

## Investigating the relation of emotional intelligence, financial – social status and the attitude toward school on academic progress of students of 1<sup>st</sup> grade high school of Lamard City

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**Abstract:** The purpose of this research is to investigate the effects of emotional intelligence, financial - social status and attitude toward school on academic progress of students on 1<sup>st</sup> grade high schools of Lamard City. 230 students were selected among 499 1<sup>st</sup> grade high school students and they were asked to answer the questionnaires of emotional intelligence by Striba and Shring, financial - social status by Times, the questionnaire of attitude examination toward school by Kouch and Sigel. The number value of variability for research variables were as 0.74, 0.63 and 0.85. In order to analyze data, we used two – variable correlation coefficient of Pearson and simultaneous regression. The analysis was carried out in three sections: general model, boys' model and girls' model. The results in general model showed that there is an insignificant relation between emotional intelligence and attitude toward school and academic progress but there is a positive relation between financial - social status and academic progress.

**Key words:** Emotional intelligence; Financial - social status; Attitude toward school; Academic progress

### 1. Introduction

Academic preparation has high importance for students especially in early years of high school for academic progress, major selection, entrance to university and job selection. Lots of researches have been done in the field of effective factors on academic progress in high school. In these researches the role of cognitive and emotional factors and also the role of family are emphasized. Emotional intelligence and attitude toward school are important emotional components which indicate preparation of students for study. Identification and studying emotional intelligence and attitude toward school and their investigation contribute managers, teachers and parents to pay special attention to high school students, to encourage them and help them to make better decisions and implement their decisions (Khanjaji, 2008).

Sirin (2005), defined emotional intelligence as a type of combined ability of cognitive, understanding, showing, identifying, using and controlling capacity of their emotions and others'. The main elements of emotional intelligence are the ability to understand others' emotions, setting and haltering themselves and others congenially. It is expected that people who have higher emotional intelligence levels to better show adjustments, success and life skills. Henry (2002) believes that people, who have higher emotional intelligence, also have more acceptable

ability to socially communicate with others. Azturk (2005) claims that lots of people having higher emotional intelligence are considered incompatible and only 20 percent of life successes depends on cognitive intelligence and 80% depends on other factors such as emotional intelligence. Because we should be consistent with our social environment in academic places in order to achieve academic progress, so people who have higher emotional intelligence naturally have higher academic progress. The ability to communicate with others and haltering oneself and others affects people's attitude. Karimi (1996) considers attitude as a psychic status and neural preparation which is organized through experience and has guiding or dynamic effects on person's answers to all things and related opportunities. Attitude has three components of cognitive, emotional and preparation for taking action. Because attitude toward school affects academic progress and attitudes such as emotional intelligence needs social environment and communication, the relation between these two variables results in more progress of students in study field.

Attitude toward school affects academic progress. The more positive is this attitude, the more will be academic progress. And the more negative is this attitude, the interest of student will decrease and academic slump will happen. There are a lot of researches about the relation between attitude toward different courses and academic progress in those courses. Preparation and people's capacity

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depends on financial - social status in addition to the factors mentioned. Parents' literacy and academic equipment in home is among factors of financial - social status. Lots of researches showed that family's financial - social status affects academic progress. Financial - social status is another variable which evidently is effective on academic progress (Hejazi, 2011).

According to the factors above in schools, students who have higher financial - social status might have lower financial - social status. In contrary, there are students who have high academic progress and low financial - social status. In addition there are students who claim that they love studying but they do not have acceptable marks or there are students who have no problem in communication but do not have approving academic progress. The researcher aims in this research to understand if there is any relation between academic progress and emotional intelligence financial - social status and attitude toward school knowing that the effects of variables and their effects in a three - variable model can be different. How much strong is this relation? And what variable can better predict academic progress? And how much these three variables alone and in relation to each other determine the variance of academic progress?

**2. The purposes of research**

**2.1. General purpose**

Investigating the relation between emotional intelligence, financial - social status and attitude toward school on academic progress of 1<sup>st</sup> grade students of high school of Lamard

**2.2. Specific purposes**

1. Investigating the relation between emotional intelligence, financial - social status and attitude toward school on academic progress of 1<sup>st</sup> grade students of high school of Lamard.
2. Investigating the relation between emotional intelligence, financial - social status and attitude toward school on academic progress of 1<sup>st</sup> grade male students of high school of Lamard.
3. Investigating the relation between emotional intelligence, financial - social status and attitude toward school on academic progress of 1<sup>st</sup> grade female students of high school of Lamard.
4. Prediction of academic progress through variables emotional intelligence, financial - social status and attitude toward school of 1<sup>st</sup> grade students of high school of Lamard
5. Prediction of academic progress through variables emotional intelligence, financial - social status and attitude toward school of 1<sup>st</sup> grade male students of high school of Lamard
6. Prediction of academic progress through variables emotional intelligence, financial - social status and

attitude toward school of 1<sup>st</sup> grade female students of high school of Lamard

**3. Research hypotheses**

1. There is a relation between emotional intelligence, financial - social status and attitude toward school and academic progress of 1<sup>st</sup> grade students of high school of Lamard
2. There is a relation between emotional intelligence, financial - social status and attitude toward school and academic progress of 1<sup>st</sup> grade male students of high school of Lamard
3. There is a relation between emotional intelligence, financial - social status and attitude toward school and academic progress of 1<sup>st</sup> grade female students of high school of Lamard
4. Emotional intelligence, financial - social status and attitude toward school predict academic progress of 1<sup>st</sup> grade students of high school of Lamard
5. Emotional intelligence, financial - social status and attitude toward school predict academic progress of 1<sup>st</sup> grade male students of high school of Lamard
6. Emotional intelligence, financial - social status and attitude toward school predict academic progress of 1<sup>st</sup> grade female students of high school of Lamard

**3.1. Research methodology**

Research methodology determines how a hypothesis or assumption is confirmed or voided (Sarmad, 2005). In the present research we used descriptive research method and the design of the research is correlative due to the investigation of relations between variables and also prediction of dependent variable.

**3.2. Population, sampling method and volume of sample**

The population of the present research, according to the report of pedagogy office of Lamard, is 499 students among 1<sup>st</sup> grade high school students of academic and technical majors who were studying in 2014 - 2015 academic year. We used random cluster multi stage method for sampling. According to the table of Jeresy and Morgan, the volume of sample is 230 people.

**3.3. Variability of scales**

We used Cronbach alpha to examine the variability.

**Table 1:** Cronbach alpha

Scale	Emotional intelligence	Financial - social status	Attitude toward school
Value of alpha	0.74	0.63	0.85

### 3.4. Validity

Validity is a measuring tool which shows that how much the tool can measure the given feature. In the present research we used Bartlett test to measure validity. The quality index of sample was higher than 0.90 which indicates approving validity.

### 4. Analysis of research hypotheses

H1: There is a relation between emotional intelligence, financial - social status and attitude toward school and academic progress of 1<sup>st</sup> grade students of high school of Lamard

In order to analyze the hypothesis above, according to the table we can see that female students have higher mean in attitude toward school and financial - social status and lower standard deviation compared to male students, while boys estimated themselves to have higher emotional intelligence. Also the average of academic progress among girls was higher than that of boys and had fewer scatterings. According to these indices we investigated the relation between these variables and academic progress and also between the variables in each three models.

**Table 2:** variable correlation coefficient between research variables and academic progress of general model

Variable		1	2	3	4
General model (N= 266)	Emotional intelligence (1)	<b>1</b>			
	Financial - social status (2)	0/18**	<b>1</b>		
	Attitude toward school (3)	<b>0/13</b>	<b>0/05</b>	<b>1</b>	
	Academic progress (4)	<b>0/07</b>	0/26**	<b>0/04</b>	<b>1</b>

**Table 3:** variable correlation coefficient between direction dimensions and academic progress of boys and girls

Variable		1	2	3	4
Boys' and girls' model	Emotional intelligence (1)	<b>1</b>	0/32**	<b>0/08</b>	0.24**
	Financial - social status (2)	<b>0/07</b>	<b>1</b>	<b>0/02</b>	0.42**
	Attitude toward school (3)	0/18**	<b>0/07</b>	<b>1</b>	<b>-0/03</b>
	Academic progress (4)	<b>0/05</b>	<b>0/10</b>	<b>0/07</b>	<b>1</b>

H2: There is a relation between emotional intelligence, financial - social status and attitude toward school and academic progress of 1st grade male students of high school of Lamard

**Table 4:** H2 Test

variable	Entrance method
Emotional intelligence, financial - social status and attitude toward school	simultaneous

As we can see in the table, predictor variables entered into regression model simultaneously and did not follow any special pattern.

**Table 4:** Regression model summary

Regression model	R	R square	Adjusted R square	Estimation SD
General boys' and girls' model	0.263	0.070	0.06	3.66

**Table 5:** Significance test of regression model

Regression model	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	<b>225/39</b>	<b>3</b>	<b>75/13</b>	<b>5/59</b>	<b>0/001</b>
Remaining total	<b>3037/52</b>	<b>226</b>	<b>13/44</b>		
	<b>3269/91</b>	<b>229</b>			

**Table 6:** Inserted variables in regression model of boys and girls

variable	Entrance method
Boys' model	Emotional intelligence, financial - social status and attitude toward school
Girls' model	Emotional intelligence, financial - social status and attitude toward school

According to multi correlation coefficient table (R) we can see that there is a relation between academic progress and predictor variables by 0.26 that regarding determinant coefficient it determines only 7 percent of academic progress. One disadvantage of determinant coefficient is that it is an ordinary coefficient but its value is adjusted with degrees of freedom. The value of adjusted determinant coefficient shows that only 6 percent of academic progress variance is determined by predictor variables.

According to the regression model table with F value equal to 5.59, degree of freedom equal to 3 and 226 in significance level of 0.001 is significant for both genders.

**Table 7:** Summary of regression model for boys and girls

Regression model	R	R square	Adjusted R square	Estimation SD
Boys' model	0/115	0/013	-0/009	3/34
Girls' model	0/44	0/19	0/17	2/91

**Table 8:** Significance test of regression model for boys and girls

Regression model		Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Boys' model	Regression	19/84	3	6/61	0/592	0/621
	Remaining	1474/81	132	11/17		
	total	1494/66	135			
Girls' model	Regression	184/31	3	61/43	7/228	0/001
	Remaining	765/01	90	8/50		
	total	949/33	93			

**Table 9:** Inserted variables to regression model of boys and girls

Regression model		Other coefficients	Standard coefficients $\beta$	t	Significance level
Boys' model	Emotional intelligence	0/013	0/040	0/45	0/651
	Attitude toward school	0/017	0/031	0/35	0/726
	Financial - social status	0/137	0/096	1/107	0/270
Girls' model	Emotional intelligence	0/029	0/121	1/207	0/231
	Attitude toward school	-0/024	-0/045	-0/471	0/639
	Financial - social status	0/46	0/387	3/87	0/001

H3: There is a relation between emotional intelligence, financial - social status and attitude toward school and academic progress of 1st grade female students of high school of Lamard.

According to the boys' table of emotional intelligence values, academic progress equals 0.040 and with t value of 0.45 is not significant in level of 0.05. Also standard coefficient of emotional intelligence among girls and academic progress is 0.12 and with t value of 1.207 is not significant in level of 0.05. Standard coefficient of attitude toward school with academic progress for boys is not significant and for girls it neither significant nor positive. Financial - social status for girls with standard coefficient of 0.39 and t value is equal to 3.87 in significance level of 0.001 while this variable is not significant among boys.

**5. Conclusion**

The results of the present study showed in the general model that emotional intelligence and attitude toward school has insignificant relation with academic progress but there is a positive and significant relation between financial - social status and academic progress. In girls' model there is a significant relation between financial - social status and academic progress but attitude toward school and academic progress has insignificant and

negative relation. In boys' model only the relation between attitude toward school and academic progress was positive and significant. General regression model and girls' regression model were significant and the only predictor variable in both models was financial - social status. Boys' regression model was not significant too. Research variables in general model determined 6 percent of total sample academic progress, 17 percent of girls' model and 1 percent of boys' model.

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