



The Effect Of Anger Management, Intrapersonal Communication Skills And Stress Management Training On Students' Emotional Intelligence(EQ)

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(Received Feb 2014; Published June 2014)

ABSTRACT

The study was a true-experimental pre-post test design, including four groups of first year university students from Rodeheen Azad University (n=120). The four groups were given the pre-test using the Emotional Intelligence questionnaire (EQI). The students in three experimental group Anger Management, intrapersonal Communication Skills And Stress Management Training) each of group attended five 2-hour training sessions separately while the control group was only given pre-post (EQ). The data were analyzed using Ancova method (analysis of covariance) t-test and Mann-Whitney U Test. Results of the study indicate that training in anger management, stress management intrapersonal communication skills will lead to increased Emotional Intelligence of female students.

Keywords: Emotional Intelligence, anger , stress and communication

DOI:10.14331/ijfpss.2014.330043

INTRODUCTION

Emotional Intelligence: the ability to correctly identify expressed emotion; the ability to access and/or generate feelings to assist thought; the ability to be aware of emotion and emotional information; and the ability to control emotions in order to promote emotional and intellectual growth . Emotion evaluation and expression in one's self is specified with two verbal and non verbal components as well as evaluation in others with side components of nonverbal understanding as sympathy (Mayer, Salovey, & Caruso, 2000). Today, stress, anger and lack of effective communication skills are the three factors that appear to be the most common problems of students (CASEL, 2010; Zins, 2004). The problems can be so serious that we can propose

that it predisposes people to physical illnesses, mental disorders, behavioural disturbances, and inappropriate reactions. The intensive care unit is a stressful environment for students, especially college students (Austin, 2010). Few relationships between college students may have negative effects on mental health. However, complications caused by this stress, or aggressive behaviour can be prevented by training to avoid/prevent stress, anger management, and to promote effective communication skills (Besharat, 2007). emotional intelligence (EI) is technical functioning, while distinguishable intelligence is strategic ability. EI makes predictions of success possible because it shows how an individual can use his or her knowledge in emergency situations.

The meaning of EI has given a new depth to human intelligence, and has developed it and turned it into the ability to analyze one's own aptitude level. EI relates to one's self understanding and the understanding of others, also communicating with others, and adaptation and compatibility level with environments that are all necessary in achieving one's goals (Mayer, 2005). On the other hand, communication plays an important role in the students' lives, and their achievement of success. Communication effectiveness has long been held to be a success factor for human life, in general. Effective communication can avoid homesickness of students. Goleman states that communication effectiveness is an important factor in the relationships of everyday life of students. EI was transformed progressively from a mere notion into a dominant theory in many research areas where its effects on human behaviour were analyzed. Various researchers (Cherniss & Adler, 2000; Goleman, 2004) have shown that people with higher EI adapt themselves better to new obstacles in life. Weissberg, Gullotta, Hampton, Ryan, and Adams (1997) have proven the role of emotional learning (EQ) on advancement of education and adaptation skills. Bar-On (2005) also believes that improving EQ results in knowing oneself and the surrounding environment better, which is necessary for meeting today's social demands. It is critical to recognize the important link between anger, stress, interpersonal skills and EI (Schutte, Schuettpeitz, & Malouff, 2001). Moreover, it is important to teach our students that emotions can be managed, regulated, and controlled to some degree (Weisberg et al., 2005; Zins, 2004; Zins & Elias, 2007).

STATEMENT OF THE PROBLEM

This study is aimed at investigating the effect of training in anger management, stress management, and skills of intrapersonal communication in improving students' Emotional Intelligence. The first year of college is a new and exciting adventure, but one that may come with a few challenges along the way. While there are many changes occurring in students' new campus life, students often face challenges for such as stress, and problem of communicating with others, adaptation, stress for dropping out of university, depression and loneliness (Greenberg, Kam, Greenberg, & Kusche, 2004). Students must balance a sense of connectedness and separation while at college. Some freshmen feel the need for effective coping strategies to facilitate the return to a balanced state, reducing the negative effects of stress, and need to learn how to manage intrapersonal communication and express their negative emotion and manage it. The current study was developed with the intention of filling the research gap. In this study the problem to be addressed stemmed from reports that a high rate of stress, (Besharat, 2007), aggressive behavior (Saadi, Honarmand, Najarian, Ahadi, & Askari, 2012), low quality of intrapersonal relations (Besharat 2010) were found among university students. It is important, since the behavioral problems among the youth have also been found to be related to a deficit in EQ (Zeidner & Olnick-Shemesh, 2010). Research has shown that people of high EQ attain higher

scores in empathy, self-review and self-control in different social conditions. There is research evidence indicating that perceived aggressive behaviour is associated to low EI (Spada, Nikčević, Moneta, & Wells, 2008).

PURPOSE OF THE STUDY

The purposes of the present study are: 1) the examination of the likely relationship between emotional intelligence and the training skills of intrapersonal relationship; 2) the examination of the likely relationship between anger management and the emotional intelligence; 3) the specification of the mediatory role of learning intrapersonal relationship skills training courses on the EI of junior undergraduate female students, who studied during 2010-2011 at Roodehen University.

RESEARCH QUESTIONS

Based on the research objectives, the current research was designed to answer the following questions. 1-Does anger management training have an effect on the students' Emotional Intelligence (EQ)? 2-Does stress management training influence the students' Emotional Intelligence (EQ)? 3-Does intrapersonal communication training affect the students' Emotional Intelligence (EQ)? 4-Which training has greater effects on students' Emotional Intelligence (EQ)? 5-Does the Emotional Intelligence of the students in the experimental and control group differ?

RESEARCH DESIGN

This study was an experimental study with respect to improving the EQ of university students. The nature of change in these three variables is based on acquiring the training skills of anger management, stress management, and acquisition of interpersonal communication skills. Table 1 summarizes the design of the present study. Dependent variables from the treatment group of students' EQ assessments included the overall emotional intelligence score. The anger management, stress management and intrapersonal training skills were independent variables within the design.

Table 1. Research Design

Pre-test	Groups	Post-test
EQI	anger management	EQI
EQI	stress management	EQI
EQI	Communications	EQI
EQI	Control	EQI

METHODOLOGY

The study population is all first year female students of Roodehen Islamic Azad university. The study was carried out on 120 students of the study population, who were selected by multi-stage randomized sampling method and were divided into the four groups (three experimental and one group as control, with 30 students in each group). Before carrying out the experimental intervention (presentation of the independent variables), the four groups were given the

pre-test using the Emotional Intelligence questionnaire (EQ). Then, the students of the experimental group attended five 2 hour training sessions of anger management, five 2 hours training sessions of stress management five 2 hours training sessions of intrapersonal communication techniques.

Meanwhile, the control group participants had their usual daily life. One week after the intervention, the four groups were evaluated by the post-test. The Bar-On Emotional Quotient Inventory (EQ) has 133 test items based on Bar-On's (1997) model of EQ that comprises 15 sub-scales pertaining to the 15 components of the model, which render 15 sub-scale scores, five EQ composite scale scores and an overall or total EQ score. Psychometric analyses of the EQ reported in the technical manual (Bar-On, 1997), indicate that it has good internal reliability and test-retest reliability.

Across seven population samples, the 15 sub-scales are reported to have average-to-high internal consistency coefficients with Cronbach alpha values ranging from $\alpha = 0.69$ for RE to $\alpha = 0.86$ for SR. With Iranian samples the Cronbach alpha has been 0.73 to 0.93.

RESULTS

In order to answer the first research question: Do Anger Management skills affect students' (Emotional Intelligence) EQ? The mean and standard deviation of the two groups of Anger Management training and Control were calculated in pretest and post-test phases and the difference between two groups was studied using the independent t-test as shown in Table 2.

Table 2. Independent t-test of the two groups of Anger Management Training Course and Control

Group	N	Mean	Std.	Std. Error Mean	t	df	Sig. (2-tailed)
Anger	30	181.32	25.82	4.64	27.808	58	0.000
Control	30	38.45	10.25	1.90			

As shown in Table 2, the difference of the total score of EI in post-test phase is significant ($p < 0.5$). This means that teaching Anger Management in test group can culminate in an increase of EI of the students. In addition, since the pretest has been used in the present plan, in

order that the pretest can be considered in the Post-test Ancova has been employed. At first the assumptions of Ancova were studied. The results of Levene's test and Homogeneity test indicated that Ancova assumptions were relevant.

Table 3. Results of analysis of covariance with skills training, anger management, skills of EI on students. Computed using $\alpha = 0.5$ bR Squared = 0.922 (Adjusted R Squared = 0.919)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power (a)
Corrected Model	257750.542 (b)	2	128875.271	336.849	0.000	0.922	673.699	1.000
Intercept	5928.768	1	5928.768	15.496	0.000	0.214	15.496	0.972
EQI	9091.829	1	9091.829	23.764	0.000	0.294	23.764	0.998
GROUP	246545.310	1	246545.310	644.411	0.000	0.919	644.411	1.000
Error	21807.642	57	382.590					
Total	11805095.000	60						
Corrected Total	279558.183	59						

In spite of the significance of the pretest effect on the post-test, the difference between two groups of Anger Management and Control is also significant after the control of pretest effect ($p < 0.01$). Moreover, Eta-squared (effect quotient) is equal to 91.9. With regard to significance of variance and covariance matrix which are included in assumptions of ANCOVA and

in order to increase certitude, the non-parametric Mann-Whitney U test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and post-test score in both groups, the report of which has been presented in the following table.

Table 4. Mann-Whitney U Test Comparing the Two Groups of Anger Management Training and Control (EQI)

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	0.000
Anger	30	45.00	1395.00	Wilcoxon W	435.000
Control	30	15.00	435.00	Z	-6.652
Total	60			Asymp. Sig. (2-tailed)	0.000

As shown in Table 4 the difference in grades of EQ between two groups of Anger Management and Control is significant at the level of $p < 0.01$. In addition to studying the

difference in the two groups regarding the total grade of EI using ANCOVA, the effect of teaching Anger Management on EI components in both groups were also studied.

DO STRESS MANAGEMENT SKILLS AFFECT STUDENTS' EQ (EMOTIONAL INTELLIGENCE)?

In order to answer this question, preliminarily the mean and standard deviation of the two groups of Stress Management

Learning and Control were calculated in pretest and Post-test phases and the difference between two groups was studied using the independent t-test shown in Table 5.

Table 5. Interdisciplinary ANCOVA of the Effect of Stress Management Skills on Students' EI

Source	Type III Sum of Squares	df	Mean square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power(a)
Corrected Model	212871.230 (b)	2	106435.615	238.038	0.000	0.903	476.076	1.000
Intercept	6869.799	1	6869.799	15.364	0.000	0.232	15.364	0.970
EQI	4540.431	1	4540.431	10.154	0.002	0.166	10.154	0.878
GROUP	211099.102	1	211099.102	472.113	0.000	0.903	472.113	1.000
Error	22804.000	51	447.137					
Total	10192164.444	54						
Corrected Total	235675.230	53						

a-Computed using alpha = 0.05 b-RSquared = 0.922 (AdjustedRSquared = 0.919)

Table 5 shows that in spite of significance of the pretest effect on the Post-test, the difference between two groups of Stress Management and Control after controlling for the pretest effect is also significant ($p < .01$). Moreover, Eta-squared (effect quotient) is equal with 90.3. With regard to the significance of variance and covariance matrix which are

included in assumptions of Ancova and in order to increase certitude, the non-parametric Mann-Whitney U test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and post-test score in both groups, the report of which has been presented in Table 6.

Table 6. Mann-Whitney U Ttest on Comparing the Two Groups of Stress Management Training and Control on Students' EI

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	0.000
Stress	30	42.00	1050.00	Wilcoxon W	435.000
Control	30	15.00	435.00	Z	-6.291
Total	60			Asymp. Sig.(2-tailed)	0.000

As seen in Table 5, the difference between the grades of EQ between two groups of Stress Management and Control is significant at the $p < 0.01$ level. In addition to studying the difference of the two groups regarding the total grade of EQ, using Ancova, the effects of teaching Stress Management on EQ components in both groups were also studied.

DO COMMUNICATIVE SKILLS AFFECT STUDENTS' EQI?

In order to answer this question, preliminarily the mean and standard deviation of the two groups of Communicative Management Learning and Control were recalculated in the pretest and Post-test phases and the difference between two groups was studied using the independent t-test shown in Table 7.

Table 7. Independent t-Test of the Effect of Communicative Management Training on Students' EI in Experimental and Control Group

Group	N	Mean	Std	Std. Error Mean	T	df	Sig.(2-tailed)
Communication	30	164.91	32.091	5.95	20.216	56	0.000
Control	30	38.45	10.25	1.90			

As seen in Table 7, the difference between total average score of EQ in post test phase is significant ($p < 0.05$). This indicates that teaching Communicative Management in test group can culminate in an increase in students' EQ. In addition, since the pretest has been used in present plan, in order that the pretest can be considered in Post-test, Ancova has

been employed. At first the assumptions of Ancova were studied. The results of Levene's test and Homogeneity test indicated that Ancova assumptions were met.

Table 8. Interdisciplinary ANCOVA for Effect of Communicative Management Skills on Students' EI

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power(a)
Corrected Model	192877.693(b)	2	96438.846	209.815	0.000	0.884	419.631	1.000
Intercept	14306.178	1	14306.178	31.125	0.000	0.361	31.125	1.000
EQI.PT	2148.796	1	2148.796	4.675	0.035	0.078	4.675	0.565
GROUP	182442.149	1	182442.149	396.927	0.000	0.878	396.927	1.000
Error	25280.031	55	459.637					
Total	10895968.000	58						
Corrected Total	218157.724	57						

a- Computed using alpha = 0.05 b-RSquared = 0.922 (AdjustedRSquared = 0.919)

As shown in Table 8, the difference between two groups of Communicative Management and Control after controlling for the effect of pretest is significant ($p < 0.01$). Moreover, Eta-squared (effect quotient) is equal with 0.878. With regard to the significance of variance and covariance matrix which are included in assumptions of Ancova and in order to increase

certitude, the non-parametric Mann-Whitney U test was employed because of absence of variances homogeneity assumption and for studying the significance of the difference between pretest and score in both groups, the report of which is presented in Table 9.

Table 9 . Mann-Whitney U Test Comparing EI in Communicative Management and Control Groups

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	0.000
communication	30	44.00	1276.00	Wilcoxon W	435.000
Control	30	15.00	435.00	Z	-6.541
Total	60			Asymp. Sig. (2-tailed)	0.000

Table 9 reveals that the difference of grades of EI between two groups of Stress Management and Control is significant at the $p < 0.01$ level. In addition to studying the difference of two groups in regard with total mark of EI using ANCOVA, the effect of teaching Communicative Skills on different dimensions and elements of EI were also studied in both groups.

WHICH TEACHING METHOD HAS A STRONGER EFFECT ON STUDENTS' EQ?

Table 9 details the total mark of the students' EQ in post test phase, based on different teaching groups of Anger Management, Stress Management, and Communicative Skills and Control group.

Table 10. Analysis of Covariance Students' EI EQI- Pre test

Group		N	Min	Max-imum	Mean	Std. Deviation
Communi-cation	EQI.PT	30	270.00	349.00	321.4828	16.83241
Anger	EQI.PT	30	282.00	356.00	319.2258	16.84183
Stress	EQI.PT	30	300.00	357.00	325.7200	14.28729
control	EQI.PT	30	303.00	369.00	333.2759	17.04175

Table 11. Analysis of Covariance in Increasing Students' EI: Emotional Quotient Inventory- post test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Para-meter	Observed Power (a)
Corrected Model	3117.896 (b)	3	1039.299	1.728	0.168	0.060	5.185	0.436
Intercept	51374.891	1	51374.891	85.428	0.000	0.513	85.428	1.000
EQI	7.419	1	7.419	0.012	0.912	0.000	0.012	0.051
GROUP	3099.778	2	1549.889	2.577	0.82	0.060	5.154	0.501
Error	48711.931	81	601.382					
Total	20834715.444	85						
Corrected Total	51829.827	84						

a- Computed using alpha = 0.05 b- RSquared = 0.060 (AdjustedRSquared = 0.025)

Based on the test results, analysis of covariance and the information obtained from Table 10, the effect of providing

trainings in increasing studied students' EQ ($p=0.001$ and $f=1.109$) is statistically significant ($p<0.05$). And based on the

evidence and information contained in Table 5-40 it is possible to conclude that the method of teaching with Anger Management Skills has had a large effect on students' EI.

DOES THE EMOTIONAL INTELLIGENCE OF THE STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUP DIFFER?

To answer the fourth research question, the results are displayed in Tables 12, 13, and 14 and in Figure 1.

Table 12. Analysis of Covariance in Increasing Students' EQI.PT

Group		N	Minimum	Maximum	Mean	Std. Deviation
Communi-cation	EQI.PT	30	454.00	546.00	486.4138	23.23101
Anger	EQI.PT	30	467.00	554.00	500.5484	24.88753
Stress	EQI.PT	30	440.00	532.00	496.2916	25.02219
Control	EQI.PT	30	317.00	416.00	371.7241	20.97430

Table 13. Pretest-posttest EQI

Group		N	Pre Test		Post Test	
			Mean	Std.	Mean	Std.
Communi-cation	EQI.PT	30	321.4828	16.83241	486.4138	23.23101
Anger	EQI.PT	30	319.2258	16.84183	500.5484	24.88753
Stress	EQI.PT	30	325.7200	14.28729	496.2916	25.02219
Control	EQI.PT	30	333.2759	17.04175	371.7241	20.97430

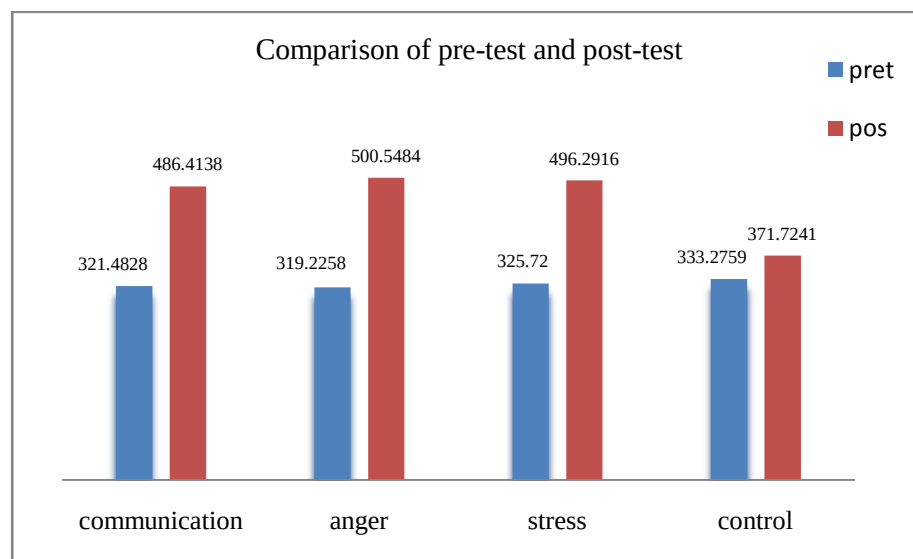


Fig1. Comparison of pretest and posttest scores for the four groups.

Table 14. Change in Difference Descriptive Statistics EQI.PT Pretest-posttest

Group		N	Minimum	Maximum	Mean	Std.Deviation
Communica-tion	EQI.PT	30	117.00	241.00	164.9134	32.09129
Anger	EQI.PT	30	147.00	232.00	181.3226	25.82039
Stress	EQI.PT	30	122.00	223.00	170.5717	30.31237
Control	EQI.PT	30	6.00	55.00	38.4483	10.24551

The data in Table 14 indicate that the change in the score of subscales of EQ in the students who had attended the courses

of Anger Management Skills, Stress Management Skills, and Communicative Skills is different after the courses. The

average score of the examinees who attended the courses (of Anger Management Skills, Stress Management Skills, and Communicative Skills) has clearly increased after the training courses, while in the Control Group, the average posttest score of the students is much lower than for the other groups.

DISCUSSION

Regarding the goal of the current research, the findings of the first question indicates that anger control training affects students emotional intelligence. With regard to this effect, we can say that individuals with high emotional intelligence have lower anger expression and higher anger control (Schutte et al., 2001). Also, the findings indicate that the effect of anger control training on emotional intelligence total score and on elements of anger control is significant and that individuals with a higher emotional intelligence have fewer mood problems and attributes of anger. These results emphasize the findings of (Mikolajczak, Roy, Luminet, Fillée, & de Timary, 2007) confirming that emotional intelligence has a positive teaching anger control skills causes an increase in emotional intelligence. Regarding the result of the second research question of the present study, as the findings of the second question reveal, teaching stress control affects overall emotional intelligence. Taylor and Novaku (2005) have studied the U.S. college students emotional intelligence Training on reducing stress in the second year. The third question of the research: regarding the goal of the present research, as the findings of the third question reveal, teaching social relations skills has a significant effect on the student's emotional intelligence. (Durlak, Weissberg, & Pachan, 2010) have studied the effect of emotional intelligence on the quality of social relations. This research has been conducted among the students and the results confirm that there is a negative significant correlation between emotional intelligence and the interpersonal problems of the students. The results of the fourth question: there are significant differences between the total score of student's emotional intelligence in the posttest phase, in the control group and the anger management skills training, stress management training and relational skills training. The findings demonstrate that the changes in the subscale scores of emotional intelligence in students belonging to trained groups of anger management, stress management skills, and communication skills were different with the posttest phase, that is after holding the training, in a way that the average scores of the trained (with anger management, stress management, and relational skills) groups examinees have clearly increased after undergoing the training courses, but in the control group, the average scores of the students have been much less and lower than that of the three experimental groups. The results also demonstrate that in all of the

emotional intelligence subscales, the difference between control group with other groups including anger management, stress management, and communication skills is significant. The results of this research comply with the findings of (Besharat et al, 2010). These researchers investigated the effect of training elements of emotional intelligence on the educational progress of female students in guidance school level. Based on the results of fifth question, the effect of the training in increasing students EI is statistically significant and based on the evidence and the information we can conclude that the methods employed in training anger management skills has had a stronger effect on students EI. These results emphasize the findings of (Zins & Elias, 2007) stating that teaching EI has a positive correlation with the decrease in aggression among first grade high school girls. Also, the findings of Besharat et al (2010) support the findings of this research.

CONCLUSION

Managing the emotions makes us more conscious of them, thus providing the basis for a good understanding of identification in oneself and the others. Using Anger Management, intrapersonal Communication Skills And Stress Management through training causes EQ to increase and this increase brings about a feeling or strengthens the spirit of group collaboration. Understanding the emotions causes intuition toward individuals' motivations and makes us more aware of others' viewpoints. Controlling the emotions in a proper way is a skill that follows awareness. The people who are efficient in this field can better get rid of negative emotions such as stress, anxiety, anger and loneliness and face fewer problems in the life ups and downs or in case of problem on stress, anger and relationship can solve and control from troublesome conditions to desirable conditions. As in many demanding jobs, healthcare is a stressful work environment with many high-stakes challenges, a fast pace, and complex relationships. In the face of these pressures, professionals must carefully manage their reactions and interactions (within themselves, with each other, and with patients) to achieve optimal patient outcomes. It appears that emotional intelligence is one key contributor to this "dance" of managing competing pressures.

LIMITATIONS AND SUGGESTIONS

Regarding the fact that the examinees are first semester female students of Azad University, generalization of the findings to other samples should be made more cautiously. Additional research will be needed in order to determine whether the results from this study can be generalized to other populations and both genders.

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