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The Effectiveness of Emotional Intelligence Training on Psychological Well-Being of Veterans and Martyrs Children

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Abstract: The aim of this study was to investigate the effectiveness of emotional intelligence training on psychological well-being of veterans and martyrs children. The method of this research is quasi-experimental with pre-test, post-test and follow up with control group. The study population were the students of Shahed high school of Zabol City. A total of 30 students who on a questionnaire psychological well-being one deviation was lower than the average were selected as the research sample and were assigned randomly into 15 persons of two groups of experimental and control. Students in the experimental group were trained in emotional intelligence in 9 sessions while the control group received no intervention. Mac Cummins psychological well-being questionnaire was used to collect information on the pre-test, post-test and follow-up and for data analysis, univariate analysis of ANOVA (MANOVA) method was used. The results of univariate analysis of ANOVA showed that there are significant differences between the psychological well-being of two experimental and control groups in post-test and follow-up, in other words, emotional intelligence training could be improved psychological well-being in the experimental group. The results showed that emotional intelligence training is effective on psychological well-being of veterans and martyrs children and has led to increasing psychological well-being in the experimental group.

Key words: Training, skills, emotional, intelligence, psychological, well-being

INTRODUCTION

In 2003, mental health status of young children of veterans in Imam Khomeini camp of Lavasan using the General Health Questionnaire GHQ-28 were investigated. The results showed that the lowest mental health status is related to Sistan and Baluchestan, Mazandaran, Tehran, Kohgiluyeh and Boyer-Ahmad and Qom and 22.51% of participants in mental health questionnaire get the high score than cut-off point (23) which indicates the unfavorable conditions in terms of mental health. Since, in any educational system, academic achievement is considered as the most important indicator of the success of scientific and educational activities, investigating the factors affecting the academic achievement of sufficient importance to researchers of education and psychology. However, further research shows that the educational and individual factors with cognitive and social nature have the greatest impact on academic achievement (Cheng and Chan, 2005). Several theories and perspectives have been proposed to explain academic achievement and researchers with social cognitive perspectives have identified different variables affecting it. Among the variables that affect academic achievement, we can note the efficacy and emotional intelligence. Emotional intelligence is one of the newest developments in the understanding of the relationship between cognition and emotion. In fact, this concept covers a set of skills and social competencies that affects the person's ability to identify, understand and manage emotions, problem solving and adaptability and to effectively adapt the individual to needs, pressures and difficulties of life (Bar-On, 2006). Emotional intelligence is a component which provides a new perspective on the expected improvement in quality of life and coping with stress situations. Based on the model (Bar-on) emotional intelligence, including emotional and social features related to the skills and analyzers that determines how to understand and express themselves, understand others and communicate with them and deal with everyday demands (Bar-On, 2006). According to Bar-On (2006) emotional intelligence is a set of non-cognitive capacities, abilities and skills that affects the person's ability to successfully cope with the demand and environmental

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pressures (Seif, 2000). Mayer and Salovey (1997) also believe that emotional intelligence is a set of capabilities that play a role in evaluating and properly expressed excitement for inciting, planning and success in life. Through improving mental health, emotional intelligence, the ability to empathize with others, compromise social, emotional well-being, life satisfaction and reduce interpersonal problems, provide improved social relations. So, emotional perception, facilitates emotional, emotional understanding and managing emotions through the mechanism of prediction, prevention, increased surveillance and strengthen coping strategies are effective in improving community relations (Besharat, 2005). Babaeian *et al*. (2015a) presented a video based clustering approach to realize different emotions in faces which can help to find emotional intelligence based on face features. That is based on shortest path suggested in (Babaeian *et al*., 2015b). The positive approach based on three distinct components but at the same time linked to psychological well-being is considered to include: overall life satisfaction, a feeling of unpleasant emotions. There are three components causes the individual to enjoy their relationships with others and escape from grief, loneliness and pessimism (Diner *et al*., 2003). In fact, the lack of relationships with friends and relatives having asocial contact with others, to bring numerous psychological consequences for individuals. Given the close relationship between mental health and malicious damage (anxiety, depression, stress) with psychological well-being and also has positive effects on emotional intelligence these injuries and the conditions of the children of veterans in Sistan and Baluchestan, Mazandaran, Tehran, Kohgiluyeh and Boyer-Ahmad and Qom in terms of mental health, this study investigated the effectiveness of emotional intelligence training on psychological well-being of veterans and martyrs children in Zabol City of Sistan-Baluchistan Province and reported unfavorable conditions of veteran children.

Research proposal: In this research, semi pilot research methodology of pre-test, post-test and follow up type of project with control group was used.

Subjects: The study population were the students of Shahed high school of Zabol city in the academic year of 2014-15. For the sampling, first, by a general call of all students were invited and of all the students who were willing to participate in this study, psychological well-being questionnaire was taken. Finally, the number of 30 people who score in the psychological well-being scale, a deviation was lower than the average were selected as the research sample and were assigned randomly into 15 persons of two groups of experimental and control.

Research tools: For assessment of the research variables, psychological well-being questionnaire of Mac Cummins and Yung-shorts questionnaire (short form) were used.

Psychological well-being questionnaire: Individual well-being index in 2002 was built by Mac Cummins and colleagues to assess individual well-being. The initial version of this scale has seven items, each of them including the satisfaction of one of the main aspects of life, standard of living, personal, life achievements, personal relationships, personal security, community connection and future security were investigated. Participants in a 9-point Likert scale declare their satisfaction rate with life. Cummins in 2006 revised the scale of individual index and he added new dimensions that was related to spirituality and religion. Various researches in Australia and other countries have shown good reliability of this test. Cronbach's alpha coefficient has been reported between 0.70 and 0.85. The reliability of the test-retest method has also been reported in between one to two weeks. In examining the validity of questionnaire, convergent validity method was used. The correlation between the index of personal well-being and satisfaction with life scale (Diener *et al*., 1985) the validation rate of 0.78 which indicate the convergent validity of individual well-being index. In this study, Cronbach's alpha coefficient is 0.74 (in this questionnaire, each question has a score).

Yung-shorts questionnaire (short form): Yung-shorts questionnaire (short form) is a questionnaire with 75 questions by Yung that made to assess fifteen early maladaptive schemas. This fifteen early maladaptive schemas are:

- Emotional deprivation
- Rejection/abandonment
- Mistrust/abuse
- Social isolation
- Defectiveness/shame
- Failure
- Dependence/incompetence
- Vulnerability to harm or illness
- Caught/trapped disability
- Obedience
- Sacrifice
- Emotional inhibition
- Inflexible criteria
- Entitlements
- The lack of self-restraint and self-discipline

Inventory sentences classified in accordance with a specific schema and are summarized in encrypted form letters such as "ed" is an expression of emotional deprivation. That if a person receives a score of 5 or 6 in two sentences related to a scheme, we conclude that the most likely that scheme is etched in his/her mind.

MATERIALS AND METHODS

In this study, the necessary coordination was conducted with the Ministry of Education and Martyr Foundation and the necessary permits were received. After using a general call for high school, from those who were willing to participate in the study were asked to respond to questionnaires. The survey questionnaires, 30 students in psychological well-being scale of one standard deviation below the average were selected and randomly divided into two groups of 15 persons. The students of experimental group were trained in emotional intelligence in 9 sessions, while the control group received no intervention. A week after the intervention and again two months later for follow-up questionnaires were collected from both groups. In addition to observing ethical standards after the follow-up phase to the control group were 4 sessions of emotional intelligence. Motional intelligence training sessions were conducted as follows:

- First session: understanding of people and explain the objectives
- Second session: definition and identification of excitement in life
- Third session: identification of facial expressions and thoughts with emotions
- Fourth session: to evaluate the relation between automatic thoughts, emotions and behavior through practical examples
- Fifth session: how to identify emotions in others
- Sixth session: different ways of expressing emotions and the need to manage emotions in life
- Seventh session: excitation control (including prediction emotional and understanding their first emotional symptoms)
- Eighth session: 2 excitation control (control by changing the position of excitement, relaxation and excitement key words)
- Ninth session: excitation control 3 (education, decent and controlled methods of solving emotional problems and expressing emotions)

RESULTS

Descriptive findings of this research including statistics such as mean and standard deviation is provided in Table 1.

As seen in Table 1 in the pre-test level, psychological well-being mean and standard deviation of each group was 51.87 and 6.24 in the experimental group, the control group was 54.73 and 5.39 respectively. In the post-test level, the mean and standard deviation was 55.00 and 6.09 in experimental group and was 55.00 and 6.00 in control group and in the follow-up level, the mean and standard deviation was 62.13 and 7.47 in the experimental group and was 54.66 and 5.93 in the control group. As seen code psychological well-being scores in the experimental group in post-test and follow-up has very different than pre-test and has significantly increased. Given that in this study the dependent variable is the post-test of psychological well-being in order to evaluate the hypothesis of ANOVA analysis was used that continue provided. Before the examination of the hypothesis, to respect default equality of variance, Levene test was used in this research which shows that the null hypothesis of equality of variances to score two groups for all variables is confirmed. The default equality of variances scores in both experimental and control groups were confirmed. The results of Kolmogorov-Smirnov test for normality of the distribution of scores in society and the default test for homogeneity of regression slopes for psychological well-being variables are presented in Table 2.

As seen in Table 2, assuming zero for the normality distribution of scores of the two groups in the study is confirmed. By default, the normality distribution of scores in pre and in both experimental and control groups was confirmed.

As seen in Table 3, the F value interaction for variable is non-significant. Therefore, the assumption of homogeneity of regression confirmed. If this interaction is statistically significant, the data do not support the hypothesis of homogeneity of regression slopes and are not allowed to carry out analysis of ANOVA but here's the interaction was not significant, so hypothesis is confirmed homogeneity of regression slopes and allow us to do the covariance.

Table 1: Mean and standard deviation of psychological well-being in experimental and control groups in the pre-test and post-test and follow-up

Variable	Level	Statistical index of group	Mean	SD
Psychological	Pre-test	Experiment	51.87	6.24
Well-Being		Control	54.73	5.39
Post-test	Experiment		55.00	6.09
		Control	55.00	6.00
Follow-up	Experiment		62.13	7.47
		Control	54.66	5.93

Table 2: Results of Kolmogorov-Smirnov in the case of default of the normality distribution of psychological well-being scores

Normality distribution of scores	Kolmogorov-Smirnov				Kolmogorov-Smirnov			
	Groups	Significance	N	Statistics	Groups	Significance	N	Statistics
Psychological well-being	Experiment	0.51	15	0.95	Control1	0.49	15	0.96

Table 3: The results of investigating the default search homogeneity of regression slopes of the two groups in society

Variable	Source of interactive changes	Stages: pre-test-post-test		Source of changes	Stages: pre-test-follow-up	
		F (interaction)	Significance		F (interaction)	Significance
Psychological well-being	Group*pre-test	0.781	0.250	Group*pre-test	0.876	2.258

Table 4: The analysis results of ANOVA for the comparison of the mean post-test scores of psychological well-being

Sources of changes	Sum of squares	Degrees of freedom	Mean of squares	F-values	Significance (p)	Eta square
Pre test of psychological well-being	1020.914	1	1020.914	149.251	0.0001	0.85
Group	218.357	1	218.357	31.922	0.0001	0.54
Error	184.686	27	6.840	-	-	-
All	96347.000	30	-	-	-	-

Table 5: Analysis of ANOVA for the comparison of the mean follow-up scores of psychological well-being

Sources of changes	Sum of squares	Degrees of freedom	Mean of squares	F-values	Significance (p)	Eta square
Pre test of psychological well-being	892.191	1	892.191	62.917	0.0001	0.70
Group	738.768	1	738.768	50.097	0.0001	0.56
Error	382.875	27	14.181	-	-	-
All	104010	30	-	-	-	-

Is emotional intelligence training was effective on psychological well-being in students of veterans and martyrs children and has stability on follow-up stage? To investigate the question, first, analysis of ANOVA was used for the post-test results in Table 4 is presented.

As shown in Table 4 by taking a pre-test scores on psychological well-being as a variable performance difference between experimental and control groups in this variable at 99% [2η = 0.54 and $p>0.0001$ and F (group) = 31.92] is significant. As can be seen ANCOVA results indicate that the effect of group was significant and this means that there are differences in psychological well-being of dependent variables between the two groups in other words, after adjusting for covariates there are significant differences between the two groups in terms of psychological well-being; so it is concluded that the effect of the independent variable (emotional intelligence), psychological well-being has increased in the experimental group than the control group. By considering, eta square can be said that 54% of this variation comes from the independent variable or the emotional intelligence training. Because this study is a follow up and to explain the lasting effects of emotional intelligence training on psychological well-being in the experimental group, then in the follow-up to babes in question is used ANCOVA results are presented in Table 5.

Results in Table 5 shows in the follow-up stage of psychological well-being by taking a pre-test scores as a variable performance difference between experimental and control groups in this variable at 99% [2η = 0.56 and $p>0.0001$ and F (group) = 52.097] is significant. ANCOVA results indicate that the effect of group was significant and this means that there are differences in psychological well-being of dependent variables between the two groups in other words, after adjusting for covariates there are significant differences between the two groups ozone capacity of psychological well-being; so concluded that the follow-up phase, the effect of the independent variable (emotional intelligence), psychological well-being has increased in the experimental group than the control group. By considering, eta square can be said that 56% of this variation comes from the independent variable or the emotional intelligence training. Therefore, we can say that in the follow-up stage, emotional intelligence training also had an impact on psychological well-being among students of veterans and martyrs children and has stability.

DISCUSSION

This study was conducted with the aim to investigate the effect of emotional intelligence on psychological well-being of veterans and martyrs children. The results showed that students' psychological well-being of experimental group after emotional intelligence training has a significant increase compared to the control group in post-test and follow-up which shows the impact of emotional intelligence training on their psychological well-being. Researches of Besharat (2005, 2008), Dehshiri (2003), Okati (2013), Rafanelli (1999), Fava and Ruini (2003), Ryan and Deci (2006), Austin *et al.* (2005), Gallagher and Vella-Brodrick (2008), Morone *et al.* (2008), Howell *et al.* (2010), Maleki *et al.* (2012),

Yarmohammadian *et al.* (2011), Kareshki *et al.* (2011), Kimiaei *et al.* (2011), Yeylagh *et al.* (2011), Mahmoudi and Najafi (2012), Rahmani (2013), Habibi *et al.* (2014), Mikaeili Monii (2010), Naghdi *et al.* (2011), Mohammadi and Gharraei (2007), Hashemabadi and Bagheri (2008), Tabari and Ghorbani (2009), Sheghaghi *et al.* (2010), Dastjerdi *et al.* (2011), Saadabadi and Nosratabad (2012), Jenaabadi (2013), Babakhanloo (2013), Ajayi and Fatokun (2007), Caffo *et al.* (2008), Ciarrochi *et al.* (2002), Cole *et al.* (2004), Eisenberg *et al.* (2000), Goldsmith *et al.* (1997), Groves *et al.* (2008), Johnson *et al.* (2009), Lane (2006), Lane *et al.* (2009), Parker *et al.* (2004, 2006), Ryff *et al.* (2004), Schultz *et al.* (2015), Ulutas and Omeroglu (2007) and Veenhoven (2008) is consistent. Okati (2013), in his study paid to investigate the effect of emotional intelligence on psychological well-being of girl students of Nursing and Midwifery of Zabol University of Medical Sciences in the academic year 2013-14 that the results indicated that emotional intelligence training is a useful way to increase psychological well-being of the students in the experimental group in addition variables such as age, education and birth order had no female students in the difference between the two groups in psychological well-being.

Rahmani (2013) in a study paid to investigating the effects of training emotional intelligence components on mental health promotion and self-concept of athlete female students. The results obtained showed that the effects of training emotional intelligence components on mental health promotion and self-concept of athlete female students was significantly effective. Sobhi Gharamaleki study showed that students who have high emotional intelligence are more realistic perception in gaining interpersonal relationships which causes increasing the feeling of efficacy.

Maleki *et al.* (2012), in their research were investigated the impact of emotional intelligence training on aggression, stress and psychological well-being elite athletes. The results showed that emotional intelligence training has a significant impact on all of the examined psychological variables. That this period has led to an increase in aggression and stress and psychological well-being experimental group.

Morone *et al.* (2008) in their study on patients with chronic pain have found that practicing mindfulness makes psychological well-being of the people which has an immediate impact on increasing the long-term effects on mood and quality of life. In fact, they found that increased mindfulness is associated with increased psychological well-being and physical well-being. In general, looking at the multiple definitions of emotional intelligence, two strategies can be identified in the field of theoretical models emotional intelligence.

The initial vision capability perspective of Mayer and Salovey (1997) defines emotional intelligence as a kind of intelligence that involves emotion and excitement and consists of four components of emotional perception, using emotions to facilitate thought, understand emotions and manage emotions associated with self and others and the second view, a mixed approach or combination by Bar-On (2006), non-cognitive abilities, emotional intelligence that is far broader definition of initial view and including components of interpersonal skills (self-awareness, courage, self-esteem, self-actualization, independence), interpersonal skills (interpersonal relationships, social commitment, empathy), adjustment (reality testing, problem solving, flexibility), stress management (ability to withstand stress, impulse control), general mood (happiness and optimism). Emotion management infrastructure components (control emotions in themselves and others) in the first approach to the relationship between emotional intelligence and aggression (is the kind of excitement) and stress management infrastructure components (control mood and stress tolerance) and the general mood (vitality and expression of positive emotions and keep a positive attitude even when there are negative feelings and unwelcome) in the second approach point to the relationship between emotional intelligence and stress and psychological well-being. Psychological well-being means having positive feelings and general satisfaction with their lives and others in various spheres of family, job, etc. and is eligible cognitive and emotional components. Cognitive express personal satisfaction with life and individual assessment of various aspects of life and the emotional component indicates the relative presence of positive emotions and the absence of negative emotion. The world health organization defines psychological well-being as well-complete physical, social-psychological and absence of disease and weakness harmonious connections with others, personal and social change and improving the environment (Johnson *et al.*, 2009). People with psychological well-being are satisfied with their family life, communicate good relations and have many friends. In addition to mental well-being with intrinsic motivation and higher levels of happiness leads to the improvement of social skills and prevent depression. So, people with a high sense of well-being, experience positive emotions and have a positive assessment of the events taking place around us; while those with a low sense of well-being, assess adverse events of their lives, they experience more negative emotions such as anxiety, depression and anger (Diener *et al.*, 2003). Such people also have higher physical health, happy, optimistic and positive view of the high emotional stability, trying to solve their problems

directly and are highly satisfied with his life and happiness (Veenhoven, 2008). People with a high sense of well-being, experience positive emotions and have a positive assessment of the events taking place around us; while those with a low sense of well-being, assess adverse events of their lives, they experience more negative emotions such as anxiety, depression and anger (Diener *et al*., 2003). Psychological well-being is a term that refers to the positive state of mind and various events of life and immediate effect on its value. The rate of psychological well-being of people has positive relationship with different emotions including hope, optimism, happiness, a sense of personal satisfaction and etc. The general mood component as an essential component of emotional intelligence in mixed views of Bar-on refers to the ability to feel satisfied with life, feeling good about themselves and others, vitality and expression of positive emotions, maintain a positive attitude even when there are negative emotions and unpleasant which is stamped with psychological well-being. On the other hand, poor stress management an important factor is the low rate of psychological well-being in people under the influence of education (Caffo *et al*., 2008). Therefore, given the close link emotional intelligence and psychological well-being appears to be effective in teaching emotional intelligence can enhance psychological well-being of people. As was observed in this study, the people in experimental group with low psychological well-being after training emotional intelligence skills, they earned better scores on tests of psychological well-being.

CONCLUSION

Results of several studies indicate that emotional intelligence, unlike IQ is not a hereditary, fixed and immutable ability but also grow and change ability and its rate can be increased through special training because people can have control over your emotions and especially emotional responses and can change their attitude about events. Overall, the results of this study considers emotional intelligence training to the students of depression in veterans and martyrs children and the results of this study showed increasing in psychological well-being of students in the experimental group.

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