

Case Report

Evaluating the effectiveness of emotional intelligence training on reducing students' anxiety and inhibition (Case study: Islamic Azad University of Bandar Abbas)

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ABSTRACT

The present study aimed to investigate the effectiveness of emotional intelligence on the students' anxiety and inhibition. A sample of 60 people, including 30 female students and 30 male students of the University of Bandar Abbas was chosen randomly and were divided randomly into two experimental and control groups. Beck Anxiety Inventory and Stanford inhibition questionnaire were the instruments of data collection. After pre-test, the experimental group was trained in emotional intelligence. After the end of training, the two groups again responded to the questionnaires. Data analysis was performed using multivariate regression analysis. The results of the multivariate regression analysis in the male sample showed emotional intelligence training causes a significant decrease in anxiety ($p < 0.05$). But there was no significant decrease in inhibition. The results in female sample showed that a significant decrease in anxiety ($p < 0.05$) and inhibition ($p < 0.05$) has been emerged.

Keywords: Anxiety. Inhibition. Emotional Intelligence

INTRODUCTION

The most important factor which is considered as the cause of all the mental diseases based on the theory of mental analysis is anxiety that due to the control of this complication we should enter items or options in life that has an important role in the school of mental analysis. In Freud's perspective, anxiety is a kind of ego impulse. It means that if the body catches sores, inflammation and dyesis, its first sign appears in the form of fever; if the person suffers from a mental problem, the first symptom appears in the form of the anxiety and anxiety is considered both cause and effect i.e. the cause of the disease is mental concern of anxiety (Vandenberg, 2005). Also, whenever a person faces a mental health problem that causes his/her

mental balance, s/he feels anxiety. Freud has divided anxiety into three types (a): Real anxiety and when it is experienced and neurotic anxiety is appeared when id impulses cause the individual threat against the intercept of "ego" controls and the rise of behaviors that lead to his/her punishment and moral anxiety appears when person has acted contrary to her/his ethical conscience or moral values, or even has decided to do, for this reason s/he feels guilt. The structure of each individual's personality has three parts that id is a part of the personality that includes innate biology and follows the principle of pleasure-seeking (Vandenberg, 2005). Id is always looking for joy and pleasure and without considering the

fact wants to reach the maximum joy that paying attention to the appearance of life and willingness to music and beauties of life can be part of the principle of pleasure-seeking that this issue causes the decrease in anxiety in individuals, whereas ego follows the principle of reality and its efforts to reach the joy is the attention to the fact, in other words it calls for undisputed joys and urgent satisfaction of demands without considering the fact. When an individual faces with a problem, s/he concepts it in relation to her/his ego, thinks about it and acts towards it, in other words the ego of any individual is considered as the main wise, diligent person, decision-maker, anxious and conductor that the basis of the performance of the ego are presumptions that the individual make about herself/himself and her/his world (Azad, 2009). It has been proved by experience that a large number of students in different educational sections suffer from inhibition and shame because they can't express their real emotions and feelings in dealing with various issues and conditions (Sepehrian, 2005). Any person may face with unwanted and unpleasant failures, does not deal with it in a proper way and, as a result fail to show appropriate response or due to getting involved in unreasonable fear not being able to defend his/her individual and social rights and in other important stages of life, as a defeated, assign their right to their rivals or others and not being able to defend against it; we call these people shy. They afraid of communicating with others, they prefer more other people talk instead of them and their thoughts, ideas and opinions be those of others. They are appeared as apathetic and loner people and it is because of our thoughts and behaviors that shy individuals are gradually excluded by others and willingness to isolation is increased in them (Shahni et al., 2009). Now, this question will be raised that how the feeling of inhibition in people can be improved, their talents and mental qualities can be discovered and understood and

favorable conditions can be provided to nourish these talents?

2. Review of the Related of Literature

2.1. What is anxiety and inhibition?

Roloomi believes that anxiety is "a fear which is created by being in danger of one of the basic values of the person's life". Anxiety may be regarded as a kind of internal pain that causes excitement and losing the existing balance and because human is constantly trying to make balance, therefore it can be said that anxiety is a very strong stimulant, this stimulant may be harmful and this depends on the degree of fear and the amount of risk that the person faces (Schults, translation by Seyed Mohammadi, 2011). Balanced or normal anxiety is that the intensity of the reaction is proportional with the amount of risk and this is useful, because it forces person to keep the risks away from her/him with success, therefore the amount of moderate anxiety is necessary for the correct growth and development of personality and there is no person or human who does not have some anxiety. Although only a limited amount of anxiety is necessary for human growth, but a large amount of it causes disorders in behavior, and often make the person to show the neurotic or passivtic behavior. Roloomi believes that severe anxiety is such a reaction that:

1. is not proportional to the amount of risk.
2. is combined with conflict and suppression and other abnormal features.
3. is combined with morbid symptoms and defense mechanisms.

It must be noted that these features are associated with each other, i.e. the reaction is not proportional to the real risk, because there is a kind of conflict in the person, the neurotic person does not properly know why s/he is suffering from anxiety and for this reason, her/his reaction is related to the state of anxiety and not associated with its main reason. Behaviors which are appeared in neurotic person are in order for decreasing the degree of anxiety and each behavior which immediately decreases anxiety is

repeated. This type of adaptation not only does not annihilate the reason of anxiety, but it also causes its augmentation. Inhibition is an unclear category, the closer we look at, to more variety we see in it. So, even before thinking about how to deal with it, we should have more understanding of the context of inhibition. The Oxford English Dictionary says that the first recorded use of this term has been in an Anglo-Saxon poem which has been composed about thousand years after Christ, in which the meaning of this word was easily scared (Rajabi, 2009). "Inhibition signifies a person's attribute that "due to her/his timidity, precaution and uncertainty, getting close to her/him is difficult." A shy person "cautiously hates being faced with people or certain things or doing something with them". When someone hates, she/he is appreciably coward."

A shy person may be "retiring or distrustful." Or be of another character "questionable, distrustful and suspicious." Webster dictionary defines inhibition as "being sad in the presence of others". But these definitions do not seem to add more to what generally we know about inhibition. No single definition suffices, because inhibition has different meanings for different people. There is a complex condition that leaves various works behind -from a little sadness to undue fear of people to acute neuroticism. For a better understanding of this phenomenon we provided about 5000 Stanford research questionnaire in the field of inhibition. The most basic finding of researches is that the common inhibition is widespread and universal. More than 80 percent of the people who were questioned, responded that they have been shy in some sections of their life, whether now or in the past, or ever. More than 40 percent of them evaluated themselves as shy right now – and this means that four out of every ten people you meet or 84 million Americans!

For some people, inhibition has been a perpetual pesky in life for a long time. About one fourth of people have mentioned themselves as a perpetual shy, now and always. Only 4% of them –

absolutely shy- said that their personal definition of shyness is on the basis of the fact that they are shy at all times, in all situations and really In the presence of all people (Sepehrian, 2005). The prevalence rate of inhibition is different in various cultures and among different people. Although we never seen that among a group of people less than a quarter of them have already introduced themselves as shy and in fact this statistic is increased among some groups, such as first grade high school girls and students of some of eastern cultures up to 60 percent. The percentage of absolutely shy individuals among all groups that we evaluated has been never less than 2% and may be increased up to 10% among some groups such as the Japanese (Nazari Nejad, 2004). Individuals who responded to this questionnaire used an index in order to decide whether they are shy or not: How often do you feel being shy. About one-third of people at least half of the time in most situations had the feeling of being shy. About 60 percent of the people said they only periodically are shy, but they considered the number of these times high enough to introduce themselves as shy. For example, you may only have feeling of shyness when talking in the presence of a gathering, but the same case to create serious problems if you like a lot of students and businessmen have to provide frequent reports on the presence of a gathering is enough (Amin beigi, 2010). Less than 20% of the respondents reported that they do not introduce themselves as shy. Every meaning that shyness has for each of them, they felt that it is not a feature of their personality. But more interesting, most of these people have noted signs of inhibition such as blushing, heartbeat, feeling the inflammation in the stomach in specific social situations. In other words, some people and some situations forced them to react to the same thoughts, emotions and actions that are characteristic of shy people. They did not consider their position as shy people, but some unfamiliar occurrences such as getting in the room where

strangers are present caused temporary discomfort in them. The difference between people who are willing to regard themselves shy and those who merely see their reactions to some locations with the embarrassment is an important one (Rajabi, 2009). The expression that shyness is a global experience is somewhat an extensive generalization. But it is on a strong basis. Only 7 percent of all the sampled Americans reported that they never have a feeling of shyness. Similarly, in other cultures just a small minority of people claim that have never specifically experienced shyness.

2.2. Background of the Study

Naghdi (2007) in his research titled "the effectiveness of emotional intelligence training on the inhibition of male students in an experimental design (pretest and post test with control group) on the students in Divandare city showed that emotional intelligence training causes a general decrease in students' inhibition. It means there was a significant difference between shyness of the control and experimental group after removing the effect of pre-test. In connection with other results, the above-said research shows that there is a significant difference between the average scores of the experimental and control group after removing the effect of pre-test in subscales such as physical aggression, verbal aggression and anger. But the difference between the average scores of the two groups in the hostility component was not significant.

Besharat (2005) in his study titled "the effect of emotional intelligence on the quality of social relationships" on 150 students showed that there is a significant negative correlation between emotional intelligence and students' inter-personal problems. Emotional intelligence also has significant negative correlation with various fields of students' inter-personal problems such as decisiveness, intimacy, responsibility. Emotional intelligence declines inter-personal problems by strengthening the mental health, the ability to

sympathy with others, social compromise, emotional welfare and satisfaction of life and improves social relations. Emotional intelligence also helps the person to improve the quality of social relations by features of emotional perception, emotional facilitation, emotional understanding, and emotions management, and with forecasting mechanisms, the increase in the power of control, and strengthening efficient confrontation strategies.

Esmaeili et al. (2008) in a study titled "the effect of the components of emotional intelligence training on mental health on visitors referring to counseling centers indicated that the training of emotional intelligence components in increasing mental health has been significantly effective and decreased symptoms in the mental health components. The results of this study showed that the training of emotional intelligence components causes mental health promotion, so that the individual gains a better score in personal reports of the internal situation and feels the ability to deal with the problems.

Sepehrian (2005) in his research studies the effect of emotional intelligence skills training on methods of dealing with mental pressure and anxiety in the teenagers of Orumeih city. 95 students (47 girls and 48 boys) of second grade high school participated in this research and were randomly selected for experimental and control groups. Intervention group was trained emotional intelligence skills in 16 sessions for one and half hours. Skills that were considered for training sessions were: self-consciousness, dexterity, understanding the negative thoughts and skills to stop them, mental pressure and the methods of dealing with them, sympathy, the proper relationship, problem solving and decision making skills. The results showed that training emotional intelligence skills had significant effect in boys' issue-centered group and girls' avoidance and emotion-centered group. Derakhshan et al. (2010) in an interventional study investigated the effect of social skills training in a group method on the

reduction of inhibition of high school girls in Tehran. The research was conducted on 30 students in the two groups of 15-member in the experimental and control group. Experimental group received social skills training during 10 sessions. The results showed that there is a significant difference between the control and experimental groups which represents the effectiveness of social skills training on inhibition reduction.

Suarez (2007 as quoted in Naghdi, 2007) in a research evaluated the effectiveness of the training of emotional intelligence on students' social anxiety. The results of this research that were conducted on a sample of 50 males and females showed that emotional skills training reduces the social anxiety in male and female students. Schwartz and Campus (2009, as quoted by Derakhshani 2010) in their investigation on high school students showed that 4-month emotional intelligence training has caused a significant reduction in shyness and the increase in social communications. Reviews of the studies on these students also indicated that after 8 months of intervention, its effectiveness has been significant.

3. Research Method

Research statistical population was all undergraduate students of Islamic Azad University in the academic year 2015-2016. According to the type of the statistical population, the method of random sampling was used. The way of conducting this research is field study provided by the researcher through a visit in person at the Islamic Azad University and after describing the objectives of the study and

Table 1 shows the mean descriptive indices and standard deviation of pre-test and post-test scores in anxiety in two groups of comparison and intervention along with the results of Kolmogorov- Smirnov test to investigate the assumption of normality.

| Groups | Variables | Number | Mean | Standard Deviation | The significant level of Kolmogorov-Smirnov test | The result of the test |
|--------------|----------------------|--------|-------|--------------------|--|------------------------|
| Intervention | Pre-test of anxiety | 15 | 22.46 | 3.44 | 0.93 | Approval of H_0 |
| | Post-test of anxiety | 15 | 17.33 | 4.88 | 0.89 | Approval of H_0 |
| Comparison | Pre-test of anxiety | 15 | 21.12 | 2.03 | 0.60 | Approval of H_0 |
| | Post-test of anxiety | 15 | 20.60 | 2.38 | 0.95 | Approval of H_0 |

acquisition of their partnership and cooperation, they were given a questionnaire and asked to carefully study the questions and select the relevant answers proportionate to their features, where the respondents were not able to understand questions, the researcher has described them and then the questionnaires have been collected. In this study, two questionnaires, Beck anxiety and Stanford shyness were used. The apparent and content validity of the above-mentioned questionnaires were confirmed by five of the specialists and management. For data analysis, the methods of descriptive and inferential statistics were used. Descriptive statistics includes descriptive indicators of variables under study included in the sample group. Also, after reviewing statistical assumptions of covariance analysis including homogeneity of regression slopes, linear relationship between covariate and dependant variables, non-linearity and normality of data distribution, covariance analysis was utilized in SPSS-19 software.

Research Hypothesis:

Emotional intelligence training is effective on the reduction anxiety of male students.

Emotional intelligence training is effective on the reduction anxiety of female students.

Emotional intelligence training is effective on the reduction inhibition of male students.

Emotional intelligence training is effective on the reduction inhibition of female students.

4. The analysis of the collected data

4.1. Descriptive findings

Description of the variables in a sample of boys:

As it is observed in the above table, the mean of anxiety scores in intervention group in pre-test stage has been (22.46) and this mean has been (21.22) in comparison group. At the stage of post-test, the mean of anxiety scores in intervention

group has been equal to (17.33), but in comparison group the mean of anxiety scores has been equal to (20.60). Based on the result of Kolmogorov-Smirnov test, the normality of scores distribution in pre-test and post-test is approved.

Table 2: The results of the effects between subjects (dependent variable: anxiety)

| Index variable | Degree of Freedom | Mean Squares | F-value | Significance level |
|------------------|-------------------|--------------|---------|--------------------|
| Pre-test | 1 | 59.49 | 4.50 | 0,04 |
| Groups | 1 | 0.798 | 0.60 | 0.80 |
| Pre-test* Groups | 1 | 16.22 | 1.22 | 0.27 |
| Error | 26 | 13.20 | | |

According to the results of the above table, the interactive effect of the pre-test and groups (1.22) is not significant ($p > 0.05$). According to the obtained results, it can be said that corresponding

vectors are not meaningful, and consequently that the regression coefficients of groups do not have significant difference in anxiety.

Table 3 shows the descriptive indices of mean and standard deviation of pre-test and post-test scores in the variable of inhibition and intervention and comparison group with the results of Kolmogorov-Smirnov test to investigate the assumption of normality.

| Groups | Variables | Number | Mean | Standard Deviation | The significant level of Kolmogorov- Smirnov test | The result of the test |
|--------------|-------------------------|--------|-------|--------------------|---|------------------------|
| Intervention | Pre-test of inhibition | 15 | 61.86 | 2.82 | 0.90 | Approval of H_0 |
| | Post-test of inhibition | 15 | 58.53 | 4.27 | 0.75 | Approval of H_0 |
| Comparison | Pre-test of inhibition | 15 | 60.52 | 3.02 | 0.76 | Approval of H_0 |
| | Post-test of inhibition | 15 | 59.73 | 3.24 | 0.91 | Approval of H_0 |

As it can be seen in the above table, the mean scores of inhibition scale in intervention group in the pre-test stage has been equal to (61.86) and this mean in the comparison group has been (60.52). In post-test stage the mean of inhibition scores in the intervention group has been equal to

(58.53), but in comparison group the mean of the scores of inhibition has been (59.73). Based on the result of Kolmogorov-Smirnov test, the normality of scores distribution in pre-test and post-test is also confirmed.

Table 4: The results of the effects between subjects (dependent variable: inhibition)

| Index variable | Degree of Freedom | Mean Squares | F-value | Significance level |
|------------------|-------------------|--------------|---------|--------------------|
| Pre-test | 1 | 145.84 | 19.33 | 0,01 |
| Groups | 1 | 163.45 | 21.67 | 0.01 |
| Pre-test* Groups | 1 | 4.12 | 0.54 | 0.46 |
| Error | 26 | 7.54 | | |

According to the results of the above table, the interactive effect of the pre-test and groups (0.54) is not significant ($p > 0.05$). According to the obtained results, it can be said that corresponding vectors are not meaningful, and consequently that

the regression coefficients of groups do not have significant difference in inhibition.

Description of the variables in a sample of girls:

Table 5 shows the mean descriptive indices and standard deviation of pre-test and post-test scores in anxiety in two groups of comparison and intervention along with the results of Kolmogorov-Smirnov test to investigate the assumption of normality.

| Groups | Variables | Number | Mean | Standard Deviation | The significant level of Kolmogorov- Smirnov test | The result of the test |
|--------------|---------------------|--------|-------|--------------------|---|------------------------|
| Intervention | Pre-test of anxiety | 15 | 26.72 | 2.64 | 0.59 | Approval of H_0 |

| | | | | | | |
|------------|---------------------|----|-------|------|------|----------------------------|
| Comparison | Pre-test of anxiety | 15 | 22.04 | 3.63 | 0.94 | Approval of H ₀ |
| | Pre-test of anxiety | 15 | 26.33 | 1.99 | 0.81 | Approval of H ₀ |
| | Pre-test of anxiety | 15 | 25.46 | 2.29 | 0.53 | Approval of H ₀ |

As it is observed in the above table, the mean of anxiety scores in intervention group in pre-test stage has been (26.72) and this mean has been (26.33) in comparison group. At the stage of post-test, the mean of anxiety scores in intervention group has been equal to (22.04), but

in comparison group the mean of anxiety scores has been equal to (25.46). Based on the result of Kolmogorov-Smirnov test, the normality of scores distribution in pre-test and post-test of anxiety is approved.

Table 6: The results of the effects between subjects (dependent variable: anxiety)

| Index variable | Degree of Freedom | Mean Squares | F-value | Significance level |
|------------------|-------------------|--------------|---------|--------------------|
| Pre-test | 1 | 40.62 | 7.09 | 0.01 |
| Groups | 1 | 34.13 | 5.96 | 0.01 |
| Pre-test* Groups | 1 | 0.28 | 0.04 | 0.82 |
| Error | 26 | 5.72 | | |

According to the results of the above table, the interactive effect of the pre-test and groups (0.04) is not significant ($p > 0.05$). According to the obtained results, it can be said that the

corresponding vectors are not meaningful, and consequently that the regression coefficients of groups in anxiety can be equal.

Table 7 shows the descriptive indices of mean and standard deviation of pre-test and post-test scores in the variable of inhibition and intervention and comparison group with the results of Kolmogorov-Smirnov test to investigate the assumption of normality.

| Groups | Variables | Number | Mean | Standard Deviation | The significant level of Kolmogorov- Smirnov test | The result of the test |
|--------------|------------------------|--------|-------|--------------------|---|----------------------------|
| Intervention | Pre-test of inhibition | 15 | 57.24 | 2.82 | 0.90 | Approval of H ₀ |
| | Pre-test of inhibition | 15 | 52.29 | 4.27 | 0.75 | Approval of H ₀ |
| Comparison | Pre-test of inhibition | 15 | 55.59 | 3.02 | 0.76 | Approval of H ₀ |
| | Pre-test of inhibition | 15 | 54.72 | 3.24 | 0.91 | Approval of H ₀ |

As it is observed in the above table, the mean of inhibition scores in intervention group in pre-test stage has been equal to (57.24) and this mean has been (55.59) in comparison group. At the stage of post-test, the mean of inhibition scores in intervention group has been equal to (52.29), but

in comparison group the mean of inhibition scores has been equal to (54.72). Based on the result of Kolmogorov-Smirnov test, the normality of scores distribution in pre-test and post-test of inhibition is approved.

Table 8: The results of the effects between subjects (dependent variable: inhibition)

| Index variable | Degree of Freedom | Mean Squares | F-value | Significance level |
|------------------|-------------------|--------------|---------|--------------------|
| Pre-test | 1 | 101.50 | 10.71 | 0.01 |
| Groups | 1 | 276.03 | 29.6 | 0.01 |
| Pre-test* Groups | 1 | 10.54 | 0.47 | 0.01 |
| Error | 26 | 24.61 | | |

According to the results of the above table, the interactive effect of the pre-test and groups (0.54) is not significant ($p > 0.05$).

According to the obtained results, it can be said that corresponding vectors are not meaningful, and consequently that the regression coefficients of groups do not have significant difference in inhibition.

Homogeneity of variances

Covariance analysis has this assumption that the variance within each cell of the data table should be the same. The unequal size of the cell does not create serious problem, but the value of each cell should not be four times of the smallest cell. If so, (due to the drop of subjects or any other reason), the variance of the houses should be examined to

ensure that no cell's variance is 10times the size of the smallest variance. For investigating the homogeneity of the variables variance, Levine test was utilized. Table 9 shows the results of Levine

variance homogeneity between research dependent variables in intervention and comparison group.

Table 9: The results of Levine test to compare the assumption of homogeneity variance of the dependent variables in and intervention and comparison groups

| Sample group | Variable | Freedom of numerator degree | Freedom of denominator degree | F | Significance level |
|--------------|------------|-----------------------------|-------------------------------|------|--------------------|
| Boy | Anxiety | 1 | 28 | 3.08 | 0.09 |
| | Inhibition | 1 | 28 | 1.42 | 0.24 |
| Girl | Anxiety | 1 | 28 | 1.05 | 0.31 |
| | Inhibition | 1 | 28 | 0.77 | 0.52 |

As the above table shows the value of F observed with freedom of degrees (1 and 28) in the studied variables indicates the approval of H_0 and hence the variance homogeneity of intervention and comparison groups in these variables.

4.2. Inferential Statistics: In order to investigate the effect of the intervention, multivariate

covariance analysis test (MANCOVA) was conducted on post-test scores comparing with pre-tests. Table 10 shows the results of multivariate covariance analysis on post-test scores for inhibition and anxiety by comparing pre-tests.

Table 10: A summary of the results of MANCOVA for comparing the average of anxiety and inhibition post-tests by comparing pre-tests in girls' intervention and comparison groups

| Effect | Test | Value | F | df assumption | df error | Significance level |
|--------|--------------------|-------|-------|---------------|----------|--------------------|
| Group | Pillai's trace | 0.91 | 80.20 | 2 | 24 | 0.01 |
| | Lambda wilks | 0.08 | 80.20 | 2 | 24 | 0.01 |
| | Hetling effect | 10.46 | 80.20 | 2 | 24 | 0.01 |
| | Roy's largest root | 10.46 | 80.20 | 2 | 24 | 0.01 |

The contents of table 10 show that there is a significant difference between the intervention and comparison groups in terms of at least one of the dependent variables (anxiety and inhibition).

To investigate the difference point, covariance analyses in Mancova text was done on the dependent variables. The results of this analysis are presented in table 1.

Table 11 the results of one-way Covariance analysis in Mancova text for comparing anxiety and inhibition pre-tests in girls' intervention and comparison groups

| Effect | Dependent variable | Sum of squares | Degree of Freedom | Mean of squares | F | Significance level |
|--------|--------------------|----------------|-------------------|-----------------|-------|--------------------|
| Group | Anxiety | 2542.07 | 1 | 2542.07 | 10.14 | 0.01 |
| | Inhibition | 1422.12 | 1 | 1422.12 | 5.25 | 0.05 |

The results obtained in table 11 indicate that the analysis of covariance in anxiety variables ($F = 10/14$ and $P = 0.01$) and inhibition ($5/25 = F$ and $P = 0.05$) are significant. According to the obtained results, it can be said that in the intervention group there is a significant change in the reduction of

scores in inhibition and anxiety variables in post-test to the comparison group, under the impact of the intervention. Hence the hypotheses of research based on the effectiveness of teaching emotional intelligence are approved in reducing anxiety and inhibition of girls.

Table 12: A summary of the results of multivariate covariance analysis to compare the mean of anxiety and inhibition post-tests by comparing the pre-tests in boys' intervention and comparison groups

| Effect | Test | Value | F | df assumption | df error | Significance level |
|--------|--------------------|-------|-------|---------------|----------|--------------------|
| Group | Pillai's trace | 0.94 | 82.27 | 2 | 26 | 0.01 |
| | Lambda wilks | 0.06 | 82.27 | 2 | 26 | 0.01 |
| | Hetling effect | 12.74 | 82.27 | 2 | 26 | 0.01 |
| | Roy's largest root | 12.74 | 82.27 | 2 | 26 | 0.01 |

The contents of table 12 show that there is a significant difference between the intervention and comparison groups in terms of at least one of the dependent variables (anxiety and inhibition).

Table 13 The results of Covariance analysis in Mancova text for comparing anxiety and inhibition pre-tests in boys' intervention and comparison groups

| Effect | Dependent variable | Sum of squares | Degree of freedom | Mean of squares | F | Significance level |
|--------|--------------------|----------------|-------------------|-----------------|-------|--------------------|
| Group | Anxiety | 276.03 | 1 | 2754.03 | 12.20 | 0.01 |
| | Inhibition | 320.12 | 1 | 478.07 | 1.09 | 0.14 |

The results obtained in table 13 indicate that the analysis of covariance in anxiety variables ($F = 12/20$ and $P = 0.01$) is significant but, for inhibition variable ($F = 0.14$ and $P = 0.14$) in the expected level is not significant. According to the obtained results, it can be said that in the intervention group there is a significant change in the reduction of scores in boys' anxiety variables in post-test to the comparison group, under the impact of the intervention, but in inhibition variable no significant reduction was observed. Hence, the hypothesis of research based on the effectiveness of teaching emotional intelligence is approved in reducing boys' anxiety.

5. CONCLUSION

As inhibition and anxiety are variables associated with each other and there is a lot of relationship between them in the theoretical level. For the analysis of data, multivariate covariance analysis was utilized. At the end, the results of covariance analysis showed that emotional intelligence training reduces the meaning of anxiety in boys ($p < 0.01$), while there is no significant reduction in the inhibition post-test of intervention group compared to control group ($p > 0.05$). Thus, it can be said that emotional intelligence training reduces anxiety. These results are compatible with the results of the researches by Besharat (2005), Sepehrian (2005) and Suarez (2007). Although in the research literature we face with researches such as Naghdi et al. (2007) and Derakhshan et al. that have confirmed the effectiveness of emotional training on inhibition. But in the present research,

To investigate the difference point, covariance analyses in Mancova text was done on the dependent variables. The results of this analysis are presented in table 13.

as inhibition has been investigated along with anxiety, the nature of the variables is different with aforementioned researches. Correlation and covariance of anxiety and inhibition can have caused that anxiety which is superior to inhibition theoretically be also meaningful.

At the end, the results of the covariance analysis showed that the emotional intelligence training has caused the reduction of the meaning of anxiety in girls ($P < 0.01$). Also, the results show a significant reduction in inhibition post-test in the intervention group compared to the control group in girls ($P < 0.05$). These results are compatible with the results of the researches by Besharat (2005), Sepehrian (2005), Naghdi (2007), Derakhshan et al. (2010) and Suarez (2007). Naghdi (2007) in his research titled "the effectiveness of emotional intelligence training on the inhibition of male students in an experimental design (pretest and post test with control group) on the students in Divandare city showed that emotional intelligence training causes a general decrease in students' inhibition. It means there was a significant difference between inhibition of the control and experimental group after removing the effect of pre-test. In connection with other results, the above-said research shows that there is a significant difference between the average scores of the experimental and control group after removing the effect of pre-test in subscales such as physical aggression, verbal aggression and anger. But the difference between the average scores of the two groups in the hostility component was not significant.

Besharat (2005) showed that there is a significant negative correlation between emotional intelligence and students' inter-personal problems. Emotional intelligence also has significant negative correlation with various fields of students' inter-personal problems such as decisiveness, intimacy, responsibility. Emotional intelligence declines inter-personal problems by strengthening the mental health, the ability to sympathy with others, social compromise, emotional welfare and satisfaction of life and improves social relations. Emotional intelligence also helps the person to improve the quality of social relations by features of emotional perception, emotional facilitation, emotional understanding, and emotions management, and with forecasting mechanisms, the increase in the power of control, and strengthening efficient confrontation strategies. Esmaeili et al. (2008) in a study titled "the effect of the components of emotional intelligence training on mental health on visitors referring to counseling centers indicated that the training of emotional intelligence components in increasing mental health has been significantly effective and decreased symptoms in the mental health components. The results of this study showed that the training of emotional intelligence components causes mental health promotion, so that the individual gains a better score in personal reports of the internal situation and feels the ability to deal with the problems. Sepehrian (2005) in his research studies the effect of emotional intelligence skills training on methods of dealing with mental pressure and anxiety in the teenagers of Orumeih city. 95 students (47 girls and 48 boys) of second grade high school participated in this research and were randomly selected for experimental and control groups. Intervention group was trained emotional intelligence skills in 16 sessions for one and half hours. Skills that were considered for training sessions were: self-consciousness dexterity, understanding the negative thoughts and skills to stop them, mental

pressure and the methods of dealing with them, sympathy, the proper relationship, problem solving and decision making skills. The results showed that training emotional intelligence skills had significant effect in boys' issue-centered group and girls' avoidance and emotion-centered group. Derakhshan et al. (2010) in an interventional study investigated the effect of social skills training in a group method on the reduction of inhibition of high school girls. The results showed that there is a significant difference between the control and experimental groups which represents the effectiveness of social skills training on inhibition reduction.

Suarez (2007) in a research evaluated the effectiveness of the training of emotional intelligence on students' social anxiety. The results of this research that were conducted on a sample of 50 males and females showed that emotional skills training reduces the social anxiety in male and female students. Schwartz and Campus (2009, as quoted by Derakhshani 2010) in their investigation on high school students showed that 4-month emotional intelligence training has caused a significant reduction in shyness and the increase in social communications. Reviews of the studies on these students also indicated that after 8 months of intervention, its effectiveness has been significant.

In fact, the control of helpless emotions is the key to emotional well-being; extreme cases-namely the excitements that are so intensified or last for a long time- resolve our mental stability. It is not necessary to keep away from unpleasant feelings to feel satisfaction, but we should not let malicious feelings substitute all the pleasant mental states without control (Golman 1995, translation by Parsa-2001). As we raise our awareness about feelings, emotions and their effects, we can improve our ability towards the control of them so that they cannot have any inconsistency effect on our social and individual performance. Emotional self control does not mean to suppress the emotions and it is not that

we construct a solid defensive barrier against your feelings. On the contrary, self control deals that we have a choice for how to express our feelings and what is emphasized is the method of expressing feelings in a way that this method can also facilitate the stream of thinking and prevent it from deviation (Golman 1995). Golman believes that when excitements are caused by individuals' health, they provide better growing areas for people, because one of the accepted notions about human is getting feedback and giving feedback, and people who are healthy emotionally are successful in creating relationships and are always getting positive feedback from others, and it causes the re-strengthening of positive excitement in these people. It reduces interpersonal problems such as anxiety and inhibition. During our life we face with stimulus without the shape that may be unpleasant for us and these unpleasant cases quickly affect our modes like dealing with family or at the wider stimulus that are made by our minds and cause keeping aloof from others. In this regard, we should have the necessary ability to control and manage our thoughts and behaviors that underpin social skills and self-knowledge. Some people do not have mastery over the necessary emotional skills to perpetuate the soft movement of human-communication machine. They don't know how to start a how to ask the speaker to talk louder or in the classroom. The others to do have necessary confidence to do something that they know is correct. At the end of inhibition continuum, there are people whom fear of other people is unlimited-absolutely shy people-every time they are called in the presence of people they are extremely scared. And they feel so disappointed by anxious that they see the only way to escape and hide. This outcome suggesting the individuals' incapacity that is appeared in very shy people does not limited to young people or students.

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