



The Relationship Between Dogmatism and Emotional Intelligence with Psychological Well-Being

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ABSTRACT

In various studies a correlation relationship has been seen between emotional intelligence and psychological well-being. However, no relationship has been seen between dogmatism and psychological well-being as per the studies of researcher in past works and due to the importance of the effect of this variable on psychological well-being of students the study of it has attracted the attention of the researcher and hence, the aim of the present study is to explore the relationship between 347 of the female students in last years of secondary school have been selected with the help of multistage sampling method and have completed Rey's dogmatism scale (1970), Goleman's emotional intelligence scale (1995) Ryff's psychological well-being scale (1989). The results indicate that there is a negative and significant relationship between dogmatism and psychological well-being of students and also there is a positive and significant relationship between emotional intelligence and psychological well-being of students .

Keywords: Dogmatism, Emotional Intelligence, Psychological well-being

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INTRODUCTION

In today's world, rapid and extensive developments in science, technology, communications and the emergence of new perspectives on the social, political, economic and cultural has led in the educational systems and methods of education a fundamental change occurs (Karimzade, 2009). With the decline of behaviorism psychology and rise of cognitive psychology, students not as mere recipients of information, but as the creator of their cognitive structures considered. They in addition to receiving the information, process them, related to previous experiences, organize their learning's and use them to solve real-life problems and handle a variety of complex problems in new situations (Prawat & Floden, 1994). Successful adaptation in the era of science and information explosion and technology requires that the person seeking information for analyzing and applying them to solve problems and appropriate decision

making have sufficient capacity and skills (Sharifi, 2005). Previous studies indicates the role and importance of emotional intelligence in various aspects of life such as education, employment, social environment and mental health of Individual. However, the educational system still emphasizes on the IQ and its impact on various aspects of life (Samari Ali 2007). Rokeach (1960) considers dogmatism as a defense mechanism in response to anxiety. According to him, the motivational basis of ideological dogmatism is anxiety. In a careful review, it seems that this nature is the opposite of cognitive systems. Dogmatism is a cognitive style that refers to the fanaticism and inflexibility of individual. Believing that for every problem there is always a correct and complete solution, and if a man does not get it. It would be terrible and catastrophic. Vicing model (1998) and Van Don (1994) have introduced a structure of psychological well-being by the "sense of coherence and cohesion" in life,

emotional balance and overall satisfaction with life is marked and measured that is multidimensional construct and covers this area: emotion, cognition, behavior and interpersonal relationships (Hadi, 2011). Emotional intelligence has a vital role in human well-being, and its absence in humans means being prepared for variety of problems and issues and behavioral disorders (Moghadam, 2008). Those who are equipped with the skills of emotional intelligence are more aware of their feelings and emotions, and in different condition Can manage themselves better than others and take proper decision. Also in relation to others, they can identify their feelings and act more successful in social communication (Yaghoobi, 2012), that these features are somewhat opposed to dogmatism. Dogmatists is one who cannot change his mind and ideas. Dogmatism, previously accepted his ideas and if a thousand reasons for the rejection of the ideas presented, again he repeats the same words. Therefore, the Dogmatists close his eyes to the reality and denies anything that does not fit with his ideas (Masoudnia, 2010). Dogmatists do not get feedback from the environment and does not listen to the words of his audiences. Lack of tolerance, is an integral feature of the dogmatists. Dogmatists talkative, even if all bored of his words. Dogmatism is overbearing and considers himself free from error, because nor listens to someone criticism and nor self-criticism. From dogmatism views, people are divided into two categories, those who agree with him and those who disagree with him. Dogmatists lived in a severe hallucination and toward his negative attitudes and blindly belief it. He Ready for his opinions, destroy himself and others and thinks his work is completely correct (Naderi, 2011) that this can cause many problems for the person. Despite the importance of dogmatism and emotional intelligence, reports indicated that no such study has been done on the relationship between the dogmatism, and Emotional intelligence with psychological well-being, that For this reason In this study, tried to study the relationship between dogmatism and emotional intelligence with psychological well-being among the students, In this regard, in the following, Methods, results and conclusions of the research are mentioned.

RESEARCH METHOD

Since in this study characterization of the relationship between variables is investigated, the correlation method is used, and also multiple regression method was used. In study the correlation, a particular group is select, and features and properties of that group is selected, correlation method for

studying the changes in one or more of the effect of one or more factors are used.

PIERSON CORRELATION METHOD

Statistical population of this study included all female students in the final year of secondary school (humanities, sciences, mathematics-physics and art fields) Region 2 of Tehran were enrolled in academic year 2014-2015, and the number of over 369 people. Since Correlation Statistical method is with emphasis on the regression, and in regression study sample size must be between 20 to 25 times the predicted variables (Hooman, 2002). Therefore, in this study, simple random sampling method was used, and sample of 347 people were selected.

INSTRUMENT USED (THREE QUESTIONNAIRE)

1-Ray, dogmatism Questionnaire, which consists of 36 items and by Ray (1970) was made. It is in a seven-point Likert scale. 2-Emotional Intelligence Questionnaire Goleman, which consists of 10 questions, and by Goleman's was made that measures Emotional Intelligence on five subscales: a) Self-awareness, b) Self-regulation, c) Motivation, d) Empathy, e) Social skills on the job. By Daniel (Goleman, 2006) was made. 3-Psychological Well-Being Questionnaire "Reef", which consists of 84 questions (long form) and by the "reef" was made that measures Psychological well-being on six subscales: a) Self-acceptance, b) Purpose and direction in life, c) Personal growth, d) Mastery on environment, e) Autonomy, f) Positive relations with other. By "Reef" (1989) in a six-point Likert scale was made.

RESEARCH FINDINGS

Descriptive findings of the study showed that of 347 respondents 158 equivalents to (%45.5) of the respondents were of empirical science, that most percentage and frequency were allocated to them. In addition, 138 equivalents to (%39.8) of them from the field of mathematical sciences and 51 Person equivalents to (%14.7) were from the humanities fields. According to the results, the average scores of students in the dogmatism 156.76 with 14.21 standard deviation, emotional intelligence 24.59 with 5.79 standard deviation and mean and standard deviation of psychological well-being has been equal to 343 and 39.51, respectively. In order to study the relationships between study variables, Pearson's correlation coefficient was used. The results are as follows.

Table 1. Matrix of correlation relationship between Dogmatism and well-being in students

	1	2	3	4	5	6	7	8
1 Dogmatism	1							
2 Self-acceptance	0.161**	1						
3 Positive relationships with others	0.144**	0.416**	1					
4 Autonomy	0.140**	0.302**	0.167**	1				
5 Mastery on Environment	0.128**	0.583**	0.410**	0.185**	1			
6 Purposeful life	0.164**	0.586**	0.376**	0.238**	0.589**	1		
7 Personal growth	0.257**	0.400**	0.334**	0.158**	0.518**	0.587**	1	
8 Psychological well-being	0.231**	0.796**	0.640**	0.487**	0.779**	0.815**	0.686**	1

**=Significant at 0.01

*=Significant at 0.05

According to the data in the Table 1, the correlation between dogmatism and well-being relationship in Sub components of self-acceptance with amount of 0.161, sub components of positive relationship with others 0.144 , sub components of autonomy with amount of 0.140, sub components of mastery on Environment with amount of 0.128, sub components of purposeful life with amount of 0.164, sub components of Personal growth with amount of 0.257 in students at 0.05 is significant, Therefore, the null hypothesis (no correlation between the two variables) rejected and research assumption (correlation between two variables) is approved. In other words, between the dogmatism and components of Psychological well-being in students, there is a positive and straightforward significant correlation. According to the method of scoring psychological well-being scale, (high scores indicate lower psychological well-being and lower scores indicate high levels of psychological well-being), it can be concluded that, whatever the dogmatism of students is more, the well-being of the participants in such areas as self-acceptance, positive relations with others, autonomy, mastery on environment, Purposeful life, personal growth decreases and vice versa. Also according to the data in Table 2, the correlation

between emotional intelligence and psychological well-being in sub component of self-acceptance with amount of 0.133 sub components of positive relationship with others 0.121, sub components of autonomy with amount of 0.062 , sub components of mastery on environment with amount of 0.213, sub components of purposeful life with amount of 0.141 , sub components of personal growth with amount of 0.257 in students at 0.05 is significant. Therefore, the null hypothesis (no correlation between the two variables) rejected and research assumption (correlation between two variables) is approved. In other words, there is a negative and reversed significant correlation between emotional intelligence and components of psychological well-being of students. According to the method of scoring psychological well-being scale, (high scores indicate lower psychological well-being and lower scores indicate high levels of psychological well-being). It can be concluded that the greater the degree of emotional intelligence of students, on the well-being level of participants in such areas as self-acceptance, positive relations with others, autonomy, mastery on environment, purposeful life, personal growth will added and vice versa.

Table 2. Correlation matrix of the relationship between emotional intelligence and psychological well-being of students

	1	2	3	4	5	6	7
Emotional Intelligence	1						
Self-acceptance	-0.133*	1					
Positive relationships with others	-0.121*	0.416**	1				
Autonomy	-0.062	0.302**	0.167**	1			
mastery on Environment	-0.213**	0.583**	0.41**	0.185**	1		
Purposeful life	-0.141**	-0.586**	0.376**	0.283**	0.589**	1	
Personal growth	-0.171**	0.400**	0.334**	0.158**	0.518**	0.578**	1
Psychological well-being	-0.197**	0.796**	0.640**	0.487**	0.779**	0.815**	0.686**

**=Significant at 0.01 *= Significant at 0.05

In the following, In order to study the role of emotional intelligence and dogmatism in explaining psychological well-

being, multiple regression testing in Simultaneous method was used.

Table 3. Results of multiple regression analysis of psychological well-being from the dogmatism and emotional intelligence

Index Sources of variation	Sum of squares	Degrees of freedom	Mean square	F	Significance level
Regression	48744.559	2	24372.280	17.056	0.000a
Remaining	491570.438	344	1428.984		
Total	540314.977	346			

The results of the regression analysis in Table 3 shows the regression of component of psychological well-being of the dogmatism and emotional intelligence, statistically is significant, and these components are partly explain the psychological well-being variance. In other words, this result

indicates that the regression coefficients are significant and there is sufficient evidence to support the hypothesis. In other words, between the components of emotional intelligence and dogmatism with psychological well-being there are statistically significant relationships.

Table 4. Results of multiple regression coefficients of psychological well-being from the dogmatism and emotional intelligence

Criterion variables	Predictor	Non-standardized coefficients		Standardized beta coefficients	T	Sig
Psychological well-being		Error of Non-standardized coefficients	B			
Predictor	Fixed effect	24.220	295.153		12.186	0.000
	Dogmatism	0.132	0.583	0.227	4.413	0.000
	Emotional Intelligence	0.452	-1.682	-0.192	-3.722	0.000
	R	0.300		R2		0.090

Due to the 2R in the above table it can be concluded that the components of dogmatism and Emotional intelligence in the presented model is explain about %9 of the variance of psychological well-being. The beta of the proposed model represents the explanation of the Predictor variables on criterion. According to the Standardized beta coefficients, most role and explanations on psychological well-being is on the dogmatism component. So that with change of each unit in the variance of dogmatism component as much as 227.0 at score variance of psychological well-being change is created. Components of emotional intelligence as much as 192.0 has a significant role in explaining the variance in psychological well-being.

DISCUSSION AND CONCLUSION

Emotions and feelings form essential part of human life, So that the Depiction of life without it is difficult. Characteristics and changes in the emotions, how emotionally making the connection and interpret the emotions of others play important role in the development of personality, moral development and social relations, identity formation and self-concept (LotfAbadi, 2010). All humans, experienced emotions in their lives and it is quite natural that in dealing with various situations, to show different emotions (Jacobs, Kemp, & Mitchell, 2008). People awareness of the feelings and ability to express those feelings for others people, is extremely helpful in facilitating communication. One of awareness is about people's emotions (Mayer, Caruso, & Salovey, 2000). EQ or Emotional intelligence, involves identifying and controlling your feelings and emotions. In other words, a person who has a high emotional intelligence successfully combined the three emotional components of cognitive, physiological and behavioral. (Goleman, 2006) believes that high emotional intelligence, explain why people with average IQ scores more successful than those who have a very high IQ. IQ cannot explain the fate of the different individual that have opportunity, educational conditions and similar perspectives (Mansour, 1999). With the advent of the information age and promote the value of human relationships and the development of organizational strategic positions, Emotional intelligence theory has grown tremendously, and become popular topics of organization. Emotional intelligence is pervasive term that covered wide range of skills, And Personal characteristics and typically refers to those intrapersonal and interpersonal skills that is beyond the specific scope of prior knowledge, such as IQ and

technical skills or professional. Emotional intelligence was the latest topics of specialists for understanding the distinction between logic and emotion, that thought and emotion, which is considered as subjects for adaptability and intelligence (Sobhaninejad, 2008). On the other hand, one of the most important things that a person should be considered in the context of his life is mental health of himself and those around him. Because having a healthy lifestyle and efficiently regardless of the issue of mental health is impossible. Development of Health and education plans in every community can be an example of the objectives of the community agencies for health and treatment of patients in the field of mental. Man is always looking for ways to achieve happiness and health, and there is always the question of what makes a person's health and well-being compromised? (Jalali, 2006). From very long time, has always been the question of what makes the happiness and well-being. Throughout history, philosophers and religious leaders believed that love and wisdom and non-attachment to the world and its accessories, is responsible for the development and well-being. However, each of the researchers who work in this area focused on the factors and specific aspects considered that any person, who possesses these properties and dimensions, has ratio of the Psychological well-being. Various factors have changed well-being. Wilson in 1967 showed that non-personal factors also affect well-being. He said: young people are happy, healthy, educated, with high income, extroverted, optimistic, without worries, religious, married, with high self-esteem, with mood, happy, endowed with intelligence and humility, And in his opinion, factors such as age, income and education have no significant effect on well-being (Zeidner, Matthews, & Roberts, 2012).

On the other hand, the dogmatic is a virus that can affect anyone (Slaski & Cartwright, 2002). In several studies, correlation between emotional intelligence and psychological well-being has been observed. However, the relationship between dogmatism and Psychological Well-Being according to research studies has not been observed in previous work, and researcher considers this study due to the effect of these variables on psychological well-being of the students. Therefore, in this study, attempted to determine whether there is or not a relationship between dogmatism and emotional intelligence with psychological well-being. That the results of this study showed that, there is a significant and negative correlation between dogmatism and psychological well-being

of students and there is a significant and positive correlation between emotional intelligence and psychological well-being

of student. Researcher has not total control of variables, or student did not answered honestly to the questionnaires.

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