

Relationship of religious beliefs and coping styles with emotional intelligence among high school students in Shush

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Abstract

Background and Objective: Excitement forms a great part of life and religious beliefs are regarded as psychological motivation rooted in human nature, and coping styles as a series of cognitive and behavioral processes to prevent, manage or reduce stress. Hence, the aim of this study was to examine the relationship of religious beliefs and coping styles with emotional intelligence among high school students in the city of Shush.

Method: The research method in this study was descriptive and correlational. The population of the study included all high school students, both male and female (2012 in total, 1254 girls and 758 boys). 200 students were selected and required to complete three questionnaires, namely Emotional Intelligence by Bar-On, Religious Attitude by Golriz and Baraheni (1975) and Strategies developed by Lazarus. To analyze the data, descriptive statistical methods and Pearson correlation coefficient were used. It should be noted that all ethical issues were observed in this research and the researchers declared no conflict of interests.

Results: Based on the results of the present study, there is a significant relationship ($p > 0/05$; $r = 0/389$) between religious beliefs and emotional intelligence of high school students in the city of Shush and also between coping style and emotional intelligence ($p > 0/05$; $r = 0/821$).

Conclusion: Given the results of this study, teachers are recommended to hold workshops for students at school in order to familiarize them with the religion and Islam so that students become more familiar with religion.

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Summary

Background and Objective: Hein states that emotional intelligence means "controlling affection, within itself and establishing a balance between the individual's inner sense and logic, in such a way as to maximize happiness" (1). Emotional intelligence can create a quality context for personal and social progress in different cultural fields (2). The related literature indicates that there is a relationship between emotional intelligence and religious beliefs. Religious beliefs are religious motives that are rooted in the existence and nature of man (3). Religious beliefs are mostly

common beliefs of certain individuals who pride themselves on approaching these beliefs and doing religious practices (4). In addition, coping styles include behavioral and cognitive functions and behaviors, to manage, reduce, and to prevent stress. Lazarus and Fulkman have identified two general methods of coping for stress management: problem-centered coping and emotional-focused coping (5). In a research, Karimi concluded that there is a meaningful relationship between intelligence and religious beliefs (6). Abbasi and Roshan also found in their research that there is a significant positive relationship between religious beliefs and students' emotional intelligence. Moreover, according to other research findings,

religious belief components can predict 23/3 percent of emotional intelligence changes in students (7). In addition, Mohammadi, Torabi and Gharei, in their study concluded that between the dimensions of emotional intelligence, and general emotional intelligence, with each of the three strategies of active coping, disabling and returning to others (and coping strategies related to these dimensions) , there was a significant positive correlation (8).

Method: The method of this descriptive study was correlation. The statistical population of this study was all female and male high school students in Shush, whose population was 2012 (1254 girls and 758 boys), based on the report issued by the Education Department of Shush. The method of determining the size of the statistical sample was using the Krejcie and Morgan tables. Among the statistical population of the study which was 2012, 200 students were obtained from the statistical sample and multi-stage cluster sampling was employed for distributing the questionnaires. Descriptive statistics and Pearson correlation coefficient were used to analyze the research data. Measurement tools in this research were Bar-On's questionnaire (1980), Golriz and Brahoni's Religious Attitude Questionnaire, and Lazarus's Strategy Questionnaire (1980).

Results: The results showed that the participants of this study were 200 high school students (125 female students and 75 male students) in Shush; 14 students (7%) had an average below 15, 98 students (49%) had averages between 15 and 18, and 88 students (44%) had an average of 18 or higher. It is worth noting that 28 students (14%) were majoring in Industrial Skills, 73 students (36.5%) in Mathematics and Physics, 50 students (25%) in Experimental Sciences, and 49 students (24.5%) in Humanities. Pearson correlation between religious beliefs and emotional intelligence of students ($r=0.389$) was significant at the level of 0.05. Furthermore, Pearson correlation test was significant between the coping styles and students' emotional intelligence ($r= 0.821$) at the level of 0.05.

Conclusion: There was a significant relationship between religious beliefs and emotional intelligence of students. To explain this finding, it can be said that teaching religious and ethical issues will help students recognize and manage their emotions and have a better life. As developing and strengthening religious beliefs will increase the ability to control the emotions of oneself and others; in other words, this boost the level of emotional intelligence of the society. This means that the use of problem-oriented coping style was higher in students with high emotional intelligence than emotional and avoidance coping strategies. Besides, problem-oriented people had more mental health than emotional-minded people. Salvi et al. also suggested that individuals with higher emotional intelligence are more successful in communicating with the world around themselves and in coping with stressful situations because they are receiving their emotional states with precision and they know how to express their feelings internally and in ways that suit their

temperament. Therefore, it can be safely concluded that religious teachings should both be attached great importance and be included in the students' programs in the form of scientific research and the like.

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