is a privilege, but will not be a guarantee for success in life and interpersonal and social relations.(Carter. 2014).

The fact that mastermind is creating from the emotional brain, makes the relationship between thought and emotionmore explicit , in this case that very long before the rational brain, there was emotional brain.Evolution of old center of emotion start from the smelling and these centers were finally big enough that surrounds the upper part of the brain stem (Daniel Goleman,).

According to Goleman (1995), emotional intelligence includes a set of internal elements (self-awareness, self-image, a sense of independence and capacity, self-actualization and assertiveness) and outer (interpersonal relationships, ease of sympathy and a sense of responsibility) and is mentioned to the person's capacity to accept the reality, flexibility, the ability to solve emotional problems, problem solving and coping with stressful events.Many studies show that emotional intelligence has relation with important variables such as mental health and self-efficacy.

Many researchers believe that high emotional intelligence is correlated with superior performance in the areas of self-regulation, self-expression, independence, sympathy with others, control, optimism and self-efficacy (William et al, 2008; Byvrly et al, 2008). Ratuhi and Rastuji studies (2008) show that emotional intelligence has a positive relationship with self -efficacy and both variables have the ability to predict each other.Based on these findings, people with high emotional intelligence in compare with those who have low emotional intelligence have better performance in all the situations.Chan (2007) finds out in his study that students with high emotional intelligence have higher academic self-conceptand self-efficacy and among the four dimensions of emotional intelligence (optimism,

emotional awareness, sympathy and self-regulation), self-regulationis considered as an important indicator and predictor for the self-concept.Research findings indicate that gifted students with emotional stability and confidence in facing with neurological and psychiatric disorders are less vulnerable than normal students, and have variety of interests and tastes and more positive self- concept (Zydnr and Matthews , 2002).

Self-efficacy beliefs influence the people attitudes, how to deal with problems, emotional health, decision making, coping with stress and depression (Bandura Red, 2003).

Self-efficacy is referred to the beliefs of people about their ability to organize, motivations, cognitive resources and control over a given event.One of the fundamental aspects of self-efficacy of a person is the belief that a person can affect the outcomes of life bycontrolling.Especially when dealing with stressors, having a sense of control on thecondition, is an important factor to adapt with different situations.Individual especial expectations about his abilities to perform specific actions on individual effort, performing an action and consistency in doing that and appropriate motivation (Bandura and Pastvrly, 1999 to the Masoudnia, 2007).

Perceived self-efficacy is a cognitive mechanismthat provides the ability to control the horrific situations in a person and enable him to deal with difficulties.Understanding the ability cause to banish a behavior from a person. Those who have an explicit sense of self- efficacy are well-defined, coordinated and sustainable almost have a better understanding of mental health.They have reached an explicit vision about their selves and they are less affected by daily events and by the assessments of these events (Bandura, 1997).

 Self-efficacy is one of the concepts of individual psychology, social and functional that have an important role in behavioral concepts of girl

students.In today's world, human and intellectual capital[girl students with Graduate Studies and Psychology] is very important.These are students who, by knowing some aspects of himself reach some information about his abilities and to overcome the psychological pressure on the achievement of personal and social goals in his next job, are a great help.For this purpose, managers and academics in academic environments provided the conditions to strengthen the abilities and talents of students. According to the above and the review of efficacy literature, we conclude that the most important efficacy outcomes include. 1. Improving performance 2. Increase belief, 3.Increase the relation of people (students, professors, etc.) 5. successful educational experience, 6.competence, 7. feel significant, 8.feel confidence and 9.empowerment especially in the context of future jobs.

According to the mentioned result about the importance and the role of emotional intelligence and self-efficacy of students and also the role of these variables in their educational and career success, thisresearch provides as an evidence of the relationship between emotional intelligence and self-efficacy.Based on what was stated in the introduction, this study is specificallyinvestigating the follow hypothesis:

1. **There is a significant relationship between emotional intelligence of elite and normal girl student.**
2. **There is a significant relationship between self-efficacy of elite and normal students.**
3. **There is a significant relationship between emotional intelligence and self-efficacy of elite and normal girl students.**

Investigating method

Research is a process that the researcher is trying to better understanding the complexity of the interactions between people (Arabs,2004).This research is an applied research and collecting the data by correlation method.The correlation is that researchers attempt to explore the links and the amount and direction of correlation between quantitative variables using correlation coefficient (Krlynjr, 1997).

Statistical Society : The statistical society is referred to the population of the entire group of people, events or things that the researcher wants to investigate them (Sabian and Shiraz, 2002).The population in this study include all the girl students of MA Psychology of Islamic Azad University of Yasouj in 2015-2016 academic year, which the numbers are 200 (78elite students and 122 normal students).The criterion for selecting qualified students with high grade point average of 17 and more over the past year 2015 spring semester GPA;2014 January; 2015 autumn incoming was also the undergraduate GPA that has done by checking out the students' educational records by the help of office attendants.

Data collection instruments:In this study for measuring the emotional intelligence and self-efficacy of elite and normal MA girl students of Islamic Azad University of Yasouj they used the doctor Bradbry- Graves emotional intelligencequestionnaires, self-efficacy scale of Sherer et al.

A) **Emotional Intelligence Scale:**To measure the emotional intelligence, the emotional intelligence scale of Doctor TravisBradbery-Graves was used.The questionnaire contains 28 questions with self-consciousness, self-management, social awareness and relationship management, and in Iran has been translated and validated by doctor Mehdi Ganji.Test questionsat issue emotion regulation of emotion and using emotional assessment based on the Likert scale from A score of one (strongly disagree) to score of five (strongly agree) were measured.The internal consistency (inter-rater reliability) questionnaire by Cronbach's alpha coefficient of internal consistency with the overall average is 0.88, which is of sufficient

validity. Inemotional intelligence test the highest score is100 and the lowest is 4.

B) Self-Efficacy Scale:for measuring self-efficacy the Self-efficacy of Sherer et al (1982) were used.This scale has 17 questions,that each question based on the Likert scale ranging is set from strongly disagree to strongly agree range. Grading scale is in a way that any material has from 1 to 5 scores. Questions 1, 3, 8, 9, 13 and 15 are from right to left and the rest of the questions in reverse order, from left to right are scored. So the maximum score that one can obtain from this scale is 85 and a minimum score of the scale is 17. This scale (1996) has been translated and validated by Barati (according to Mohammad Amini et al.,2008).

Table 1- The summary of the tool information collected data for variables (KaramiZade, 2014)

Variables	Data collection instrument(questionnaire)	Validity	Stability
Emotional intelligence	Dr.Bradbri- Dr.jin Graves	Enough	0.88
Self-efficacy	Sherer et al	**More than 0.60**	**More than 0.80**

Data includes values and characteristics which should be meaningful by using statistical or non-statistical methods in order to achieve the purpose of researches or research. Analysis as scientific stage is a base of each research by which all research activities control till to achieve the results,In other words, analysis is the results of the attitudeby which the whole process and seek for choosing an issue to achieve a desired result is monitored (Earth, 2003).

In this study in order to explore the relationships between variables correlation method was used.$SPSS_{17}$ software used for the data analysis and descriptive and inferential statistical indicators including standard deviations and correlation coefficients were used by that.

Findings

Analysis of Descriptive statistics results showed 122 persons (61%) normal students and 78 persons (39%) elite students as well as 48persons (24%) were single and 122 persons (76%) were married.In terms of education and gender 100% they were girl students of MA psychology, and the average of emotional intelligence of girl students was 15.51 ±3.85 and the average of self- efficacy was 21.51 ±4.83

As Table 2 data shows the average of elite students in terms of emotional intelligence and self-efficacy variables is higher than normal students.

Variable	Table 2. The mean and standard deviation of variables between the two groups of preferred and common (Karami M., 2015)					
	Preferred			Common		
	Average	SD	Variances	Average	SD	variances
Emotional Intelligence	2.34	0.44	0.193	2.0	0.00	0.00
Self-Efficacy	2.88	0.47	0.215	2.50	0.54	0.285

Hypothesis 1. There is significant relationship between emotional intelligence of eland normal students.

To estimate the significance of the relationship between the components of emotional intelligence of elite and normal students the Pearson correlation coefficient was used (Table 2)

table 3- correlation coefficient between the components of emotional intelligence elite and ordinary students (Karami M., 2015)			
Pearson correlationcoefficient) ρ (	Self-efficiency	Social awareness	Social relationship management
Self-awareness	0.405	0.515	0.625
Self-management	-	0.308	0.514
Social awareness	0.308	-	0.576

Table 3 results shows that there is significant positive relationship among the components of emotional intelligence of elite and normal students (p<0.01).

Hypothesis2. There is a significant relationship between self-efficacy of elite and normal students.

To estimate the significance of the relationship between the components of self-efficacyof elite and normal girl students, Pearson correlation coefficient was used (Table 4 and 5).

table 4 - self correlation coefficient between the components of premium and regular students (Karami M., 2015)		
Pearson correlation coefficient	Public health	Self-efficacy in society
Public health	-	-0.403

The results in Table 4 show thatthere is a significant negative relationship between the components of self-efficacy of elite and ordinary girl students (p<0.01)

Table 5. The correlation coefficient between self and non-privileged students (Karami M., 2015)			
Variable	Correlation coefficient	Number of data	Level of significance
Self-efficacy of elite and normal girl student	-0.403	200	0.000

The results in Table 5 show that there is significant and negative relationship between self-efficacy of girl student (p<0.01).

Hypothesis 3. There is significant relationship between emotional intelligence and self- efficacy of elite and normal girl students.

To estimate the significance of the relationship between emotional intelligence and self-efficacy of the elite and normal girl students the Pearson correlation coefficient was used (Table 6).

table 6 - correlation between emotional intelligence and self-elite and ordinary students (Karami M., 2015)			
Variables	Correlation coefficient	Number of data	Level of significance
Emotional intelligence and self- efficacy	0.326	200	0.047

The results in Table 6 show that there is positive and significant relationship between the emotional intelligence and self-efficacy of elite students (p<0.05). the positive relationship between these two variables shows that by increasing emotional intelligence score of elite and normal girl students, the questionnaire score of self-efficacy of elite and normal students will increase and this issue indicates that better self-efficacy is in people with high emotional intelligence.

DISCUSSION AND CONCLUSION

The main purpose of this study was to investigate the relationship between emotional intelligence and self-efficacyand comparing them in elite and normal girl students of MA psychology of Islamic Azad university of Yasouj, and according to the noted hypothesis, dealt with in the following discussion.

First hypothesis: "there is significant relationship between emotional intelligence of elite and normal girl students."The results show that among the components of emotional intelligence of elite and ordinary students there is a significant positive correlation 0.01.Eshtrenberg(1996) concluded that IQ by a maximum of 0.10 and minimum of 0.04 can be responsible for the success of the persons that of course 0.10 seems more realistic.Wong and Lau (2004) showed that emotional intelligence had positive relationship in workers with the performance, commitment, focused on the work and professional satisfaction and emotional intelligence of employees with professional satisfaction and behavior in addition to the role, has positive correlation. Barsad (2000) concluded that the development of positive emotions in groups, facilitate team collaboration, reduce conflict and improve the performance of group members.Kob, Ritter and Rykrz (2001) stated that emotional intelligence and social intelligence are the effective variables in providing leadership ability in people.Dero and Tweddle (2006) in the overall scores and scores of emotional intelligence and interpersonal aspects of student

teachers have a significant correlation.there is a consistent relationship between the results of this research and reasreches ofShtrenberg (1996), Wong and Lau (2004); Barsad (2000); Cobb, Ritter and Rykrz (2001); Dero and Tweddle (2006)

The second hypothesis: "There is a significant relationship between self-efficacy of elite and normal girl students."The research results show that there is a significant and negative correlation between self-efficacy of elite and normal girl students bythe error 0.01. The quotient obtained is -0.403 times, and the amount related to the significant investigate of it is equal to 0.000.In other words, by increasing self-efficacy 0f elite girl students, the self- efficacy of normal girl students is reduced. Lister (2007) meta-analysis findings, show that elite students score in the field of educational and behavioral abilities significantly is more than normal students.

Abbas Abolghasemi et al, (2012) was concluded that there is positive correlation between the self-efficacy and its components included talent, perseverance, social independence, with the difference among people and achievement motivation of a middle school girl students.The results of this investigation is consistent with researches of Lister (2007) and Bandura (1986) and is antithetic with the results of Abbas Abolghasemi et al researches (2012).

The third hypothesis: "There is a significant relationship between emotional intelligence and self-efficacy of elite and normal girl students."The research results show that there is significant and positive correlation between emotional intelligence and self-efficacy of elite and normal girl students by the error 0.05.

The obtained coefficient is equal to 0.326, and the possible amount related to the significant investigating is 0.047.Barry and Anastasia (2005) showed that sense of self-efficacy with responsibility for, doing homework, and the high average of a course in school final exams has positive relationship.Moira and Oliver (2008)

found that high emotional intelligence with sense of self-efficacy, coping with stressful situation and assess stressful events as a challenge and an opportunity for learning, not a threat to security is related.William findings, Cann, Lepez, Newman and Kamimury (2008) show that emotional intelligence is related to self-efficacy and better performance in terms of self-regulation, assertiveness, independence, sympathy with others, control and optimism.William et al, 2008; Beur Li et al (2008) stated that many researchers believe that high emotional intelligence is related to superior performance in the areas of self-regulation, assertiveness, independence, sympathy with others, control, optimism of self-efficacy.

Ratuhi and Rastugy investigation show that emotional intelligence has a positive relationship with self-efficacy and both variables are able to predict each other. One of the challenging situations for teens, is educational field.People with high self-efficacy can be involved in more challenging situations.They can benefit from appropriate solutions to solve their problems by their curiosity and show greater endurance to solve educational problems (Bandura, 1986).Alexander, carer and Shonenfogel (1995), concluded that elite students use more self-efficacy beliefs than normal students and showed by strategies that self-efficacy, autonomy and intelligence play an important role in predicting academic achievement of greater autonomy.Chamers, Hu and Garcia (2001); Green, Miller, Krawsun, Duqu andSharma and Sylbrysn (2007) achieve a significant positive relationship between academic achievement and academic self-efficacy. Karl et al (2009) by investigating the students find out that self-efficacy has positive relationship with academic achievement.But on the other hand, researchers such as Ruzer, Midgley and Erdan (1996) Brown, Lent and Larkin and Sanders, Davis, Williams and Williams (1989) has been reported a weak positive relationship between academic

achievement and academic self-efficacy.The results of this research and Midgley and Eraden (1996),Brown, Lent and Larkin and Sanders, Davis, Williams and Williams (1989) researches is more consistent.

Alsothe descriptive statistics show that there is a significant differences between emotional intelligence and self-efficacy of elite and normalstudents. By this means that emotional intelligence average and self-efficacy of elite students is higher than normal students.This finding is consistent with Lister, (2007) Zydnr and Matthews (2003); Moshe et al., (2005); Haghshenas,Chamani and Firoozabadi, (2006) studies that have shown high emotional intelligence is related to sense of self-efficacy and mental health.Researches have shown that elite and gifted students, often have a good and positive relationship with their family and the community,Such students choose more as school and class leaders and in activities outside the classroom, such as attending cultural events, various sports, extracurricular activities and initiative works are more active than their classmates (Naraqi and Naderi, 2003, quotes Mohammad Amini, 2008).

Based on these findings, it can be deduced that because the top students in compare with normal students have more emotional intelligence and self-efficacy; act better than normal students in different situations.

Also the findings indicate a significant positive relationship between emotional intelligence and self-efficacy beliefs;This means that students with higher emotional intelligence,has highersense of self-efficacy.This finding is consistent with results of William et al (2008); Burly et al (2008); Ratuhi and Rastujy (2008), and Chan (2007); It means thathigh emotional intelligence is related to high self-efficacy and better performance in fields of self-regulation, assertiveness, independence, sympathy with others, control, optimism.In explaining the relationship between emotional intelligence and self-efficacy must be said that the fact that emotional intelligence involves a series of interconnected skills for accurate perception, assessment and expressing of emotions,Access to or emotions to facilitate thinking, the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth (Salvi and Meyer, 1997).Self-efficacy beliefs is also effect the way of thinking of a person, how to deal with problems, emotional health, decision making, coping with stress and depression (Bandura and Laki 2003).Both structures are set of skills and abilities that increase a person's achievement ability to cope with the pressures and any other environmental factors.Accordingly, both variables have a positive relationship with each other and the ability to predict each other.This finding is consistent with results of Mira and Oliver (2008), Nicolas et al. (2007); Veneta and Bourne (2005); Ptryd et al (2004); Khosrowjerdi and Khanzade(2005), Zarean, Asadolah Pour and Bakhshipour(2007), and Miri and Akbar (2007) researches.

In general, emotional intelligence, has an important role in the development of self-efficacy beliefs and a positive self-concept in students and raising their mental health andteaching components of emotional intelligence cause to higher sense of self-efficacy and more success in academic and carrier situations.Therefore, its necessary that workshops and in-service training for those involved in the education of girl students(Academics, educators, etc.) in order to become familiar with the importance of these variables and train them by using appropriate strategies and models to girl students to be held this research in both sexes (male and female); To be able to compare their results and identify the differences and similarities,

CONCLUSION
The purpose of strengthening emotional intelligence (emotional), awareness of emotions

and train them to overcome the obstacles of life.The first step to increase emotional intelligence (emotional) is self-awareness. Self-awareness means how you feel and why you feel.Although it may initially be difficult for some people at first, but when you start to self-understanding,You can also develop other emotional skills and ultimately to achieve high emotional intelligence.

According to the results of this research and the other same studies can conclude that, emotional and social skills training can be in both long-term and short-term increase people's success. Therefore, by inclusion the emotional intelligence concept in universities programs can help the students to cope better with the pressures of academic, social and are less likely to fail.Social and emotional skills training beside to education training, provides otherextensive capabilities for studentsWhich not only has a positive impact on their academic achievement,But also in future influence the job and social performance and especially is effective in psychology students in doing stressful and heavyresponsibilities in the workplace.

Restrictions

This research like most researches that happen in behavioral science was associated with limitations that their recognition, for the next researches and attempt to reduce or eliminate these limitations seems to be logical.In addition, when the results of the study revealed the things that by attaintioning to them can be helpful for new researches and is productive for the future.

Problems of research are as follows:

1. Time limitations according to the type of research, the largest community, the scattering statistic sample, data collection tools and collection of information needs more time.

2. This research is has been done only in Azad university [departments of Psychology], the results of which should be extended by wary of other girl students of Islamic Azad University,

and the results cannot be generalized to other sections and strings of other universities. Factors such as socioeconomic status of families, employment, city and university and may inadvertently influence the result.

Suggestions

A) **Practical suggestions:** According to the results of our research, we decided to make the necessary recommendations to improve mental health and provide increased self-efficacy.

1. Teaching and increasing emotional intelligence skills, particularly among girl students of psychology, and teaching methods to enhance self-efficacy and mental health in university centers, can help to improve the response when dealing with emotions (stress).

2. Respected authorities of universities, provide the fields for science trips, travel, tourism and pilgrimage, presence of students and teachers in environments that students in the future belong to them.

3. Lack of physical and psychological dependence on virtual spaces and some of their applications (Facebook, YouTube, WhatsApp, etc.).

4. Girl students by joining in sports activities, participation in scientific meetings and, cultural, political conferences and… provide fields of true and principled communication with others and their emotional intelligence management.

5. Careful attention and conscious awareness of the emotions of others through non-verbal behavior of the emotions of others and promoting excellent listening skills in elite and normal students.

6. Family training and more awareness to them through the mass media and meeting of the parents association at the university level.

7. Strengthen mechanisms for acceptance and waiver the stressful events in girl students

8. Heredity plays a decisive role in dealing with social tensions, communication, economic, environmental, that should be considered.

9. In some cases, the need for the University, the and social institutions Places, resorts, study halls, film screenings and special women in environment and spaces filled with a sense of peace of mind and provide support forgirl students.

10. Professors, university authorities and listen to the student's wishes and respect them.

11. If the girl students assume that they need more emotional help, they should take advantages from their experienced friends, professors, university authorities or psychologist and consultant.

B) Research Suggestions

Since the study was conducted at the department of Psychologyof Islamic Azad University ofYasouj Therefore, it is recommendedThat also be considered in other Islamic Azad universities and by comparing the research data obtained more realistic data,And the results are compared with the results of this study and investigated. Some of the proposed research topics are as follows:

1. To investigate the relationship between emotional intelligence and self-efficacy of heads of department in Kohgiluyeh and Boyer

2. To investigate the differences of Emotional intelligence and self-efficacy and mental health of psychology MA students of Islamic Azad University of Kohgiloye and Boyer Ahmad.

3. To investigate the relationship between emotional intelligence and self-efficacy and mental health and mental health of nursing girl students of Islamic Azad Universities of Kohgiluyeh and Boyer-Ahmad.

4. To investigate the differences between emotional intelligence and mental health of girlstudents of state and Islamic Azad Universities of Yasouj city.

5. Effect of marriage and marriedon mental health and self-efficacy of nursing girl students of Islamic Azad University of Kohgiluyeh and Boyer Ahmad.

6. The differences between Emotional intelligence with self-efficacy and mental health of employed and unemployed of MA girl student of psychology departments of Islamic Azad University of Kohgiluyeh and Boyer-Ahmad.

7. Investigate the relationship between mental health and emotional intelligence, and comparing these mental variables among athlete and non-athlete students of Islamic Azad University ofKohgiluyeh and Boyer-Ahmad.

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