

# **Identification and Effectiveness of Emotional Intelligence Training on Increasing the Psychological Well-being and Self-Control among Elementary School Girl Students in Hamedan**

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**ABSTRACT:** Today, the issue of emotional intelligence plays an important role in psychological well-being and self-control of adolescents in communicating with others as an important cognitive-emotional phenomenon. Regarding this issue, the purpose of this study was to determine the effect of emotional intelligence training on increasing the psychological and self-esteem psychological well-being of eleven-year-old girl students in Hamadan. The method used in this research is two shapes surveying to determine the number of people with low self-control and psychological well-being and a semi-experimental type of pre-test-post-test with control group. The population of this study was 350 people. The sample of this study was 200 female students of Hamedan who were selected by multistage cluster sampling. Finally, 20 students were randomly assigned to each of the control group and experimental group. The instruments used in this research were Ryff psychological well-being questionnaire, Tangji self-control questionnaire, and Training Therapy Program of Emotional Intelligence. The results showed that emotional intelligence training has an effect on students' psychological well-being. Also, emotional intelligence training has an effect on students' self-control ( $P<0.05$ ).

**Keywords:** Emotional Intelligence, Psychological Well-being, Self-Control, Girl Students.

## **INTRODUCTION**

Given the high and special status of the human being in the presence of God, human has mission in this world as to make great, to think, to create and solve all the problems of his life with ultimately powerful. Human beings should be free, happy and, of course, in the framework of the divine command, he should use the divine beneficence effectively. Due to this blessing of God, human is always looking for better ways to live, and better and more logical relations of guidance and happiness, Purposefulness and success, and in the aggregate, a way to realize their own prosperity and integrity (Dargahy, 2012).

Intelligence is one of the most important individual differences among people, and intelligence has been human attention for many years. In the past, scholars have emphasized the cognitive aspect of intelligence, such as memory, problem solving, and thinking, but today researchers are more focused on non-cognitive aspects of intelligence, such as emotion, socialization, and spirituality. In other words, these aspects can predict the success of people in life and play an important role in psychological well-being and mental health (Modrek et al., 2015).

Goleman (1995) distinguished emotional intelligence from general intelligence and explained that "emotional intelligence" is stronger than general intelligence, and that important emotional empowerment can be learned. He stated that emotional intelligence includes our skills in identifying ourselves and others' feelings and the skills we need to build healthy relationships with others and sense of responsibility towards duties. It also includes our ability to maintain our health (Goelman, 1995). Salovey and Mayer (1990) introduced a new concept called "Emotional Intelligence" and defined it as "the ability to identify our own and others emotions and distinguish between them and use this information to guiding thoughts and acts of the person ". Salovey and Mayer (1990) proposed a revised and complex definition that includes four central components of the structure: "Perceiving, evaluating and expressing emotion; facilitating emotional thinking; Understanding and analyzing emotions; Applying emotional awareness and regulation; Emotion response to promote emotional and rational growth (Taylor & Bagby, 2000).

Emotional intelligence theorists, with biological and psychological reasons, distinguish emotional intelligence from cognitive intelligence. They believe that cognitive intelligence includes our abilities for reminding, rational thinking, and abstract thinking, while emotional intelligence tells us how to use cognitive intelligence to succeed in life. Emotional intelligence includes our abilities for emotional and social self-awareness and measures the skills needed in these areas. We all have a combination of intelligence and excitement; in fact, there is a low correlation between general intelligence and some aspects of emotional intelligence, and it must be said that these two realms are essentially independent (Bar-On, 1997).

On the other hand, in recent years, a group of mental health researchers considered mental health as a positive psychological function and conceptualized it as a term of psychological well-being. The researchers say for feeling good health that is not enough that the person not to be ill, instead, they believed that having a sense of life satisfaction, good progress, effective interaction with the world, the energy and positive mood of the bond, and the desired relationship with the community and the positive development, are the characteristics of the healthy person. The sense of well-being is defined as a positive feeling and a general satisfaction of life that involves oneself and others in different spheres of family, occupation, education, social, etc. But for the psychological well-being, no definite definition has yet been established (Zanjani Tabasi, 2010).

The components of psychological well-being are: 1) self-determination means the regulation of own behavior through the source of internal control; 2) goal-oriented in life that emphasizes the importance of perceived existence of personality and the planning and achievement of goals; 3) self-acceptance, which is the main characteristic of mental health and one of the components of optimal performance; 4) positive relationships with others in order to create long-lasting relationships and feelings of belonging to the communication and support network; 5) mastering the environment means selecting and controlling the environment through physical or mental activities; 6) Individual growth means the ability of a person to progress and improve himself in order to become a person with a perfect performance (Molaei Yasawai et al., 2015). People who have well-being, they characterized by the following features: they are optimistic; these people are more successful and happier than pessimistic people. These people are extroverted and capable of communicating and cooperating with others; happy people compare with unhappy people, both in loneliness and in the presence of others, rejoicing and enjoying themselves and others (Karami nouri, 2008).

In the general theory of crime, Gottfredson and Hirschi (1990), "self-control" is one of the theories that, in the form of self-control theory, explains gender gaps. According to this theory, girls are more self-control than boys due to the influence of different patterns of socialization. Nevertheless, the role of gender in the literature of this theory is somewhat unresolved and unclear (Tewksbury & Higgins, 2006). One of the benefits of controlling and adjusting emotions, controlling levels of arousal to maximize performance, and being persevered, despite discouragement and temptation, is to prevent malicious reactions from inaccurate functioning despite pressure. The inability to regulate the excitement of social opposition and the fear of such opposition is sometimes so severe that it overcomes the individual's efforts to do the right thing (Simiyarian et al., 2011).

Butler (2000) states that the concept of self-control in social learning theory reflects the fact that self-control is a changeable, learningable and learning concept (Bashirian et al., 2012). Bandura (1925) in the theory of social learning refers to self-control role and he believed that as far as humans can handle their cognitive environment and processes, they can control their own behavior and this self-control leads to individual learning. The research evidence supports the claim that individuals with self-control powers will be more successful in establishing human communication. However, we must know the boundary between control and self-control and avoid any excesses (Abtahi & Kheirandish, 2009).

Ahmadiyan (2013) have found a relationship between spiritual intelligence and emotional intelligence of adaptive applications such as problem solving, coping, and stress reduction. Shahrabi Farahani and Farahbakhsh, (2012) showed that mental health can be influenced by spiritual intelligence and emotional intelligence. Generally, the moderating effect of gender on the relationship between emotional intelligence and spiritual intelligence with

mental health was observed. Lotfi and Sayyar (2011) showed that there is a positive relationship between attachment style and spiritual intelligence and emotional intelligence on the problem solving ability of female high school students. Emmons (2000) found that the only key to success and not the only predictor of the success of individuals was general intelligence, but also to seek out other factors. These findings suggest that intelligence can be correlated with different types of intelligence at different levels. Bar-An (2000) studies show that intelligence elements such as empathy are independent of cognitive intelligence. Students who were able to identify the non-verbal emotions of others showed the most emotional stability and had a better academic performance. Heinrichs and Neidhardt (1998) showed that effective education had an effective role in increasing self-control. These teachings also increased children's and adolescents' well-being tests right before the exam.

Mayer et al (2003), studying the role of intellectual disability on leaving students, showed that the overall low score in their intelligence showed that they were not able to cope with environmental pressures. Mayer et al (2001) showed that some forms of solving emotional problems, in addition to cognitive intelligence, require intelligence ability. Lane et al (1996) at Arizona University observed that when subjects are asked to harmonize the verbal and non-verbal stimuli with emotional-verbal and non-verbal responses, persons with high scores in the standard educational tests were significantly weaker in comparison with other people. Sapp (1994) showed that students who were treated with cognitive and behavioral strategies increased psychological well-being, self-esteem and self-esteem. Bagby et al (1994) concluded that low self-control subjects exhibit weak empathy because they feel confused about understanding others' feelings:

According to the mentioned issues, the hypotheses of this research are:

Emotional intelligence education has a positive impact on students' psychological well-being.

Emotional intelligence education has a positive effect on student self-control.

## MATERIALS AND METHODS

The method used in this study was twofold: 1. identifying the number of people with low self-control and psychological well-being. 2. A semi-experimental, pre-test-post-test with control group to measure the effect of emotional intelligence training on increasing self-control and psychological well-being. The population of this study was 350 people. According to Krejcie and Morgan table, 185 people were sampled and 15 people were added to the precautionary approach. Therefore, the sample of this study was 200 female students from schools of Hamedan. Samples were selected by multistage cluster sampling. In this way, four girls' schools were randomly selected among the public high schools in Hamedan. Then, in each of the schools, two eleven grade classes were selected and 25 students from each class were randomly selected. On these students, Tangji self-control questionnaire and Ryff psychological well-being questionnaire were taken as pretest and those who had the lowest level in both tests were identified to be trained. In this research, 40 students were randomly assigned to each of the control group and the experimental group was 20. The experimental group was exposed to emotional intelligence training during one and a half months and the other group did not come under any plans, and continued on to its regular and continuing program called Control Group. Data collection tools in this research are:

1. Reyff's psychological well-being questionnaire: In the present study, a short form of 18 questionnaires of Reyff's psychological well-being questionnaire was used. The 18 questions questionnaire was designed by Ryff in 1989 and revised in 2002. The questionnaire has 18 questions and aims to assess and evaluate the psychological well-being of different dimensions including independence, environmental mastery, personal growth, positive relationship with others, purposefulness in life, and acceptance. The correlation of the Reyff's psychological well-being questionnaire between the short version of the scale and a basic scale ranges from 0.7 to 0.89 (Ryff & Singer, 2006).

2. Tangy's Self-Control Questionnaire: The short version of Tangji's self-control scale questionnaire was designed and implemented by Tangji et al that its goal is to measure the self-control of individuals on their daily activities. The questionnaire has 13 questions and its purpose is to measure the amount of control of individuals on their own. The Responsive Spectrum is Likert, with the score for each option from 1 to 5 from never too high. In order to obtain the total score, the questionnaire aggregates the scores of each question together. The maximum score for the Tangui self-control questionnaire is 65 and the minimum score is 13. A higher score indicates a person's higher self-control and vice versa. Validity and reliability of this questionnaire have been calculated and validated by Mousavi Moghadam et al (2015). Also, its reliability on the two statistical samples was obtained using Cronbach's alpha test as 0.83 and 0.85.

After the implementation of the questionnaires, students with low self-control and low psychological well-being were identified and the Educational Therapeutic Approach Program of Esmaeili, which includes the most emotional intelligence component, and the materials tested in different ways, but interrupted for class therapy Psychological well-being and self-control were taught.

**Emotional Intelligence Educational Therapy Program:** In this way, emphasis is on self-knowledge. This therapeutic program has been designed by Esmaeili 2008. In this program, the authorities initially have an on-going trip with guidance from the consultant, through which he becomes acquainted with Needs, Impact, Thinking Techniques, Emotions, Attachments, How to interpret and understand himself and the world, Methods of judging your beliefs and they absorb them as they are, and then adapts itself to the conditions and social environment in such a way that it provides the balance and coordination necessary for its development and realization. The program was run 7 times ones a week, once every two hours. The seven steps in the treatment plan, the training of emotional intelligence are: 1) Creating self-awareness; 2) Strengthening flexibility; 3) Strengthening the power of choice and understanding the obstacles to choosing the right; 4) Training the skills of establishing and maintaining interpersonal skills. ; 5) Strengthening the ability to cope with stress; 6) Train problem solving skills; 7) assess the individual's position in meeting high needs.

In order to describe the information, the frequency distribution chart and percentage have been used. Also, to answer the main research question, central indicators and descriptive statistics dispersion were used. Covariance analysis was used to test the research hypothesis. Of course, before applying the covariance analysis test, it was important to observe the assumptions of this test, namely 1. The principle of data distribution. 2. Homogeneity of variance. 3. Homogeneity of covariance. The data were analyzed using SPSS 19 software.

## RESULTS

### A) Descriptive Findings Related to Research Hypotheses

Descriptive findings of this study including statistical indicators such as mean, standard deviation and sample size for all variables of this study are shown in the table below.

**Table 1.** Descriptive characteristics of the variables studied in the groups.

Variable		Post-test			Pre-test		
		SD	Mean	Number	SD	Mean	Number
Experimental Group of Emotional Intelligence	Self-Control	10.88	49.4	20	11.33	41.8	20
	Psychological Well-Being	16.67	81.4	20	18.01	71.85	20
Control Group	Self-Control	11.17	41.1	20	-	-	-
	Psychological Well-Being	17.92	70.25	20	-	-	-

### B) Inferred findings related to research hypotheses

**Table 2.** Kolmogorov-smirnov test.

Variable	Group	Significance Level Of Post-Test	Significance Level Of Pre-Test
Self-Control	Emotional Intelligence Group	0.200	0.171
Psychological Well-Being	Emotional Intelligence Group	0.191	0.199

The Kolmogorov-Smirnov test was used to check the normality of variables of the research. The data in the table above shows that the distribution of all variables is normal given that the significance level of the test is higher than 0.05.

**Table 3.** Examination of the hypothesis of homogeneity of regression slopes.

Variable	Sign.	F	AS	df	SS
Self-Control	0.381	0.984	30.723	2	61.445
Psychological Well-Being	0.429	0.859	14.112	2	28.224

According to the above table, the value of interaction of independent variable and coincidence is significant ( $p < 0.05$ ), so it can be concluded that the regression slope homogeneity assumption is observed.

Hypothesis 1: Emotional intelligence training is effective on students' psychological well-being.

For analyzing the effect of intervention on the total score of psychological well-being, covariance analysis was used.

**Table 4.** Significant difference between groups.

Source of Change	Squat trough	SS	df	AS	F	Sig
Modify The Model	0.975	12320.105	3	4106.702	474.351	0.000
Intergroup	0.408	214.368	1	214.368	24.761	0.000
Group	0.270	115.318	1	115.318	13.320	0.001
Pre-Test	0.973	11045	1	11045	1275.771	0.000
Error		311.67	36	8.658		
Total		24609	40			
Total Corrected		12631.775	39			

Based on the results of the above table, there is a significant difference between the students of the experimental and control group in terms of psychological well-being ( $F = 1275/771$ ,  $P < 0.05$ ). Therefore, the first hypothesis of the research is confirmed. The effect level is 0.97; it means 97% of the individual differences in the post-test psychological well-being scores relate to the effect of emotional intelligence education.

Second hypothesis: Emotional intelligence education is effective on students' self-control.

For analyzing the effect of intervention on total self-control score, covariance analysis was used.

**Table 5.** Significant difference between the groups.

Source of Change	Squat Trough	SS	df	AS	F	Sign.
Modify The Model	0.904	4804.969	3	1601.656	113.358	0.000
Intergroup	0.158	95.601	1	95.601	6.768	0.013
Group	0.233	154.648	1	154.648	10.948	0.002
Pre-Test	0.890	4107.824	1	4107.824	290.802	0.000
Error		508.531	36	14.126		
Total		87216	40			
Total Corrected		5313.5	39			

Based on the results of the above table, there is a significant difference between the students of the experimental and control group in terms of self-control ( $F = 290.802$ ,  $P < 0.05$ ). Therefore, the second hypothesis of the research is confirmed. The effect level is 0.89; it means 89% of the individual differences in the post-test self-control scores relate to the effect of emotional intelligence education.

## DISCUSSION AND CONCLUSION

The purpose of this study was to identify and effect the education of emotional intelligence components (internal knowledge, interpersonal knowledge, problem-solving skills, coping strategies and adjustment coping strategies) on increasing the psychological well-being and self-control of knowledge of the Elementary School Girl

Students in Hamadan City. The results showed that emotional intelligence training is effective on psychological well-being and self-control of students.

In describing the results of the hypotheses of this research, it can be said that if emotional intelligence is defined as interpersonal awareness, interpersonal awareness, problem-solving skills, coping strategies and adaptation methods, it can be concluded that the score for estimating these components after a correctional treatment intervention in these areas is increased. In the Emotional Intelligence program, efforts have been made to strengthen metacognitive skills in an individual so that he can become familiar with his feelings and acceptance through re-experience. Also, in this program, a person's ability to deal effectively with stressful situations prepares a person to solve a problem rather than to seek refuge in defense methods. For example, a student whose psychological well-being is low and surrounds him severe stress, He can use deep breathing and perform practical skills to reduce stress. During the course of the year, He will study both the course and the class, and use the rule often, slightly, to avoid anxiety during the exam and also raise his self-control and do not submit.

The results of this study are based on the findings of Ahmadiyan (2013), Shahrabi Farahani and Farahbakhsh (2012), Lotfi and Sayyar (2011), Emmons (2000), Bar-On (2000), Heinrichs and Neidhardt (1998), Mayer et al (2003), Mayer et al (2001), Lane et al (1996), Sapp (1994), Bagby et al (1994), is consistent.

### **Conflict of Interest**

The authors declare no conflict of interest.

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