THE EFFECT OF ANGER MANAGEMENT, INTERPERSONAL COMMUNICATION SKILLS AND STRESS MANAGEMENT TRAINING ON UNIVERSITY STUDENTS’ EMOTIONAL INTELLIGENCE

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FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

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ABSTRACT

The main topic of this research is how teaching anger management, stress management and interpersonal communication skills affects emotional intelligence of female first year university students of Roodehen Islamic Azad University in Iran. The study population is all first year female students of Roodehen Islamic Azad University. The study was carried out on 120 students who were selected by multi-stage randomized sampling method and were divided into the four groups (three experimental and one group as control, with 30 students in each group). Before carrying out the experimental intervention (presentation of the independent variables), the four groups were given the pre-test using the Emotional Intelligence questionnaire (EQi). Then, the students in experimental groups attended five 2-hour training sessions of anger management, five 2-hour training sessions of stress management five 2-hour training sessions of interpersonal communication techniques respectively. One week after the intervention, the four groups were post-tested again using the EQi. The data were analyzed using Ancova method (analysis of covariance) $t$–test and Mann-Whitney $U$ Test. Results of the study indicate that training in anger management, stress management and interpersonal communication skills will lead to increased Emotional Intelligence of female students, compared with the control group.
KESAN LATIHAN PENGURUSAN KEMARAHAN, KEMAHIRAN KOMUNIKASI INTERPERSONAL DAN PENGURUSAN STRES KE ATAS KECERDASAN EMOSI PELAJAR UNIVERSITI

ABSTRAK

Topik utama kajian ini adalah bagaimana pengajaran pengurusan kemarahan, pengurusan stres dan kemahiran komunikasi interpersonal mempengaruhi kecerdasan emosi pelajar wanita tahun pertama Roodehen Islamic Azad University di Iran. Populasi kajian adalah semua pelajar wanita tahun pertama di Roodehen Islamic Azad University. Kajian dijalankan ke atas 120 pelajar yang dipilih melalui kaedah multi-stage randomized sampling dan dibahagikan kepada empat kumpulan (tiga kumpulan eksperimen dan satu kumpulan kawalan, dengan 30 pelajar dalam setiap kumpulan). Sebelum intervensi eksperimen dijalankan (presentation of the independent variables), empat kumpulan tersebut diberi ujian pra menggunakan Emotional Intelligence questionnaire (EQi). Selepas itu, pelajar kumpulan eksperimen masing-masing menjalani latihan lima sesi 2 jam setiap sesi pengurusan kemarahan, lima sesi 2 jam latihan pengurusan stres, lima sesi 2-jam latihan teknik komunikasi interpersonal. Se minggu selepas intervensi berakhir, empat kumpulan tersebut diberi ujian pasca menggunakan EQi. Data dianalisis menggunakan Ancova (analysis of covariance) ujian-t dan ujian Mann-Whitney U. Dapatan kajian menunjukkan bahawa latihan dalam pengurusan kemarahan, pengurusan stres, dan komunikasi interpersonal akan mempertingkatkan kecerdasan emosi (Emotional Intelligence) pelajar wanita berbanding dengan kumpulan kawalan.
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CHAPTER 1
INTRODUCTION

Training successful students and providing higher educational levels are among the important purposes of student training in the strategic planning of the twenty-first century, and this has been stressed on more, in recent times. In achieving these objectives, promoting thinking, intellectual abilities, personal qualities and interpersonal skills, or emotional intelligence have been the focus of attention more than before. Emotional intelligence can be developed and strengthened; the university years would be a great opportunity for students to improve their emotional intelligence level. Regarding the differences between the traditional and new teaching methods and their contribution to developing emotional intelligence, Lin, Lee, Hsu, and Lin (2011) stated that emotional intelligence could be achieved through consistent educational efforts.

The transition from high school to academic environment often causes stress for many people (Brooks & DuBois, 1995; Ross, Niebling, & Heckert, 1999). This transition creates issues such as forming new relationships, changing past relationships with family and friends, learning new study habits according to the new learning environment, and acting as an independent and mature individual (e.g., financial and time management). Perhaps the best evidence of students’ problem with stressful factors is failure to graduate (Bond & Manser, 2009). Besides, the results of studies have shown that stressors play important roles in the decline of academic performance and also academic probation. Probated students experience more academic stressors (such as educational requirements, learning environment, dormitory and studying environment) compared with non-probated students.

Much research has been carried out on student academic success and the related factors. Recent studies have concentrated on the impact of variables such as previous
school performance in high school or standard measurement of cognitive abilities and
determining the predictive power of some variables, such as emotional intelligence in
academic achievement (Hansen, Lloyd, & Stough, 2009).

It is assumed that most university students in Iran are adolescents and young
adults between the ages of 19-29 years. Being in their late adolescence and early adult
stage, and during the transition period to university many problems confront them
including physical, social, academic, and emotional adjustment. A major hurdle for the
students during this time is in managing emotions, developing autonomy, and
developing interpersonal relationship (Chickering & Reisser, 1993).

Specifically, the high rate of stress, aggressive behavior, low quality of
interpersonal relations was defined as a psychological process of adapting to coping
with, managing their problems, challenges, tasks and requirements of daily life
(Halonen & Santrock, 1997). Baker and Siryk (1999) categorized and identified the
different types of behavior problems. These behavioral problems among the youth have
also been found to be related to a deficit in EI (Zeidner & Olnick-Shmesh, 2010).
Research has shown that the majority of university students have low level EI. In the
light of research study findings, a few suggestions are forwarded to enhance the
emotional intelligence level of students in universities. Activities that incorporate
certain soft skills workshops to enhance emotional intelligence, stress management,
anger management and communicational ability should be emphasized (Abdi & Sharifi,
2008; Besharat, 2011; Najib Ahmad Marzuki, 2012).

**Elements of Emotional Intelligence**

Emotional Intelligence (EI) is the ability to correctly identify expressed emotion;
the ability to access and/or generate feelings to assist thought; the ability to be aware of
emotion and emotional information; and the ability to control emotions in order to
promote emotional and intellectual growth. Emotion evaluation and expression in one’s self is specified with two verbal and nonverbal components as well as evaluation in others with side components of nonverbal understanding as sympathy (Mayer, Panter, & Salovey, 2005).

The elements of EI: being aware of our feelings and handling disruptive emotions well, empathizing with how others feel, and being skilful in handling our relationships are crucial abilities for effective living (Goleman, 2001). Furthermore, EQ is also important in the classroom in two major ways. First, emotions have an impact on learning; they influence our ability to process information and to accurately understand what we encounter. For these reasons, it is important for educators to create a positive, emotionally safe classroom environment to ensure optimal learning. Second, learning how to manage feelings and relationships constitutes a kind of “Emotional Intelligence” that enables success (Zins et al., 2004). Howard Gardner’s theory of multiple intelligences expands upon this concept. According to Gardner’s theory, EI consists of intrapersonal and interpersonal intelligences, which include understanding oneself and others; hence EI is of great importance (Gardner, 1999a). For students who are low in intrapersonal and interpersonal intelligences, specific behaviors and skills can be taught to help them develop EI.

In preventing aggression, the anger management training program allows students to learn how to categorize their feelings, and how to name and define them, how to show empathy for others’ feelings, and how to defend their rights without being aggressive (Caprara, Regalia, & Bandura, 2002); such training also explains that managing aggression is even more important than academic achievement, and should be one of the other important aims of educational corrective interventions.

Effective communication is a technical functioning, while distinguishable intelligence is a strategic ability. It relates to understanding oneself and others,
communicating with others, and adaptation and compatibility levels with our environment. These are all necessary in achieving one’s goals (Salovey & Grewal, 2005). Communication plays an important role in students’ lives and their achievement of success. Communication effectiveness has long been held to be a success factor for human life in general. Effective communication can prevent homesickness in students (Hall & Chandler, 2007).

Bar-On (2002) lists the interpersonal component as one of the main tenets of EI, while Goleman (2001) stresses the importance of vigilance in his achievement drive and initiative competencies. The ability to read and interpret body language is a central tenet of EQ, reflected in the social awareness branch of Goleman’s (2001) Model, and in the interpersonal component of Bar-On’s model, and in the emotional understanding branch of the Mayer and Salovey model of EI. Interpersonal communicators who can recognize emotions in themselves and others can better understand the reasons for these emotional responses. This, in turn, leads to better outcomes in negotiations.

Understanding how emotions change is also important as a series of positive and negative emotions are experienced during negotiations. Part of the prevention of potentially unhealthy behavior in students is to strengthen their relationships with others. Integrated exercises can develop the EI of students. Lastly, EI can also benefit community-based correctional efforts directed at students.

**Statement Of The Problem**

This study is aimed at investigating the effect of training in anger management, stress management, and skills of interpersonal communication in improving first year female university students’ Emotional Intelligence.

Many students find that the transition from high school to college or university is a very stressful period (Brooks & DuBois, 1995; Ross et al., 1999). This is in part due to
the many new challenges that students must face in the first month of classes, such as making new relationships, managing their time and budgets and adapting to a new learning environment with often increased academic expectations. Given the increased demand on students during this transition, it is not surprising that many students who begin a postsecondary education will withdraw before they graduate (Gerdes & Mallinckrodt, 1994; Tinto, 2001).

Managing the emotions makes us more conscious of them, thus providing the basis for a good understanding of identification in oneself and the others.

Using anger management, interpersonal communication skills and stress management through training causes EI to increase and this increase brings about a feeling or strengthens the spirit of group collaboration.

In this study the problem to be addressed stemmed from reports that a high rate of stress (Besharat, 2010), aggressive behavior (Zahra Eftekhari Saadi, Mahnaz Mehrabi Zadeh Honarmand, Bahman Najarian, Hasan Ahadi & Parviz Askari, 2012), and low quality of interpersonal relations (Besharat, 2010) were found among university students. It is important, since the behavioral problems among the youth have also been found to be related to a deficit in EI (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009). Research has shown that the majority of students in universities are having low level EQ. In the light of such research findings, a few suggestions are forwarded to alleviate deficits in the emotional intelligence level of university students. Activities that incorporate certain soft skills workshops to enhance emotional intelligence, stress management, anger management and communicational ability should be emphasized (Abdi & Sharifi, 2008; Besharat, 2011; Najib Ahmad Marzuki, 2012).

Research has shown that people of high EI attain higher scores in empathy, self-review and self-control in different social conditions. The research evidence indicates that perceived aggressive behaviour is associated with low EI (Spada, Nikcevic,
Moneta, & Wells, 2008). Yet few quantitative studies have been done to explicate the relationship between training in Emotional Intelligence and enhanced EI among university students. The current study was developed with the intention of filling the research gap.

**Purpose of the Study**

The purpose of this study was to investigate the effect of anger management, stress management, and interpersonal communication skills training courses on EI of junior undergraduate female students, aged 20-26 who studied during 2010-2011 at Roodehen University in Iran. This research examined Total EI Scale scores and five Composite Scale scores as measured by the Bar-on EQ-I (Bar-On, 2002) in students participating in the anger, stress, and interpersonal relationship training study. Specifically, the Bar-on EQI was utilized as a pretest and posttest to measure changes in EQI scores.

**Research Objectives**

The current research is targeted at achieving the following objectives:

1. To determine the effect of skills training in anger management on the students’ Emotional Intelligence.
2. To identify the influence of skills training in stress management on the students’ Emotional Intelligence.
3. To find out the effects of training in interpersonal communication skills on students’ Emotional Intelligence.
4. To identify which training has greater effects on students’ Emotional Intelligence.
Research Questions

Based on the research objectives, the current research was designed to answer the following research questions:

1. Does anger management training have an effect on the students’ Emotional Intelligence?
2. Does stress management training influence the students’ Emotional Intelligence?
3. Does interpersonal communication training affect the students’ Emotional Intelligence?
4. Which training has greater effects on students’ Emotional Intelligence?

Significance of the Study

The results of this study are important for many reasons. Firstly, the present study will give more credit and respectability to the EI theory and practice of effective relationship, anger management training and stress management learning. With an increase in students’ EI there will be a positive effect in their behaviors (Bar-On, 2002).

Secondly, although studies such as the present one may not have overt results in the short term, they do pay off in social emotional learning practices over time. Studies sometimes do not yield immediate benefits and their effect on theories and the techniques only become evident after many years.

Thirdly, regarding the increasing rate of stress, aggressive behavior and loneliness problems in young students and their negative consequences, the result of the present study will extend the understanding of using learning in anger management, stress management and interpersonal communication skills for students to enhance EI outcomes. Therefore, it is possible that problematic behaviors can be deterred so that individuals and society would benefit. Instructors must recognize the importance of
creating an effective learning environment that supports these constructs to enhance student learning, in order to increase students’ ability to transfer learning to successful life performance. This study will provide empirical support for EI. Besides, the faculty can better understand how to create a reflective learning environment in the university to enhance student learning outcomes. The results of this study may also be useful in making recommendations about potential interventions with educational populations in social policy making. It will also support the needs of the families and family development centers by studying the role of education, society and family in Iran. This study addresses the need for the Ministry of Education and higher education, as well as other institutions involved in youth social issues which in some cases are involved in social policy making.

**Theoretical Framework**

The main topic of this research addresses how teaching anger management, stress management and interpersonal communication skills affects the EQ levels of students. In organizing the content of this study plan, the Bar-On theory of social emotional skills is the main framework of the research. For the training of anger management, stress management and interpersonal communication skills, a specially prepared book was used. The book was written by Fereshteh Motaby and Ladan Fathey (2006a, 2006b, 2006c); it is a life skills Persian book for university students and published by Danzhh in Iran. The Bar-On model includes the additional parameters of stress management, adaptability and impulse control. Before the training book was published, it was tested for one year in which a research group did a pilot study in order to collect and use the comments, complaints, and recommendations made by the participants of the study to improve the book in order to achieve the best results (Ramazan-khani & Sayyari, 1999). There was little data in the existing research that
included the true experimental design and implementation of training interventions that were practical among the first semester university students to statistically improve EI. Corresponding expectations of what level of improvement to anticipate, the justification for the blended approach of using the training models of social learning was used. Skills compact structure (Andrews et al., 1990), skill-based approach (Lipsey, 2003) and modeling role playing (Antonowicz & Ross, 1994) were used.

In order to establish a theoretical framework to view the problem, the proposition for this research was that EI can be measured and improved. As a consequence of the literature review of EI definitions; it was determined that the construct of the research was to define and measure EI by using Bar-On’s EQ-I. The EQ-I renders a total EI score and the following five EQI composite scale scores comprising fifteen subscale scores: (1) Intrapersonal EQI (comprising self-regard, emotional self-awareness, assertiveness, independence, and self-actualization), (2) Interpersonal EQI (comprising empathy, social responsibility, and interpersonal relationship), (3) Stress Management EQI (comprising stress tolerance and impulse control), (4) Adaptability EQI (comprising reality testing, flexibility, and problem solving), and (5) General Mood EQI (comprising optimism and happiness).

The definition of a student for the scope of this research was an undergraduate female student who was studying at Roodehen university during the academic year of 2010-2011.

The theoretical framework for the research, being able to measure and improve EI, is supported through the research that EI can be increased through training (Schutte et al., 2001). In order to address the research questions, a true experimental design was applied (Creswell, 2008). The samples are randomly selected from the population, the independent variable is systematically manipulated, participants are randomly assigned.
to groups, and a pretest, a posttest and a control group establishes a baseline to ensure that effects are linked to the manipulation.

Skills training for anger management, stress management and interpersonal communications are the independent variables, while EI is considered to be the dependent variable. In this study the anger management, stress management training and interpersonal skills programs were designed and a measurement of EI was completed for the students in the study. After registration, the three groups started on different programs. The anger group underwent five sessions of anger management, the stress group attended five sessions of stress management, and the communication group attended five sessions in interpersonal communication training. Participants in the control group did not participate in any program but participated in the pretest and posttest at the same time with the experimental group. The existing data for participants in the experimental group counselling center included all participants entering the three different groups (anger, stress, and effective communication training program) after September 15, 2011. Finally, the results of the pretest and posttest were compared.

**Definition of Terms**

For the purpose of this study, the following terms were used as defined in this study.

Emotional Intelligence (EI):

EI is the ability to correctly identify expressed emotion; the ability to access and/or generate feelings to assist thought; the ability to be aware of emotion and emotional information; and the ability to control emotions in order to promote emotional and intellectual growth (Bar-On, 1997a).

Interpersonal Relationship (IR):
This refers to the ability to generate and keep mutually satisfactory relationships which include sensual closeness, friendship, being kind and accepting others’ kindness (Bar-On, 2002).

Interpersonal Communication Training:
Motaby and Fathey (2006b) defined interpersonal communication training as competence in training, knowledge about interpersonal communication, and self-evaluation. Competent interpersonal communication training includes self-disclosure, owned feelings and thoughts, and descriptiveness and support (Mehrabian, 2009).

Anger:
Anger is an alternate emotion and a natural emotion, and an out-coming response to pain in one form or another (physical or emotional). Anger can happen when people do not feel fine, feel rejected, feel discouraged or experience some loss (Smith & Lazarus, 1993).

Anger Management Training:
Anger Management refers to the strategies and techniques individuals can use to control their responses to anger-provoking situations (Motaby & Fathey, 2006a).

Stress:
Lazarus (1993) defined stress as an extraordinary state which affects an individual’s ability to function due to an outcome of internal and external factors. These factors differ in quality (different types of stressors) and quantity (different numbers of stressors) in their effect on the individual due to individual differences.

Stress Management:
Stress management includes the ability to tolerate adverse events, stressful occasions, and strong emotions without backing off, and also managing positive and active
stressful confrontations (Bar-On, 2002). Stress management training is shows how individuals can improve their ability to relax, reduce anxiety and depressive symptoms, and increase overall well-being descriptiveness and support (Motaby & Fathey, 2006c).

**Chapter Summary**

Chapter 1 included an overview of the concepts of interventions, and emotional intelligence as they relate to the first year university student population in Iran. Also included was the purpose of the study, statement of the problem, significance of the study, research questions, objective, and definition of terms used in the study.
CHAPTER 2
LITERATURE REVIEW

Introduction

The term emotional intelligence was coined in the late 1980s (Mayer & Salovey, 1990; Payne, 1986). In 1995, Goleman published a book titled “Emotional Intelligence” that popularized the construct of emotional intelligence (EI). Although the terminology is recent, concepts related to EI have been researched for decades (Bar-On, 2002; Goleman, 1995). The following sections provide an historical overview of the EI construct, available models of EI development and training, and research relating emotion and EI to university students.

Historical Overview of EI

Gardner (1983) recognizes the work of Franz Joseph Gall in the late 18th century as possibly planting the first seeds for exploration of emotional intelligence. Gall is known as the founder of phrenology, the study of skull dimensions in order to develop a person’s mental profile (Gardner, 2000; Schmalleger, 2004). Although such work seems an unlikely precursor to EI, Gall did not believe in the existence of general mental powers, such as perception, memory, and attention. Instead, he suggested that different forms of these powers exist for each of several intellectual faculties, such as language, music, or vision (Gardner, 2000). Scientists such as Pierre Flourens and Pierre-Paul Broca challenged Gall’s theories through brain surgery and lesion research, proving support for localization of brain function (Gardner, 1983).

As the effort to establish psychology as a science began to take hold in the late 1880s, philosophy was more of an influence than the early physicians (Gardner, 1983). This influence gave way to the intelligence testing movement. British mathematician Sir
Francis Galton developed statistical methods to rank humans by physical and intellectual powers and correlate the measures with one another (Gardner, 2000). In 1904, Frenchmen Alfred Binet and Theodore Simon developed the first intelligence tests to assess the school readiness of Parisian children (Hodges, 2003). Gardner (1983) describes the ensuing excitement in the scientific community as a result of the intelligence testing movement. Other intelligence tests were developed and used widely for purposes such as evaluating people for school, military, and industrial organization placement (Gardner, 1983; Mayer, 2001). During this time, intelligence was viewed as the ability to abstractly reason and act on this reasoning (Mayer, 2001). Kaufman (2000) identified intelligence tests currently being used as the Wechsler (WAIS-III), Woodcock Johnson (WJ-R), and the Kaufman Adolescent and Adult Intelligence Test (KAIT).

Occurring simultaneously, but separately, was the development of the modern study of emotions by such scientists as Darwin (Mayer, 2001). Despite this division between studies of intelligence and emotion, another precursor to the EI construct can be traced back to Wechsler (1940) and his idea of nonintellective aspects of general intelligence. Wechsler defined nonintellective as affective and cognitive and believed that no measure of total intelligence would be complete without including these other facets.

Contemporaries of Wechsler also contributed to preliminary EI study. Thorndike (1920) further suggested that social intelligence was a part of IQ. Additionally, Leeper (1948) proposed that emotional thought was related to logical thought and intelligence in general. However, by the 1960s, these concepts were largely dismissed by IQ theorists (Goleman, 1995).

One of the great debates related to intelligence testing is whether intelligence is a single general factor or a small set of independent primary mental faculties (Pfeiffer, 2001). The former theory is based on the work of British educational psychologist Charles Spearman and constitutes the majority of intelligence theories (Gardner, 1983;
The latter theory is credited to the American psychometrician L. L. Thurstone (Gardner, 1999) and is being adopted by a growing number of intelligence researchers (Pfeiffer, 2001). Criticisms of the single general factor of intelligence and intelligence testing cite failure of tests to predict work or life success and the racial bias of testing instruments (Fischer et al., 1996; Goleman, 1995).

In the 1970s and 1980s, new research integrated intelligence and emotion into the domains of cognition and affect, exploring the association between thoughts and emotions (Mayer, 2001). Harvard University’s Howard Gardner played a key role in this movement (Mayer, 2001). Gardner’s theory of multiple intelligences is credited as the foundation of the study of emotional intelligence (Bar-On, 2002). Gardner posited seven intelligences: (a) linguistic, (b) musical, (c) logical-mathematical, (d) spatial, (e) body-kinesthetic, (f) intrapersonal, and (g) interpersonal. Gardner defined intrapersonal intelligence simply as “access to one’s own feeling life” (p. 239) and interpersonal intelligence as “the ability to notice and make distinctions among other individuals” (p. 239). It is intrapersonal and interpersonal intelligences that are closely related to current emotional intelligence theories.

Mayer and Salovey (1993) are often credited with coining the term emotional intelligence. However, Matthews, Zeidner, and Roberts (2002) identify a German article titled Emotional Intelligence and Emancipation written by Leuner in 1966 as the first formal mention of the term. Additionally, Payne (1986) uses the term emotional intelligence in an unpublished doctoral dissertation. Regardless of exact origin, the concept of an emotional intelligence became recognized as a new field of inquiry at this time (Mayer, 2001). Unequivocally, it was Goleman’s (1995, 1998) work that propelled emotional intelligence into the public eye.

Goleman’s original work in 1995 is considered an introduction of the construct of emotional intelligence (EI) to the general public, not a scholarly work (Matthews et
al., 2002; Mayer, Salovey, & Caruso, 2000). However, Matthews et al. (2002) ascribe importance to Goleman’s work, viewing him as a catalyst in the generation of ideas about EI.

Goleman’s conceptualization of EI has been criticized for several reasons. First, his definition is viewed as overly expansive and lacking in uniformity (Matthews et al., 2002). In his 1995 work, Goleman defines emotional intelligence as personal attributes including self-control, zeal and persistence, self-motivation, emotional impulse control, and the ability to read others’ feelings and handle relationships smoothly (Goleman, 1995). Later in the same work, Goleman includes emotional skills of “self-awareness, identifying, expressing, and managing feelings, impulse control and delaying gratification, and handling stress and anxiety” (p. 259). Because of the assortment of attributes included in Goleman’s conceptualization of EI, Matthews et al. (2002) report that aspects of cognition, personality, motivation, emotions, neurobiology and intelligence are represented. Other criticisms include failure of Goleman’s EI traits to positively correlate with one another, challenging the underlying assumption of one EI construct (Matthews et al., 2002). Finally, Goleman has made strong claims regarding the importance of EI for life success, but offered little empirical support (Matthews et al., 2002).

At approximately the same time as Goleman, Mayer, Salovey, and colleagues began publishing scientific articles about emotional intelligence in peer-reviewed journals (Matthews et al., 2002; R. E. Mayer, 2009). Additionally, Bar-On began his work on a related construct, emotional quotient, although much of his work is unpublished (Bar-On, 2000; Matthews et al., 2002). The work of these researchers will be more closely examined within the framework of the models of emotional intelligence derived from their studies and resulting publications.
Prior to examining available models of emotional intelligence, various controversies related to the study of emotional intelligence are worth noting. Although the idea of EI is popular, the infancy of the field results in limited scientific investigation of the EI construct (Matthews et al., 2002). Additionally, a universal definition of EI does not exist (Bar-On, 2002). It also remains uncertain whether EI is an independent construct, or a repackaged combination of personality, intelligence, or applied psychological research (Matthews et al., 2002). Debate continues over viewing EI as a pure ability model versus a model mixed with personality traits and dispositions. Further debate involves measurement of the construct through self-report versus performance based measures (Palmer, Manocha, Gignac, & Stough, 2003), as well as lack of a suitably reliable and valid assessment instrument for EI (Pfeiffer, 2001).

Models of Emotional Intelligence

Recent EI research has progressed along two distinct paths, mixed models of ability/social competence and pure ability models (Cobb & Mayer, 2000). Because of the explosion of EI writings and research, other models and instruments of EI exist, but only the work of Bar-On and Mayer, Salovey, and colleagues is included, as these are the most prolific models available. The work of Bar-On (1997) and the earlier referenced work of Goleman (1995, 1998) reflect mixed models, whereas the work of Mayer, Salovey, and colleagues (2000) reflect an ability model.

Mixed Model of Emotional Intelligence

The recent development of the Bar-On model has been influenced by the primary work of Darwin about the importance of emotional expression for survival and adaptation. Darwin (1871) stressed both the value of emotional expression and points of views on emotional and socially intelligent behavior in his work.
On the other hand Bar-On was influenced by Thorndike’s (1920) explanation of social intelligence and its effect on human performance; also Wechsler’s (1958) observations about the effect of non cognitive and cognitive factors on intelligent behavior. Sifneos’s (1973) explanation about alexithymia on the pathological side of emotional- social intelligence (ESI) and Applebee’s interpreted observations on psychological ways of thought about the psychic side of it has had an impact on the development of the Bar-On model as well.

Since that time, most of the explanations, definitions and interpretations of ESI have contained some of the following main components:

1. ability to accept and express feelings and emotions
2. understanding others’ feelings and responding to them
3. managing and controlling one’s emotions
4. being able to cope with changes and solving problems
5. being self motivated and having positive effectiveness

Interpretation was examined by the Bar-On model, which provided the theoretical basis for the EQ-i. This model states that ESI is the cross action of interrelated social emotional abilities that determine the effectiveness of our understanding and the power of expressing ourselves as well as understanding others and communicating with them, and also our ability in dealing with our daily needs. Also included are the five abovementioned main components. This is generally based on one’s ability of being aware of oneself, knowing one’s weaknesses and expressing feelings without hurting others’ feelings.

ESI encompasses the capability of awareness of others’ emotions and cooperation in relationships. This means that managing personal, social and environmental differences, flexibly when coping with new situations and also decision
making are all significant. To achieve this we should manage our emotions in a way that works for us instead of against us; optimism, being positive and having motivation, are both keys to achieving the above goals.

This section describes the Emotional Quotient Inventory (the EQ-I) which has played an important role in making this model. It is important to stress that the Bar-On model is operationalized by the EQ-I.

The EQ-I is a self reporting measurement of emotionally and socially intelligent behavior which gives an estimate of ESI. The EQ-I has been the first measure to be presented by a psychological test publisher and was the first measure to be reviewed in the Bouros mental measurements yearbook by Plake and Impala in 1999; it was the most popular measure of ESI until 2004. The Bar-On EQ-I technical manual presents a description of psychometric aspects of this measure and how it was made. Also it is available in Geher’s recent book “Measuring Emotional Intelligence”.

There are 133 items in the EQ-I that are short, communicative sentences ranging from “not true for me” to “true for me or of me”. This test takes almost 40 minutes to complete and is suitable for those aged 17 and older.

Answers result in a total EQ-I score and sub scores derived from the subscales as follows:

1. Interpersonal which includes self-regard, emotional self-awareness, assertiveness, independence and self actualization.
2. Stress management, including stress tolerating level and impulse control.
3. Adaptability, testing reality, flexibility, and ability to solve problems.
4. General mood, which consists of optimism and delightfulness.

The scores are generated by computer, and raw scores are tabulated automatically and converted to global scores out of 100 with a standard deviation of 15. This test resembles Intelligence quotient (IQ) measurements and EQ-I was coined with the same
intention in 1988. The higher the score, the more positive the estimation for effective acting in coping with daily needs and struggles. Obviously the lower scores indicate poor responses to emotional and social dilemmas.

A built in correction factor automatically adjusts the scale scores based on positive impression and negative impression, which increases the accuracy level of the test results.

The careful development of the EQ-I assisted the creation of a healthy model of ESI. The EQ-I was basically developed in the early 1980s to examine the conceptual model of emotional and social functioning. At that time it was conjectured that social and emotional functioning must lead to a sense of psychological well-being and the underlying base of emotional and social intelligence was believed to be revealed by applying such an instrument on large scales of populations. Based on the results of applying the EQ-I in a large number of studies over the past 20 years, it was formed and is still being developed maintaining a theory which has an empirical basis.

Over a period of 17 years, this development continued in six main stages:

1. finding and logically clustering many emotional and social capabilities believed to affect the effectiveness and psychological well being based on the experiences gained by clinical psychologists and review of literature,
2. definition of key skill clusters abilities and facilitators,
3. generating almost 1000 items based on professional experiences and questioning clients,
4. statistical findings based on item analysis and factor studies,
5. customizing the final version of tools on 3831 adults in North America in 1996 (Bar-on, 2002).
6. validating the tools across different cultures.
The first customizing sample of the EQ-I had people from Canadian provinces and almost all the states of the USA. It included 49% males and 51% females from 16 to 100 years of age with an average age of 34.3 years. The sample included 79% white, 8% Asian American, 7% African American, 3% Hispanic, and 1% Native American. The EQ-i has been translated into more than 30 languages all around the world. Information has been collected in many different settings. It has been collected from six countries totaling 3000 individuals (Bar-On, 2000). The first translation was from English to Spanish in order to make data available in Argentina, which was followed by information and data collected in many other countries. In addition to supporting people with cross cultural information, it was also important for selecting items and alternatives followed by developing scales, validation and establishing the ultimate version of the response format.

It seems that stamina, optimism, political understanding and self-control are quite insignificantly related with emotion and intelligence. In other words, they seldom form a single unit. Hence, the difference of the ability viewpoint and EI mixed viewpoint is quite substantial. The mixed viewpoint studied the multiple aspects of personality, which is not related with the new concept of EI or even with the intelligence of emotion. For instance, the California Psychological Index (CPI) is a composition of the personal scales, which seems to be like some of the modern mixed EI tests, such as self-respect, sympathy, responsibility, sociability, tolerance, flexibility and self-control. In responding to such cases, the mixed concept adherents specified that EI is a new concept. Perhaps, in some scales of EI, various features are similar to personality researches but are given a different name. The accurate relation with such mixed viewpoints with the basis of personality, and understanding the cause, has resulted in considerable parallelism between the old and new scales.
One of the other theory makers is the Bar-on Emotional Intelligence mixed model (1997a), which has submitted a model of the emotional abilities. This model covers five extensive scopes of the training or abilities, namely:

Intrapersonal relationship which includes emotional self-awareness (recognition and understanding self-feelings), courage (expressing the feelings, beliefs, thoughts, and defending the personal rights in a useful manner), self-arrangement (awareness, understanding, accepting, and self-respect), self-flourish (meeting the self potential talents), and independence (self-command and self-control in thinking and personal acting and releasing the emotional dependency).

Interpersonal relationship, which includes the intrapersonal relations (awareness, understanding others’ feelings, generation and keeping mutual satisfactory relations which is specifically emotional closeness and dependency) and social responsibility. Compatibility, which includes problem-solving (identification and definition of the problems and also establishment of effective solutions), reality testing (the ability to measure the harmony between something experienced emotionally and something that really exists) and flexibility (arranging emotions, adapting thinking and behavior to changing situations and conditions).

Stress tolerance, which includes the ability to tolerate stress (resisting undesirable incidents and stressful situations) and shock control (withstanding shock or shock denial).

General mood, which includes happiness (self-life satisfaction, making oneself and others happy) and optimism (look with respect at the clear aspects of life and keeping the positive vision, even at the time of facing the difficulties).
Impulse Control

Impulse control is measured by the EQI IC subscale. To the extent that the TMMS taps Emotional Intelligence, impulse control as defined in the Bar-On model shares a common domain with this construct as conceptualized by Salovey and Mayer (1990). More specifically, the nature of this overlap has to do primarily with understanding emotion (r was .50 with the TMMS clarity of feeling scale mood repair scale) (Henner, 1998). This specific contribution of impulse control to emotionally intelligent behavior can also be seen from the way the IC subscale significantly correlated with the POIA scale (r was -42 Bar-On 1997b), as well as with factor E (+.38), factor Q3(+.44) and factor Q4 (-.51) on the 16PF (ibid); it also correlated fairly highly (-.59) with the SCL-90 hostility scale (ibid). This finding demonstrates that the IC subscale measures acceptance of one’s aggression and the ability to be imposed and to control aggression and hostility, aggressiveness, and irresponsible behavior. Furthermore, the IC subscale correlated highly with PAI aggression scales (ibid) and with the following MMPI-2 scales (Morey, 1996): PD (-0.49), Ma (-0.53) ANG (-0.77) and TPA (-0.76). These scales measure a tendency toward impulsiveness, low frustration tolerance abusiveness, unpredictable behavior, anger control problems, loss of self-control, and explosive behavior.

Figure 2.1. EQ-I Bar-On Model subscale.
**Ability Models of Emotional Intelligence**

Mayer, Salovey, and Caruso (2008) compiled a modified model of EI, which emphasized more on the intelligence and emotional growth cognitive components. Such a model investigates EI practically and in two cognitive and emotional systems: the system of identification of talents or inserting the information and ability to process emotional information completely, symbolizing rapid manipulation and referring to specific knowledge (Mayer & Geher, 1996).

Both these two systems (cognitive and emotional) act in an integrated model. Such a model is formed of four branches or components (Mayer & Salovey, 1997); each indicates a classification of the abilities which are arranged according to hierarchy and complexity. The sub-training of each branch has been organized as per the complexity of each branch, while such complexity highly depends on the model of the other branches’ training (Figure 2.2):
First branch: understanding, evaluating and expressing the emotion, which includes the ability to realize the emotion in physical states, self feeling and thinking, the ability to realize emotion in others, plans, works of art, language, voice, appearance and behavior, the ability to show precise expression of emotions and the needs associated to such feelings; the ability to identify between the precise and accurate, and improper and wrong expression of feelings.
Cognitive-emotional system in-circulation: this component includes recognition and insertion of information. EQ may not be initiated without the first branch (Fig 2.2, right side). Any time improper feelings are generated, one can move away one’s focus from the same topic, in the same manner that one has almost learned to focus on the feelings. Understanding the emotions, consideration and decoding of the emotional messages as they are expressed in one’s facial gestures, tone of voice, works of art, and other cultural works. Somebody who understands the laughing state on another’s face receives many things about the emotions and feelings of the person, in comparison with somebody who does not understand such issues. The ability of people in considering the evaluation and expression of their self emotional states and emotional states of others is different. Such abilities shall be deemed as the basis of temper feelings and states related information processing training. Also, the main emotional abilities are of certain importance; those who evaluate their emotions rapidly and accurately may better respond to other individuals and their surrounding environment. In evaluating emotions, other things matter, such as personal differences in the ability of accurate understanding and sympathy with others’ emotions. Those more skilled in this regard may better react to their social environment and make a proper social protection framework for themselves (Salovey, Bobdel, De Toyler, & Mayer, 1999, in Mayer, Salovey & Caruso, 2008).

The Second branch is the emotional facilitation of thinking. This includes the ability to prioritize and apply the personal thinking of each level of feelings relating to the objects, incidents and other individuals, the ability to establish or imitate clear and active emotions in order to facilitate judgment, realization and the memory associated to feelings, the ability to control temper fluctuations to generate multiple viewpoints and the ability to use the emotional states in order to facilitate problem-solving skills and creativity (e.g., feeling happy facilitates the basis for inducing reasoning and creativity).
This branch is associated with utilizing the emotion to strengthen the cognitive processes (Fig. 2.2, bottom).

Emotions are a complex organization of the physiological, emotional experience, and mental life awareness. Emotion determines two cognitive systems: realized feelings, when one thinks “now I am unhappy”, and the frequent (variable) cognitions; when one thinks “I am not good”, while being under unhappiness conditions. Facilitation of thinking emotionally is focused on the way emotional data enters the cognitive system and changes the cognition to assist in thinking.

The emotions may impose, at times, on the cognitive system, so that the cognitive system is oriented towards what is more important (Simon & VonKorff, 1991), or can even be focused on a better temper (Palfai & Salovey, 1993). Emotion changes cognition, making it positive when one feels happy, and making it negative, when one feels sad (Payton et al., 2008).

Such changes make the cognitive system consider the surrounding world with respect to various viewpoints, for instance, frequency between doubt and optimism. The advantage of such frequencies is obvious; changing one’s viewpoint between doubt and optimism makes one powerful to investigate an extensive range of possible actions and results (Mayer & Hanson, 1995). Apart from that, some scholars (e.g., Isen, 2009; Palfai & Salovey, 1993; Schwarz, 1990) believe that emotion makes a different mental tendency, which is of less or more conformity to solve some certain types of problems; that is, various emotions generate various information processing styles.

Positive temper, for example, facilitates the mental states in order to generate creativity in thinking and friendly behavior to make new relations (Isen, 2009). Negative temper establishes a kind of mental state in which the problems are solved with difficulty and with more focus and consideration on details. Palfai and Salovey (1993) expressed that these two different information processing styles are effective for two different types
of problem-solving duties: inductive and deductive problems. Also the emotionally intelligent people are able to have training and direct emotionally stimulated qualities. For instance, some students may stimulate themselves to commence studying by imagining the negative effects of failure by expressing sentences such as “the exam is difficult” and by making a fear state; while other students may motivate themselves for studying by reminding themselves of their previous achievements. Motivating the positive temper results in fortifying self-confidence and insisting on due diligence in task fulfillment.

Third Branch: understanding and analysis of emotional information or application of emotion knowledge, which includes the ability to understand the relationship between the various emotions, ability to understand the causes and the feelings, the ability to change complex feelings such as various emotions and contradicting feeling states, the ability to understand and predict the potential transfer of emotions, such as transfer from anger to satisfaction or from anger to shame, the ability to label the emotions and recognize the relations between emotions and words used to describe the same. Such branch is related to emotion processing (Fig. 2.2, left side).

The third emotional branch is related to the emotional system of fundamental knowledge. The main ability in this level is related to the ability to label the emotions or words and recognizing the relations between the words and evident samples. Emotionally intelligent people are able to realize expressions which are arranged in a set of familiar words and a group of emotional expressions which are arranged in a class of unknown words (Engle, Carullo, & Collins, 1991). For instance, people have learned that some words such as anger, unhappiness, and suffering may be classified in the same category (i.e., anger). Perhaps, the relation among such expressions is guessed, so that, in case the stimulators are not removed, then suffering and unhappiness may result in anger (Salovey, Hsee, & Mayer, 2001).
In order to understand the concept of emotion, one should learn what is transferred by emotion regarding the relations. For instance, Lazarus (1991) described the concept of “relation main contexts”, which forms the main loss or advantage in compatible facing that makes the basis for any emotion and is related to various types of feelings. Anger is the result of an insult suffered by oneself and feeling guilty due to failure in observing a mandatory order (Lazarus, 1993). Understanding and analyzing emotions includes the ability to recognize transfer among the emotions. For instance, Gausel and Leach (2011) discussed in detail how the feeling of shame -- and not feeling of guilt-- is the initiation of the anger state. People may totally feel ashamed while they are angry (Tangney, Wagner, Fletcher, & Gramzow, 1992). Those who understand emotions and their meanings will have a way of composing and improving of the same beyond time limits, and have the talent to understand the fundamental facts of human nature and interpersonal relations.

Fourth branch: intelligent arranging of emotions for emotional promotion and intelligent growth, which is the ability to suspend the feelings, either desirable or undesirable. This includes the ability to challenge or escape from an emotion in a wise manner, depending on the learning or the understood interest, the ability to wisely control the emotions in interpersonal communication with oneself and with others, the ability to arrange the emotion in oneself and in others via adjusting the negative emotions and increasing desirable emotions (Fig. 2.2, top).

Emotional knowledge helps the fourth component of EQ (i.e., managing emotion). However, these people will grow the abilities associated to such field to use the respective knowledge practically. The skill of arranging emotion results in keeping the temper and solutions for temper rectifying, such as avoiding undesirable activities or looking for rewarding activities. Those who are unable to control their emotions are more likely to experience negative feelings and remain under a weak mental state (Arbib & Rizzolatti,1997). The knowledge of the cause for emotion is acquired via experiencing the
reflection of emotion first and we will then be able to establish theories about the reason and the way of stimulating emotions under various circumstances. The ability to understand and analyze emotional experiences results in the ability to understand oneself better in relationship with one’s environment, which accelerates the effective arranging of emotion and fortification of being good. In psychiatric literature, this state is known as emotional literacy (Perry, 1997).

Emotional control begins with emotional understanding. When one has a proper emotional understanding of one’s temper and emotion in the first place, a range of knowledge is made to control and face these feelings. In fact, an emotionally intelligent person may regularly face the temper unstable states, which requires the ability to understand temper. Sometimes emotions are complex, unknown and irregular; a skilled controller will understand some of the various emotional guidelines with high flexibility. For instance, widening the spectrum of feelings is good, but not for all occasions. Generally speaking, any person will experience some harmful incidents at any given time. Controlling the emotion includes understanding the form of emotion from its procedure in one’s relations with others and one’s surrounding environment. Such relations may act in an effective and ultra-social manner and may also make for stronger social protective networks.

Various definitions of EI have been given in two general and scientific fields simultaneously with the appearance and development of EI. The three discussed concepts are: EI as the time spirit or the cultural orientation of a certain era, EI as a set of personality characteristics and finally, the scientific view with respect to EI as a set of mental abilities in emotional information processing.

The EI and concept of time spirit: the general territory of the EI is a concept which is defined as the spirit of time; meaning, intelligent or emotional orientation, which identifies the time of the cultural and political movement. The peak of EI extension
occurred with the publication of articles on the importance of EI in academic and career success (Goleman, 1998). The main discussion in these reports focused on the neglected part of personality, which increases one’s chance of achieving one’s goals. The reason for such focus was the total agreement of the authors with two cultural parts in western thinking: conflict between emotion and wisdom and conflict between elite-orientation and egalitarianism. The history of fight between considering and neglecting emotion in western thinking is quite old. The movement of stoicism in ancient Greece (approx. 200 BC to 300 AD) related to the role of emotion in establishing a good and desirable life. According to the Greeks, mood and humor, shock, fears and interests are quite self-oriented and unique and thus may not be trusted. In the stoicism philosophy, the wise man did not approve of any emotion or feeling. The Stoics transferred the moral and social concepts which have been a heritage from western civilization, into the internal structures of Christianity which eventually resulted in accepting the anti-emotional thinking. Gradually, since the late 18th century, the feeling movement in Europe emphasized sympathy, intuitive thinking and emotion. Authors, musicians, feminists and even some mental patients made a series of movements against the dominant solid, self-oriented and classic codes in western culture and art. They believed that feeling is a reality, and is the reason of existence of the feeling of loneliness and alienation in individuals. Thus, in order to face the same, expression of personal interests and influence in poetry and prose are essential; Allport (1961), Maslow (1998), and Rogers (1995), as the supporters of the human-oriented psychology, started political activities within the psychology framework and even further, they faced some beliefs such as “man is naturally weak and may easily be affected” by society (p. 100). They argued that all the people are autonomous and the fundamental need of people is having a good feeling about themselves, direct experiencing of their own emotion and emotional growth.
The second conflict and in fact the other element of the time spirit, was the contradiction between realizing the personal differences and emphasizing of personal characteristics. One viewpoint made with respect to intelligence eventually became generally accepted in the West, when Herrnstein and Murray (1994) extended the Bell Curve. They believed that the people are on a curve as per the intelligence feature and such differences are fixed and are changed with difficulty. Later the scholars indicated that low intelligence is the reason some people have weak performance, and on the other hand, some with higher intelligence show a higher efficiency. The prevalence of various intelligence-based differences, such as the discussion between genders, tribes, races and religions have resulted in serious conflicts.

Addressing of the EI was a response to the Bell Curve to some extent. Promptly after the Bell Curve definition, Goleman (1995) identified EI from general intelligence and expressed that: “in comparison with general intelligence, EI is stronger and the important EI abilities may be learned”. In this regard, the cultural conditions or the value of the time spirit of EI was egalitarianism; in other words any person may be intelligent emotionally; furthermore, the emotionally capable society is a society where anybody, even those who are not considered as intelligent, may be intelligent.

**Emotional Intelligence Personality- Social Viewpoint (Mixed):**

EI has been applied by some scholars to define the abilities which indicate some personality aspects. Mayer, Salovey, and Caruso (2000) identified the ability model from the mixed model of EI. The mixed model includes an extensive range of the personality variables, which are against the Mayer and Salovey ability model, which is totally cognitive. One totally different aspect of these two models is the difference between the concepts of character and information processing of EI. Such aspects of
differences are obvious in the different viewpoints and operational definitions made by the theory makers of the mixed and ability model.

With regard to EI and the concept of personality, the personality psychological issue is the study of the various psychological parts, organizing and growing the same with the purpose of relating the various parts of mind such as defensive mechanisms, structures, and performances (Mayer, 2001). The question posed here is: Does the Emotional Intelligence apply for general character description? The answer to this question depends on the way one imagines man’s personal system (Payton et al., 2008). The expressions which are sometimes used by people for EI imagination, such as motivation, emotion, cognition and awareness, are considered the four main processes which form the physiological basis of personality. The internal motive basis is essential to evolve the interests, dependence and safety of an individual. The emotion system includes internal experiences in response to the external relations. For instance, if we believe that others like us, then we will feel happy; on the other hand, if we believe that others treat us badly, then we will feel angry. In comparison with this set of mental mechanisms, cognition has a more external nature. In fact, one of the purposes of cognition is to help establish a satisfactory protection from such motives and maintain desirable emotions, as well as thinking about addressing the internal interests such as imagination.

On the other hand, cognition serves in drawing plans of the external world, testing and experiencing the same, effective independence, and identification between imagination and data processing. Awareness is one’s knowledge of the other parts of mind. Such a state is always kept when one is awake, although it is possible that due to fatigue, the stimulation and other conditions of awareness state might fluctuate. Some believe that awareness tends to move toward creative change; it stops and changes the
direction of the mind’s current operations, when the mind may not properly find the solutions. In fact, awareness provides opportunities for such change of direction. Figure 2.3 gives a schematic outline of the major systems of personality (Mayer, Salovey, & Caruso, 2000).

<table>
<thead>
<tr>
<th>Level 3 Mental characteristics</th>
<th>Self-based features, such as: self-respect, self-awareness, personal intelligence, self-strength</th>
<th>General features, such as: extrovert, verbal intelligence, friendly relations, responsiveness, decisiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Mental plans</td>
<td>Models of one's self, e.g. self concept, self-ideal, identity, history of life</td>
<td>Models of one's self in the word, e.g. roles, dependencies, likening, leadership codes</td>
</tr>
<tr>
<td>Level 1 Mental mechanisms</td>
<td>Main motives, e.g. tendency for eating, drinking, sleeping, relation with others, self-defense</td>
<td>Main emotions, e.g. feeling happy, unhappy, anger, fear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Main cognitive operations, e.g. learning, remind, judgment, comparison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Main awareness, e.g. knowledge, consideration of mental flow</td>
</tr>
</tbody>
</table>

*Figure 2.3. Schematic outline of the major systems of personality (Mayer, Salovey, & Caruso, 2000).*

The First part of personality is a series of models from one’s own main motives, for example, a tendency for eating, drinking, sleeping, relation with others, and self-defense, which are formed by learning (Figure 2.3). Such models include a series of aspects as follows: main emotions, for example, feeling happy, unhappy, anger, and fear. Main cognitive operation (e.g. learning, remind, judgment, comparison). Main awareness, for example, knowledge, consideration which are merged into mental flow.
The second part of personality is a series of models from one’s self surroundings and world and one’s self in the world, which are formed from learning (Figure 2.3). Such models include a series of aspects of the personal motives, emotions, cognitions and awareness states, which are merged into a series of plans in them and the surrounding world.

The third part of the personality is character, that is, when a motive, emotion or thinking is continuously present in one’s model of the surrounding world, then the character of the individual is formed. For instance, if a child watches a scene of someone fighting with a someone, the behavior of hitting the doll and quarreling with the parents, and so forth, will appear which indicates the quarrelsome characteristic of such a child. Generally speaking, the features are different from simple motives, emotion and cognition, which are generated from interaction of one’s self or the world acquired models. This is a relative definition for personality; while it is enough to understand the EQ expression according to the personality. For instance, we learned that emotion merely covers one out of four personality fundamentals, which is different from cognitions, motivation and awareness.

The EI and mental ability concept: in this expression, EI is a composition of mental ability, skill or capability which focused on emotional information processing. Thus, the main task is conceptualizing those abilities which make the emotional intelligence, as well as establishing some methods to measure such abilities and understand whether EI is equal to a standard intelligence.

Intelligence is defined as a set of mental abilities. Ability, of any kind, describes a feature according to which one is able to successfully perform a task which has been described as difficult (e.g., acquiring certain and proper result). For instance, physical ability may be equal to lifting of a 100kg weight and mental ability includes measuring one’s performance, such as remembering seven numbers in a row. In this regard, mental
ability is equal to mental talent and similar to mental skill, which especially expresses some of the learned items. It is also similar to the mental ability which requires the ability of meeting a certain criterion.

Mental ability may be different from other abilities such as separating thinking, and problem-solving. The theories proposed in the 20th century are enough to describe and re-evaluate what is and is not considered as mental capability. For instance, those scholars who apply EQ to describe the multiple aspects of personality often consider the personality features as ability or talent. Also, Bar-On (1997a) addresses the non-cognitive talents such as courage. Goleman (1998) refers to the creativity and discipline of employees expressing such abilities. All these relations are valuable; however, does describing this model establish a correct and precise application for the ability concept?

Considering the extent of personality and all its parts, one may respond to the question: “what is and what is not intelligence?” (Mayer, 2001). In this viewpoint, cognition, emotion and motivation do not cover all of one’s personality and also mere presence of some of the cognitive abilities does not make up intelligence. For instance, social people undoubtedly process social information as they interact with others. However, the main point of sociability is interacting with others and not social problem-solving. On the other hand, social intelligence includes understanding, persuading others, strong control of relations, establishing a harmonious group and other similar issues. Thus, sociability is not social intelligence. Generally speaking, personality features such as responsiveness, sociability and optimism are not social intelligence, as none of them focus on problem-solving.

Now we consider EI. Emotion conveys a series of meanings. For instance, the experience of anger usually indicates the existence of understood injustice or interruption in achieving a proper objective and the experience of sadness. Emotion is developed in predictable models and under complex social situations. Let us presume
that if somebody feels happy and sad simultaneously, there are only a few incidents that would result in such reaction. Intelligence is essential to find those types of incidents which result in such feelings. In other words, the intelligence system has the capability to identify and insert the information and furthermore, the ability to process the information. In short, emotions satisfy this comprehensive and complex coded system.

Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science writer who has previously written on brain and behavior research for the New York Times, discovered the work of Salovey and Mayer in the 1990s. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman’s model outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one’s emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to others’ emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic
clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999). Figure 2.4 illustrates Goleman's conceptual model of emotional intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

<table>
<thead>
<tr>
<th>RECOGNITION</th>
<th>SELF Personal Competence</th>
<th>OTHER Social Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Emotional Self-Awareness</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>Accurate Self-Assessment</td>
<td>Trustworthiness</td>
<td>Empathy</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>Conscientiousness</td>
<td>Service Orientation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGULATION</th>
<th>SELF Personal Competence</th>
<th>OTHER Social Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>Self-Control</td>
<td>Relationship</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>Conscientiousness</td>
<td>Management</td>
</tr>
<tr>
<td>Adaptability Achievement</td>
<td>Drive Initiative</td>
<td>Developing Others</td>
</tr>
</tbody>
</table>

Figure 2.4. Goleman’s (2001) Emotional Intelligence Competencies.

Measures of Goleman’s Model

Several measurement tools have been developed based on Goleman’s model of emotional intelligence and its corresponding competencies. Included among these are the Emotional Competency Inventory (ECI; Boyatzis, Cowen, & Kolb, 1994), the Emotional Intelligence Appraisal (EIA; Bradberry et al., 2003), and the Work Profile Questionnaire - Emotional Intelligence Version (WPQei; Performance Assessment Network, 2000).
Emotional Competency Inventory: Daniel Goleman developed the Emotional Competency Inventory (ECI) as a measure of emotional intelligence based on his emotional intelligence competencies as well as an earlier measure of competencies for managers, executives, and leaders (the Self-Assessment Questionnaire) by Richard Boyatzis (1994). The Emotional Competency Inventory is a multi-rater (360 degree) instrument that provides self, manager, direct report, and peer ratings on a series of behavioral indicators of emotional intelligence. It measures 20 competencies, organized into the four constructs outlined by Goleman’s model: self awareness, social awareness, self management, and social skills. Each respondent is asked to describe themselves or the other person on a scale from 1 (the behavior is only slightly characteristic of the individual) to 7 (the behavior is very characteristic of the individual) for each item, and in turn these items are composed into ratings for each of the competencies. The respondent is left with two ratings for each competency: a self rating and a total other rating (made up of an average of all other ratings; Boyatzis, Goleman, & Rhee, 1999).

Emotions and Behavior

The concept of character of EI is associated with behavior inter-situational indexes such as courage and optimism, while the concept of information process is related to some abilities, such as the ability to realize, express and label the emotions. The concept of character is rooted in the personality framework, which is measured via the self-assessment questionnaires which assess a certain behavior (Bar-On, 1997b; Salovey, Mayer, Goleman, Turvey, & Palfai, 1995). Such a viewpoint in EI investigation is affected by personality variables (such as sympathy, and being shocked) and the structures which are potentially in regression with the same (e.g., motivation, self-awareness and hopefulness). In contrast, the information processing viewpoint is
more focused on the useful section of the EI and its relationship with traditional intelligence.

One of the aforementioned model theory makers is Goleman (1995), who established the concept of IE on five fields as follows:

Being aware of one’s emotions or Self-awareness --feeling recognition as it happens-- is the main basis for EI. It is possible that the ability to control is not predictable; then emotional control focuses on investigating the different emotional paths and correctly choosing one of them. For instance, case one is angry with his wife, then is it better to hide it so that both may calm down? Is it possible to neglect the anger, without specifying the cause of such anger? Emotional control is necessary for conformity of the potential emotional reactions under various situations, which allows one to step into a path where one may think or act better. The ability to help others in order to increase or compensate for temper is an important skill. The various social networks depend on the generation of practical and emotional gap against life’s negative incidents (Strobl & Bruce, 2000). For instance, people are always aware of the effectiveness and social value of helping those who like them and showing a good feeling with respect to this fact. Thus, those who are able to control others’ emotions are aware of each moment of feelings for psychological vision and self understanding. Those who are more confident with regard to their feelings and emotions show more training in directing and controlling life incidents.

Controlling emotions: controlling emotions in a proper manner is a skill which generates self-awareness. Efficient people may better “dispose” of the negative emotions, such as hopelessness, stress and excitability, and are faced with fewer problems in life issues. Furthermore, they (when a problem situation occurs) may rapidly return from the problematic and improper situation to desirable conditions. In contrast,
those who are less able to control their emotions are always involved in helpless feelings.

Self-motivation: this component is related to the focus of the emotions on achieving the targets with sureness, consideration and creativity. Self-motivated people delay satisfaction, know when to suppress demands and often embark with the aim of completing an action. They are always trying, and they tend to always be effective and productive.

Realization of the emotions in others: sympathy is the basis of public training. Those who enjoy this realization are acquainted with the elegant social hints and interactions which indicate the others’ needs and demands. Having this skill strengthens the job effectiveness of people in educational, professional and managerial fields.

Relations control: skill in this field is accompanied with the common ability to control emotions and have compatible interaction with others. It is also related to the natural aspects of leadership, as well as having regular and harmonious interpersonal relations.

Also in his book titled “Emotional Intelligence at Work”, Goleman (1998) classified these five abovementioned components into the following emotional abilities: political awareness, employee discipline, self confidence, awareness and progress motivation, stamina, optimism, and self control. The question posed here is: “stamina, political understanding, optimism and other similar issues are parts of the EI and if not, then what are they?” In responding to such questions, Mayer et al. (2005) earlier presented a model of personality components categorization as a set of systems of the main parts of personality.

An energy network includes the personal motivations and emotions that facilitate the general path for fulfillment of works. This system indicates the tangible involvement system, meaning the lowest motivational and emotional levels of the
personality system. The respective side parts include motivation, need for progress, need for wisdom, need for power, motivational levels, stamina (stability), eagerness, emotions, happiness, anger, sadness and depression, emotional style, being emotional and emotional stability.

The cognition and awareness factor includes the reserve of personality information, feelings and thoughts about oneself and the surrounding world and acting according to this information. The respective side branches also include the ability and progress, verbal intelligence, area intelligence, emotional intelligence, cognitive styles and optimism-pessimism.

“Role playing” includes the design of important social activities such as leading or obeying others, sympathy, and having a good effect on others. This system is associated with the networks of expression, extrovert, introvert and role playing ability.

“Aware manager”, which is the center for self-awareness, includes self-awareness and self-control. The aware manager’s behavior is based on creative thinking and high level performance of time personality, which is necessary and includes awareness and high-low decisiveness.

Now, we consider the stamina and eagerness, optimism, political understanding, and self-control, which some of the scholars regard as forming certain aspects of EQ. Stability (stamina) and eagerness are in the energy network, which help guide one in facing obstacles. Optimism is a method of predicting the surrounding environment, which is in the second system, that is, knowledge factory. Political understanding is related with the role player; for instance, can one acquire the others’ support in a meeting and determine a certain place for oneself. Self-control is positioned in the awareness management branch. For instance, can people change themselves into better persons? Such skill is mandatory for one’s whole life.
Social Thinking and Behavior

Simultaneously with appearance of man’s civilization, some philosophers such as Pascal, Kant, Aristotle and Plato embarked upon studying the role of feeling in thinking and behavior. Plato was one of the first who introduced feelings as the primary and animal nature of the human and in contradiction with wisdom. Today some effects of this idea still remain. Perhaps, investigating the role of feeling still remains the final frontier of scholars’ efforts to understand man’s behavior dynamics. Although it is possible that most of us are aware of the critical role of feeling and temper states in our mental and practical life, even until recent times we have had no complete and precise understanding of appearance and actions of such effects. Recent investigations in psychology and anatomy of nerves indicate a different view of feelings, according to which feeling is generally useful and even makes the main element of a compatible response in a social position. A study of brain-damaged patients indicated that those who are unable to properly experience social relations due to the damage act unsuccessfully in social decision making; also their social relations are harmed, even if their intelligence abilities are unharmed.

Damasio (1999) believed that the evolutionary affectionate processing is in priority of the complex forms of information processing, cognition to the guidance of evolutionary feeling processing is in priority of the information processing complex forms, cognition to the guidance of the feeling processing is in more need following the admirable and effective growth of the recent researches. Regarding feelings, it is desirable that we may investigate the multidimensional feelings in thinking and daily activity with more emphasis.

One important aspect of EI is to know how these feelings effect action and how it is possible to arrange and control them. This discussion is not only considered by psychologists, but is also considered by anybody who wishes to know about the
complex role of feelings in daily life. Recent studies indicate that feeling and cognition are not separated; in other words, where mental independent abilities are concerned, there is fundamental regression in man’s social life between feeling and thinking. Feelings may affect the process of thinking (way of relation with social data) and contents of thinking, judgment and behavior (what we think or act). Perhaps the most fundamental effect of the feeling states is in reminding us of memories. Those who are in a positive temper state are reminded of more happy and positive memories and experiences from their childhood. Conversely, those who are in a negative temper state may be thinking about things that even endanger their future. Knowing these fine effects is an important component of EI, which helps in predicting and controlling situations.

**Emotional Intelligence and Stress**

In the current century, which is known as the stress era, anxiety and confrontation (compromise), and the ability of controlling undesirable emotions are of great importance for emotional health (Goleman, 1998). Confrontation means one’s efforts in controlling and managing a pressuring, stressful and challenging situation (Lazarus, 1993). The relationship between the processes of confrontation and conformity effects, include but are not limited to physical and psychological health, are considered by the personality researchers (Lazarus, 1993; Zeidner, Matthews, & Roberts, 2004).

Mayer, Salovey, and Caruso (2008) expressed that most emotionally intelligent people have more successful confrontations, as they understand and express their emotional states accurately; they know when and how accurately to express their feelings and may effectively manage their temper states. Accordingly, Bar-On (1997) also suggested that controlling stress and the ability for conformity are considered as two main EI elements. In other words, comparison of opposition may be considered as
EI in practice, dominance on emotions, emotional growth, and cognitive and emotional identification which allows one to grow.

**Violence in the Field of Health Psychology**

In the 1980s, excitation attracted attention of many researchers in the field of psychology (e.g., Clore & Ortony, 2000; Frijda & Zeelenberg, 2001), and parallel to it, the passion for studying anger, especially the relationship between anger and cardiovascular diseases, increased significantly. Abundant studies exist on anger as associated with cardiovascular diseases; this is reflected in some scientific books (e.g., Chesney & Rosenman, 1980; Friedman et al., 2004; Johnson, 1990; Julius, 1992; Seigman & Smith, 1994 (cited by Taylor & Novaco, 2004) and published books for non-professional readers (for example Williams, 1994). Effective work in this field is addressed in books provided by Friedman and Rosenman as well as Barefoot, Dahlstrom and Williams’s studies, which evaluated the relationship between cardiac coronary diseases and practitioners’ mortality with the degree of their hostility (cited by Taylor & Novaco, 2004). In these types of studies, often there are no differences between violence and hostility.

Research conducted in these two decades have proven this fact (e.g., Dembroski, MacDougall, Williams, Haney, & Bluementhal, 1985; Sigman 1994 (cited by Taylor & Novaco, 2004). In recent years, researchers differentiated the structure of violence and hostility and in their point of view, anger is one of the risk factors for developing coronary vascular block. As Strike, Wardle, and Steptoe (2004) stated, the relationship between anger and cardiac coronary disease is powerful and stable. This fact was proven by data related to mortality rates gathered from one major sample in the prospective study done by Eaker, Sullivan, Kelly-Hayes, D’Agostino, and Benjamin (2004) and also verified by Rosenberg et al. (2001). The relationship between anger and
stroke and myocardial infarction is already well known (cited by Taylor & Novaco, 2005). Bakan and Akyol (2008) also concluded that the frequent and intense nature of cardiac coronary obstruction has a powerful relationship with a degree of violence and hostility.

Interestingly, the tendency for studying anger and violence has increased by its relation to medical disorders. During the present time, many people died due to violence and hostility; although the cause of most victimization is external anger (death due to injuries on the body tissue resulting from violent behavior). Therefore, the harmful effect of violence is either internal or external and people may lose their lives due to violence and anger. Always there are many interpersonal and social problems induced by emotions; violence is the most predictable outcome. It appears that researchers did not pay attention to this death effect because violence was not problematic in their clients, such as company managers. Since violence became measurable and treatable in the medical and laboratory environment, its attraction and popularity increased as a subject for research.

In the United States (Skala et al., 2006) the relationship between violence and cardiovascular disease has received attention from researchers. Also, violence makes people vulnerable to other physical diseases and medical conditions (Taylor & Novaco, 2005). For many years, it was recognized that violence was associated with increased excitability of the cardiovascular system, and this system has a mechanism for converting human behavior and personality to the process of cardiovascular disease (Simon, 1991, cited by Taylor & Novaco, 2003). About the role of anger and violence that results in cardio-vascular disease, intuitive comprehensions emerged some time before medical professional approaches and determinant research of Bar-On (1997).

More recent studies support the anger-coronary heart disease relationship. Rosenberg et al. (2001) examined the relationship between anger and coronary heart
diseases in 12986 males and females. Their findings demonstrated that the rate of risk for developing coronary heart disease was 2.2 times more in the group with high anger level than the group with low anger level. Increased anger levels in adolescence can be a predisposition for developing cardiac diseases in later life. In one follow up study performed on 1055 medical students, Chang, Ford, Meoni, Wang, and Klag (2002) found that people who were angry in their early adulthood had a greater chance of developing coronary heart disease or for developing premature myocardial infarction, 3.5 and 6.4 times respectively than the group with low rate of violence. Nevertheless, in a prospective study done on a major sample, Eaker et al. (2004) found that violence and anger can predict the cardiac conditions and mortality in men but this is not true with women (cited by Elias et al., 2001). For hypertension, Johnson-Frey et al. (2003) stated that most available evidence shows that anger suppression is one of the features found in patients with hypertension. Although analysis performed by Suls, Wan, and Costa (1995) demonstrated that anger effects on blood pressure were variable, in other analysis, investigators (Schum, Jorgensen, Vehaeghen, Sauro, & Thibodeau, 2003) concluded that unexpressed anger is related to the expansion of hypertension.

With regard to abovementioned issues, we can state that much experimental evidence indicated existence of a high relationship between anger and cardiovascular system deterioration. This evidence has been provided by epidemiological studies and experimental research. Epidemiological studies related anger and violence to cardiac malfunction and mortality, while laboratory works documented hypertension in predisposing people during reaction to conflicts and demonstrated that the more people get angry, the more are they at risk of developing cardiovascular system malfunction.
Anger and Emotional Intelligence

Anger is defined as the subjective experience that accompanies certain forms of aggression, and a state of psychological arousal that increases the probability of aggression. Anger can also be an alternate emotion and a natural emotional outcome response to pain of one form or another (physical or emotional). Anger can happen when people do not feel fine; they feel rejected, discouraged or deprived by experiencing some loss. The type of pain does not matter; the significant thing is that the pain experienced is unarguable because anger never occurs in isolation; it is necessarily preceded by painful feelings. Anger is often characterized as a secondhand emotion (Lazarus, 1993).

Anger arousal indicates that the particular appraisals often identified as causes of anger frequently only serve to affect the intensity of the anger generated. Research into effects of physical pain or other physically unpleasant conditions or involving social stresses suggests that decidedly aversive conditions are a major spur to anger (Scherer, 2001; Smith & Lazarus, 1993). A great many people are angry at one time or another. After surveying studies dating back to World War I, Averill (1983) concluded that “Depending upon how records are kept, most people report becoming mildly to moderately angry anywhere from several times a day to several times a week. Perhaps because this emotion is so common, specific definitions of this term often vary in detail (Averill, 1983; Kassinove, 1995).

In articles about anger, investigators inquiring into the development and functioning of emotions would do well to devote more of their effort to studying this particular affective state. Anger is a socially very important emotion, one that has attracted a great deal of mass media attention. It has received attention from various health fields, but it also presents emotion theorists with a number of intriguing conceptual questions. According to Watson, Wiese, Vaidya, and Tellegen (1999),
positive affect is typically associated with approach tendencies, whereas negative arousal is usually linked to an urge to avoid the instigating stimulus. Anger seems to be relatively unique in this regard and is often associated with approach rather than with avoidance inclinations (Harmon-Jones et al., 2003). Then too, research into the conditions for anger should also include the theoretical controversy as to whether emotions can be evoked independently of cognitions.

**Relationship Between Stress and Emotional Intelligence**

Stress and EI are two humanistic approaches, and are not independent from each other, like other physical and mental issues. The body and mind of man have permanent interactions. In some fields such as thinking, interaction between body and mind is maximized and in other fields such as the rehabilitation of an injured muscle, it is minimized. As two mental approaches, stress and EI are highly interconnected due to their common bases in the brain.

Anxiety is of certain significance in stress destructive effectiveness on any kind of mental performance. However, anxiety in one aspect is a useful deviated answer. A quite enthusiastic mental readiness against the threat is expected. However, when such mental concern is limited in an old procedure, which controls one’s attention, then it is turned into a catastrophic cognitive state, which brings unwanted effects on all one’s efforts for concentrating one’s thoughts on another situation. Stress decreases wisdom. For instance, in the complex and with a mentally high responsibility and pressurizing task such as controlling air traffic, suffering from serious, chronic stress shall definitely result in failure to complete the training course or failure in one’s career. A survey made in 1990 on air traffic control trainees indicated that those suffering from stress will potentially fail in practice, even if they obtain high grades on intelligence tests (Goleman, 2005).
Also stress causes disorder in any type of academic performance. Some 126 different studies on more than 36,000 people showed that the more vulnerable people are with respect to anxiety, the weaker their academic performance. The evaluation method used – test grades, total average or progress tests— did not affect the conclusion (Goleman, 1995).

When asking those vulnerable to anxiety to focus on cognitive work, such as classifying unknown objects into two categories, and explaining what is in their minds while working, it is observed that what is preventing them from decision making are the negative thoughts such as “I cannot do this task”, “I am not doing well in the exam”, and other similar issues. In case the anxiety of failing the test is influencing one’s mind while taking the test, then one’s focus on finding the correct answers will be decreased accordingly: our worries are changed into predictions, which come true, so that they direct us into the incident they had predicted.

On the other hand, those in control of their emotions may use predictable stress regarding the speech or exam they will do shortly, to motivate themselves for better readiness and eventually fulfill the same task well. Psychological classic literature has addressed the relation between stress and performance, including the mental performance, in a curve, on the peak of which there is an optimized relation between stress and performance, where the nerves are in balance, which causes considerable progress. However, quite low stress, that is, the ascending part of the curve, causes the person to be ignorant or less motivated for hard work to achieve desirable result, while high stress as represented by the other side of this curve, disturbs any efforts to perform good work (Goleman, 1995).

EI is considered as a set of qualifications and capabilities which enable us to have self-control and also be aware of others. In other words, EI is the intelligent use of emotions, and in the professional view, it means not to neglect our feelings and values.
and know their effects on our behavior. By investigating the results of studies associated with EQ and its positive effects on individuals along with the necessity of focusing on the mental health of humans, we understand that the long term existence of stressing stimulus plays a role in almost all diseases, as the body becomes vulnerable against those microbes to which it used to be resistant. Mental pressures may decrease immune system efficiency, hence reducing protection against diseases (Bayram & Bilgel, 2008). Apart from that, the stressing factors may create a series of problems with respect to the emotional reactions, thinking, behavior and interpersonal relations (Lin, Lee, Hsu, & Lin, 2011), and may also result in stress, anger, guilt and depression. Confusion, difficulty in focusing and tangible thoughts about the stressing situation are also common. Behavioral signs may also appear such as tremors, apathy and carelessness about physical status, and personal contradictions and vulnerabilities that usually affect relations with others; some mental problems are results of stressing stimulus and are worsened by them.

Lazarus (1991) considered that in public the most common disturbing factors include: worries about weight, health status of family members, and economic problems; among students the most disturbing factors include concerns about wasting time, feeling pressure to achieve high academic levels, behavioral and financial worries, and loneliness.

**The Solution Process as Advocated by EI**

First of all we should understand what we feel and act in two ways, verbal and non verbal formats to make a relationship with our feelings. Also, we should understand others’ feelings and act according to them. We should know that such emotions take priority in the thoughts (they become destructive in making certain thoughts), form the memory and generate different problem solving viewpoints, facilitate the duties (Smart
group); 80% of the achievements of people in society depend on their social or emotional intelligence, and merely 20% of it depends on cognitive intelligence and IQ (Goleman, 2005).

It is possible to predict one’s situation in personal and social life by evaluating one’s EI; five aspects are considered to evaluate EI, which include: maturity, sympathy, observation of ethical principles, being sociable, and feeling calm. One of the most complete scholars in this field is Bar-On (2002) who created the EI self-assessment questionnaire. Studies have proven that providing individuals with emotional and social training, which in other words is strengthening the EI, plays a major role in the success and progress in life and academic progress (Payton et al., 2008).

Bar-On (1997a) addressed a series of training, talents and non-cognitive abilities which increase one’s ability for success against the pressures and environmental exigencies. Thus, EI is one of the important factors in determining one’s success in life and directly affects one’s mental health. The results of certain studies indicated that learning a way to overcome stress is effective in preventing diseases, and training in disease prevention methods helps in promoting mental health in society (Bern-Klug, 2010). EI includes both internal and external components. The internal components include level of self-awareness, self-esteem, feeling of independence and the ability for self- flourishing and decisiveness. The external components include: interpersonal relations, easiness in sympathy and responsiveness. Also EI includes one’s ability to accept realities, be flexible, the ability to solve emotional problems, and the ability to solve and oppose stresses and shocks (Goleman, 1995). Studies show that there is a relation between EI and the interpersonal problems of students (Besharat, 2007). There have been no exclusive major studies and surveys regarding the level of effectiveness of EI on stress. Several studies on the level of mental health in the different disciplines may be indicated, including a study about improving students’ mental health via EI tests.
(Aminiha Najafloy, 2004), whose results proved that the regression between mental health and EI is about 60%. The higher the EI, the better the mental health; also the same study proved that the three subscales of EI including realism, tolerating mental pressure and self-flourish determine some 67% of general mental health. These findings are aligned with other findings made in this field.

According to Ciarrochi, Deane, and Anderson (2002), EI plays a major role in understanding the relationship between stress and three components of mental health, including depression, failure and suicidal thoughts. In another study, Ciarrochi et al. (2002) concluded that some of the EI components protect people from stress and direct them toward a better path (Salovey et al., 1995). In a separate study, Ciarrochi et al. (2001) concluded that those with ability to manage their feelings enjoy high social support, and this protects them from being affected by depression and suicidal thoughts. Also Tudor (1996) has explored some eight mental health elements for promotion and mental health. The opposition, controlling stress, identity and self-consideration, self-respect, self growth, autonomy, change, social movement and support, promoting mental health shall be performed from different environments. The two substantial environments for social-mental health are the workplace and academic setting.

Clinically speaking, for instance the acting out behaviors may be named to fortify the EI in decreasing the patient’s problems. From acting out conditions, people express their emotions freely, or react exaggeratedly for the unexpressed emotions. Thus, identifying the emotions and making relation with their feelings may be effective in adjusting their behaviors (Murphy et al., 2002).

**Emotional Intelligence and Interpersonal Communication**

Many of the elements outlined in this characterization are important concepts in an EQ framework. Bar-On (2002) lists interpersonal training as one of the main tenets
of EQ, while Goleman (2001) stresses the importance of vigilance in his achievement drive and initiative competencies. The ability to read and interpret body language is a central tenet of EQ, reflected in the social awareness branch of Goleman’s (2001) model, in the interpersonal component of Bar-On’s model, and in the emotional understanding branch of the Mayer and Salovey model.

Part of the prevention of potentially volatile situations is the ability to negotiate with others. In their development of exercises to be used in simulated negotiations, Ogilvie and Carsky (2002) integrated exercises to develop the EI of negotiators. They assert that the four branches of Mayer and Salovey’s model of EI are directly applicable to negotiations. Negotiators who can recognize emotions in themselves and others can better understand the reasons behind these emotional responses, leading to better outcomes in negotiation. Understanding how emotions change is also important as a series of positive and negative emotions are experienced during negotiations. Lastly, EI can also benefit community-based correctional service workers. In a study of the characteristics of the most effective probation officers, Andrews and Kiessling (1980) found that parole officers who scored highest on measures of interpersonal sensitivity (empathy) and socialization also reported the highest levels of satisfaction with their supervision in terms of the quality of the relationship they established with probationers. They were more likely to be prosaic in their verbal expressions, more likely to approve of probationers’ prosaic expressions, and were less likely to direct non-contingent or gratuitous expressions toward probationers. Finally, these probation officers produced probationers who had higher levels of respect for the law, court, and police and lower levels of reoffending rates. These two characteristics, empathy and socialization, are cornerstones of EI. They are listed as sub-components of interpersonal EQ by Bar-On (2005), and as a social awareness competency by Goleman (2001), and included under the emotional understanding branch of EI by Mayer and Salovey (1997). Socialization
is built on the ability to share one’s emotions while understanding the emotions of others. Clearly, EI is an important factor in the success of correctional service workers, whether inside or outside an institutional setting.

Preventing Problematic Behaviors: Aggression

In this field, the preventive programs are specifically used for problematic behaviors such as smoking, drug abuse, aggressive actions, and implemented suitably for the different stages of life. These programs should match and suit the initial preventive programs of the school. As an example the aggression prevention program is discussed here. As Noguera (1995, cited in Elias et al., 2001) stated, preventing aggression is even more important than academic achievement, which is the greatest aim of educational corrective interventions. In preventing aggression, two approaches can be named. The first approach: “the Resolving Conflict Creativity Program” (RCCP) designed by Lantieri, trains all students in attempts to resolve the arguments and challenges in school that serve as the sources of increased aggression. In this program students learn how to categorize their feelings, how to name and define them, how to show empathy for others’ feelings and how to defend their rights without aggressiveness. The second approach, which is generally based on general training in order to prevent aggression, is called “Positive Adolescence Choice Training” (PACT). It is the result of an important research background which proves that aggressive children and adolescents lack interpersonal training, programming, aggression management and other psychological training. This program helps adolescents make non-aggressive choices in irritating situations.

Relationship Between Learning and Emotions

In the past decade, studies have explored different learning theories that frequently focus on behavioral, emotional, and cognitive aspects. But the axis of the
recent research is based on deep understanding of different points of view (such as brain neurology, psychological researches) that believe meaningful and viable learning is a great personal phenomenon (McCombs, 2004). The studies related to the brain (e.g., Diamond & Hopson, 1998; cited in McCombs, 2004) indicate that even very young children possess enough capacity for complex thought. These researches also show that affection and cognition work cooperatively. Furthermore, emotion activates attention, learning, memory and other brain activities.

Mayer and Salovey (1997) mentioned that for centuries psychologists believed that the mind consists of three parts: (a) cognitive (including thought), (b) affective (including emotion), and (c) motivation (or conduction), and related intelligence is the result of mixing the concepts of different portions, judgment, reasoning, and abstract thinking. Love and Guthrie (1999) stated that only during the last decades has scientific research concentrated on the effects of emotional abilities on learning. The recent studies imply that emotion and intelligence are inseparable in learning (e.g., Elias et al., 1997) and also EQ is important in the correlation of humans and health (e.g., Seligman & Csikszentmihalyi, 2000; cited in McCombs, 2004).

As Salovey and Mayer (1990) stated, emotions are organized responses that start cognitive activities flexibly and control the actions. Emotions serve to equip individuals with precious information about themselves necessary for cementing relationships with others. Based on Mayer and Geher’s (1996) theory, people whose emotions and thoughts are unified can listen to the emotional definitions of their thoughts better than others and understand the others’ emotions by listening to them. One’s ability to recognize one’s emotions and relationships and reason and solve problems based on it, as Mayer, Salovey, and Caruso (2000) have proven, is the result of having high EQ. A combination of emotion and intelligence and their effects on decision making relates these concepts to the learning process.
Despite the fact that some individuals are unable to categorize the development of the student’s emotional life in the list of responsibilities during the special training, Elder (1997) believed that this attitude fails in facing the undeniable fact that students get connected to learning emotionally because students have emotions about what happens in the class. Therefore, at least a part of this emotion controls the way they interact in class. Elder (1997) asserted that this causes cognitive intelligence to tolerate being exposed to negative and positive emotions and can be a good criterion for realizing to what extent our emotional responses are based on logic.

Naturally, the phenomenon of logical emotions can end in the appearance of logical needs and predictable behaviors because awareness of our emotions, and the forthcoming judgment about the source of those emotions, is one of the important tools of learning and change (Coghlan, 1993). Posited that feelings, whether they are distorted, unwilling, or inadequate, all affect the learning process. These emotional feelings effect a person’s experience; furthermore, learning processes also result from a persons’s experiences. Thus it can be said that the final learning is the product of experience.

Now, if emotions are important in the learning process, are they still important in the students? Can we increase the EQ of students by helping them to understand that their emotions manage their anger, manage their stress, and monitor their interpersonal communication patterns? These are all a part of the questions addressed in this research.

**Need Theories**

According to learning theorists, individual differences are the result of learning. But how do such differences arise? Is our destiny as individuals simply the result of being in the right place at the right time? Surely, the orderliness of the universe is due to
something more than the whims of reinforcement. Consider siblings who grow up to be very different. How can that be if they have been exposed in the family to similar types of reinforcement and similar information? An obvious way to view individual differences is to argue that we are born with them. Need theory is an outgrowth of the idea that the energy, direction, and persistence of behavior are due to the existence of needs (Anderson, 1988).

**Social Learning Theory**

The social learning theory proposed by Albert Bandura (2001) has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, social learning theory holds that direct reinforcement could not account for all types of learning.

Bandura’s theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.

**Basic Social Learning Concepts**

Three core concepts constitute the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior.

Bandura identified three basic models of observational learning:

1- live model, which involves an actual individual demonstrating or acting out a behavior.
2- verbal instructional model, which involves descriptions and explanations of a behavior.

3- symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

**Intrinsic Reinforcement**

Bandura (2001) noted that external, environmental reinforcement was not the only factor to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioral theories, Bandura himself describes his approach as a “social cognitive theory.” Learning does not necessarily lead to a change in behavior. While behaviorists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviors.

**The Modeling Process**

Not all observed behaviors are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and **modeling process:**

**Attention**

In order to learn, you need to be paying attention. Anything that affects your attention is going to have a negative effect on observational learning. If the model is
interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.

**Retention**

The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

**Reproduction**

Once you have paid attention to the model and retained the information, it is time to actually perform the behavior you observed. Further practice of the learned behavior leads to improvement and skill advancement.

**Motivation**

Finally, for successful observational learning, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing others experience some type of reinforcement or punishment. For example, if you see another student rewarded with extra credit for getting to class on time, you might start to show up a few minutes early each day.

**Final Thoughts**

In addition to influencing other psychologists, Bandura’s social learning theory has had important implication in the field of education. Today, both teachers and parents recognize the importance of modeling appropriate behaviors. Other classroom strategies
such as encouraging children and building self-efficacy are also rooted in social learning theory.

In addition to education programs, social learning programs are frequently used in correctional interventions (Van Voorhis, 2000). According to Van Voorhis (2000), social learning approaches often integrate tenets of behavioral therapies, but the emphasis is on modeling or providing participants a means to observe and imitate the goal behaviors of the therapy. In the available meta-analytic reviews, social learning models are also referred to as life skills training (Garrett, 1985; MacKenzie & Hickman, 1998) intensive structured skills training (Andrews et al., 1990), skill oriented approaches (Lipsey, 1992), and modeling/role playing (Antonowicz & Ross, 1994; Gendreau, 1996; Gensheimer, Mayer, Gottschalk, & Davidson II, 1986). In addition, Gensheimer et al. (1986) conducted a meta-analysis of social learning treatments in the juvenile justice system, citing not only modelling as an intervention, but also behavioral approaches such as token economies, behavioral contracting, and positive reinforcement. The inclusion of behavioral treatments provides evidence of the overlap between social learning and behavioral programs. In summary, social learning programs are widely used because of their efficiency, cost-effectiveness, and researched effectiveness (Van Voorhis, 2000).

Counseling Theories

The client-centered theory

This theory was developed by Carl Rogers 1951. Emphasizing here and now, the client-centered counseling makes the client aware of his current feelings and behavior, and helps him try to change them in a desirable and acceptable manner on his own. According to Rogers, human beings are basically sociable, realistic, progressive towards
development and evolvement, purposeful, and trustworthy. They can blossom out in case the proper conditions are met; at the same time, they are seriously in need of attention and the feeling of being useful. If these needs are fulfilled, they will be content and satisfied. According to Rogers, humans are free but at the same time are responsible, because freedom without responsibility leads to chaos.

**Core conditions of client-centered counseling**

According to Sharf (2010), the three core conditions of client-centered counseling are: The counselor must understand client speech and feeling as expressed; the counselor must have unconditional positive regard, meaning unconditional respect for clients and consideration of their thoughts and feelings; and lastly, have empathy which refers to the counselor himself in his relation with the client (Sharf, 2010).

**Rational-Emotive Theory**

This theory was proposed by Albert Ellis (1957). According to this theory, human beings have an innate powerful tendency towards thinking both rationally and irrationally; cultural factors in general and family values and education in particular intensify the irrational thinking and make the individual anxious; anxiety is caused by the integration of an individual’s irrational thinking and belief system; being aware of the impact of numerous factors from the past on anxiety creation is not enough for making the desired changes.

According to the followers of rational-emotive theory, clients must basically learn to minimize irrational desires and expectations. They must also avoid dogmatic judgment about different issues and increase tolerance against failure. Finally, the clients need to continue life based on reasoning.
The rational emotive counseling aims at minimizing or eliminating the clients’ irrational thoughts and their belief system.

**Treatment Methods According to Followers of Rational-Emotive Theory:**

The following are treatment methods based on Rational-Emotive Theory:

In emotive therapy, counselors establish a relationship with clients, accompanied by the feelings of security and trust, is necessary for evolving his irrational thoughts and his belief system.

Under cognitive therapy, the clients are made aware of their irrational desires and expectations, and understand that they are required to let themselves be free from inappropriate insistences, musts and shoulds to get rid of anxiety.

Using behavioral therapy, clients learn to get rid of irrational beliefs through role-play, modeling, joking, and organized desensitization (Sharf, 2010).

**Reality Therapy**

Developed by William Glasser,(1984). Reality Therapy is based on the view that all people with different cultures have a unique psychological need, named identification, throughout their lives. In addition to understanding their uniqueness and difference from others, all persons must establish a meaningful relationship with their identity and consider themselves as the one having either a successful or unsuccessful identity according to their relationships with others (Glasser, 1992).

**The Reality Therapy Method**

1. The counselor accepts no excuse for the client’s irresponsible behavior.

2. He makes the client familiar with right and wrong behavior, emphasizing the client’s current behavior.
3. The clients are helped to take responsibility for their own behavior.

**The Steps of Counseling Through Reality Therapy**

The steps of counseling through reality therapy are given in the following:

First, is “establishing an emotional relationship” whereby the counselor must show intimacy, love and interest towards the client, and participate actively in the counseling process as a sincere person. Then, “emphasizing current behavior, not the feelings” where the counselor helps clients to become aware of their behavior, change it, and feel more content. All of these result in a successful identity.

Next is to emphasize the present or “now.” In reality therapy, what happens currently is emphasized because the past events are gone and making changes in them is impossible. Only the current and future conditions are changeable.

This is followed by “judging the behavior” in which clients must judge their behavior and evaluate the activities leading them to failure. Then, with this awareness the client and counselor devise a plan; through a useful and applicable plan, the counselor helps the client to transform unsuccessful behaviors to successful ones.

Once the plan is devised the client must be obliged to commit to put the plan into action. To do this effectively, the counselor must make clients understand that “no pretext is acceptable.”

The last step in reality therapy is related to punishments; each negative and scornful remark from the counselor is regarded as punishment (Sharf, 2010).

**The Individual Psychology by Adler**

The individual psychology has a holistic view towards a human being and emphasizes the personality unity (Adler, 1989). Some of its viewpoints are as follows:
The major part of individuals’ personality is formed during early childhood; however, people can create themselves later.

Some opportunities for selecting the specific individual beliefs and behavior are created in adolescence through going beyond the past, becoming more aware of the present, and setting goals for the future.

Regarding the personality concept, Adler emphasized human wholeness. He emphasized the personality unity and considered it as originating from a special cultural and family context developed through the individual’s attempt for a valuable purpose in life. The societal context is highly influential in social development and this development cannot be understood without its effects. Hence, the human relation role is much more important than internal psychological dimensions in personality formation.

Adler contributed greatly to counseling. Some of his outstanding ideas are societal interest and birth order. Societal interest, for example, refers to the human need for experiencing the feeling of belonging; an emphasis on belonging and attachment to humanity. Birth order suggests that the psychological and time order of children, influencing their behavior and perhaps, their understanding of themselves and their surrounding world (Sharf, 1994).

This research has its theoretical basis in Adler Group Counseling interventions used to teach anger management, stress management and interpersonal communication skills. The books by Motaby and Fathey (2006a, 2006b, 2006c) from which the group counseling sessions in this study were taken, describe the Adler Group Counseling approach for anger management, stress management and interpersonal communication skills training.
Background of Study (International)

Many studies have examined the relation between stress and the socio-emotional potentials. Schutte et al. (2001) reported that the range of EQ (using the Assessing Emotions Scale, IES) at the beginning of the school year can predict the freshmen’s GPA at the end of the year significantly ($r = .32$).

Studying the relationship between EI and anger is a challenging field and the research around this subject mostly has produced inconsistent results. Barchard (2003) did a study on a 150 student sample with an age range of 21.5; some 94 of them were female. In about two months he performed 31 scales in EQ, 12 in cognitive capabilities, and 23 scales in personality. In the first phase of analysis he studied the capacity of each item to predict anger and its improvement using multiple regressions by taking advantage of all the instruments; so each field was considered as a separate set. Next, he studied the instruments within each field in order to find the most useful for predicting academic achievement. To do this, two statistical methods were used: (a) correlation between each predictor and academic achievement and (b) increase of the square of multiple correlation coefficients. Then, he selected the best predictors to find out whether EI can predict academic achievement, as in other fields. He found that the field of cognitive capability and personality are more successful in predicting academic achievement. In other words, when only one instrument is used some of the EI scales (especially emotional understanding scales) can be used in predicting academic achievement. But if these measures are dependent on cognitive capabilities and personality characteristics, they cannot improve prediction of academic achievement.

Barchard (2003) refers to two research studies in academic achievement that studied the procedure of the EI predictor and both of them used their own self-rating scales. In the first study, Swart (1996) noted some logical differences in the total EQ-I scores of the academically successful and unsuccessful students, by considering the
annual scores. In the second study, Bar-On (1997) found logical differences in the self-reported success among the successful, average, and unsuccessful military freshmen students in all 15 subscales of EQ-I. In none of the two studies was the effect size measured.

Some of the studies (Gough, 1993; Tenopy, 1967, cited in Barchard, 2003) have revealed that social intelligence is the academic achievement predictor. Wong et al. (1995, cited in Barchard, 2003) found that social perception (the ability to understand others’ emotional situations) among the university students works as a predictor of academic achievement by using GPA as the academic achievement index. On the other hand Newsome, Day, and Catano (2000) found a small relation between academic achievement and socio-emotional competence. Parker et al. (2004) assert that these contradictory findings could be the result of cognitive method problems. In their opinion some of the research concentrated on a limited range of capabilities (e.g., social perception or operational intelligence) or gave emphasis on anger in a very limited time span. This is also true of the research by Newsome et al. (2000). Their selected sample group was a non-homogeneous mixture of full time and part time students, young and old students, and junior and senior students. No doubt, full time and part time students experience different challenges and tensions uniquely based on the academic route that they undertake. Younger students worry about their marks, the quality of their studies and acceptance from their peers, whereas older students are concerned about financial matters.

Bar-On (2003) asserted that EI levels increase from early adulthood to middle age so students who have recently graduated from high school have a different rate of EI as compared to the older people who are accepted as expert students in the university context.
Parker and colleagues (2004) concluded that prediction of academic achievement, considering the EI variables, provides the results of the findings of Nelis Quoidbach, Mikolajczak, and Hansenne (2009) divergence based on the way the predictor variable becomes operational. When the relationship between EI and academic achievement is studied by using the whole sample group, the similar correlations’ model will be as well, as Newsome et al. (2000) reported. In both studies the total score of the short version of EQ-I were weak predictors for academic achievement.

Furthermore, Parker et al. (2004) mentioned that anger is strongly related to some aspects of EI (intrapersonal abilities, compromise, and control) which was measured at the beginning of the school year. Generally, these variables can help the successful freshmen (82% of successful students were correctly identified) in terms of anger be differentiated from unsuccessful students (91% of unsuccessful students were identified correctly).

Zins and Elias (2006) explored the relationship between EI and stress. The correlation between EI and stress was found to be statistically significant. Although there was a correlation between higher EI and higher life satisfaction and between lower anxiety and higher capability in problem resolution and better conceptualized checking, after checking the effect of cognitive abilities and personality, the covariance between EI and life skills training was 6% or lower.

Finally, in two other studies (Parker et al., 2004) EI was found to be strongly correlated to anxiety. In the study of Parker et al. (2004) the EQ-I questionnaire (Bar-On, 2002) youth version was used. Anxiety was highly correlated to some aspects of EI and this construction is a powerful predictor for anxiety. The students in the excellent level possessed higher levels of interpersonal abilities, adaptation, and stress management compared to the other two groups. Also the students in the average level
had higher marks in these variables than the group with anxiety problems. These findings were congruent with the results reported by Elias et al. (1997) as well as Zins and Elias (2006).

Parker et al. (2004) performed the short version of EQ-I on 372 full time freshmen students. After studying the year-end marks, the results showed a very strong correlation between the aspects of EI such as intrapersonal component, adaptation component, stress component and the year-end marks.

In all of these approaches positive effects on anger are seen, especially those approaches that made the teachers learn and use effective teaching methods; 83% of these programs affected academic achievements. Besides, 12% of these programs influenced anger without targeting it directly.

The Javelina Emotional Intelligence Program was developed by Texas A&M University, Kingsville, and the university received a national award from the American College Personnel Association (ACPA) for the program’s development. The emotional intelligence curriculum is taught in each of the university’s undergraduate academic colleges and focuses on self management, goal attainment and personal responsibility. The researchers indicated that students who completed the program had higher grade point averages (GPAs) and higher levels of retention than students who did not complete the program (Boyle, 2003; Low & Nelson, 2005). It is important to note, however, that this data is unpublished and has not been peer-reviewed.

Nelis et al. (2009) conducted one of the only peer-reviewed studies to date that used a controlled design to measure the effectiveness of an emotional intelligence training program on improving emotional intelligence levels in young adults. The authors developed an intervention program focused on four emotional intelligence dimensions (understanding emotions, identifying emotions, expressing and using emotions and managing emotions). The results demonstrated that students in the
training group were significantly higher in overall levels of emotional intelligence, as well as in emotional identification and emotion management, than student who did not participate in the training program.

Schneider et al. (2011) did a study on the relationship between student-faculty interactions and student dropout intentions. They developed an integrative model positing that the association between the frequency of student-faculty interactions and a student’s intent to stay in college is positive, and becomes more positive as faculty EI increases. Patterns of student attrition intentions are observed across different levels of faculty engagement and within and between high and low emotionally intelligent faculty groups. Findings revealed that frequent student-faculty exchanges significantly impact a student’s desire to stay in college and that student faculty interactions predict student attrition intentions more strongly for those students assigned to faculty mentors who possess higher levels of EI than for those assigned to faculty with lower EI scores.

**Background of the Study in Iran**

Ahmad Malshi Pour (2011) did a study on the role of emotional intelligence training on social and academic compatibility high school students of Iran 2011 - 2012. The study was a quasi - experimental pre - post design involving two groups of high school students. The experimental group was exposed to eight days on an hour to an hour and half sessions of emotional intelligence training, while the control group was only given pre - post questionnaires. ANCOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic compatibility were not significant.
Research conducted by Esmaiel Sadri (2009) on the relationship between EI and social adjustment on male and female students in a public university of central Tehran had the following results:

1- There is a positive and meaningful correlation between EI and social adjustment.
2- There is a meaningful difference between female’s EI scores and those of males in a way that girls’ scores are higher than boys’.
3- There is difference between male and female social adjustment, and girls are more compatible with society than boys.

Faraghdani (2004) investigated the role of emotional intelligence and anger management in 200 female university students. According to the results of this study there was a meaningful and direct correlation between EI and anger management of female students.

Another research project was carried out by Abdi and Sharifi (2008). The relationship between EI and feeling anger of Roudehen University students showed that a meaningful relationship existed between anger and EI of female students (Higher levels of anger and anger expression was an outcome of lower levels of EI).

1- All of the adjustment factors (family, health, emotional, except for occupational) can predict EI.
2- General adjustment and EI can control anxiety.
3- Adjustment factors differed in two high anxiety and low anxiety groups. Those individuals who had high anxiety showed less adjustment.
4- EI differed in two high and low anxiety groups and those who had high anxiety achieved lower intelligence scores.
Khosro Javid's (2005) research results also show that there is a meaningful negative correlation between EI and functions such as alexithymia and depression and anxiety. The comparison of both sex averages showed that there is a meaningful difference between males and females in their EI and the second factor which is measurement of emotion.

Shokouhi Yekta, Zamani, and Parand (2008) had conducted a test of EQI on students of governmental universities located in Tehran. Based on their findings between boys and girls EI in the total score and factors of self awareness, self control and empathy was statistically meaningful. But in factors of self care and social training between the average of married and singles scores in their total score on anxiety tests, no differences were observed. Also in this research, a positive correlation was noticed between EI and educational advancement.

Faraghdani (2004) directed a research study on the relationship between educational improvement and different types of dilemmas and EI in Tehran university students which clarified that men and women do not have any difference in total EI.

Afsha Niakan (2004) in his research in Al-Zahra university compared between emotional adjustment, social and educational adaptation among male and female students and found a meaningful difference between educational and emotional adaptation of students but observed no difference between general and social adjustment of boys and girls.

In research conducted by Ahankoub (1993) on the educational performance and social adaptation of Ahvaz school students, no difference was found between boys and girls in their emotional and social adaptation.

Research conducted by Zamani Forushania and Besharat (2011) on the relationship between emotional intelligence and perceived stress among female university students has shown that students of low EI get higher scores in stress.
In research conducted by Pourakbar (2007), *The role of emotional intelligence training in academic achievement in students of high school* in a research project studying the effect of predicting EI and educational success found a meaningful correlation between EI and academic achievement.

Dehshiri (2003) did a study on the validity of EI questionnaire EQI—the results of a *t*-test on different scores of EQ-I among male and female students and showed that among these groups there is a meaningful difference in the score of EI, and girls meaningfully had higher EI scores.

Dehghan (2007) who did a study on the role of emotional intelligence training in academic achievement in high school students found that EI had a significant correlation with educational success. Aghayi (2005) did a study on the relationship between EI to adaptability in university students and showed that students with high EI achieve higher scores on adaptability. Besharat (2007) who studied the relation between EI and interpersonal problems of students showed that students who obtained high scores in emotional intelligence attain higher scores in empathy.

As shown by Eftekhar Sa’adi (2010), in a study on training in anger control for improving emotional intelligence, significant improved students’ emotional intelligence was found after training in anger control.

Jafari Tossi (2007) who investigated the effect of Emotional Intelligence training on academic achievement of students has shown that Emotional Intelligence training can improve student academic achievement.

Naqdi, Adib Raad, and Nuranipur (2010) in their study on the effect of anger management training on Emotional Intelligence, showed that anger management training caused increase in students’ emotional intelligence.

For the present study in Iran, the following resources from the literature are most relevant:
Training Books

Two professors in education, Jafar Bolhary and Atefeh Khoshnavaz, assisted in the design of five main skills as the model of life skills (WHO, 1996) and classified them in the following five groups: Interpersonal relationships, coping with stress, problem solving, decision making and anger management training. This served as the basis for the preparation of Tehran Province Welfare Organization and UNICEF Organization, branch of Iran and the Office of International Studies of the Ministry of Education to implement such as program.

For this study interpersonal relationships, coping with stress, and anger management training were included in homework books, written by Motaby and Fathey (2006a, 2006b, 2006c), with references from UNICEF (2003); WHO (1996); Stevens and Stevens (2000) and Timberlak (2000), and used as a life skills model for university students; the book was published by Danzhh and Amazon Persian book. The three workbooks used for the experimental groups will be discussed in the next chapter.

Chapter Summary

This chapter discussed the Theoretical Trends in the EQ Concept Introduction to Expression of the EQ and the personality-social viewpoint, Theoretical Scope of EQ and Multiple Intelligences, theoretical aspects of the Bar-On Model, explanation of tools used to make a Bar-On model on Impulse control and EI; Social Thinking and Behavioral Violence, position in the primary studies, Emergence of Violence Concept in Psychological Research, Violence in the field of health psychology, among others. It also gave the background on research in emotional intelligence in Iran and overseas.

The next chapter will explain the research methodology of this study.
CHAPTER 3
METHODOLOGY

Introduction

This study was an exploratory and quasi-experimental study with respect to improving the emotional intelligence (EQ) of university students. This study also explores the nature of change in the three variables based on acquiring the training skills of anger management, stress management, and acquisition of interpersonal communication skills. This chapter describes the methodology of the present study. This chapter addresses the following: research design and rationale for choosing this design, sample selection process, procedure for collecting data, and data analysis.

Research Design

This study employs a quasi-experimental design.

The assumption of causality can be tested because control of alternative explanations is high. The sample is randomly selected from the population, the independent variable is systematically manipulated, participants are randomly assigned to groups, and a pre-test and post-test and control group establishes a baseline to ensure that effects are linked to the manipulation. In order to address research questions, quasi experimental design was applied (Creswell, 2008). Some 120 students were selected randomly and divided into four groups randomly (three experimental groups and one control group). Participants were divided into four groups each composed of 30 people; three of these groups were given training and one group participated as the control group (30) who are registered and present for pre- and post-test in commencement and finishing of the other three classes training workshops. The study population is all first year female students of Roudehen Islamic Azad University.
Before carrying out the experimental intervention (presentation of the independent variables), the four groups were given the pre-test using the Emotional Intelligence questionnaire (EQI). Then, the students in experimental groups attended five 2-hour training sessions of anger management, five 2 hours training sessions of stress management five 2-hour training sessions of intrapersonal communication techniques respectively. One week after the intervention, the four groups were post-tested again using the EQI.

In this study the EQI Inventory-revised was used for the pretest and posttest. Finally, the results of the pretest and posttest was compared in each group and was compared with the results of the other groups.

**Research Objectives**

The current research was designed to achieve the following objectives:

1. To determine the effect of anger management skills on the students’ EQ.
2. To identify the influence of stress management skills on the students’ EQ.
3. To find out the effects of training interpersonal communication skills on students’ EQ.
4. To identify which training has greater effects on students’ EQ.

**Research Questions**

Based on the research objectives, the following research questions were posed for the present study:

1. Does anger management training have an effect on the students’ EQ?
2. Does stress management training influence the students’ EQ?
3. Does interpersonal communication training affect the students’ EQ?
4. Which training has greater effects on students’ EQ?
Research Design

Based on the research objectives and research questions, the research design for the study is given in the following Table 3.1

Table 3.1
Research Design for the Study

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Groups</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQI</td>
<td>anger management</td>
<td>EQI</td>
</tr>
<tr>
<td>EQI</td>
<td>stress management</td>
<td>EQI</td>
</tr>
<tr>
<td>EQI</td>
<td>communications</td>
<td>EQI</td>
</tr>
<tr>
<td>EQI</td>
<td>Control</td>
<td>EQI</td>
</tr>
</tbody>
</table>

Population

The statistical population of this study is from the Islamic Azad University - Roodehen (Iran), in the Bachelors levels of faculty, both in education and psychology who have enrolled in the first semester (female new students of 2010-2011). The students of Azad University and the sample were chosen from those registered for the first semester of their Bachelor’s degree course, with a total of population for the 2010-2011 academic year first semester at 3,434.
Sampling

For this study simple random sampling was used.

First the participants are selected for the sample so that any individuals have an equal probability of being selected from the population. For this study 120 students were chosen randomly (the names were drawn from a hat).

All of the 120 students of these majors answered the (EQ-I) questionnaire. The students were divided into four groups randomly as follows: thirty (30) of them were put into the stress management group, 30 students were put into the anger management group, and 30 students were placed in the interpersonal communications group, while 30 of the students were chosen at random for the control group.

Variables

Dependent variables from the treatment group of students’ EQ-i assessments included the overall emotional intelligence score. The anger management, stress management and interpersonal training skills were independent variables within the design.
Instrumentation

This section describes the Emotional Quotient Inventory (the EQ-i) which has played an important role in making the Bar-On model. It is important to stress that the this model is operationalized by the EQ-i.

The EQ-i is a self reporting measurement of emotionally and socially intelligent behavior which gives an estimate of emotional-social intelligence. It was the first measure to be presented by a psychological test publisher and was the first measure to be reviewed in the “Bouros Mental Measurements Yearbook” by Plake and Impala in 1999; therefore, it is the most popular used measure of emotional social intelligence. The Bar-On EQ-i technical manual presents a description of psychometric aspects of this measure and how it was made. It is also available in Glenn Geher’s recent book, “Measuring Emotional Intelligence”.

There are 133 items in the EQ-i. They are short sentences with responses ranging from “not true for me” to “true for me or of me.” This test takes almost 40 minutes to complete and is suitable for those aged 17 and older.

It results in a total EQ score and sub scores are derived from subscales as follows here:

1. Interpersonal
2. Intrapersonal which includes self regard, emotional self awareness, assertiveness, independence and self actualization.
3. Stress management including stress tolerating level, and impulse control.
4. Adaptability, testing reality, flexibility, and ability to solve problems.
5. General mood, which consists of optimism and delightfulness.
The scales of this test include the following:

1) Emotional self-awareness (ES): the ability of being aware and understanding of oneself.

2) Self-regard (SR): the ability to express one’s feelings, beliefs and frank thoughts and defending one’s useful and rightful training.

3) Self-esteem (SR): the ability to be aware of one’s self understanding, self-acceptance and self-respect.

4) Self-actualization (SA): the ability to understand the potential capabilities and what may be done, strive to perform and enjoy.

5) Independence (IN): the ability to direct one’s self thoughts and actions and being free from tendencies.

6) Empathy (EM): the ability of being aware and understand somebody else’s feelings and valuing the same.

7) Social responsibility (RE): the ability of expressing one’s self as a member enjoying the effective and useful sense of cooperation in the team.

8) Interpersonal relationship (IR): the ability to generate and keep the mutual satisfactory relations which are recommended by sensual closeness, friendship, being kind and accepting others’ kindness.

9) Reality testing (RT): the ability to measure the harmony between something experienced emotionally and something really existed.

10) Flexibility (FL): the ability to have compatible thoughts and behavior with environmental changes and situations.

11) Problem solving (PS): the ability to identify and define the problems as well as creation and achievement of the effective and potential solutions.
12) Stress tolerance (ST): the ability to tolerate against the events, stressful occasions and strong emotions, without backing off or positive and active stressful confrontation.

13) Impulse control (IC): the ability to tolerate an impulse, or experimental activities or reducing the same, as well as the ability to control one’s self emotions.

14) Optimism (OP): the ability to cope with life and fortification of positive views, even in case of occurrence of miseries and negative feelings.

15) Happiness (HA): the ability to feel happy in life, enjoying one’s self and others, having positive and refreshing feelings.

Instrument Reliability and Validity

The EQI is evaluated and measured. To do this, the examinee reads each statement, checks his/her consistency or inconsistency with described qualities on the Likert Scale (never, seldom, sometimes, usually, and always). This questionnaire has been designed such that people older than 17 can answer it and since some people like to present merely negative or merely positive answers, the EQI collection has been selected to be varied (some positive and some negative answers) so that unauthentic answers of the examinees are avoided. Each question receives a score of 1 to 5. In positive questions the answer “always” gets a 5 score, the answer “usually” gets 4, “sometimes” gets 3, “seldom” gets 2 and “never” gets 1. In negative questions the answer “always” gets a 1 score, the answer “usually” gets 2, “sometimes” gets 3, “seldom” gets 4 and “never” gets 5. As a result, higher scores indicate a high and healthy EQ, while the lower scores indicate a weak and low ability and EQ.

The subscales of EQI for internal consistency were evaluated by Bar-On and Parker (2000) using the Cronbach alpha method. The internal consistency of 15
subscales is .50 which shows a high internal consistency among predicted factors. The subscale of optimism has the highest degree of internal consistency with other factors. The high relation between optimism and pressure tolerance (.76) indicates that optimism is an important factor in the individual’s ability to resist pressure and can be an important facilitator for EQ. Also, the average of validity coefficients after three months, obtained by retest method was .66.

The results of construct reliability of EQ-I with Beck Depression Inventory, Minnesota Multiphasic Personality Inventory, NEO-Five Factor Inventory, Cattell’s 16 personality factor questionnaire, SCL-90 checklist, and Eysenck Personality Inventory (1970) confirmed the high reliability of this questionnaire.

Standard scores of EQ-I which are calculated for each scale and each subscale have an average of 100 and a standard deviation of 15. Most of the examinees (almost 68%) get a score of plus/minus 15 of the average (that is a score between 85 and 115). The examinees whose total score is lower than 70 or higher than 120 are obviously abnormal and should be studied with more precision.

**Reliability and Validity of the Bar-On EQ-I in Iran**

This questionnaire has also been evaluated in Iran regarding mental health issues. Dehshiri (2003) reported a reliability coefficient of .75 for the test, and regarding the validity, he reported eight factors out of a 13-factor structure of the North America samples to be valid in the Persian tests.

The Farsi version includes 133 short-question items used herein in this study; Reliability and Validity for this study was was .85.
Model of Training

A social learning model was used for this study. According to social learning theory, information can account for the source (energy), the direction, and the persistence of behavior. These studies demonstrated that by observing others, individuals can often determine ahead of time what actions will bring pain (punishment) and what actions will bring satisfaction or reinforcement (Berkowitz, 1990).

Moreover, individuals can learn not only to avoid making certain mistakes but also to design an optimal course of action for achieving desired ends. Social learning theorists were able to explain a wide range of behaviors that had no immediate survival value (Bandura, 2001).

This method provides an opportunity so that the individual’s ideas and opinions may be accepted without any criticism and be respected through brainstorming, group discussion, questioning and role playing.

Brainstorming

Brainstorming is a creative method which effects and generates different and multiple ideas and opinions regarding a certain matter. Such a method may be applied for any subject. In this method, a question or subject is posed and the group is asked to specify their ideas with respect to the subject briefly and preferably in the form of a word or short sentence. The proposed ideas and opinions by the group are written on the blackboard so that all the group members may see all posed ideas.

This method provides an opportunity for each individual group member’s ideas and opinions to be recognized, accepted and respected without criticism. Brainstorming offers important information to the instructor of EQ training as well: how the students view a certain matter, what they know about it, and how they specify the same (Zins et al., 2004).
**Group Discussion**

Group discussion is an effective method to make the group members active, and is applied for both big and small groups. Usually the facilitator, instructor or group leader presents the subject of the discussion and directs it. The group discussion requires all members to voice their ideas and opinions regarding the subject. Sometimes during the discussion the facilitator writes the required points on the board and the group finally makes conclusions from it, or uses it as the introduction for the member’s individual speeches. In this method, the workshop director encourages the members to interact with one another and to participate in the discussion without any particular member(s) dominating the discussion (Antonowicz & Ross, 1994).

**Questioning**

When teaching social skills, the questioning method is applied abundantly. After fulfillment of any activity, some questions are asked such that the participants can make conclusions from the activity performed, and extend such conclusions to the situations outside the workshop. Questioning allows participants to take responsibility for their learning and pay more attention to the contents presented. Questioning can be used throughout all the different steps of the training program. During the beginning stage of the discussion, questioning is performed in order to attract the participants’ attention and interest. In the middle of the discussion, the questions are asked in order to keep the group active and maintain the group members’ spirit of cooperation.

**Role Playing**

Role playing is the most important technique. This technique is most useful in small groups; although it is used in the form of a play performance in bigger groups. Using this technique allows participants to observe a behavior, learn it and practice it in
a safe place, which is far from the potential of receiving negative feedback in the real world. This allows the members to experience the new behavior without any worries and fear; this builds the group members’ confidence in their ability to apply the new skill in real life. Role playing is basically applied regarding the interpersonal relationships within the group and provides an opportunity for:

- developing the current personal training
- practicing and fortifying the new training without the fear of defeat or criticism
- finding solutions for the turbulent situations in a safe environment
- indicating several answers to certain situations
- experiencing different roles in a safe environment
- experiencing some feelings which may be accompanied with certain decisions
- understanding and considering the rights, values, and feelings of others
- getting experience in competition and using the reward and fortification

The main purpose of the social skill-learning techniques is to allow the group to work on common goals, as well as serve to make for positive competition among the group members in order to increase the motivation of learning (Bandura, 2001).

**Training Book**

Two professors of education, Jafar Bolhary and Atefeh Khoshnavaz, assisted in designing the book on the five main skills, referred to as the model of life skills (WHO, 2006) and after that, two professors of Tehran University, Motaby and Fathey (2006a, 2006b, 2006c) classified five main skills books in the following five groups: interpersonal relationships, coping with stress, problem solving, decision making and anger management training for university students.
For this study, books on interpersonal relationships, coping with stress, and anger management training, written by Feshteh Motaby and Lodan Fathey (2006a, 2006b, 2006c) and published by Danzhh and Amazon Persian book was used.

The trainer first helped the participants explore how relationships are important in their life. Then the students learned how to use self-disclosure to improve relationships with others. Next the participants learned to listen for feelings as well as thoughts in what other people are saying. They spent a considerable amount of time practicing the skills of listening for feeling and reflecting back to the other person the feelings that they heard. Then the participants shifted from listening to speaking. Specifically, they explored the feelings associated with having to deliver negative messages to other people. The participants next learned about interpersonal boundaries and how effective relationships depend on our being sensitive to boundaries and respecting peoples’ boundaries. The trainer helped the participants to analyze incidents in their own lives when they inadvertently violated someone’s boundaries, and conversely, when someone violated theirs. One goal of this activity is to help participants become more sensitive to the cues that warn us that we are about to violate someone’s interpersonal boundaries. The participants learned how to identify, discuss, and if desired, renegotiate such contracts.

**Stress Management Book**

The participants thought about what optimal performance would look like, and they identified the obstacles which keep them from achieving it. This leads to a consideration of topics such as stress management, nutrition, and exercise. This segment also includes self-assessment exercises and the teaching of stress management techniques such as breathing and progressive muscle relaxation. Next the participants learn to use mental rehearsal to enhance their performance. The program concludes with
the participants writing personal action plans to apply what they have learned. Throughout the program, the trainers use a variety of teaching modalities to help the participants learn new ways of thinking and acting, including small group discussions, individual exercises involving drawing as well as writing, demonstrations, and participating role playing activities (Motaby & Fathey, 2006b).

**Anger Management Book**

The participants thought about what was involved in gaining control over their anger and to recognize its warning signs. The participants learn to use mental exercises to enhance their performance. The homework assignments concluded with the participants writing personal action plans to apply what they have learned in their daily life. Throughout the program, the trainers used a variety of teaching modalities to help the participants learn new ways of thinking and acting, including small group discussions, individual exercises involving drawing as well as writing, demonstrations, and role playing exercises (Motaby & Fathey, 2006c).

**Interpersonal Relationships Book**

The focus in the book shifts from the self to relationships with others. The trainer first helps the participants explore how relationships are important in their life. Then they learn how to use self-disclosure to improve relationships with others. Next the participants learn to listen for feelings as well as thoughts in what other people are saying. They spend considerable time practicing the skill of listening for feeling and reflecting back to the other person the feelings they heard. Then the participants shift from listening to speaking. Specifically, they explore the feelings associated with having to deliver hard messages to other people. The participants next learn about interpersonal boundaries and how effective relationships depend on our being sensitive.
to, and respecting peoples boundaries. The trainer helps the participants to analyze incidents in their own lives when they inadvertently violated someone’s boundaries and, conversely, when someone violated theirs. One goal of this activity is to help participants become more sensitive to the cues that warn us that we are about to violate someone’s interpersonal boundaries. The participants learn how to identify, discuss, and, if desired, renegotiate such contracts (Motaby & Fathey, 2006b).

The following tables outline the training programs for the respective groups.

Table 3.3

**Training Program for the Stress Management Group**

<table>
<thead>
<tr>
<th>Training Source</th>
<th>Stress management Training book Farsi version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Feshteh Motaby and Lodan Fathey</td>
</tr>
<tr>
<td>(year)</td>
<td>(2006c)</td>
</tr>
<tr>
<td>Model of training</td>
<td>Social learning</td>
</tr>
<tr>
<td>Session number</td>
<td>Five session</td>
</tr>
<tr>
<td>Time of sessions</td>
<td>2 hours</td>
</tr>
<tr>
<td>Date and time</td>
<td>Every Saturday 10-12 pm</td>
</tr>
<tr>
<td>Place</td>
<td>counseling center in the University</td>
</tr>
<tr>
<td>Started</td>
<td>October</td>
</tr>
<tr>
<td>Finished</td>
<td>November</td>
</tr>
<tr>
<td>Goals</td>
<td>Understanding stress and its different effects on human beings</td>
</tr>
<tr>
<td></td>
<td>Understanding stress and its different effects on human beings</td>
</tr>
<tr>
<td></td>
<td>Activating a student’s mind about differences of people in facing stress</td>
</tr>
<tr>
<td></td>
<td>Finding out about ways of fighting stress</td>
</tr>
<tr>
<td></td>
<td>Student’s awareness of general effects of stress on human beings</td>
</tr>
<tr>
<td></td>
<td>Visualizing the role of stress in our lives</td>
</tr>
<tr>
<td></td>
<td>Knowing the relationship that exists between stress and anxiety</td>
</tr>
<tr>
<td></td>
<td>Students should learn to be able to face stress</td>
</tr>
<tr>
<td>Activities</td>
<td>Activating a student’s mind about differences of people in facing stress</td>
</tr>
<tr>
<td></td>
<td>Seeing the Humour</td>
</tr>
<tr>
<td></td>
<td>Deep Breathing</td>
</tr>
<tr>
<td></td>
<td>Creating a Stress Log</td>
</tr>
<tr>
<td></td>
<td>Alter the situation or your approach to it.</td>
</tr>
<tr>
<td></td>
<td>Avoid the situation. Accept the situation.</td>
</tr>
<tr>
<td></td>
<td>Using Relaxation Techniques</td>
</tr>
<tr>
<td></td>
<td>Singing, writing, physical activity</td>
</tr>
</tbody>
</table>
Table 3.4
*Training for Anger Management Group*

<table>
<thead>
<tr>
<th>Source for Training</th>
<th>Anger management management</th>
<th>Training book</th>
<th>Farsi version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Feshteh Motaby and Lodan Fathey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(year)</td>
<td>(2006a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and time</td>
<td>every Sunday at 10-12 pm</td>
<td>October –November</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td>counseling center in the University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Understanding stress and its different effects on human beings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Started finished</td>
<td>10th October November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Activating student’s mind about importance of anger management skill cause of anger and its different effects on human beings and its different effects on human beings. Students’ awareness of their anger levels Activating student’s mind about importance of their thoughts in amount of anger Gaining experience and learning skill of anger management Using coping thoughts Visualization Using Relaxation Techniques</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Training Program for the Interpersonal Communication Group

<table>
<thead>
<tr>
<th>Training Source</th>
<th>Interpersonal Communication Skills Training book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Feshteh Motaby and Lodan Fathey</td>
</tr>
<tr>
<td>(year)</td>
<td>(2006b)</td>
</tr>
<tr>
<td>Session number</td>
<td>Five session</td>
</tr>
<tr>
<td>Session Time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Date and time</td>
<td>every Monday 10-12 pm</td>
</tr>
<tr>
<td>Place</td>
<td>counseling center at the University</td>
</tr>
<tr>
<td>Started</td>
<td>October</td>
</tr>
<tr>
<td>finished</td>
<td>November</td>
</tr>
<tr>
<td>Goals</td>
<td>Activating student’s mind about importance of communicational skills</td>
</tr>
<tr>
<td></td>
<td>Students gaining communicational skills through practice</td>
</tr>
<tr>
<td></td>
<td>Effects of Inter-Personal Relations on Man</td>
</tr>
<tr>
<td></td>
<td>Students was learn how to effect interpersonal communications on Man.</td>
</tr>
<tr>
<td></td>
<td>Students was learn advantage of inter-Personal Relation</td>
</tr>
<tr>
<td>Activities</td>
<td>Appreciative Inquiry- Delivery Tips How Do We Communicate- This is what you are saying- Verbal, Non-Verbal and Para verbal- Understanding Active Listening</td>
</tr>
</tbody>
</table>

#### Data Analysis

The first part involved the description of data. In this section, mean EI subscales among 4 groups of students trained with the skills, anger management, stress management, communication skills and the control group is presented.
Part two - Data Analysis

The research findings are analyzed based on the basic questions of the research. Regarding the nature of the research questions, interdisciplinary ANCOVA and also Mann Whitney $U$ test have been used to analyze them.

In order to perform data analysis, SPSS software (Version 16) was used. Descriptive and inferential statistics involving mean, median, and variance were used. The pretest has been used in the present plan, in order that the pretest can be considered posttest ANCOVA has been employed. At first the assumptions of Ancova were studied. The results of Levene’s test and Homogeneity test indicated that Ancova assumptions were on.

There are two important additional considerations: (1) independence of the covariate and treatment effect, and (2) homogeneity of regression slopes.

With regard to significance of variance and covariance matrix which are included in assumptions of Ancova and in order to increase certitude, the non-parametric Mann-Whitney $U$ test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and post-test score in both groups, the report of which is presented in chapter 4.

Chapter Summary

The methodology selected for the research was based on the research questions and attaining results to demonstrate a statistically significant improvement in EI and the five scales that comprise the Bar-On model of EQ as measured by the EQ-I. The scales of intrapersonal, interpersonal, adaptability, general mood, and stress management were analyzed for improvement. The focus of the research were the independent variables of anger management, stress training and interpersonal communication skills learning; which were analyzed across the five scales, as well as
the total emotional intelligence score using pre-test and post-test. The research completed and reported contributed to the body of knowledge of EQ in that a detailed description of the types of training activities, deployment methods utilized, time spent within the social learning methods, and duration of training were provided and the subsequent level of EQ improvement that occurred was reported.
CHAPTER 4

FINDINGS

Introduction

In this study, the data were analyzed using scientific methods. Descriptive information is presented in the next section in order to investigate the research hypotheses, and data are analyzed. And analysis of research questions regarding nature ANOVA between groups and between groups, used analysis of covariance.

The first part involved the description of data. In this section, mean EI subscales among 4 groups of students trained with the skills, anger management, stress management, communication skills and the control group is presented.

Part two - Data Analysis

The research findings are analyzed based on the basic questions of the research. Regarding the nature of the research questions, interdisciplinary ANCOVA and also Mann Whitney U test have been used to analyze them.

RQ1: Do Anger Management skills affect students’ EI (Emotional Intelligence)?

In order to answer this question, the mean and standard deviation of the two groups of Anger Management training course and Control were calculated in pretest and post- test phases and the difference between two groups was studied using the independent t-test shown in Table 4.1.
Table 4.1
*Independent t-test of the Two Groups of Anger Management Training Course and Control*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Quotient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory anger</td>
<td>31</td>
<td>181.32</td>
<td>25.82</td>
<td>4.64</td>
<td>27.808</td>
<td>58</td>
<td>.000</td>
</tr>
<tr>
<td>control</td>
<td>29</td>
<td>38.45</td>
<td>10.25</td>
<td>1.90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4.1, the difference of the total score EI in post-test phase is significant ($p < .05$). This means that teaching Anger Management in the experimental group can culminate in an increase of EI of the students. In addition, since the pretest has been used in the present plan, in order that the pretest can be considered in final test ANCOVA has been employed. At first the assumptions of ANCOVA were studied. The results of Levene’s test and Homogeny test indicated that ANCOVA assumptions were on.

Table 4.2
*Results of Analysis of Covariance with Skills Training, Anger Management, Skills of EI on Students*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>257750.542(b)</td>
<td>2</td>
<td>128875.271</td>
<td>336.849</td>
<td>.000</td>
<td>.922</td>
<td>673.699</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>5928.768</td>
<td>1</td>
<td>5928.768</td>
<td>15.496</td>
<td>.000</td>
<td>.214</td>
<td>15.496</td>
<td>.972</td>
</tr>
<tr>
<td>Emotional Quotient Inventory</td>
<td>9091.829</td>
<td>1</td>
<td>9091.829</td>
<td>23.764</td>
<td>.000</td>
<td>.294</td>
<td>23.764</td>
<td>.998</td>
</tr>
<tr>
<td>GROUP</td>
<td>246545.310</td>
<td>1</td>
<td>246545.310</td>
<td>644.411</td>
<td>.000</td>
<td>.919</td>
<td>644.411</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>21807.642</td>
<td>57</td>
<td>382.590</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11805095.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>279558.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Computed using alpha = .05  

b  $R^2$ Squared = .922 (Adjusted $R^2$ Squared = .919)
In spite of significance of pretest effect on final test, the difference between two groups of “Anger Management” and “Control” is also significant after the control of pretest effect ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 0.0919 and statistical power of the test is equal with 1. With regard to significance of variance and covariance matrix which are included in assumptions of ANCOVA and in order to increase certitude, the non-parametric Mann-Whitney $U$ test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and post-test marks in both groups, the report of which has been presented in Table 4.3

Table 4.3

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Mann-Whitney $U$</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Quotient Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td>31</td>
<td>45.00</td>
<td>1395.00</td>
<td>Wilcoxon W 435.000</td>
<td>.000</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>15.00</td>
<td>435.00</td>
<td>Z -6.652</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>15.00</td>
<td>435.00</td>
<td>Asymp. Sig. .000</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4.3, the difference in grades of EI between two groups of “Anger Management” and “Control” is significant at level of $p < .01$. In addition to studying the difference of the two groups regarding the total grade of EI using ANCOVA, the effect of teaching Anger Management on EI components in both groups were also studied.
Table 4.4  
**Interdisciplinary ANCOVA of the Effect of Anger Management skills on Students’ Assertiveness (Dependent Variable: Assertiveness)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected</td>
<td>Model</td>
<td>104.621(b)</td>
<td>2</td>
<td>52.311</td>
<td>4.944</td>
<td>.010</td>
<td>.148</td>
<td>9.888</td>
</tr>
<tr>
<td>Intercept</td>
<td></td>
<td>909.011</td>
<td>1</td>
<td>909.011</td>
<td>85.910</td>
<td>.000</td>
<td>.601</td>
<td>85.910</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>31.646</td>
<td>1</td>
<td>31.646</td>
<td>2.991</td>
<td>.089</td>
<td>.050</td>
<td>2.991</td>
<td>.398</td>
</tr>
<tr>
<td>GROUP</td>
<td></td>
<td>61.466</td>
<td>1</td>
<td>61.466</td>
<td>5.809</td>
<td>.019</td>
<td>.092</td>
<td>5.809</td>
</tr>
<tr>
<td>Error</td>
<td></td>
<td>603.112</td>
<td>57</td>
<td>10.581</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32264.00</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td>Total</td>
<td>707.733</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4.4, in Assertiveness element, in spite of the significance of the pretest effect in final test, the difference between two groups of “Anger Management” and “Control” is also significant after control of the effect of pretest ($p < .01$). Eta-squared (effect quotient) is equal with 9.2 and the statistical power of the test is equal with .65.

Table 4.5  
**Interdisciplinary ANCOVA of the effect of Anger Management Skills on Students’ Self-Regard (Dependent Variable: Self-Regard)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected</td>
<td>Model</td>
<td>1181.052(b)</td>
<td>2</td>
<td>590.526</td>
<td>48.703</td>
<td>.000</td>
<td>.631</td>
<td>97.405</td>
</tr>
<tr>
<td>Intercept</td>
<td></td>
<td>428.092</td>
<td>1</td>
<td>428.092</td>
<td>35.306</td>
<td>.000</td>
<td>.382</td>
<td>35.306</td>
</tr>
<tr>
<td>GROUP</td>
<td></td>
<td>1040.704</td>
<td>1</td>
<td>1040.704</td>
<td>85.830</td>
<td>.000</td>
<td>.601</td>
<td>85.830</td>
</tr>
<tr>
<td>Error</td>
<td></td>
<td>691.132</td>
<td>57</td>
<td>12.125</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>56655.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td>Total</td>
<td>1872.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4.5, in the Self-Regard element, in spite of the significance of the pretest effect in final test, the difference between two groups of “Anger Management” and “Control” is also significant after control of the effect of pretest ($p < .01$). Eta-squared (effect quotient) is equal with 9.2 and the statistical power of the test is equal with .65.
As indicated in Table 4.5, in Self-Regard element, the difference between two groups of “Anger Management” and “Control” is significant after control of the effect of pretest ($p < .01$). Eta-squared (effect quotient) is equal with 60.1 and the statistical power of the test is equal with 1.

Table 4.6
**Interdisciplinary ANCOVA of the Effect of Anger Management Skills On Students’ Empathy (Dependent Variable: Empathy)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1588.217(b)</td>
<td>794.108</td>
<td>86.985</td>
<td>.000</td>
<td>.753</td>
<td>173.970</td>
</tr>
<tr>
<td>Intercept</td>
<td>400.934</td>
<td>400.934</td>
<td>43.918</td>
<td>.000</td>
<td>.435</td>
<td>43.918</td>
</tr>
<tr>
<td>Empathy</td>
<td>34.379</td>
<td>34.379</td>
<td>3.766</td>
<td>.057</td>
<td>.062</td>
<td>3.766</td>
</tr>
<tr>
<td>GROUP</td>
<td>1462.335</td>
<td>1462.335</td>
<td>160.182</td>
<td>.000</td>
<td>.738</td>
<td>160.182</td>
</tr>
<tr>
<td>Error</td>
<td>520.366</td>
<td>9.129</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45579.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>2108.583</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05  
b $R$ Squared = .753 (Adjusted $R$ Squared = .745)

Table 4.6 shows that under the Empathy element, the difference between two groups of “Anger Management” and “Control” is significant after control of the effect of pretest ($p < .01$). Eta-squared (effect quotient) is equal with 73.8 and the statistical power of the test is equal with 1.
### Table 4.7

*Interdisciplinary ANCOVA of Effect of Anger Management Skills on Students’ Interpersonal Relationship (Dependent Variable: Interpersonal Relationship)*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>2256.391 (b)</td>
<td>2</td>
<td>1128.196</td>
<td>120.744</td>
<td>.000</td>
<td>.809</td>
<td>241.487</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>506.833</td>
<td>1</td>
<td>506.833</td>
<td>54.243</td>
<td>.000</td>
<td>.488</td>
<td>54.243</td>
<td>1.000</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>146.128</td>
<td>1</td>
<td>146.128</td>
<td>15.639</td>
<td>.000</td>
<td>.215</td>
<td>15.639</td>
<td>.973</td>
</tr>
<tr>
<td>Relationship</td>
<td>2165.289</td>
<td>1</td>
<td>2165.289</td>
<td>231.737</td>
<td>.000</td>
<td>.803</td>
<td>231.737</td>
<td>1.000</td>
</tr>
<tr>
<td>GROUP</td>
<td>917.001</td>
<td>1</td>
<td>917.001</td>
<td>86.021</td>
<td>.000</td>
<td>.601</td>
<td>86.021</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>532.592</td>
<td>57</td>
<td>9.344</td>
<td>.608</td>
<td>.439</td>
<td>.011</td>
<td>.608</td>
<td>.120</td>
</tr>
<tr>
<td>Total</td>
<td>83529.000</td>
<td>59</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>2788.983</td>
<td>59</td>
<td>Corrected Total</td>
<td>2788.983</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05  

b $R^2 = .809$ (Adjusted $R^2 = .802$)

As seen in Table 4.7, the difference between two groups of “Anger Management” and “Control” in regard with Interpersonal Relationship after controlling the effect of pretest is significant ($p < .01$). Eta-squared (effect quotient) is equal with 0.0802 and the statistical power of the test is equal with 1.

### Table 4.8

*Interdisciplinary ANCOVA of Effect of Anger Management Skills on Students’ Social Responsibility (Dependent Variable: Social Responsibility)*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>936.301(b)</td>
<td>2</td>
<td>468.150</td>
<td>43.916</td>
<td>.000</td>
<td>.606</td>
<td>87.831</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>715.469</td>
<td>1</td>
<td>715.469</td>
<td>67.116</td>
<td>.000</td>
<td>.541</td>
<td>67.116</td>
<td>1.000</td>
</tr>
<tr>
<td>Social Resposibility</td>
<td>6.476</td>
<td>1</td>
<td>6.476</td>
<td>.608</td>
<td>.439</td>
<td>.011</td>
<td>.608</td>
<td>.120</td>
</tr>
<tr>
<td>GROUP</td>
<td>917.001</td>
<td>1</td>
<td>917.001</td>
<td>86.021</td>
<td>.000</td>
<td>.601</td>
<td>86.021</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>607.633</td>
<td>57</td>
<td>10.600</td>
<td>.608</td>
<td>.439</td>
<td>.011</td>
<td>.608</td>
<td>.120</td>
</tr>
<tr>
<td>Total</td>
<td>70768.000</td>
<td>60</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>1543.933</td>
<td>59</td>
<td>Corrected Total</td>
<td>1543.933</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05 ; b $R^2 = .606$ (Adjusted $R^2 = .593$)
As shown in Table 4.8, the difference between two groups of “Anger Management” and “Control” in regard with Social Responsibility after controlling the effect of pretest is significant ($p < .01$). Eta-squared (effect quotient) is equal with 60.1 and the statistical power of the test is equal with 1.

Table 4.9

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>2364.469</td>
<td>2</td>
<td>1182.235</td>
<td>246.196</td>
<td>.000</td>
<td>.896</td>
<td>492.392</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>386.458</td>
<td>1</td>
<td>386.458</td>
<td>80.478</td>
<td>.000</td>
<td>.585</td>
<td>80.478</td>
<td>1.000</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>70.789</td>
<td>1</td>
<td>70.789</td>
<td>14.741</td>
<td>.000</td>
<td>.205</td>
<td>14.741</td>
<td>.965</td>
</tr>
<tr>
<td>GROUP</td>
<td>2147.138</td>
<td>1</td>
<td>2147.138</td>
<td>447.134</td>
<td>.000</td>
<td>.887</td>
<td>447.134</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>273.714</td>
<td>57</td>
<td>4.802</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>43563.000</td>
<td>60</td>
<td></td>
<td>447.134</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>2638.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05
b $R^2$ Squared = .896 (Adjusted $R^2$ Squared = .893)

As seen in Table 4.9, the difference between two groups of “Anger Management” and “Control” in regard with Problem Solving after controlling the effect of pretest is significant ($p < .01$). Eta-squared (effect quotient) is equal with 88.7 and the statistical power of the test is equal with 1.

The following Table 4.10 displays the difference between two groups of “Anger Management” and “Control” with regard to Impulse Control after controlling the effect of pretest is significant ($p < .01$). Eta-squared (effect quotient) is equal with 0.0761 and the statistical power of the test is equal with 1.
As seen in Table 4.11, the difference between two groups of “Anger Management” and “Control” with regard to Happiness after controlling the effect of pretest is significant ($p < .01$). Eta-squared (effect quotient) is equal with 69.9 and the statistical power of the test is equal with 1.
Table 4.12
Interdisciplinary ANCOVA of the Effect of Anger Management Skills on Students’ Optimism (Dependent Variable: Optimism)

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3240.078(b)</td>
<td>2</td>
<td>1620.039</td>
<td>177.272.000</td>
<td></td>
<td>.861</td>
<td>354.545</td>
</tr>
<tr>
<td>Intercept</td>
<td>932.572</td>
<td>1</td>
<td>932.572</td>
<td>102.047.000</td>
<td>.642</td>
<td>.482</td>
<td>102.047</td>
</tr>
<tr>
<td>Optimism</td>
<td>4.436</td>
<td>1</td>
<td>4.436</td>
<td>.485</td>
<td>.489</td>
<td>.008</td>
<td>.485</td>
</tr>
<tr>
<td>GROUP</td>
<td>2715.308</td>
<td>1</td>
<td>2715.308</td>
<td>297.122.000</td>
<td>.839</td>
<td>297.122</td>
<td>297.122</td>
</tr>
<tr>
<td>Error</td>
<td>520.906</td>
<td>57</td>
<td>9.139</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55329.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>3760.983</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05  
b $R$ Squared = .861 (Adjusted $R$ Squared = .857)

As observed in Table 4.12, the difference between two groups of “Anger Management” and “Control” in regard with Optimism after controlling the effect of pretest is significant ($p < .01$). Eta-squared (effect quotient) is equal with 83.9 and the statistical power of the test is equal with 1.

In case of absence of the conditions and assumptions of ANCOVA the non-parametric Mann-Whitney $U$ test is used.
As evident in Table 4.13, the difference of grades of EI elements including Self Actualization, Stress Tolerance, Flexibility, Reality Testing and Independence between two groups of “Stress Management” and “Control” is significant at the $p < .01$ level.

2. Do Stress Management Skills Affect Students’ EI (Emotional Intelligence)?

In order to answer this question, preliminarily the mean and standard deviation of the two groups of “Stress Management Learning” and “Control” were calculated in pretest and final test phases and the difference between two groups was studied using the independent $t$-test shown in Table 4.14.
As seen in Table 4.14, the difference between total average marks of EI in the post test phase is significant \((p < .01)\). This indicates that teaching Stress Management in test group can culminate in an increase in students’ EI.

In addition to the above analysis, since the pretest has been used in the present plan, in order that the pretest can be considered in final test, the ANCOVA has been employed. At first the assumptions of ANCOVA were studied. The results of Levene’s test and Homogeneity test indicated that ANCOVA assumptions were fulfilled.

Table 4.15 shows that in spite of significance of the pretest effect on the final test, the difference between two groups of “Stress Management” and “Control” after
controlling the pretest effect is also significant \((p < .01)\). Moreover, Eta-squared (effect quotient) is equal with 90.3 and the statistical power of the test is equal with 1.

With regard to the significance of variance and covariance matrix which are included in assumptions of ANCOVA and in order to increase certitude, the non-parametric Mann-Whitney \(U\) test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and post-test marks in both groups, the report of which has been presented in Table 4.16.

Table 4.16

<table>
<thead>
<tr>
<th>Emotional Quotient Inventory</th>
<th>Group</th>
<th>(N)</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Mann-Whitney (U)</th>
<th>Wilcoxon (W)</th>
<th>(Z)</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stress</td>
<td>30</td>
<td>42.00</td>
<td>1050.00</td>
<td>435.00</td>
<td>-6.291</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>30</td>
<td>15.00</td>
<td>435.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>40.00</td>
<td>1485.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table 4.16, the difference between the grades of EI between two groups of “Stress Management” and “Control” is significant at \((p < .01)\) level.

In addition to studying the difference of the two groups regarding the total grade of EI, using ANCOVA, the effect of teaching Stress Management on EI components in both groups were also studied.
Table 4.17  
**Interdisciplinary ANCOVA of Effect of Stress Management Skills on Students’ Self Awareness**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Eta Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>400.515(b)</td>
<td>2</td>
<td>200.258</td>
<td>52.968</td>
<td>.000</td>
<td>.675</td>
<td>105.935</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>81.383</td>
<td>1</td>
<td>81.383</td>
<td>21.526</td>
<td>.000</td>
<td>.297</td>
<td>21.526</td>
<td>.995</td>
</tr>
<tr>
<td>Emotional Self Awareness</td>
<td>67.270</td>
<td>1</td>
<td>67.270</td>
<td>17.793</td>
<td>.000</td>
<td>.259</td>
<td>17.793</td>
<td>.985</td>
</tr>
<tr>
<td>GROUP</td>
<td>243.703</td>
<td>1</td>
<td>243.703</td>
<td>64.459</td>
<td>.000</td>
<td>.558</td>
<td>64.459</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>192.818</td>
<td>51</td>
<td>3.781</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30274.000</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>593.333</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Computed using alpha = .05  
b  $R^2$ Squared = .675 (Adjusted $R^2$ Squared = .662)

As displayed in Table 4.17, in terms of Emotional Self Awareness, in spite of significance of the pretest effect on the final test, the difference between two groups of “Stress Management” and “Control” after controlling for the pretest effect is also significant ($p < .01$). Moreover, Eta-squared (effect quotient) is equal to 55.8 and the statistical power of the test is equal to 1.

Table 4.18  
**Interdisciplinary ANCOVA of Effect of Stress Management Skills on Students’ Assertiveness**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Eta Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>226.580(b)</td>
<td>2</td>
<td>113.290</td>
<td>20.470</td>
<td>.000</td>
<td>.445</td>
<td>40.940</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>25.198</td>
<td>1</td>
<td>25.198</td>
<td>4.553</td>
<td>.038</td>
<td>.082</td>
<td>4.553</td>
<td>.553</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>172.505</td>
<td>1</td>
<td>172.505</td>
<td>31.170</td>
<td>.000</td>
<td>.379</td>
<td>31.170</td>
<td>1.000</td>
</tr>
<tr>
<td>GROUP</td>
<td>136.659</td>
<td>1</td>
<td>136.659</td>
<td>24.693</td>
<td>.000</td>
<td>.326</td>
<td>24.693</td>
<td>.998</td>
</tr>
<tr>
<td>Error</td>
<td>282.253</td>
<td>51</td>
<td>5.534</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28389.000</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>508.833</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Computed using alpha = .05  
b  $R^2$ Squared = .445 (Adjusted $R^2$ Squared = .424)
As seen in Table 4.18, in Assertiveness, in spite of significance of the pretest effect on the final test, the difference between two groups of “Stress Management” and “Control” after controlling the pretest effect is also significant \((p < .01)\). Moreover, Eta-squared (effect quotient) is equal with 32.6 and the statistical power of the test is equal with 0.99.

Table 4.19

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>570.128(b) 2</td>
<td>285.064</td>
<td>15.647</td>
<td>.000</td>
<td>.380</td>
<td>31.294</td>
<td>.999</td>
</tr>
<tr>
<td>Intercept</td>
<td>427.387 1</td>
<td>427.387</td>
<td>23.459</td>
<td>.000</td>
<td>.315</td>
<td>23.459</td>
<td>.997</td>
</tr>
<tr>
<td>GROUP</td>
<td>513.363 1</td>
<td>513.363</td>
<td>28.178</td>
<td>.000</td>
<td>.356</td>
<td>28.178</td>
<td>.999</td>
</tr>
<tr>
<td>Error</td>
<td>929.131 51</td>
<td>18.218</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>1499.259 53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- \( \text{a Computed using alpha = .05} \)
- \( \text{b } R^2 \text{ Squared = .380 (Adjusted } R^2 \text{ Squared = .356)} \)

As shown in Table 4.19, in Self-Regard, in spite of significance of the pretest effect on the final test, the difference between two groups of “Stress Management” and “Control” after controlling the pretest effect is also significant \((p < .01)\). Moreover, Eta-squared (effect quotient) is equal with 35.6 and the statistical power of the test is equal with 0.99.
Table 4.20
*Interdisciplinary ANCOVA of the Effect of Stress Management Skills on Students’ Empathy (Dependent Variable: Empathy)*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type</th>
<th>III df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td></td>
<td>1630.728(b)</td>
<td>2</td>
<td>815.364</td>
<td>67.545</td>
<td>.000</td>
<td>.726</td>
<td>135.090</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td></td>
<td>669.244</td>
<td>1</td>
<td>669.244</td>
<td>55.440</td>
<td>.000</td>
<td>.521</td>
<td>55.440</td>
<td>1.000</td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td>10.669</td>
<td>1</td>
<td>10.669</td>
<td>.884</td>
<td>.352</td>
<td>.017</td>
<td>.884</td>
<td>.152</td>
</tr>
<tr>
<td>GROUP</td>
<td></td>
<td>1597.647</td>
<td>1</td>
<td>1597.647</td>
<td>132.350</td>
<td>.000</td>
<td>.722</td>
<td>132.350</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td></td>
<td>615.642</td>
<td>51</td>
<td>12.071</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40860.000</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td></td>
<td>2246.370</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Computed using alpha = .05
b  $R^2 = .726$ (Adjusted $R^2 = .715$)

As seen in Table 4.20, in Empathy, the difference between two groups of “Stress Management” and “Control” after controlling the pretest effect is also significant ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 72.2 and the statistical power of the test is equal with 1.

Table 4.21
*Interdisciplinary ANCOVA of Effect of Stress Management Skills on Students’ Interpersonal Relationship*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type</th>
<th>III df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td></td>
<td>1993.423(b)</td>
<td>2</td>
<td>996.711</td>
<td>81.022</td>
<td>.000</td>
<td>.761</td>
<td>162.043</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td></td>
<td>250.255</td>
<td>1</td>
<td>250.255</td>
<td>20.343</td>
<td>.000</td>
<td>.285</td>
<td>20.343</td>
<td>.993</td>
</tr>
<tr>
<td>Interpersonal Relationship</td>
<td></td>
<td>233.780</td>
<td>1</td>
<td>233.780</td>
<td>19.004</td>
<td>.000</td>
<td>.271</td>
<td>19.004</td>
<td>.990</td>
</tr>
<tr>
<td>GROUP</td>
<td></td>
<td>1954.784</td>
<td>1</td>
<td>1954.784</td>
<td>158.902</td>
<td>.000</td>
<td>.757</td>
<td>158.902</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td></td>
<td>627.392</td>
<td>51</td>
<td>12.302</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>72030.000</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td></td>
<td>2620.815</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Computed using alpha = .05 ;
b  $R^2 = .761$ (Adjusted $R^2 = .751$)
As seen in Table 4.21, in Interpersonal Relationship, the difference between two groups of “Stress Management” and “Control” after controlling the pretest effect is also significant ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 75.5 and the statistical power of the test is equal with 1.

Table 4.22

*Interdisciplinary ANCOVA of the Effect of Stress Management Skills on Students’ Social Responsibility (Dependent Variable: Social Responsibility)*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>886.110(b)</td>
<td>443.055</td>
<td>41.653</td>
<td>.000</td>
<td>.620</td>
<td>83.305</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>452.606</td>
<td>452.606</td>
<td>42.551</td>
<td>.000</td>
<td>.455</td>
<td>42.551</td>
<td>1.000</td>
</tr>
<tr>
<td>Social Responder</td>
<td>13.167</td>
<td>13.167</td>
<td>1.238</td>
<td>.271</td>
<td>.024</td>
<td>1.238</td>
<td>.194</td>
</tr>
<tr>
<td>GROUP</td>
<td>875.513</td>
<td>875.513</td>
<td>82.309</td>
<td>.000</td>
<td>.617</td>
<td>82.309</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>542.483</td>
<td>10.637</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>62500.000</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>1428.593</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Computed using alpha = .05
b  $R$ Squared = .620 (Adjusted $R$ Squared = .605)

As shown in Table 4.22, in Social Responsibility, the difference between two groups of “Stress Management” and “Control” after controlling the pretest effect is also significant ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 61.7 and the statistical power of the test is equal with 1.
As illustrated in Table 4.23, in Optimism, the difference between two groups of “Stress Management” and “Control” after controlling the pretest effect is also significant \((p < .01)\). Moreover, Eta-squared (effect quotient) is equal with 84.6 and the statistical power of the test is equal with 1.

If the conditions and assumptions of ANCOVA are not on, then non-parametric Mann Whitney \(U\) Test is used.
As seen in Table 4.24, the difference of grades of EI elements including Self Actualization, Stress Tolerance, Impulse Control and Happiness between two groups of “Stress Management” and “Control” is significant at ($p < .01$) level. Though this difference is not significant in Reality Testing and Flexibility at ($p > .01$) level.
3. Do Communicative Skills affect students’ EI?

In order to answer this question, preliminarily the mean and standard deviation of the two groups of Communicative Management Training and Control were calculated in the pretest and final test phases and the difference between two groups was studied using the independent t-test shown in Table 4.25.

Table 4.25
Independent t-Test of the Effect of Communicative Management Training on Students’ EI in Experimental and Control Group

<table>
<thead>
<tr>
<th>group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>T</th>
<th>df</th>
<th>Sig.(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Quotient</td>
<td>29</td>
<td>164.91</td>
<td>32.091</td>
<td>5.95</td>
<td>20.216</td>
<td>56</td>
<td>.000</td>
</tr>
<tr>
<td>control</td>
<td>29</td>
<td>38.45</td>
<td>10.25</td>
<td>1.90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table 4.25, the difference between total average marks of EI in the post-test phase is significant ($p < .05$). This indicates that teaching Communicative Management in the test group can culminate in an increase in students’ EI. In addition, since the pretest has been used in the present plan, in order that the pretest can be considered in final test, ANCOVA has been employed. At first the assumptions of ANCOVA were studied. The results of Levene’s test and Homogeneity test indicated that ANCOVA assumptions were on.
Table 4.26
*Interdisciplinary ANCOVA for Effect of Communicative Management Skills on Students’ EI*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>192877.693(b)</td>
<td>96438.846</td>
<td>209.815 .000</td>
<td>.884</td>
<td>419.631</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Intercept</td>
<td>14306.178</td>
<td>14306.178</td>
<td>31.125 .000</td>
<td>.361</td>
<td>31.125</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Emotional Quotient</td>
<td>2148.796</td>
<td>2148.796</td>
<td>4.675</td>
<td>.035</td>
<td>.078</td>
<td>4.675</td>
<td>.565</td>
</tr>
<tr>
<td>Inventory GROUP</td>
<td>182442.149</td>
<td>182442.149</td>
<td>396.927 .000</td>
<td>.878</td>
<td>396.927</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>25280.031</td>
<td>459.637</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10895968.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>218157.724</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a Computed using alpha = .05
- b $R$ Squared = .922 (Adjusted $R$ Squared = .919)

As shown in Table 4.26, the difference between two groups of Communicative Management and Control after controlling the effect of pretest is significant ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 87.8 and the statistical power of the test is equal with 1. In regard with significance of variance and covariance matrix which are included in assumptions of ANCOVA and in order to increase certitude, the non-parametric Mann-Whitney $U$ test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and post-test marks in both groups, the report of which is presented in Table 4.27.

Table 4.27
*Mann-Whitney U Test Comparing Student EI for the “Communicative Management” and “Control” Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Mann-Whitney $U$ .000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Quotient Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td>29</td>
<td>44.00</td>
<td>1276.00</td>
<td>Wilcoxon W 435.000</td>
</tr>
<tr>
<td>control</td>
<td>29</td>
<td>15.00</td>
<td>435.00</td>
<td>Z -6.541</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td></td>
<td></td>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>
As seen in Table 4.27, the difference of grades of EI between two groups of Stress Management and Control is significant at the $p < .01$ level.

In addition to studying the difference of two groups in regard with total mark of EI using ANCOVA, the effect of teaching Communicative Skills on different dimensions and elements of EI were also studied in both groups.

Table 4.28
Interdisciplinary ANCOVA of Effect of "Communicative Management" Skills on Students’ Emotional Self Awareness. Dependent Variable: Emotional Self Awareness

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>458.186(b)</td>
<td>3</td>
<td>152.729</td>
<td>24.607</td>
<td>.000</td>
<td>.573</td>
<td>73.820</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Intercept</td>
<td>245.767</td>
<td>1</td>
<td>245.767</td>
<td>39.597</td>
<td>.000</td>
<td>.419</td>
<td>39.597</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Emotional Self</td>
<td>54.903</td>
<td>1</td>
<td>54.903</td>
<td>8.846</td>
<td>.004</td>
<td>.139</td>
<td>8.846</td>
<td>.832</td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td>411.870</td>
<td>2</td>
<td>205.935</td>
<td>33.179</td>
<td>.000</td>
<td>.547</td>
<td>66.358</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>341.373</td>
<td>55</td>
<td>6.207</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>34210.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>799.559</td>
<td>58</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05
b $R$ Squared = .573 (Adjusted $R$ Squared = .550)

As illustrated in Table 4.28, the difference in level of Emotional Self Awareness between two groups of Communicative Skills and Control is significant after control of the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 54.7 and the statistical power of the test is equal with 1.
Table 4.29
Interdisciplinary ANCOVA for Effect of Communicative Management Training on Students’ Assertiveness

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig. Partial Eta Squared</th>
<th>Eta Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>135.296(b)</td>
<td>3</td>
<td>45.099</td>
<td>4.823</td>
<td>.005 .208</td>
<td>14.468</td>
<td>.883</td>
</tr>
<tr>
<td>Intercept</td>
<td>124.601</td>
<td>1</td>
<td>124.601</td>
<td>13.324</td>
<td>.001 .195</td>
<td>13.324</td>
<td>.948</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>125.599</td>
<td>1</td>
<td>125.599</td>
<td>13.431</td>
<td>.001 .196</td>
<td>13.431</td>
<td>.950</td>
</tr>
<tr>
<td>GROUP</td>
<td>10.237</td>
<td>2</td>
<td>5.119</td>
<td>.547</td>
<td>.582 .020</td>
<td>1.095</td>
<td>.136</td>
</tr>
<tr>
<td>Error</td>
<td>514.332</td>
<td>55</td>
<td>9.351</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29603.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>649.627</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(a \) Computed using alpha = .05;
\(b \) \(R^2 = .208\) (Adjusted \(R^2 = .165\))

Table 4.29 shows that the difference at level of Assertiveness between two groups of Communicative Skills and Control is significant after control of the effect of pretest \((p < .01)\). Moreover, Eta-squared (effect quotient) is equal with 58.2 and the statistical power of the test is equal with 0.13.

Table 4.30
Interdisciplinary ANCOVA of the Effect of Communicative Management Training on Students’ Self-Regard

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig. Partial Eta Squared</th>
<th>Eta Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>523.461(b)</td>
<td>3</td>
<td>174.487</td>
<td>11.650</td>
<td>.000 .389</td>
<td>34.951</td>
<td>.999</td>
</tr>
<tr>
<td>Intercept</td>
<td>822.542</td>
<td>1</td>
<td>822.542</td>
<td>54.921</td>
<td>.000 .500</td>
<td>54.921</td>
<td>1.000</td>
</tr>
<tr>
<td>Self Regard</td>
<td>-2.275</td>
<td>1</td>
<td>2.275</td>
<td>.152</td>
<td>.698 .003</td>
<td>.152</td>
<td>.067</td>
</tr>
<tr>
<td>GROUP</td>
<td>391.626</td>
<td>2</td>
<td>195.813</td>
<td>13.074</td>
<td>.000 .322</td>
<td>26.149</td>
<td>.996</td>
</tr>
<tr>
<td>Error</td>
<td>823.725</td>
<td>55</td>
<td>14.977</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50100.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>1347.186</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(a \) Computed using alpha = .05;
\(b \) \(R^2 = .389\) (Adjusted \(R^2 = .355\)
As indicated in Table 4.30, the difference in level of Self-Regard between two groups of “Communicative Skills” and “Control” is significant after control of the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 32.2 and the statistical power of the test is equal with 0.9.

Table 4.31
Interdisciplinary ANCOVA of Effect of Communicative Management Training on Students’ Empathy

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III</th>
<th>df</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter Power (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1824.800(b)</td>
<td>3</td>
<td>608.267</td>
<td>63.984</td>
<td>.000</td>
<td>.777</td>
<td>191.951</td>
</tr>
<tr>
<td>Intercept</td>
<td>570.338</td>
<td>1</td>
<td>570.338</td>
<td>59.994</td>
<td>.000</td>
<td>.522</td>
<td>59.994</td>
</tr>
<tr>
<td>Empathy</td>
<td>24.242</td>
<td>1</td>
<td>24.242</td>
<td>2.550</td>
<td>.116</td>
<td>.044</td>
<td>2.550</td>
</tr>
<tr>
<td>GROUP</td>
<td>1754.355</td>
<td>2</td>
<td>877.178</td>
<td>92.271</td>
<td>.000</td>
<td>.770</td>
<td>184.541</td>
</tr>
<tr>
<td>Error</td>
<td>522.861</td>
<td>55</td>
<td>9.507</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Corrected</td>
<td>2347.661</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46227.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05;
b R Squared = .777 (Adjusted R Squared = .765)

As seen in Table 4.31, the difference in level of Empathy between two groups of “Communicative Skills” and “Control” is significant after controlling for the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 77 and the statistical power of the test is equal with 1.
Table 4.32
Interdisciplinary ANCOVA for Effect of Communicative Management Training on Students’ Interpersonal Relationship

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>1973.461(b)</td>
<td>3</td>
<td>657.820</td>
<td>54.239</td>
<td>.000</td>
<td>.747</td>
<td>162.718</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>922.110</td>
<td>1</td>
<td>922.110</td>
<td>76.031</td>
<td>.000</td>
<td>.580</td>
<td>76.031</td>
<td>1.000</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>80.883</td>
<td>1</td>
<td>80.883</td>
<td>6.669</td>
<td>.013</td>
<td>.108</td>
<td>6.669</td>
<td>.718</td>
</tr>
<tr>
<td>GROUP</td>
<td>1838.343</td>
<td>2</td>
<td>919.172</td>
<td>75.788</td>
<td>.000</td>
<td>.734</td>
<td>151.577</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>667.048</td>
<td>55</td>
<td>12.128</td>
<td></td>
<td></td>
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<td></td>
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<td>Total</td>
<td>80406.000</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Corrected Total</td>
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<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05;
b $R^2$ = .747 (Adjusted $R^2$ = .734)

With reference to Table 4.32, the difference in level of Interpersonal Relationship between two groups of “Communicative Skills” and “Control” is significant after control of the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 73.4 and the statistical power of the test is equal to 1.

Table 4.33
Interdisciplinary ANCOVA for Effect of Communicative Management Training on Students’ Social Responsibility

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>971.498(b)</td>
<td>3</td>
<td>323.833</td>
<td>27.339</td>
<td>.000</td>
<td>.599</td>
<td>82.016</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>914.655</td>
<td>1</td>
<td>914.655</td>
<td>77.217</td>
<td>.000</td>
<td>.584</td>
<td>77.217</td>
<td>1.000</td>
</tr>
<tr>
<td>Social Respreibility</td>
<td>2.170</td>
<td>1</td>
<td>2.170</td>
<td>.183</td>
<td>.670</td>
<td>.003</td>
<td>.183</td>
<td>.071</td>
</tr>
<tr>
<td>GROUP</td>
<td>897.517</td>
<td>2</td>
<td>448.758</td>
<td>37.885</td>
<td>.000</td>
<td>.579</td>
<td>75.771</td>
<td>1.000</td>
</tr>
<tr>
<td>Error</td>
<td>651.485</td>
<td>55</td>
<td>11.845</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Total</td>
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</tr>
<tr>
<td>Corrected Total</td>
<td>1622.983</td>
<td>58</td>
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<td></td>
</tr>
</tbody>
</table>

a Computed using alpha = .05
b $R^2$ = .599 (Adjusted $R^2$ = .577)
As seen in Table 4.33, the difference in level of Social Responsibility between two groups of “Communicative Skills” and “Control” is significant after control of the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 57.9 and the statistical power of the test is equal with 1.

Table 4.34
*Interdisciplinary ANCOVA of the Effect of Communicative Management Training on Students’ Problem Solving*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>2053.479(b)</td>
<td>3</td>
<td>684.493</td>
<td>133.379.000</td>
<td>.681</td>
<td>.861</td>
<td></td>
<td>340.137</td>
<td>1.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>651.282</td>
<td>1</td>
<td>651.282</td>
<td>107.878.000</td>
<td>.662</td>
<td>107.878</td>
<td></td>
<td>302.861</td>
<td>1.000</td>
</tr>
<tr>
<td>GROUP</td>
<td>1828.437</td>
<td>2</td>
<td>914.218</td>
<td>151.431.000</td>
<td>.846</td>
<td>.302.861</td>
<td></td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>332.047</td>
<td>55</td>
<td>6.037</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td></td>
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</tr>
<tr>
<td>Corrected Total</td>
<td>2385.525</td>
<td>58</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* a Computed using alpha = .05
  b $R^2$ Squared = .861 (Adjusted $R^2$ Squared = .853)

With reference to Table 4.34, the difference in level of Problem Solving between two groups of “Communicative Management Skills” and “Control” is significant after control of the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 57.9 and the statistical power of the test is equal with 1.
As seen in Table 4.35, the difference at level of Optimism between two groups of “Communicative Skills” and “Control” is significant after control of the effect of pretest ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 85.8 and the statistical power of the test is equal with 1.

If the conditions and assumptions of ANCOVA are not on, then non-parametric Mann Whitney $U$ Test is used.
Table 4.36
Mann-Whitney U Test Comparing of the Two Groups Communicative Management and “Control” on Students’ EI

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Test</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Actualization</strong></td>
<td></td>
<td></td>
<td></td>
<td>Mann-Whitney U</td>
<td>50.500</td>
</tr>
<tr>
<td>Communication</td>
<td>29</td>
<td>42.26</td>
<td>1225.50</td>
<td>Wilcoxon W Z</td>
<td>485.50</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>16.74</td>
<td>485.50</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>independence</strong></td>
<td></td>
<td></td>
<td></td>
<td>Mann-Whitney U</td>
<td>333.500</td>
</tr>
<tr>
<td>Communication</td>
<td>29</td>
<td>32.50</td>
<td>942.50</td>
<td>Wilcoxon W Z</td>
<td>768.50</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>26.50</td>
<td>768.50</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.138</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Reality Testing</strong></td>
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<td></td>
<td></td>
<td>Mann-Whitney U</td>
<td>318.000</td>
</tr>
<tr>
<td>Communication</td>
<td>29</td>
<td>33.03</td>
<td>958.00</td>
<td>Wilcoxon W Z</td>
<td>753.00</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>25.97</td>
<td>753.00</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.106</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td></td>
<td></td>
<td></td>
<td>Mann-Whitney U</td>
<td>66.500</td>
</tr>
<tr>
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<td>1209.50</td>
<td>Wilcoxon W Z</td>
<td>501.50</td>
</tr>
<tr>
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<td>501.50</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Stress Tolerance</strong></td>
<td></td>
<td></td>
<td></td>
<td>Mann-Whitney U</td>
<td>1.000</td>
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<td>1275.00</td>
<td>Wilcoxon W Z</td>
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<tr>
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<td>15.03</td>
<td>436.00</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impulse Control</strong></td>
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<td></td>
<td></td>
<td>Mann-Whitney U</td>
<td>101.500</td>
</tr>
<tr>
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<td>1174.50</td>
<td>Wilcoxon W Z</td>
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<tr>
<td>Control</td>
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<td>18.50</td>
<td>536.50</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Happiness</strong></td>
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<td></td>
<td>Mann-Whitney U</td>
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</tr>
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<td>1216.00</td>
<td>Wilcoxon W Z</td>
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<td>Asymp. Sig. (2-tailed)</td>
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<tr>
<td><strong>Total</strong></td>
<td>58</td>
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</tr>
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</table>
From Table 4.36, the difference of grades of EI elements including Self Actualization, Stress Tolerance, Flexibility, Impulse Control and Happiness between the groups “Communicative Skills” and “Control” is significant at the $p < .01$ level, though this difference is insignificant in Reality Testing and Independence at the $p < .01$ level.

4. Do the EI of students in the experimental and control groups differ?

Table 4.37 gives the ANCOVA results for the experimental and control groups.

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Source of change</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Quotient Inventory</td>
<td>Between Groups</td>
<td>393093.8</td>
<td>3</td>
<td>131031.262</td>
<td>195.230</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>73827.9</td>
<td>110</td>
<td>671.163</td>
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<td></td>
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<tr>
<td></td>
<td>Total</td>
<td>466921.7</td>
<td>113</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Emotional Self Awareness</td>
<td>Between Groups</td>
<td>559.2</td>
<td>3</td>
<td>186.398</td>
<td>18.435</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>1112.2</td>
<td>110</td>
<td>10.111</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
<td>1671.4</td>
<td>113</td>
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<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Between Groups</td>
<td>193.4</td>
<td>3</td>
<td>64.453</td>
<td>3.434</td>
<td>.019</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>2064.3</td>
<td>110</td>
<td>18.767</td>
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<td>Total</td>
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<td>113</td>
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<tr>
<td>Self – Regard</td>
<td>Between Groups</td>
<td>1053.2</td>
<td>3</td>
<td>351.071</td>
<td>15.850</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>2436.5</td>
<td>110</td>
<td>22.150</td>
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<td></td>
<td>Total</td>
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<td>113</td>
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<tr>
<td>Self Actualization</td>
<td>Between Groups</td>
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<td>3</td>
<td>434.106</td>
<td>27.350</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>1746.0</td>
<td>110</td>
<td>15.872</td>
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<td>Total</td>
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<td>113</td>
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<tr>
<td>Independence</td>
<td>Between Groups</td>
<td>111.2</td>
<td>3</td>
<td>37.063</td>
<td>1.963</td>
<td>.124</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>2076.7</td>
<td>110</td>
<td>18.879</td>
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<td></td>
<td>Total</td>
<td>2187.9</td>
<td>113</td>
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<tr>
<td>Empathy</td>
<td>Between Groups</td>
<td>3194.4</td>
<td>3</td>
<td>1064.793</td>
<td>82.825</td>
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<td></td>
<td>Within Groups</td>
<td>1414.1</td>
<td>110</td>
<td>12.856</td>
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<td>113</td>
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<td>Interpersonal Relationship</td>
<td>Between Groups</td>
<td>4483.3</td>
<td>3</td>
<td>1494.420</td>
<td>101.642</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>1617.3</td>
<td>110</td>
<td>14.703</td>
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<td>Total</td>
<td>6100.6</td>
<td>113</td>
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<tr>
<td>Social Responsibility</td>
<td>Between Groups</td>
<td>1701.2</td>
<td>3</td>
<td>567.061</td>
<td>32.713</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>1906.8</td>
<td>110</td>
<td>17.334</td>
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<td>3607.9</td>
<td>113</td>
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<tr>
<td>Problem Solving</td>
<td>Between Groups</td>
<td>4443.3</td>
<td>3</td>
<td>1481.112</td>
<td>135.651</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>1201.0</td>
<td>110</td>
<td>10.919</td>
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<td></td>
<td>Total</td>
<td>5644.4</td>
<td>113</td>
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<td></td>
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<tr>
<td>Reality Testing</td>
<td>Between Groups</td>
<td>210.7</td>
<td>3</td>
<td>70.224</td>
<td>2.383</td>
<td>.073</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>3242.1</td>
<td>110</td>
<td>29.474</td>
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</tr>
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<td></td>
<td>Total</td>
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<td>113</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Between Groups</td>
<td>589.3</td>
<td>3</td>
<td>196.428</td>
<td>13.076</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>3242.1</td>
<td>110</td>
<td>29.474</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3831.4</td>
<td>113</td>
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</tr>
</tbody>
</table>
The results displayed in Table 4.37 show that in all subscales of Emotional Intelligence, except for Independence subscale and also Reality Testing subscale, the difference between groups is significant ($p < .005$).

4. Which teaching method has a stronger effect on students’ EI?

Table 4.38 details the total marks of the students’ EI in post test phase, based on different teaching groups of Anger Management, Stress Management, and Communicative Skills and Control group.

Table 4.37 (Continued)
*Interdisciplinary One way ANCOVA of Subscales of EI in Groups*

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Source of change</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Total</td>
<td>2241.8</td>
<td>113</td>
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<td></td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>Between Groups</td>
<td>2778.0</td>
<td>3</td>
<td>926.012</td>
<td>109.524</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
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<td>110</td>
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<td></td>
<td>Total</td>
<td>3708.1</td>
<td>113</td>
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</tr>
<tr>
<td>Impulse Control</td>
<td>Between Groups</td>
<td>1813.2</td>
<td>3</td>
<td>604.409</td>
<td>33.878</td>
<td>.000</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>1962.5</td>
<td>110</td>
<td>17.841</td>
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<tr>
<td></td>
<td>Total</td>
<td>3775.7</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happiness</td>
<td>Between Groups</td>
<td>1952.4</td>
<td>3</td>
<td>650.788</td>
<td>32.421</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>2208.1</td>
<td>110</td>
<td>20.073</td>
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<td></td>
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<td></td>
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<td>Optimism</td>
<td>Between Groups</td>
<td>5763.0</td>
<td>3</td>
<td>1920.995</td>
<td>149.116</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>1417.1</td>
<td>110</td>
<td>12.883</td>
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<td></td>
<td>Total</td>
<td>7180.1</td>
<td>113</td>
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</tr>
</tbody>
</table>

Table 4.38
*Total Marks of the Students’ EI in Post Test*

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>486.40</td>
<td>23.25</td>
<td>30</td>
</tr>
<tr>
<td>Anger</td>
<td>500.55</td>
<td>24.89</td>
<td>30</td>
</tr>
<tr>
<td>Stress</td>
<td>496.29</td>
<td>25.02</td>
<td>30</td>
</tr>
</tbody>
</table>
Referring to Table 4.38, the results of analysis of covariance show the effect of provided training groups including Anger Management, Stress Management, and Communicative Skills and Control Group in increasing students’ EI.

Table 4.39  
*Analysis of Covariance in Increasing Studied Students’ EI: Emotional Quotient Inventory-Post Test*

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
<th>Noncent. Parameter</th>
<th>Observed Power(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3117.896(b)</td>
<td>3</td>
<td>1039.299</td>
<td>1.728</td>
<td>.168</td>
<td>.060</td>
<td>5.185</td>
<td>.436</td>
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<td>Intercept</td>
<td>51374.891</td>
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<td>51374.891</td>
<td>85.428</td>
<td>.000</td>
<td>.513</td>
<td>85.428</td>
<td>1.000</td>
</tr>
<tr>
<td>Emotional Quotient</td>
<td>7.419</td>
<td>1</td>
<td>7.419</td>
<td>.012</td>
<td>.912</td>
<td>.000</td>
<td>.012</td>
<td>.051</td>
</tr>
<tr>
<td>Inventory-Post test</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>3099.778</td>
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<td>1549.889</td>
<td>2.577</td>
<td>.082</td>
<td>.060</td>
<td>5.154</td>
<td>.501</td>
</tr>
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<td>81</td>
<td>601.382</td>
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<td></td>
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</tr>
<tr>
<td>Corrected Total</td>
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<td></td>
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<td></td>
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</tbody>
</table>

---

b  R Squared = .060 (Adjusted R Squared = .025)

Based on the test results, analysis of covariance and the information obtained from Table 4.39, the effect of provided training in increasing studied students’ EI (p = .001 and f = 1.109) is statistically significant (p < .05) and based on evidence and information contained in Table 4.39 it is possible to conclude that the method of teaching with Anger Management Skills has had a larger effect on students’ EI.
Table 4.40
*Analysis of Covariance Students’ EI Emotional Quotient Inventory- Pre Test*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Emotional Quotient Inventory- pre test</td>
<td>30</td>
<td>270.00</td>
<td>349.00</td>
<td>321.4828</td>
<td>16.83241</td>
</tr>
<tr>
<td>Anger Emotional Quotient Inventory- pre test</td>
<td>30</td>
<td>282.00</td>
<td>356.00</td>
<td>319.2258</td>
<td>16.84183</td>
</tr>
<tr>
<td>Stress Emotional Quotient Inventory- pre test</td>
<td>30</td>
<td>300.00</td>
<td>357.00</td>
<td>325.7200</td>
<td>14.28729</td>
</tr>
<tr>
<td>Control Emotional Quotient Inventory- pre test</td>
<td>30</td>
<td>303.00</td>
<td>369.00</td>
<td>333.2759</td>
<td>17.04175</td>
</tr>
</tbody>
</table>

**Mean Pre Test Scores for the four groups.**

Figure 4.1 shows the mean pre test scores for the four groups in the study.

![Figure 4.1. Mean Pre Test Scores for the four groups.](image-url)
### Table 4.41

*Analysis of Covariance in Increasing Studied Students’ EI Emotional Quotient Inventory Post Test*

<table>
<thead>
<tr>
<th>Group</th>
<th>Emotional Quotient Inventory post test</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Emotional Quotient Inventory post test</td>
<td>30</td>
<td>454.00</td>
<td>546.00</td>
<td>486.4138</td>
<td>23.23101</td>
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<td>Anger</td>
<td>Emotional Quotient Inventory post test</td>
<td>30</td>
<td>467.00</td>
<td>554.00</td>
<td>500.5484</td>
<td>24.88753</td>
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<tr>
<td>Stress</td>
<td>Emotional Quotient Inventory post test</td>
<td>30</td>
<td>440.00</td>
<td>532.00</td>
<td>496.2916</td>
<td>25.02219</td>
</tr>
<tr>
<td>Control</td>
<td>Emotional Quotient Inventory post test</td>
<td>30</td>
<td>317.00</td>
<td>416.00</td>
<td>371.7241</td>
<td>20.97430</td>
</tr>
</tbody>
</table>

![Figure 4.2. Mean Post Test scores for the four groups.](image-url)
Table 4.42
*Pretest-posttest Emotional Quotient Inventory*

<table>
<thead>
<tr>
<th>Group</th>
<th>var</th>
<th>N</th>
<th>Pre test Mean</th>
<th>Std. Deviation</th>
<th>Post test Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Emotional Quotient Inventory</td>
<td>30</td>
<td>321.4828</td>
<td>16.83241</td>
<td>486.4138</td>
<td>23.23101</td>
</tr>
<tr>
<td>Anger</td>
<td>Emotional Quotient Inventory</td>
<td>30</td>
<td>319.2258</td>
<td>16.84183</td>
<td>500.5484</td>
<td>24.88753</td>
</tr>
<tr>
<td>Stress</td>
<td>Emotional Quotient Inventory</td>
<td>30</td>
<td>325.7200</td>
<td>14.28729</td>
<td>496.2916</td>
<td>25.02219</td>
</tr>
<tr>
<td>Control</td>
<td>Emotional Quotient Inventory</td>
<td>30</td>
<td>333.2759</td>
<td>17.04175</td>
<td>371.7241</td>
<td>20.97430</td>
</tr>
</tbody>
</table>

*Figure 4.3.* Comparison of pretest and posttest scores for the four groups.
Table 4.43
Change Difference Descriptive Statistics Emotional Quotient Inventory Pretest-posttest

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>29</td>
<td>117.00</td>
<td>241.00</td>
<td>164.9134</td>
<td>32.09129</td>
</tr>
<tr>
<td>Anger</td>
<td>31</td>
<td>147.00</td>
<td>232.00</td>
<td>181.3226</td>
<td>25.82039</td>
</tr>
<tr>
<td>Stress</td>
<td>25</td>
<td>122.00</td>
<td>223.00</td>
<td>170.5717</td>
<td>30.31237</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>6.00</td>
<td>55.00</td>
<td>38.4483</td>
<td>10.24551</td>
</tr>
</tbody>
</table>

Figure 4.4. Differences in mean scores between pretest and posttest for the groups.

Conclusion

In conclusion, the results of descriptive statistics show that there were significant differences between anger management groups and control group on emotional intelligence. The results of comparison between the anger group and control group
show that the anger management groups had higher emotional intelligence scores than the control group. Results of ANCOVA show that there was a significant difference between the stress management group and control group on emotional intelligence. Furthermore, results of ANCOVA show there was significant interaction between stress training group on emotional intelligence. Finally, there was significant interaction between the interpersonal communication group and control group on emotional intelligence. Therefore, one contribution of this study is that it indicates the significant differences between experimental and control group on emotional intelligence variables, as well as showing that first year students have increased their scores on emotional intelligence after they participated in the anger, stress and interpersonal communication training program. The findings of this study would help academic authorities to foster emotional intelligence skills among the student community.
CHAPTER 5
CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Introduction

This present chapter is organized into the following sections: the first section consists of a brief summary of the research. The second section includes discussion of research findings. The third section provides the conclusions of the research findings. The fourth section include implications concerning the result of this research and concludes with the suggestions for future studies.

Summary of Study

The problem to be addressed in this study stemmed from reports that a high rate of stress and aggressive behavior is a major problem in the university students of Iran due to their ineffective communication. The college environment is probably a new experience for most students. College students are prone to stress due to the transitional nature of college life. Unless they deal with the stress effectively, feelings of loneliness, nervousness, sleeplessness and worrying may result. Effective coping strategies facilitate the return to a balanced state, reducing the negative effects of stress; aggression behaviors among youth have also been found to be related to a deficit in emotional intelligence.

This research examined Total EQ-i Scale scores and five Composite Scale scores as measured by the Bar-On EQ-i (Bar-On, 1997) for female university students in Iran participating in anger management training, stress management and skills of interpersonal communication training. Specifically, the Bar-On EQ-i was utilized as a pre and post test to measure changes in EI scores.
For this study social learning theory was used. After giving a starting pre-test to students (in the beginning of the academic year), group one was to undergo five sessions of anger management, and group two attended five sessions of stress management, while group three underwent five sessions of interpersonal communication training. Those in group four (the control group) did not participate in any program. However, the control group participated in the pretest and posttest at the same time with the experimental group. All students chosen for training at the identified faculty were offered the opportunity to participate in the training program. The existing data for the 120 participants in the experimental group counseling center included all participants entering the three different groups (anger, stress, and effective relationships training). Finally, the results of the pretest and posttest were compared.

In this study, in order to perform data analysis, SPSS software (Version 16) was used. Descriptive and inferential statistics involving mean, median, and variance, ANCOVA between groups, t-test and Mann-Whitney U Test were used.

The methodology selected for the research was based on the research questions and attaining results to demonstrate a statistically significant improvement in emotional intelligence and the five scales that comprise the Bar-On model of emotional intelligence as measured by the EQ Scale scores and five Composite Scale scores as measured by the Bar-On EQ-i (Bar-On, 1997). The scales of intrapersonal, interpersonal, adaptability, general mood, and stress management were analyzed for improvement. The focus of the research were the independent variables of anger management, stress training and interpersonal communication skills learning which were analyzed across the five scales, as well as the total emotional intelligence score using pre-test and post-test. The research contributed to the body of knowledge for emotional intelligence in that a detailed description of the types of training activities, deployment methods utilized, time spent within the social learning methods, and
duration of training were provided and the subsequent level of emotional intelligence improvement was noted

**Significance of the Study**

First year students are exposed to a variety of stressors. Establishing a student support system during the first year and improving it throughout the university is necessary to emotional intelligence to equip students with effective coping skills. Efforts should include anger management, stress management and effective relationship strategies that can be called upon in these students’ future life.

Results of this research showed that significant improvement in emotional intelligence for first year students at the University were seen in the three categories after training in coping with stress, skills of effective relationships, and anger management.

The origin of problematic behaviors is multifarious, and psychological inquiry regarding the factors leading to externalized behavior problems such as rule-breaking, conduct problems, and aggression, has revealed a number of variables that may play a role. Parenting practices, socioeconomic status, intellectual ability, and high rates of viewing of media violence have all been found to be related to some form of problem behavior. According to the results of this research it is possible that problematic behaviors can be deterred so that individuals and society would benefit. Instructors must recognize the importance of creating an effective learning environment that supports these constructs to enhance student learning and increase the ability to transfer learning to successful job performance. The Faculty can better understand how to create reflective learning environments in the university to enhance student learning outcomes. The results of this study may be useful in making recommendations about potential interventions with educational populations.
This study addresses the need for the Ministry of Education and higher education and other institutions involved in youth social issues and progress which in some cases are involved in social policy making. It will also support the needs of the families and family development centers.

Findings

Regarding the goal of the current research, the findings of the first question indicates that anger control training affects students’ emotional intelligence. With regard to this effect, we can say that individuals with high emotional intelligence have lower anger expression and higher anger control Schutte et al. (2001). Also, the findings indicate that the effect of anger control training on emotional intelligence total score and on elements of anger control is significant and that individuals with a higher emotional intelligence have fewer mood problems and attributes of anger. These results emphasize the findings of Nelis, Quoidbach, Mikolajczak, and Hansenne (2009) confirming that emotional intelligence has positive effect in terms of anger management and that teaching anger control skills causes an increase in emotional intelligence.

Regarding the result of the second research question of the present study, as the findings of the second question reveal, teaching stress control affects overall EI. This finding supports Taylor and Novaco (2004) who have studied the United States college students’ emotional intelligence training on reducing stress in the second year.

The third question of the research: regarding the goal of the present research, as the findings of the third question reveal, teaching social relations skills has a significant effect on the students’ emotional intelligence. Schutte et al. (2001) have studied the effect of emotional intelligence on the quality of social relations. This research has been conducted among the students and the results confirm that there is a negative
significant correlation between emotional intelligence and the interpersonal problems of the students.

On the fourth research question, on which training method has a stronger effect on students’ emotional intelligence, based on the results of ANCOVA, the effect of the training in increasing students’ emotional intelligence is statistically significant. Based on the evidence and the information we can conclude that the methods employed in training anger management skills have had a stronger effect on students’ emotional intelligence. These results emphasize the findings of Eftekhar Saadi (2010) stating that teaching emotional intelligence has a positive correlation with the decrease in aggression among first grade high school girls. Also, the findings of Naqdi, Adib Raad, and Nuranipur (2010) support the findings of this research.

Conclusions

Emotional Intelligence Training Program Development is essential among university students. Generally, researchers claimed that students need early exposure to emotional intelligence programs in order to succeed in their environment because it incorporates a number of abilities, including the ability to be aware of one’s own and others’ emotions, to be able to manage those emotions, and to understand the complex relationships that can occur between emotions and likely emotional transition (Austin, 2009; Mayer & Salovey, 1997). Both descriptive and correlation studies regarding emotional intelligence notably originate from earlier efforts (Goleman, 2005), while recent studies are more inclined to concentrate more on the training of emotional intelligence. Due to its advocacy in the possibility of increasing emotional intelligence, developing a quality emotional intelligence program has become more and more crucial for researchers (Schutte, 2001). The resources providing exercises for emotional intelligence improvement are readily available but a review of these resources revealed
a lack of detailed training program information related to research particularly those related to university students (Jensen et al., 2007; Lin et al., 2011; Salami, 2010). Moreover, several studies showed that within the realm of emotional intelligence and the measurement of emotional intelligence improvement throughout the training, there is lack of reporting regarding effective learning designs that have been empirically tested (Eichmann, 2009; Weis & Arnesen, 2007).

Many studies (Boyatzis, Stubbs, & Taylor, 2002; Goleman, 1998; Mayer & Salovey, 1997; Murray, Jordan, & Ashkanasy, 2006; Stubbs, 2005) have evidenced the successful development of EI among employees and managers. For instance, The American express program is one of the pioneering intelligence training programs aimed at increasing the trainees’ understanding of their own emotions and to find ways to manage their emotional reactions. Findings revealed that approximately 90% of the training participants claimed positive job-related benefits from the program. Moreover, the company’s growth sales revenue increased by 11% when compared to other units whose management did not take part in the training program (Cherniss & Caplan, 2001). In a related study, Boyatzis (2001) conducted a longitudinal study and revealed success in developing emotional intelligence in MBA students, and the findings revealed improvement on emotional intelligence competencies (cognitive, self-management, and relationship management). In another related study, Dulewicz and Higgs (2004) studied 59 middle managers in their scheduled one-day-per week training program in a span of four weeks. The study made use of a paired-sample t-test analysis which revealed statistically significant improvements in the managers’ total EQ score as well as on five of the seven elements of emotional intelligence.

Therefore, the purpose of this study was to develop students' emotional intelligence by training program of anger management skills training, stress management skills training and interpersonal communication skills training courses and
to evaluate how the training influenced students’ emotional intelligence among freshmen female university students. The training program for this study was developed based on three sources: anger management training, interpersonal communication skills training and stress management training books (Farsi version) (Motaby & Fathey, 2006a, 2006b, 2006c).

**Implications of the Research**

This research is important in two aspects: (a) Studies of overall emotional intelligence in community college students are in their infancy, and (b) This study demonstrated the impact of curricular intervention as a treatment method for increasing female first year university students’ overall emotional intelligence. This approach has been used in only one other study in the literature (Jaeger, 2004) and that did not involve female first year university students, much less community college students. The students’ overall emotional intelligence was significantly increased in the limited scope population, which this study addressed; clearly there are a multitude of opportunities for increasing emotional intelligence in community college settings.

Students who are underprepared academically could benefit from the self-awareness and self-management competencies to more effectively tackle obstacles that might otherwise trouble them. Changing one’s mindset from defeat to possibility using techniques of anger management, stress management and interpersonal communication skills could be a significant paradigm shift for many students. Accessing resources on campus through better interpersonal skills, whether it is approaching and interacting with faculty or knowing how to use learning resources available on all college campuses, would certainly help students stay on a path of persistence. Recognizing the benefits of delaying gratification and keeping impulse control in check early in first year university female students would prevent some of the current and on-going expense
and frustration. Learning to adapt in an ever-changing world environment is surely a competency that will be required of all students in their lives as the world does indeed become more interconnected and interdependent. For an accomplished and educated adult, much of this seems obvious. To underprepared first year university female students getting ready to compete in this global environment, it may not be obvious.

Curricular intervention in anger management, stress management and interpersonal communication skills makes a difference and our students need it. Emotional intelligence is indeed in the early stages of research especially in higher education. Much more research has been conducted over the past two decades at the two other extremes of the population: in schools (Elksnin & Elksnin, 2003; Obiakor, 2001; Shelton, 2003) and in the workplace (Bellack, 1999; Cherniss & Goleman, 2001; Glass, 2007). Traditional age college students are adolescents who are becoming adults and making life-changing choices in terms of lifestyle, employment, and career goals. This population provides fertile ground for on-going research as all stakeholders, including parents, university administrators, taxpayers, and the students themselves continue to seek ways to improve success rates in terms of persistence and preparation for the future. Today’s students are going to be tomorrow’s political and business leaders, medical specialists, teachers, scientists, entrepreneurs, artists, and parents. The urgent need to be academically prepared to compete and thrive in tomorrow’s world is not lost on anyone. Perhaps the more we understand about non-academic aspects such as emotional intelligence and their contribution to overall success, the better able we may be to address the social, economic, and political challenges that face all citizens.

**Implications for Counselors**

It is assumed that most university students are adolescents and young adults between the ages of 20-30 years being in their late adolescence and early adulthood, and
during the transition period to university many problems confront them, including physical, social, academic, and emotional adjustment. A major hurdle for the students during this time is in engaging emotions, developing autonomy, and developing interpersonal relationship. Many students find the transition from high school to college or university very stressful; this is in part due to the many new challenges that students must face in the first month of classes, such as making new relationships, managing their time and budgets and adapting to a new learning environment with higher academic expectations. Given the increased demand on students during this transition, counselors can help new students through group counseling for training in the three skills for identifying the emotions enables students to be more conscious of them, thus providing the basis for a good understanding of identification in oneself and others. Using emotion management through training will enhance emotional intelligence and this increase brings about a feeling or strengthens the spirit of group collaboration. Understanding the emotions causes intuition toward the individuals’ motivations and makes us more aware of others’ viewpoints. Controlling the emotions in a proper way is a skill that follows awareness. Students efficient in this field can better get rid of negative emotions such as stress, anxiety, anger and loneliness and face fewer problems in life’s ups and downs; in case of any problem they can quickly move back from troublesome conditions to desirable conditions.

Counselling can help students with realistic goals which are meaningful to accept some frustrations, failures, and sorrows. Besides that, training in anger management, stress management and interpersonal skills management can encourage students to be kind, gentle with themselves and others and adjust to the new campus life.
Limitations of the Study

In order to obtain a female new students groups, this type of sample may be a limitation since the findings may not be generalizable to populations not included in this study.

1. Additional research will be needed in order to determine whether the results from this study can be generalized to other populations.
2. The instrument used in this study, the Bar-On EQ-i is a self-reporting instrument.
3. A limitation of this study was the time factor; there was no follow-up to ascertain the longer term impact of the intervention on the students’ EI.

Suggestions for Further Research

Given the findings of this study, the following are some recommendations for further research:

1. Since this study involved only female university students, a similar kind of study should be performed in other groups (high school/secondary school students) and using a sample of both males and females.
2. It is suggested that the study be replicated using other instruments than the self-reporting instrument.
3. The best suggestion of this study is to repeat this study by following up the longer term impact of the intervention on the students’ EI.
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Ma’sume Esmaeeli, Ahadi, Delavar, & Shafee Abadi. (2007). *Psychological Studies Quarterly, 49*, p. 185


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Objective: Teaching students the skill of anger management.

Session number: 5

Time per session: 2 hours

Sessions per week: 1

Activities:
1 – Activating student's mind about difference of people in facing stress.
2 – Finding out about ways of fighting stress.
3 – Student's awareness of general affects of stress on human beings.
4 – Visualizing the role of anger in our lives.
5 – Knowing the relation that exists between anger and anxiety.
6 – Students should learn to be able to face anger.

The following will be brainstormed in class and members of the group will be asked to have an active and social cooperation with each other.

First Session

Objective:

Definition of anger Causes of Anger and Survey (Questionnaire).

Activities:

Students will learn Definition of anger.

Causes of Anger

Students will answer to Survey (Questionnaire).

Total time: 2 hour
Introduction

The stress management training can improve satisfaction and is suitable for the different stages of life. Indeed, the manner in which we anticipate, appraise, and perceive our environment moderates our experience of stress and negative emotions.

Anger is an alternate and natural emotion, and an out-coming response to pain in one form or another (physical or emotional). Anger can happen when people do not feel fine, when they feel rejected and discouraged or experience some loss (Smith & Lazarus, 1993).

Anger is the bridge both to physical and verbal aggression and to hostility (Cherniss, 2001). Accordingly, we need to learn how to manage anger if we are to reduce our aggression and hostility. Research has shown that it is possible for people to learn to control their anger, even following relatively brief training sessions (Cohen, & Sandy, 2003). Anger can be a very powerful source of positive energy if properly channeled.

In preventing aggression, the anger management training program permits students to learn how to categorize their feelings, and how to name and define them, how to show empathy for others’ feelings, and how to defend their rights without being aggressive.

Effective communication is a technical functioning, while distinguishable intelligence is a strategic ability. It relates to understanding oneself and the others, also communicating with others, and adaptation and compatibility level with environments that are all necessary in achieving one’s goals.

Communication plays an important role in the students’ lives, and their achievement of success. Communication effectiveness has long been held to be a success factor for human life, in general. Effective communication can prevent homesickness of students.
Skills for Controlling Anger

Introduction

As we know,

Anger is an alternate emotion and a natural emotion, and an out-coming response to pain in one form or another (physical or emotional). Anger is a feeling all of us are familiar with and generally it is a natural reaction to frustration and misconduct such that all of us, inevitably encounter events in our life angering us.

The feature of anger is that while it is a part of our life, but it can prevent us from attaining our goal.

The natural and intrinsic way for revealing the anger, is the occurrence of obstreperous reactions. Anger is the natural response to threats. Anger makes necessary energy in people to defend against losing their right. The approve of such claim is changes in the physical situation we feel when become angry; increased heart beat, increased blood pressure, increased blood flow to muscles, all arising from the activity of the autonomic nervous system and will prepare the individual to encounter the situation.

It must be noted that we cannot be angry against everything or everybody irritating us. Rules, social standards and common sense force us to observe some limitations.

In the past, anger was a mechanism resulting in man’s survival, but the truth is that the law in human society mostly influenced expression of anger. Today, the route of human society is towards a direction valued to the individual life and each factor endangering this life will be absolutely rejected. During the history, we learnt that make a dam in the direction of stream and use its potential energy for power supply, its water reservoir as drinking water and irrigating our farms. Thus, if we cannot learn how to
control our anger, we will be controlled by anger. History indicates that human society suffered due to uncontrolled anger.

Anger Survey (Questionnaire)

Remembering the provoking situations and evaluating your performance in such situations will help you to discover your negative and positive characteristics. It may be difficult to discern what negative properties you owned when you are evoking. Answering to the following questionnaire may cause you to better find out your negative properties. Naturally whatever you try to reduce using negative properties, you will treat dexterously with any provoking situations.

1. Mostly I cannot control my anger.
2. When I am angry I will say or do something which I regret later.
3. I remain in anger for more time. I cannot be thoughtless.
4. My parents or friends tell I have “nervous-temper”.
5. When I am angry, I really want to harm the individual.
6. When I am angry I shout to the individual.
7. When I am angry I threaten the individual.
8. It seems I am angry because of a subject for most times.
9. I don’t try to discharge my anger, so everything peeves me.
10. I believe others are the cause of most problems I have.
11. Sometimes, although I dislike, but cannot end to my struggle with another one.
12. My anger is “all or null” thing. I am either angry or cool. There is no intermediate state.
13. I was chastened at my work or university because of my anger.
14. I struggle with every superior people: my parents, my teachers,…
15. Mostly I anger others.
16. I hate myself and do something hurting me.
17. I think most times, others lost my right.
18. I like to threaten people when I am angry.
19. In provoking situations I only justify myself.
20. In our country, it is only the anger which one can claim his right.

Causes of anger

It believes that we usually make angry by external stimulants or by others, but it seems that there are some filters in the interface between repellent stimulant and occurrence of anger. The following schema deals with this case.
Environmental Filters

An environment in which there is experienced repellent events or provoking external stimulants play important role in the final result. Probably, somebody stepping on your foot in any of following situations may make you express different reactions:

1. In wedding ceremony of your brother or sister (you may react by giving a funny expression);
2. For entering into stadium for watching final event of World Cup between Iran National team and Brazil (possibly you may tell yourself: even if my shoes are lost, it has its value)
3. In the silent hall of a library (you may accept another one’s apology or be peeved).

Cultural Filters

There are several cultural factors playing roles in occurrence of anger. These factors are varying from ethical micro-cultures to the culture of your working area. Thus, each individual has different reaction while encountering provoking situations based on their different cultural background:

4. Someone may believe religiously that God is always observing him;
5. Someone who shutting accounts as a normal behavior in his micro-culture;
6. Someone who violence has not been accepted in his micro-culture;
7. Someone who grew up in a family with more hardship and adversities which might make him or her powerful.

Exciting Filters

When we possess negative or positive feelings, our reactions will be different based on provoking situations. For example, if you informed that you passed the MSC
test, power supply disconnection and hot weather will not bother you and vice versa, if you failed the test, it will create a negative feeling and electricity disconnection will add to its repellent.

Physical Filters

Studies indicated that people with chronic disorders are more angry than others. In addition, more insignificant states like cold may influence on our response for encountering anger situations. Most possibly, most of you had experiences like what was mentioned above.

Second Session

Objective

Individual’s thought of anger, provoking situations.

Activites.

Students will learn how to act in Provoking Situations

Time: 2 hours

Individual’s thought

Variables related to the importance of thought and view of individuals while encountering provoking situations are abundant such that can take several sessions; in this session we can deal with this discussion why some people become nervous more than others. For relation of view and thought with anger it is enough to remember that even people with the same cultural background and common environment, the same exciting states and the same physical situation will react in different way when encountering a provoking situation.
Thoughts are the most important mental part of humans; it seems that despite the importance of environmental, cultural, excitement and physical factors in arousing anger, changing the mind may play an important role for making emotional and exciting states. If we enjoy such thought that “it is required that always people must be fair, logical, cautious and polite,…”, most probably a thought against it is unpleasant for us. We deal with this in the section “the Anger Controlling Process”.

Individual Reactions to Provoking Situations

At first glance, it seems that there are only two methods while encountering provoking situations. First method, some people follow it, is keeping the anger in one’s heart; it means, when something provokes anger in them, they have no reaction. This is not healthy at all. Most scientific results indicate that repressing anger as the only way for encountering provocation has unpleasant mental outcomes. Depression is the most prevalent problem arising from this action. Meanwhile, other findings have shown that repressing anger may have physical unsuitable effects such as weakening the immune system and they put the individual more in danger of infectious and physical diseases.

A method some other people follow when provoked is “getting angry”. A look to the daily life indicates that for getting angry, there are more reasons and stimulants; so by them we can easily justify our anger; but studies help us avoiding this method because getting continuously angry is dangerous like repressing it for our health. Increased heart beat, increased blood pressure, and increased endocrine activity are factors with more effect on different apparatus of body in long term, like heart, digestive, immune system; the negative effects of anger are not only limited to the physical state, but will hit our soul. After getting angry, one will be disturbed, an
inconvenient for why he/she became angry, thus anger will weaken satisfaction of life. The more angry we are in our life, the more bitter is our life.

Properties of Skilled People to Control the Anger

Skilled and experienced people try to observe three main points in provoking situations:

8. Don’t act such that hurt themselves;

9. Don’t act such that hurt others;

10. Are aware of their rights and try to prevent damaging them.

Note:

It may be needed to more explain the properties of skilled people to controlling their anger; but it is better for you to think about these three properties and see if it is possible to react against provoking situations such that you do not hurt yourself and to others and try to get your rights.

It is interesting knowing that people who have not hurt to themselves or others, and try to get their right are people with following properties:

11. they are caring and do not change their anger to violence or aggression; they do not resort to force.

12. They accept the responsibility for their feelings without accusing others: they tell “I am angry” instead of telling “you made me angry”.

13. They talk about provoking situation instead of judging about the personality of another: they tell “the untidy room makes me angry” instead of “you are an untidy man”.

14. They try to not prolong the feeling of anger.

15. They can talk with another person without losing their control. They try to tell something they will not regret after getting angry.
Above mentioned properties are the properties of vigorous people and will be further discussed later.

Stage one of Anger Controlling Skill: Excitement Consciousness

It is possible that when we are in situations where there are feeling stimulants and excitements like anger; we will be drown to such situations and may not attend to our feeling and excitement. Not being aware of feelings such as anger, results in making a behavior, but not a good one.

It is true when we are in a provoking situation, it is possible to get angry, but becoming aware if we are angry plays an important role to control our anger. This called “excitement consciousness” and as you know, it means one is aware of his feelings and excitements in different situations.

During excitement consciousness, two main actions are done to control our anger:

First, we will discern our excitement state by intimate speaking:

16. I am angry now;
17. Now I feel angry;
18. I feel anger.

By telling expressions like this, we may prevent anger from controlling us because anger has more accurate physiological and neurological properties which can easily control our logical thinking.

The second action while we are in the excitement consciousness is that we try to find out the reason for our anger. To answer this question: “why I am in such a provoked situation?” it is needed to remember the discussion “The Reason for Being Angry”.

As mentioned, the main reason for being angry is not other people, their impact or external stimulants, but it is our inefficient and negative thoughts causing our anger:

Negative and inefficient thoughts are made by different forms but most times such thoughts are the result of this inefficient belief that “always- all people- must have correct behaviors”.

In your view, to what extent it is possible to always all people must have correct behaviors? The fact is that defacing this basic inefficient belief plays important role in controlling the anger.

Most times external stimulants result in activating the inefficient thoughts (the performance of inefficient thoughts is too fast such that they called “Automatic Thoughts”). Should one can both discern such thoughts and neutralize them, indicate a skill in controlling one’s anger.

Now we follow about mentioned descriptions practically for provoking situation occurred for Aiden:

19. He is a careless man;
20. He is impolite;
21. He is a prude;

and...

It is natural if Aiden does not know that “excitement consciousness means that we both know our feeling in each time and know that thoughts result in severity of feelings and behaviors”, it is more possible for him to act such that he does not hurt himself or others.

But, if Aiden knows that “external stimulants naturally make us angry but this is us who get angry because of inefficient thoughts”, it is less possible for him to act such that he hurt himself or others.
If Aiden have needed skills to initially control his anger:

First, by talk therapy, he may prevent anger from controlling his thought:

22. I am angry now;
23. I am angry with this man’s behavior;
   and,….

Second, by activating inefficient behaviors like:

24. He is a careless man;
25. He is an impolite man;
26. He is a prude;
   and,….

By defacing the inefficient belief causing the above mentioned thought, he pace the second step towards controlling his anger.

27. Should, always- all people- have correct behavior?
28. Haven’t I made any mistake when encountering others and in different states?
29. Can I react by my willing to him, because he is a careless, impolite prude?

Third session

Objective

Neutralizing the Anger (Long Term Methods)

Activities.

Students will learn how to neutralizing the anger.

Total time: 2hour

Second Stage of Anger Controlling Skill: Neutralizing the Anger

As stated above, the main important role of excitement consciousness is that it result in as far as inflaming the oven, we try to lessen its flame. Because of the
importance of lessening the anger flame, another part of anger controlling skill allocated to ways for neutralizing the anger.

To neutralize the anger there are used two methods. These methods include long term and short term methods.

30. Long Term Methods:

Long term methods are ones that in long term increase our anger bearing threshold in provoking situations. These methods force us before entering the provoking situations; by exercise we can prevent the anger from controlling us. On the other hand, the long term methods result in neutralizing our anger long after frequently doing it in provoking situations and we do not allow anger to control us.

31. Aerobic Exercise:

The first most suitable method which in long term can increase our ability to neutralize our anger is aerobic exercise. Aerobic exercises are of activities in which one performs regular physical activities in the long term. During such activities, heart beat and respiration will be gradually increased and for a while, such activity continues with maximum heart beat and respiration. Sports such as running, swimming, cycling, fast walking, and mountain climbing are aerobic exercises.

Exercise and Leisure Time

According to various findings related to the multifaceted effectiveness of exercise, today this has more been attended for life. Exercise and leisure time are closely related; it means to be more powerful in the life, particularly while encountering provoking situations, it is needed to enjoy leisure time. As you know, leisure time means our free times, time we use for ourselves.
Dedicating a part of time though our life to our leisure time is a suitable mental and health factor and passing a part of our leisure time during exercise activities may certainly promote our mental and physical health.

Fourth Session
Objective: relaxation
Students will learn techniques of relaxation.
Students was to Try relaxation in the class.
Total time: 2 hours

Relaxation Techniques
As you know about excitement, one part of excitement is its physiological and physical signs. Concentrating on such signs and naturalizing them is one of the main ways for controlling excitement. What occurs in recession is that we can attain the ability in long term such that we can reduce our heart beat, respiration and muscle contraction. Using recession during angry and anxiety is very effective. The influence of recession in common health has proved by several studies. Most findings verify the role recession plays in mental health (and even body). The accuracy of such findings is such that they can state the effect of recession on mental and physical health, so learning and applying the recession regularly like aerobic exercise is a hygiene principle and if someone wants to increase his ability for health, recession is certainly the most important method. Without considering the general effect of recession, undoubtedly one of the most effective advantages of recession is promoting the patience in different provoking situations.
Readiness Stage:

Before recession it is needed to be provided with initial arrangements. First, try to use a quiet place. For this reason, it is better to find a room far from the street and traffic noise with no telephone and a mild light. If it is not possible to find such place, you can use acoustic or using headphone listen to a mild music. The more be skilled in recession, the easier be providing such arrangements.

Second, you are required to make your body ready for relaxation: lay out on a soft mat; locate you arms next to your body and bend your elbow in a 60° angle such that your hands and wrists put on your tummy. You hip must be located on the ground without any contraction. It is not necessary to stick your thigh together because they will be put naturally out of the middle axis. On the other hand, let your body to be comfort on the ground with no muscle activity. If you wish, you can use a soft and comfortable pillow under you neck. Besides, if you feel any sore in your waist, you can use a pillow under your knees. If you have a history of stitch, waist disk and or any muscular-skeletal disorder, you must take action to become comfortable. Avoid using any jewelry, scarf, belt or tight cloth. In readiness stage, if you feel prickle in each part of your body, change your situation. However, if there is severe pain or crumble, let pain release itself (Figure 1).
Haunch- Ankle:

The first exercise is focused on ankle. In this stage, other joints may not be involved: pull the tip of your toe towards the knee (this movement is like taking your foot off the gas pedal when driving). In this state, you may feel muscle contraction only at the front of your leg with extension feeling at the back of your leg. You need to pull your toe towards thighs such that you feel partly a pain (if the pain increased, rest for a while and continue with less pressure). Concentrate your thoughts on the pressure applied on your leg muscle; so make an image in your mind. Keep the image in your mind for few seconds and then erase it. Repeat the exercise again; but this time synchronize your breathing with doing mentioned action such that when you pull your toes towards your thighs, simultaneously keep the air in your lungs and while exhaling, loosen your muscles. Rest for one minute and begin again.

After several times of exercise, when you felt comfort, try to concentrate on recession and comfort of those muscles instead of concentrating on muscle contraction. When you are exhaling, let your muscles to be inactive. In such situation, try to make an image of such inactivation in your mind for a few seconds. Repeat this exercise such that you feel you are able to recessing these muscles.

In this stage, the muscles on the back of your leg will be considered. These muscles are located against group I muscles: take a deep breath and then pull down your toes in reverse direction of previous stage, up to down (this movement is like pushing the gas pedal when driving). Your toes required to be put towards the out of your body. Besides, your heels are stick to the ground. When you attained to maximum breathing power, keep air in your lungs for 5 seconds while simultaneously put your toes up to down. Then, while exhaling, let your feet be in rest. Repeat this exercise for five times and try to synchronize your breath with muscle contraction. When exhaling, and loosen your muscles simultaneously, imagine the image of muscle contraction when exhaling,
and loosening your muscles. In this stage, like previous stage, you may concentrate on
the stress feeling resulted from muscle contraction, recession feeling and difference
between both (figure 2).

![Figure 2 - Relaxation of muscles in the back of leg](image)

Hips and Knees:

To recess the muscle of this group, first, if you put a pillow under your knees, remove it. During this exercise, you may feel stiffness in the front muscles of your hips and thighs. In addition, you may not feel more muscle extraction because these muscles are long and have more than one joint. Like previous stages, take a deep breath and press your thighs and hips on the mat. When you attained your maximum breath capacity, keep the air for a few seconds and then exhale and let your muscles to be at rest. Imagine again the image of muscle stress and feel such that this stress has been removed (figure 3).

![Figure 3 - recession of hips and knees](image)
Trunk:

The first exercise for this stage concentrates on waist muscles, particularly when you have backache not resulted from deformation or trauma, this exercise will be beneficial for you. As there are most people who suffer from backache, please don’t forget to initially warm up your body. If there felt any pain and crumple when exercising, please stop it and after removing the pain, continue it but with less severity and then increase the contraction severity during weeks. If backache continued, please stop the exercise. To do this, release your waist from the ground such that there is made an arc between your waist and ground (figure 4). Try to press your chest towards your chin. During this exercise, your hip is located on the mat. By this exercise, you must feel muscle stress in your waist. Like previous stages, synchronize your breath with this exercise and concentrate on the feelings of muscle stress and recession. Repeat this exercise five times.

The second exercise is the tension of stomach muscles: your feet, hips, and shoulders are in direct contact with mat. Take a breath and contract your stomach muscles and stick your waist to mat. Remain to such situation for five seconds, then exhale and loosen your muscles.

Implement two above mentioned exercises in an alternative order with three seconds rest between each. Then, repeat all exercises you run until now. Concentrate on the feelings of muscular stress and recession. Don’t forget that the importance of imaging is not less than muscular exercises (figure 4).
Distal Limbs of Trunk

In this stage, there is dealt with muscles of upper limbs like shoulder, forearm, wrist and fingers. Remember that each exercise begins with a deep breath with orders like previous stages.

The first exercise allocated to wrist and finger muscles (figure five). In this exercise, both hands are used simultaneously. Put your hands along both sides of your body sides and at the same time, draw your fingers towards your forearm. Now, you can feel muscle tension in the muscles back of your hand and in your forearm. It may be felt a light pain as well arising from ligament of your wrist; so please don’t increase the pressure or force. Keep your hand in such a manner for five seconds and then loosen it. Ensure that rest for enough time. Repeat this exercise five times (figure 5).
Figure 5- Exercise of wrist and finger

The second exercise for trunk limbs is such that you first smack your fingers and press them together while bending your wrist towards your forearm. In this state, forearm muscles will be contracted and muscles against it will be extended. Please keep this state for five seconds and then loosen it. Repeat this exercise five times (figure 6).

Figure 6- Exercise for extension and contraction of wrist muscles
In the third exercise, put your hands in both sides of your body while extending them. Your fingers must be extended too. Press your arms to both sides. Keep this state for five seconds. Repeat this exercise five times (figure 7).

Figure 7- exercise for trunk extension

The latest exercise is allocated to shoulders. Pull your shoulders up as soon as possible (try close them to your auricles). Wait for five seconds and then loosen them. This exercise is suitable for white-color workers who suffer from stiffness in their neck and shoulder (figure 8).

Figure 8- Exercise for shoulder
Head, Neck and Face:

The first exercise for this group of muscles begins by rotation of head. In most times like driving and or for white-color workers, these muscles are involved. If you have chronic problems in neck, please be more careful. To do this exercise, first close your eyes. Simultaneously by breathing, stick your chin to your sternum, wait for a few seconds, and again by exhaling move your head in front of yourself, i.e. try to close your head to your backbone. Wait for a few seconds and again bend your head toward your right side of body such that head and shoulders locate along a line. Wait for a few seconds and simultaneously by exhaling turn your head towards the left side of your body. You need to run this exercise calmly and without rush (figure 9).

Figure 9- exercise of head and neck
Another group of heavy-duty muscles are face muscles, particularly speech and chewing muscles. To exercise such muscles, press your teeth and pull face muscles up. Don’t forget to breathe simultaneously. Repeat this exercise five times (figure 10).

![Figure 10- Exercise of face muscles](image)

Conclusion:

Learning the “recession” needs time and attempt, but the more progress in learning with repeated exercises, the less the time spent to completely do it. Initially, you may fallen asleep or sleepiness feeling when exercising. This reaction is because your mind learnt that the only time to recession is when you tired to the extent that it cannot do any other work. Although these exercises seems reactive but they are accurate activities need concentration and the more skilled you are in doing them the more you feel relaxation, while do daily activities with more energy and eager. The fact is that these apparently simple activities present us what more than recession. These exercises are a learning process present our awareness from our mental and physical situation related to our daily life. During repeating the recession, you will be able to be aware
from your physical situation in different states: how keep the objects with your hands, what situation keep your neck, what feeling your face muscles shows,… awareness of such neuro-muscular states is the first step for change and passing this process will finally provide you with this ability that avoid making repellent feelings besides overcoming them.

It is obvious that we cannot use guidelines as mentioned above for daily provoking situations, but as we exercise this method more, we can recess ourselves in a shorter time and when we overcome on them, we can apply it fast in provoking situations but it needs three requirements: exercise, exercise, exercise.

Fifth Session

Objective:

Prediction

Decisiveness

Activities:

Students will learn Decisiveness methods

The ability to neutralize current anger.

1. Students will learn to recognize why they become angry.

2. Students will learn ways to let anger out without hurting themselves or others.

32. Prediction:

The third method for neutralizing the anger in long term is prediction. By experience and training, we learnt that avoid probable dangers. We all know that for example, if we haven’t learnt swimming, swimming in deep waters will kill us; we all know that possibility of accident when traffic light is red is very high, we all know that entering a conductor in the power socket will make electric shock. There are most cases which we can prevent occurrence of danger by predicting them. Thus, we can predict to
make needed readiness to encounter provoking situations besides avoiding such
dangerous situations.

It must be mentioned that following physical situation are predictors of
occurrence of anger in people:

33. Exhaustion
34. Starvation
35. Hormonal changes made in maturity times
36. Chronic and acute pains
37. Physical or psychological dependence (addiction) to drugs like nicotine, alcohol,
caffeine, …
38. Discharging the Past Negative Feelings

Of methods result in increased bearing the provoking situations is lessening the
negative and vigorous feelings than past times. What are the feelings of each of us
against our past provoking situations and what effect such feelings have for us, are
factors influence on our ability to neutralize our current anger.

Each of us at past time has experienced situations which yet after passing more
times when we remember them we will be angry. Aggregating the anger feeling
resulting from past occurrences are of factors result in reduced bearing in us, such that
when we are in a provoking situation, instead of trying to neutralize our anger, because
our anger bearing has been filled, so we cannot confront with our anger, and this will be
the anger which will control us.

Thus, to increase our bearing threshold, it is required to deal with our past
angers. If the provoking individual is in reach, it is needed to speak with him/her and
compromise for that situation (in the last stage of confrontation, there has been dealt
with more anger). If that person is out of reach, it is recommended to forgive him.
39. Short Term Methods

As mentioned previously, we may use two methods to neutralize our anger: long term and short term methods. In last part, we discuss long term methods for neutralizing the anger. The long term methods valued to the extent that using them frequently and continuously in long term result in: first, don’t get angry easily, second, when we got angry, control it faster and easier. But the main properties of long term methods are that they must have began previously to use them for the future. Because such methods are efficient for long terms, while confronting with anger, we need methods to neutralize our anger in short term. In this part we will deal with short term methods.

40. Excitement Consciousness

Because anger power results from various physiological changes and changes of nervous system, so it can control people easily, in this case, the function of anger is like instinct, autonomous and uncontrollable, and will results in a set of behaviors: face flush, crying out, speaking impolitely, and finally physical aggressive behaviors like breaking the objects and beating and foul language. These are the same between man and animals: “removing the irritating factor”, but when the creature thinks it that what is this emotional state, it will enter to the humanity world.

Excitement consciousness in provoking situations prevent individual losing his control:

41. What is my feeling now?

42. I am angry now.

Above intrinsic speech is a question and answer playing most important role to make excitement consciousness; should we ask ourselves our excitement situation and answer it, is the initial and essential factor of excitement consciousness. When we are conscious, we most probably will remember the triangle of thinking, feeling and behavior and will consider how a fault in one may defect our mental system.
We must consider this fact that in most times, inefficient thoughts will sever our angry. Knowing such thoughts plays important role for neutralizing the anger.

43. Deep Breath

It is approved that excitements and particularly anger are not mere mental occurrence because physical and physiological parts play important role to occur it. So you know, blood pressure, heart beat, breath counting, body temperature and metabolism rate are of physical variables increased when we are angry because of autonomous nervous system (sympathetic). Among above mentioned variables, breath is an activity which can concentrate on it and control it by deep breath. Deep breath can influence on heart beat and finally blood pressure and thus by deep breath one can prevent increased activity of physiological part of anger and this will help neutralizing the anger.

44. Distraction Methods

What occurs in distraction is that our attention will be deflected from the main subject with attending to the sub-subjects. Distraction in the class or studying a book is one of the most famous cases of distraction which all of us have experienced it. In most times, concentrating to a subject is the main principle for meaningful activities like learning and communications; we need to follow the related discussion in the class and discuss about it to attain needed knowledge about it. Likewise, in the social communications, we need to pay enough attention to the speeches of audience and show suitable reactions to form a mutual relation.

However, there are situations where we lose our concentration and natural performance. Drowning in our negative and repellent feelings and excitements like anger, anxiety, .. occurs when individual continuously concentrate on them. In such cases, he can release easily of such situation by consciously using distraction. The logic for using distraction methods is that our mind possesses this property that cannot think
to two separate problems in awhile. When we are angry, concentrate our senses to marginal subjects, our mind influenced by our senses and thus make us far from thinking and increasing our anger.

The severest state of anger is that our thinking, feelings and behavior all concentrate to our anger:

- How much this event is provoking! (thinking)
- I am very angry (feeling)
- I won’t forgive you because of this work (speech behavior)
- I hustled with him! (Non-speech behavior)

If we don’t try to control our angry using neutralizing methods, all three parts of our mental system will be usually influenced.

It must be mentioned that each method which mentally make your mind far from the main subject is a distraction method. Some of these methods include:

45. Counting the figures:

Counting the figures is a mental activity needs concentration. Following up a series of figures can distract us and thus increase the ability to neutralize our anger.

46. Remembering a poem

One of the benefits of memorizing the poem is using them in provoking situations to neutralize our anger; remembering and whispering the poem is an activity that needs mind concentration and this result in weakening the thoughts related to anger.

47. Remembering a Pleasant Image

There are images in the mind of each of us the images which will calm us when remembering them; new year’s memorabilia, summer vacations, travels, birth date ceremonies, conquering the national team, an image of sea, mountain, a beautiful drawing, the face of an interested man,… all of parts of contents of our neurons when being activated our mind concentrate them and because mind cannot think about two
thing in awhile,, remembering pleasant memorabilia and images can weaken the brain circuit of anger.

48. Remembering a Joke

One of our unique abilities is laughing. Laugh is a pleasant and positive excitement against negative excitements like anger, sorrow, anxiety,…

One of the common methods of laughing and making laugh is joke. Extension and relief state arising from listening to a joke is actually like the anger state; it is not merely a mental event but has physiological factors as well. Remembering a joke or joke not also release the anger of our mind but also can promote our potency to control the anger (we will discuss it in the “Creative Thinking”).

49. Not Thinking

Not thinking is a kind of thinking and needs more concentration. Not thinking to any image, not dealing with any content in our mind, not challenging mentally with somebody or something, is a state causes our distraction.

Third Stage of Anger Controlling Skill: Decisiveness

As you remember, we mentioned two prevalent methods while confronting provoking situations. In continuing, we will deal more accurately with this grouping.

People while confronting the provoking situations indicate four reactions:

First group are people who sink their angry with no reaction. They called “passive”.

Second group are people who, against first group, vent their anger as soon as getting angry. They called “aggressive”.

Third group, are people who aggress “indistinctly”. Recalcitrance, creating difficulty, negligence and stalling are some properties of such people.

And finally, fourth group are people who indicate the best and most suitable attitude while confronting provoking situations; decisive people are ones who ended
successfully first two stages of anger controlling and in the third stage, decisive attitude, encounter decisively with another one and talk to him.

By such explanations, in your consideration, what does decisiveness mean?

Of signs of mental health is that one is able to decisively feel and express all his human feelings and emotions and can control the situation instead of giving up. Decisiveness means enduring against our right and expressing our thoughts and feelings directly proportional with the situations. When we indicate decisiveness, we did not waive our rights and at the same time we respect others’ right. In decisiveness, we have no passive state and do not let others abuse us on one hand and know others’ needs and try to adapt ourselves sensibly, on the other hand.

Decisiveness gives us this feeling to enjoy intrinsic supervision and performance. Such a feeling will promote the feeling of self-consciousness and self-valuation while communicating with others. Because decisiveness is accompanying with considering others’ needs and respecting them; therefore, decisive people are resilient and are not always following their will.

The importance of decisiveness in daily life is to such extent that one can even consider it as a skill. If you both attained your right and respected others’ rights only for one time in your life, you are able to encounter decisively in your life. You only required generalizing your performance in different provoking situations. Reversely, if you have not remembered any decisive performance, you may act decisively only for one time.

It may be interesting knowing that decisiveness is a respected response but is not necessarily interested by others; passive behavior is more respected while aggressive is not.

For decisive attitude, specialists have considered ten properties while having such properties you may be more decisive while encountering with different situations.
50. Expressing the feelings and excitements
51. Respecting others’ rights
52. Fidelity
53. Speaking direct and stable
54. Equality, netting
55. Speech (feelings, rights, realities, believes, wills, limitations)
56. Non-speech (style of message, eye contact, noise, physical posture, face expressions, head and hand movements, timing, fluency in speech, listening)
57. Proportion with people and situation (is not comprehensive)
58. Social responsibility
59. Learnt (not inherited)

Thus, decisive individuals are those who could learn the ability to express their negative emotions and excitement, thus respects others’ rights and by fidelity, equality and netting directly and strictly will express feelings, rights, willingness and limitations regarding the methods of sending the message, eye contact,… considering the attitude of another one’s situation.

It is needed to not forget that first decisiveness is a skill with overcoming it is very difficult because most of us did not learn to use it in our daily life; decisiveness is a way obliged us to behavior against our past automatic methods.

Second, decisiveness is not an intrinsic skill but it can be learnt.

How to behave decisively:

If we want to use from subjects discussed about decisiveness in provoking situations such that our behavior is considered decisively, considering followings will be helpful:

60. Begin with positive expressions:
61. For example tell: “I am interested in telling my feeling to you because relation with you is important and respected by me.”

62. You can begin your speech with gratitude but be careful to tell honestly: “during last year, I enjoyed working with you, but recently….”

63. Be outspoken

64. Use first person pronoun and tell: “I have no good feeling/ I am angry.”

65. Please don’t go far from your feeling while using third person pronoun and generalizing it: “when others….” Or “it is distressing when….”

66. Determine the severity of your anger:

67. What you are feeling express with first person pronoun: “I am in a dire condition” or “I am exploding from anger”. Providing others with such information of your feelings without overstatement results in being listened. If you merely tell another person that: “I am angry of you”, you provide him with such conditions that either he threatened with your telling or appeal to speech or non-speech aggressive defending behaviors.

68. Don’t accuse others because they made you angry:

69. Remember that nobody is able to make a feeling in us but this is us who can change inputs to outputs. Thus, instead of telling: “no, you made me angry”, tell” “I got angry when you…."

70. Use fear and worry feelings

71. For example tell: “I am worry of telling this subject to you because I think you may imagine I am a captious one or after seeing it, reject me or….”. such statements can help you to feel have more control on your feelings and accepted by another one and you be ensured (i.e. it may be told by another one: “no, I promise listen to you.”
72. Affirm your responsibilities

73. For example, tell: “I discovered to tell you a subject” or “I am of people who have their specific frameworks” or “I have a specific situation now”.

74. Avoid palliating yourself or inviting another one to criticize you or retaliatory anger:

75. For example don’t tell: “I know I am a awkward man/ very sensitive/ fastidious and…” or “you may shut me if I tell you”, because you may make stimulant and maleficent ideas in the mind of another one.

76. Don’t vivify the past complaints:

77. If possible, indeed at any time deal only with a subject. This is irresistible particularly for some people to remember their past upsets (for example: “last week, the same was happened…”). If another one reacted the same, initially you try only to avoid repeating such speeches – otherwise you may waste your energy for discussion of “this instead of that” related to living in the past century and you may have no spryness for removing current opposition.

78. Don’t play the role of an amateur psychologist

79. Avoid interpreting the behavior of another people. Remarks like “I know you are really thinking about, you think that….” Or “you may be inherited this habitat of you father” can be considered as compassionate or aggressive attitude.

80. Avoid generalizing or labeling:

81. If you use sentences like “all men/ women/ young/ north dwelling people/ south dwelling people are like this”, you may provide the mutual angry firing. Generalizing our past experiences to current situation may usually make dispute. Besides, labeling like “you always was the same” can easily force another one to defend.

82. Avoid advising or moralizing
83. Don’t try to tell another one how he must / mustn’t feel, think or have a particular believe. If there is a conflict between you and another one related to a determined value, you can mention it but in a proper time, when you both are calm, discuss about differences (i.e. instead of telling sentences like “one with the same age like you must be ashamed of such disarray. I think you may not heard of order and discipline yet.” One can use this sentence: “I think we have different conception of order and discipline. We need to discuss about it later if you wish.”

84. Don’t let a third person to enter this adventure

85. Avoid telling sentences like: “if your father was here, he would get angry too….” Or “I am the only one who is complain of your behavior…”.

86. Criticize a particular behavior of an individual instead of criticizing his whole personality:

87. For example instead of telling: “you are a selfish man”, tell: “on my consideration, it is selfish you may not consider my needs.”

88. Be clear and pragmatist when expressing your wills:

89. For example instead of telling: “why it is you the only one who is crowded and noisy” tell: “I like when I am studying, you use headphone”.

90. Use the correct form of threatening to punishment:

91. Always ensure your threatening is applicable. Void threatening like: “if you use my bike one more time I will discharge all your CDs into the recycle bin.” Or “if you give not my book back, I will tell the teacher you have no role for preparing the report”. Will probably no proper results. Even if such threatening are temporarily effective, but probably are ineffective for long terms because deface the sense for self-respect.

92. Avoid humor
93. When it is necessary to have a decisive attitude, it is not a good time for humor. You required having a serious accent.
94. Try to offer a reward:
95. Determine if parties (you and another one) change their behavior, what positive outcomes it may have. For example tell: “I ensure that if we can be agreed upon this, we can have a better performance as a group and attain more important results.” Or “if we talk about that misconception, we may be rolled lesser.”
96. Use decisive language
97. For this reason you required to can distinguish decisive language of other languages (aggressive speech, reactive, and reactive-aggressive language) and apply it. You know that using any speech except decisive one will hurt either you or another one (physical or speech) and deprive parties attaining their right. Decisive language required to use it verbally and non-verbally:
98. Verbal (speech):
99. I feel that…
100. I think that…
101. I believe that…
102. I am not interested in…
103. I am getting angry from…
104. I like you…..
105. I want…..
106. I will talk to you about…..
107. I appreciate of your….., but…..
108. I won’t be disturb if…..
109. I will make this clear.
110. I am very provoked now, it is better to talk about it later.
… this is my latest warning.

I afraid do a thing or say something regret me later, so I will go out for time.

Non-verbal (non-speech)

A calm posture

Both feet on the ground, with straight waist and hands in both sides of your body

Direct eye contact

Clear and decisive speech

Serious face

Maintaining the proper space

Do not forget it is better to use proper non-verbal language with selected words.

Note 1: this is a fact that anger dragon is not a mythical creature which looking for it in the legend but we can find its improper majesty at each provoking situation. But when we can act decisively in provoking situations the feeling will make in us indicates overcoming on the anger dragon.

The effect of provoking on controlling the thoughts and behavior of man is very powerful so it spent energy and time to attain the power to confront with. Dons forget that skill is formed by exercise.

Note 2: using of three stages process for controlling the anger may increase the power of people while encountering with provoking situations but it is needed to mention that the aim of training the anger control is not that all people when learn how to confront properly with anger, act based on this process, individual differences is a factor prevents doing so.

If an individual behave in provoking situations such that meet his and another one’s satisfaction with not hurting his rights, he is a skilled person for controlling his anger.
APPENDIX B

Training in Stress Management

Objective: Teaching students the skill of stress management.

Session number: 5

Time per session: 2 hours

Sessions per week: 1

Activities:
1- Activating student's mind about difference of people in facing stress.
2- Finding out about ways of fighting stress.
3- Student's awareness of general affects of stress on human beings.
4- Visualizing the role of stress in our lives.
5- Knowing the relation that exists between stress and anxiety.
6- Students should learn to be able to face stress.

The following brainstorm in class and ask the group to have an active and social cooperation with each other.

Role playing, Presentation And Questioning

First Session

Objective:

Individual Differences in Confronting with Stress

Activities:

Students will learn:

Definition of stress.

Activating student's mind about difference of people in facing stress
Time: 2 hours

Skills of Confronting with Stress

Introduction

During the day, we stress such that it is not necessary to remember such experiences. Using the bus is one of the most famous and prevalent stressful situations which all of us are familiar with. Another one of stressful experiences is test for entering the university and another example is finding a job, or on the other hand unemployment problem.

Stress is an old researching fields scientists have been dealt with for years. At the first glance it may be the result of an unpleasant factors but based on its definition, stress includes any situation forcing the individual to change its regular adaptation whether it is “educational provisional study” with totally unpleasant or passing the tests for dispatching to a foreign country with very pleasant outcome. These situations both are stressful because we need to change our common life: but for the first one you need to study hard to prevent rusticating and in the later, we need to become familiar with conventions of a foreign country, compromising with loneliness and distance of our family by a new method.

Individual Differences of Confronting with Stress:

It seems that the difference of individuals while confronting with stressful situations is because of two facets: first (as mentioned in the discussion for anger control) that we deal with evaluating stressful situations by different forms and occasionally different and second, that following the difference in evaluating the situations, the way for confronting with such situations is different.
For this reason, it must be mentioned that most definitions for stress focus on the interrelation between individual and environment, thus they consider stress as an outcome for process of his assessment from environment.

To make this case clear, pay attention to the following situation.

Three students receive three letters and asked to refer to Students’ Affairs in due time:

120. Micle, after reading the letter told himself: “this is a trouble, I might do a mistake and I might be in trouble.”

121. Lura Told: “tomorrow, I will find out if there is a problem. But I will go there with a neat posture making sure.”

122. Parvis has such conception: “it might be a mistake, so it is not required to go there and waste my time.”

As you see, the reaction of these students is different confronting the same situation. Micle made it very big in his mind, lura was realist and tried to make herself ready for any possible danger and Parviz palliate that and tried to not consider the reality at all.

As the assessment of people is different in the same situation, their confronting methods is different as well, so because we, human beings, assess or evaluate our environment in different ways, so react differently, then the influence of a stressful situation will be totally different.

Ways of confronting with Stress by Individuals

Studies indicate that there are two main forms confronting with stressful situations: problem-based ways and excitement-based ways. Problem-based methods entail perceiving and defining the problem and finding a probable solution, while
excitement-based confront is according to controlling the excitement and feelings made in the individual.

An experienced person attained to this level of ability to use of what way when confronting with what stressful situation. For example, when he/she expose in the hot weather of summer in the line of bus not in the pool, he think he will be in his destination not longer than 2 hours (excitement-based confront), but if he delay when receiving his destination, he will either move faster from its origin, or find a route with less traffic, or uses faster vehicle and or…. (Problem-based confront). Unfortunately, more abundant daily stresses, and most importantly, lack of proper training result in losing ourselves when confronting with such stressful situations. In most times, it may be better to combine these two situations: to make ourselves ready to participate in an employment interview, we can anticipate the probable questions may be asked, put on proper clothes and maintain our coolness.

Following text can provide you with suitable information for more details.

In the researching literature, there are abundant papers examining the ways to confront with stress; results of some of them are interesting such that it seems becoming aware of such results one can achieve efficient confrontation ways.

In one of them, the subject asked what ways he used when confronting in stressful situations like missing a beloved, opposition in private relations, oppressions resulted from love, financial crisis, disease, frustration in educational achievement recently experienced. Those who was successful for removing the problems and worries, generally confronted by this way: maintained their coolness, and contrived to benefit from those problems in their favor. People who were not succeeded with such situations, practically interfered aggressively or ignored the problem.
In another study, the relation between confrontation and excitement states was studied. In this research, subjects asked to indicate to what extent used confrontation ways while confronting stressful situations:

Obstinacy: “I insisted my idea and fought for my willing.”

Ignoring: “I behaved such that like there has is no event occurred”.

Self- Control: “I tried to hide my feelings in me.”

Taking Assistance from Others: “I consulted with a person who could help me solving my problem.”

Responsibility: “I accused myself.”

Flight and Refrain: “I hope the problem is being solved.”

Planning for Problem-Solving: “I knew what must to do, thus I tried hard to find a solution.”

Positive Retrospect: “I changed myself or grown in a proper way.”

Besides, participants were asked to express their emotional states as mentioned below, when confronting a serious problem:

Worry, fear, revulsion, anger, satisfaction, delight

After evaluating the responses to confrontation and such states, researchers found that:

Planned solution was the most effective way of confronting with stress, because it followed by positive feelings. Obstinacy and ignorance were the less effective ones because they followed by negative and unpleasant feelings. For problems people encounter with in their youth, positive retrospect was the most effective way of confronting the stress. Taking assistance of others is suitable for elderly people aged 60 or more. Other confrontation responses had no determined pattern but were not effective.
The review of studies related to efficiency – inefficiency of confrontation methods indicate that successful confronters are people who undertake the responsibility to problem solving, with their skill, confront with stressful situations. Their aim is to assess the situation, enjoy others’ recommendations and set a plan to be conducted for their benefit. Successful confronters consider stressful situations and life problems a valuable opportunity to learn and promote themselves and look at it by hope, patient and joy.

In contrast, unsuccessful confronters try to encounter the problem by denying it. They either avoid the problem or seek for a solution hasty, without any aim and without trouble. Successful confronters are aggressive, depress and passive. They accuse themselves or other because of problems and do not know positive results emerge from a hopeful view.

This is a reality that we are seeking for ways to solve the problems fast and with fewer expenses. But we must consider this fact those successful confronting needs discovering effective ways.

In stressful situations we feel, we need to use problem-based confronting way and if the problem is out of our burden, appeal to excitement-based ways.

Anyway one can tell that any way possessing following properties is an inefficient confronting method:

123. Reduced damage resulted from environment conditions;
124. Deliberately enduring the accidents or negative realities and adapting ourselves with them;
125. Relying on positive intrinsic speeches;
126. Maintaining the emotional equilibrium;
127. Maintaining the satisfied relations with others.
Second Session

Objective

Effects of Stress on Man

Activities

Students will learn

Effects of Stress on Man (Physical, Psychological, Cognition and Behavioral)

Time: 2 hours

Effects of Stress on Man:

Studies indicate that frequent stressful situations and lack of efficient confronting skills in such situations can increase the possibility for sickness. Stress influence different apparatus of the body in common and provide the influenced person to show fight or flight reactions. During stressful situations, following changes indicated:

128. Heart beat increases to provide involved muscles with enough blood;
129. Blood pressure increases to provide involved muscles with enough blood;
130. Breath count increases to provide muscles with enough oxygen for metabolism;
131. Vessels of organs like arms and thighs dilate to provide muscles with more blood;
132. Blood glucose increases for increased activity of muscles;
133. Fatty acid metabolism, as a energy source for long activities, increases;
134. Blood coagulation increases and coagulation time reduces;
135. Total potency of muscles increases;

Although above mentioned changes are effective when confronting with a fierce animal, but are not efficient in all stressful situations like when you are trapped in the
traffic. However, body has the same action in all stressful situations whether physical or psychological. It must be mentioned that of course, stress has immediate, short term and long term effects.

Effects of Stress

Physical

137. Increased heart beat, increased blood pressure;
138. Puffing;
139. Distraction, feeling of sting, sweating, insentience;
140. Muscle contraction, body pains, headache, tremble, migraine;
141. Peptic ulcer, nausea;
142. Frequent microbial infections;
143. Loss or over weight;
144. Vision problems;
145. The menses changes;
146. Repeated urine, excretion feeling, diarrhea, constipation;
147. Psychosomatic disorders: dermal pimples, cancer, arthritis rheumatoid and…

Psychological

148. Cognition:
149. Problem in concentration;
150. Inability to decision making;
151. Memory disorder- amnesia
152. Increased inefficient thoughts.
153. Behavioral:
154. Avoiding stressful situations;
155. Social isolation;
Smoking, drug usage;
Problem in falling sleep, awaking early in the morning;
Increased aggressive, angry;
Accident prone;
Increased compulsive tendencies;
Changing in food consumption.
Exciting
Increased anxiety and fear;
Getting easily angry;
Feeling of invaluable and disinterest;
Decreased self-confidence
Decreased humor

Stress and Psychosomatic Disorders:

The relation between stress and disease is not a new subject but it is better to discuss about the relation between stress and psychosomatic diseases. Such diseases have no distinct biological causes. It is believed that stress plays an important role in susceptible people to make such diseases. Peptic ulcer, rheumatoid arthritis and cancer are of the famous psychosomatic diseases.

Although it seems that stress is not the direct cause of such diseases, stress can weaken the physiological systems and so provide the body with the possibility of disease.
Third Session

Objective.

Effects of Stress on Human Life.

Activites:

Students will learn: Relations between Stress and Emotion

Relations between Stress and anger

Time: 2 hours

Effects of Stress on Human Life:

The fact is that stress is like the salt and so one must be care for life pottage to not be sweet or salty! For doing any work some stress is natural and necessary. For example, if you force to pass a heavy traffic highway, it is natural and necessary to feel the situation is emergency. However increased or decreased mental pressure may have negative effect.

Findings indicated that there is a specific relation between the quality of people’s performance and severity of stress, such that man, in minimum and maximum stressful situations, has weakest performance and man’s best performance is when the stress severity is between maximum and minimum. Thus, during daily activities we need improved level of mental pressure. But it is interesting to know that we apply important effect on the severity of our daily stress. We can endure physiological indices of stress and act on a positive manner against stressful situations.

Relations between Stress and Excitement:

We ensure you remember the discussion for excitements particularly skill for anger control. As mentioned before, the role of excitement in our life is fundamental and it is not possible to pass through a series of river rapids carelessly. Because stress
could survive the man, so it is interfering in all his activities. It means almost all activities of man are influenced by stress. Thus, the relation between stress and unpleasant excitement is a bilateral relation: stress activates a spectrum of unpleasant excitements and anyone can indicate one of them.

Although unpleasant excitement is followed by stress, appealing to inefficient ways may increase the severity of negative excitements and vise versa, applying efficient ways while confronting stressful situations can weaken unpleasant excitements and increase the power of man encountering with stressful situation.

Relation between Anger Control Skill and Stress Confronting Skill

Skill in each activity is a process and process is a route with different stages. Living skills are not exempted from this rule. Generally, if our aim is proper performance in different situations of life, the living skill road is a route for directing us to our destination.

When we spend enough time on skill for controlling the unpleasant excitements like anger, we can easily overcome stressful situations because stressful situation is a trigger forcing the unpleasant excitement gun to shot. The difference between the two is that in provoking situations we deal with individual(s) who made us angry, but in stressful situations, the situation itself may activate the trigger.

Its result is applying the skill for controlling the negative excitements which can help us to show proper performance in stressful situations. Thus, based upon the skill of anger control, the first step of encountering the stressful situations is that we could be aware of our feelings and by working on our inefficient thoughts prevent making unpleasant excitements (excitement-consciousness). The second step is neutralizing the negative excitements resulting from stressful situations. Generally, to use long term methods for neutralizing the negative excitements, they required to begin from the past to be used for determining their effects during stressful situations. It is obvious that
using short term methods in such cases are clearly applied (neutralizing the negative excitements). Finally, the third step is decisiveness which can probably be used to provide us with more proper situations.

It is necessary to tell again that each stressful situation is potentially an exciting situation (unpleasant excitement) and vice versa, each exciting situation is itself a stressful situation.

Remember the stages for anger control skill. Remember also one of the stressful situations you recently encountered. Do you think applying the three stages of controlling the anger (excitement consciousness, neutralizing the anger and decisiveness) could help you to have proper performance?

Stable Personalities:

One of the important discoveries in the field of stress is finding out the personalities stable in the stressful situations. Results indicate that such people, despite being put in different stressful situations, show fewer diseases related to stress and will rarely be defeated by such conditions. The approach of these people to problems and daily pressures has been accurately studied and it indicated that:

First, individuals stable against mental pressures have control over their living situations and events. They believe that can influence on the route of events. It may be interesting knowing that the fundamental sense for controlling the environmental stresses is that such people are more aware of mental pressures of their life, have proper perception, and both know the external expectations and are aware of their intrinsic wills and consequently such people are more adapted to the contents of life. While people lack such properties when put in such situations have less perception of it with no view and mostly drowned in problems and forget the main subject.
Second, such people are responsible for everything they do, like their job, family and even entertainment and social activities (remember as mentioned in the self-consciousness, responsibility and meaningfulness is of properties of such people). It means they obliged themselves to create a situation of stressful situation for their promotion and development.

Third, such individuals enjoy higher fighting potential. Though of challenging is rely on this belief that change and stability is the natural route of life. Changing the common route due to stressful events is not uncommon and unexpected and they may not be considered as a threat against their security. Another part of challenging of such people is their resiliency caused challenging against that situation.

These three factors are the philosophical backbone of such people encountering with stressful situations and what sticks such stones is efficient confronting methods. The most fundamental efficient confronting ways, these people apply is ways for neutralizing the anger as mentioned previously; but, in addition, there is another way and that is: these people learnt who to use it in related situations. These methods mentioned in table 1.
Fourth Session

Objective

stressful situations.

Activites

Students will learn:

personalities stable in the stressful situations.

Acute and Chronic Stress

Time: 2 hours

Table 1- methods of confronting the stressful situations

<table>
<thead>
<tr>
<th>Method</th>
<th>Personality correlations</th>
<th>Speech therapy related to method</th>
</tr>
</thead>
</table>
| 168. Active confrontation       | Optimism, confidence, self-valuation, fewer anxiety | 169. I will be more serious to solve the problem 
170. I do my best to problem solving 
171. I will do step by step any work needed to be done |
| 173. Planning                   | Optimism, confidence, self-valuation, fewer anxiety | 172. I set a practical plan 
174. I think about what I need to do |
| 176. Cautiously confrontation   | Optimism, fewer anxiety            | 177. I will be patient to a proper time 
178. I don’t take any action if not needed 
179. I try to don’t deteriorate the situation with hasty action |
| 180. Taking assistant of others by practical reasons | Optimism | 181. I will ask people with the same condition, what they did 
182. I try to perform others’ recommendations 
183. I will talk with others for more information |
| 184. Taking assistant of others by emotional reasons | - | 186. I talk others for my feelings 
187. I try to enjoy emotional support of my friends and family 
188. I commune with others |
| 185.                            | Optimistic                         | 190. I think about good facets of event |
| 189.                            | Optimistic                         | 190. I think about good facets of event |
Acute and Chronic Stress:

Stress can be divided into two types: acute and chronic. Acute stress is a type of stress individual encounter with it abruptly, while in chronic stress the individual is involved with it over the long term. When we are moving to the university by bus and abruptly traffic is locked and resulted in delay to exam session, is an acute stress, and that the distance between our house and university is to such extent that we forced to pass it every day is a chronic stress. Using the process of unpleasant excitements control while encountering both types of stress will certainly be effective but it seems that the performance of short term methods for encountering the acute stress and long term methods for encountering with chronic stress are effective. While using problem solving skill in all stressful situations is undoubtedly effective and will be discussed in detail in the next part.
APPENDIX C

Interpersonal Communication Training

Session number: 5

Time per session: 2 hours

Sessions per week: 1

State the following brainstorm in class and ask the group to have an active and social cooperation with each other.

- Activating student's mind about importance of communicational skills
- Students gaining communicational skills through practice
- Definition of Interpersonal communication Training
- Effects of Interpersonal Relations on human beings.
- Students will learn how to effect interpersonal communications on Man.
- Students will learn advantage of interpersonal relations

First Session

Objective

Definition of Interpersonal communication Training

Effects of Inter-Personal Relationships on Men.

Activites.

Students will learn how to effect interpersonal communications on Man.

Students will learn advantage of Interpersonal Relations

Time: 2 hours
Communicational Skills

Introduction

During history, it was not only the human beings who had social life, but also other creations had such life. One of the similarities of social life of man with other creations is their communication with each other. But the fact is that interpersonal communications between us is so important that it distinguishes us from other creations.

It may be said that communication is one of the oldest and most excellent approaches of man. In the past, communication for primitive men, besides functions for survival and taking assistance of others, was the origin of social activities and social life. Communication essentially occurs between two or more people by which they transfer their knowledge, beliefs or their experiences in the field of past events, future expectations and common subjects. Communication happens for different reasons like spending time, studying the job problems and individual subjects, spousal expectations and or parents’ expectations of their children but anyway no relation may not be located unless sever needs of man to social interaction because such relation with others accounts as his needs.

It is believed that man’s needs are based on a hierarchy. In all levels of this hierarchy, communication is one of the main and initial tools for meeting the man’s needs:
Effects of Interpersonal Relations on Man:

If interested in, based on the role inter-personal relations play in different levels of our life, we will deal with influences of inter-personal relations.

Effects of Interpersonal Relations on Physiological Needs:

Man essentially tries to keep surviving and communication helps him to meet such needs; man’s newborn, to survive cries to indicate he is hungry or feels pain. Parents and others see it otherwise he may not survive.

Gradually, the newborn changed to a child so besides his survival, he needs communication for his growth and health.

We, as adults, like a newborn must interact with others for our survival, development and progress and health: when we get sick we refer to doctor, in the job
and university we need to communicate with others… (It is enough to change your relations with others to understand the importance of interpersonal relations).

Effects of Interpersonal Relations on Need for Security:

Communications can meet our needs for security. If you registered for summer semester, but you cannot take a dormitory, for maintaining your security you will talk with responsible of dormitory and tell him your problem.

After graduation, one of important factors for finding a suitable job is having communicational skills. Naturally among different graduated students, ones who are more skilled in communication will attain their related job fast. If you believe in this saying that “it is not important what you know, it is important who you know”, it is distinct that you are familiar with the effects of interpersonal relations on the need for security.

Effects of Inter-Personal Relations on attachment:

All of us are seeking people with whom we can be fortunate and enjoy communicating with them with more experiences with them. We need to associate with others and be accepted by them while we like to accept them and verify them. The opposite of this need is the feeling of loneliness.

Of important factors for determining how much we could be accepted by others or rejected by them is our control over communication skills.

Effects of Inter-Personal Relations on Need for Self-Esteem:

We attain our first perception of ourselves from others’ perception. This process of viewing oneself by other’s sight continues to the end of our life. Thus, during man’s life self-esteem is influenced by other’s relations. For this reason, people who lack needed skills for interpersonal communications may succeed in some fields of their life.
but due to their weakness in communication may not attain to self-satisfaction or others’ satisfaction and even success in life.

Effects of Interpersonal Relations on Self-Prosperity:

If have a glance on our activity, we see that as a man, we are looking for things more than survival, security and calmness, attachment and self-esteem. We naturally are perfectionist, we like to nurture new dimensions in ourselves, extend our views, have different and challenging skills and achieve new skills. By ascertaining our capacities we will attain to the highest limit of our essence. In which one of above mentioned interpersonal relation may not play a role?

The fact is that interpersonal relations not only facilitate our movement towards perfection and self-prosperity but also it indicates the way for the first time: mostly we can know our abilities by interacting with others for the first time- abilities which had no effects before it. Others also help us to find new experiences and thoughts.

Conversation with others causes us to develop our view about ourselves, values, relations, events and conditions and consequently we could attain perfection or maturity.

Another one of perfection methods is testing new interpretations of us. So we need to communicate as well:

Occasionally we share our objectives and problems with others; without attending to our behavior, we test new identities, consider others’ reaction and responses and make decision either to accept this new identity or return to our previous identity.

Definition of Communicational Skills:

Based on the definition of communicational skills by investigators, these skills include the ability to communicate with others efficiently. This communication is required to be benefit for others while it benefits for itself as well. On the other hand,
communicational skills which called social or interpersonal skills include the individual’s ability to communicate with others for meeting the needs, wills, rights or undertakings by accepted ways without damaging others’ needs, wills or undertakings. You may aim to remove a misconception, explain an idea, console friends, insist on your opinion, justify to your professor about the necessity of a subject of a study or convincing others to reconsider their behavior; the more we are efficient in our communication, the more we can attain our goal.

Second Session

Objective

Common Behaviors of Interpersonal communication

Stages of Effective Inter-Personal Relation

Activites:

Students will learn Common Behaviors of Interpersonal communication

Students will learn stages of Interpersonal communication

Students will learn how to continue conversation

Students will learn how to listen

Time: 2 hours

Common Behaviors of Interpersonal communication

Stages of Effective Interpersonal Relationships

Students will learn Common Behaviors of Interpersonal communication

Students will learn stages of Interpersonal communication

Students will learn how to continue conversation

Students will learn how to listen

Common Behaviors in the Triple Stages of Communicational Skills:
Skill of interpersonal relation, like other skills is a process comprises of three stages. But it is necessary, before dealing with these stages, discuss some behaviors influence on all stages:

201. Smile:

Smile indicates our readiness to communicate with others. When we talk with others by smile, in fact we will tell them we are interested in communicating with them. A smile will usually be reflected by another smile. This is a reality that smile is not indicate that “life is according ones’ desire” but when we will talk with others, our smile provide a proper environment for beginning a relation.

202. Being Sociable (affable)

When we have a standoffish attitude with others, we may not expect that others have a tendency to communicate with us. Frowning and not making eye contact are the signs of reluctance to others and vice versa, sunniness, politely attending to others and attention to eye contact are the arrangements for initial communication.

203. Eye Contact:

Eyes are the mirrors of the soul. Our eyes give others important information about our feelings. By looking to others we indicate we are interested in communicating with them. By looking to the eye of another one while he is speaking we let him know that we are interested in his sayings. It is obvious that staring into the eyes of another one can have a negative effect, so we need to be cautious.

The point is practical in most times is that when we look at his eyes occasionally have a friendly smile. Another one although is incurious in his behavior, gradually influenced by our behavior and will have positive reaction.

When, of course our look is not accompanying with interest for beginning a conversation, this message will be naturally transferred.
It is true the main part of our communicational skills is based on conversation, on the other hand speech behaviors, but non-verbal behaviors are just as important as verbal behaviors.

Behaviors like face states, hand and head movements, eye contact, distance with another one,… are the most important information source for understanding others feelings and vice versa. If you are inviting your friend to cinema by speech (Ali, can you come to cinema today) but by non-speech form (facial expression and body language) transfer different message, he will suspect the honesty of your invitation.

Some non-speech statements like changing the pupil diameter is out of our control but other behaviors mainly arising from excitement like anger, sorrow or anxiety are more controllable. As mentioned above, face states, head and hand movements and body gestures play important role in transferring our feelings to others and vice versa.

Six main excitements can be distinguished by face states include: dejection, hate, disgust, fear, surprise and happiness and also coolness which may be considered as the seventh excitement. Many studies indicate that face states arising from such excitements are comprehensive and culture has not interfered with them.

Before discussing the first stage of interpersonal skill, it is necessary to activate our self-awareness in this case because we all know there is no change unless we turn our self-awareness on.
Stages of Effective Inter-Personal Relation

Stage one- Beginning

One of the signs of mental health is interpersonal communication. Warm and close relations with others are source of our security, Self-Esteem, and happiness. Although when we encounter problems and in hardship, the factor with most important help is our ability and weaknesses, but we cannot deny the effective role of communicational network for passing such crisis. Concordant classmates, friendly coworkers, gracious familiars, intimate friends and passive family all are components of communication network which may provide us with better feeling.

The most important point must be considered when beginning a conversation or inter-personal relation is that it is possible that another person avoid speaking because he afraid another one may not interested in talk. Then, if both us and another one have such view, there may not be formed any relation.

Mentioning inefficient thoughts is necessary to be stated again.

As mentioned, you certainly know that self-awareness and assessing the thoughts and feelings play important role for daring to begin the conversation and relation.

Anyway, to begin a conversation, whether we dare enough or be in doubt, specialists of communicational skills recommend following ways:

204. Say hello with a smile:

Speech and non-speech behaviors are the most important indices people judge about us by them. You may be heard of this sentence that “the first effect is the most durable one”. When another one see our speech and non-speech behaviors with good effects, he certainly interested to us.

Saying hello with a smile, besides be accepted by another one, can provoke our self-confidence.
205. Use simple questions:

A simple question provides us with this possibility to communicate with a person who has not familiar by us. We can use this way by three forms:

206. After saying a hello with smile, ask a question:

207. Excuse me. Do you know a good fast food near here?

208. Excuse me! I have new in this area and don’t know its texture. Could you please let me know more about this information?

209. Excuse me! How I can get to..... Sq.?

Here it is required to explain about two types of open and close questions. Close questions are questions with their answer are yes or no. such questions begin with following words: does/do, when, which, who, why, what?

210. Do you live near here?

211. When did you move to here?

212. Which book is yours’?

Instead, open questions are questions with descriptive answers:

213. How did you get interested in doing this job?

214. What is your plan for vacation?

215. How do you assess last night’s football playing?

It has been recommended that at the beginning of a communication you use close or semi-opened questions (questions not needing descriptive answers).

216. Consider the interests of another one:

For beginning a conversation it is enough to consider the interests of another one: book, music, poem, nature,… then ask questions about his interests. For example if he has a guitar with him you can ask: “which workshop is more suitable for learning guitar?”
If he has a book in his hand, you can ask about the book and keep this way. Another one may be interested in photography, so we need to use this opportunity to communicate.

217. Praise another one normally:

Others have usually properties and situations by which one can begin aimed conversations:

218. How an arranged hair you have!

219. How you are studying carefully!

220. Your shirt really fits you!

221. Introduce yourself:

The third way to form a communication by conversation is that initially we introduce ourselves to others. For example what is our field of study, or which university we study or what is our job or where we are from, or…

The logic covered by this way is that some people think that asking about people’s job is impolite and a form of interference. This thought certainly close the way to any communication. So we are required to not let such barriers hamper our communication. So it is better to introduce ourselves instead of asking them about their personal details. Inversely if we are not interested to give any information to another one, we made a barrier for communication.

Stage Two - Continuing the Conversation

It is true that ability to begin a conversation is the requirement for making a mutual relation, but is not enough. Ability to continue this conversation is another part of communicational skills. For this stage there was considered some components including:
Learn how to listen:

The fact is that listening is the most important ability applied in the beginning, middle and end of a conversation because accurately listening to someone can promote his self-valuation felling and this will facilitate the communication process.

When one could attain needed ability for this, there will be made an understanding atmosphere in where parties try to consider their views. Listening is an active process during which the audience decides to pay enough attention to the sayings of the speaker. Listening resulted in concentrating on the speech and non-speech messages of another one.

Properties of a skilled audience:

If we want to promote our ability for listening, followings can be helpful:

223. Provide proper environment for better listening:

Try to talk in an environment with no troublesome factors like noise, heat and cold, air conditioners which disturb the listening.

224. Listening well entails attending:

In listening, attention can be paid by two objectives. First, by concentrating to the contents of one’s words we find out what he is saying and second, we try to perceive his feeling and excitement. Smile, eye contact, sound tone, stressing on special words, face states, head and hand movements and behaviors indicating distraction like playing with pen are of signs which reflect the feeling of another one. Neglect in each of both cases results in reduced performance of us as a member of this mutual relation. If we donot consider the feelings of another one like sorrow, anger, happiness, wistfulness,… it causes either end of this relation or obstructs the communication process.
A part of difference between listening and hearing returns to this factor, because listening is a deliberate action such that one performs it deliberately, by enough concentration, while hearing is fully passive and is not deliberate.

Thus, try to avoid troublesome thoughts and concentrate on the non-speech behaviors of the other person.

225. The requirement for actively listening is patience:

Patience is a property with health function in all cases but one may be able to find the most practical instance in ability to listen. Listening needs patience more than any other activity. In interpersonal situations we occasionally have words we want to say as soon as possible.

When we equip with multi-purpose tools of patience, we can overcome this willing and continue listening to the sayings of another one patiently. Weakness in active listening is in people who like to tell what the speaker will say and thus evade dangerous responsibility of listening. Patience provides us with this ability to overcome such features blocking the communication. Another benefit of patience in listening is that it helps us to understand and in most cases prevent any struggle in discussions. Remember that “if you don’t listen, your tongue will deafen you!”

226. Briefing is a part of correct listening:

Briefing is one of the most important parts of listening.

You need to let speaker to finish his saying and then brief his words in a suitable situation: “according to your words, had I a correct perception that….?”

“Do you mean…..”

On the other hand, then, when we listen to others, before briefing or assessing we must let the speaker fully describe his or her words. This is applicable in all interpersonal relations.
In conclusion, first we must know that about what speaker is speak and then brief his words. Be cautious do not interpret the words instead of briefing.

227. Effective Listening followed by Responsiveness:

As you know, interpersonal communication is not a linear process in which one person is only speaker and another one only audience, but it is a bilateral process and parties change their roles. However, skilled audiences give responses indicating their interest: eye contact, head movement, a gesture indicating concentration, questions and views result in more description by speaker; behaviors make such feeling in the speaker and this results in following up with clear and interested.

We not only respond after ending the words of others, but also most non-speech responses will be reflected when they are speaking. Then it is important for us to be aware of our speech and non-speech responses.

228. Active Listening requires remembering subjects:

Another part of listening is memorizing and remembering the main subjects of the speaker’s words. It is clear that we need pay enough attention to the words of another one to memorize some of them and remember them as well.

According to the above mentioned, the following signs indicate weakness in active listening:

229. Improper face state;
230. Lack of eye contact;
231. Interrupting the speaker;
232. Not changing the physical state;
233. Not moving the head;
234. Distraction behaviors such as rubbing the eyes, yawning, writing or reading when the other person speaks.
It is interesting that it is possible to not see any of above mentioned signs, but there is no active listening as well and even you can tell another one to end his words using above mentioned signs!

235. Show yourself interested when speaking to another one:

Interest to continuing the conversation is a factor that can be discovered fast by parties. For this reason, when you are speaking with a person if you want to continue it, interest to the conversation is an intermediate by which we can attain our goal. It may be hard to answer this question: “what works must be done to continue our conversation?” because our speech and non-speech together can tell another one to continue or not; proper eye contact, smile, effective listening, body movements like moving the head, face changes proportional with sayings of another one, etc., are indices for our interest to continue the conversation.

It may be told that interest-based intrinsic speeches are the initial factor for activating behavior to interest to conversation. We can tell ourselves that: “I am interested in continuing this conversation.”, or “I like to learn of this relation.”, and so on will be reflected in our behaviors.

236. Mention your interests:

As it is required to find out the interest of another person to begin a relation and conversation, continuing the conversation requires him to become familiar with our interests. Thus best way for continuing this relation is that we interpret what is interesting for us. When we speak bout such cases, another person will find the “code word”; our thoughts about life, our interests can cause another one to impinge tens of questions in his mind and this may be the origin of a communicational transaction.
Third Session

Objective:

Change the subject and ending of conversation on time:

Activites

Students will learn how to change the subjects on time.

Students will learn how to end the subjects on time.

Time: 2 hours

237. Change the subject of conversation on time:

Extended continuing the conversation about one subject may prevent forming a mutual relation. It must be mentioned that you may discuss about a subject for hours and even in frequent meetings but this may occasionally be not interesting so it is necessary to change the subject of conversation.

Stage Three- Ending

Ending a conversation in a mutual relation is important. If beginning of interpersonal communication assimilated to taking an aircraft out and continuing the conversation like its flight, ending of a conversation can be like landing the aircraft and if it could not land properly, it will be time and energy consuming starting and continuing our conversation.

In some cases communicational aircrafts will take off and continue their route but cannot land properly and this may not be good but in some cases it is needed to have an emergency landing so it is important to know our role in each parts of such a flight.

By these interpretations, applying following points help us to end a conversation whether naturally or in emergency:
238. Try to end the conversation by a mutual pleasant feeling:

Communicational skills apply in two levels, a part of communications are temporary and may not be repeated in the future. An example for this is like two passengers who are traveling in a bus without knowing each other.

Second group of communications are permanent and deep which began in the past and will probably be continued for the future like communication with family members.

Although one of the functions of communicational skills is changing temporary communications to permanent, but it is required to end both types of conversations with a good result. Whether we talk with another one in a waiting room or by our friends, good feeling when ending a conversation can continue our relation and can be an index of good audience and speaker:

239. I am glad knowing you, nice to meet you.

240. I used more of your words.

241. Speaking with you filled my energy.

The abovementioned sentences are sentences which indicate our good feeling and satisfaction at the end of conversation.

It may be criticized that applying such sentences cannot guarantee good feeling in another person. For this case it must be stated that first, parties’ satisfaction in a communication is not a problem indicated abruptly at the end of a conversation, but this is a result of a beginning and a satisfied continuance and if it could not be observed properly, another person may not have a good feeling at the end.

Second, even if we could not locate a good relation, saying such sentences may reduce the unpleasant feeling of others and they will disengage in a better state.

242. You had good information about this, but it is better to speak again.

243. Thanks for taking time to listen to me.
244. Seriously you are a good audience.

The abovementioned sentences are ones that can properly design the final stage particularly when another person is one who has communicated for long time.

245. Pay attention to non-verbal behaviors of another person:

The importance of non-verbal behaviors is not less than verbal behaviors. When people become tired of a conversation, they usually express that by their “body language”: ending the eye contact, not speaking, looking at the clock, lingering, expressing unpleasant feelings in the face, shaking the chair, or playing with their keys.

It noteworthy that expressing such movements in type I of interpersonal relations is more prevalent than type II.

246. Pay attention to have a more active role when ending:

Another person may not end the conversation due to two reasons. First he may imagine that ending the conversation may make us angry and second he may not pay attention to our ending signals. Thus in both cases, we are the ones who can end the conversation at the appropriate time.

247. End the conversation before starting a new subject:

It is recommended that after concluding about a subject, end previous conversation because beginning a new subject can be boring and this may not have a good mentality:

“I like to use your views about subjects related to subject we talked about in the next meetings.

“I wish we could share information about…., but it seems there is no time.”

“Ending this subject, I will not bother you more.”

Regarding the three stages as mentioned above, you guess in which of communicational skills you have more experience? Can you begin a communication in
different situations of your life? Can you continue where the relations began? Can you have control on ending the continued communication?

Increasing the Quality of Communication:

As mentioned, communicational skills have two applications: (1) increasing the communicational set with others, (2) increasing the quality of communication with others. In this part, there are indicated using communicational skills for increasing the quality of communication:

Partly, you have heard of sentences like followings:

248. What you are saying is totally different from what you told yesterday.
249. You may be told this by speech but your face indicated another thing.
250. You didn’t permit me to speak, it was you who had spoken.
251. You might have another meaning but your attitude was very awkward.
252. When you talked with such a style, you expected what reaction I have.
253. If you clearly explained the subject, I may be.…
254. Why you are disposing past subjects, why you don’t say the main?

If you are not familiar with the abovementioned sentences, it may be better to think more about your communicational properties. Paying attention to the following points help you to become more familiar with communicational skills and try to promote it by targeting.

Listening

255. Do you listen to another person by agreement and attendance and or do you feel you are absent-minded or eager?
256. Do you most times disconnect sayings of another person?
257. Do you misinterpret in mutual conversations?

Conversation
258. How much are short talks easy for you?

259. How is your experience in assessing the conversation atmosphere to use a proper method proportionally? On the other hand, do you talk seriously, friendly,…

Respect

260. Do you praise another person easily and decisively?

261. Do you locate eye contact and are your words clear and well-defined?

262. Do you feel worry and want to end the conversation?

Appeal

263. May you ask somebody for something and or reject responsibilities by saying no?

264. Do you dispose your wills indirectly and ill-defined?

265. Do you think of this: “he must know what is my intention?”

Complaint

266. Do you complain to another person to what extent you want, or delay it to another event?

267. When you are irritated with somebody, do you have right to object by any method?

268. Do you insist on your objection?
Fourth Session

Objective:

Non Verbal communication (body language)

Activites:

Students will learn Non Verbal communication

2 hours

Body Language (Non Verbal communication)

269. Are your habits disrupting your communications with others? For example laughing continuously, being very serious, talking quietly or loudly, getting very close to or get more far from another person, frequently moving your head and hands or be very formal?

Gesture

270. Does your clothing or hairstyle convey misleading messages to another person?

271. Does your clothing or hair style seem more passive, imperial, erratic than what you are?

Note:

In big cities, most people encounter abundant stresses, feel more excitements, encounter so many problems and decisions,… such problems result in reduced interest to extend their social relations. Our persistence on becoming more social and locating communication may arouse a defensive front against us. So isn’t it better to be more cautious when communicating?

When we communicate, non-verbal cues can be as important, or in some cases even more important, than what we say. Non-verbal communication can have a great impact on the listener and the outcome of the communication.

There are many different aspects of non-verbal communication including:

Body Language or Body Movements (Kinesics)
Body movements include gestures, posture, head and hand movements or whole body movements. Body movements can be used to reinforce or emphasize what a person is saying and also offer information about the emotions and attitudes of a person. However, it is also possible for body movements to conflict with what is said. A skilled observer may be able to detect such discrepancies in behaviour and use them as a clue to what someone is really feeling.

Research work has identified the different categories of body movement that are detailed below with each category describing the purpose they commonly serve:

Emblems: Gestures that serve the same function as a word are called emblems. For example, the signals that mean 'OK', 'Come here!', or the hand movement used when hitch-hiking. However, be aware that whilst some emblems are internationally recognized, others may need to be interpreted in their cultural context.

Illustrators: Gestures which accompany words to illustrate a verbal message are known as illustrators. For example, the common circular hand movement which accompanies the phrase 'over and over again', or nodding the head in a particular direction when saying 'over there'.

Affect Displays: These are facial expressions or gestures which show the emotions we feel. These are often unintentional and can conflict with what is being said. Such expressions give strong clues as to the true emotional state of a person.

Regulators: Gestures used to give feedback when conversing are called regulators, for example head nods, short sounds such as 'uh-huh', 'mm-mm', and expressions of interest or boredom. Regulators allow the other person to adapt his or her speech to reflect the level of interest or agreement. Without receiving feedback, many people find it difficult to maintain a conversation.

Adaptors: Non-verbal behaviours which either satisfy some physical need such as scratching or adjusting uncomfortable glasses, or represent a psychological need such
as biting fingernails when nervous. Although normally subconscious, adaptors are more likely to be restrained in public places than in the private world of individuals where they are less likely to be noticed. Adaptive behaviours often accompany feelings of anxiety or hostility.

Posture

Posture can reflect people’s emotions, attitudes and intentions. Research has identified a wide range of postural signals and their meanings, such as:

Open and Closed Posture: Two forms of posture have been identified, “open” and“closed”, which may reflect an individual’s degree of confidence, status or receptivity to another person. Someone seated in a closed position might have his/her arms folded, legs crossed or be positioned at a slight angle from the person with whom they are interacting. In an open posture you might expect to see someone directly facing you with hands apart on the arms of the chair. An open posture can be used to communicate openness or interest in someone and a readiness to listen, whereas the closed posture might imply discomfort or disinterest.

Mirroring: Notice the way a loving couple relate to each other. You might like to observe a close relationship in person or on television. You will see that the partners’ postures will match, as if one partner is a mirror reflection of the other. For example, if one partner drapes an arm over the back of a chair this might be replicated in the other person’s position. If one partner frowns, it could be reflected in the other partner’s facial expression. This “mirroring” indicates interest and approval between people and serves to reassure others of interest in them and what they are saying.
Eye Contact

Eye contact is an important aspect of non-verbal behaviour. In interpersonal interaction, it serves three main purposes:

To give and receive feedback: Looking at someone lets them know that the receiver is concentrating on the content of their speech. Not maintaining eye contact can indicate disinterest. Communication may not be a smooth process if listeners avert their eyes too frequently.

To let a partner know when it is their 'turn' to speak: This is related to the above point. Eye contact is more likely to be continuous when someone is listening, rather than speaking. When people have finished what they have to say, they will look directly at the other person and this gives a signal that the arena is open. If someone does not want to be interrupted, eye contact may be avoided.

To communicate something about a relationship between people: When you dislike someone, you tend to avoid eye contact and pupil size is often reduced. On the other hand, the maintenance of positive eye contact signals interest or attraction in a partner.
Fifth Session

Practicing body language by role playing

Goals: Practicing body language can boost students' self-esteem and make you feel better about yourself.

2 hours

Activities:

1- Eye Contact.

One of the best ways to appear confident is to maintain eye contact in social interactions. Good eye contact shows others that you are interested and comfortable. A good rule of thumb is to look the other person in the eye about 60% of the time. If direct eye contact feels intimidating to you, try starting out by looking at a spot close to the person's eyes.

Lean Forward.

When you are in conversation with someone, leaning forward indicates interest and attention. While it can be tempting to maintain distance if you are socially anxious, doing so conveys a message that you are disinterested or aloof.

Stand Straight.

Don't slouch! Those with social anxiety tend to try and take up as little space as possible, which can mean sitting slumped over in a protective pose. Straighten your back, pull your shoulders away from your ears, and uncross your arms and legs.
Chin Up.

Do you look at the ground when you are walking? Is your head always down? Take a lesson from those who are confident and walk with your head up and your eyes looking forward. It might feel unnatural at first, but eventually you will become used to this more confident pose.

Don't Fidget.

Fidgeting is an obvious sign of anxiety and nervousness. If you want to appear more confident, stop fidgeting. Nervous movements draw attention away from what you are saying and make it hard for others to focus on your message.

Avoid Your Pockets.

Though it can be tempting to shove your hands in your pockets, particularly if you are worried about them shaking, doing so makes you look more anxious and less confident. Keep your hands out of your pockets to look more self-assured.

Slow Movements. Fast movements make you appear more anxious. Everything from hand gestures to your walking stride can make a difference; slow down and notice how you feel more confident.

Large Steps.

As you slow down, try to take longer strides when you walk. Confident people take larger steps and walk with authority. Doing so will make you feel less anxious.

Watch Your Hands.

Be careful about touching your face or your neck; both are indications that you feel anxious, nervous or afraid. Confident people don't make these types of movements.

Firm Handshake.

How is your handshake? A weak or limp handshake is an obvious sign of a lack of confidence, so work on making sure that you offer a firm hand when meeting others. After practice it will come naturally.
Appendix D

Guidelines for people who participate in the educational sessions.

Hello,

While appreciative of your attendance in this educational course, we request that you clearly read the following points and then declare in writing your willingness to attend this educational course.

The numbers of educational sessions for anger management are 5 sessions that perform one session of 2 hours in one week on Sunday. The aim of these sessions is educating people in anger management.

In all sessions, your regular and on time attendance will lead to effective and useful result.

For better efficacy and more productivity, please accomplish the exercises and activities.

In each session, we explain and discuss about issues that your participation in them lead to more efficacy and proficiency.

The discussions and conversations are confidential.

Now, we request if you would like attend in the total educational sessions by respect to abovementioned subjects please fill in the details and sign the form below:

I, ………………………………………, am committed to participate in all educational sessions, with respect to abovementioned issues.

Tel. no.

Mobile. No.

Sincerely,
Students should consider learning of emotional intelligence of anger management, stress management and interpersonal communication beside other usual cognitional education in the school.

So, the training and intervention given will place one in the situation that enable one to perform more effective roles in two fields:

Assist in maintaining and elevating the health

Prophylaxis and treatment of diseases

Hence the training is expected to increase effectiveness not only in the young people but also in the university.
Appendix E

14Oct, 2010

Clinton Agius

International Business Development Manager

Emotional Intelligence Division

MHS Inc.

E. Clinton.agius@mhs.com

P. 1-416-492-2627 Ext. 319

F. 1-416-492-3343

Dear Clinton Agius

This is to acknowledge that Aghdas Safari student regn. No. PHA080027 is a registered student for the Doctor of Philosophy program at Faculty of Education, University of Malaya. This is to inform you that Safari is using the Bar-On Test as her main instrument for her thesis. Her thesis is titled as: The effect of anger management, interpersonal communication skills and stress control training on the enhancement of students’ Emotional Intelligence. I would appreciate if you can suggest her the ways that she can obtain the test for her thesis. I am available for any further details you wish to know about this matter. Thank you.

Yours Sincerely,

Prof. Dr. Suradi Salim

Supervisor and Senior Lecturer

Faculty of education

University of Malaya

Kuala Lumpur/Malaysia, 50603

suradi@um.edu.my
Appendix F

Roodehen  Islamic Azad University
Tehran, Iran

RE: Permission to allow Aghdas Safari to conduct research for her PhD dissertation

Title: The effect of anger management, interpersonal communication skills and stress management training on the enhancement of students’ emotional Intelligence.

With reference to the above matter I -------------------------Directer General of University which is located in Roodehen, Iran have met and discussed with Aghdas Safari (Matric No. PHA080027) regarding her PhD dissertation topic as titled above and her proposed research Methodology .

I have no objection with this research that is going to be conducted. I also give the researcher permission to use the permises and associated equipment of the university in order to conduct and carry out this research. Approval is also given to the researcher to interact with her supervisor Prof Suradi Salim, University of Malaya, in reference to the case with which she is working by means of skype.

Thank you

Regards

Name: Aghdas Safari

Signature:

Date  1.7.2011
Appendix G

Subscale Composition

This presents the items that contribute to each Bar-On EQ-I subscale. This appendix is based on the 133 item version of the EQ-I

Emotional Self Awareness

7. It's fairly easy for me to express feelings.
9. I'm in touch with my emotions.
23. It's hard for me to share my deep feelings with others.
35. It's hard for me to understand the way I feel.
52. It's hard to express my intimate feelings.
63. I'm aware of the way I feel.
88. Even when upset, I'm aware of what's happening to me.
116. It's hard for me to describe my feelings.

Assertiveness

22. I'm unable to express my ideas to others.
37. When I'm angry with others, I can tell them about it.
67. When I disagree with someone, I'm able to say so.
82. It's hard for me to say "no" when I want to.
96. It's fairly easy for me to tell people what I think.
111. Others think that I lack assertiveness.
126. It's difficult for me to stand up for my rights.
Self – Regard

11. I feel sure of myself in most situations.
24. I lack self confidence.
40. I have good self respect.
56. I don't feel good about myself.
70. It's hard for me to accept myself just the way I am.
85. I'm happy with the type of person I am.
100. I feel comfortable with my body.
114. I'm happy with the way I look.
129. Looking at both my good points and bad points, I feel good about myself.

Bar-On Emotional Quotient Inventory Self Actualization

6. I try to make my life as meaningful as I can.
21. I really don't know what I'm good at.
36. In the past few years, I've accomplished little.
51. I don't get enjoyment from what I do.
66. I don't get that excited about my interests.
81. I try to continue and develop those things that I enjoy.
95. I enjoy those things which interest me.
110. I try to get as much as I can out of those things that I enjoy.
125. I don't have a good idea of what I want to do in life.

Independence

3. I prefer a job in which I'm told pretty much what to do.
19. When working with others, I tend to rely more on their ideas than my own.

32. I prefer others to make decisions for me.

48. It's hard for me to make decisions on my own.

92. I'm more of a follower than a leader.

107. I tend to cling to others.

121. I seem to need other people more than they need me.

Empathy

18. I'm unable to understand the way other people feel.

44. I'm good at understanding the way other people feel.

55. My friends can tell me intimate things about themselves.

61. I would stop and help a crying child find his or her parents, even if I had to be somewhere else at the same time.

72. I care what happens to other people.

98. I'm sensitive to the feelings of others.

119. It's hard for me to see people suffer.

124. I avoid hurting other people's feelings.

Interpersonal Relationship

10. I'm unable to show affection.

23. It's hard for me to share my deep feelings with others.

31. I'm a fairly cheerful person.

39. It's easy for me to make friends.

55. My friends can tell me intimate things about themselves.

62. I'm fun to be with.
69. I don't get along well with others.
84. My close relationships mean a lot to me and to my friends.
99. I have good relations with others.
113. People think that I'm sociable.
128. I don't keep in touch with friends.

Social Responsibility
16. I like helping people.
30. It doesn't bother me to take advantage of people, especially if they deserve it.
46. Others find it hard to depend on me.
61. I would stop and help a crying child find his or her parents, even if I had to be somewhere else at the same time.
72. I care what happens to other people.
76. If I could get away with breaking the law in certain situations, I would.
90. I'm able to respect others.
98. I'm sensitive to the feelings of others.
104. I think it's important to be a law abiding citizen.
119. It's hard for me to see people suffer.

Subscale Composition Problem Solving
1. My approach in overcoming difficulties is to move step by step.
15. When faced with a difficult situation, I like to collect all the information about it that I can.
29. I like to get an overview of a problem before trying to solve it.
45. When facing a problem, the first thing I do is stop and think.
60. When trying to solve a problem, I look at each possibility and then decide on the best way.

75. It's hard for me to decide on the best solution when solving problems.

89. In handling situations that arise, I try to think of as many approaches as I can.

118. I generally get stuck when thinking about different ways of solving problems.

Reality Testing

8. I try to see things as they really are, without fantasizing or daydreaming about them.

35. It's hard for me to understand the way I feel.

38. I have had strange experiences that can't be explained.

53. People don't understand the way I think.

68. I tend to fade out and lose contact with what happens around me.

83. I get carried away with my imagination and fantasies.

88. Even when upset, I'm aware of what's happening to me.

97. I tend to exaggerate.

112. I can easily pull out of daydreams and tune into the reality of the immediate situation.

127. It's hard for me to keep things in the right perspective.

Flexibility

14. It's difficult for me to begin new things.

28. It's hard for me to make adjustments in general.

43. It's difficult for me to change my opinion about things.

59. It's easy for me to adjust to new conditions.
74. I'm able to change old habits.
87. It's generally hard for me to make changes in my daily life.
103. It's hard for me to change my ways.
131. It would be hard for me to adjust if I were forced to leave my home.

Stress Tolerance
4. I know how to deal with upsetting problems.
20. I believe that I can stay on top of tough situations.
33. I can handle stress without getting too nervous.
49. I don't hold up well under stress.
64. I feel that it's hard for me to control my anxiety.
78. I know how to keep calm in difficult situations.
93. It's hard for me to face unpleasant things.
108. I believe in my ability to handle most upsetting problems.
122. I get anxious.

Impulse Control
13. It is a problem controlling my anger.
27. When I start talking, it is hard to stop.
42. My impulsiveness creates problems.
58. People tell me to lower my voice in discussions.
73. I'm impatient.
86. I have strong impulses that are hard to control.
102. I'm impulsive.
117. I've got a bad temper.
130. I tend to explode with anger easily.
Bar-On Emotional Quotient Inventory Happiness

2. It's hard for me to enjoy life.
17. It's hard for me to smile.
31. I'm a fairly cheerful person.
47. I am satisfied with my life.
62. I'm fun to be with.
77. I get depressed.
91. I'm not that happy with my life.
105. I enjoy weekends and holidays.
120. I like to have fun.

Optimism

11. I feel sure of myself in most situations.
20. I believe that I can stay on top of tough situations.
26. I'm optimistic about most things I do.
54. I generally hope for the best.
80. I'm generally motivated to continue, even when things get difficult.
106. I generally expect things will turn out all right, despite setbacks from time to time.
108. I believe in my ability to handle most upsetting problems.
132. Before beginning something new, I usually feel that I'll fail.

Positive Impression

5. I like everyone I meet.
34. I have good thoughts about everyone.
50. I don't do anything bad in my life.
65. Nothing disturbs me.
79. I have not told a lie in my life.
94. I have not broken a law of any kind.
109. I have not been embarrassed for anything that I've done.
123. I don't have bad days.

Negative Impression

12. I have a feeling that something is wrong with my mind.
25. I think I've lost my mind.
41. I do very weird things.
57. I see these strange things that others don't see.
71. I feel cut off from my body.
101. I am a very strange person.
115. I have strange thoughts that no one can understand.
Appendix H

The items that contribute to each Bar-on EQ-I subscale

This appendix is based on the 133 item Persion version of the Emotional intelligence.

272. سعی می کنم برای حل مشکلات برنامه ریزی کنم و با دقت عمل کنم.
273. براید سخت است که از زندگی لذت ببرم.
274. ترجیح می دهم کار هایی را انجام دهم که نحوه انجام آنها کاملاً مشخص شده باشد.
275. می دانم چگونه از عهد مشکلات سخت براهم.
276. با هر کس برخورد می کنم، از اکثر می آید.
277. سعی می کنم زندگی هدفمندی داشته باشم.
278. کاملاً براهم راحت است که عواطم را بیان کنم.
279. سعی می کنم نگاه واقع به زندگی داشته باشم و از خیال پردازی و روپاپردازی بپرهیزم.
280. قادر به درک حالت هایی هیجانی خود هستم.
281. در ابراز محبت به دیگران مشکل دارم.
282. در اکثر موقعیت ها به خودم اطمینان دارم.
283. احساس می کنم که دیگران مشکل فکری(روهی) هستم.
284. کنترل خشم براهم یک مشکل است.
285. شروع فعالیت های تازه براهم دشوار است.
286. وقتی با یک موقعیت مشکل مواجه می شویم، ما لیم تمم اطلاعات لازم را در مورد آن جمع آوری کنیم.
287. دوست دارم به دیگران کمک کنم.
288. ليختند زدن براهم سخت است.
289. قادر به درک احساسات دیگران نیستم.
وقتی با دیگران کار می‌کنم کم‌کم تمایل دارم به نظرات آنها عمل کنم تا به نظرات خودم معتمد می‌باشم به بالاترین موقعیت‌ها دست پیدا کنم.  
من واقعاً نمی‌دامن چه توانتای خاصی دارم.  
نمی‌توانم نظراتم را برای دیگران بیان کنم.  
برایم سخت است که عواطف عمیق‌های را با دیگران داشتیم.  
من اعتماد به نفس ندارم واقعاً نمی‌دانم چه توانایی‌هایی دارم.  
نمی‌توانم نظراتم را برای دیگران بیان کنم.  
فکر می‌کنم از نظر روحی بیمار هستم.  
نسبت به بهترین کارهای خوشبین هستم.  
وقتی شروع به حرف زدن می‌کنم قطع کردن آن برایم مشکل است.  
به طورکلی، سازگاری با محیط برایم مشکل است.  
دوست دارم پیش از احتمال مشکل، آن را مرور کنم.  
امتناع استفاده‌کننده از دیگران برایم دشوار است.  
فرد شادی هستم و امکان داشتن از عهده فشار و ناراحتی ها برایم سخت است.  
نسبت به دیگران خوشبین هستم.  
درک عواطفم برایم سخت است.  
در چند سال گذشته موفقیت‌های کمی داشتم.  
هنگامی که ازدست دیگران عصبانی هستم، می‌توانم در آنها بگویم.  
نسبت به دیگران خوشبین هستم.  
در کارهای غیرعادی از من سر می‌زنند.  
زود از کرده درمی روم و این برایم باعث بروز مشکلاتی شده است.  
نمی‌توانم نظرم را عوض کنم.  
خیلی خوب احساسات دیگران را درک می‌کنم.
وقتی با مشکلی مواجه می‌شوم، در اولین قدم درباره آن به فکر و تأمل می‌پردازم.

دیگران به سختی می‌توانند به من وابسته شوند.

از زندگی ام راضی هستم.

برایم سخت است که مستقلانه تصمیم بگیرم.

تحت فشار، عملکردم خوب نیست.

در زندگی ام دست به هیچ کار بدی نمی‌زنم.

از کارهايم لذت نمی‌برم.

برایم سخت است عواطف صمیمانه ام را بیان کنم.

سایرین افکار مرا درک نمی‌کنند.

دوست دارم جزء بیشترین افراد باشم.

دوستانم می‌توانند موضوعات خصوصی خودشان را به من بگویند.

دریابه خودم احساس خوبی ندارم.

من چیزهای عجیبی می‌بینم که دیگران نمی‌بینند.

دیگران به من می‌گویند که هنگام بحث، صداهت را پایین بیاور.

من به احساساتی با موقعیت‌های جدید سازگار می‌شوم.

موقع حل یک مشکل، ابتدا راه حل های مختلف را در نظر می‌گیرم و سپس بهترین راه را برمی‌گزینم.

اگر چه ای به رابینیم که به خاطر گم کردن والدینش، گریه می‌کنند، هاوکمک که کننده کنند آنها را یکدکت.

حتی اگر در آن لحظه کار زیادی داشته باشیم.

از بودن با دیگران لذت می‌برم.

من نسبت به این که چه عواطفی دارم، آگاهم.

احساس می‌کنم به سختی می‌توانم اضطراب را کنترل کنم.

من از هیچ چیز ناراحت نمی‌شوم.

نسبت به انجام فعالیت‌های مورد علاقه ام رغبتی نشان نمی‌دهم.

وقتی با کسی مخالف باشم، می‌توانم مخالفت را بیان کنم.

کمتر نسبت به اتفاقات دوروره توجه دارم و دوستانم آنچه را که در ارتباط اتفاق لحاظ می‌کنند، با دیگران راحتخوان می‌آیم.
برایم سخت است که خودم را همان گونه که هستم پذیرم.

احساس می‌کنم که بدنم از من نیست.

من اتفاقاتی را که بی‌دیگران رخ می‌دهد، دنبال می‌کنم.

آدم کم صبر و تحملی هستم.

می‌توانم عادت های قبلی ام را ترک کنم.

موقع حل مشکلات به سختی می‌توانم بهترین راه حل را انتخاب کنم.

اگر در برخی مواقع مشکلم با قانون شکنی حل شود، این کار را می‌کنم.

افسرده هستم.

می‌دانم در موقعیت‌های دشوار چگونه آرامش‌م را حفظ کنم.

در زندگی ام دوروع نگفته‌ام.

من معمولاً می‌توانم در مواقع سخت هم کارهايی را ادامه دهم.

سعي می‌کنم که کارهايی را که از انجام آنها لذت می‌برم، تداوم و توسعه دهم.

برایم سخت است هر وقت که بخواهم «نه» بگویم.

غرق در روایا و خیال پردازی هستم.

من و دوستانم به روابط نزدیک‌مان خیلی اهمیت می‌دهیم.

از شخصیت خودم جویی می‌کنم.

عصبانیت شدید است و نمی‌توانم خودم را کنترل کنم.

برایم دشوار است که در زندگی عادی ام تغییری ایجاد کنم.

حتی زمانی که غمگین و گرفته‌هستم، نسبت به آنجا بر می‌گردم.

هنگام مقابله با پیامدها درباره همه راه‌های حله فکر می‌کنم.

به دیگران احترام می‌گذارم.

در زندگی احساس شادی نمی‌کنم.

پیشتر ذهن‌م رو هستم نه رهبر.

برایم سخت است با امور ناخوشایند روبه رو شوم.

کاری خلاف قانون انگام داده‌ام.

از موضوعات مورد علاقه‌ام لذت می‌برم.
برایم کاملاً راحت است که بگویم چه فکری کرده ام.
تمایل دارم مسائل را بزرگ جلوه دهم.
نسبت به عواطف دیگران حساس هستم.
با دیگران روابط خوبی دارم.

100 - از ظاهری که دارم راضی هستم.
101 - شخص عجیبی هستم.
102 - زود از کوره در می روم.
103 - تغییر در شیوه زندگی ام برا مای هدایت است.
104 - فکر می کنم رعایت قانون امر مهمی است.
105 - روزهای تعطیل را دوست دارم.
106 - هرچند گاهی مشکلاتی پیش می آید، اما به طور کلی فکر می کنم اوضاع بر وق را می کنم.
107 - دوست دارم به دیگران متکی باشم.
108 - در حل مشکلات بزرگ، به توانایی های ام اما دارم.
109 - از کارهای گذشته ام پشیمان نیستم.
110 - چنین ممکن است سعی می کنم دنبال لذات طبیعی نباشم.
111 - دیگران فکر می کنند من قاطعیت ندارم.
112 - به راحتی می توانم از خیالبافی دست بردارم و واقعیت را در نظر بگیرم.
113 - دیگران مرا فردی اجتماعی می شناسند.
114 - از آنجا که در نظر دیگران هستم، خوشحال.
115 - افکار عجیبی دارم که دیگران آنها را نمی فهمند.
116 - برا مای سخت است عواطفم را بیان کنم.
117 - بد اخلاق هستم.
118 - درباره حل مشکلات بسیار جدی هستم و به راه حل‌های مختلف آنها فکر می کنم.
119 - دین غم دیگران برا مای دشوار است.
120 - دوست دارم خوشحال باشم.
121 - فکر می کنم من بیشتر به دیگران نیازمندم، تا دیگران به من من.

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مضطرب هستم.
روحیه خوبی دارم.
از جریحه دار کردن عواطف دیگران اجتناب می کنم.
در زندگی پرناه مشخصی ندارم.
برایم مشکل است بر سر حقوقم بامشداری کنم.
نمی توانم مسائل را درست و همانگونه که هستند در نظر بگیرم.
دوستان تمساح ندارم.
با توجه به ضعفها و قوت هایم درباره خودم احساس خوبی دارم.
به راحتی خشمگین می شوم.
جنانج به ترک خانه شوم، نمی توانم خودم را با آن وضعیت سازگار کنم.
قبل از شروع کار جدید، اغلب احساس می کنم در این کار موفق نمی شوم.
من با علاقمندی و صداقت به سوال های بالا پاسخ دادم.
مهمت یابن فردی مؤثر

کتاب کار دانشجو

دکتر فرشته موتابی

دکتر لadan فتی
Certificate of Participation in Specialized-Educational Workshop

This is to certify that Ms. AGHDAS SAFARI has participated in educational workshop of "OCD Systemic-Behavioral Treatment", held in Iranian Psychological Association on 23 Nov. 2006 for duration of 8 hours.

This certificate is issued for participating in the mentioned educational workshop & is not otherwise effective.

Signed & Sealed:
- Workshop Teacher, Dr. Mohammadali Besharat
- Chairman of the Board of Directors of Iranian Psychological Association, Mr. Mahmoud Minakari

True Translation Certified 2006-01-17
Ab-8369
On the strength of Paragraph 1 of Article 3 of the Law on the formation of Psychology & Counseling Council Organization of Islamic Republic of Iran and confirmation of Assessment & Measurement specialized commission,

Ms. AGHDAS SAFARI,

daughter of Mortez, holder of ID card no. 22167, holder of Master's Degree in the field of Counseling & Guidance, with Psychology & Counseling Council no. 86-1-2913, is hereby authorized to render Counseling Services in Tehran city, Tehran province.

This license expires on 16 March 2009.

Signed & Embossed Sealed:
- Head of Organization, Dr. Oholamali Afrouz
- Psychology & Counseling Council Organization of Islamic Republic of Iran
Certificate of Participation in Seminars & Congress

This is to certify that Ms. AGHDAS SAFARI has participated in Educational Seminar of “Diagnosis & Treatment of Gender Performance Disorders (code: 11015110)” held in Imam Khomeini International Congress Center, by Gender Medicine Dept. of Psychology & Psychiatry Research Center of Rouzbeh Hospital, with cooperation of university relations, international & seminars affairs of Tehran University of Medical Sciences Code 11160, from 30 Jan. 2008 to 31 Jan. 2008 for duration of 12 hours.

The above mentioned achieve 7.25 (seven point twenty five) points from seminars & congress programs (Subject to paragraph 1, Article 3 of regulations of programs), according to permit no. A/6/368252 dated 5 Jan. 2007 of General Department of Medical Society Constant Education.

Signed & Sealed:
- Scientific Teacher of Seminar, Dr. Firouz Raeisi
- Head of University Relations, International & Seminars Affairs, Dr. Marzieh Vahid Dastjerdi

True Translation Certified, 2008-02-13
Ab-5606
Certificate of Participation in Seminars & Congress

This is to certify that Ms. AGHDAS SAFARI has participated in Educational Seminar of “Diagnosis & Treatment of Gender Performance Disorders (code: 11015110)” held in Imam Khomeini International Congress Center, by Gender Medicine Dept. of Psychology & Psychiatry Research Center of Rouzbeh Hospital, with cooperation of university relations, international & seminars affairs of Tehran University of Medical Sciences Code 11160, from 30 Jan. 2008 to 31 Jan. 2008 for duration of 12 hours.

The above mentioned achieve 7.25 (seven point twenty five) points from seminars & congress programs (Subject to paragraph 1, Article 3 of regulations of programs), according to permit no. A/6/368252 dated 5 Jan. 2007 of General Department of Medical Society Constant Education.

Signed & Sealed:
- Scientific Teacher of Seminar, Dr. Firouz Raeisi
- Head of University Relations, International & Seminars Affairs, Dr. Marzieh Vahid Dastjerdi

True Translation Certified, 2008-02-13
Ab-8606
This is to certify that Ms. AGHDAS SAFARI, has participated in educational workshop of "Introduction to Applied Techniques of Cognitive-Behavioral Treatment", held in University of Tehran from 19 Sept. 2001 up to 20 Sept. 2001 for duration of 20 hours. We wish her success in presenting specialized services together with commitment.

Signed & Sealed:
- Clinical Psychologist, Member of University Faculty Board, Dr. Hossein Kaviani
- Supervisor of Students’ Counseling Center of University of Tehran, Dr. Jafar Bolhari

True Translation Certified. 2008-01-17
Ab-8169