

# The Relationship of Emotional Intelligence with Self-esteem and Academic Progress

Banafshe Hasanvand<sup>1,\*</sup>, Mohamad khaleidian<sup>2</sup>

<sup>1</sup>Faculty of psychology department or Payame Nour University 19395 - 4697, alashtar city, lorestan province, Iran

<sup>2</sup>Graduate in Clinical Psychology from Ghorveh Branch Islamic Azad University, Faculty of Psychology and Educational Sciences, Ghorveh, Iran

**Abstract** The objective of this research is to examine the relationship of the emotional intelligence with the self-esteem and the academic achievement in the BA (bachelor of art) students. The studying population includes all students of Payame Nour University in Sanandaj city during the academic year of (2011-2012). The sample size was selected based on the statistical methodology. For the correlation studies of 100 person among the students of in every majors had been chosen and examined using simple random sampling. In this research, the Ann-Bar questionnaire contains 90 questions about emotional intelligence and Cooper-Smith questionnaire contains 58 questions about self-esteem and the first half-year average scores were used. For analysing data, the frequency, percentage, average, skew, Pierson-regression correlation coefficient and T test were applied. The Results showed: there is a meaningful positive relationship between the exciting intelligence, general self-esteem, social esteem, public esteem, educational self-esteem and the academic achievement. The regression coefficients for realism and self-esteem variables were significant, such as these variables were predictors of self-esteem. Among the variables, realism has the maximum role in predicting the self-esteem. Also, results showed there was no significant relationship in the emotional intelligence and self-esteem between male and female students.

**Keywords** Emotional Intelligence, Self-Esteem, Academic Progress, Students

## 1. Introduction

The emotional intelligence is a topic that attempts to explain and interprets the man excitement, feeling and capability status[1]. The emotional intelligence has been defined as an ability to understand and comprehend the emotions in order for assessing thoughts, manners and to put them in a way that makes emotion and intelligent growth and elevation[2]. The concept of emotional intelligence gives a new depth to the man's intelligence, this intelligence is a tactical competency (personal performance), whilst the recognition intelligence is a strategic capability (long term capability).

The emotional intelligence makes it possible to predict the achievement because it demonstrates how a person apply a knowledge in an immediately success. It is a form of social intelligence which is a suitable predictor in special areas such as job and educational performances. In the other word, it has an ability to control feelings and excitements by oneself and others[3]. In 2004, the emotional intelligence has been defined in more details. This Definition is as follow:

The emotional intelligence points to the ability to

recognize and differentiate feelings, excitements, meanings and concepts, the relations between them, to reason about them and to solve problems by them. The emotional intelligence includes the ability to receive emotions, and coordinate them to understand the information related to them, it also manage them[4]. Another definition of the emotional intelligence is as follow: A series of unrecognizable abilities, powers and skills that have an effect on the ability to encounter wills, necessities and environmental pressures successfully[3]. Intelligence Quotient (IQ) in its best form causes only 20 percent of life successes and all 80 percent remaining depends on another factor and the human's fate in the most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in university, work and home than the analytic intelligence[4]. The other factor which is effective in academic advancement is self-esteem. It is personal self-satisfaction and his sense of being valuable[5]. Self-esteem means how people think about themselves, how much they like themselves and if they are satisfy of their performance, especially how they feel about society, education and family and to what extent their ideal self and actual self are close to each other[6].

Most authorities believe that self-esteem is a central factor and a base to people social and emotional compatibility. This belief has been extended and it has a long history. At first,

\* Corresponding author:

h7416938@gmail.com (Banafshe Hasanvand)

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psychologists and socialists such as William James, Herbert Mead and Charles Cooley insisted on the self-esteem positive importance [7]. A collection of characteristics that a person uses to describe himself is known as a person "self-imagination" [7].

Self-esteem is defined as the extension of values which the information within self-imagination has for a person and it comes from person beliefs about all the attributes and features presented in him. Self-imagination has a particular importance for mental health experts because the person's imagination about his personality to a high degree determines his image about environment, and these two elements plan his behaviour forms [8]. Self-esteem is the rate of validity, approval, acceptance and worthiness that a person feels about himself [9]. A sense of self-valuation and self-esteem is a basic need to mental relief and is a need on which our life satisfaction is depended extremely. Self-esteem is defined as a value that has information within self-imagination to a person and it caused by a person beliefs about all attributes and characteristics within him [7]. One of the most important concerns of masters, the university education authorities, and student parents is students' academic achievement and to prevent them from academic falling [8]. Contrary to the academic achievement is academic falling, various studies showed that it has a great influence on person's fate and it also exerts much cost on the family and society [10]. In our country this issue is one of the main problems in educational system and tens milliard Rials of national funds are lost annually and societies potential forces and capitals remain fruitless, which are just men forces. Self-esteem is not only a part of mental health, but also it is associated with academic success. Many researchers have found a relationship between positive self-esteem and high scores at school [11]. Feelings and opinions about the abilities, competencies and own features determine self-esteem. Laport and Seigney believe that having a good self-esteem means: to be aware of own strengths and weaknesses and to accept oneself with what is more personal and valuable. It means that taking own responsibilities confirms oneself by responding to the needs, setting the purposes and choosing ways to achieve those purposes. A good self-esteem can bring up personal uniformity and makes person to pay attention to the other people [12]. According to the Maslow humanism theory, when an individual feels he is being loved and make a sense of belonging, he is in a situation that two kinds of needs stimulate him to respect. A person needs to grant values and respects to himself as a form of self-esteem and also he needs to be respected by others. Satisfying the self-esteem, one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspects of life and in the absence of self-esteem. He feels contempt, failure and hopelessness and he is not sure he can cope with them.

Academic achievements depend on a set of complex elements, each require a body of research. Personal elements includes: purposes, motivation, methodology, intelligence, physical elements, behaviour and compatibility and mental or emotional conditions. All these elements play a role in

academic achievement or failure. The mental and emotional conditions serve as the main element contributes to the academic achievement or failure [13].

The results of Khanjani study (2008) [14] \_the role of exciting intelligence and demographic factors in self-esteem and social, family, exciting and physical compatibility of students in Tabriz showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem. The results of Siavarchi (2001) [15] study also showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem. In other word, the more the exciting intelligence, the self-esteem will increase. The results of Kanglosi and Patterson (1998) study showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem [14]. Other studies such as Paker (2004) [16], Braket and Sallovi (2004) [17], Vatozesky and Alsama, Samari and Tahmasbi (2007) [18] and Lali phaz and Asgari (2008) [19] all showed that there is a positive relationship between the exciting intelligence and academic achievement. Results from Sheikh al Islam (2010) [20] study showed that there is a positive correlation between self-esteem and academic achievements among students. Results from Gerard's study (2005) [21] showed that there is a positive relationship between self-esteem and academic achievements. Results from Samari and Tahmasbi (2007) study showed that there is no difference between male and female the emotional intelligence.

Regarding that the emotional intelligence is the most recent transformation to understand the relationship between thinking and excitement and self-esteem is the person self-satisfaction and to feel being valuable, it is hoped that considering this study results and outcomes there will be several methods to identify the effective factors in the emotional intelligence, and self-esteem and also their barriers, actions and behaviours can be formed intelligently to eliminate the higher educational system problems in Sanandaj city and help students to have a health life. It is clear that as we know the emotional intelligence and self-esteem are important to discover talents and train the effective student forces in order for constructing an illuminated future, so it is very important to examine the exciting intelligence and self-esteem in students and as a result to study their influences on academic achievements or failure. Due to the limited research in emotional intelligence and self-esteem in students of Payam Noor University of Sanandaj, that is one of the major universities of Kurdistan Province was the aim of the present study "The Relationship of Emotional Intelligence with Self-esteem and Academic Progress" and, the assumptions are the followings:

- There is a relationship between emotional intelligence, self-esteem and academic achievement of students.
- Can the components of emotional intelligence predict self-esteem?
- There is a difference between the emotional intelligence of boys and girls.
- There is a difference Between self-esteem and its

components in boys and girls .

## 2. Methodology

In this research the relationship of the emotional intelligence with the self-esteem and the academic achievements is evaluated based on the Bar-Ann and Cooper-Smith self-esteem questionnaires and the final term average scores.

Bar-Ann emotional intelligence questionnaire:

In 1980, for the first time the Bar-Ann the emotional intelligence questionnaire was developed. It contained 133 questions which is the first super cultural questionnaire to evaluate the emotional intelligence. In 1997, this questionnaire had been reviewed and it's questions reduced to 177 ones. This review was conducted by an author on 3831 person from 6 different countries and it was customized in the North America. Responses were studied by factorial analysis and finally a general scale for (IQ) and 5 combinational scales and 15 minor scales were determined. In 1382, this test has been implemented in Iran among Tehran university students by Dehshiri (2006)[22] and its questions were declined to 90 ones. In this research, Dehshiri has applied the revaluation method and Kronbakh Alphabet. The questionnaire's answering sheets are regulated based on a scale of 5 degree in likert spectrum as follow ( I am agree completely, I'm agree, to some extent, I'm disagree, I'm disagree completely) . For the final measurement two methods were used. Revaluation sustainability or time stability coefficients were reported respectively as 85% one month later and 75% 4 month later. Test stability rate in odd-even method was 88% and in kronbakh alphabet was 93%[18].

Cooper-Smith self-esteem questionnaire:

It contains 58 materials that should be answered in Yes or No. Materials in each subscale are: Public scale includes 26 materials, social scale 8 materials, family scale 6 materials, job-education scale 8 materials and lie scale 8 materials. Subscales scores and also a general score makes it possible to specify a situation in which people have a positive image of themselves.( Ostadian 2009)[23] . Cooper smith and others (2011) have reported the retesting coefficients of this questionnaire in two stages 5 years later 88% and 3 years later 70% respectively.

In this research, the student academic term averages was considered as a criteria to measure academic achievements.

As different social institutions (education and training banks and ...) serve the average more than 14 as a success criteria and less than 14 as weak success criteria or failure ,in this research the average more than `4 indicates academic achievement and below 14 indicates failure[24].

The statistical population in this research includes all the students in various majors of BA degree from payame nour university in sanandaj city, they are studying in the academic year of (2011-2012). According to the scientific rules,100 students were selected randomly as a sample includes 50 male and 50 female , the questionnaire was distributed among them and results were collected. It is worthy of mention that all questionnaires were completed.

## 3. Finding

As it is seen in table 1, the correlation coefficient between the emotional intelligence and the social self-esteem is  $r = /360$ . Note that the observed level of the correlation coefficient is less than /1 , so the zero assumption is rejected by 99% confidence and it is concluded that there is a positive relationship between the emotional intelligence and social self-esteem . As it is observed in table 1, the correlation coefficient between the emotional intelligence and public self-esteem is  $r = /322$  and it is concluded that there is a positive relationship between the emotional intelligence and social self-esteem.

According to the table, the correlation coefficient between the emotional intelligence and the family self-esteem is  $r = /039$ . As there is a meaningful level about less than /5 for the correlation coefficient , the zero assumption is confirmed and it is concluded that there is a meaningful relationship between the emotional intelligence and the family self-esteem. As the observed level of the correlation coefficient is less than /5, the zero assumption is rejected by 95% confidence and it is concluded that the correlation coefficient between the emotional intelligence and the total self-esteem is  $r = /328$ . As the observed coefficient is less than /1, the zero assumption is rejected by 99% confidence and it is concluded that there is a positive relationship between the emotional intelligence and the total self-esteem. Table 1 also shows a positive correlation between the elements of self-esteem.

**Table 1.** the Correlation between emotional intelligence scores and self-esteem and its components

Variable	1	2	3	4	5	6	7
Emotional intelligence	1	**0.360	**0.322	0.039	*0.200	**0.328	0.411
Social esteem		1	**0.500	0.104	**0.397	**0.635	0.321
Public esteem			1	**0.379	**0.424	**0.920	0.381
Self-esteem Family's				1	**0.295	**0.596	0.208
Academic self-esteem					1	**0.629	0.481
Total self-esteem						1	0.347
Academic achievement							1

P < 0.05 , \*\* P < 0.01, N= (100)\*

**Table 2.** the summary of regression models of self-esteem

Dependent variable	R	R <sup>2</sup>	F	The significance level
Self-esteem	0.391	0.153	12.395	0.001

**Table 3.** the regression coefficients of the entered variables into regression models of self-esteem

	Variable predictive	R	R <sup>2</sup>	F
Dependent variable				
Self-esteem	Constant	12.702		0.14
	Realism	0.643	0.292	0.003
	Respect for their	0.389	0.207	0.033

As it is seen from table 2, the multiple correlation coefficients of the self-esteem with a linear combination of the entering variables into the model-such as realism and self-esteem- is equal to /391 and it's multiple determination coefficient is /153, which shows that about 15 percent of the self-esteem variance has been stabilized by the independent variables entering into the model. The observed data values of F and its level which is less than /001 confirms the obtained relationship. Other elements of the emotional intelligence have been excluded from the model because of the coefficients which have no meanings.

Table 3 shows that Regression coefficients are valid to self-esteem and realism variables. Thus, these variables are suitable predictors for the self-esteem. Among them, realism has the maximum role in predicting self-esteem.

Table 4: Results from the independent t test to specify the emotional intelligence and the self-esteem and it's elements among male and female students:

As it is seen from table 4, the valid level for differences between the emotional intelligence among the male and

female students is more than 5% , so zero assumption can be confirmed and it is concluded that there is no meaningful difference in the emotional intelligence between male and female students. T test results about the self-esteem differences among the students indicate that the valid level of differences between the public self-esteem ( $t=105$ ), the family self-esteem ( $t= /980$ ), the social self-esteem ( $t= - /782$ ) , the academic self-esteem ( $t= -/264$ ) and the total self-esteem ( $t= -/429$ ) in the two sexes is more than %5 ,so the zero assumption is confirmed and it is concluded that there is no meaningful differences between the self-esteem and it's elements in these two sexes. Table 4 shows that the variable averages of the emotional intelligence, family self-esteem, social self-esteem, academic self-esteem and total self-esteem in women is more than men. But the public self-esteem averages in men are more than women.

## 4. Discussion

Results showed that there is a valid and positive relationship between the emotional intelligence and the self-esteem. The higher the emotional intelligence, the self-esteem will increase. These results are in agreement with the researches by Khanjani (1387)[14], Syavorchi (2001)[15], Kangllosi and Piterson (1998)[14]. To stabilize these findings one can say that if people have the exciting capability, they will have an effective role in facing with everyday events, to extend their insights and to provide a positive attitude about facts and excitements. Therefore, who have the higher exciting skills and intelligence, have higher social support and self-satisfaction too, as a result they have more self-esteem[8].

**Table 4.** Results from the independent t test to specify the emotional intelligence and the self-esteem and it's elements among male and female students

Variable	Sex	Average	Average difference	df	t	F
Emotional intelligence	Boy	311.160	-11.600	98	-1.715	0.089
	Girl	322.760				
Public esteem	Boy	17.720	0.100	98	0.105	0.917
	Girl	17.620				
Self-esteem, Family	Boy	4.620	-0.420	98	-0.980	0.329
	Girl	5.040				
Social esteem	Boy	5.960	-0.260	98	-0.782	0.436
	Girl	6.220				
Academic self-esteem	Boy	4.920	-0.080	98	-0.264	0.793
	Girl	5.000				
Total self-esteem	Boy	33.220	-0.660	98	-0.429	0.669
	Girl	33.800				

Results also showed that there is a positive relationship between the emotional intelligence and the academic achievement, the higher the emotional intelligence, the academic achievement will increase. This corresponds to the researches by Paker (2004)[16], Braket and salovi (2004)[17], Samari and Tahmasbi (2007)[18], Lali phaz and Asgari (2008)[19]. To confirm these findings we can say that as the exciting intelligence relates to the interpersonal successes, it can improves the recognizing performances, the memory capacities, and the personal learning. Other results of this research indicate the relationship between the self-esteem and the academic achievements in students .It means that the higher the self-esteem, the person academic status is better. This is compatible to the other researches by Sheykh Al Eslami (2010)[20] and gerardi (2005)[21]. To confirm these findings we can say that self-esteem is the person self-satisfaction and self-valuation (Bandora 2002)[5]. As a result , people with high degree of self-esteem have more expectations of their performance and they are ambitious to success. So they try to perform better in learning than the others. One of the results showed that there is no difference in the emotional intelligence between male and females, such that the violence rate in male was higher than females ,it is in agreement with the results obtained by other researchers such as Samari and Tahmasbi (2007)[18] and Tamanaifar (2010)[8]. To confirm these findings it can be said that in contrast to the recognition intelligence that is affected by heredity, the emotional intelligence is more affected by the environmental elements and it is acquirable and learnable. At present, women active participation in cultural and environmental areas probably has caused them to have the cultural and environmental facilities as men and the possible differences between the two sexes will be minimized[8]. Results also showed that there is no difference in self-esteem between men and women that is in agreement with the results of the research by Hosseiny Tabatabai and Ghadimi Moghadam (2007)[25]. To confirm these findings we can point to the Cooper Smith (1968) theory in which the self-esteem and self-confidence sources are the sense of power, the power, value in life , respect to the social and moral rules and finally success in academic ,social and other relationships[24]. As the self-confidence is achievable through each of these four sources, it is evident that maybe males and females have the equal amount of it and each can get it in various ways.

One of the research limitations is the unavailability of the IQ degrees and the cultural and economical positions and their effects on the emotional intelligence and the self-esteem positions and also the student academic performances and lack of awareness of their education and training and unavailability of the enough information about the amount of the problems that students are facing with.

## 5. Conclusions

In this field, there has been no research in Sanandaj, so

because of the Kurdish culture and language of the people in this city, this research can provide a means for future researches, in this way the students can make a sense of importance and we can be familiar with the self-esteem and the self-satisfaction rates in this city. Thus, we can identify the methods to increase these variables and lead them to obtain the ability to use the capacity of understanding, expressing, self-esteem application, self- satisfaction and value. As a result they can make a way to the academic achievement. As the city has a different culture and there are many students from other cultures in it, the present position of the university and in general the city can be explained to the new students, so it helps them. Note that they can be familiar with the emotional intelligence and the self-esteem of the native masters and students, so that they can be lead to a specific purpose. If the expected result achieves, it can conduct masters and students and all the academic society of the city to bring the academic achievement. It is recommended that the university authorities can produce some workshop and classes to increase the student self-esteem and the emotional intelligence via their consultants and psychologists.

This result can be a useful tool for clinical psychologists, consulting psychologists, students, Undersecretary of the student affairs in universities, the students' undersecretary of the ministry of science, research and technology. The results of the analysis of the data showed that there is a significant relationship between emotional intelligence with self-esteem and academic achievement in students ,This means that if whatever the self- esteem is higher also emotional intelligence is higher and vice versa, and also with enhancing the emotional intelligence and self-esteem, academic achievement also increases. the results showed that between emotional intelligence and self-esteem, there is no significant and meaningful difference between males and females students.

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