Emotions and feelings are inseparable of human personality and these emotional shakes play vital role in daily life and making communication to others. Emotions transfer our feelings to others and adjust manner of our deliberation and invite us in social deliberation and facilitate it and play vital role in making or cut social communications.

Neither knowledge, graduation, experience nor IQ determine whether person success or another don’t success. Yet, there are specifications which don’t have any description [3]. Intelligence coefficient warrant succeeds as 20% in best manner and remaining 80% is for others. There are witnesses show that your destiny depends on emotional intelligence [7]. Emotional intelligence is a new phenomenon in psychology. Since Binet 1905 coined this idiom in France for the first time at 1980, EQ was presented by Bar- an as EQ.

Emotional intelligence is a new idiom, but for reaching to occupational, social adjustment, it is so necessary and emotional intelligence is powerful indices than EQ for success [7].

Miro saloy 1993 defined emotional intelligence as accurate skill about our environment and recognize and control our feelings as if this process facilitates the link.

Emotional intelligence consists of internal and external elements. Internal elements are scale of self awareness, self thinking, independent feeling, capacity of self blossom and certainty and external elements are interpersonal link, facilitation and responsibility. Emotional intelligence is recognition persons of himself, communication with others, adjustment to our environment for success and satisfy social needs which is increased during time and change and increase with education.

Emotional intelligence is suitable processing if data which has emotional load and are necessary for solving problems and energy concentration on behaviors and emotional intelligence is important predators for success in personal, family relation.

Nasrin Akbarzadeh, 2004, emotional intelligence is skill of comprehension, attendance and know emotions and use of them in make decision.
Golman 1999, emotional intelligence is different type of intelligence which consists of self feelings and use of it for make decision in life and skill manage for mental temptation. This research is following responses for these questions.
1- Which of emotional intelligence indices can predicate changes of variance social adjustment of teachers?
2- Which of emotional intelligence indices can predicate changes of variance of occupational adjustment?
3- Is different emotional intelligence between women teachers?
4- Is different social adjustment between men and women teachers?
5- Is different occupational adjustment between men and women teachers?

Method:
A: sapling method is one single clustering that 24 guidance schools of 4 districts of Qom were selected by randomly. Between teachers, by attendance and absent office, 216 were selected and finally after omission, 190 were remained and selected as statistical society, sample volume was analyzed by Gpower software and for link cases 111 and for t test, 176 obtained and sample volume 190 was suitable. After collecting raw data from 190 questionnaire, (95 men and 95 women) the research aims in form of 5 main targets, and 5 hypothesis were analyzed by SPSS software (version 18).
B- Research Tools: Bar- on R emotional intelligence which has 90 questions and the first ultra cultural questionnaire of emotional intelligence in Iran that has 5 scales and 15 micro scales which is pointed in terms of Lickert 5 scales from 5 to 1 (agree to disagree). Translate and normalization by Raheleh Samoei and et al, 2005, Sina Institute).
2- Background of Bel adjustment: this questionnaire covers 5 separate social and occupational adjustments and this research uses social and occupational adjustment.
3- Personal data questionnaire: consists of age, sex, teaching background, graduation, marital status, research tools were given to teachers and questionnaire was collected during 15 to 20 minutes.

Findings:
First question: step by step regression statistical method was used for responding to the question (which of emotional intelligence indices can predicate changes of variance social adjustment?). for variables of interpersonal emotional intelligence, adjustment emotional intelligence, emotional intelligence confront to pressure and emotional intelligence of temptation were analyzed in regression and link matrixes are shown in table 1-1.

Regression analysis results showed that between predicator variables, only emotional intelligence can predicate interpersonal emotional intelligence and other variables were removed from regression equation because of lacking predication power. Variance analysis results and regression statistical indices are shown in table 25-4. Based on results obtained, F is meaningful for emotional intelligence variable, p<0/001 and this variable determines 16% of changes of social adjustment of teachers. R2-0/16. And other indices were removed based on t and their meaningful level from regression equation (table 2-1).

Second question: step by step regression method was used for responding to question (which of indices of emotional intelligence can predicate changes of variance occupational adjustment?). For this, variables of emotional intelligence, interpersonal variable, adjustment emotional intelligence, confront to pressure and total temptation was analyzed in regression equation.

Results of step by step regression equation showed that between predication variables, only variable of emotional intelligence predicates scale and other variables were removed because of lacking skill. Variance analysis results are in table 3-1 for statistical regression. Based on results, F scale is meaningful for emotional intelligence. p≤0/001.
Adjustment emotional intelligence determines 6% of changes of occupational adjustment of teachers and other indices were removed because of lacking skill for predication from regression equation. Table 4-1.

### Table 4-1: Beta and t and meaningful level of variables removed from regression.

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Meaningful level in regression</th>
<th>t</th>
<th>Beta</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.13</td>
<td>0.651</td>
<td>0.45</td>
<td>0.42</td>
<td>Total Temptation</td>
</tr>
<tr>
<td>0.22</td>
<td>0.217</td>
<td>-1.24</td>
<td>-0.117</td>
<td>Adjustment</td>
</tr>
<tr>
<td>0.10</td>
<td>0.377</td>
<td>0.970</td>
<td>0.90</td>
<td>Confront to Pressure</td>
</tr>
<tr>
<td>0.150</td>
<td>0.428</td>
<td>0.80</td>
<td>0.58</td>
<td>Interpersonal</td>
</tr>
</tbody>
</table>

Third question: is different emotional intelligence between men and women teachers? The discussions show that average of emotional intelligence of women teachers’ x-329 is more than men teachers’ x-309. Absolute t calculated t-1/4 is greater than t crisis t-1/96 in meaningful level 0/001, there is meaningful difference between them and at sum, women teachers have high intelligence than men.

### Table 5-1: Comparison average of emotional intelligence in men and women teachers.

<table>
<thead>
<tr>
<th>Meaningful</th>
<th>T calculated</th>
<th>Freedom degree</th>
<th>Standard deviation</th>
<th>Average</th>
<th>Data Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.001</td>
<td>-4.1</td>
<td>188</td>
<td>5</td>
<td>309</td>
<td>Men</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.12</td>
<td>329</td>
</tr>
</tbody>
</table>

Fourth question: is different social adjustment in men and women teachers? The discussions show that average of social adjustment of men is greater than women teachers and since t calculated t-3/66 is greater than t crisis t-1/96 in 0/001 level, at sum, difference is meaningful. Results are in table 6-1.

### Table 6-1: Comparison mean of social adjustment of men and women teachers.

<table>
<thead>
<tr>
<th>Meaningful</th>
<th>T calculated</th>
<th>Freedom degree</th>
<th>Standard deviation</th>
<th>Average</th>
<th>Data Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.001</td>
<td>3.66</td>
<td>188</td>
<td>5.82</td>
<td>10.04</td>
<td>Women</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.81</td>
<td>13.41</td>
</tr>
</tbody>
</table>

Fifth question: occupational adjustment is different between men and women teachers. The discussion show that there is meaningful difference between average of two groups as for t calculated t-6/18 is greater than t crisis t-1/96 in 0/001 level and occupational adjustment of men teachers is more than women. Results are in table 7-1.

### Table 7-1: Comparison average of occupational adjustment between men and women teachers.

<table>
<thead>
<tr>
<th>Meaning level</th>
<th>T calculated</th>
<th>Freedom degree</th>
<th>Standard deviation</th>
<th>Average</th>
<th>Data Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.001</td>
<td>6.18</td>
<td>188</td>
<td>5.007</td>
<td>12.05</td>
<td>Men</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.142</td>
<td>7.93</td>
<td>Women</td>
</tr>
</tbody>
</table>

**Discussion and Concluding:**

First question: the findings show that emotional intelligence has direct link to social adjustment as if persons with high interpersonal emotional intelligence have more social adjustment. This finding conforms to results of Dr. Mike Frazer and *et al.* that was performed by Br on R emotional intelligence questionnaire. Dr. Frazer concluded that there is direct link between emotional intelligence to social adjustment.

Micro scales of emotional intelligence consist of emotional self awareness, certainty, nature of respect, self blossom and independent. High points show persons who have link with their feelings and have positive insight about them. They are able to express their feelings and confident in their idea and beliefs.

In regard to micro scales of emotional self awareness, Scot and *et al.* 1998, cited that having more points in comprehension of their emotions, have positive communications and help better adjustment to others.

Thus, the persons who comprehend their feeling better and have positive feeling about them, have more social adjustment in their life.

We can suppose that person who comprehend his internal emotion and express it accurately, increase his attention to emotional needs and help social adjustment.

Second question: discussion show that there is occupational adjustment between men and women teachers as meaningful and predicate occupational adjustment. Emotional intelligence consists of flexibility, solving problem and reality. Point of this index helps to clarify whether person can able to adjust in environmental conditions.
situation and confront to problematic situations. The researches performed in link emotional intelligence and occupational intelligence is shown. Emotional intelligence is combination of micro scales of solving problem, reality measure, and flexibility.

Kim Haford, regards solving problem method as one of the best methods for evaluation of link and believed that psychotherapists use solving problem for making link based on adjustment and occupational satisfaction.

Ayayar and Sahrif, persons who reach in the highest rank of occupational degree in psychology, law, engineering or banking, success in life style and flexible, glad and optimistic. And are source of leadership learning's. In other word, we need emotional intelligence and characteristics like flexibility and reality help us.

Today, life of persons is full of economical, occupational and interpersonal complications that make more problems and these problems are in family and occupational life. Thus, skill for solving problem helps occupational adjustment better. Then, one of the solutions is to skill solving problem. In other word, efficient solving problem necessities consideration of realities. Thus, micro scales of reality, help solving problem had positive effect on occupational adjustment and we can reason that mass life and shared occupation necessities flexibility in full to details of life.

Third question: the findings show that social adjustment of men and women teachers are different. For testing it, t was used for independent groups and meaningful difference was seen in level 0/001 and men adjustment was greater than women. The research was performed by Hosseini showed that effect of sexuality is meaningful in level 0/05 on school link as if 1- girl student has more social link than boys.

2- Boy student has more social link than girls:

Thus, we can say that Hosseini's research conforms to current research.

In research was performed by Sepideh Sepehr, under Discussion link between social adjustment and creativity between students, the results show that social adjustment of boys is more than girls that conforms to our findings.

Another research that conforms to our findings was performed by Naghshbandi namely normalization test of Bel and Sebastian adjustment on students who were in Tehran and show different social adjustment between boys and girls as if social adjustment of boys is greater than girls.

Researches were performed by Newcomp, Lopez and others and Bloom and McCarty, show that men and women have different adjustment level and in majority, women experience adjustment more than men.

Of researches which did not conform to difference in social adjustment of men and women is Akhunzi 1997 and showed that social adjustment is not influenced by sexuality and Ghadiri 1999 who show that there is not meaningful difference between social adjustment of boys and girls.

But research by Mohamad Tavakoli 1996-97, conforms to current research and show that social adjustment is influenced by sex and this difference is high in girls.

Probable, we can conclude that by mental and personal point of view, men have netter situation then women, because since men have little problem than women, if confront with problems, cope with them and society expectations conform to them.

Fourth question: the findings show that emotional intelligence is different between men and women teachers. The findings conform to research by Brodi and Hall, Dehshiri and findings of Dehshiri show that there is meaningful difference between points of intelligence.

Research by Mansouri, showed that instead of self motivation and social skills, other indices like self awareness, self control, sympathy , there is meaningful difference in level 0/05. In research was performed by Mahnaz Khosrowjavid 2002, the results showed that comparison between two sexes in emotional intelligence is meaningful and meaningful difference is so high in emotional intelligence and evaluation and emotional tools.

Results of Faeezeh Dini, namely as link between graduation development and emotional intelligence showed that there was not meaningful difference between student men and women, but there was meaningful difference between micro scales of emotional intelligence.

Current results don't conform to current research. The abroad research was performed by Bar- on R and Yang. Zare research about effect of sex on points of emotional intelligence shows that in total points of emotional intelligence, there is not meaningful difference. Girls had higher than boys in micro scales of self emotional awareness, sympathy, interpersonal relation, social responsibility in level 0/001 but boys had higher than girls in micro scales like certainty, nature, independent, flexibility, and tolerance high pressure and optimism in level 0/01 and there was not difference in micro scales like self blossom, reality, control happy.

Fifth question: the discussions showed that there is difference between men and women teachers. For testing it, t was used for independent groups and there is meaningful difference between two groups in level 0/01 and occupational adjustment of men teachers had higher than women D-4/12.

Logo clarified in his research that women satisfy to learn skills easily because have low ambition and also is influenced salary little. Of study which performed on high education course in America, we conclude that between students who interested in teacher, men consider financial situations 3 than women.
In England, questionnaire was performed on 400 boys and girls students who selected teacher in future, and they concluded that girls interest in graduation attractions, occupation and profession and love to children and boys were in fiscal points like supply expenses, foodstuff and so on.

Probable, in difference between men and women, we have to point that women teacher have occupational limitations with men based culture. Women have home work in addition to their tasks. In other word, cooperation of women teacher's wife has positive effects on occupational satisfaction.

Limitations of Research:
In every research, there are problems which are occurred next research as for them. In this research, there are limitations and we point some of them.

To be long of evaluation tools, firstly we have to respond personal questionnaire and then respond questionnaire with 90 questions of Bar-on R and after that, respond questionnaire 64 questions of social, occupational Bell at sum, 160 questions. This work is difficult and since respected teachers do it in leisure time, there is time limitation.

In this research, because of corlink method for analyzing data, cause and reason relations will not recognized and at last, its findings has low certainty than experimental and semi experimental method. In corlink method, we can claim that one is cause and other is reason.

Results of current research is limited in Qom and guidance school, thus, popularization of results confront with serious limitation, therefore, we cannot popularize the results to other region so that cultural and social specifications influence on professions.

Research resources limitations are so serious and Golman 1950 cited it for first time. The theories are so low. In other word, occupational adjustment is limited by English and Persian language and in regard to current research, that is social adjustment and emotional intelligence, the research is so low.

Suggestions:
It is suggested that since the questions are time consuming, this questionnaire is performed at suitable time like classes during service or teachers sessions.

It is suggested that long and experimental research will be performed during consequent years for discussion link between emotional intelligence and occupational and social adjustment.

Since this research was performed in guidance school and Qom, it is suggested that this research is performed in different cities and the results compare each other.

Since there is link between results of research and link between emotional intelligence and occupational and social adjustment, we can consider emotional intelligence as factor that communicate with occupational and social adjustment in employing teachers and for removing problems, refer to English sources and their translation.

REFERENCES