Prediction of Self-esteem Based on Social Intelligence in Female Students

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ARTICLE INFO	ABSTRACT
Keywords: *Self-Esteem,* *Social* *Intelligence*	The purpose of this research was to predict self-esteem based on social intelligence in female students of Islamic Azad University, Marvdasht branch. The current research method was a descriptive survey of correlation type. The statistical population of this research included all the female students of the Islamic Azad University of Marvdasht. Out of this population, 130 people were selected by cluster sampling. The tools for collecting information were the self-esteem questionnaire and the social intelligence questionnaire. To analyze the data, Pearson's correlation coefficient and multiple regression were used simultaneously. The research results in the first hypothesis showed that there is a significant relationship between social intelligence and self-esteem in female students. The second hypothesis showed that social intelligence and its dimensions can predict self-esteem in female students. According to the results of this research, it is suggested that professional training workshops organized by experts in this field should be held in the university to improve and increase social intelligence and self-esteem in girls.

1. Introduction

In today's era, one of the most important expectations of society from higher education centres is to increase life literacy along with scientific intelligence. The current Iranian society is a young society and every day it witnesses the expansion of higher education centres and the subsequent acceptance of students in various fields. In addition to acquiring knowledge and acquiring knowledge, paying attention to the individual and social abilities and capabilities and helping the emotional, personality and behavioural development of students is one of the important tasks that the country's universities are expected to pay special attention to (Yazdani)., 1391). In this regard, experts in the field of education consider self-esteem as a central and fundamental factor in the social adaptation and progress of individuals. This belief has spread and has a long history and was first investigated by James (1964) (Shehbazi and Vezini Taher, 2012). Self-esteem is the degree of value that a person feels towards himself (Rosenberg, 1965). Many scientists have tried to investigate the relationship between self-esteem and its impact on the dimensions of a person's life. People with high self-esteem tend to pay more attention to their strengths than their weaknesses. Also, these people are more ready to accept positive evaluations of themselves (Shehbazi and Vezini Taher, 2012.(

A variable that can be investigated in this research that may predict self-esteem in students is social intelligence. Undoubtedly, intelligence plays an important and undeniable role in all aspects of life, and researchers have defined intelligence as the capacity to acquire knowledge, the power of abstract reasoning, and the ability to solve problems (Mohammadian-Gol, 2014). Recently, new dimensions have been recognized in the field of intelligence. One of the most important aspects of intelligence, which is new in the field of research and has not been discussed much in Iran, is social intelligence. People do not act the same in social situations. These individual differences refer to social intelligence in psychology literature. Social intelligence was discussed seriously for the first time when (1920) Thorndike defined it as social, mechanical and abstract intelligence (Dogan and Cetin, 2009; quoted by Rezaei, 2019). Researchers have defined this structure in different ways over the years. Social intelligence is a better understanding of relationships between people, feelings, thoughts and behaviours (Wallenius et al, 2007). Some of these definitions emphasize cognitive components, some on behavioural components, such as the ability to successfully interact with other people, and some psychometric foundations, which are based on the ability to perform well in tests that measure social skills. They emphasize (Rezaei, 2009). Therefore, it should be said that students who are more successful in education and gain more power and acceptance in the classroom, have high social skills. Such people try in new situations and achieve new successes, which strengthens the self-esteem of these people (Hamburg and Sartorius, 2019).

Mehrdadi (2017) showed in his research that there is a significant relationship between self-esteem and social intelligence in students, and also Greens (2019) found in his research that students who had low self-esteem compared to students who had higher self-esteem Due to their poor performance in the exam, they experienced more negative effects. So their poor performance led to a lack of motivation for this course and they extended the lack of motivation to the next exams (Greens, 2019, quoted by Shokohi and Jahani, 2019).

On the other hand, in this regard, Asl Fatahi and Najarpurastadi (2012) showed in their research that there is a relationship between self-esteem and social skills.

From the sum of the above contents, it can be seen that self-esteem is one of the most important personality issues that students should acquire in social life because one of the basic infrastructures is the personality structure, and a person who has low self-esteem He will not have the necessary motivation to progress in human societies and will always feel inferior and does not consider himself worthy of promotion in various aspects of life. Previous research has only investigated descriptive issues with self-esteem, so the researcher seeks to answer this basic question: Can social intelligence predict self-esteem in female students of the Islamic Azad University of Maroodasht?

Research Method
In this research, a survey method was used to collect information. The method of conducting this research was descriptive and correlational. The statistical population of this research included all the female students of the Islamic Azad University of Maroodasht. Out of this population, 130 people were selected by cluster sampling. In total, the questionnaires were distributed among 130 female students of the Islamic Azad University of Maroodasht.

Research Assumptions
1. There is a significant relationship between social intelligence and self-esteem in female students of Islamic Azad University, Maroodasht branch.
2. Social intelligence and its dimensions are capable of predicting self-esteem in female students of Islamic Azad University, Maroodasht branch.
Research tool
Self-esteem questionnaire
The self-esteem questionnaire is the result of Eysenck's (1972) efforts to investigate personality. This questionnaire has 30 questions, and the subject must answer yes, no or I don't know (question mark) for each question. Of course, in the manual of the questionnaire, the person is asked not to choose the answer "don't know" as much as possible. The higher a person's score in this questionnaire, the higher his self-esteem. This questionnaire has 30 questions and its purpose is to measure self-esteem. To get the score on the questionnaire, you must act as follows:
For questions number 1, 2, 5, 9, 10, 11, 16, 22, 23, 29, 30, the yes option will receive 1 point and the no option will receive zero points.
For questions No. 3, 4, 6, 7, 8, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27 and 28, the No option receives 1 point and the Yes option receives 0 points. will do.
In cases where the question mark option is selected, half a point (0.5) will be obtained.
To get the total score of the questionnaire, add the total score of each question together. This score will range from 0 to 30. Higher scores indicate higher self-esteem of the respondent and vice versa. Hormozinejad (2008) reported the validity of this questionnaire as 0.74 for female students and 0.79 for male students. Its reliability coefficient is reported as 0.88 using Cronbach's alpha method and 0.87 using the bisection method.

Social Intelligence Questionnaire
This questionnaire has 21 questions and its purpose is to measure people's social intelligence and its subscales (Social Information Processing (SIP) subscale, Social Awareness (SA) subscale, Social Skills (SS) subscale). Its response range is Likert type (Silverad et al, 2001).
In Rezaei's research (1389), after confirming the face validity of the scale, its reliability or reliability was calculated using Cronbach's alpha measurement method. Usually, the range of Cronbach's alpha reliability coefficient is from zero (0) which means no stability, to positive one (+1) which means full reliability, and the closer the value is to a positive number of one, the more reliable the questionnaire is

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Findings
Descriptive Research Findings

Table No. (1). Examining the weighted mean and standard deviation of self-esteem

The standard deviation	Weighted average	Variable
2/3	4/80	Overall self-esteem

According to the above table, it can be seen that the weighted average of self-esteem scores is (4.80).

Table No. (2). Examining the weighted average and standard deviation of social intelligence

The standard deviation	Weighted average	Variable
0/4	4/14	General social intelligence
0/4	3/99	Social Information Processing (SIP) subscale,
0/4	3/34	Social Awareness (SA) subscale
0/5	3/78	Social Skills Subscale (SS)

According to the above table, it can be seen that the weighted average of the overall social intelligence scores is (4.14). Among the dimensions, the highest weighted average is related to the component of willingness to initiate behaviour with an average of.(3.99)

Inferential findings of the research
The first hypothesis: There is a significant relationship between social intelligence and self-esteem in female students of Islamic Azad University, Maroodasht branch.

Pearson's correlation coefficient statistical method was used to check this hypothesis

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Table No. (3) correlation coefficient between self-esteem and social intelligence

Self-esteem		Variable
P‹	The correlation coefficient	
0/001	0/583	social intelligence

According to the above table, it can be seen that the correlation coefficients equal to (0.583) were obtained at the levels of (0.001) and since this level is less than the acceptable value (0.05), these coefficients are significant. (P<0.05) Therefore, there is a direct and significant relationship between social intelligence and self-esteem.

The second hypothesis: social intelligence can predict self-esteem in female students of Islamic Azad University, Maroodasht branch.
To examine this question, multiple regression has been used in a step-by-step method.

Table No (4). Table of statistical characteristics of the regression of dimensions of social intelligence with

p‹	T	β	P‹	F	R²	R	Variables	steps
0/0001	5/5	0/474	0/0001	30/7	0/22	0/474	Social information processing	1
0/0001 0/001	3/7 3/5	0/334 0/322	0/0001	23/4	0/31	0/556	Social information processing, social awareness	2

self-esteem by step-by-step method According to table number (4), it can be seen that the regression between the dimensions of social intelligence and self-esteem has progressed to two steps, and the data in the above table shows that the F ratio and its significance level in the first step indicate the significant effect of the variable Social information processing is in the regression equation. At this stage, the regression effect (F = 30.7) was obtained, which is significant at the significance level (0.0001), and the coefficient of determination calculated based on this variable is (0.22), that is, this variable (22) It predicts the percentage of the variance of the self-esteem variable.
The F ratio and its significance level in the second step indicate the significant effect of social information

processing and social awareness variables in the regression equation. At this stage, the regression effect (F=23.4) was obtained, which is significant at the significance level (0.0001), and the coefficient of determination calculated based on these variables is (0.31), that is, these variables (31) The variance percentage of the variable predicts self-esteem. According to the results, it can be seen that the social information processing variable is a stronger predictor of self-esteem than other variables.

Discussion

The first hypothesis: There is a significant relationship between social intelligence and self-esteem in female students of Islamic Azad University, Maroodasht branch.

The results of the first hypothesis showed that there is a direct and significant relationship between social intelligence and self-esteem. That is, the higher the social intelligence, the higher the self-esteem of the students.

This research finding is in line with the research results of Mehrdadi (2017), Asal Fatahi and Najarpurastadi (2019) and Hamburg and Sartorius (2019).

In explaining this research finding, it should be said that self-esteem is one of the important factors in mental health and plays an important role in improving it. People who have high self-esteem are more resistant to life's problems and have more perseverance, and as a result, the probability of their success increases. The results of this research showed a direct relationship between self-esteem and social intelligence, especially in the student period, this is true because in this period, competence among students in the university environment is not only an educational environment but also a social environment. It has its risks. Some students face more or less big problems during their student days, such as a lack of interest in the academic field, feeling unable to learn, choosing the wrong unit, feeling forced to accept educational regulations, and problems in the dormitory environment, especially for girls. Financial need, homelessness, and worry about future jobs. Of course, not all psychological and social problems of students arise from the educational or social conditions of the university, and personal characteristics such as self-esteem, social intelligence, and their families are also involved. On the other hand, it should be said that social intelligence teaches people how to hear the voices around them and get help from them to build a better life. Social intelligence strengthens the ears to hear and see the surrounding environment, strengthens the weakened voice of intuition and makes a person hear his inner and outer voice, words and desires. That's when a person cares about himself and respects himself, he feels valuable and his self-esteem is strengthened.

The second hypothesis: social intelligence can predict self-esteem in female students of Islamic Azad University, Maroodasht branch.

As statistical findings showed, social intelligence and its components can predict self-esteem in female students. According to the results, it was found that the social information processing variable is a stronger predictor for self-esteem than other variables. This research finding is in line with the research results of Mehrdadi (2017), Asal Fatahi and Najarpurastadi (2019) and Hamburg and Sartorius (2019). In explaining this research finding, it should be said that a person who has high self-esteem respects himself. When a person's social intelligence is strengthened, that person learns how and what boundaries to set for himself and thus, by setting healthy boundaries, he respects himself. Also, this person respects the boundaries of others and does not enter their privacy. The determination of these people adds to their attractiveness and strengthens the health of their relationships, and on the one hand, at the same time the social intelligence of a person is strengthened by acquiring the necessary skills, with more self-knowledge and appreciation, respect, empathy, understanding, healthy service, teamwork and It also learns interpersonal skills. Social intelligence removes unhealthy negative processes and unhealthy views from people and strengthens positive and healthy feelings and thoughts in them. As a person's social and teamwork skills are strengthened, he learns that there are no winners and losers and that everyone can win and grow together. Another sign of people with high self-esteem is that they both see themselves as worthy and deserving of winning and that they respect others as well, both themselves and others. Therefore, it should be said that social intelligence and its findings can predict self-esteem in female students. In the end, it is suggested that since the sample investigated in this research was selected from the limited environment of the university on girls to solve the problem of generalizability, in future research these factors should be used on a wider level to generalize the results to the society. should be done correctly and according to the method of the present research which is

of the correlation type, in the present research only the relationships between the variables of social intelligence and self-esteem have been investigated. Other variables such as the level of education and socioeconomic base of the parents, the social atmosphere of the university, etc. can be influential.

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