Research Article

The Prediction of Social Adjustment Based on Emotional and Spiritual Intelligence

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ABSTRACT

Based on emotional and spiritual intelligence of male teachers in Arak City, this correlational study attempts to shed light upon the prediction of social adjustment. The statistical population consists of all 650 male teachers of high schools in Arak city. The sampling method was conducted through cluster random sampling among 300 participants. Three instruments of Social Adjustment Scale (SAS), BarOn Questionnaire of Emotional Intelligence (EQ-i) and spiritual intelligence questionnaire by Badii et al., are used. To investigate the hypotheses, we used Pearson Correlation Coefficient and to homogeneity of variance, the Levene's test was utilized. By SPSS Software through Pearson correlation analysis, the collected data were analyzed. The results show that the relation of social adjustment with emotional intelligence and spiritual intelligence is significant.

Keywords: social adjustment, emotional intelligence, spiritual intelligence, male teachers

The Prediction of Social Adjustment Based on Emotional and Spiritual Intelligence

There are several definitions of social adjustment. Eslobi and Gorba (1998) regard social adjustment synonymous with social skill (quoted in Abedini, 2003). From their viewpoint, social skill is the ability to create mutual relation with others in a distinctive socialContext through means and manners that are socially acceptable and valuable. However, Eslomusky and Don (1996) consider social adjustment and skill as a process which enables individuals to understand and predict others' behaviors, control and regulate their own behavior and social interactions. Numerous studies and observations of consultation centers show that adverse factors such as anxiety, tension, apprehension, lack of confidence threaten the personal and social adjustment as well as educational progress of university students. These conditions not merely lead to a situation in which some of the students cannot finish their education in due time but also their mentality and mood undergo severe modification. This eventuates in a kind of depression, emotional instability or even some nervous/psychological problems and threatens individuals' psychological and social adjustment (Roshan, 1991; Ghahari, 2003).

Therefore, the individuals have to solve their human problems in a better manner than technical ones. At least, the emotional intelligence can

solve certain problems of modern humanity namely the conflict between what he feels and what he thinks. Besides theory of multiple intelligences, the emotional intelligence is Emotional Quotient (EQ) (Keronshank, Jenkes and Metkalef, 2006; Saif, 2011).

From the viewpoint of the effects of emotional intelligence in teacher's personal life and career, the significance of conducting studies come to the fore. Exploration of emotional intelligence shows this phenomenon is highly influential in social and personal life and provide progress and success. Due to the fact that emotional intelligence can perceive, describe, acquire and control the emotions, life events can be either positive or negative. Emotional intelligence play a major role in dealing with and adjusting certain catastrophic events such as losing a good job, financial failure, and loss of family member (Mohammadi, 2011).

In addition, it was observed that educational factors especially the family structure and connections of family members particularly between parents and their children play a significant role in psychological and social adjustment of individuals. The clinical studies attest the significant role of lack of father in generation of adjustment complications in children (Simons, 1999). Daniel Golman (1998) in his *Working With Emotional Intelligence* defined emotional intelligence as is the ability to understand emotions and excitements. It could be generalized as a concept contributing to thinking, perceiving excitement and emotional knowledge so as generate a general order and provide proper conditions for intellectual and emotional progress. The terrific events such as losing a good job, financial failure, or loss of a family members could be dealt with if emotional intelligence is assigned a major role (Mohammadi, 2011).

Grancher (2000) believes that progress and ethical achievement attained through religious actions play a significant role in enhancement of emotional intelligence. The range in which emotional intelligence is used demands moral limits. Without moral limits guiding individuals to use their talents, emotional intelligence could be used to attain supreme or earthy goals. Spiritual intelligence is one of the concepts associated with religion and spirituality have gained the ground and has recently draw the attention of scholars.

Imounz (1999) stated that emotional intelligence was a set of abilities to use religious and spiritual sources. Spirituality seeks holy elements, fining meaning, high consciousness and supremeness. It consists of the ability to use such subjects that can predict the function and adjustment of an individual and finally lead to valuable outcomes.

Gin and Pouhit (2006) defined spiritual intelligence as an experienced ability that enables individuals to access more knowledge and obtain better understanding so as to provide conditions for realization of perfection and success in life. *The Study of Relation Between Spiritual Intelligence and Motivation of Career Progress Among Employees of Medical Sciences University,* showed that spiritual intelligence played a significant role in improving the performance of an organization and enhancement of competitiveness The author intended to examine the relation between spiritual intelligence (based on King's model) and job progress motivation among employees of Shahrood University of Medical Sciences (Jafari, 2015).

The results of *The Study of Influence of Training Elements of Spiritual Intelligence from King's Perspective on Disciplinary Behavior of Female High-school Students* showed that training spiritual intelligence lead to improved disciplinary behavior of students. This relation was significant concerning the two elements of generating personal meaning and transcendental consciousness while an insignificant relation was found concerning the two elements of critical thinking and enhanced consciousness (Hanzalizah, 2015).

A significantly positive relation was found between leadership styles and spiritual intelligence of managers in a study titled *The Study of Relation between Managers' Leadership*

Styles and Spiritual Intelligence. It also found a significantly positive relation between transformational leadership style and spiritual intelligence. The same was the case regarding the relationship between transactional leadership style and spiritual intelligence. However, there was an insignificant relation between Laissez faire leadership style and spiritual intelligence. Considering the regression analysis, the results showed that spiritual intelligence could predict the leadership style with 99% confidence level (Mir Ali Akbar, 2014).

A study by Tahere Khani (2014) called *The Study of Relation between Spiritual Intelligence and Creativity of Employees of Education Organization* found a significantly positive relation between spiritual intelligence and employees' creativity. All of the four elements of spiritual intelligences were associated with creativity in a distinctive and positive manner. It should be noted that the analysis of simultaneous effect of each element showed that all of them are associated with creativity in a direct, positive and significant way.

Another study called (Yosefi, 2014) lead to the following results. First, there was a statistically significant and positive relation between elements constituting spiritual intelligence and social adjustment. Second, there was a statistically significant and positive relation between spiritual intelligence and self-efficiency. Third, the elements of spiritual intelligence could effectively predict self-efficiency and among the elements of spiritual intelligence, the element of perception and relation with source of universe offered the most proper prediction of self-efficiency. Fourth, the dimensions of spiritual intelligence could predict the level of social adjustment. Of the elements of spiritual intelligence, spiritual life offers the most suitable prediction of social adjustment.

Ryhay (2012) in *The Study of Relation of Perceived Social Support and Social Adjustment of Students* denied the relation between the first and fifth hypotheses and unconfirmed thereof.

The other findings showed that family was the most significant source of social support which was positively linked to all levels of social adjustment. The perceived social support offered by students and classmates was positively related with levels of social skills, relationships in school and social relationships. The perceived support was negatively associated with levels of family, school, and social relationships.

The intelligence as the basic characteristic that defines differences among individuals and spiritual intelligence as one of the new concepts of intelligence both include a type of adjustment and problem-solving behavior. They define the highest level of attainment and progress in cognitive domains. Thus, we can pose the following question:

- Based on emotional intelligence and spiritual intelligence of male teachers in high schools, is there any relation between the prediction of social adjustment?

METHODOLOGY
The present study is correlation.
Statistical Population
The statistical population consists of all male teachers working in high-schools of Arak City during 2014-2015. There were 10 high schools including 650 teachers.
Sample Size and Sampling
To determine the sample size through cluster random sampling, five high schools with 300 teachers were chosen.
Measurement Instruments, Manipulation Procedure and Evaluation
Social Adjustment Scale (SAS). SAS was initially designed as a scale for prediction of outcome of medicinal therapy evaluation and psychotherapy of depressed patients. This scale is currently used for measurement of adjustment level of patients and normal individuals. The theoretical bases and contents of phrases used in the test are based on Girland's structured and scored interview to evaluate lack of adjustment and experimental studies by PK and Viessman

(1999). This scale evaluates interpersonal relations in different roles and based on feelings of satisfaction, disagreement and performance.

In addition, the results demonstrated that females undergo disorder in the self-prediction version of social adjustment scale more frequently than males but no significant difference of scores in regard to age and ethnicity was observed. The result of interviews led to determination of six major factors: Job performance, inter-personal disagreement, prohibited relationship, submissive dependence, family attachment and anxiety.

These factors forms the two-dimensional content of the test. The self-evaluation scale of social adjustment was used four weeks before and after the treatment of 76 patients. The social health of patients showed significant increase in all of the six factors. Despite of major inconsistency in responses, the social adjustment scale could distinguish between patients with depression disorder, alcoholism and schizophrenia. In recent studies, significant difference resulted between depressed patients and normal individuals (controls) for 40 out of 48 females. Viessman et al., suggested the correlation between this scale and other scales of mental health. This result provides the concurrent validity of social adjustment scale.

Riyahinia et al., (2003) used correlation method and Cronbach's alpha to calculate the validity and reliability of the test. The results showed that maximum validity is related with adjustment plus leisure time (50%) while minimum validity is related to family relationships (46%). In another study by Zemestani et al., (2014), the reliability values of social adjustment questionnaire determined through Cronbach's alpha and bi-section method were respectively 81% and 79%.

BarOn Questionnaire of Emotional Intelligence (EQ-i)

The BarOn questionnaire of emotional intelligence (EQ-i) is based on Goleman's theory (1995) which is a self-prediction and 360-degree tool. This questionnaire contains 90 questions in five-point scale (completely agree, agree, relatively agree, disagree, completely disagree) and it is the first cross-cultural questionnaire predicting emotional intelligence. This test was given in Iran in three steps. After certain changes in the original text of the questionnaire, elimination or modification of some questionnaires and fulfilling certain measures to verify its psychometric quality, the data analysis in different fields was done in the third step (quoted from Samoii et al., 2006). The reliability determines that to what extent one could depend on and refer to individual differences in test scores as affecting the real differences in the desired characteristics (Satari, 1993).

The author tried to design the interview questions in a way that they offer proper data in regard to non-cognitive individualistic intelligence (emotional, social and personality-oriented aspects). After using two forms of questionnaire (i.e. test and interview), the questionnaire was scored. The analysis of results showed the significant relation between interview-based data and software test at the level of 0.001. The Cronbach's alpha was R=0.94 (quoted from Samoi et al, 2006).

Spiritual Intelligence Questionnaire of Badii et al

The 43-item questionnaire of spiritual intelligence is based on four factors. The first factor includes 12 items. The items included within the first factor clearly show the general way of thinking and beliefs of individuals.

To determine the reliability of the questionnaire of spiritual intelligence, the two methods of Cronbach's alpha and bi-section were used. The values of reliability for the whole questionnaire and regarding the two methods were 0.85 and 0.78 respectively which provides the acceptable reliability coefficient of the instrument. To determine the validity of this questionnaire, its score was correlated with that of criterion question. The result demonstrated that there is a significant relation between (P=0.0001, r=0.55) and as a result, the questionnaire of spiritual intelligence has sufficient validity.

Data Analysis

Table 1: Descriptive Scores of Social Adjustment

Group	Variable	Number	Mean	Standard Deviation	Standard Error	Maximum Score	Minimum Score
Male Teachers	Social Adjustment	200	144.33	8.321	0.917	168	127

As shown above, the mean of scores in the questionnaire of social adjustment was 144.33. The values of standard deviation, standard error, highest and lowest score were 8.321, 0.917, 168, and 127.

Table 2: Levene's Test of Social Adjustment

	F	Df	Sig
Social Adjustment	0.166	288	0.685

Here, the values of f obtained and observed significance level (i.e. f=0.166 and Sig=0.685), the variances are equal.

Descriptive Scores of Emotional Intelligence

Table 3: Results of Predicting Status of Emotional Intelligence

Group	Variable	Number	Mean	Standard Deviation	Standard Error	Maximum Score	Minimum Score
Male Teachers	Emotional Intelligence	300	270.33	7.301	0.432	320	258

Now, the mean of scores of emotional intelligence was 270.33. The values of standard deviation, standard error, highest and lowest score were 7.31, 0.432, 320, and 258

Table 4: Levene's Test of Emotional Intelligence

	F	Df	Sig
Emotional Intelligence	2.272	296.180	0.136

Here, the values of f obtained and observed significance level (i.e. f=2.272 and Sig=0.136), the variances are equal.

Table 5: Descriptive Scores of Spiritual Intelligence

Group	Variable	Number	Mean	Standard Deviation	Standard Error	Maximum Score	Minimum Score
Male Teachers	Spiritual Intelligence	300	288.13	6.431	0.456	350	280

Based on the above table, the mean of scores of spiritual intelligence was 288.13. The values of standard deviation, standard error, highest and lowest score were 6.431, 0.456, 350, and 280.

Table 6: Levene's Test of Spiritual Intelligence

	F	Df	Sig
Spiritual Intelligence	2.272	296.180	0.136

As we can see, the values of f obtained and observed significance level (i.e. f=0.145 and Sig=0.145), the variances are equal.

Table 7: Results of Normality Test for Research Variables

Items	Kolmogorov-Smirnov Test	
	Z-Statistic	Sig
Social Adjustment	0.827	0.502
Emotional Intelligence	0.895	0.399
Spiritual Intelligence	0.497	0.966

As shown, the significance level of test for all variables is larger than 0.05. As a result, the zero hypothesis is denied and we can conclude that all variables have normal distribution.

Table 8: Correlation Coefficient Between Social Adjustment and Emotional Intelligence

	Correlation Coefficient	Sig.	N
Social Adjustment	1		300
Emotional Intelligence	0.251	0.025	300

Here, there is a significant relation between social adjustment and emotional intelligence (Sig=0.05). Therefore, the main hypothesis is confirmed.

Table 9: Correlation Coefficient Between Social Adjustment and Spiritual Intelligence

	Correlation Coefficient	Sig.	N
Social Adjustment	1		300
Emotional Intelligence	0.249	0.025	300

As it is obvious, there is a significant relation between social adjustment and spiritual intelligence (Sig=0.05). Therefore, the main hypothesis is confirmed.

DISCUSSION AND CONCLUSION

Based on emotional and spiritual intelligence of male teachers in Arak City, this correlational study attempts to shed light upon the prediction of social adjustment. In regard to classification of studies based on the method of data collection, this study is a descriptive research in which the characteristics of sample are described and generalized to the whole statistical population. The questionnaires were distributed through random sampling. The data were collected through field-based method. In the section of inferential statistics, the hypotheses were tested. The hypothesis of this study was that the relation of social adjustment with emotional intelligence and spiritual intelligence among male high-school teachers of high schools is significant. As mentioned before, there was a significant relation between social adjustment and emotional intelligence (Sig=0.05). The same was the case regarding the relation between social adjustment and spiritual intelligence (Sig=0.05). Therefore, the main hypothesis is confirmed.

In this regard, the results are in accordance with those of Iranian writers' results e.g. Jafari (2015); Ghasemi Navab (2015); Hanzali Zah, (2015); Mir Ali Akbari (2014); Tahere Khani (2014); Yousefi (2014). The findings are also in accordance with foreign writers' conclusions e.g. Ryhay, (2012), Lu (2012); Chiang (2012). To explain the findings of present study, we can say that the individuals with high social adjustment have high levels of emotional and spiritual intelligence. The significant relation of social adjustment with emotional and spiritual intelligence was confirmed. This is meant to state that having mental health and normal personality traits adapt the person with his surroundings. This health, self-restraint, self and other management are associated with social adjustment. Thus is very self-restraint and adjustment is equivalent with spiritual affairs.

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