

Retraction Notice

Title of retracted article: Relationship among Emotional Intelligence, Spiritual Intelligence and Resilience of Students at University of Zabol
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Journal: International Journal of Clinical Medicine (IJCM)
 Year: 2015
 Volume: 6
 Number: 10
 Pages (from - to): 759-768
 DOI (to PDF): <http://dx.doi.org/10.4236/ijcm.2015.610102>
 Paper ID at SCIRP: 2101163
 Article page: <http://www.scirp.org/Journal/PaperInformation.aspx?PaperID=60759>

Retraction date: 2016-5-25

Retraction initiative (multiple responses allowed; mark with X):

- All authors
 Some of the authors:
 Editor with hints from Journal owner (publisher)
 Institution:
 Reader:
 Other:
 Date initiative is launched: 2016-5-20

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History

Expression of Concern:

yes, date: 2016-5-18

no

Correction:

yes, date: yyyy-mm-dd

no

Comment:

Short Retraction Notice

The paper does not meet the standards of "International Journal of Clinical Medicine".

This article has been retracted to straighten the academic record. In making this decision the Editorial Board follows [COPE's Retraction Guidelines](#). Aim is to promote the circulation of scientific research by offering an ideal research publication platform with due consideration of internationally accepted standards on publication ethics. The Editorial Board would like to extend its sincere apologies for any inconvenience this retraction may have caused.

Editor guiding this retraction: **Yong Sang Song (Eic of IJCM)**

Relationship among Emotional Intelligence, Spiritual Intelligence and Resilience of Students at University of Zabol

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Received 12 April 2015; accepted 28 June 2015; published 29 October 2015

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Abstract

The present study aimed to examine the relationship among emotional intelligence, spiritual intelligence and resilience of students at University of Zabol. This was a descriptive study using a survey method. The statistical population of the current study included all students at University of Zabol. Research instruments contained the Adult Resilience Scale developed by Hjemdal *et al.* [1], the Trait Emotional Intelligence Questionnaire designed by Petrides and Farnham [2], and Spiritual Intelligence Inventory developed by King [3]. The sample included 354 university students (188 females and 166 males) studying at University of Zabol in the academic year 2014-2015, selected through applying simple random sampling method. Data were analyzed in both descriptive (frequency distribution, frequency, and charts) and inferential levels (Pearson correlation coefficient and independent t-test). Results indicated that there was a significant relationship between emotional intelligence and spiritual intelligence. Moreover, resilience was significantly and positively correlated with emotional intelligence and spiritual intelligence. Additionally, no significant difference was found between the overall resilience of male and female students.

Keywords

Emotional Intelligence, Spiritual Intelligence, Resilience, Students of University of Zabol

1. Introduction

Resilience is one of the main issues raised in positive psychology. Resilience is the capacity to overcome and even become stronger through experiencing problems and traumas. There are two important criteria in the resi-

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lience process. When encountering with significant threats or serious difficulties, despite the hardships and mishaps, people achieve positive adaptation and as a result, they will grow [4]. Rutter [5] asserted that resilience involved the interaction between risk factors and protective factors. Risk factors are defined as conditions or events that may lead to adverse outcomes. In this regard, poor socio-economic conditions, widespread social pathologies or parents' divorce are commonly considered as risk factors. Protective factors, on the other hand, are defined as events or circumstances which keep an individual safe against traumas. Emotional intelligence is another issue that is raised in positive psychology. Emotional intelligence is a form of intelligence that refers to individuals' differences in perceiving emotions, motivating and controlling emotions both in personal and social relations. Emotional intelligence is the ability to understand and manage one's own and others' emotions and apply these emotions to guide thinking and behavior.

Reviewing previously conducted studies showed that generally speaking, in recent years, paying attention to positive psychology and various variables including resilience, as the most important factor affecting mental health and adjustment have risen. Since the relationship among emotional intelligence, spiritual intelligence and resilience was not examined in any other study; therefore, the current study aimed to investigate the simultaneous impacts of emotional intelligence and spiritual intelligence on resilience. Another objective of this study was to compare the variables under study with regard to subjects' gender.

Resilience is a construct in positive psychology which is recently regarded by researchers and therapists. The emerging concept, *i.e.*, successful resistance against challenging situations, plays a key role in adaptation and is an important factor to solve and overcome problems. The resilience theory claims that human being is not a slave of unchangeable human weakness, but he has unlimited potentials. The core of most definitions of resilience is the ability to bounce back, *i.e.* recovery from failure and difficult conditions. But difficult conditions are not necessarily referred to as specific critical conditions; in fact, resilience is a resourceful base in every situation and problem. Given the infancy of the research on resilience, understanding various aspects of this issue can help us develop further research in the future.

Jenaabadi [6] investigated the relationship of emotional self-awareness and impulse control, a component of emotional intelligence, with addiction potential of male high school students. This study was carried out to examine the relationship of emotional traits, self-awareness, and impulse control, as psychological characteristics, with addiction potential in order to present appropriate recommendations to prevent the issue. This was a descriptive-correlational study. The statistical population included all male high school students in Zahedan among which 100 male students were selected using random sampling method. Research tools included Emotional Self-Awareness Scale, Emotional Quotient Inventory (Bar-On), and Addiction Potential Scale (APS). To examine the relationship between the variables, obtained data were analyzed using Pearson correlation coefficient. The results indicated that there were negative significant relationships between emotional self-awareness and addiction potential (-0.391) and between impulse control and addiction potential (-0.582). Therefore, it was concluded that one of the methods of creating resistance against drug abuse among students was strengthening their emotional intelligence, especially self-awareness and impulse control.

Keshavarzi and Yousefi [7] conducted a study to understand the relationship of emotional intelligence and life satisfaction with resilience. The results demonstrated that the overall scores of emotional intelligence and spiritual intelligence significantly and positively predicted the overall score of resilience. However, emotional intelligence was a better predictor of resilience. Moreover, individual merit, family cohesion and interactions with friends, variables of resilience, were predictable through personal meaning production (in spiritual intelligence) and optimism (in emotional intelligence). Comparing male and female subjects, females' mean score on spiritual intelligence was significantly higher than that of males. Considering the other two variables, no significant difference was found between male and female mean scores.

Abulghasemi [8] carried out a study to determine the relationship of resilience, stress and self-efficacy with life satisfaction in students with high and low academic achievement. In this study, subjects were 120 high school female students, among which students with high and low academic achievement were selected through applying simple random sampling method. To collect data, questionnaires on resilience, stress, self-efficacy, and life satisfaction were used. The results of multivariate analysis of covariance indicated that resilience, self-efficacy and life satisfaction in students with high academic achievement were significantly higher compared to those who had low academic achievement and the former students' stress was lower. The results of multivariate regression analysis showed that resilience and positive stress in students with low academic achievement were the best predictors of life satisfaction and in students with high academic achievement, resilience was the best

predicator of life satisfaction. These findings had significant implications on training and providing consulting services for students.

Jowkar [9] conducted a study entitled “The Mediating Role of Resilience in the Relationship between Emotional and General Intelligence and Life Satisfaction” carried out on 577 high school students (284 females and 293 males) in Shirz. The results showed that emotional and general intelligence were significantly correlated with resilience; however, emotional intelligence was a stronger predicator of resilience. Moreover, resilience had a mediating role between various types of intelligence and life satisfaction. In this regard, the role of emotional intelligence was stronger.

Jalili and Hassanchari [10] determined psychological resilience in terms of self-efficacy in athlete and non-athlete university students. This study was aimed to examine the possibility of predicting resilience based on self-efficacy in athlete and non-athlete university students. To this end, a sample of 403 athlete and non-athlete students (198 females and 205 males) were selected using a targeted or purposive sampling method. Athlete students were selected among those who took part in Universities Premier League affiliated to the Ministry of Science, Research, and Technology. To elicit the essential data, questionnaires on resilience and self-efficacy were used and the obtained data were analyzed applying regression analysis, one-way and two-way analysis of variance and independent t-test. The results indicated that self-efficacy significantly and positively predicted resilience. Comparing the results of analyses demonstrated that athlete and non-athlete students had different patterns for predicting psychological resilience based on self-efficacy. This finding was not consistent with the results of the entire group. Moreover, resilience of athlete students was significantly better than that of non-athletes. Other results indicated that considering their resilience, there was no significant difference between athletic fields. Finally, there was no significant difference between male and female subjects considering their resilience. This study was conducted in the light of the previously conducted studies and to propose recommendations for further research.

In a study conducted on 116 university students aged between 18 and 23, examining the relationship between emotional intelligence and academic achievement, Vander Zee, Thijs, and Schakel [11] indicated that there was a weak relationship between emotional intelligence and academic achievement. Additionally, there was a significant relationship between emotional intelligence and some personality traits like extraversion. The results demonstrated that emotional intelligence was able to predict academic achievement and social status.

Azimifar [12] examined the relationship of emotional intelligence on academic achievement. The results of this study showed that in many cases and in doing some academic assignments, emotional intelligence played a significant role.

Studies carried out to examine the relationship between resilience and spiritual intelligence put an emphasis on the positive relationship between spiritual intelligence and resilience [13]-[16].

The overall objective of this study was to examine the relationship among emotional intelligence, spiritual intelligence and resilience of students at University of Zabol and its secondary objectives are as follows:

- 1) Examine the relationship between emotional intelligence and spiritual intelligence of students at University of Zabol.
- 2) Examine the relationship between emotional intelligence and resilience of students at University of Zabol.
- 3) Examine the relationship between spiritual intelligence and resilience of students at University of Zabol.
- 4) Examine the relationship between resilience and gender of students at University of Zabol.

2. Methods

This was a descriptive study using a survey method. The statistical population of the current study included all students studying at University of Zabol. The sample included 354 students (188 females and 166 males) of University of Zabol in the academic year 2014-2015 whom were selected through applying simple random sampling method.

3. Instruments

The Adult Resilience Scale: This scale was developed by Hjemdal *et al.* [1] containing 43 items. This scale includes five main dimensions, *i.e.* individual merit, social merit, family cohesion, social support and individual structure. Each item is scored on a 5-point Likert type scale from completely agree (5) to completely disagree (1). Reliability and validity of this scale were examined by Jowkar *et al.* [17] which was good. To determine its

reliability, in the current study, the Cronbach alpha coefficient was used. Moreover, to indicate its construct validity, factor analysis using a principle components analysis (with varimax rotation) was applied. The exclusion criterion were special value higher than one and slope of the scree curve. KMO was obtained 0.93 which indicated the adequacy of the sample content. Bartlett test coefficient was 8429 which was significant at the $p < 0.0001$. Moreover, 29.70, 10.75, 6.96, 4.70, and 3.38 respectively indicated that variance percentage obtained for the subscales.

The Trait Emotional Intelligence Questionnaire: This is a self-report questionnaire designed by Petrides and Farnham [2]. The original form includes 144 items and 15 subscales. In the current study, its short-form was used including 30 items. This questionnaire includes four dimensions, *i.e.* perceiving emotions, managing emotion, social skills and optimism, which are scores based on a 7-point Likert type scale from totally agree (7) to completely disagree (1). Validity and reliability of this questionnaire was examined by Yusefi [18] which was good. To evaluate its reliability, the Cronbach alpha coefficient was used and to determine its validity, correlation between subscales with an overall score was applied.

Spiritual Intelligence Inventory: This is a self-report inventory which was developed by King [3]. Its original form includes 83 items; however, its short-form contains 24 items. This inventory has four subscales, *i.e.* critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion, which are scores based on a 5-point Likert type scale from totally agree (5) to completely disagree (1). The total score is achieved from adding the obtained score on each item. Validity and reliability of this questionnaire was examined by Hosseinchari and Zakeri [19]. To evaluate its reliability, the Cronbach alpha coefficient was used and to determine its validity, correlation between subscales with an overall score was applied.

To analyze the data, both descriptive and inferential statistics were applied. In the descriptive level, frequency distribution table, mean, and standard deviation and in the inferential level Pearson correlation coefficient and independent t-test, which were appropriate to the research questions, were used.

4. Results

Table 1 shows some general information about statistical indicators related to the variables under study including central tendency, distribution trend, and distribution indexes. Spiritual intelligence has the highest mean.

Table 2 indicates the distribution of the respondents based on their gender, demonstrating that of total 254 students, 166 respondents were male (46.9%) and 188 students were female (53.1%).

In **Table 3**, percentage frequency distribution of the respondents are presented based on their age. According to this table, 110 students (31.1%) were 17 - 20 years old, 204 students (57.6%) were 21 to 24 years old and 40 students (11.3%) were older than 24 years old.

Table 4 indicates the frequency distribution of the respondents considering their level of education. According to this table, 17 students (4.8%) were studying for an associate degree, 234 students (66%) were studying for

Table 1. Statistical indicators related to the variables of the current study.

Variable	Central tendency			Distribution trend			Distribution	
	Mode	Median	Mean	Range	Variance	SD	SK	Kurtosis
Emotional intelligence	4	3.25	4.320	3.34	34	5.8	-2.230	2.676
Spiritual intelligence	4	4.132	4.540	3.45	30	5.4	-0.415	0.345
Resilience	4.5	3.34	4.400	4.30	30	5.4	-0.415	-0.376

Table 2. Percentage frequency distribution of the subjects based on their gender.

Variable	Frequency	Percentage
Gender	Male	166
	Female	188
Total	354	100%

Table 3. Percentage frequency distribution of the subjects based on their age.

Variable	Frequency	Percentage	
Age	17 - 20	110	31.1%
	21 - 24	204	57.6%
	24 and higher	40	11.3%
Total	354	100%	

Table 4. Frequency distribution of the subjects based on their level of education.

Variable	Frequency	Percentage	
Level of education	Associate degree	17	4.8%
	BA	234	66%
	MA	78	22.2%
	PhD	25	7%
Total	354	100%	

a BA degree, 78 students (22.2%) were studying for an MA degree, and 25 students were studying for a PhD degree. This shows that the number of BA students was the highest compared to other degrees and the lowest number was for associate degree which is mainly for technical fields of study.

First Research Question: Is there any significant relationship between emotional intelligence and spiritual intelligence of students at University of Zabol?

To answer this question, Pearson correlation coefficient was used, the results of which are presented in **Table 5**.

The results demonstrated in **Table 5** indicate that the mean of respondents' scores on emotional intelligence is 27.95 and the standard deviation is 11.18 and their mean score on spiritual intelligence is 29.62 and the standard deviation is 13.31. **Table 5** demonstrates that the correlation coefficient of emotional intelligence and spiritual intelligence is $r = 0.69$, indicating a significant positive relationship, which is significant at the 95 confidence level. Therefore, statistically speaking, it can be concluded that there is a positive significant relationship between emotional intelligence and spiritual intelligence.

Second Research Question: Is there any significant relationship between emotional intelligence and resilience of students at University of Zabol?

To answer this question, Pearson correlation coefficient was used, the results of which are presented in **Table 6**.

The results demonstrated in **Table 6** indicate that the mean of respondents' scores on emotional intelligence is 24.22 and the standard deviation is 8.38 and their mean score on resilience is 25.61 and the standard deviation is 7.67. **Table 6** demonstrates that the correlation coefficient of emotional intelligence and resilience is $r = 0.68$, indicating a significant positive relationship, which is significant at the 95 confidence level. Therefore, statistically speaking, it can be concluded that there is a positive significant relationship between emotional intelligence and resilience.

Third Research Question: Is there any significant relationship between spiritual intelligence and resilience of students at University of Zabol?

To answer this question, Pearson correlation coefficient was used, the results of which are presented in **Table 7**.

The results indicate the correlation between spiritual intelligence and resilience. As demonstrated in **Table 7**, there is a significant relationship between spiritual intelligence and resilience, which is significant at the 95 confidence level ($p < 0.05$). Therefore, statistically speaking, it can be concluded that there is a significant relationship between spiritual intelligence and resilience.

The results demonstrated in **Table 8** indicate that the mean of male students' scores on resilience is 16.70 and

Table 5. Results of Pearson correlation coefficient of emotional intelligence and spiritual intelligence.

Variables	N	Mean	SD	R	Sig
Emotional intelligence	345	27.95	11.18	0.69*	0.029
Spiritual intelligence	318	29.62	13.31		

Table 6. Results of Pearson correlation coefficient of emotional intelligence and resilience.

Variables	N	Mean	SD	R	Sig
Emotional intelligence	354	24.22	8.38	0.68*	0.033
Resilience	354	25.61	7.67		

Table 7. Results of Pearson correlation coefficient of spiritual intelligence and resilience.

Variables	N	Mean	SD	R	Sig
Spiritual intelligence	354	29.02	9.18	0.72*	0.021
Resilience	354	25.61	7.67		

Table 8. Results of independent t-test conducted to distinguish the difference between resilience of male and female students.

Variables	N	Mean	SD	t	Sig
Resilience	Male	166	16.70	0.81	0.32
	Female	188	16.79		

the standard deviation is 2.10 and the female students' mean score on resilience is 16.79 and the standard deviation is 2.10. Moreover, the results show that the calculated t, that is 0.81, is not significant ($p > 0.01$). Therefore, statistically speaking, it can be concluded that there is no significant difference between male and female students considering their resilience.

According to **Table 9**, the amount of F test, examining the impacts of emotional intelligence and spiritual intelligence on individual merit, is 22.4. The amount of R^2 indicates that 24% of the variance of individual merit can be explained by emotional intelligence and spiritual intelligence.

According to **Table 10**, the amount of F test, examining the impacts of emotional intelligence and spiritual intelligence on social merit, is 18.2. The amount of R^2 indicates that 38% of the variance of social merit can be explained by emotional intelligence and spiritual intelligence.

According to **Table 11**, the amount of F test, examining the impacts of emotional intelligence and spiritual intelligence on family cohesion, is 43.2. The amount of R^2 indicates that 64% of the variance of family cohesion can be explained by emotional intelligence and spiritual intelligence.

According to **Table 12**, the amount of F test, examining the impacts of emotional intelligence and spiritual intelligence on relations with friends, is 12.4. The amount of R^2 indicates that 17% of the variance of relations with friends can be explained by emotional intelligence and spiritual intelligence.

According to **Table 13**, the amount of F test, examining the impacts of emotional intelligence and spiritual intelligence on individual structure, is 14.4. The amount of R^2 indicates that 37% of the variance of individual structure can be explained by emotional intelligence and spiritual intelligence.

5. Discussions and Conclusion

Considering the first research question, *i.e.* is there any significant relationship between emotional intelligence and spiritual intelligence of students at University of Zabol?, the results indicated that there was a significant relationship between emotional intelligence and spiritual intelligence which was significant at the 95 confidence level. This result is in line with the results of Pérez, Little, and Henrich [20] and Poage, Ketzenberger, and Olson [21].

Table 9. Results of multivariate regression analysis to predict individual merit through emotional intelligence and spiritual intelligence.

Predictive variable	Criterion variable	Beta coefficient	R	R ²	T	F	Sig
Conscious state expansion	Individual merit	0.002	0.8	0.64	3.45	22.4	0.002
Personal meaning production		0.32			5.3		0.003
Transcendental awareness		0.4			3.4		0.001
Critical existential thinking		-0.053			1.94		0.012
Perceiving emotions		0.38			2.34		0.029
Managing emotions		0.76			3.2		0.022
Social skills		-0.08			1.86		0.0334
Optimism		0.4			2.02		0.007

Table 10. Results of multivariate regression analysis to predict social merit through emotional intelligence and spiritual intelligence.

Predictive variable	Criterion variable	Beta coefficient	R	R ²	T	F	Sig
Conscious state expansion	Social merit	0.003	0.62	0.38	2.22	18.2	0.001
Personal meaning production		0.21			2.1		0.023
Transcendental awareness		0.30			2.4		0.031
Critical existential thinking		0.33			1.94		0.003
Perceiving emotions		0.22			2.34		0.019
Managing emotions		1.76			3.3		0.002
Social skills		0.20			1.96		0.044
Optimism		0.23			2.12		0.004

Table 11. Results of multivariate regression analysis to predict family cohesion through emotional intelligence and spiritual intelligence.

Predictive variable	Criterion variable	Beta coefficient	R	R ²	T	F	Sig
Conscious state expansion	Family cohesion	0.002	0.8	0.64	3.45	43.2	0.002
Personal meaning production		0.32			45.3		0.003
Transcendental awareness		0.4			3.4		0.001
Critical existential thinking		-0.053			1.94		0.012
Perceiving emotions		0.38			2.34		0.029
Managing emotions		0.76			34.2		0.022
Social skills		-0.08			1.86		0.0334
Optimism		0.4			2.02		0.007

With regard to the second research question, *i.e.* is there any significant relationship between emotional intelligence and resilience of students at University of Zabol?, the results indicated that there was a significant relationship between emotional intelligence and resilience which was significant. This result is consistent with the

Table 12. Results of multivariate regression analysis to predict relations with friends through emotional intelligence and spiritual intelligence.

Predictive variable	Criterion variable	Beta coefficient	R	R ²	T	F	Sig
Conscious state expansion	Relations with friends	0.01	0.42	0.17	1.45	12.4	0.2
Personal meaning production		0.02			1.3		0.4
Transcendental awareness		-0.4			1.4		0.3
Critical existential thinking		0.03			1.44		0.13
Perceiving emotions		0.08			1.24		0.34
Managing emotions		0.022			1.2		0.06
Social skills		0.08			1.86		0.10
Optimism		0.4			3.8		0.007

Table 13. Results of multivariate regression analysis to predict individual structure through emotional intelligence and spiritual intelligence.

Predictive variable	Criterion variable	Beta coefficient	R	R ²	T	F	Sig
Conscious state expansion	Individual structure	0.02	0.61	0.37	3.45	14.4	0.08
Personal meaning production		0.03			2.3		0.03
Transcendental awareness		-0.01			1.4		0.3
Critical existential thinking		-0.053			1.44		0.24
Perceiving emotions		0.21			3.34		0.019
Managing emotions		0.21			2.2		0.033
Social skills		0.21			4.86		0.0034
Optimism		-0.040			1.04		0.34

results of Khordzanganeh *et al.* [22] comparing male and female students' scores on resilience, emotional intelligence, and happiness and demonstrated that considering resilience and happiness, there was no significant difference between male and female students. However, the results of examining emotional intelligence showed that female students had higher levels of emotional intelligence. The findings of this study indicated that providing training programs aiming at teaching resilience skills and abilities of dealing with hardships, and developing students' emotional intelligence as components of mental health may enhance students' happiness. Additionally, there was a positive significant relationship between students' resilience and emotional intelligence.

Considering the third research question, *i.e.* is there any significant relationship between spiritual intelligence and resilience of students at University of Zabol?, the results indicated that there was a significant relationship between creativity and emotional intelligence which was significant. This result is in line with the results of Gurol, Ozercan, and Yalcin [23], and Premuzic, Bennett, and Furnham [24].

With regard to the fourth research question, *i.e.* is there any significant relationship between male and female students at University of Zabol considering their resilience?, the results indicated that there was no significant relationship between male and female students considering their resilience. This result is not in line with the results of Rezaee and Golestane [25]. The results indicated that there was a significant difference between male and female students' academic resilience; however, no significant difference was found between their overall resilience. Comparing these two groups showed that females had higher level of academic resilience compared to males. Meanwhile, the authors obtained the ethnical committee approval and informed consent.

6. Limitations

- 1) Since only second period female high school students in Jalagh were considered as the statistical population of the current study, when generalizing the obtained results, caution should be taken.
- 2) Considering female high school students as the sample of this study can be mentioned as a limitation.
- 3) Lack of access to research and studies fully related to the current study was another limitation.

7. Recommendations

1) Holding training sessions for school teachers and instructors and inviting experts and university professors to explain the significance of this issue and present methods in seminars, presentations, and conferences aiding teachers to become familiar with self-assertion.

2) Encouraging teachers to use modern teaching methods with an emphasis on students' active participation in the classroom.

3) Holding training session for teachers to identify students who have low self-assertion and planning for overcoming this low self-assertion in the classroom and at school.

4) Paying attention to educational and extra-curricular activities at school and giving responsibilities to students who have some difficulty regarding the issue.

It is recommended that similar research be conducted on a broader level to obtain more reliable results.

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