

**Analysis of emotional intelligence (EQ) and study the relationship between students' demography traits and emotional intelligence
(Case study: students of Tabriz Islamic Azad University)**

Kamran Pashayi Fakhri¹, Peyman Ghanimat², Parvaneh Adelzadeh¹

1- Department of Persian Literature and Foreign Languages, Tabriz Branch, Islamic Azad University, Tabriz, Iran.

2- Young Researchers Club, Ahar Branch, Islamic Azad University, Ahar, Iran

pashayikamran@yahoo.com

Abstract: This research aims to analyze emotional intelligence and study the relationship between demography traits like age, family income and studies level of the male and female students of Tabriz Islamic Azad University (Iran) and EQ. This research is survey according to the method and it is analytical and applied according to the goals. The statistical population involves the students of Tabriz Islamic Azad University (Iran). The research sample consists of 400 students (187 male and 213 female) selected by simple random method. The data were collected by interview, observation and author made questionnaire. The validity of the questionnaire was confirmed as content validity and the reliability was achieved 0.89 by Cronbach alpha test. Pearson correlation coefficient, Levene test and samples mean comparison test were employed. The results showed that there is a relationship between age and emotional intelligence among male students and there is no significant relationship between age and emotional intelligence among female students. There is a relationship between emotional intelligence and male students' family income, but there is no relationship between emotional intelligence and female students' family income and there is no relationship between emotional intelligence and studies level among male and female students.

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1. Introduction

In the traditional society, the human being met his needs by hunting and agriculture and the craftsmen followed defined customs and norms and a few people thought about shifting the conditions. The ability of meeting needs depended on the physical power and value added of the working force was spent on construction of the palaces. After industrial revolution, the working styles were progressed and physical work was accompanied by thinking. Creativity and innovation were empowered and gradually some individuals sought for new subjects to satisfy their curiosity. These individuals had risk taking trait. In the industrial society, energy and matter, movement and power were considered and steam machine and complex machineries were innovated and business and working styles were developed by enhancement of investment.

In recent super industrial and information era, the rate of the changes is so high that it is called speed and revolution era. In this period, physical working is replaced by qualitative human force by power of creativity, innovation and thinking. In such atmosphere by domination of thinking, those societies could develop that utilize human forces as resource of ideas and thought and main factor of production in optimal way. By ever increasing of

entrepreneurs, emotional intelligence plays an important role in efficacy of development. Emotional intelligence impacts significantly on personal and organizational success and covers personal and organizational performance, physical health and customer satisfaction (Joseph Winoman 2010, Shat, Maluf, Torstinoson Beholaro Rock, 2007). The results of studies show that emotional intelligence is effective and learnable.

Emotional intelligence is more important than cognitive and technical intelligence. It seems that the success of the people depends on intelligence, rational reasoning, and occupational skills in the work place. The results of studies in 1990 showed that there is an emotional brain, the location that emotion is dominated there and this part is separated from rational part but they are connected to each other where power of reasoning and emotions is used together. According to the structure of the brain, at first, information enters to emotional center and then to reasoning center. The scientists discovered that human being needs emotion and feeling in order to gain energy and being creative.

Theoretical principles Intelligence

Intelligence is the oldest concept in psychology. Although different challenges have been offered in scientific texts, but there is no census about

this subject matter. There are two groups of psychologists: the first group believes that intelligence is talent and the second group suggests that there are different kinds of intelligence. Abstractness of intelligence concept causes to challenges in definition of intelligence, indeed, there is no objective and physical foundation for it and it is a process that individuals' behaviors and responses are inferred accordingly (Ganji, 2007:24).

David Veksler has defined intelligence as general ability for rational thinking, purposeful activity and compatibility with environment. In his opinion, intelligence is ability consisting of dependent elements and rational thinking and purposeful behaviors is sign of being intelligent and in this case, the person could be compatible with environment (Basics of general psychology :14).

Cattel defines intelligence as talent for cognition and learning and employment of the cultural elements in order to solve daily problems and conform to environment (ibid:24).

Emotion

Emotion is defined in Oxford dictionary as: any excitement and disturbance in mind, feeling and every powerful subjective or excited state. Emotion consists of four elements: 1-expressive or motor element 2-combinatory element 3-coordinating element 4-processing element. Expressive or motor element involves facial expressions, body movement and tone of voice; combinatory element consists of identification and consciousness recognition of emotions and feelings; processing element involves ability of identification of emotions in others by processing facial expressions and physical movements, tone and speed of voice and this ability is developed since infancy and child hood period (Akbar Zadeh, 2004).

Theories of emotion

There are different viewpoints about emotion: 1-James Lange: before nineteenth century, William James suggested that emotion is result of overt behavioral reactions to events not emotions cause to behavioral reactions. In other words, emotion is effect of behavioral reactions not cause of them. Since this theory was proposed by Lange, the Danish physiologist, so it was called James Lange theory. According to this theory, the main factor in emotion is feedback of some physical conversions in respond to threatening and unpleasant situations. This theory was proposed like fastening cart in front of the horse "we are scared since we run away", "we are mad since we beat others"(Hassan Zadeh, 2007).

Emotion is direct reaction of organism to stimulus. In other words, emotional stimulus causes to activation of muscle and behavioral responses that

feedback of the organism responses is considered emotional experience (Khoda Panahi, 2003:62)

2- Parkinson (1995) suggests four factors by analysis of different components of emotion: evaluation of situation, stimulated, facial expressions, and readiness for action. In respond to the question of combination of these factors in comprehension of emotion, Parkinson addresses to the role of these factors in emotional experience. Emotional experience affects mostly on evaluation of situations and this experience is being affected by: 1-level of stimulation 2-facial expressions 3- readiness for action. It can be referred to theories of Cannon Philip Bard, Stanley Schachter, Singer and Magda Arnold (cognitive –evaluation theory), Richard Solomon, Lazarus (cognitive-motivational-relational theory) and Weiner theory (attributive theory).

Cognitive intelligence and emotional intelligence

The scientists believe that human brain involves cognitive and non cognitive intelligence that they are different but they interacted with each other continuously. Human brain consists of right and left hemispheres. Emotional brain or first brain is located in right hemisphere and this part is activated firstly, then second brain or left hemisphere is activated. Second brain is called logical brain and it contains information about reasoning, accurate behavioral principles and cultural rules. This theory is like that we behave innately and then offer reasons for our conduct. It can be claimed that ninety percent of our conducts is emotional and ten percent is rational. Golman (1995) believes that the human being has two active brains: one thinks and the other feels and in most of the times they are coordinated in extraordinary way. When emotional brain is superior to logical brain, it causes to imbalance (Eskandari Azad, 2011:28). In Sorundic opinion, intelligence behavior consists of special abilities. He refers to three kinds of intelligence that they are different in different people: 1-abstract intelligence deals with thinking and inputs, comprehension of the relationship among elements and phenomena. Understanding theories and mathematics depends on this intelligence; 2-mechanical intelligence: it relates to communicative characteristics and effective employment of tools and activities. The individuals by scientific skills posse high emotional intelligence; 3-social intelligence refers to personal capabilities in establishing social relations (ibid).

Emotional intelligence (EQ)

There are different definitions about emotional intelligence. This term was employed widely since publishing Golman's book in 1995. In interview by John O'Neil in 1996, he defines emotional intelligence as intelligence involving identification of self emotions and utilization of them

for better decision making in life. It is ability of controlling moods and mental situations and impulses that motivates the person in failure and disappointing conditions. Weisinger (2000) defines emotional intelligence as employing feeling and emotions in controlling of behavior, thoughts and effective communication with colleagues, supervisors and customers, management of time and planning for promotion. Mayer and Salovey define emotional intelligence as ability to evaluation, expression and coordination of feeling and its effective usage. In any definitions, emotional intelligence involves ability to comprehension of feeling, access and production of emotions in manner that aids in thinking and understanding the meaning of emotions leading to progress in feeling and thinking (AkbarZadeh,2004:52).

Models of EQ

The theoretical models of emotional intelligence are considered from ability and combinatory view points. Emotional intelligence is result of mind ability. In combinatory viewpoint, emotional intelligence is combination of mind ability and traits like optimism and satisfaction. Generally speaking, models of Mayer and Salovey model, Golman model, Bar –Ann model, Deluxe and Haggis model are main models in EQ.

Mayer and Salovey model (EQ capabilities model): These researchers suggested that individuals behave differently in processing emotive information for identification and recognition. According to this model, EQ involves experimental intelligence (ability to feeling, responding and correct utilization of emotive information) and strategic intelligence (ability to comprehension and managements of emotion). These scopes are divided into their subsets:

- 1-feeling and showing emotion
- 2-facilitation of thinking by emotion
- 3-perception
- 4-coordination and control of emotion

1-Emotional intelligence begins with expression of feeling .Emotive feeling involves registration, attention and conceptualization of emotive message by facial expression, tone of voice and cultural products. The individuals are different in expression their feelings. Those who evaluate their feelings rapidly could respond to environment and others.

2- Facilitation of thinking by emotion addresses to the effect of emotion on cognitive system and it is used for problem solving, reasoning, decision making and creativity. Cognition could be damaged by emotion and it causes to prioritization in cognitive system.

3- Perception of emotion: the principle capability is called naming of emotions with words.

The person who percepts emotions he could comprehend personal relationships. The individuals with high EQ could understand unfamiliar emotive words used for expression of feelings.

4- Coordination and control of emotion means connecting with emotions based on its application in defined situations. The optimal level of control of emotions is balancing them. Effort to confinement of emotion leads to suppression. The individuals use different techniques for controlling their moods in order to control their emotions. The active control involves calming down, control of stress, cognitive effort and exercises.

2. Methodology

Literature Review

Several researches have been done in emotional intelligence scope. Seyed Mohammad Bager Mohseniyan studied EQ, mental health and family performance among children of handicapped fathers and normal students in order to investigate the relationship among the grade of father's handicapping, mental health, EQ and family performance. The statistical sample consisted of 99 high school students that 37 students were children of war handicapped fathers, 32 students were normal and 30 students were children of handicapped fathers. The students with fathers handicapped in war were selected by random cluster method from Shahed high schools and two other groups were selected by purposeful method. The data were analyzed by descriptive statistics, ANOVA, Pearson correlation coefficient and Spearman correlation coefficient. The results showed that there is a significant difference among three groups in mental health and subscales of physical pains, obsessive compulsive, anxiety, interpersonal sensitivity, aggression and psychosis.

The results showed there is no significant difference in the studied groups in EQ and subscales of self respect, empathy, interpersonal relations, mental pressure coping and happiness. There is also a significant difference in family performance and communication, emotional responsiveness and role. In general, mental health and EQ of children of war handicapped fathers were low and also family performance of children of handicapped fathers was high. There is a positive and significant relationship among EQ, family performance and mental health. In families of the war handicapped, father's emotional solitude is related to reduction of communication and family relationship and shifting family members' communicative patterns. These changes reduce children emotional intelligence especially mental health and increase anxiety and aggression.

Ismail Kavousi, Fatemeh Tohidi and Zhila Sarlak investigated the relationship between EQ and time management in MS students of Qazvin Medical

University. The results showed that there is a positive correlation between EQ and time management, EQ and time management components (Kavousi, Tohidi and Sarlak, 2002:4). Professor Hinin Kang chi Hissin PiTai and Pifan Chung investigated the relationship in leadership, emotional intelligence, commitment and occupational performance among Tai 186 salespersons. The results showed that commitment was intermediary between leadership style and occupational performance. The salespersons' emotional intelligence was intermediary between leadership and occupational performance. A research was conducted by Agaie and Jalalvand (2003) on the relationship between EQ and demographic traits by attitude toward marriage among 55 girls and 57 boys. The results showed that there is no significant relationship between EQ and attitude toward marriage. Hassan Zadeh and Saadati studied the relationship between emotional intelligence and demographic traits among 140 school managers of different grades in region one in Sari. The results showed that emotional intelligence of the managers of different levels (primary, guidance and high school) is not different. There is no difference between principals' emotional intelligence and managerial experiences and emotional intelligence is higher in women than men. The emotional intelligence is higher in specialist managers. There is no difference in managers' emotional intelligence, studies level and age.

Research conceptual model

age	Intelligence
Type of university	
Level of studies	
gender	

This research is descriptive and survey according to data collection and it is applied based on the goal. The data were collected by: 1-library method and 2-level observation. Validity is questionnaire efficiency for measuring the traits (Sharifi, 2002). The validity of the research was specified high by studying viewpoints of the experts and professors and correction of some questions.

The reliability of the research shows capability of the questionnaire in preserving

reliability in time in spite of uncontrollable conditions of test and respondents and insignificant changes. This measure indicates tools fitness in achieving reliable results (Sakaran, 2005:227). In this research, the reliability was achieved 0.86 by Cronbach alpha and the data were analyzed by SPSS software.

The statistical population and sample and sampling method

The statistical population involves all real and assumed members that the results are generalized to this population (Delavar, 2001:120). The statistical population of this research involves students of Tabriz Islamic Azad University. The sample consists of set of signs selected from one part, a group or a society so that it indicates quality and characteristics of that society shown by n (Khaki, 2004:250). In this research 400 individuals were selected as sample.

Materials

Questionnaire is a common tool and direct method for collection of the data. A questionnaire consists of statements that the respondent responses according to these statements (Zohreh Sarmad and et al, 2006: 141). Check and answer provides direct communication with the interviewee and it leads to deep evaluation of perceptions, attitudes, interests and desires of the subjects (ibid: 149). The data were collected by check and answer method and questionnaire.

Analysis of Data

Descriptive statistics: in this method, the results of small group are generalized to the society (Hafezniya, 2001:242).

According to the table it is seen that number of students is 400 that %46.8 is male and %53.5 is female.

According to the table2, family income of %21.4 of the male students is lower than 400 thousands, % 47.1 is upper than 400 to 700 thousands, %27.3 is higher than 700 to one million, %2.1 is higher than one million to 1500 million, %1.1 is higher than 1500 to 2500 in one month. It can be said that %16.4 of the female students is lower than 400 thousands, % 43.2 is upper than 400 to 700 thousands, %65.2 is higher than 700 to one million, %2.3 is higher than one million to 1500 million, %0.5 is higher than 1500 to 2500 in month.

Table 1. frequency distribution of the respondents based on gender

serial	gender	Frequency	percentage	Reliable percentage	Collective percentage
1	male	187	46.8	46.8	46.8
2	Female	213	53.3	53.3	100.0
	total	400	100.0	100.0	

Table 2. frequency distribution of the respondents based on family income

Family income	number		percentage		Reliable percentage		Collective percentage	
	Male	Female	Male	Female	Male	Female	Male	Female
Under *400	40	35	21.4	16.4	21.4	16.4	21.4	16.4
Upper 400 to 700	88	92	47.1	43.2	47.1	43.2	68.4	59.6
Upper 700 to 1000	51	75	27.3	35.2	27.3	35.2	95.7	94.8
Upper 1000 to 1500	4	5	2.1	2.3	2.1	2.3	97.9	97.2
Upper 1500 to 2500	2	5	1.1	2.3	1.1	2.3	98.9	99.5
Upper 2500	2	1	1.1	0.5	1.1	0.5	100.0	100.0
total	187	213	100.0	100.0	100.0	100.0		

(*it is in Toman)

Table 3. Frequency distribution of the respondents based on age

age	number		percentage		Reliable percentage		Collective percentage	
	Male	Female	Male	Female	Male	Female	Male	Female
20-22	47	75	25.1	35.2	25.1	35.2	25.1	35.2
Upper 22-24	99	105	52.9	49.3	52.9	49.3	78.1	84.5
Upper 24-26	34	13	18.2	6.1	18.2	6.1	96.3	90.6
Upper 26	7	20	3.7	9.4	3.7	9.4	100.0	100.0
total	187	213	100.0	100.0	100.0	100.0		

According to table 3, it can be said that from 400 students, among male students %25.1 is in age range of 20-22, %52.9 is in age range of 22-24, %18.2 is in age range of 24-26 and % 3.7 is in age range upper than 26 years. Also among female students %35.2 is in age range of 20-22, %49.3 is in age range of 22-24, % 6.1 is in age range of 24-26 and % 9.4 is in age range upper than 26 years.

Table 4. frequency distribution of the respondents based on level of study

Level of study	number		percentage		Reliable percentage		Collective percentage	
	Male	Female	Male	Female	Male	Female	Male	Female
Associate	31	80	16.6	37.6	16.6	37.6	16.6	37.6
BA	122	123	65.2	57.7	65.2	57.7	81.8	95.3
MA	34	10	18.2	4.7	18.2	4.7	100.0	100.0
total	187	213	100.0	100.0	100.0	100.0		

According to table 4, from 400 students, among female students %37.6 is associate, %57.7 is in BA and %4.7 is in MA level. Among male students %16.6 is associate, %65.2 is in BA and %18.2 is in MA level.

3. Results

Pearson correlation coefficient was used for test of hypotheses:

H₁: there is a relationship between age and EQ of male and female students of Tabriz Islamic Azad University.

H₂: there is a relationship between family income and EQ of male and female students of Tabriz Islamic Azad University.

H₃: there is a relationship between level of study and EQ of male and female students of Tabriz Islamic Azad University.

Table 5. Results of Pearson correlation coefficient based on age, gender, family income and EQ of male and female students

Ser.	Hypotheses	Pearson correlation		Significance		results	
		Male	Female	Male	Female	Male	Female
1	there is a relationship between age and EQ	0.254	-0.034	0.000	0.619	Confirmed	Rejected
2	there is a relationship between family income and EQ	0.284	0.028	0.000	0.686	Confirmed	Rejected
3	there is a relationship between level of study and EQ	0.067	0.008	0.362	0.912	Rejected	Rejected

According to table 5, the Pearson coefficient for H₁ by separation of male and female students is 0.254 and -0.034 respectively. The significance level in H₁ is 0.000 and 0.619 respectively for male and female students. It can

be said that there is a relationship between age and EQ among male students, but there is no significant relationship between age and EQ among female students.

The Pearson coefficient for H2 by separation of male and female students is 0.284 and 0.028 respectively. The significance level in H2 is 0.000 and 0.686 respectively for male and female students. This significance level is less than 0.05 for male students and it is more than 0.05 for female students. It can be said that there is a relationship between family income and EQ among male students, but there is no relationship between family income and EQ among female students; by confidence level of %95 the relationship between family income and EQ among male students is accepted and this relationship can be rejected in female students.

Table 6. Descriptive statistics of different groups

Serial	Hypotheses	level	number		mean		SD		Mean error scale	
			Male	Female	Male	Female	Male	Female	Male	Female
4	The mean score of EQ is not equal in BA and MA students of Islamic Azad university	BA	122	123	130.44	132.15	16.291	15.379	1.475	1.387
		MA	34	10	135.29	126.20	15.213	25.516	2.609	8.069
5	The mean score of EQ is not equal in associate and BA students of Islamic Azad university	Associate	31	80	131.81	130.44	16.800	10.785	3.017	1.206
		BA	122	123	130.44	132.15	16.291	15.379	1.475	1.387
6	The mean score of EQ is not equal in associate and MA students of Islamic Azad university	Associate	31	80	131.81	130.44	16.800	10.785	3.017	1.206
		MA	34	10	135.29	126.20	15.213	25.516	2.609	8.069

The Pearson coefficient for H3 by separation of male and female students is 0.067 and 0.008 respectively. The significance level in H3 is 0.362 and 0.912 respectively for male and female students. This significance level is 0.362 for male students and it is 0.912 for female students. According to significance level higher than 0.05 and confidence level of %95 the relationship between level of study and EQ can be rejected

In order to test hypotheses 4, 5 and 6, table 6 shows descriptive statistics of level of study. Number, standard deviation and mean error of male students of associate degree are 31, 81, 131, 16.800 and 3.017 respectively and they are 80, 130.44, 10.785 and 1.206 for female students respectively.

Number, standard deviation and mean error of male students of BA degree are 122, 130.44, 16.291, 16.800 and 1.475 respectively and they are 123, 132.15, 15.379 and 1.387 for female students respectively.

Number, standard deviation and mean error of male students of MA degree are 34, 29, 135.29, 15.213 and 2.609 respectively and they are 10, 126.20, 25.516 and 8.069 for female students respectively. For test of hypotheses 5 and 6, Levene test is required. In this test variance is assumed equal. The results are shown in table 7.

Table 7. the results of variance equality in different groups

Serial	Hypotheses	Variance	Variance Equality for both populations			
			male		Female	
			fd	sig	fd	sig
4	The mean score of EQ is not equal in BA and MA students of Islamic Azad university	equal	0.039	0.843	11.950	
		Non equal				0.001
5	The mean score of EQ is not equal in associate and BA students of Islamic Azad university	Equal	0.047	0.829	9.392	
		Non equal				0.002
6	The mean score of EQ is not equal in associate and MA students of Islamic Azad university	Equal		45.403		
		Non equal	0.0047			0.000

Table 7 shows degree of freedom and significance level of equality test of variances in different studies levels. In hypotheses 4, 5 and 6 significance levels of male students are 0.843, 0.829 and 0.727; so the figures are more than 0.05. Thus it can be accepted hypothesis of equality of variances in error level of 0.05 percent.

The significance level of equality of variance among female students with associate degree, BA and MA is 0.001, 0.002 and 0.000 respectively. Since these figures are less than 0.05, so the hypothesis of equality of variances is rejected. Thus in mean comparison test (hypotheses 4, 5 and 6), the results of hypothesis of equality and non equality are studied. Table 8 shows the results.

Table 8. T test results of equality of groups mean

T test of equality of groups mean							
Serial	Hypotheses	T		fd		sig	
		Male	Female	Male	Female	Male	Female
4	The mean score of EQ is not equal in associate and BA students of Islamic Azad university	-1.557	0.727	154	9.539	0.121	0.485
5	The mean score of EQ is not equal in associate and BA students of Islamic Azad university	0.414	-0.934	151	199.819	0.680	0.351
6	The mean score of EQ is not equal in associate and MA students of Islamic Azad university	-0.878	0.519	63	9.406	0.383	0.615

Table 8 shows significance level of equality test of variances in different studies levels. In hypotheses 4, 5 and 6 significance levels of male students are 0.121, 0.680 and 0.383. The significance level of equality of variance among female students is 0.485, 0.351 and 0.615 respectively. According to significance level, the reason is significance level higher than 0.05, so the hypotheses 4, 5 and 6 are rejected by confidence level of %95. It can be said that the mean score of EQ is equal in female and male student in different studies level.

Table 9. mean difference and upper and lower limit of mean equality of both groups

T test for equality of mean of both groups							
Serial	Hypotheses	Mean difference		Confidence level			
		Male	Female	Low limit		Upper limit	
				Male	Female	Male	Female
4	The mean score of EQ is not equal in associate and BA students of Islamic Azad university	-4.851	5.954	-11.007	-12.408	1.304	24.317
5	The mean score of EQ is not equal in associate and BA students of Islamic Azad university	1.364	-1.717	-5.151	-5.613	7.879	1.907
6	The mean score of EQ is not equal in associate and MA students of Islamic Azad university	-3.488	4.238	-11.422	-14.098	4.446	22.573

Table 9 shows confidence level for hypotheses 4, 5 and 6. The results are shown in table 10.

Table 10. confidence level for hypotheses 4, 5 and 6

1	confidence level of hypothesis 4 for male students	$-11.007 \leq \mu_1 - \mu_2 \leq 1.304$
2	confidence level of hypothesis 4 for female students	$-12.408 \leq \mu_1 - \mu_2 \leq 24.317$
3	confidence level of hypothesis 5 for male students	$-5.151 \leq \mu_1 - \mu_2 \leq 7.879$
4	confidence level of hypothesis 5 for female students	$-5.613 \leq \mu_1 - \mu_2 \leq 1.907$
5	confidence level of hypothesis 6 for male students	$-11.422 \leq \mu_1 - \mu_2 \leq 4.446$
6	confidence level of hypothesis 6 for female students	$-14.098 \leq \mu_1 - \mu_2 \leq 22.573$

Table 10 shows confidence level of hypotheses 4, 5 and 6. According to this fact that the lower limit is negative and upper limit is positive, it can be said that the mean difference is not significant and equality of mean of both groups is accepted. In other words: $\mu_1 - \mu_2 \rightarrow \mu_1 = \mu_2$

4. Discussions

This research aims to investigate the relationship between demographic traits and emotional intelligence of students of Tabriz Islamic Azad University. There is a significant relationship between age and EQ and Pearson correlation coefficient is 0.254 and -0.034 for male and female students respectively. According to table 5, the significance level in the first hypothesis is 0.000 and 0.619 for male and female students respectively. So

there is a relationship between age and EQ in male students and there is no significant relationship between age and EQ in female students.

According to the second hypothesis, there is a significant relationship between family income and EQ; Pearson correlation coefficient is 0.284 and 0.028 for male and female students respectively. The significance level in the second hypothesis is 0.000 and 0.686 for male and female students respectively. This significance level is less than 0.05 for male students and it is more than 0.05 for female students. So there is a relationship between family income and EQ in male students and there is no significant relationship between family income and EQ in female students; by confidence level of %95 it can be accepted the relationship between family income and EQ in female students.

According to the third hypothesis, there is a significant relationship between level of study and EQ; based on the results, Pearson correlation coefficient is 0.067 and 0.008 for male and female students respectively. The significance level in the third hypothesis is 0.362 and 0.912 for male and female students respectively. This significance level is higher than 0.05. So by confidence level of %95 it can be rejected the relationship between level of study and EQ in students.

Concerning to hypotheses four, five and six there is a significant relationship in EQ of male and female students in associate, BA and MA degrees; according to table 8, the significance levels in the hypotheses 4,5 and 6 are 0.121 and 0.686 and 0.383 for male students respectively and these levels are 0.485,0.351 and 0.615 for female students respectively. This significance level is higher than 0.05. By confidence level of %95 it can be rejected the equality of EQ mean score in students in different level of studies.

Education system is the fundamental social discipline and education is an exalted concept and important national component. According to the contemporary theories, education plays an important role in structure and sustainable development in the country (Niyaz Azari, 2002).The importance of emotional intelligence and its application uncover the need to more researches.

There are many educational systems that avoid application of sciences and concepts by emphasizing on EQ and institutionalization of emotional intelligence in educational system as dominated paradigm. In this case, the students are trained in theory scopes and their minds fill with unusable concepts. So the students should get familiar with concepts like emotional intelligence and its applications and benefits. Thus it is necessary to identify the effective concept and components on emotional intelligence and measure the relationship among the components and invest in institutionalization of the effective components.

Corresponding Author:

11/6/2012

Dr. Kamran Pashayi Fakhri
Department of Persian Literature
Tabriz Branch, Islamic Azad University, Tabriz, Iran.
E-mail: pashayikamran@yahoo.com

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