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## The Effectiveness of Group Intellectual, Emotional And Behavioral Treatment on The Change of Staff's Emotional Intelligence In Shahid Beheshti Training And Treatment Center In Babol

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### ABSTRACT

**Background:** Every human in their life may experience a kind of depression and mental problems because of emotional, social, career-related, financial, family problems or even physical problems in particular chronic diseases. **Objective:** The present research aims to investigate the effectiveness of group intellectual, emotional and behavioral treatment on the change of staff's emotional intelligence in Shahid Beheshti training and treatment center in Babol. **Results:** The results of the analysis show that group cognitive, emotional and behavioral treatment effects all the factors in the staff's emotional intelligence (self-motivation, self-awareness, self-control, social intelligence and social skills) in a way that it lead to an increase in the means of post-tests in experimental group. **Conclusion:** Group cognitive, emotional and behavioral treatment has been effective on all parameters of emotional intelligence. We can say that Group cognitive, emotional and behavioral treatment has raised the employees' capacity in knowing themselves and others, and has helped them with motivation to control their emotions and adjust their relationships with others.

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## INTRODUCTION

Every human in their life may experience a kind of depression and mental problems because of emotional, social, career-related, financial, family problems or even physical problems in particular chronic diseases (Higueras, 1996). Edlin, Gilanty & Brown (1999) believe that health includes different aspects including physical, cognitive, spiritual, career, social and emotional. And people enjoy high level of health when that all aspects of health work together. One of the important aspects of health, which is under study by psychologists, is the concept of emotional intelligence. Edlin, Gilanty & Brown (1999) believe that people with emotional health are able to maintain their sense of humor, identify their own emotional states and express them appropriately. This ability in understanding emotional states and expressing them is something that has been under focus and emotional intelligence is considered an important item (Ciarrochi, Chan & Caputi 2000).

One of the successful methods in treating emotional problems is cognitive therapy, Albert Ellis's cognitive, emotional and behavioral treatment is a comprehensive method in treatment, which considers the person's problem from three views of cognitive, emotional and behavioral and tries to create positive and logical, emotional and behavioral effects in the person through creating appropriate cognition, so that the person acts emotionally and has an appropriate behavior (Shafi Abadi and Naseri 2000, quoted in Navabifar *et al*, 2009).

Ellis believes that human's behavior and emotions come from their beliefs and viewpoint. She puts these beliefs into two groups of logical and illogical beliefs. Logical beliefs include beliefs with logical, experimental and practical backgrounds, and illogical beliefs are negative thoughts that control the person and are a conclusive factor in interpretation and giving meaning to the events, and the adaptor of the quality and quantity of behaviors and emotions. They do not match the reality, and they create musts for the person and destroy the person's balance and prevent discipline (David *et al* 2010). Logical and illogical beliefs effect the perceptual performance of the person. The perception of people with logical beliefs is more effective and helpful than that of people with illogical beliefs (Mac ience 2004 as quoted in Omidi Shamami 2012). Illogical beliefs can have serious destructive effects in home or workplace, and also effect the reactions to the environment, the most frequent problems at work include anxiety about work performance, fear from losing job and being angry with the manager and colleagues (Neenan 1993, as quoted in Poorshayegan *et al* 2006).

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Goleman believes that emotional intelligence “determines our capacity in knowing our own and others’ feelings, and helps us create motivation in ourselves and control our excitements and also adapt the relation with others”. Baran believes that emotional intelligence is a set of non-cognitive skills, capabilities, abilities that affects the person’s power in facing external requests and forces. With such definition he considers emotional intelligence as an important factor for success in life. Martins believes that emotional intelligence is a set of non-cognitive skills, abilities and capabilities which enable the person facing external forces and needs. Wazinger believes that emotional intelligence is in fact the intelligence for using excitements. And finally in a more comprehensive definition Mayer and Salovy consider emotional intelligence as the ability in understanding, expressing, using and managing emotions in ourselves and others (as quoted in Kafetsios 2004).

Based on the cognitive model, the concept of emotional intelligence can be put into five areas.

Awareness from our own emotions (self-awareness 1): recognition of the feeling as it happens is the main line in emotional intelligence. The ability to control the feelings every time is essential for a psychological view and understanding the self, and people who are sure of their feelings and emotions, are more skillful in controlling events in life.

Controlling emotions: controlling emotions in an appropriate way is a skill that leads to awareness. Skillful people in this area can better get rid of negative emotions such as hopelessness, anxiety and irritability, and face less problems during life, or they can recover from the problematic situation quickly. To the contrary, people with less ability in this area are always hindered by depressing feelings.

Self-motivation 2: this item relates to the focusing of emotions to reach goals with confidence, attention and creativity. Self-motivated people try to do the job quickly. They are always dynamic and want to be always effective and productive.

Recognizing emotions in others: sympathy is the basis for interpersonal skill. Sympathetic people are familiar with subtle social clues and interactions which are indicative of others’ needs and interests. This skill enables people in educational, professional and managing areas.

Controlling the relationships: skill in this area is accompanied with common ability in controlling emotions co-operative interaction with others. Also it is related to the natural, managing aspects, the disciplined and co-operative interpersonal relationships (Goleman 1995).

Cognitive treatment behavior, under which are both the approaches of Beck and Ellis, is an active, directive, limited and organized approach. This approach is based on the logic that the person’s emotions and behavior are mainly determined based on his viewpoint towards the world (Beck 1976). Emotional and intellectual behavior therapy are completely separate from therapeutic systems such as psychoanalysis, central authorities. Gestalt therapy is a challenging view in many basic issues in counseling and psychotherapy. This approach controls behavioral and cognitive aspects and thinking, judging and decision-making and analysis, and it has logical, interpretational, persuasive and philosophical characteristics. In this approach the three factors of logic, emotion and behavior interact with each other and, as Ellis believes, it is a cohesive multi-facet approach (Navabinejad 2005).

Dryden Windy. (2009) has expressed well the theory and treatment in logical-emotional behavioral therapy. After happening an activating event in point A, we analyze that based on our own believes system (B), and consequently in point C an emotional and behavioral event. The fact that this event manifests in the form of healthy feelings or unhealthy ones depends on the way we think.

We can divide believes into two groups.

Logical and intellectual believes

Illogical and unintellectual believes

We call them illogical and unintellectual believes because they are not based on reality and cannot justify the reality of life.

For example the belief (I wish my father were alive) is a logical belief and it is based on a logical and intellectual need. But one who has a strong belief (my father should not have died) in fact he has an illogical belief, since this is not based on reality, and there is no rule that says one should not die. So when one with such illogical feelings has unhealthy negative feelings, he will have tendency towards anger, valuelessness and therefore unhealthy behavior including society-fighting, using alcohol and drugs etc.

The duty of an emotional intellectual behavior therapist is discover these illogical believes with the help of clients, and with designing practices for the clients discuss these believes D so that the new effect can be seen in client’s life E, and in point F the new and healthy feelings are manifested.

#### *Methodology:*

The present research is pragmatic and has a semi-experimental method that is designed in a pre-test post-test form with control group. In this program, one of the groups as experiment group experiences the effect of independent variable, that is experimental treatment and the other group, that is control group, does not go under the treatment. The independent variable is the very experiment variable that is conducted for a specific duration of time (once a week and totally eight sessions).

The statistical population of the research includes all male and female employees of Educational and Medical Center of Babol city. The population is 44 people including 22 men and 22 women.

Tools include EI Test of Shrink and the final form of the test consists of 33 questions. The questionnaire measures self motivation, self awareness, self control, social intelligence and social skills (Mansuri, 2001). The degree of sameness of the 33-question test on a 44-persons population in Crone Bach Alpha Method was 0.80 (the above source). The Crone Bach Alpha Coefficient calculated for the EI questionnaire of this research was 0.83 and to analyze the data, we used covariance analysis test.

### Findings:

**Table 1:** Description of parameters of EI in pre-test and post-test of control and experiment groups

Variable	Group	Pre-test Mean	Post-test Mean
Self Motivation	Control	78.8182	78.2273
	Experiment	79.0909	87.0455
Self Awareness	Control	77.8182	75.8182
	Experiment	71.3182	83.0909
Self Control	Control	82.6364	79.3182
	Experiment	81.2727	87.2727
Social Intelligence	Control	76.6818	75.0909
	Experiment	72.3636	81.4545
Social Skills	Control	80.0455	78.1364
	Experiment	76.7727	86.3636

According to the table above, about description of EI and its parameters, the mean of scores of parameters in pre-test and post-test are observable.

**Table 2:** the analysis of unilateral covariance relevant to the analysis of the effects of cognitive, emotional and behavioral treatment on self-motivation

Source of changes	Sum of square roots	Freedom degree	Square roots Mean	F	Significance
Correction model	4359.249	2	2179.624	15.960	.000
width	11453.300	1	11453.300	83.865	.000
Pre-test	38.885	1	38.885	.285	.596
Group	4209.876	1	4209.876	30.826	.000
Error	5599.297	41	136.568		
Total	196900.000	44			
Correction total	9958.545	43			

According to the table above and emphasizing the amount of F calculated in the source of changes of the group ( $f=30.82$ ), in ( $p<0.05$ ) level that pays to self-motivation in line with effects of cognitive, emotional and behavioral treatment, we can state that cognitive, emotional and behavioral treatment has been effective on self-motivation of the employees in a way that it causes increase in mean amounts of post-test in experiment group. Also, according to the fact that amounts of F calculated in source of changes of pre-test ( $f=0.28$ ) in ( $p>0.05$ ) level have not been significant, we can state that the effect of pre-test variable has not been significant in post-test variable and the changes in post-test variable are due to effects of cognitive, emotional and behavioral treatment.

**Table 3:** the analysis of unilateral covariance relevant to the analysis of the effects of cognitive, emotional and behavioral treatment on self-awareness

Source of changes	Sum of square roots	Freedom degree	Square roots Mean	F	Significance
Correction model	446.313	2	223.157	12.786	.000
width	1579.609	1	1579.609	90.504	.000
Pre-test	.858	1	.858	.049	.826
Group	445.288	1	445.288	25.513	.000
Error	715.596	41	17.454		
Total	26602.000	44			
Correction total	1161.909	43			

According to the table above and emphasizing the amount of F calculated in the source of changes of the group ( $f=25.51$ ), in ( $p<0.05$ ) level that pays to self-awareness in line with effects of cognitive, emotional and behavioral treatment, we can state that cognitive, emotional and behavioral treatment has been effective on self-awareness of the employees in a way that it causes increase in mean amounts of post-test in experiment group. Also, according to the fact that amounts of F calculated in source of changes of pre-test ( $f=0.04$ ) in ( $p>0.05$ ) level have not been significant, we can state that the effect of pre-test variable has not been significant in post-

test variable and the changes in post-test variable are due to effects of cognitive, emotional and behavioral treatment.

**Table 4:** the analysis of unilateral covariance relevant to the analysis of the effects of cognitive, emotional and behavioral treatment on self-control

Source of changes	Sum of square roots	Freedom degree	Square roots Mean	F	Significance
Correction model	351.009	2	175.504	11.864	.000
width	1174.107	1	1174.107	79.366	.000
Pre-test	1.554	1	1.554	.105	.748
Group	337.469	1	337.469	22.812	.000
Error	606.537	41	14.794		
Total	13202.000	44			
Correction total	957.545	43			
Correction total	1161.909	43			

According to the table above and emphasizing the amount of F calculated in the source of changes of the group ( $f=22.81$ ), in ( $p<0.05$ ) level that pays to self-control in line with effects of cognitive, emotional and behavioral treatment, we can state that cognitive, emotional and behavioral treatment has been effective on self-control of the employees in a way that it causes increase in mean amounts of post-test in experiment group. Also, according to the fact that amounts of F calculated in source of changes of pre-test ( $f=0.15$ ) in ( $p>0.05$ ) level have not been significant, we can state that the effect of pre-test variable has not been significant in post-test variable and the changes in post-test variable are due to effects of cognitive, emotional and behavioral treatment.

**Table 5:** the analysis of unilateral covariance relevant to the analysis of the effects of cognitive, emotional and behavioral treatment on social intelligence

Source of changes	Sum of square roots	Freedom degree	Square roots Mean	F	Significance
Correction model	155.275	2	77.638	12.601	.000
width	313.863	1	313.863	50.941	.000
Pre-test	13.434	1	13.434	2.180	.147
Group	122.046	1	122.046	19.809	.000
Error	252.611	41	6.161		
Total	7109.000	44			
Correction total	407.886	43			

According to the table above and emphasizing the amount of F calculated in the source of changes of the group ( $f=19.80$ ), in ( $p<0.05$ ) level that pays to social intelligence in line with effects of cognitive, emotional and behavioral treatment, we can state that cognitive, emotional and behavioral treatment has been effective on social intelligence of the employees in a way that it causes increase in mean amounts of post-test in experiment group. Also, according to the fact that amounts of F calculated in source of changes of pre-test ( $f=2.18$ ) in ( $p>0.05$ ) level have not been significant, we can state that the effect of pre-test variable has not been significant in post-test variable and the changes in post-test variable are due to effects of cognitive, emotional and behavioral treatment.

**Table 6:** the analysis of unilateral covariance relevant to the analysis of the effects of cognitive, emotional and behavioral treatment on social skills

Source of changes	Sum of square roots	Freedom degree	Square roots Mean	F	Significance
Correction model	19.425	2	9.712	7.263	.002
width	125.797	1	125.797	94.075	.000
Pre-test	.311	1	.311	.233	.632
Group	19.424	1	19.424	14.526	.000
Error	54.825	41	1.337		
Total	869.000	44			
Correction total	74.250	43			

According to the table above and emphasizing the amount of F calculated in the source of changes of the group ( $f=14.52$ ), in ( $p<0.05$ ) level that pays to social skills in line with effects of cognitive, emotional and behavioral treatment, we can state that cognitive, emotional and behavioral treatment has been effective on social skills of the employees in a way that it causes increase in mean amounts of post-test in experiment group. Also, according to the fact that amounts of F calculated in source of changes of pre-test ( $f=0.63$ ) in ( $p>0.05$ ) level have not been significant, we can state that the effect of pre-test variable has not been significant in post-test variable and the changes in post-test variable are due to effects of cognitive, emotional and behavioral treatment.

### Discussion and Conclusion:

Group cognitive, emotional and behavioral treatment has been effective on all parameters of emotional intelligence. We can say that Group cognitive, emotional and behavioral treatment has raised the employees' capacity in knowing themselves and others, and has helped them with motivation to control their emotions and adjust their relationships with others. In other words, Group cognitive, emotional and behavioral treatment has had positive effect on the employees' self-motivation- or concentration of emotions to achieve goals with strength, reliance, attention and creativity- and has increased self-motivation among them. About self-awareness, which means the ability to control emotions every moment for psychological knowledge and knowing one's self also guiding and controlling life events, Group cognitive, emotional and behavioral treatment has been effective and the employees' self-awareness increased after the treatment. About self-control or controlling emotions in an appropriate way that appears after self-awareness (efficient persons can better relieve from negative emotions such as hopelessness, anxiety and irritation in this field and face less problems in life), Group cognitive, emotional and behavioral treatment has also been effective and self-control increased among the employees after treatments. About social intelligence and empathy that is foundation of inter-personal skills (empathetic people are familiar with social clues and interactions that express needs and desires of others. These skills make people strong in educational, professional domains), Group cognitive, emotional and behavioral treatment has been effective and has increased social intelligence among the employees after treatments. Also about social skills (skills in this field come with common ability to control emotions and constructive interaction with others. They are also relevant to congenital aspects, leadership and regular, synchronized and constructive inter-personal relationships), Group cognitive, emotional and behavioral treatment has been effective and social skills increased among the employees after treatments. The results gained above are in tune with Cramer & Cupshik (1993), Lewinson & gotlip (1995), Moller, Rabe, & Nortje (2000) and Harris & Dryden (2006) about the fact that Group cognitive, emotional and behavioral treatments are effective on social skills and inter-personal interactions among people.

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