

**ANALYSIS OF THE RELATIONSHIP BETWEEN DEMOGRAPHIC
CHARACTERISTICS AND EMOTIONAL INTELLIGENCE IN
FEMALE STUDENT
(CASE STUDY: ISLAMIC AZAD UNIVERSITY OF TABRIZ)**

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ABSTRACT

This study analyzes emotional intelligence and the relationship between emotional intelligence and the demographic characteristics such as age, household income and their educational levels of female student of Islamic Azad University of Tabriz (Iran).

This research is survey in terms of methodology, analytical in the type and applied in the perspective target. Statistical population of this study is female students of Islamic Azad University of Tabriz (Iran). Sample size is 400 people and simply random selected. Data collected by interviews, observation and questionnaires which developed by the researchers themselves.

Content validity of the questionnaire has been approved. The reliability of the questionnaire is obtained 0.89 by Cronbach's alpha test. In this study, statistical test, correlation and dependence, Levin test, ANOVA for comparing two societies is used.

The results of this study demonstrated that there is no relation between age with emotional intelligence and between education levels with emotional intelligence, but there is relationship between household income and emotional intelligence in female students. Claim which mean of emotional intelligence in female students in 20 up to 22 is not equal with female students in upper level of 22 up to 24 years old is accepted. And, claim which mean of emotional intelligence of female students in 24 up to 26 with students in girls 26 years and above.

KEYWORDS: Emotional intelligence, Demographic Characteristics, Self-expressed, Excitement Management, Islamic Azad University Tabriz Branch

INTRODUCTION

In traditional society, human beings provide their needs through hunting and agriculture and business owners follow customs and traditions and specific norms and few people thought about changes and people's ability in providing their needs depends on their arm force and hand working and the added value wasted for building palaces. With the advent of the industrial revolution, businesses have started to grow and mental work was introduced as the supplements to hand working. In this period which called industrial society, desire for

innovation and creativity increased and little by little characters which wan following satisfy the curiosity of discovering new topics. This people have specific character and enjoy from taking risks.

In the Industrial Society, material and energy is base and in this period motion and power accelerate and complicated machines like steam engine were invented and with increasing investment, a group appeared with business pattern. In modern times which called post-industrial or information society, speed of changes is so high that it mentioned as wonders of the speeds and developments. In this time, importance of hand working decrease and instead of it, qualified manpower which was creative and had ability to innovation with aid of mind increased. In such an atmosphere which people distinguished and excellence with their thoughts, societies can develop that utilize maximum of human that are resource of ideas and considered as a vital factor of production. With increasing entrepreneurs, consideration to emotional intelligence can be one of elements that have a key role in efficiency of this process. Emotional intelligence has a significant impact on individual and organizational outcomes and includes personal performance range, mental and physical health and customer satisfaction and organization performance. Recent studies in emotional intelligence training company that focuses demonstrated that emotional intelligence can be learned and it is impressive.

In the late 90, investigations have shown that there is an emotional brain: a place where emotions are ruling. This is separated from logical brain, but these two are connected somehow; it is mean that we use our emotions and logic in same time. It is brain design that first data go to emotional brain and then send to reasoning center in mind. Scientifics demonstrate that we need our emotions because start our brain engine and produce energy and cause creativity. If we ignore emotions in our life, we will lose our motivation. Intelligence is one of the controversial issues in scientific discussion in old texts and even though theorists have not anonymous idea about it yet. In general, about the concept of intelligence, psychologists are divided into two groups: The first group believes that intelligence is formed of general and unit talent. But, second group believes that there are different kinds of intelligence. What conflict the exact definition of intelligence is that intelligence is an abstract concept and indeed there are no sensible and physical basis. Intelligence is a general label for a group of processes that can be inferred from the actions and responses of the people(Ganji, 1386). David and Kessler are two of the most famous people that provided the definition of intelligence; in their viewpoint intelligence is general ability of person that cause logical thinking, purposeful activity and compatibility with the environment.

He believes that intelligence is a general ability which is composed of elements and components that are not independent of each other and person's sign of intelligence is that he can think logically and actions come from his intelligence are with aim and intelligence talent give person capabilities that will allow a person can adapt themselves to their environment (Fundamentals of General Psychology,14) Raymond Cattell due to the potential acquisition of new knowledge and accumulation of knowledge in life (means previous knowledge of the solution in solving the problem) is defined as follows: Sets of talents uses for recognition, and memorize recognition and use fundamental ingredients of culture to solve every day problems and adapt with constant and changing environment(ibid). In the Oxford dictionary, Excitement is defined as: any irritation or confusion in mind, emotion, and any powerful mind state. Excitement has at least four major components: 1- a verbal or motion components 2- ingredient component 3- adjustment component 4- diagnostic or processing components. A verbal or motion components is expressing excitement through face, body language, tone of voice and its content; Ingredient component is the identification and consciously recognition of emotions, or what we feel basic mode; Diagnostic or processing components is the ability to recognize emotion in others, it means you can recognize emotional states in others through

the processing of face and body positions (It is including head and eye movement) tone and speed of voice, this ability is developing during infancy and childhood (Akbarzadeh, 2004). There are different views and theories about excitement, we mentioned some examples:

1. James – Lange theory: before the end of the nineteenth century, William James said that excitement is the behavioral responses to events and it doesn't make behavioral reactions itself. In other words, excitement is because of behavioral reaction and not causes it. Because this theory was told by one of contemporaries of James, Lange, the Danish physiologist, as a result this theory called James-Lange.

According to this theory, an important factor in excitement feeling is feedback of some physical changes that is reaction to scary and uncomfortable situation; kind of presenting the theory look like fastening wagon in front of horse. "I am scared because I am running" "I am angry because I beat" (Hassanzadeh, 1386). The excitement is the direct reaction for organisms respond to events. In other words, existence of emotional stimuli cause activation respond of muscles and behavior that feedback of organisms respond regarded as emotional experience (Khodapanahi, 2003).

2. Parkinson (1995), by analyzing various factors that are considered as component of an excitement, introduced four-factor theory. Four factors or variables in Parkinson theory that are associated to emotional experience are: Raring Position, Excitation, Face Effects, and Readiness for action. Parkinson, answer to question that in understanding excitement how these four factors are combined for experiencing a new excitement, suggest that the combination of these four factors are involved in emotional experience, but finally experiencing excitement whether with aim or spontaneously result in assessing the situation and excitement experience has the most impact. However the experience of emotion is influenced by other three factors: 1- Excitation levels 2- Face effects 3- Feeling ready for actions. We can mention some other theories about intelligence: Cannon-Philip Bard, Stanley Schachter theory, Singer, Magda Arnold, Richard Solomon, Weiner theory. According to experts, the human brain has two different types of cognitive intelligence and non-cognitive intelligence.

These two types of intelligence are different from each other and constantly interact with each other for making person's life. In other words, these are not independent ability and in person's developing process there will appear two brains in person. These two similar brains are the left and right hemispheres. The first brain or emotional brain is in right hemisphere and thus it begins action first and then second mind (left hemisphere) activate. Second mind called logical mind and contain information that teach methods of reasoning, principal of good behavior, cultural rules.

These are like theories which we act it instinctively, then we try to provide logical reasons for our activities. Almost can state that 90 percent of our activities are emotional and only 10 percent of activities are logical and in terms of thinking. Gelman (1995) believes that we have two active minds: one of them thinks and another one feels. These two ways essentially in many cases or often, these two minds have a wonderful harmony together. Emotion is a necessity for thinking and thinking is a necessity for emotion. When emotion is coming, this balance is in better place and dominant to logical mind. Serandik believes that intelligence behavior consist of several special abilities. He talks about three kind of intelligence that different people can be distinguishing in each of this intelligence: 1- Abstract intelligence: this kind of intelligence is associated with thoughts, bases and understanding relation between components and events. The ability of understanding theories, mathematics and ... are related to this intelligence. 2-Mechanical intelligence: it refers to the communication features that cause effective utilization of tools and procedures and activities. People, who have good efficiency in activities and academic skills, have high emotional intelligence. 3- Social intelligence: it is defined as individual's ability to provide appropriate

social relationships (ibid). Definition of emotional intelligence is just like floating cognitive intelligence. This expression vastly is used in every day conversation when Gellman's famous book published (1995) and it was very controversial. Gellman in an interview with John Anil (1996) defined emotional intelligence as: emotional intelligence is another kind of intelligence, this intelligence include knowing themselves feeling and usage of it for making good mental conditions and controlling impulse and it is a factor in the time of failure and not getting to goal, cause hope and motivation in person.

Weisinger (2000) is defined emotional intelligence as applying emotions and feelings in order to guide behavior, thoughts, effective communication with coworkers, supervisors, customers, use of time and how to perform for improving result. John Mayer and Peter Salovey is defined emotional intelligence ability to assess, state and adjustment of their and others emotions and efficient use of it. In other definitions emotional intelligence is the ability to understand emotions, access and generate excitement in the way that help thinking, understanding excitement and meaning of emotions and an the way that adjust excitement thoughtfully that cause development and improving both emotions and thinking (Akbarzadeh, 2004). Theoretical models in the concept of emotional intelligence introduced in two views: The ability views; combined views.

The ability views, is known fully emerged from mental abilities, so it called pure intelligence. On the opposite side of the ability views, combined views, introduced emotional intelligence as combination of mental abilities and personal features such as optimism and happiness. Totally, important models of emotional intelligence include: Mayer and Salvoy model, Gelman model, Bar-On model, doulex and Hixsel. Mayer and Salovey's model (emotional intelligence ability model): These models invented by Salovey and Mayer, these two scientists states that people are different in their ability for information processing related to an emotional events and their ability in relation to emotional processing to wider understanding. The concept of Mayor and Salovey emotional intelligence divided emotional intelligence to two areas. Experimental intelligence concept area (the ability to feel, responding and correct use of emotional information and the area of strategic (the ability to understand and manage emotions) which each one divided in two categories again:

1. Feel and express emotion
2. Facilitated thinking by emotion
3. Understanding
4. Adjustment ad managing emotions

1. Emotional intelligence begins with capacity of expressing emotions. Excitement feeling include registering, attention and mean of emotional messages that state in facial expressions, tone of voice or artistic-cultural products. People's ability in considering to evaluate and emotional state tools of himself and others. People who evaluate and state their emotions quickly and accurately, can response to people and their surroundings.
2. Facilitated thinking by emotion relies on cognitive system. And thus it can use for problem solving, reasoning, decision making and creative activities. Cognition can be disrupted by excitement or in cognition system make priority attention that does it.
3. Understanding excitement is the most basic feature at this level and includes naming excitement with words. If a person can understand excitement and can mean it, he has capacity of understanding the relationship between people. A person with high emotional intelligence has the ability to recognize expressions which express excitement in a group of familiar words and ordered with undefined words.
4. Emotion management means the ability to communicate with an excitement based on its application to a particular situation. Appropriate level of controlling and adjusting excitement is in balancing it. Trying to increase or eliminate excitement may to suppress emotions. People use several methods and technique to adjust their mood so be able to control others emotions. Active method of setting mood includes combination of

relaxation, controlling stress, cognitive efforts and sports. It is possible that effective methods be negative for mood. There are a lot of researches about emotional intelligence for example: A research with title "Comparison between emotional intelligence, mental health and its effect on high school students which have a handicap and disabled member with normal family" is done by Mohammad Bagher Mohsenian. The main purpose of research was to demonstrate relation between emotional intelligence, mental health of student with handicap father and its effects on family. The sample was comprised of 99 high school students whom 37 of them was a child of a persons who had been disabled in war, 32 of them ordinary peoples child and 30 of them were disabled peoples child. Disabled persons child group randomly selected from Shahed high school and other two groups selected with aim. Analyzing data is performed by using descriptive statistics, ANOVA, Scheffé's method, Pearson and Spearman correlation coefficients. Results showed a significant difference in terms of mental health and subscales physical problems, compulsive- obsessive, anxiety, interpersonal sensitivity, aggression, and psychosis among the three groups under research. There were also meaningful difference between three groups under research in terms of emotional intelligence, respect to own, assisting, interpersonal relations, tolerance to mental pressures and being happy. Also there was meaningful difference between three groups in the three subscales of relationships, the emotional response and role. Generally, mental health and emotional intelligence was less in disabled war veteran parent in comparison with disabled or normal parents. Also, function of children in families with disordered parents was more than normal families.

Furthermore, the results indicate that there is significant and positive relation between the severity of the disability with three variables; emotional intelligence, children's mental health and family functioning.

The obtained results generally indicate that in the veteran families, affective and emotional detachment of father with his disability that cause reduction in interaction and communication within the family members related and changing communication patterns of family members with each other. These changes in turn cause decreasing emotional intelligence in veteran's children particularly in the interpersonal component and mental health and increased anxiety problems and being aggressive. Esmaeel Kavousi, Fatemeh Tohidi and Jila Sarlak have investigated the relation between emotional intelligence and time management in a paper between under graduated student of the Qazvin medical science university. The results showed that there is a positive correlation between emotional intelligence and time management (kavousi, Tohidi, Sarlak, 2002). Doctor Hyns - Kang Chi Hasin - Pi Tai and Pi Fan Chung investigated on the relationship between leadership styles, emotional intelligence and organizational commitment.

The research was a case study which was conducted on Thai suppliers. Results obtained from sample of 186 salesmen in Thailand showed that organizational commitment was fully mediated the relationship between leadership style and job performance. Vendor's emotional intelligence was the relationship between leadership and job performance. A study titled "Investigation on the relationship between emotional intelligence and demographic characteristics with attitude toward marriage and making family was done by Aghayi and Jalalvand (2003). This research performed on 55 female and 57 male. The results indicate that there is no significant relationship between Emotional intelligence and attitudes toward marriage. Hasanzadeh and Sadati investigated on emotional intelligence in managers and its relationship with their demographic characteristics. In this study, emotional intelligence of 140 managers of region one education and training organization in different level studied and the following results were obtained: There is not any different between manager's emotional intelligence in different levels (elementary school, guidance school, high school) and also it is same in managers with different years of experience, and it is more in females rather than

male, and it is more in professional managers rather than unskilled managers, there is no different between managers with different educations and also it is same for vary ages.

METHODOLOGY

In this paper data is gathered by descriptive kind of survey research– correlation method and the aim of research is applicable. For data collection two methods used: 1- Library Methods 2- Field research

Validity is efficacy questionnaire for measuring that option (Sharifi, 2002). For investigating on the validity of this study, measuring tools is given to the teachers and also a number of experts and they were asked to after the study express their views about the validity of questionnaire. After collecting the comments made by teachers, modify some questions. The result was that validity of the questionnaire is high. Validity or reliability tool is showed the reliability and consistency of the measuring in one concept and it is good for evaluating the fit. Ability of tools in maintaining its reliability during the time, despite the uncontrolled conditions and respondents, states that it is stable and it has a slight variation. This feature state fitting tools because every time measuring is done, stable results are obtained (Sekaran, 2005). In this study, to calculate the reliability of questionnaire, Cronbach's alpha was used and to assess it before the final test, some of the sample people randomly selected, then questionnaires is given and obtained data was calculated by the SPSS software that the number of 0/86 reached.

The statistical population of all virtual and actual members which there is a tendency to research findings be extended to it (Delavar, 2001). The statistical population of this study is all student of Islamic Azad University, Tabriz branch. The sample is a set of signs that is part of section, a group or larger community, so that the Collection reagent qualities and characteristics of that section, group or community and usually is shown as n (Khaki, 2004). In this research, 400 students are selected as statistical sample. Questionnaire is one of the common tools and a direct method for reaching research data. Questionnaire is a series of questions (statements) that the respondents answer these with caution. These answers form data that required for researcher (Sarmad and at el. 2006). Check-answer is one of the tools for collecting data. This tool makes it possible to connect directly with interviewer and with its aid we can deeply evaluate perception, attitudes, Interests and aspirations of the participants (Ibid). In this study, for data collection interviews and questionnaires is used.

RESULT

Research question: How is emotional intelligence status in female students of Islamic Azad University of Tabriz?

According to Table 1, mean score of IE in Islamic Azad University of Tabriz is 131.38. In addition, in this table component scores of learning organization also is shown. Minimum score for EI is 20 and maximum is 160.

Table 1 - No., Minimum, Maximum, mean, Standard deviation, Changing Domain, and The Coefficient of Skewness of IE and Its components.

	Variable	No.	Minimum	Maximum	Mean	SD	Domain	Skewness
EI Components	Prosperity	400	8	20	14.54	2.599	12	-0.244
	Self-Awareness	400	5	20	13.97	2.865	15	-0.627
	Relations	400	8	20	14.97	2.610	12	-0.279
	Self-Expressing	400	5	20	13.41	2.811	15	-0.184
	Self-Flourishing	400	5	20	13.89	2.621	15	-0.454
	Flexibility	400	5	20	13.96	2.684	15	-0.495
	Responsibility	400	5	20	13.86	2.752	15	-0.155
	Self-esteem	400	5	20	14.87	2.571	15	-0.819
	EI	400	20	160	115.66	33.431	140	-1.242

According to table 1, it is observed that EI score is 115.66 with standard deviation of 33.431 and the Skewness coefficient is -1.242, so that lowest score of learning organization is 20 and highest score is 160. According to table 2, score ranking and using components of emotional intelligence in female students showed that female students in Islamic Azad University of Tabriz ranked 1.8 in very low level, 10.8 in low level, 6.8 in average level, 38.8 in high level and ranking 44.0 in very high level.

Table 2 - Frequency of EI scores in female students by level

EI Scores Domain	No.	level	Frequency	Frequency Percent	Validity Percent	Cumulative Percent
Under 32	1	Very low	7	1.8	1.8	1.8
32 – 63	2	Low	43	10.8	10.8	12.5
64 – 95	3	Average	27	6.8	6.8	19.3
96 – 127	4	High	147	36.8	36.8	56.0
128 - 160	5	Very high	176	44.0	44.0	100.0
Total			400	100.0	100.0	

Table 3 – Frequency Distribution in terms of family incomes

Family Income	Count	Percent	Validity percent	Cumulative Percent
Under 4 million Rial	75	18.8	18.8	18.8
4 – 7 million Rial	180	45.0	45.0	63.8
7 – 10 million Rial	126	31.5	31.5	95.3
10 – 15 million Rial	9	2.3	2.3	97.5
15 – 25 million Rial	7	1.8	1.8	99.3
Over 25 million Rial	3	0.8	0.8	100.0
Total	400	100.0	100.0	

Table 3 shows frequency distribution of students. According to this table, 18.8 percent of students having family income 4 million Rials, 45.0 percent's income is 4 to 7 million Rial, 31.5 percent's income is 7 to 10 million Rials, 2.3 percent have 10 to 15 million Rials income, 1.8 percent have 15 to 25 million Rials, and 0.8 percent have over twenty five million Rials income in a month.

Table 4 – Frequency Distribution in terms of ages

Age	Count	Percent	Validity percent	Cumulative Percent
From 20 to 22	117	29.3	29.3	29.3
From 22 to 24	138	34.5	34.5	63.8
From 24 to 26	106	26.5	26.5	90.3
Over 26	39	9.8	9.8	100
Total	400	100	100	

According to Table, it can be stated that among 400 students which examined as sample: 29.3 percent of female students aged 20 to 22 years, 34.5 percent were 22 to 24 years, 26.5% aged 24 to 26 years and 9.8 percent are older than 26 years old.

Table 5 – Frequency Distribution in terms of educational levels

Educational Levels	Count	Percent	Validity percent	Cumulative Percent
Associate degree	111	27.8	27.8	27.8
Bachelor of Science	245	61.3	61.3	89.0
Master of Science	44	11.0	11.0	100
Total	400	100	100	

According to Table 5, it can be stated that among 400 students which examined as sample: 27.8 percent have associate degree, 61.3% have bachelor degree and 11.00% of have master degree.

Statistical inference: Statistical inference analysis is always base on the results of a study on a small with the name of sample which generalized to the larger population (Hafeznia, 2001). To test the first three hypotheses, Pearson correlation coefficient is used and for the fourth and fifth hypotheses, Levine test, variances equality test and test of mean equality is used and results are shown in the table 6.

Hypothesis one: there is relationship between ages of the students of Islamic Azad University of Tabriz with their emotional intelligence.

Hypothesis two: there is relationship between family incomes of students of Islamic Azad University of Tabriz with their emotional intelligence.

Hypothesis three: there is relationship between education levels of students of Islamic Azad University of Tabriz with their emotional intelligence.

Table 6 – Pearson Correlation test between age, family income and EI in female students

No.	Hypothesis	Pearson correlation	Significant Level	Test Results
1	There is relationship between ages of the students of Islamic Azad University of Tabriz with their emotional intelligence.	0.066	0.189	Rejected
2	There is relationship between family incomes of students of Islamic Azad University of Tabriz with their emotional intelligence.	0.154	0.002	Passed
3	There is relationship between education levels of students of Islamic Azad University of Tabriz with their emotional intelligence.	0.039	0.434	Rejected

In table 6, Hypotheses one, two, three test result is shown. According to this table, Pearson correlation for hypothesis one is 0.066. Significant level is 0.189 that is bigger than 0.05. Due to the significant level it can be stated that there is no significant relationship between emotional intelligence and age in female students of Islamic Azad University of Tabriz.

In second Hypothesis Pearson correlation is 0.154. Significant level is 0.002 and this is lower than 0.05. This significant level represents a relationship between family income and EI in female students.

In third hypothesis, Pearson correlation is 0.039 and significant level is 0.434 that is bigger than 0.05. Due to the significant level it can be stated with 95 percent reliability that there is no significant relationship between emotional intelligence and education level in female students of Islamic Azad University of Tabriz.

Hypothesis four: Emotional Intelligence means score of female students in the 20 to 22 is not equal with older students in the 22 to 24 at the Islamic Azad University of Tabriz.

Hypothesis five: Emotional Intelligence means score of female students in the 24 to 26 is not equal with older students over 26 years old at the Islamic Azad University of Tabriz.

Table 7 – Age Descriptive statistics for female students of Islamic Azad University if Tabriz

Age	Mean	Standard Deviation	Mean Standard Deviation	Count
Female Students 20 to 22 age	139.85	15.607	1.443	117
Female Students 22 to 24 age	123.58	25.528	2.173	138
Female Students 24 to 26 age	94.23	42.220	4.101	106
Female Students over 26 age	103.31	6.057	6.057	39

Result of forth hypothesis have two outputs:

First output: Descriptive statistics for female students that illustrated in table 7. Table 7 showed that students in the range of 20 to 22 years old are 117 person, and mean is 139.85, standard deviation is 15.607 and mean standard deviation is 1.443. Students in the range of 22 to 24 years old are 138 person, and mean is 123.58, standard deviation is 25.528 and mean standard deviation is 2.173. Also students in the range of 24 to 26 years old is 106 person, and mean is 94.23, standard deviation is 42.220 and mean standard deviation is 4.101. Students in the range of over 26 years old are 39 person, and mean is 103.31, standard deviation is 37.824 and mean standard deviation is 6.057.

The second output contains test results and have two parts: Part I: Testing the equality of two population variances which are shown in Table 8. Part II: Testing the equality of two population means which are shown in Table 9.

Table 8 – Testing the equality of two population variances

Research Hypothesis	Levene Test	Fisher's Statistics $FF = \frac{S_1^2}{S_2^2}$	P- Value
Forth Hypothesis	Variance equality	9.409	0.002
	Variance inequality		
Fifth Hypothesis	Variance equality	3.422	0.066
	Variance inequality		

According to table 8 it can be stated that P – Value of Levene test for forth hypothesis and fifth is 0.002 and 0.066. In the forth hypothesis P – value is less than 0.05 so Variance

equal hypothesis rejected and varying variance in deferent age group accepted. In hypothesis five, P – Value is bigger than 0.05 so it cannot be rejected that equality of variances. Therefore, for concluding from the fourth hypothesis, not equality variances test is used and for hypothesis five, equality of the two groups is used. Results are shown in Table 9.

Table 9 – T test for equality or inequality of the mean

T Test for Equality of the Two Groups								
Hypothesizes		T Test	Degrees of Freedom	Mean Difference	Standard Deviation	P - Value	Confidence Interval	
							Lower limit	Higher limit
Forth	Variance Inequality	2.406	231.321	6.275	2.608	0.017	1.136	11.414
Fifth	Variance Equality	-1.180	143	9.081 -	7.697	0.240	-24.296	6.133

According to Table 9, the significance level for the hypothesis fourth and fifth is 0.017 and 0.240. Because significant level is smaller than 0.05, so with the error 0.05 percent it can be claimed that inequality of EI mean score of female students in aged 20 to 22 years with students 22 to 24 years old is acceptable. In addition, in hypothesis five which significant level is bigger than 0.05, so with the error 0.05 percent it can be claimed that inequality of EI mean score of female students in aged 24 to 26 years with students older than 26 years old is acceptable.

Confidence interval for the mean difference between groups is calculated as follows:

Table 10 – Confidence Interval for hypothesis four and five

Hypothesis Four	$1.136 \leq \mu_1 - \mu_2 \leq 11.414$
Hypothesis Five	$-24.296 \leq \mu_1 - \mu_2 \leq 6.133$

Confidence interval in hypothesis four showed that low and high limit is positives, so it can be stated that difference between two society means is more than zero and mean of first society is bigger than second society. In other words:

$$\mu_1 - \mu_2 > 0 \rightarrow \mu_1 > \mu_2$$

Also, confidence interval in hypothesis five showed that low and high limit is negative, so it can be stated that difference between two society means is not meaningful and difference between two societies is not meaningful and mean inequality of two societies is rejected and mean equality of two societies accepted. In other words:

$$\mu_1 - \mu_2 = 0 \rightarrow$$

$$\mu_1 = \mu_2$$

CONCLUSION

The aim of this study was investigation on the relationship between the demographic characteristics and emotional intelligence in female students of Islamic Azad University of Tabriz.

In relation to the research question that how is the emotional intelligence in female students of Islamic Azad University of Tabriz?

According to Table (1), emotional intelligence scores 115.66 with 33.431 SD and skewness coefficient is -1.242, low the score of Learning Organization is 20 and the highest score is 160. According to Table (2), scores ranking and applying the components of emotional intelligence in female students showed that students in Islamic Azad University of Tabriz students in very low level is 1.8, and in low level is 10.8, in mediocre level is 6.8, in high level is 36.8 and in very high level is 44.0.

The first hypothesis is that in the female students of Islamic Azad University of Tabriz, age and emotional intelligence are related. In Table 6, it can be found for the hypothesis one, a correlation coefficient is equal to 0.066 and significant level is equal to 0.189. Because significance level is bigger than 0.05, It can be rejected with 95% confidence that there is relationship between age and emotional intelligence in female students of Islamic Azad University of Tabriz. The second hypothesis is that family income and emotional intelligence in female students of Islamic Azad University of Tabriz are related. According to Table 6, the correlation coefficient is equal to 0.154 and significant level is equal to 0.002. Dou to the significant level that is less that 0.05, it can be stated with 95% confidence that relationship between family income and EI in female students of Islamic Azad University Tabriz confirmed.

The third hypothesis is the relation between education and emotional intelligence among female students of Islamic Azad University of Tabriz. According to Table 6 Pearson correlation coefficients is 0.039 and significant level is 0.434. And because it is bigger than 0.05, we can state 95 percent reliability that relationship between education and EI among female students at Islamic Azad University of Tabriz rejected.

The forth hypothesis is inequality of mean EI scores in female students aged 20 to 22 and 22 to 24 at Islamic Azad University of Tabriz. According to Table 8, we can say that significant level in Levene test is 0.002. It is less than 0.05, so it is rejected that variances are equal and inequality of two group's variances for different age group accepted. Also, according significant level that illustrated in table 9 the sig level is less than 0.05 so with 0.05 percent error can state that inequality between mean of EI score in 20 to 22 age and 22 to 24 in female students in Islamic Azad University of Tabriz is accepted.

The fifth hypothesis is inequality of mean EI scores in female students aged 24 to 26 and over 26 at Islamic Azad University of Tabriz. According to Table 8, sig level is 0.066 which is greater than 0.05; so equality of variances in two different groups is rejected. So, in hypothesis five, equality of variances in two societies is used. According to table 9, sig level fir hypothesis five is 0.240 that is greater than 0.05, so, it can be stated with 0.05 error levels, that inequality of EI scores mean in female students aged 24 to 26 and over 26 is rejected.

Education system, is one of the social system which we can say that most of the major and has a key role in the social system. Education and training and Higher Education is a concept and a public utility in terms of the education system at each community and considered as one of the major component of national characteristics. According to contemporary theory, in the economics, education and higher education has an essential role in structure and sustainable developing of countries (Niazazari, 2002).

Consideration to the importance of emotional intelligence and its applications, will clarify for us much more attention to the emotional Intelligence research. Despite this, there are a lot of educational systems that still emphasis on the IQ and insist on institutionalizing it more in the education system. As the dominant paradigm they avoid being practical of sciences and concepts. Instead, we introduce students which have the theoretical and practical implications, we will have students only with a familiar in the theoretical debate and their minds are full of concepts that probably will not ever use it. Therefore, to avoid of this movement that have correct appearance and non-functional, students must be encouraged to know themselves and guided them to concepts such as EI, advantages and its applications. It will not be possible until required research will be done in this field. So, firstly, concepts and influencing factors in emotional intelligence should be identify and then relationship between these components will be measure and then invest and efforts to institutionalize components that have more impact on this mission and done the mission in best way.

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