INVESTIGATING THE EFFECT OF EMOTIONAL INTELLIGENCE ON THE STUDENTS' SOCIAL ADJUSTMENT AND EDUCATIONAL ATTAINMENT

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ABSTRACT
This study aims at investigating the impact of emotional intelligence on the students' social adjustment and educational attainment at Islamic Azad University of Miandoab during 2013-14. This research is descriptive-correlative in terms of method. The statistical population includes all 1750 female and male students (1050 males and 700 females) whom from 380 ones are selected as the samples through stratified sampling method according to the estimation of sample size by Cochran formula. Siberia- Sheering Emotional Intelligence Inventory and Rutter social adjustment questionnaire are utilized for data collection and also the students' mean scores of 2 semesters are utilized in this regard. The Cronbach's alpha coefficient is measured equal to 0.93 in investigating the reliability of emotional intelligence questionnaire and the reliability coefficient of social adjustment is equal to 0.91 by retest test and equal to 0.88 by the split half method. The data analysis is done using SPSS software through independent t-test and according to Pearson correlation coefficient; and the following results are obtained.
- There is a positive relationship between the students' emotional intelligence and social adjustment, between the emotional intelligence and educational attainment, and also between the social adjustment and educational attainment.
- The girls' educational attainment and social adjustment is more than the boys.
- The boys' emotional intelligence is higher than girls.

Keywords: Emotional Intelligence, Social Adjustment, Educational Attainment

INTRODUTION
Education system is one of the most important and complicated products of human achievements. In recent decades, the changes have revolutionized the social systems and organizations, hence scientific centers, in general, and educations in particular are more addressed to satisfy new expectations. Regarding the key role of education, Green (Green, 1997) explains that education provides the technical knowledge and skill that industry requires it in future and the fact that governments depend on this knowledge to have an effective and strategic programming. In addition, education develops the people's attitudes and motivation in order to confidently work in a group and actively participate in the national development plans.

Educations are included in those social systems which have been recognized as the society's engine of raising awareness and the basic center of thought and reflection.

Nowadays, no developed country is found that has reached its present status without relying on its active and equipped educations. Today, educations can be considered as the heart of the dominating and successful civilizations (Green, 1997)

Because of profound changes which have affected our today's world, the universities and educations, even more than ever, have been in the focus of prolonged international and social discussions which devote to the goals and ideals of universities as well as their roles in guidance and leadership (Feigenbaum, A.V., 1994) The most important issue in each system, especially in higher education system, is the selection and appointment of the managers and leaders in a way that they can effectively administer the higher education institutes. Drucker (Drucker, 1954) believes that the managers are the most valuable resources of the organizations (Drucker, 1954).The qualified and knowledgeable managers are able to achieve the organization's goal using their own abilities, specialized knowledge and vocational experiences while they

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apply less resource and increase the efficiency of the organization. One of the qualifications that the university managers should possess is high emotional intelligence.

MATERIALS AND METHODS
Hypotheses:

Hypothesis 1: There is a positive relationship between the students' emotional intelligence and social adjustment.

Hypothesis 2: There is a positive relationship between the students' emotional intelligence and educational attainment.

Hypothesis 3: There is a positive relationship between the students' social adjustment and educational attainment.

Hypothesis 4: The female students' educational attainment is higher than the male students.

Hypothesis 5: There is a significant difference between male and female students in terms of emotional intelligence.

Hypothesis 6: There is a significant difference between male and female students' in terms of social adjustment.

Research Method

This study is descriptive-correlative in terms of method. Siberia- Sheering Emotional Intelligence Inventory, Rutter social adjustment questionnaire, and the students' mean scores of 2 semesters are utilized for data collection in this study.

The emotional intelligence questionnaire consists of 33 items and includes the components of self-motivation, self-awareness, self-control, social awareness and social skills and is designed according to a 5-point Likert scale. The Cronbach's alpha coefficient is obtained equal to 0.93 in investigating the reliability of emotional intelligence questionnaire in the whole test. The reliability coefficient of social adjustment questionnaire is equal to 0.91 by of retest test and equal to 0.88 by split half method.

Statistical Population, Sample and Sampling Method

The statistical population consists of all 1750 male and female students at Islamic Azad University of Miandoab during the academic year of 2013-14. Cochran's formula is utilized for determining the sample size (Stal and Hotorrie, 1981) and it is obtained equal to 380 samples. 200 males and 180 females are selected as the research samples through the multi-stage stratified sampling.

RESULTS AND DISCUSSION
Results

For data analysis through SPSS software, the central and dispersion indices for both genders are utilized in descriptive statistics sector, and the parametric tests like the independent t-test and Pearson correlation coefficient in inferential statistics. The obtained results and findings are as follows:

As shown in Table 1, the mean scores of educational attainment in boys and girls are equal to 16.8735 and 16.3177, respectively, and the mean scores of emotional intelligence equal to 101.42 and 104.18 and the mean scores of social adjustment 6equal to 6 and 10.11, respectively.

There is a difference between the mean scores of educational attainment, emotional intelligence and social adjustment in boys and girls and the independent t-test is utilized to verify whether the observed differences are significant or not.

According to the Table 2, it is found that the calculated T value is each part is more than t of table. Therefore, the hypotheses 1, 2, 3 are verified and the results are as follows:

- There is a positive relationship between the students' emotional intelligence and social adjustment, thus it can be concluded that the increased emotional intelligence will lead to the students' better social adjustment with confidence of 99%.

- There is a positive relationship between the students' emotional intelligence and educational attainment, thus it can be concluded that the increased emotional intelligence will lead to the students' better educational attainment with confidence of 99%.

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- There is a positive relationship between the students' social adjustment and educational attainment, thus it can be concluded that the increased social adjustment will lead to the students' better educational attainment with confidence of 99%.

Table 1: The central and dispersion indices of students' educational attainment, emotional intelligence and social adjustment

Variable	Gender	No.	Minimum	Maximum	Range	Mode	Median	Mean	Sd	Mean standard error	Range
Educational attainment	Female	180	10.66	20	9.43	19.7	17.38	16.8735	2.25722	0.16824	5.09504
	male	200	10	20	10	15.5	16.625	16.3177	2.24056	0.15843	5.02010
	Total	380	10	20	10	-	16.96	16.581	2.26262	-	5.11947
Emotional Intelligence	Female	180	75	124	49	101	102	101.42	10.669	0.796	113.821
	male	200	72	143	71	108	105	104.18	11.476	0.811	131.703
	Total	380	72	143	71	-	103	102.87	11.172	-	124.804
Social adjustment	Female	180	0	30	30	2	5	6	4.966	0.370	24.659
	male	200	1	41	40	2	8	10.11	8.179	0.578	66.898
	Total	380	0	41	41	2	6	8.16	7.14	-	50.985

Table 2: Results of t-test for investigating the significance of relationship between variables

Variable	T of table	Degrees of freedom	P	r of Pearson correlation coefficient	Calculated T
Emotional intelligence and social adjustment	2.33	378	0.01	0.145	-2.85
Emotional intelligence and educational attainment	2.33	378	0.01	0.181	3.89
Social adjustment and educational attainment	2.33	378	0.01	-0.559	-13.10

The results of Table 3 indicate that there is a difference between the boys and girls in terms of educational attainment, emotional intelligence and social adjustment. The t test is utilized to investigate whether the differences are significant or not and the calculated t is higher than the t of table in each sector. Therefore, the differences are significant and the hypotheses 4, 5 and 6 are confirmed; thus:
- There is a significant difference between the boys and girls in terms of educational attainment and it can be concluded that the educational attainment is higher in girls than boys with confidence of 99%.
- There is a significant difference between the boys and girls in terms of emotional intelligence and it can be concluded that the emotional intelligence is higher in boys than girls with confidence of 99%.
- There is a significant difference between the boys and girls in terms of social adjustment and it can be concluded that the social adjustment is higher in girls than boys with confidence of 99%.

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Table 3: Results of t-test for comparing the variables between girls and boys

Variable	Gender	No.	Mean	Standard deviation	Mean Standard error	Variance	T of Table	Degrees of freedom	p	Calculated T
Educational attainment	Female	180	16.8735	2.25722	0.16824	0.095	2.33	378	0.01	2.42
	Male	200	16.3177	2.24056	0.15843	5.020				
Emotional Intelligence	Female	180	101.42	10.669	0.796	113.8	1.96	378	0.05	2.42
	Male	200	18104	11.476	0.811	131.7				
Social adjustment	Female	180	6	4.966	0.370	24.66	2.58	378	0.01	5.99
	Male	200	10.11	8.179	0.578	66.90				

Discussion

This study, which aims at investigating the impact of emotional intelligence on the social adjustment in students' educational attainment, indicates that there is a positive relationship between the emotional intelligence and social adjustment.

This finding is consistent with the studies by Farghadani (2004), Engelberg (2004) and Schutte *et al.,* (quoted by Khosro, 2002), but it is inconsistent with the research by Khalatbari (quoted by Akhoundi, 1997). However, it should be noted that Akhoundi has considered the adjustment and intelligence structures, not the EI, thus there is no significant relationship between the adjustment and intelligence.

According to the local and foreign studies, the social adjustment is not understandable regardless of the person, the social environment, group structure, way of communication, and social and cultural contexts in the real sense; and the factors such as the family environment, social class, social relations, socialization practice, the students' educational attainment, parents' educational level, complying the criteria by parents and other individuals, the quality of relationship between parents themselves and with children, social protection of individual, need satisfaction, quality of teacher-student relationship, being interested in teachers, individual social position in group, economic status, participation and social interaction, the way of management at school, the learning environment, quality of educational programs, involving the students in decision-making at school, etc. affect the students' levels of social adjustment and norms.

According to the next finding of this research, there is a positive relationship between the students' emotional intelligence and educational attainment.

This result is consistent with the finding of research by Amandar (quoted by Bar-on, 1997), Richardson and Ivaz (quoted by Dehshiri, 2003), Cangelosi and Peterson (1998) and research by Zarei (quoted by Dehshiri, 2003) and Mansouri (2001).

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According to the conducted research on the emotional intelligence and educational attainment, the following results are obtained:

After nearly a hundred year since the use of cognitive tests, only 20% of success in works can be predicted by the intelligence quotient (IQ) yet. Bar-On has considered the non-cognitive intelligence as an important factor in determining the individual abilities to achieve the success in life (e.g. the professional, academic success etc.).

The education of emotional and social skills is significantly important at school and can guarantee the individual success in long and short-terms. Elias *et al.,* (quoted by Bar-On, 1997) found in their studies that the emotional skills can affect the educational attainment in the long term.

The third finding also indicates that there is a positive relationship between the students' social adjustment and educational attainment. This result is consistent with the finding by Khalatbari (quoted by Akhoundi, 1997) and (Tavakoli, 1997). According to one of the interpretations of this result:

Any environment, including the educational environments, has its own stressors. One of the requirements for individual success in any environment is to achieve the adjustment and compatibility with that environment. The compatibility has different types such as the social and environmental adjustment.

According to the fourth finding, the female students' educational attainment is higher than the male students. This result is consistent with the finding by Tyler (quoted by Ghafouri, 1997) and Boroumand-Nasab (1993), Ghafouri (1997) and Vojdanparast (1999). Furthermore, according to the research by Shahriari (quoted by Ghafouri, 1997): The girls are superior than boys in social sciences and Islamic Knowledge courses; and this finding is consistent with obtained result.

One of the interpretations arising from this difference in educational attainment can be stated as follows:

Since the boys have more freedom of action in our society, they can spent more time than girls outside the home and the girls are often at home due to the social constraints, thus they take more efforts to study their lessons.

According to the fifth hypothesis, there is a difference between the female and male students' emotional intelligence. This finding is not consistent with the result of research by Bar-On (2000), Young (2003) and Zare (quoted by Dehshiri, 2003), but it is consistent with the findings by Mansouri (2001), Khosro Javid (2002) and Dehshiri (2003). It should be noted that Javid and Dehshiri considered the difference in favor of girls.

However, the result of this study reports this difference in favor of boys.

Probably, the results are different because the research samples are different in each studies above, thus it can be argued that the emotional intelligence is influenced by gender in the sample studied by researchers.

According to the final research finding, there is a difference between the male and female students' in terms of social adjustment. This finding is not consistent with the results of research by Akhoundi and Ghadiri (1999), but it is consistent with the results of study by Sepehr (2001), Naghshbandi (1999), and Tavakoli (1997). However, Sepehr's findings indicate the boys' higher adjustment, but this study suggests better adjustment in girls.

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