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RELATIONSHIP BETWEEN THE DIAGNOSIS, ACCESS AND CRITICALLY EVALUATE OF INFORMATION AND EMOTIONAL INTELLIGENCE IN GRADUATE STUDENTS

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ABSTRACT

This study aimed to Relationship between the diagnosis, access and critically evaluate of information with emotional intelligence Graduate Students Islamic Azad University, Kermanshah, which number 76 with a selected sampling stratification was done. In this study, employing the methods of information literacy standards(diagnosis, access and critically evaluate of information) and its correlation with the components of emotional intelligence among students through a survey and review study is located. Data gathering tool for measuring information literacy, standardized questionnaire based on "information literacy Astadard capabilities for higher education" which is included sixty-five questions and a questionnaire based on four components of emotional intelligence "self-awareness, social awareness, self management and relationship management "The question is included twenty-eight. For data analysis descriptive statistics (frequency, frequency, mean, standard deviation, variance, ...) and inferential statistics to examine research hypotheses Pearson used. Results showed that between the ability to identify, scope and nature of the required information and emotional intelligence are related, between the ability to effectively and efficiently access information and emotional intelligence are related, between the ability to critically evaluate the information and emotional intelligence are related, between the ability to use the information for a particular purpose, and emotional intelligence are related (, between the ability to understand issues of economic, social rights with Emotional Intelligence are related.

Key Words: Literacy, Information literacy, Intelligence, Emotional intelligence, Student

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INTRODUCTION

Generating new concepts as well as prolonging and improvement of these concepts and even changing them in some cases, is a process that is as old as history of human recognition. Human recognizes newer phenomena and deepens knowledge about himself thanks to his necessities as well as the technique evolution level, generating tools and gathering experiences and practices this new recognition in his personal and social life. And then, according to actions results and need to reform increase, tries to reform, change and evolve them. Simultaneous appearance of emotional intelligence and information literacy separately and simultaneous changing of their meaning beside technical improvement in digital and internet world and also prolonging the accordance of these concepts in different art and humane territories indicate the internal closeness and relation between them that this relation that exist between emotional intelligence and information literacy must be found and it must be practically used in order to gain personal and group and finally advancement of a humane balanced society.

For the first time in 1990, the concept of emotional intelligence was proposed by Salovey and Mayer. Matters, concepts and parameters of emotional intelligence were formed at the time. Emotional intelligence that had been known at first in training and education was soon investigated and used in other aspects of social life. Essence of this change was emotion realization as information that caused the possibility of recognition, evaluation, growth and control of emotion in different aspects. Two American psychologists, Peter Salovey and John Mayer, were first ones who used this term and their academic works in this field prepared the way for other works. In their unique thesis in 1990, Salovey and Mayer defined emotional intelligence as one that includes people and other's emotional, their differences, and using this information for guiding thoughts and behaviors of the person. Salovey and Mayer theory was based on this belief that there are few numbers of specific skills that among all of them, carefulness or affectivity are important: paying attention to recognition and realizing emotional status of the person and others as well as affectivity in arrangement, control and using emotional in order to gain the aims. According to Salovey and Mayer, there are four basic aspects in emotional intelligence:

- Recognizing the emotions
- Realizing the emotions
- Arranging the emotions
- Using the emotions (Salovey and Mayer, 1990; pp 185-211).

But the matter of information literacy was first used by "P.G.Zurkowski" in 1974 to describe those people who "learn proficiencies and skills necessary for using abundant amount of information tools as well as first hand references to gain information solving methods for their

methods”. He described information literacy as something derived from researches of library traditional services according to more creative methods of information by private section as well as policies related to them (Qasemi, 2006; 13). Associates of U.S librarians which has prepared the standards of information literacy for higher education, defines information literacy as follow:

“... Information literacy’s essence is forever leaning. This kind of literacy is common for all academic majors, learning environments as well as all educating level. Information literacy enables all learners to overcome information content and increase their researches, reinforce their self-deriving and have more control on their learning” (associates of faculty and research libraries, 2000). Information literacy which was proposed on behalf of librarians and related associates to recognize information necessities and recourses, searching methods and skills and reaching information, evaluation and comparison, information exchanges and useful using of them in librarianship, soon was changed into characteristic and property and necessity of new society. Prolonging the information concept and generalizing this term on different aspects of social, personal and accommodating its parameters including knowing necessities, information references, searching methods, searching references and etc in electronic, digital, and internet era has paid such an attention to information literacy that indicates people ability for affective actions. This requires critical thinking, awareness of personal and professional morality, information evaluation, making decision, and doing research and its increasing and promoting at the level of universities needs to education, internalizing and improvement of technology (Yadegarzade, Parand & Bahrami, 2007; p181).

Theoretical Background

The common and important feature of emotion as information and emotional intelligence as recognition of emotion, its control, and information literacy as recognition of information necessities, recourses, recognition methods and using it can propose this theory that there is an internal and organic relation between information literacy as a method emotional recognition as a field as well as recognition field of information intelligence recognition. Information intelligence literacy can provide emotional intelligence with a unique progress, advancement and extent and make it affective in personal and general, training and education, economy and market, policy and parties and etc in order to present it normative and humane as much as possible and in other hand, emotional intelligence can help matters and rules of information literacy via more extended and prolonged fields as well as presenting new versions of information in human beings lives.

Since this survey emphasizes on investigating the relation between information literacy and emotional intelligence, therefore it seeks for amount of information literacy and emotional intelligence, parameters and the relation between them via “emotional intelligence method by Salovey and Mayer” with “standard of information literacy capabilities for higher education”

and this survey can be considered as a space to use information literacy in promoting emotional intelligence as well as improvement and enrichment of information literacy through using emotional intelligence results.

A review on texts indicates the studies in emotional intelligence and information literacy that beneath points can be mentioned: Bakhtiar Zade, Asghar (2002) concluded in a survey named “investigating information literacy of Al-Zahra University” that there is a significant difference between different academic majors of the survey population. In another survey by Qasemi named “investigating information literacy among higher education students by using standards of information literacy capabilities for higher education” showed that there is a significant relation between students of humane (art) sciences with non-art ones, between university students from different areas, between male and female students, and between M.A and P.HD students. Some of the differences are because of facilities, educational content, quantity and quality related to learning itself with a suitable way. Zamani, Eshrat (2003) discovers in a survey named “Information literacy standards” that learners forever training is the main duty of higher education institutes. She also points out that in order to evaluate people information literacy, it is necessary to determine some standards. One of the determined standards to evaluate information literacy is its capability standards for higher education.

In addition, through a survey in library view point named “information literacy and information iterated”, Seraj, Shahnaz (2006) concludes that general libraries have a central role in prompting information literacy and this causes improvement in three economic, social and cultural domains. Also, information literacy includes skills “searching, retrieving, data analysis, configuring important information, capability of problem recognition, and using information in solving private and social problems and proper decision makings”. In another survey by Seamans, H, Nancy (2000), she has investigated the information literacy understanding among new comer students and their needs during first semester. The results showed that survey findings had recognized information literacy standards in higher education as a base for better understanding of the necessary data that the students of Virginia University may have had and how they may have reached those data and information during their first semester. G. Fords, Bara in a survey named information literacy as a barrier, concluded that lack of information literacy skills cause some specific barriers on the way of science and technology to reach desired information. Also, Lasli, Ghamer (2002) from California State University concluded that determining necessary standards for schools and setting information literacy from high school prepares the possibility of reaching information goals. In a survey by M. Brown Cecelia (2009) named “investigating information literacy in present era among students of Oklahoma University”, she understood that there are some factors such as the date of inquiry and searching, educating equipments and internet speed are related to reaching the data. Falahian (2002), in a survey for analyzing cognition intelligence affectivity and emotional intelligence on

Tehran cities high school head quarters successfulness realized that there was a positive relation between emotional intelligence and successfulness. Another result indicates that there is a significant relation between gender and emotional intelligence and females have higher emotional intelligence in comparison with males. Dini (2003) did a survey with the aim of investigating the relation between academic advancement and the way of dealing with crisis with emotional intelligence among students of Tehran University and concluded that there was not any significant relation between male and female students but the difference between male and female students for subscales of emotional intelligence was significant.

A review on previous studies indicates the importance of information literacy and emotional intelligence in different social, educational fields. Present survey investigates the relation between information literacy and emotional intelligence features and to gain this, following hypothesis is proposed:

1. There is a significant ability of nature recognition and width of necessary information with emotional intelligence ability among students.
2. There is a significant relation between reaching information in an effective way with ability of emotional intelligence among students.
3. There is a significant relation critical evaluation of data and emotional intelligence capability among students.

METHODOLOGY

This is a descriptive survey and ways of using its information literacy standards and as well as its correlation with emotional intelligence features among students is according to evaluating method and investigates the correlation between these two variables and in another hand, the features information literacy and emotional intelligence are investigated. According to the amount of evaluation and control degree, this survey is considered as field kind as well as correlation one and all variables are analyzed naturally in this test. Population of the survey includes all higher education students of Kermanshah Azad University in 1389 academic year with 1451 people containing seven fields and majors as follow:

Agricultural engineering, business management, educational technology, Persian literature, Arabic literature, applied mathematics, private law in academic year of 2010-11 in Kermanshah Islamic Azad University. Sampling amount has been chosen according to Cochran 76. Two standardized questionnaire are used in this survey for emotional intelligence and information literacy. Emotional intelligence questionnaire contains four features of self-awareness, social awareness, self-management and relation management that each one of which contain 28 questions in that the five stage Likert scale from "NEVER" to "ALWAYS" is used that this survey prepares a full image of people emotional intelligence and four skills of emotional intelligence are made based on what one sees about himself and what one does for other people (Ganji, 2005; pp115).

Information literacy questionnaire is based on information literacy capabilities standards for higher education (Qasemi, A. H; 2006) as an accepted standard in country in order to analyze necessary information literacy for educating and researching professions containing 87 questions in that a five stage Likert scale from “completely disagree” to “completely agree” are used, covering five desired standards. Information literacy status of higher education students and its accordance with information literacy standards of (ACRL) are investigated and the population includes for universities of (Ferdosi, Tehran; Chamran, Shiraz) that Chronbach of this questionnaire is more than 98 percent. In order to determine validity of this survey, emotional intelligence of Islamic Azad Universities of cities of Rodehen and Sawe are tested. All coefficients at the level of 99% are significant and the numbers of subjects in this survey are 36 people. Gathered data is gained through SPSS software with central characteristics such as frequency, percent, average and distributed characteristics such as standard deviation, variance, as well as frequency distribution table and inserting graph and in order to show the relation between first, second, third ,fourth and fifth hypotheses, Pearson correlation is used.

Data Analysis

The characteristics of population in the questionnaire: average, academic field, gender are considered that among 76 people participated in survey, 36 of which equaling with 47.4 percent of whole of the sample are male and 40 of which equaling 52.6 percent of the whole of the sample are female and in academic fields, 7 people equaling 9.2 percent study in Agricultural Engineering, 11 Of which equaling 14.5 percent study in Educational Technology, 15 of which equaling 19.7 percent study in Business Management, 9 of which equaling 11.8 percent study in Arabic Literature and 14 of which equaling 18.4 percent study in Law. In this survey, beneath hypotheses are proposed and investigated. There is a relation between nature recognition and extension of necessary information with emotional intelligence. The result is reported in table 1. According to given safety coefficient with the amount of ($p < .001$) in table 1 and comparing it with allowed error of ($p < .05$), it is obvious that there is a significant relation between nature recognition ability and extension of necessary information with emotional intelligence among students with correlation of .461. There is a relation between ability of information gaining in an effective way and emotional intelligence. The result is reported in table 2.

According to given safety coefficient with the amount of ($p < .001$) in table 2 and comparing it with allowed error of ($p < .05$), it is obvious that there is a significant relation between ability of information gaining in an effective way and emotional intelligence of students with correlation amount of .474. There is a relation between critical evaluation of information and emotional intelligence. The result is reported in table 3.

According to given safety coefficient with the amount of ($p < .001$) in table 3 and comparing it with allowed error of ($p < .05$), it is obvious that there is a significant relation between the

ability of critical evaluation of information and emotional intelligence with correlation amount of .494. The result is reported in table 4

CONCLUSION

The relation between recognition, reaching and evaluation of emotional intelligence and information literacy in a critical way are considered as those issues that still there has not been any research done on them inside or outside of the country of Iran, so in this survey, correlated background about discussing about and interpreting emotional intelligence and information literacy are done individually. The results of first hypothesis analysis show that there is relation between nature recognition ability and extension of necessary information. Existence of the relation prepares the possibility to investigate emotional among self and others and to find deep cognitions in this fields through first standards of information literacy. So, the students with ability of information literacy can manage that information in order to achieve successfulness as well as realizing self emotion. Because of the existence of direct and positive relation between nature recognition and extension of necessary information with emotional intelligence and comparing it with same previous surveys done by Brown (2009) about the time inquiring and searching for information and additional educational tools as well as internet speed, the student with emotional intelligence also can determine his survey matter via taking part in class discussions and he also can choose electronic survey topics and determine necessary information and to gain this, he can consider proper time and schedule and has this ability to pay attention to the necessary strategies for gaining information. The second hypothesis result analysis shows that there is a relation between effective ability of reaching information and emotional intelligence. The ability of reaching information in an effective way extends in emotional intelligence as form of emotion information as well as personal and plural behaviors and student with emotional intelligence can distinguish between personal(private) and plural information, analyze and determine priorities in roles of factors such as recognition and behaviors . Also, he can be capable of using awareness of his emotion as well as others to remain flexible and to guide positive behavior in order to reach the information. According to mentioned descriptions, it can be said that this survey is in accordance with studies of Abazari and Pourtaghi (2008), Siemens (2000) and Kennedy (2006) in relation with students' information literacy. They believe that information literacy is an affective result in learning progress and using digital opportunities. The results of third hypothesis show that there is relation between information critical evaluation and emotional intelligence. Another point that should be stated about emotional intelligence is finding the causes of emotion and personal and plural behaviors as well as affecting self and others behaviors in order to have more normative act with a specific intention. The third standard of information literacy helps it change it from an on own process into a scientific and systematic one. The student with information literacy, evaluate the information and resources with a critical view point and mix those data with the

previous ones of him. In addition to approving the hypothesis with Zamani (2003) in relation with the standards of information literacy and being identical with that, expresses Zamani's view point that for analyzing people information literacy, it is better to determine some standards. The results of fourth hypothesis show that there is relation between the ability of using information in order to gain desired goals and emotional intelligence. The student with information literacy wants that data for a specific purpose in an effective manner. The student with emotional intelligence can prepare this ability to direct emotion in a direct way and guide himself and others behaviors to the desired goal. Because of lack of doing survey related to mentioned hypothesis, the results of this hypothesis were in accordance with information literacy done by Forda (1994), Qaher (2002) and Moore (2007). They concluded in their survey that information literacy can help student more in order to gain specific goals as well as information goals. Student with emotional intelligence benefiting from information literacy can determine content so that support goals and makes successful product or act. According to Coalman (1995), emotional intelligence is a factor that makes hope and motivation in person after he fails because of not gaining the goal and causes more effort by person in order to gain his goal and desire. The result of fifth hypothesis shows that there is relation between the ability of understanding economic, social, legal situations and emotional intelligence. This relation is paramount. The gained information in human emotion and behaviors fields can be effective in personal and plural activities. This internal relation between standards of information literacy and features of emotional intelligence can lead into a proper behavior along with human purposes. Because of the lack of direct survey showing above hypothesis, one can say that the result of this hypothesis is somewhat identical with those done by Seraj (2006).he believes that public libraries have a significant role in promoting the information literacy this result in economic, social and cultural improvement. Now regarding to relation between understanding the economic, social and legal affairs and emotional intelligence, one can say that student with emotional intelligence can understand a lot of legal, economic affairs via information literacy. In order to accomplish Seraj survey results through findings it can be said that more the student capable of emotional intelligence, more he is successful in using information literacy in order to understand economic, social and legal affairs. Based on Salovey theory (1990), people with higher emotional intelligence are supposed to be more powerful in above affairs. According to the results of the survey, there can be some survey suggestions:

- ❖ Investigating internal relation method of information literacy and emotional intelligence of the survey in order to determine personal& public emotion as well as recognizing information.
- ❖ Investigating how to determine effective way of searching for information as well as separating the emotion and it origin.
- ❖ Investigating the relation between critical evaluation of information and two dimensional factors of self-awareness and social awareness.

- ❖ Investigating the relation using information in order to meet a specific purpose with two-dimensional factor of self-management and social relations.

Investigating legal, economic and moral affairs using information as well as personal and plural emotion.

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Table-1. The table of distributing sample members according to gender, academic field, and average variables

Population Variables	Feature Description	Frequency	Percent	Total Percent
Gender	Female	40	52.6	52.6
	Male	36	47.4	100
Academic Fields	Agricultural Engineering	7	9.2	9.2
	Educational Technology	11	14.5	23.7
	Business Management	15	19.7	43.4
	Mathematics	9	11.8	55.2
	Persian Literature	11	14.5	69.7
	Arabic Literature	9	11.8	55.2
	Law	14	18.4	100
	Average	12-14	8	10.5
	14-16	32	42.1	52.6
	16-18	32	42.1	94.7
	18-20	4	5.3	100

Table-2. Table of Pearson correlation for the relation between nature recognition and extension of necessary information with emotional intelligence

		Emotional Intelligence
The ability of nature recognition and extension of necessary information	Pearson Correlation	.461
	Safety Coefficient	.001
	Numbers	76

Table-3. Table of Pearson correlation table, the relation between ability of information gaining in an effective way and emotional intelligence

		Emotional Intelligence
The ability of information gaining in an effective	Pearson Correlation	.474
	Safety Coefficient	.001
	Numbers	76

Table-4. Table of Pearson correlation, the relation between critical evaluation of information and emotional intelligence

		Emotional Intelligence
The ability of critical evaluation of information	Pearson Correlation	.494
	Safety Coefficient	.001
	Numbers	76