

## The Effect of Emotional Intelligence Training on General Health of Mothers of Children with Cerebral Palsy

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**Abstract:** The purpose of this study was to determine the effectiveness of emotional intelligence training on general health of mothers of children with cerebral palsy. Therefore 50 such mothers were randomly selected and assigned to two training and control groups (25 each). The General Health Questionnaire (GHQ-28) was administered to both groups as the pre- and post-test. The Alpha coefficient was computed and was equal to 0.86. In between the training group received & weekly sessions of training the control group did not receive any training. The results of analysis of covariance showed that, after controlling for the pre-test variables, the training group significantly scored lower than the control group on both the total and sub-scale post –tests as follows: total general health ( $P<0.0001$ ), summarization ( $P<0.0001$ ), anxiety ( $P<0.0001$ ), social dysfunction ( $P<0.0001$ ), and depression ( $P<0.0001$ ). These results show that emotional intelligence training significantly increases the general health of mothers of cerebral palsy children.

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### 1. Introduction

Birth of a disabled child is one of the unfortunate events in the life of any couple. This incident could impair their mental health and does a lot of stress on them. *Niezio* (2000) believes that the news of the birth of a handicapped child, the parents' will first feeling, feel is guilt and almost all parents will face this kind of stress that the pressure on the female parent will have greater impact and lasting place. Parents of such children may suffer with conditions such as depression, anxiety, anger, fear, shame and desire to die. These causes disturb the peace and unity of the family and thus affect adapt them (Shariati and Davarmanesh, 1979). Den Hoff (2002) during their studies have shown that the birth parents of disabled children and mental health disturbed eating each other, which is usually responsible for the incident as it leads to family disintegration. Harris (1995) also argues that a preoccupation with the needs of children with disabilities, family members, and fear of not being enough to reach other children and many other issues such as the process will intensify pressures of daily life.

Wolery and Baily (1985) suggests that the reason for the need to provide educational services to parents of these children can be identified. According to them, the parents of children with disabilities, experienced and can handle a lot of stress and the need for specialized services and educational.

A comparative characteristic of mothers of disabled children with parents of normal children has been discussed in many research, there are a vast variety of negative characteristics in parents of

children with disabilities are emphasized. Scott et al (1997) stress, Khajepour M. (1998) neurotic reactions, Ahmadi (1998) low self-esteem, Barzideh (1996) low reliability of relaxation, Ghazavi (1994), emotional problems, Haldy & Hanzlik (1990), feelings of helplessness, Mitra Masudi (2001) mental health of the poor, Dell (1996) stress, depression and N. Shariati and Davarmanesh (1996) physical and psychological pressures and reduced resistance to infection in children compared with mothers of normal children with disabilities have reported. In Hong Kong also a study entitled "Evaluation of stress and social support of Chinese mothers who are mentally retarded children" showed that the biggest cause of maternal stress, worry about the future behavior problems were associated with mood changes (Chen and Tang, 1997). Including strategies to reduce the problems of disabled children and their parents, especially mothers of these children to be trained in this field are important.

Den Hoff (2002) has shown that after eighteen sessions on mental health promotion for these children's parents are well adapted to their problems became union, together with the percentage of learning disabled children, have been better. According to Goleman (1995) has shown that emotional intelligence training is effective in increasing life satisfaction is associated with increased life satisfaction and mental health, so it seems especially mothers of children with learning disabilities and emotional intelligence including children with cerebral palsy can be associated with different capabilities such as self-awareness, emotional intelligence, emotional, managing feelings

and emotions, empathy, and skills related to the adequacy and functionality, including styles of emotion expression, the deal is altered, resulting in an increase in mental health.

In addition, Parker (2000) model of emotional intelligence provides both the internal relations of the individual with himself and others and do not take into consideration elements such as concessions, including public pressure and the constituent elements of emotional intelligence and count that high emotional intelligence leads to greater consistency and maintaining one's mental health.

But the definition of emotional intelligence, Goleman (1995) says that emotional intelligence ability to understand, describe, and get control of emotion. Anyone having a degree of emotional intelligence in the face of positive or negative life events, and a compromise position is considered. Siarouchi, Deniz and Anderson (2000) also stress the relationship between emotional intelligence and mental health review and have shown that some forms of emotional intelligence may protect people from stress and lead to better coping in them.

Several researchers have voiced an opinion about the impact of emotional intelligence. Such as Goleman (1995) mental health, increase understanding of the meaning of the experience, judgment and decision-making result of emotional intelligence knows. Also Badich (2002) and Pleitry (1999) Methods of social adjustment and better control conflicts, Bekandam (2001) interpretation of positive events and coping behavior and psychological stress endured by mothers of children with disabilities and plateau (2003) quoted by Omrani and Jafari (2004) observe parenting principles and reinforce the existence of emotional intelligence have reported results. Among the negative or low emotional intelligence can be a low level of empathy, depression, inability to express emotions (Salkofski, Autsin, Minski, 2003) and lack of emotional control and negative descriptions of events (Beth Shaw, 2003) could be researchers in this field of research is the result.

Based on this research has been conducted on the effectiveness of teaching emotional intelligence. Including the Pope and colleagues (1954), quoting Bahrami (2005) have shown that parents in group lessons and training about mental retardation and related issues were involved, more balanced attitude towards their mentally retarded children find that this in turn shows the impact of this type of training. So particular Derkson et al (2003) the impact of emotional intelligence training, especially on self-regulation of mood and empathy have been shown to reduce stress and environmental. Ismaili (2007) Effect of training on emotional intelligence

components of mental health counseling centers on clients, men and women 20-25 years old, has reported that this training promotes mental health, so that a better score in the individual reports internal situation and feel able to deal with the problems of gains.

The existence and effect of Emotional Intelligence training samples and a variety of other variables, the researchers also examined and approved. Among the Haddadi (2007) mental health and academic achievement of students, Shah Mohammadi, Jamali and Mehdizadeh (2010) Mental health of college students, Farahbakhsh (2011) Mental health of school administrators and Mohammad Amini (2008) self-efficacy and mental health of students preferred and regular communication and emotional intelligence reports are affected.

According to the above to help these guys, especially the mothers of children with cerebral palsy are closely interconnected and interact in ways that increase their mental health is essential to examine the human, ethical and social. If you are the mothers of children with high emotional intelligence can enrich your emotional responses and a more balanced and to keep themselves safe against the negative effects of stress. Since one of the factors enhancing the skills of emotional intelligence to deal with the problems of disabled children is their mother (Siaroochi et al, 2002), components of emotional intelligence can be taught, more serious and more effective ways of coping with stressful factors provided in the mental health of mothers of children with cerebral palsy was effective. Due to the stress of mentally handicapped children, we decided to conduct this study and consistent with appropriate training to help parents and thus the mental health of mothers, with this motivation, emotional intelligence training effects on maternal mental health are examined. Because this research was to evaluate the effectiveness of the training on mental health of mothers of children with cerebral palsy in the city of Isfahan, thus providing the plant was tested five hypotheses were as follows:

1- Emotional intelligence training and mental health of mothers of children with cerebral palsy, the experimental group than the control group increased.

2- Physical level of emotional intelligence training group compared to the control group of mothers of children with cerebral palsy decreases.

3- Depression in mothers of children with cerebral palsy, emotional intelligence training, and the experimental group than the control group decreased.

4- Emotional intelligence training of social conflict in experimental group than the control group of mothers of children with cerebral palsy decreases.

5- Anxiety and nightmares, emotional intelligence training, the experimental group than the control group of mothers of children with cerebral palsy decreases.

**Methods**

Since the purpose of this study was to determine the effect of experimental teaching emotional intelligence mental health of mothers of children with cerebral pals, so for this study, pre-test and post-test experimental and control groups were used. Diagram of this scheme is as follows:

**Table 1. Designs with pretest posttest control group**

Post test	Emotional Intelligence Training	Pre test	Groups
T2	X	T1	The experimental group
T2		T1	Control group

Samples selected randomly were divided into experimental and control groups in the same way. In the pre-test, both groups of mental health with general health questionnaire (GHQ) were measured. The independent variables (emotional intelligence training) were performed on 8 sessions only. Again, the post-test in both groups were assessed mental health.

**Population, sample and sampling**

The population of mothers of children with cerebral palsy city in the 2011-2012 school year. Given that all children with cerebral palsy exceptional dynamic city schools are studying, and thereby their mothers were available, simple random sampling was used in this study. Accordingly, the availability of the 60 mothers, 50 of whom were randomly selected and divided into two groups of 25 subjects in the experimental and control groups.

**Measuring Tools**

In this study, to assess the mental health of the General Health Questionnaire-28 (GHQ) was used. The questionnaire for the first time by Goldberg (1972), produced and widely used to detect minor disorders are at different positions. This questionnaire is a self-report questionnaire screen based on the collection of clinical procedures with the aim of tracing people who have a mental disorder, is used (quoting by Stoura, 1998). The questionnaire consists of four subscales, somatic symptoms, anxiety, nightmares, social dysfunction and depression is essential. The set of scores for a total score obtained. Scores between 14 and 21 subjects in each scale factor indicates deterioration.

**Methods of data analysis:**

To the statistical analysis of data was performed using analysis of covariance.

**Results**

Table 1 - ANCOVA results emotional intelligence training effect on the mental health of mothers of children with cerebral palsy

Statistical power	Eta squared	Sig. (P)	Ratio F	Mean square	df	Index Source
1	0.907	0.0001	456.986	486.761	1	pretest
1	0.45	0.0001	38.399	409.23	1	group

According to the results shown in Table I, after controlling for pre-test scores showed a significant difference between mental health and mental health of both the test and control groups were observed in

mothers of children with cerebral palsy. The differences or the effect of emotional intelligence training was 45 percent.

Table 2 - Results of covariance analysis of the impact of emotional intelligence training on physical scores of mothers of children with cerebral palsy

Statistical power	Eta squared	Sig. (P)	Ratio F	Mean square	df	Index Source
1	0.941	0.0001	749.412	815.571	1	pretest
1	0.328	0.0001	22.949	24.975	1	group

According to the results shown in Table III, after controlling for pre-test and post-test anxiety was a significant difference between the control and experimental groups anxious mothers of children

with cerebral palsy was observed. The differences or the effect of emotional intelligence training was 32 percent.

Table 4 - Results of covariance analysis of the impact of emotional intelligence training in social maladjustment scores of mothers of children with cerebral palsy.

Statistical power	Eta squared	Sig. (P)	Ratio F	Mean square	df	Index Source
1	0.854	0.0001	274.328	212.135	1	pretest
0.988	0.282	0.0001	18.431	14.253	1	group

According to the results table for four, after controlling for pre-test and post-test social maladjustment social maladjustment significant difference between control and experimental groups

were observed in mothers of children with cerebral palsy. The differences or the effects of emotional intelligence education are 28 percent.

Table 5 - Results of covariance analysis of the impact of emotional intelligence training on depression scores of mothers of children with cerebral palsy

Statistical power	Eta squared	Sig. (P)	Ratio F	Mean square	df	Index Source
1	0.908	0.0001	464.252	670.881	1	pretest
0.999	0.379	0.0001	28.669	41.429	1	group

According to the results shown in Table Five, after controlling for pre-test scores showed a significant difference between the mean of the depression test depression test and control groups were observed in mothers of children with cerebral palsy. The differences or the effect of emotional intelligence training was 37 percent.

depressed mood and species negative feelings and attitudes about their bodies have to eliminate and social performance is also much better than before. The findings of this study's findings Hoff (2002), Bekendam (2001), Drekson and colleagues (2002), Siaroochi and colleagues (2000), Dell (1996) and Badjch and Plietry (2002) are consistent with findings these findings are confirmed by the study. Researchers have shown that emotional intelligence can be taught a lot of stress and anxiety and to treat functions of social incomplete and individuals can increase their level of emotional intelligence, social and personal life to show better performance.

### Result and Discussion:

Education in any field is, can have an impact on people. To this end, training for mental health, one of the most effective methods to control society and prevent social harm. This study examined the effectiveness of the EI training on the mental health of mothers has cerebral palsy. The findings show that the post-test and pre-test, there are significant differences between test and control groups. In other words, mothers of children with cerebral palsy after teaching emotional intelligence had better mental health than mothers of children with spastic cerebral palsy controls physical impairment of emotional intelligence training reduces anxiety, social dysfunction and depression. Thus, according to Goleman (1995), based on the acquisition of emotional intelligence and the impact of education on its learning, research findings in this area will confirm the terms Goleman. For mothers of children with cerebral palsy after teaching emotional intelligence have been able to reduce their anxiety,

In this regard, Goleman (1998) argues, training to raise the level of emotional intelligence, leading to the mastery of emotions, positive attitude and set the mood of a person, based on their individual compatibility policies provide mental health. The physical meaning of the four components of mental health, anxiety, depression, and social adjustment and show significant differences between experimental and control group mothers out there. The findings of the impact of emotional intelligence training on the mental health of mothers of children with cerebral palsy are associated with the four components of the foregoing.

According to recent research findings and other research, it can be deduced, it's that teaching emotional intelligence to enhance the mental health

and social adjustment, In fact, emotional intelligence, the ability of a person and more aware of their disabilities, and seeks to strengthen the ability of and eliminate their disability is, why mental health will also increase.

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