



## The Effectiveness of Emotional Management Instruction in Increasing the Quality of Life

Elaheh Rostami<sup>\*1</sup> Badrieh Bakhtari<sup>1</sup> and Nosrat Bakhtari<sup>2</sup>

1. Department of General Psychology, Islamic Azad University, Bandar Abbas Branch, Bandar Abbas, Iran

2. Educational Office, Bandar Abbas, Hormozgan State, Iran

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### A B S T R A C T

This study was done aimed at the investigation of the effectiveness of emotional management instruction in increasing the quality of life of Bandar Abbas couples. This was a quasi-experimental study on a population including the couples of Bandar Abbas. The sample of this study included 30 couples (15 participants in the control group and 15 participants in the experimental group). The sample was selected through convenient sampling. The instrument of this study was the World Health Organization Quality of Life Questionnaire. This questionnaire was administered to the participants of the control and experimental groups before and after the instruction. The data analysis was done through COVARIANCE Analysis. The results showed that emotional management instruction was 67.5 percent effective in increasing the quality of life of Bandar Abbas couples. The coefficient of the effect of emotional management instruction in increasing physical health, psychological quality, social relationships, and quality of environment and the life of couples were 72.8, 67.7, 60.0 and 64.7 percent respectively. Thus, emotional management instruction is an effective factor in increasing the quality of life of couples and people with more appropriate emotional management can focus on various dimensions of their lives.

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**Keywords:** Quality Of Life, Emotion, Emotional Management.

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### INTRODUCTION

Family is a social and natural system with a complex emotional structure; love, loyalty and continuity of membership are among the important features of family and if the intimate relationships between the couples are damages, it will cause destructive and negative effects on the mental health of family and children (Goldenberg & Goldenberg, 2012; Keng, Smoski, & Robins, 2011).

Marriage enrichment is an instructional approach for the improvement of the relationships between couples aiming at helping them to be aware of them and their spouse, to explore the feelings and thoughts of their spouse, to open communion and intimacy, and to develop effective communication and problem-solving skills. The results of these methods have confirmed the usefulness of enrichment programs in comparison with couple therapy methods (Guimond, Wilcox, & Lamorey, 2008; Tsigilis, Koustelios, & Grammatikopoulos, 2010).

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\*. Corresponding Author: [elaheh.rostami66@gmail.com](mailto:elaheh.rostami66@gmail.com)

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The quality of marriage is one of the most widespread concepts for determining and displaying the joy and stability in the relationships. Couples in a marriage with high quality have a feeling of happiness and satisfaction from each other in most cases (Sinha & Mukerjee, 1990). Gutman is a marriage psychologist who have devised various instructional programs for strengthening the relationship between the couples. He believes that although the strengths and weaknesses of marriages are intensified under external crises such as unemployment or financial problems, these crises are not alone disintegrating factors in marriage. Issues such as few or many sexual relations are not also the only factors. Even having compatibility and adoptability is not the criteria for the stability and success of marriage because many successful marriages experience dissatisfaction. The important thing is agreement on what is acceptable (Gottman, Murray, Swanson, Tyson, & Swanson, 2002).

Human beings require various skills for social life such as emotional management. Applying emotional skills, identifying feelings and emotions and how to adjust and express them are among the skills in emotional management. The results of previous studies showed that lacking these skills causes individuals to move towards ineffective and maladaptive behaviors against psychological pressures. Much evidence shows that couples in today societies face numerous problems in establishing and managing the emotions in their relationships. It is obvious that defects in emotional skills of couples along with other factors have adverse effects on their married life.

Emotional management skills have been introduced as necessities of a successful marriage during the recent years (Perlick et al., 2017; Rizor, Callands, Desrosiers, & Kershaw, 2017). Therefore, learning these skills and in fact learning emotional management skill is essential for couples. Based on the necessity of identifying effective factors on the quality of marriage, this study investigated the effect of emotional management instruction on increasing the quality of marriage.

The findings of some previous studies also indicated that emotional quality which is the most important factor for the continuation of relationships can predict marriage satisfaction. Regarding the findings of previous studies, based on the effect of quality of life on family relationships, this study investigated and identified the effect of emotional management instruction on increasing the quality of marriage of Bandar Abbas couples.

## **METHODOLOGY**

This study was done through quasi-experimental method with a pre-test post-test design with a control group. This method was used to measure the effect of emotional management instruction on the quality of life by comparing the control and experimental groups. The population of this study includes all the couples of Bandar Abbas. Since this study was done through quasi-experimental method, the sample size was determined according to most research books as 15 participants for each group (Nasiri Zarch, Marashi, & Raji, 2014). In order to determine the sample size of this study, 30 couples were selected from which 15 couples were considered as the control group and 15 couples were selected as the experimental group. These couples were selected from among the couples visiting the center for specialized psychological counseling services of Hormozgan Academic Center for Education, Culture and Research through convenient sampling. The participants were assigned to the experimental and control groups randomly. The World Health Organization Quality of Life Questionnaire was used in this study for the data collection.

Quality of Life Questionnaire: The short form of the World Health Organization Quality of Life Questionnaire was used. The validity and reliability of the Farsi translation of this questionnaire was assessed by Nejat, Montazeri, Holakouie Naieni, Mohammad, and Majdzadeh (2006) in the public and the patients suffering from Multiple Sclerosis in Iran (Agne, Greenwood, & Miller, 1994).

This questionnaire has 26 items and 4 dimensions, i.e., physical, psychological, and social health and physical environment. This questionnaire was used as a comprehensive scale and includes overall quality of life and levels of public health. The dimensions of this questionnaire are as follows:

- a. Physical health dimension which is the sum of questions 3, 4, 10, 15, 16, 17, and 18.
- b. Psychological health dimension which is the sum of questions 5, 6, 7, 11, 19 and 26.
- c. Social relations dimension which is the sum of questions 20, 21 and 22.
- d. Environment and life dimension which is the sum of questions 8, 9, 12, 13, 14, 23, 24 and 25. In addition, questions 1 and 2 were designed to measure the overall quality of life.

The questions in the questionnaire are multiple-choice (with 5 choices, i.e. never, rarely, average, sometimes, and often). Choice one means never and choice five means often. The scores on this questionnaire range from 26 to 130.

Emotional management instruction program: The emotional intelligence course is based on the package by Bradberry and Greaves (2006). This package includes ten sessions. These sessions are the importance of emotional intelligence, the number and kind of emotions, the use of emotions, emotional intelligence, ways for increasing emotional intelligence, identifying the emotional status of yourself and others, understanding emotions, adjusting and controlling the emotions of yourself and others, effective use of emotions, and instructing the understanding of emotions in the relationship of the couples (Bahrololoum, Hassani, Bandeli, & Akbari, 2012).

A control group and an experimental group were used in this study. Therefore, the quality of marriage of the couples before the emotional management instruction in the experimental and control groups was calculated. Then, the experimental group was instructed and after the instruction, the quality of marriage of the couples of the two groups was calculated. The collected information before and after the instruction was analyzed. Descriptive statistics (mean and standard deviation) and inferential statistics (t-test and analysis of Covariance) were used for the data analysis. The data analysis was done using SPSS statistical software.

## RESULTS

This study included five hypotheses. The results of investigating each one is reported below.

1. Emotional management instruction is effective in increasing the quality of life of Bandar Abbad couples.

This hypothesis is related to the effectiveness of emotional management instruction in increasing the quality of life of Bandar Abbad couples. To this end, the status of the quality of life of the intended sample was shown before instruction. Then, the effectiveness of emotional management instruction was assessed through analysis of covariance.

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Table1. Independent samples t-test of the quality of life of the sample of this study in the control and experimental groups

Group	Mean	Std	t	p
Control	103	6.979	-1.151	0.2
Experimental	105.73	5.993		

Table 1 show that the mean for the quality of life of the couples in the control group before the instruction was 103 and the mean for the quality of life of the couples in the experimental group before the instruction was 105.73. Regarding that  $t = -1.151$  and  $p = 0.2$ , the comparison of the means showed that there was no significant difference between the quality of life of couples in the control and experimental group before the instruction.

Table2. The analysis of covariance of the emotional management instruction in increasing the quality of life of couples in the control and experimental groups

Group	Mean	Std	Quantity	SS	MS	df	F	p	Partition coefficient
Control	106.333	5.851	15	741	741	1	33.127	0.001	0.675
Experimental	117.800	5.280	15						

According to the above table, the results of Covariance Test on the effectiveness of emotional management instruction in increasing quality of life between the experimental and control groups, the mean of quality of life was 106.333 and 117.8 in the control and experimental groups respectively. This shows that the quality of life in the experimental group was better than that of the control group. Regarding the amount of F and significance level ( $p = 0.001$ ), we can say that emotional management instruction can be effective in increasing the quality of life at 99 percent confidence interval. Statistical results also showed that emotional management instruction explains 67.5 percent of the increase in the quality of life of couples.

2. Emotional management instruction is effective in increasing the physical health of Bandar Abbad couples.

Table3. Independent samples t-test of physical health of the sample of this study in the control and experimental groups

Group	Mean	Std	t	p
Control	26.53	3.09	-1.826	0.07
Experimental	28.47	2.695		

Table 3 shows that the mean for the physical health of the couples in the control group before the instruction was 26.53 and the mean for the physical health of the couples in the experimental group before the instruction was 28.47. Regarding that  $t = -1.826$  and  $p = 0.07$ , the comparison of the means showed that there was no significant difference between the physical health of couples in the control and experimental groups before the instruction.

Table4. The analysis of covariance of the emotional management instruction in increasing the physical health of couples in the control and experimental groups

Group	Mean	Std	Quantity	SS	MS	df	F	p	Partition coefficient
Control	27.53	4.172	15	47.632	47.632	1	40.842	0.003	0.728
Experimental	31.93	2.250	15						

According to the above table, the results of Covariance Test on the effectiveness of emotional management instruction in increasing physical health between the experimental and control groups, the mean of physical health was 27.53 and 31.93 in the control and experimental groups respectively after the instruction. The means showed that the quality of physical health

of the experimental group was better than that of the control group; in other words, the experimental group had better physical health situation in comparison with the control group. Regarding the amount of F and significance level ( $p=0.003$ ), we can say that emotional management instruction can be effective in increasing the quality of life at 99 percent confidence interval. Statistical results also showed that emotional management instruction explains 72.8 percent of the increase in the quality of life of couples.

3. Emotional management instruction is effective in increasing the psychological health of Bandar Abbad couples.

Table5. Independent samples t-test of psychological health of the sample of this study in the control and experimental groups

Group	Mean	Std	t	p
Control	17.4	1.404	1.677	0.1
Experimental	16.33	2.023		

Table 5 shows that the mean for the psychological health of the couples in the control group before the instruction was 17.4 and the mean for the psychological health of the couples in the experimental group before the instruction was 16.33. Regarding that  $t=1.677$  and  $p=0.1$ , the comparison of the means showed that there was no significant difference between the psychological health of couples in the control and experimental group before the instruction.

Table6. The analysis of covariance of the emotional management instruction in increasing the psychological health of couples in the control and experimental groups

Group	Mean	Std	Quantity	SS	MS	df	F	p	Partition coefficient
Control	19.4	2.354	15	245.170	245.170	1	56.422	0.001	0.677
Experimental	24.8	2.177	15						

According to the above table, the results of Covariance Test on the effectiveness of emotional management instruction in increasing psychological health between the experimental and control groups, the mean of psychological health was 19.4 and 24.8 in the control and experimental groups respectively. The means showed that the quality of psychological health of the experimental group was better than that of the control group; in other words, the experimental group had better psychological health situation in comparison with the control group. Regarding the amount of F and significance level ( $p=0.0001$ ), we can say that emotional management instruction can be effective in increasing the psychological health at 99 percent confidence interval. Statistical results also showed that emotional management instruction explains 67.7 percent of the increase in the psychological health of couples.

4. Emotional management instruction is effective in increasing the social relationships of Bandar Abbad couples.

Table7. Independent samples t-test of social relationships of the sample of this study in the control and experimental groups

Group	Mean	Std	t	p
Control	9.06	2.604	0.483	0.6
Experimental	8.66	1.877		

The above table shows that the mean for the social relationships of the couples in the control group before the instruction was 9.06 and the mean for the social relationships of the couples in the experimental group before the instruction was 8.66. Regarding that  $t=0.483$  and

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$p=0.6$ , the comparison of the means showed that there was no significant difference between the social relationships of couples in the control and experimental group before the instruction.

Table8. The analysis of covariance of the emotional management instruction in increasing the quality of social relationships of couples in the control and experimental groups

Group	Mean	Std	Quantity	SS	MS	df	F	p	Partition coefficient
Control	9.53	2.065	15	84.449	84.449	1	34.153	0.0001	0.606
Experimental	12.73	1.533	15						

According to the above table, the results of Covariance Test on the effectiveness of emotional management instruction in increasing the quality of social relationships between the experimental and control groups, the mean of social relationships was 9.53 and 12.73 in the control and experimental groups respectively. The means showed that the quality of social relationships of the experimental group was better than that of the control group; in other words, the experimental group had better social relationships in comparison with the control group. Regarding the amount of F and significance level ( $p=0.0001$ ), we can say that emotional management instruction can be effective in increasing the quality of social relationships at 99 percent confidence interval. Statistical results also showed that emotional management instruction explains 60.6 percent of the increase in the quality of social relationships of couples.

5. Emotional management instruction is effective in increasing the quality of environment and life of Bandar Abbad couples.

Table9. Independent samples t-test of the quality of environment and life of the sample of this study in the control and experimental groups

Group	Mean	Standard deviation	t	p
Control	23.13	3.907	0.105	0.9
Experimental	23	3		

Table 9 shows that the mean for the quality of environment and life of the couples in the control group before the instruction was 23.13 and the mean for the quality of environment and life of the couples in the experimental group before the instruction was 23. Regarding that  $t=0.105$  and  $p=0.9$ , the comparison of the means showed that there was no significant difference between the quality of environment and life of couples in the control and experimental group before the instruction.

Table10. The analysis of covariance of the emotional management instruction in increasing the quality of environment and life of couples in the control and experimental groups

Group	Mean	Std	Quantity	SS	MS	df	F	p	Partition coefficient
Control	24.33	3.221	15	445.425	445.425	1	46.493	0.001	0.647
Experimental	32	3.229	15						

According to the above table, the results of Covariance Test on the effectiveness of emotional management instruction in increasing the quality of environment and life between the experimental and control groups, the mean of the quality of environment and life was 24.33 and 32 in the control and experimental groups respectively. The means showed that the quality of environment and life of the experimental group was better than that of the control group; in other words, the experimental group had better environment and life in comparison with the control group. Regarding the amount of F and significance level ( $p=0.001$ ), we can say that emotional management instruction can be effective in increasing the quality of environment and life at 99 percent confidence interval. Statistical results also showed that emotional

management instruction explains 64.7 percent of the increase in the quality of environment and life of couples.

## CONCLUSION

This study was done aimed at the investigation of the effectiveness of emotional management instruction in increasing the quality of life of Bandar Abbas couples. The results of this study showed that emotional management instruction was effective in increasing the quality of life of couples and the related dimensions. Emotional management is among the very important topics that adjusts the actions and reactions in individuals and improves various dimensions and aspects of life. Adjusting emotions has an important role in our adaptability with stressing events of life. The results of previous studies showed that the capacity of individuals in adjusting emotions is effective in psychological, physical and interpersonal happiness.

Emotion is effective in various aspects of the lives of individuals. In fact, emotional management instruction enables people to make sure about their feelings, have more control in guiding and controlling life vents and be more accurate in their activities. These individuals are more certain in their personal feelings and personal decision makings such as selecting spouse and job. Their hope is not unrealistic and they take responsibilities they are able to manage. In addition, these people are honest with themselves and the others and know how much their feelings affect themselves and the others(Gottman et al., 2002).

On the other hand, the results showed that emotional management instruction have a significant effect on all dimensions of the quality of life of couples and these instructions can be effective in improving the dimensions of the quality of life of people. Emotional management and consequently self-control are effective in all physical and psychological aspects of people. The results of this study indicate that the more people have emotional management, they more they can focus on different dimensions of their life. Instruction is a process that leads to awareness and knowledge and thus, people can make better decisions and have better performances with their awareness and knowledge. Experts believe that the psychological pressure caused by health has a close relationship with emotion. Emotion is often considered a disturbing factor for the health of human beings. People who are exposed to factors that create emotion and psychological pressure get sick more than those who are exposed to severe transformation. Those who easily get sick are people react with fear, anxiety, anger, frustration, disorder and chaos to transformations(Perlick et al., 2017). According the results of this study, the following suggestions are presented.

1. The results showed that emotional management instruction plays a role in improving and increasing the quality of life of couples and the related aspects. Thus, it is suggested to develop this instruction in a regular and targeted way in order to improve the quality of life of couples and be generalized in various forms in the agenda of the authorities in the field of family education and quality of life. For example, the authorities of Welfare Organization put emotional management instruction in their agenda based on their responsibilities for then

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improvement of marriage and family in the form of conferences or cooperation and memorandum with various organizations.

2. Governments are suggested to devise a comprehensive program in order to improve the general level of families and decrease disagreement among family members to execute various comprehensive instructional courses related to all family members with the aim of developing culture and awareness.

3. Couples are also suggested to assess their emotions and try to improve them. For example, they can visit related consultants and professionals or participate in emotional management workshops.

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