Abstract: The psychologists' view of emotional intelligence (EI) would treat the concept as a mental ability and not as a collective of several cognitive, motivational and personality characteristics. The capacity for assessing situations realistically for flexibly adapting to change, and for effective problem solving is as vital as the abilities to tolerate stress well. A person with well developed emotional and social skills would be able to encourage him or herself to do better continuously. Also, it would provide a theoretical framework for understanding the role of emotion in cognitive task performance and it considered as an important component of success. Emotional intelligence is not permanent or static but can be developed in manners that can bring further development to allow greater success in any fields. An individual developing in emotional intelligence comes to an awareness of differing ways of thinking regarding emotions and ultimately adopts the manner of thinking and acting to the difficult situations. Psychologists believed that EI may be a great predictor of success in cognitive task, computation and math performance. Recent studies have determined that intelligence and mathematics performance are positively correlated. Although the previous studies have mainly confirmed the relationship between emotional intelligence and mathematics performance, they did not clearly mention to what extend the variable emotional intelligence and its dimensions can predict students' mathematics performance.

Objectives: This study was aimed to investigate to what extend the variable emotional intelligence can predict students' mathematics performance.

Method and Materials: The method of the study was correlation and the sample of the study was 300 students who were assessed by: Emotional Quotient Inventory (EQ-I) and mathematics point average (Mathematics Performance). T-test, Pearson correlation, and multiple regressions were assessed. Results: There was a significant correlation between mathematics performance and students' dimensions of emotional intelligence (p< 0.05), and they could contribute to the variance of mathematics performance significantly.

Conclusion: Findings from the current study have board implications for education, family, and clinical counseling. Further researches in this regard are suggested.