

A Comparison of Efficacy of Emotional Intelligence Teaching and Coping Strategies Training on General Health and Welfare of Cancer Patients

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ABSTRACT

This study sought to compare the effectiveness of learning and teaching emotional coping strategies on public health and welfare of cancer patients. The research method of trial and two pre-test and post-test design with a control group. Population of this research of all 200 cancer patients who are in hospital Ramsar and Tonekabon that 60 of them were randomly selected and randomly divided into three groups of 20 were replaced. In this study, using emotional intelligence training packages and training group were taught to patients coping with stress. The results indicated that teaching emotional intelligence significantly increases the patient's general health is happiness. But the effect of education emotional intelligence coping with stress than group training in public health, and happiness were more students.

KEYWORDS: group training coping with stress, emotional intelligence, public health, happiness

INTRODUCTION

During recent years the study of happiness by psychologists and sociologists has increased psychologists interested in the field of positive oriented psychology their attention on potential sources of positive feelings such as happiness was concerned. (Seligman and MihalyChykesnet, 2000).Happiness is a positive value that a person attaches to his (Win Huvon, 1997).The structure has two aspects, one of the emotional factors that indicate the experience of emotion, joy, pleasure, happiness and other positive emotions and a cognitive evaluation - behaviour that expresses satisfaction with different domains of life, happiness and psychological well-being. (Anderuz and Makkonel, 1980).However, happiness is not a sign of depression, indicating the absence of some form of cognitive - behavioural and emotional positive.We assume importance or significance of emotions in thinking creates temptation Gunan theory that there is a theory that human life without a part of his existence, including cognition, emotion, or behaviour is considered and based on her life and psychological theories to explain the next one.But the fact is that except in the most extreme theories - that there are limits to the amount of their extreme - no theory has been able or willing to say it isthe man who is a multi-dimensional in nature, with an introduction and all of the mental life, he is a physical dimension, he explained. So screw-correcting a reciprocating motion in the theory can be observed.However, it is necessary to consider the issue of emotional intelligence theory is by no means a no cognitive theory - behavior is not (Salovi, 2002).In the previous section mentioned the importance of emotional intelligence in daily life and mental health and their relationship in various fields of life will bring.The researchers believe that if a person can better serve the emotional ability to face the challenges of life and regulate emotions in a way that mental health is better.The importance of emotional intelligence to cope with life events and mental and physical health, career success and quality of relationships with others.Overall emotional competence, conduct and consequences of life can be expected, therefore, is important for success in life. (K. Javid, 2002).Applications of psychological science in the world today, the application of the basic principles of psychology at finding new ways of living and solving problems of personal and social problems is opening the knot.As a subset of Health Psychology latest psychological science to analyze and understand psychological influences on health and illness and respond to deals.

Research History

Beginning of the 1990s, the debate on the effects of psychological - behavioral and adaptive functions that and the nature of the relationship between emotion and cognition took on a new dimension with the introduction of the concept of emotional intelligence.

In the fact, the concept of emotional intelligence Recent advances in the understanding of the relationship between emotion and thinking and researchers (Goleman, 1995) believe that the use of an appropriate metaphor for the concept of intelligence is a construct of the term emotional intelligence can be learned. This concept originated in the 1990s took Salovi and Mayer (Salovi and Mayer, 1997).

The researchers defined four basic components that have been mentioned include:

- 1) perception and emotion
 - 2) emotional facilitation of thinking,
 - 3) understanding and analyzing emotions and employing emotional knowledge
 - 4) setting to promote emotional reaction emotional and intellectual growth.
- Thus the basic competence to engage in emotional intelligence includes emotional perception of self and others, understanding emotions, and managing emotions can be cited.

Many researchers have assumed that between emotional intelligence and effective performance bond in accordance with the requirements of everyday life there (Bar - On, 2000).

Emotional intelligence effective factors in determining life outcomes such as the location of the school and education, success in business and relationships between personal and productivity overall health is action (Durlak and Wells, 1997).

Parker and et al (2004) examined the relationship between academic achievement and emotional intelligence began. Results indicate a high correlation between the dimensions of emotional intelligence with academic success.

Bahramiand et al (2009) Effect of induced positive and negative emotions on joy and sadness after induction of negative arousal University found that The impact of positive emotions, negative emotions such as depression and increased on reducing the effects of positive emotions, like happiness, is effective. This result is caused by negative emotions, positive emotions are called discontinuity.

Karaminoori and Makri (2002) Happiness is more complicated when it entered the cultural context to another. Among the various factors and their role in welfare, the role of culture is significant. Happiness in different ways in each culture (individualism and collectivism) and correlated their conceptualization is different. In individualistic societies, people are free, but in collectivist societies, focusing on the importance of social relationships and groups.

Ismaili and et al (2007) examined the effect of education on mental health have focused on emotional intelligence components.

Analysis of the findings showed that training was effective in increasing mental health components of emotional intelligence and psychological the disease of components is reduced. Therefore, the components of emotional intelligence education is improving mental health.

So that a greater interest in the personal stories of success in dealing with the defeat gains.

In one of the most definitive scientific research "Kuhler Sheldon (1991) and Carnegie Mellon University psychologist colds pay check. Cohen received much people are under more stress, the more likely they are cold.

Among those who had less stress, 27% of whom were then exposed to the virus, the cold were diagnosed but among those who bear the greatest amount of stress in their lives, 47 percent were diagnosed with the cold (quoted in Goleman, 1995).

The few studies of emotional intelligence and knowledge in this area is still in its infancy.

Although many studies have been done on each of its dimensions (Goleman, 1995).

Insensitivity theory (neglect) suggests that emotional perception people have successfully suppress distressing thoughts or do not care about them at all.

This theory implies that a lack of understanding may be useful for people that can help immunize them from stress.

On the contrary, "disorientation theory" suggests that people who have lower levels of emotional perception in fact, are sensitive to stress, but simply do not recognize that stress has a negative effect on them. Accordingly, individuals with low perceptions about what they feel are the most bewildered.

The second hypothesis is not perceived as detrimental to a person because that person knows who has a bad feeling so it does not do anything to change the outcome of the structural position of Alexi Timia (lack of emotion) is compatible.

Bar - oon (2000) reported emotional intelligence and life satisfaction, quality of life, social relationships and interactions of positive and negative relationship with loneliness and depression. (The emotional intelligence with psychological illness (psychopathology) has a strong negative relationship between depression and frustration and emotional health is negatively correlated.

Mier and et al (2006) found that emotional intelligence (EQ-i) with emotional stability of the positive and negative association with mental irritation and psychopathology.

Emotional intelligence has a negative relationship with Alexi Temya..

Moderating role of emotional intelligence, stress and mental health, there is evidence suggesting that some forms of Emotional intelligence to protect people from stress and lead to a compromise of the base is better. For example, the ability to maintain a positive mood is associated with a tendency to inhibit emotion and leads to prevention of cases of depression. Youth are able to harness the emotions of others more social support and a sense of satisfaction and a better case may help protect them from depression and suicidal ideation(Mier and et al,2006)

Kar (2004) found that education people to improve their general health is emotional and depression, dyslexia action, productivity, anxiety, insomnia, reduces their physical symptoms.

Research questions

- 1.Does the effectiveness of group education on happinessEmotional intelligence and coping strategies of cancer patients are different?
2. Do some education emotional intelligence and coping strategies on public health of cancer patients is effective?

Study population and sampling

The population study of cancer patients Ramsarand Tonekabon city hospitals that make up the 200 patients within 6 months.Of the 20 subjects in each group were randomly selected.

After setting up a group training 7 education sessionsEmotional intelligence test was administered to groups, before holding a training session ahead of the first test was performed for each control and experimental groups and the control group did not receive any training and they were in their routine. At its first meeting after proper communication efforts for motivating training sessions at the seventh Session of emotional intelligence abilities and skills training were coping with stress.

RESEARCH METHODS

Method of test methods and research design included two group design with pretest and posttest control group.

Discussion and conclusions

Results are listed in table (1) show that:

1. The happiness test and control groups in mean emotional intelligence and stress management, there are significant differences.
- 2.Between the mean happiness, the average control group, there are significant differences in emotional intelligence and emotional intelligence is the difference between the interest groups
3. Between the mean happiness, the average of the control group, between the mean stress, and there are significant differences between groups in favor of dealing with stress.

Table 1: Comparison of the average of the two test groups, happiness, emotional intelligence, stress management, and control

Groups Differences in Average	P
Control and Intelligence0/000	14/221
Control and coping with stress0/000	9/712
Intelligence and stress0/081	4/618

Squared values Eta in table (2)can be seen that the share of the variance of a variable is a new combination. The general rule is such that if the value is greater than 14/0, there is much effect This new combination of variable values in the above table for the name of public health (group) more than 14/0, this represents a large effect.

Table 2: Analysis of multiple covariance F ratio for the combined variable as public health

Source	Value	F(8, 84)	Significance level	Eta
Public Health	0/481	11/281	0/000	0/518

Ratios F multivariate is obtained of the approximation WilksLambday

Table (3) the mean of the dependent variables, we modified the effect auxiliary random variables is statistically removed this averages to say that the average emotional intelligence and stress test groups compared with the control group at a lower level are univariateanalyzes of covariance ANCOVA are shown in the table according to the four independent variables associated.

Table 3: Mean, standard deviation and results of covariance analysis adjusted variable component of general health.

Variable	Group Control Emotional Intelligence				Cognitive-behavioural Covariance				
	Average	Standard error	Average	Standard error	Average	Standard error	F(2/53)	P	ETA
Physical Symptoms	12/118	0/911	7/11	0/901	6/17	0/899	13/128	0/000	0/364
Anxiety	12/438	0/931	6/98	0/898	7/71	0/951	11/211	0/000	0/328
Social functioning	11/101	0/601	4/811	0/621	7/021	0/598	27/899	0/000	0/566
Depression	10/11	0/651	4/621	0/689	7/389	0/681	21/117	0/000	0/484

Results table(2) shows the experimental groups who have been influenced by the teaching of emotional intelligence and coping with stress and control groups, which did not receive any training there are significant differences ($F(8,84)=10/864$, $P=0/000$, $ETA=0/509$) and this difference between the average adjusted profit groups trained.

Results tables (3 , 4) show that the adjusted mean of the control group and the groups have seen significant educational and emotional stress and also between the two groups trained to deal with stress and depression, and somatic components of emotional intelligence, there is a significant difference. The components of social functioning and anxiety of work is the same as the difference between the average adjusted profit group is emotional intelligence.

Table 4: Results of the post hoc test between the control component of general health, emotional intelligence and stress

Groups	Depression		Social functioning		Anxiety		Physical Symptoms	
	DM	P	DM	P	DM	P	DM	P
Control of Emotional Intelligence	7/11	0/000	6/21	0/000	5/21	0/001	6/21	0/000
Control stress	3/291	0/110	5/21	0/000	4/95	0/002	6/71	0/000
Emotional intelligence stress	3/411	0/003	1/110	0/374	0/167	0/987	1/62	0/051

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