The Relationship between Cultural and Emotional Intelligence with Students' Adjustment to University

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Abstract

Entering the university has been the source of stress for some students and has emerged some maladaptive responses. Therefore, the aim of present study is to investigate the relationship between cultural, emotional intelligence and university students' adjustment to university environment. For this purpose, a sample of 355 subjects including BA, MA and PhD university students were selected using random sampling. To collect data, the Schering Emotional Intelligence Questionnaire, Cultural Intelligence Questionnaire and Baker and Siryk Student Adaptation to College Questionnaire (SACQ) were used. The descriptive and analytic statistics were applied to analyze the data. The results revealed that there is a significant relationship between cultural and emotional intelligence and students' adjustment to university environment, and as students' emotional and cultural intelligences increases, they become more adaptable to university life. Results revealed that cultural and emotional intelligence can be used in a way to enhance students' adaptability to university environment.

Keywords: Cultural Intelligence, Emotional Intelligence, Adjustment, Adjustment to University Life

Introduction

One of the major changes in youth period is entering to university. The number of students going to university or have aspiration for it, is increasing over the time. Entering to university leads to some basic changes in students' lives including the reduction of parents' support and control, some fundamental changes in daily plans, increased expectations in educational and social contexts, and the problems associated with adjustment and the emergence of high level of tension (Mazaheri, Heidari, Sadeghi, 2011). Therefore, entering the university has been the source of stress for some individuals and has led to
incompatible responses in them. After passing nationwide university entrance exam and entering university, students encounters new circumstances to which they needs to adapt. The education and social situation the students face is extensive, diverse and complex. The main requirement for adjustment to this environment is abandoning a portion of high school lifestyle and acquiring a new way of life in new circumstances. The student's incompatibility in this process can lead to multitude mental and emotional problems. The research indicates students suffer from various physical and mental problems in this new circumstances (Friedlander , Reid, Shupak & Cribbie ,2007).The whole changes might be regarded so tense and stressful that 60 percent of students may decide to drop out of university during their first years of education without finishing the course (Friedlander , Reid, Shupak& Cribbie ,2007; Antoan, Reid,1991).

Adjustment to university life affects other activities and dimensions of students' lives and promotes general performance, creates sense of spiritual prosperity, self-efficiency, progress motivation and educational success and consequently increases students' social adjustment in zones outside the university (Zaki,2010). These facts makes the constructive adjustment to university environment as an urgent issue for researchers and plans devisers (Aali Poor Birgani, 2012). For clarifying the adjustment, two significant elements of person and environment should be considered. Students' adjustment to university includes those experiences they face during educational, social and personal-emotional adjustment to instructional environments from the time they admitted. Furthermore, it also include goal setting, goals commitment and attachment to associated institution (Baker and Syrik,1989).Tinto (1993) defined adjustment to university as "social-mental interactions between students and educational environments in which some factors like personality traits, individual experiences and family dynamics are influential on the quality of transiting from this period". Byker & Syrik (1999) referred to four dimensions in adjustment to university: educational adjustment is related to achieving educational goals and fulfilling major university requirements. Interpersonal social necessities are related to experiences in university for social adjustment. Social adjustment involves students' enthusiasm to engage in those activities and events which establish and maintain their relations with other people, high levels of adjustment reveals student's satisfaction with social aspects of university (Birgani, 2012).

Personal-emotional adjustment is described as the psychological and physical level of stress the students experience after entering the university. Positive adjustment with environment, leads to physical and mental health (Beirgani, 2012). Furthermore, individual-population, personality and situational-environmental variables are three main factors influential on enhancing students' adjustment to university. Personal variables includes factors like age, gender, cultural and racial-ethnic varieties, mind ability, personal features variables, university stress and tensions, depression, self-esteem, self-expression ,optimism, self-worth ,emotional stability, emotional intelligence and self-efficiency. Theoretically, adjustment is considered as a wide and complex construct. Hence, the researchers have attempted to investigate its various dimensions. Theoretically, adjustment is a social product and multitude factors and circumstances are effective on shaping it. Some researchers have attempted to investigate different influential factors on adjustment formation (Zaki, 2010). If the young be able to adjust appropriately, they would do their tasks and deal with their educational and social performances more easily (Zaki,2010).
One new construct, contributing to promotion of adjustment is called cultural intelligence, first proposed by Earley and Wong and refers to effective interactions between cultures. Cultural intelligence is defined as "person's ability to manage successful adjustment to new cultural environments, usually different from one's own cultural context (Earley and Wong, 2003). By focusing on specific capabilities necessary for qualified and effective personal relations in different cultural circumstances, in fact, cultural intelligence focuses on new aspect of cognitive intelligence (Rahmani and Tehrani poor, 2009). The person with high cultural intelligence, perceives cultural boundaries and by taking these boundaries into account, would be able to find solution to behavioral problems and to justify the way he contemplates and responds in different circumstances (Rahman poor, 2005). The person with high cultural intelligence has also the capability to learn in new cultural environment and enjoys confronting with new cultures (Early, Wong, 2003). It can also be said that cultural intelligence is a new aspect of intelligence highly associated with various environments. Cultural intelligence helps the person to recognize others' mindset and behavioral patterns and to reduce intercultural barriers and in this way, he can manage cultural diversity (Early and Peterson, 2004). In fact, cultural intelligence is ones' ability to respond appropriately to foreign cultures. Like emotional intelligence (the ability to adjust and to use individuals' feeling), cultural intelligence is consisted of many levels. It helps the person to control and manage intercultural differences more effectively (Khashe'e & Mostame'e, 2011) and in this way, take appropriate approach in communicating with other cultures (Thomas, 2004). According to Eng et al, cultural intelligence entails four strategies including metacognitive, cognitive, behavioral and motivational ones. Metacognitive strategy includes the way the person perceives the intercultural experiences. This strategy reveals the process the individuals are involved to acquire and to understand cultural knowledge. Cognitive strategy indicates the individual's perception of cultural similarities and differences. It reveals general knowledge, person's mental and cognitive perception of other cultures. Behavioral strategy includes the person's capability to adjust to those verbal and non-verbal behaviors necessary for appropriate response to different environments (Ghaffari, Lotfali khani, 2013). In a study conducted by Welz (2009), it has been found that there is a positive and significant relationship between cultural intelligence and students' self-efficacy and adjustment in Taiwan. Ethnic, racial, cultural and lingual diversities led to students' low educational performance and less environmental adjustment. In another study, it has been indicated that university environments increases mental distress in students based on various factors like age and cultural, ethnic, racial and religious diversities in universities (Ghaffari, Lotfali khani, 2013). Therefore, it can be concluded that cultural intelligence can enhance students' adjustment in contact with new environments and university. Ghafari & Lotfali khani (2013) also found that those students with higher cultural efficiency, enjoy more adaptability to resolve conflicts and encounter social and environmental complexities more effectively and reveal better performance.

Another construct, emotional intelligence, has received great attentions in recent years' research and its relationship with some important variables like adjustment has been studied (Mayer et al, 2005). Emotional intelligence is defined "as a form of intelligence that involves the person to monitor his own and others' emotions and feelings, to distinguish various norms and to use emotional information in a healthy way to solve problems and to guide his own behaviors (Salovey & Mayer, 1990). Another theoretician, Bar-On (1997), describes emotional intelligence as a group of non-cognitive capacities, competencies and skills which promotes individuals' capability to response successfully to environmental
pressures and requirements. He defines emotional intelligence in terms of five variables: 1. Intrapersonal emotional quotient including decisiveness, independence and self-construal 2. Interpersonal emotional quotient including empathy, taking social responsibility 3. Adjustment emotional quotient including flexibility 4. Stress management emotional quotient including impulse control 5. General creation emotional quotient including hopefulness and happiness (Madadi, Emam zade, 2008). Bar-On believes emotional functions finally have to bring about welfare and comfort and to meet this goal, one of the main requirements is adequate adjustment to society and surrounding environment in a way the person would adjust to associated necessities and norms by keeping his own independence and individuality (Bar-On, 2003). Investigating the relationship between emotional intelligence and adjustment to university environment has been the focus of attention by various researchers. Adeyemo study (2005) on Nigerian students revealed that high emotional intelligence is strongly related to rapid and adequate adjustment to university environment and consequently to successful performance. In this line, in another study conducted by Pancer et al (2000), it was concluded that successful and adaptable students with regard to emotional intelligence, significantly revealed better performance in comparison with unsuccessful and inadaptable students. Marquez et al (2006) also found that there is a strong relationship between social competence for adjustment and emotional intelligence.

As Piaget considers intelligence as the ability to adapt and adjust to new environment, and Wexler defines it as “the global capacity of a person to act purposefully, to think rationally, and to deal effectively with his environment”, it seems that one influential factor on students' adjustment is intelligence. Therefore, emotional intelligence can play significant role in students' adjustment capabilities and their social acceptance in universities (Heidarian, Shafari rad, 2011). In this line, the aim of present study is to investigate the relationship between cultural and emotional intelligence and students' adjustment in Kashan University in terms of gender and educational field. Considering the aforementioned research, emotional intelligence is strongly related to adequate adjustment to university environment and successful performance (Pancer et al, 2004, Adeyemo, 2005, Marquez and et al, 2006). Tsai and Lawrence (2011) stated that level of cultural intelligence can be effective on students' cultural adjustment. The findings of Ischen's study (2009) also revealed that cultural intelligence is a predicator for intercultural adjustment and cultural-social shock (Askari, Roushani, 2012). Kafi (2010) reached the conclusion that male students are more adaptable than female students, but with regard to perfection of goals, female students act more compatibly.

**Research methods and tools**

The present study is descriptive-correlation research in which the relationship between variables is investigated. Statistical population included all students of Kashan University studying at all levels in 2014-2015 academic year. The sample of 355 subjects including female and male students were randomly selected. To collect data, the Schering Emotional Intelligence Questionnaire, Ang et al Cultural Intelligence Questionnaire and Baker and Siryk Student Adaptation to College Questionnaire (SACQ) were used.

**Cultural Intelligence Questionnaire**

Emotional intelligence scale is a self-report tool developed by Ang et al (2004) including 20 questions in 4sub-scale (metacognitive, Motivational, cognitive and behavioral). In Iran, Kazemi (2008) in his study
reported the questionnaire's reliability to be 0.886 by using Cronbach's alpha. Ghadampour, Mehrdad and Jafari (2011) also in a study obtained reliability 0.85 by using Cronbach's alpha.

**Schering Emotional Intelligence Questionnaire**

In present study, the Schering Emotional Intelligence Questionnaire (1999) was used to gather data related to emotional intelligence. Mansoori (2001) stated that the main form of this scale is composed of 70 questions including two sections of 40 and 30 questions. In first section, each question was illustrating a situation and the respondents were to picture themselves in that particular situation and then choose an option among others closer to their emotional state. In second part, an exciting fictitious story was narrated and the respondents were to choose the answer based on the story. Due to their contrast with Iran's culture, all those questions were deleted. It is worth mentioning that in preliminary administration of the scale, 7 questions out of 40 rest questions were also deleted due to their low correlation with total score of the test. Therefore, in final administration, the Questioner was reduced to 33 questions testing five items (self-awareness, self-control, self-regulation, empathy, social skills). Hence, every testee obtains 6 separate scores (5 items+ total score). The responses are rated by 5-point Likert Scale (very high, high, moderate, very low, low). For scoring this scale, the score 1 to 5 is given to every item.

**Student Adaptation to College Questionnaire**

Student Adaptation to College Questionnaire (SACQ) is developed by Baker and Siryk (1986, 1989,1990). It is a self-report scale composed of 67 Likert-type items (1.strongly disagree to 9.strongly agree) to assess students degree of adjustment to university environment. The inventory is consisted of 4 sub-scale sections including academic adjustment (24 items), social adjustment (20 items), personal and emotional adjustment (15 items) and emotional attachment to university (80 items). Each question is scored on 9-point Likert scale ranging from 1.Doesn't apply to me at all to 9.Applies very closely to me. The obtained high scores in this scale reveals higher adjustment and lower scores indicates more difficulty in adjustment to university life. Educational adjustment assessed student's motivation, educational performance and student's satisfaction about educational environment. Social adjustment assesses the student's degree of adjustment to interpersonal relationship in university and his satisfaction with surrounding environment. Emotional-personal adjustment evaluates the degree the person experiences mental distress or reveals some physical signs of distress and anxiety like headache or sleep disorders. Emotional attachment sub-scale measures the degree of student's total satisfaction and goals commitment and also the quality of his relationship with university. Baker and Siryk (1986, noted by Shaw, 2007) reported the Cronbach's alpha for whole questionnaire equal 0.92 to 0.95, and for sub-scales was equal to following numbers respectively: educational adjustment 0.81 to 0.90, emotional-personal adjustment 0.77 to 0.86, social adjustment 0.83 to 0.91, and goal commitment 0.85 to 0.91. To examine the reliability of inventory, Baker and Siryk (1989) found that the scores on this scale was negatively related to dropping out of university and positively related to contributing in social activities.

**Results**

To analyze data, the descriptive statistics indices (frequency, mean and standard deviation) and inferential one (correlation coefficient and T-test) were applied.

The descriptive indices of research variables are presented in table 1.
Table 1: Descriptive Indices of Research Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment to University</td>
<td>183.24</td>
<td>21.21</td>
<td>350</td>
</tr>
<tr>
<td>Cultural Intelligence</td>
<td>65.96</td>
<td>11.00</td>
<td>350</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>100.50</td>
<td>16.53</td>
<td>350</td>
</tr>
</tbody>
</table>

The mean for adjustment to university 183.24, cultural intelligence 65.96, emotional intelligence 100.50, and the standard deviation for adjustment to university 21.21, cultural intelligence 11.00, emotional intelligence 11.63 is calculated.

In Table 2, the mean and the standard deviation and the values of variables are presented based on gender.

Table 2: Describing Variables Based on Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Adjustmen to University</th>
<th>Male</th>
<th>Female</th>
<th>Mean</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Male</th>
<th>Female</th>
<th>Mean</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Male</th>
<th>Female</th>
<th>Mean</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.56</td>
<td>16.96</td>
<td>16.33</td>
<td>66.18</td>
<td>65.83</td>
<td>6.2</td>
<td>7</td>
<td>11</td>
<td>79.30</td>
<td>79.30</td>
<td>76.30</td>
<td>71.50</td>
<td>78.50</td>
<td>168</td>
<td>15.60</td>
<td>15.60</td>
<td>7.40</td>
<td>7.00</td>
<td>7.00</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.68</td>
<td>16.33</td>
<td>16.64</td>
<td>100.09</td>
<td>100.09</td>
<td>18.28</td>
<td>18.35</td>
<td>21.50</td>
<td>21.50</td>
<td>107</td>
<td>103</td>
<td>72.00</td>
<td>72.00</td>
<td>156</td>
<td>15.50</td>
<td>15.50</td>
<td>20.0</td>
<td>19.20</td>
<td>19.20</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>66.18</td>
<td>65.83</td>
<td>66.18</td>
<td>65.83</td>
<td>66.18</td>
<td>66.18</td>
<td>66.18</td>
<td>51.10</td>
<td>51.10</td>
<td>107</td>
<td>107</td>
<td>72.00</td>
<td>72.00</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>7.40</td>
<td>7.00</td>
<td>7.00</td>
<td>1640</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15.60</td>
<td>15.60</td>
<td>15.50</td>
<td>15.50</td>
<td>15.60</td>
<td>15.50</td>
<td>15.50</td>
<td>11</td>
<td>11</td>
<td>107</td>
<td>107</td>
<td>72.00</td>
<td>72.00</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>20.0</td>
<td>19.20</td>
<td>19.20</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
As it is noticed, in both genders, most values are at moderate level and despite some differences in two genders, they do not seem to be significant.

To determine the relationship between cultural intelligence, emotional intelligence and adjustment to university, the correlation test of significance was applied. The results are presented in table 3.

**Table 3: Correlation matrix of research variables**

<table>
<thead>
<tr>
<th></th>
<th>Adjustment to university</th>
<th>Cultural intelligence</th>
<th>Emotional intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment to university</td>
<td>1</td>
<td>0.243**</td>
<td>0.146**</td>
</tr>
<tr>
<td>Cultural intelligence</td>
<td>0.243**</td>
<td>1</td>
<td>-0.133**</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>0.146**</td>
<td>-0.133**</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on data in table 3, there exist significant relationship between emotional intelligence and adjustment to university (correlation coefficient -0.146, sig-0.000). There is also significant relationship between cultural intelligence and adjustment to university (correlation coefficient -0.243, sig-0.000). The significant relationship between cultural and emotional intelligence (correlation coefficient -0.133, sig-0.000) is observed.

**Table 4: The summary of concurrent regression model for emotional intelligence, cultural intelligence and adjustment to university**

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>R²</th>
<th>adjusted R²</th>
<th>Standard error of the estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0.302</td>
<td>0.091</td>
<td>0.830</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20.28</td>
</tr>
</tbody>
</table>
Table 5: Regression coefficients to predict adjustment to university based on emotional and cultural intelligence

<table>
<thead>
<tr>
<th>Predictor variable</th>
<th>B</th>
<th>Standard error</th>
<th>β</th>
<th>T</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>125.895</td>
<td>10.016</td>
<td>12.569</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>1- Cultural intelligence</td>
<td>0.515</td>
<td>0.100</td>
<td>0.267</td>
<td>5.168</td>
<td>0.000</td>
</tr>
<tr>
<td>2- Emotional intelligence</td>
<td>0.233</td>
<td>0.066</td>
<td>0.182</td>
<td>3.516</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The represented regression coefficients in table 5, reveals the value B for cultural intelligence 0.515, emotional intelligence 0.233 and value β for cultural intelligence 0.267, emotional intelligence 0.182. The results suggest that cultural and emotional intelligence variables can predict the adjustment to university and the cultural intelligence has more influential role than emotional intelligence in predicting the adjustment to university.

Table 6: The T-test results to examine the difference between female and male students in adjustment to university

<table>
<thead>
<tr>
<th>variable</th>
<th>Groups</th>
<th>Mean</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment to university</td>
<td>Females</td>
<td>182.88</td>
<td>-0.22</td>
<td>436</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td>Males</td>
<td>183.40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is represented in table 7, there is no significant relationship between female and male students in adjustment to university (sig=0.82, t=-0.22). Therefore, the female and male students are similar with respect to adjustment to university variable.

Table 7: The T-test results to examine the difference between female and male students in cultural intelligence

<table>
<thead>
<tr>
<th>variable</th>
<th>Groups</th>
<th>Mean</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural intelligence</td>
<td>Females</td>
<td>66.18</td>
<td>0.257</td>
<td>346</td>
<td>0.797</td>
</tr>
<tr>
<td></td>
<td>Males</td>
<td>65.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As it is represented in table 7, there is no significant relationship between cultural intelligence of female and male students (sig=0.797, t=-0.257). Therefore, the female and male students are similar with respect to cultural intelligence variable.

**Table 8: The T-test results to examine the difference between female and male students in emotional intelligence**

<table>
<thead>
<tr>
<th>variable</th>
<th>groups</th>
<th>mean</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional intelligence</td>
<td>females</td>
<td>100.09</td>
<td>-0.377</td>
<td>346</td>
<td>0.707</td>
</tr>
<tr>
<td></td>
<td>males</td>
<td>100.78</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is indicated in table 8, there is no significant relationship between emotional intelligence of female and male students (sig=0.707, t=-0.377). Therefore, the female and male students are similar with respect to emotional intelligence variable.

**Conclusion**
The present study has attempted to investigate the relationship between emotional and cultural intelligence and female and male students' adjustment to university in terms of their associated variables.

**Testing hypothesis 1** (There is a relationship between emotional intelligence and adjustment to university) revealed that there is a significant relationship between emotional intelligence and adjustment to university. The results are consistent with Edeymo's study on Nigerian students (2005) in which he indicated that high emotional intelligence is strongly related to adequate and rapid adjustment to university environment and successful performance. In this line, Pancer and et al (2000) found that successful and more adaptable students to university significantly perform better than unsuccessful and incompatible students. Marquez and et al (2006) suggested that adjustment and social capacities are significantly related to emotional intelligence. In their study, Riley and Shoot (2003) also concluded that students with low emotional intelligence exhibited higher consumption of alcohol and addiction drugs and caused more legal and adjustment troubles. In fact, it can be said that high emotional capacity leads the person to show positive temperament and adequate tolerance in communicating with others in a way to exhibit the best behavior and response and to reach the appropriate adjustment. By applying social skills, emotional intelligence can also promote students' adjustment and make them exhibit some positive behaviors like cooperation, responsibility, empathy and self-reliance (Cartledge and Milburn, 2009). Damasio (1994) also maintained that emotional intelligence promotes one's self-control and motivation adaptability and establishes the optimum relation with others. It also strengthens ones' intrapersonal and interpersonal skills, adaptability, temperament management and efficiency in educational and professional contexts and consequently enhances their adjustment to university life.
Testing hypothesis 2 (There is a relationship between cultural intelligence and adjustment to university) revealed that there is a significant relationship between cultural intelligence and adjustment to university. Findings of present study is consistent with Tsai and Lawerance's study (2011) which showed that level of emotional intelligence can be influential on cultural adjustment. Eschen's study (2009) also indicated that cultural intelligence can be a predictor for adjustment and cultural shock; and emotional intelligence acts as interface between cultural intelligence and adjustment. Early and Ang (2003) in their work entitled "cultural intelligence; individual interactions across cultures" asserted that those individuals enjoy high emotional intelligence who are able to adjust themselves in a new cultural context different from their own more effectively without losing their cultural identity. Kim et al (2007) concluded that people with high cultural intelligence exhibit strong penchant to encounter challenges in new environment and are more decisively determined to overcome despair in unfamiliar circumstances like university.

Testing hypothesis 3 (There is a relationship between emotional intelligence of female and male students) indicated there is not a significant relationship between emotional intelligence of female and male students. Therefore, the third hypothesis is rejected. Emotions and their appropriate application in human relations is a topic introduced as "emotional intelligence" in last decades and its history can be found in Wexler's ideas, when in determining non-cognitive aspects of general intelligence, he concluded that in addition to intelligence factor, there are some particular non-intelligence factors guiding intellectual behaviors (Jalali, 2002). Emotional intelligence is described as "a group of non-cognitive abilities, knowledge and skills influential on successful encounter with demands, necessities and environmental pressures; and it facilitates success (Sharifi & Daramadi, 2007). Emotional intelligence is a flexible skill can be learned easily and be influenced by vital life circumstances (Brodberi & Griyoz, 2005). Therefore, based on various life circumstances individuals encounter, they possess different quotients of emotional intelligence. For concluding the present study, it can be mentioned that female students enjoys higher quotient in establishing communication, managing others' emotions and revealing flexibility in their own feelings compared with male students; They also give more importance to emotional responses. Therefore, it can be concluded that female students possess similar quotient to male students in communication art, emotions management skill in others, and flexibility in their emotion and both gender give more significance to emotional intelligence.

Testing hypothesis 4 (There is a difference between cultural intelligence of female and male students) indicated that there is not a significant difference between cultural intelligence of female and male students, therefore, the fourth hypothesis is rejected. The results are consistent with Feizi's study (2010) in which he concluded there is no difference between cultural intelligence of female and male athletic participants. Emotional intelligence is rather a new construct necessary for establishing effective relations across cultures (Doostar, 2008). Most conducted research in this area, have investigated the correlation of this construct with other variables. In fact, cultural intelligence is a capacity which promotes one's understanding across cultures and it does not imply that cultural differences are ignored, but it means how one can intelligently in intercultural situations. Cultural intelligence is one common significant feature in those people who can adjust themselves to various cultures, people like students or employees studying or working in foreign cities or countries (Adib rad, 2007). Promoted cultural intelligence is resulted from social interactions (Thomas & Inkson, 2004) and social interactions as the major component of every
society, lead actors to facilitate their activities in society structure and in this way achieve their goals (Bastani and Hikooei, 2010). By expanding their bonds, actors have enhanced social communications and achieved rapid improvements in various economic, social and cultural contexts in different societies in confrontation with different cultures. Furthermore, they have made some changes in societies' structure, one of which is the more distinguished roles for women compared to the past; as it has been noticed women act and participate in social activities like men and in their interpersonal and cross-cultural relationships, they reveal similar behavior to men. Therefore, some factors like women's increasing tendency for presence in society whether through studying or earning money which may lead to immigration, their aspiration to stabilize their status in society and consequently receiving social acceptance have made them be more inclined to communicate with people from other cultures like men and to enjoy higher cultural intelligence.

Testing hypothesis 5 (There is difference between female and male students' adjustment) showed that there is not significant difference between female and male students' adjustment. To clarify present hypothesis, it can be said adjustment is not an issue specific to human being and every living being needs to adapt to its surrounding environment based on its nature and existent evolutional phase in a way to guarantee its life and survival (Fathi, Rezapoor, Yaghooti Azar, 2010). To this purpose, human as a social being is always seeking the opportunity to acquire necessary skills to facilitate his relation with others and in this way to adjust appropriately to new environment. Adjustment is an inherent psychological tendency to get along with life challenges (Mary Basil, 2011). It is a dynamic process indicating person's response to environment and to its associated changes. Adjustment makes the people dominant in new environment like university and by adjusting to daily changes; they would be able to live in peace and serenity.

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