The Relationship between Emotional Intelligence and Moral Intelligence on Happiness of Payame Noor University Students

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ABSTRACT

Statement of Problem: Happiness is a positive concept that is critical for health (Gavin, J.H, 2004). And it is defined as a whole as a complete, durable and convincing satisfaction in life. (Bakt et al., 2008). The purpose of this study is to investigate the effect of emotional intelligence and moral intelligence on happiness of students of Payam Noor University. Methodology: The survey method is used in this study. Regarding the purpose of this research, a sample of 210 people was selected based on stratified sampling. Regression test was used to investigate the effect of predictive variables (emotional intelligence and moral intelligence) on the criterion variable (happiness), and independent t-test was used to obtain the difference between the mean of studied variables. SPSS 24 software was used to analyze the data. Findings: The results show that emotional intelligence, moral intelligence and happiness tests have high reliability for research activities. The results of stepwise regression analysis show that there is a positive and significant relationship between emotional intelligence and happiness among independent variables (0.198) and its coefficient of determination is equal to 3.9%, i.e. emotional intelligence explains 3.9% of the variance of happiness...
variable. Independent T-test results show that there is no significant difference between mean happiness, emotional intelligence and moral intelligence in female students and male students. Discussion and interpretation: Emotional intelligence in happiness is a key and important element, having this intelligence in individuals and students causes more compromise in different situations, as well as increasing social skills and, consequently, more adaptability that leads to happiness. Implementation of special training courses and ways to improve students’ happiness, holding specialized meetings and seminars in this field is done with the presence of experts.

Key Words: Emotional Intelligence, Moral Intelligence, Happiness, Students, Payam Noor University

Introduction
The term "happiness" consists of several mental concepts such as happiness, pleasure and enjoyment, but it does not mean baseless optimism and self-deception, denial of realities, and not considering the problems of self or others (Diener et al., 2002). Happiness is an important and influential variable throughout human life. Happiness is a kind of meaning of life or meaning (King and Napa, 1998). Veen Hoven (2003) believes happiness is the amount of positive value that a person considers for himself. Happiness is a positive concept that is important for health (Gavin & Mason, 2004). It is defined as a whole as a complete, durable, and persuasive satisfaction in life (Bakht et al., 2008). The results of research on gender-based happiness show that the mean happiness score of boys is higher than girls (Beyrami et al., 2011; Ali Pour and Noori, 2006). Also, the results of other studies show that there is no significant difference between the mean happiness of male and female students (Siyamiyan et al., 2011; Ali Pour and Agah Harris, 2007; Anasori; 2007; Safari; 2010; Yaghubi; 2010; Omidyan; 2009; Dabiri al., 2011; Sahraeian et al., 2011; Rafiei et al., 2012; Alavi, 2007; Diener et al., 2003). Emotional intelligent
Salovey and Mayer (1990) presented the first definition and formal model of emotional intelligence. They defined emotional intelligence as the ability to understand and express emotion, adapting emotion to thoughts, understanding and reasoning using their emotions and others. Emotional intelligence is defined as the ability to diagnose, process, and manage emotions of self and others. These abilities should be involved in the underlying processes of perceiving emotional symptoms and compromise with different situations of a social and emotional context. Meyer and Salvi (1993) considered emotional intelligence as a kind of
social intelligence, including the ability to control their emotions and others and differentiation among them and use of information for the strategy of thinking and action, and summarized it in five domains of self-awareness, oneself management, motivating oneself, empathy and relationship handling. The results of research show that the mean score of men in emotional intelligence variables is higher than mean women's score (Beirami et al., 2009). Other results of research show that the mean score of emotional intelligence in girls is higher than boys (Ahmadi Azghandi et al., 2007). The results of research on the relationship between emotional intelligence and happiness show that there is a significant relationship between emotional intelligence and happiness in students (Naderi et al., 2015; Mirbluk et al., 2015; Hassan Nia et al., 2014; Bahalou Horeh, 2014); Bahmayee et al., 2014; Rahimi, 2014; Karandish, 2013; Ghaltash et al., 2011; Yaghoubi and Baradaran, 2011; Shariati and Ramezani; 2009; Pourzarei; 2007; Gallagher and Vella Brodick; 2008; Fourenham and Christopher, 2007 and Farenham and Petrides, 2003).

Moral intelligence
Recently, a new term titled moral intelligence was introduced by Borba in psychology. Borba defines moral intelligence as the capacity and ability to properly understand the opposite, to have strong moral beliefs, and to act and behave correctly (Borba, 2005). Moral intelligence includes a combination of knowledge, desire and will. This intelligence includes a way we think, feel and act (Clarken, 2010). Moral intelligence means attention to life of man and nature, economic and social well-being, free and honest communication, and civil rights (Tuerner and Barling, 2002). The principles of moral intelligence from the perspective of Borba (2005) include: Empathy, consciousness, self-control, attention and respect, kindness, tolerance and fairness. Lennick and Kiel (2005) consider moral intelligence as the ability to identify correct from mistake that are consistent with global principles. In their view, four principles of moral intelligence are: integrity, responsibility, compassion and forgiveness.

The research results of Pourjamshidi and Beheshti Rad (2015) regarding the relationship between moral intelligence and happiness show that moral intelligence has a positive and significant effect on happiness. The results of other related researches show that moral intelligence has a positive and significant relationship with self-actualization and life satisfaction (Emami et al., 2014), psychological well-being (Sotoudeh et al., 2016 and Hassani et al., 2016) and spiritual well-being (Charghiyan et al., 2015). In terms of gender differences, the mean moral intelligence of boys is significantly higher than girls (Hassani et al.,
2016). Given the importance of research, the purpose of this study is to investigate the relationship between emotional intelligence and moral intelligence on the happiness of students at Payam Noor University.

**Research method**

Statistical population and sample studied: According to the research method, among all students of Payam Noor University of West Azarbaijan, a sample of 210 people was selected based on stratified sampling. In terms of gender, 88 (42.1%) were male and 121 (57.9%) were girls. The mean age of the sample was 22.11 years, with a mean of 22 years and a standard deviation of 2.52 (the lowest age was 19 years and the highest was 29 years).

**Research method**

The research is descriptive and correlational. To investigate the effect of predictive variables (emotional intelligence and moral intelligence) on the criterion variable (happiness), regression test was used and independent t-test was used to obtain the difference between the mean of the studied variables. SPSS 24 software was used to analyze the data.

**Research tool**

The following tests were used to measure the variables:

**Emotional Intelligence Test**: Emotional intelligence scale was designed by Schutte et al in 1988 (Schutte et al., 1998). Validity of test was obtained using re-test method after two weeks of re-implementing is obtained 0.78 and using Cronbach's alpha 90% (Schutte et al., 1998). Bastian et al. (2005) have stated the validity of test 0.89, Austin et al. (2004), 0.84 and Khosrow Javid (2002) 0.81. Validity of this test in this study was equal to 0.862. In general, it can be concluded that the emotional intelligence scale has an acceptable validity and reliability in student population (Bayani, 2009). In this test, it is given to the totally incorrect options, score 1, false 2, to some extent correct 3, true 4, and totally correct 5, and some questions will be scored as inverse.

**Moral Intelligence Test**: Questionnaire of moral intelligent was presented by Lennick and Kiel, consisting of 40 questions in the 5-point range (never, rarely, sometimes, often, and always). Validity of this test in research of Jahaniyan and colleagues (2013) is mentioned using Cronbach's alpha 0.84, Lennick and Kiel (2007), 0.94 and Poorjamshidi and Beheshti Rad (2015), 0.811. The validity
obtained for this test was 0.912. The validity of the test construct has also been confirmed (Pourjamshidi and Beheshti Rad, 2015). To score the test, it is given to the option of never, score 1, rarely, score 2, and ... and always, score 5.

**Happiness Test:** Argyll et al. (1995) have made 29-item questionnaire for measuring happiness and extracted seven factors from test with factor analysis of its result. Each of the questions in this test has 4 options, which allocated from 0 to 3 points. The maximum score in this test is 87 (Bahadori Khosroshahi and Babapour Kheiruddin, 2012). High score in this test represents high happiness. Validity of this questionnaire has been reported appropriate in studies of Hills and Argyll (2001). Face validity of this questionnaire is confirmed by Jafari et al. (2004), Alipour and Agah Harris (2007) and Neshat Dust et al. (2007). Validity of this test is confirmed in researches of Bahadori Khosroshahi and Babapour Kheiruddin (2012); Yaghubi and Brothers (2011); 0.82; Dabiri et al. (2011); 0.91; Hadinejad and Zarei (2009); Khosh Konesh and Keshavarz Afshar (2008); Alipour and Nourbala (1999); Alipour and Agah Haris (2007); Keshavarz (2005); 0.82; Francis et al. (1998). The validity of this test in this study was obtained equal to 0.901.

**Research findings**
The results in the field of validity of the case tests and its comparison with the results of other studies in this field show that emotional intelligence tests (0.862), moral intelligence (0.912) and happiness test (0.901) has high validity to do research activities.

The descriptive indexes of the variables studied are shown in Table 1.

<table>
<thead>
<tr>
<th>Variable descriptive statistics</th>
<th>Emotional Intelligence</th>
<th>Moral Intelligence</th>
<th>Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>109.38</td>
<td>133.68</td>
<td>44.20</td>
</tr>
<tr>
<td>Median</td>
<td>109.00</td>
<td>135.00</td>
<td>44.00</td>
</tr>
<tr>
<td>Mode</td>
<td>103.00</td>
<td>140.00</td>
<td>44.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>18.34</td>
<td>20.84</td>
<td>13.41</td>
</tr>
<tr>
<td>Minimum</td>
<td>66.00</td>
<td>75.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>178.00</td>
<td>185.00</td>
<td>87.00</td>
</tr>
</tbody>
</table>

Stepwise regression analysis was used to examine the effects of independent variables (emotional intelligence and moral intelligence) on students' happiness. The results (Table 2) show that among independent variables, emotional intelligence has a significant effect on students' happiness. The relation of this
factor alone is 0.198.

Table 2: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.198</td>
<td>.039</td>
<td>.035</td>
<td>13.19217</td>
<td></td>
<td>.039</td>
<td>9.203</td>
<td>1</td>
<td>226</td>
<td>.003</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), emotional intelligence  
b. Dependent Variable: happiness

Also investigating the results of step-by-step regression analysis shows (Tables 3 and 4) that emotional intelligence has a significant effect on happiness of students among independent variables (0.291).

Table 3: Stepwise regression test

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>27.963</td>
<td>5.441</td>
<td></td>
<td>5.140</td>
</tr>
<tr>
<td>emotional intelligence</td>
<td>.149</td>
<td>.049</td>
<td>.198</td>
<td>3.034</td>
</tr>
</tbody>
</table>

a. Dependent Variable: happiness

Based on the results of tables 2 and 3, among independent variables, emotional intelligence has a positive and significant relationship with happiness (0.198) and the coefficient of determination is equal to 3.9 percent, i.e. emotional intelligence explains 3.9 percent of variance of happiness. It can also be said that by increasing 0.149 units increase in emotional intelligence, one unit increase in happiness of students will be done. The t-test for regression coefficients is also shown in this table for the independent variable, which is equal to 0.001, consequently, emotional intelligence is effective in happiness of students. Also, cultural intelligence had no significant effect in students' happiness prediction. Independent T-test results show that there is no significant difference between the mean happiness of female students (42.75) and male students (46.02), the mean of emotional intelligence of female students (109.00) and male students (110.14), as well as between mean moral intelligence of female students (133.29) and male students (134.31). Also, there is no significant difference between the mean happiness of students of the humanities (44.20) and the students of basic sciences and engineering (44.27), between the mean of emotional intelligence of humanities students (110.50) and students of basic sciences and engineering sciences (109, 29) and between the mean moral intelligence of humanities students (132, 88) and students of basic sciences and engineering (134/85).
Discussion and Interpretation

The purpose of this study was to investigate the relationship between emotional and moral intelligence on happiness among students of Payam Noor University of West Azarbaijan. The results of this study indicate that emotional intelligence has a significant effect on students' happiness. This finding is consistent with the research results of Naderi et al. (2015), Mirblouk et al. (2015), Hassan Nia et al. (2014), Bahalu Hure (2014), Bahmei et al. (2014), Rahimi (2014), Karandish (2013), Ghaltash et al. (2011), Yaghoubi and Bradarain (2011), Shariati and Ramezani (2009), Pourzarei (2007), Gallager and Vela Brodik (2008), Fourenham and Christopher (2007) and Fourenham and Petrides (2003). In explaining this finding, it can be said that emotional intelligence is a key and important element in happiness, according to Goleman (1995), emotional intelligence, including individual capacity to accept the facts, openness to experience, ability to solve emotional problems, ability to deal with stress and impulses. In fact, this intelligence involves recognizing your feelings and others and using it to make right decisions in life. In other words, it is a factor motivates a person when failing and leads to a good relationship with people due to high social skills. Individuals with high emotional intelligence will have the ability to accept the facts and deal with emotional problems, having this intelligence in individuals and students causes more compromise in different situations as well as increasing social skills and, consequently, more adaptability that leads to happiness. According to other results, there is no significant difference between mean happiness in male and female students. This finding is consistent with the results of Siamian et al. (2011), Alavi (2007), Alipour and Agah Haris (2007), Anasori (2007), Safari (2010), Yaghoobi (2010), Omidian (2009), Dabiri et al. (2011), Sahraeian et al. (2011), Rafiei et al. (2012) and Diner et al. (2003), and contrary to the results of Birami (2011), and Alipour and Nouri (2006). In explaining this result, it can be said that happiness and joy today are issues of life and all people try to enjoy this divine blessing in life. Given the people correct understanding in life and great attitudes of people, and especially female students, they also feel happy and joyful today to their successes, and they can enjoy life as the opposite gender by having opportunities. Also, positive attitude of society towards women's advancement and effort in society and their progress also have a significant effect on the happiness of female students.
Offers
The implementation of special educational courses and ways to improve students' happiness, holding meetings and specialized seminars in this field to be done with the presence of experts. It is also recommended that the attention to emotional intelligence and its growth factors to be considered by the authorities at the macro and regional level in order to increase the happiness of students. Limitations: Due to the implementation of this research on limited sample and West Azarbaijan province, the results of this research are valid only for this population (Students of Payame Noor University of West Azerbaijan Province), of which the sample is selected, and its generalization to other populations should be avoided.

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