

**The effectiveness of a training program based on emotional intelligence skills to reduce the level of depression in a sample of blood pressure patients**  
**- a field study in the state of Laghouat -**

فعالية برنامج تدريبي قائم على مهارات الذكاء الوجداني لخفض مستوى الإكتئاب لدى عينة من مرضى الضغط الدموي - دراسة ميدانية بولاية الأغواط -

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**Abstract**

The study aimed to measure the effect of a training program based on emotional intelligence skills to reduce the level of depression in a sample of blood pressure patients in the state of Laghouat, and the sample was divided into two experimental and control groups. Differences between the experimental and control groups in the depression scale in favor of the control group -There were no differences in the experimental group in the follow-up measurement in both the emotional intelligence scale and depression.

**Key words:** emotional intelligence , depression, program , blood pressure

**ملخص**

هدفت الدراسة إلى قياس أثر برنامج تدريبي قائم على مهارات الذكاء الوجداني لخفض مستوى الإكتئاب لدى عينة من مرضى الضغط الدموي بولاية الأغواط، وقسمت العينة إلى مجموعتين تجريبية وضابطة وتوصلت نتائج الدراسة إلى: - وجود فروق بين المجموعتين التجريبية والضابطة في القياس البعدي لصالح المجموعة التجريبية -وجود فروق بين المجموعتين التجريبية والضابطة في مقياس الإكتئاب لصالح المجموعة الضابطة-عدم وجود فروق في المجموعة التجريبية في القياس التتبعي في كل من مقياس الذكاء الوجداني والإكتئاب.

الكلمات المفتاحية: ذكاء وجداني، الإكتئاب ، برنامج، ضغط دموي.

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## **INTRODUCTION**

The concept of the emotional intelligence is one of the modern concepts, within the concepts of positive psychology that searches for the positive aspects of the individual and how to maintain, develop and invest in them to achieve psychological harmony and emotional balance and to prevent mental disorders that threaten individuals as a result of their exposure to stress, psychological trauma, and multiple life problems.

Depression is also one of the most common mental illnesses at the present time that affects individuals of all ages, by virtue of the age of speed in which we live and the many requirements and events, and the person who suffers from depressive disorder becomes captive to negative psychological feelings and his symptoms are classified within a special clinical schedule. It is difficult for him to adapt and integrate into the society in which he resides and may make him a harmful individual for himself, his family and society.

Studies and research conducted on a sample of individuals suffering from mental depression indicated that depression is one of the most prevalent mental disorders among individuals with blood pressure disease. Therefore, they are in dire need of psychological training programs that help them reduce the psychological difficulties they face, as most studies focus on the theoretical side in diagnosing mental disorders, which confirmed to researchers that there is an urgent need to provide training programs to help blood pressure patients with depression develop their emotional skills. That helps them overcome their psychological problems.

Therefore, the researchers' idea came to design a training program based on emotional intelligence skills aimed at patients with blood pressure and depression, and the researchers took care in this program to be realistic, including all the different aspects related to the psychological, social and health aspects.

### **1-The study problem**

Emotions play a huge role in human health, both physical and psychological. On the psychological side, there are many psychological diseases related to the disturbance of emotions and conscience, so we find, for example, depression and mania diseases, which are opposite to depression, anxiety, phobias or fear, and the close relationship of these

diseases and psychological problems to emotions and feelings is not hidden. (Al-Moubayed, 2008, p. 167)

Hence, the importance of emotional intelligence appears, especially when we are at the beginning of the third millennium, when we find that society faces many problems related to the political, social, cultural and economic sphere. There is no doubt that the solutions to most of these problems that cause distress and anxiety in society is that the individual possesses not only well-developed intellectual capabilities, but they also have to possess social and emotional skills that are integrated with intellectual skills to solve these current problems, hence the importance of skills between People and the ability to get along effectively with each other, and all this contributed to the interest in emotional intelligence.

(Pfeiffer, Steven I,2001, p.p138-142)

The study (Jean O'Neill, Oneil Gohn, 1996) indicated that emotional intelligence makes the individual control his emotions and make the right decisions in his life, and makes the individual have the incentive to remain optimistic and can face work problems and be sympathetic to those around him as well, and make him reside with those around him. He has successful and harmonious social relations, and through his knowledge of the feelings, sentiments and emotions of those around him, he is able to persuade them and then lead them, and the study indicates that the success of an individual in his daily life depends on his intelligence and sentimental.(Ferradj, 2005, p 107)

Certainly, emotional intelligence is positively and elevated linked to the mental health of the individual and his motivation to fulfill his various social and educational roles. To the extent that the individual has the emotional intelligence factors and its components, the more he enjoys extroversion and emotional balance and avoids introversion and neuroticism, as the circle of his harmonious successful relationships expands, his positive interactions increase, and his social and life skills vary. (Zidan &Imam, 2003, p 14)

Depression is also ranked fourth among diseases that cause disability, and by 2020, it is expected that depression will be ranked second. It is estimated that there are 121 million people around the world suffering from depression according to the World Health Organization, in addition to that

one of the following: Every four families will have at least one member of a mental disorder at any time in all parts of the world during some period of their lives.

And based on the study carried out by the Ministry of Health and Population in cooperation with the National Bureau of Statistics (MICS4), it was made clear that the incidence of blood pressure is at the forefront of chronic diseases prevalent in the Algerian society with 221,178 people with the disease and adults aged 15 years and over in 2015, and based on the expectations that have been made It is expected to rise to 326,300 as a minimum and 361712 as a maximum value

In a study carried out by Christiani and Katrina (2013) that this study aimed to find out the relationship between the different dimensions of emotional intelligence and coronary heart disease, this study was conducted on a sample of 300 suffering from coronary artery disease in Greece for a period of 3 years, the results of this study showed That there is a relationship between regulation of emotions and the occurrence of coronary heart disease. From this we can deduce that coronary artery disease (CHD) is associated with emotions, especially negative ones such as anxiety and depression. And emotional intelligence (EI) has a positive role in preventing this disease. (Chrisanthy, Katerina 2013)

And in another study by Agwal and Smit (2016) to compare the level of emotional intelligence in a sample of 60 adults aged from 25 to 50 years, divided into two groups, a group of 30 people suffering from high blood pressure, and another group of 30 people. No hypertensive disease for the objective of comparing emotional intelligence score with heart rate fluctuation to compare high blood pressure before heart rate fluctuation.

This study concluded that people who have a lower level of emotional intelligence have more high blood pressure. (Agarwal, Sumit, 2016)

And in another study by Pantala and Annel (2017), which aimed to find out the differences in the level of emotional intelligence among a sample of adults with blood pressure disease and a sample of healthy adults. The sample consisted of 50 people, 25 people suffering from blood pressure disease, and 25 people without this disease. The sample was chosen randomly. The results of the study showed a big difference in the level of emotional intelligence, as people who suffer from high blood pressure have

a much lower emotional intelligence than people who do not suffer from blood pressure disease. (Vandana, & Anil, 2017)

In light of the above, and with the lack of Arab and local research that focused on building proposed programs to develop emotional intelligence in a sample of patients with blood pressure afflicted with depression, this study came to pay attention to this group by building a program based on emotional intelligence skills to reduce the level of psychological depression in a sample of patients Blood pressure.

Accordingly, the study problem is determined in the following questions:

- 1- Are there statistically significant differences in the level of emotional intelligence between the control group and the experimental group due to the proposed program?
- 2- Are there statistically significant differences in the level of psychological depression between the control group and the experimental group due to the proposed program?
- 3- Are there statistically significant differences between the mean scores of the experimental group members in the post and tracer measurements on the dimensions of the psychological depression scale attributable to the proposed training program?

## **2- Study hypotheses**

- 1- There are no statistically significant differences in emotional intelligence between the control group and the experimental group due to the proposed program.
- 2- There are no statistically significant differences in the level of depression between the control group and the experimental group due to the proposed program.
- 3- There are no statistically significant differences between the mean scores of the experimental group members in the post and tracer measures on the depression scale due to the proposed training program.

## **3- Definition of study terms:**

### **3-1- Emotional Intelligence**

Mayer and Salovey defined emotional intelligence as the ability to control our emotions and employ them in order to maximize our ability and personal effectiveness to make the appropriate decision, as a reaction to these emotions (Mayer & Salovey, 1995, p 125)

In another definition, Goleman says that emotional intelligence is the ability to perceive and pay good attention to self-feelings, emotions, to understand and organize them, and to accurately perceive the feelings of others, to enter into positive and effective social relationships with them. (Golman, 1999, p 232)

Bar-On defined it in (2006) as a hybrid of interactions of a set of skills, competencies, and emotional and social facilitators that affect an individual's ability to understand himself, express himself, understand and relate to others, and deal with the requirements of daily life and face challenges and pressures.(Bar-on, 2006, p3)

In this study, the researchers adopted Goleman's concept of emotional intelligence.

In light of this, emotional intelligence can be identified in the current study in the following dimensions: self-awareness, emotional management, motivation, empathy, and social skills.

**3-1-1- The procedural definition of emotional intelligence in the current study:** It is the sum of scores that an individual with blood pressure disease obtains on the items of the emotional intelligence scale prepared by researchers.

### **3-2- The concept of psychological depression**

Beck defines depression as an exaggerated, non-adaptive response that occurs as a logical consequence of a combination of negative perceptions or perceptions of the self, the external situation, the future, or the three elements combined. (Beck et al, 1980, P84)

Depression is defined in the Fifth Diagnostic and Statistical Manual as a psychiatric condition characterized by the presence of a mood disorder, which results in feelings of sadness, pessimism, and a tendency to decrease self-worth in a continuous manner over a period of not less than two weeks. Which is the result of life circumstances and events and is considered interactive, or it is not related to any external problems, and thus it is considered internal and classified into more than one type. DSM-5,2015).

**3-2-1- The procedural definition of psychological depression in the current study:** It is the sum of the scores that a person with blood pressure disease obtains on the items of the psychological depression scale prepared by Aaron Beck.

### **3-3- The concept of blood pressure disease:**

In this study, hypertension is defined as a permanent elevation of blood volume and exceeds the medically applicable reference standard, which has a maximum limit of between 140/95 mm at 40 years of age and 160/95.

### **3-4-The concept of the training program:**

The program: Defining the glossary of education terms as: All lessons in one of the academic fields that are organized together to achieve one general goals or go in one direction (Ahmed Zaki Badawi, 1980, p.205).

The proposed training program is defined in this study: as a set of steps and procedures to help patients with blood pressure and depression develop their emotional intelligence skills.

### **4- Study objectives:**

This study aims to achieve the following:

- 1- Preparing a training program to develop emotional intelligence skills for patients with blood pressure and depression.
- 2- Knowing the effect of this program in reducing depression among teachers 'sample.
- 3- Knowing the extent of the existence of statistically significant differences between the mean scores of blood pressure patients with depression in the experimental group and the average scores of the control group in the level of both emotional intelligence and depression before and after applying the program.
- 4- Detecting the continuing effect of the program after its implementation for a period of time in developing emotional intelligence in reducing the level of depression in a sample of blood pressure patients.

### **5- Importance of the study:**

This study sought to provide a new scientific addition by building a program based on emotional intelligence skills for patients with blood pressure with moderate depression, and examining the effect of that in reducing the level of depression, as this study seeks to educate blood pressure patients about their feelings and emotions and train them in the skill of managing emotions and motivation. Achievement contributes to achieving psychological stability.

This study also seeks to draw the attention of those in charge of the health sector in Algeria to the importance of emotional intelligence and its

role in the prevention of many mental disorders, and that drug treatment is an insufficient unit to recover from physical illnesses, but rather a psychological accompaniment that accompanies medical treatment.

This study also seeks to motivate researchers and scholars to carry out other studies related to the current research variables in order to achieve the scientific richness of the cognitive aspects associated with it.

## **6- Methodological procedures for the study:**

### **6-1- Study Approach:**

The researchers used the experimental approach based on the use of groups equated by the method of one experimental group and one control group, with the design control in a way that restricts the parity between the two groups in terms of the similarity of the central tendency and the dispersion of pre-test scores and finding the difference of increase between the average results for the post-test post-test For the experimental group that was exposed to the experimental variable and the control group, in order to determine the effectiveness of the proposed training program in developing emotional intelligence skills among the members of the experimental group.

### **6-2- Controlling the study sample:**

The two researchers looked at a set of previous studies, and after examination and scrutiny, they were able to identify the most important factors affecting emotional intelligence and depression, which are the variables that are due to influences from external sources, and may affect the dependent variables in this study, and therefore it is necessary to control them and limit them. From its impact, which is in this research:

Socio-economic level: by using the economic and social level form of Professor Abdul Karim Quraishi.

Age: The sample was chosen from 35 to 50 years old.

Duration of blood pressure disease: the sample was selected from patients whose duration of blood pressure disease exceeded 10 years.

- Gender: the sample was chosen from males only.

### **6-3- Study tools:**

The following tools were used in the current study: Sample Adjustment Tools:

- Emotional intelligence scale for blood pressure disease (prepared by the two researchers) Psychological Depression Scale (Beck Preparation)



The proposed training program used in this study (preparation of the researchers)

- Training sessions evaluation form (prepared by the researchers)

#### **6-4- Psychometric properties of the study tools:**

##### **6-4-1- Emotional intelligence scale:**

- **Scale stability:** The differential validity of the scale was verified by applying it to a random sample of blood pressure patients, whose population reached one hundred (77) patients, given that the answer alternatives are multiple in the scales used in the current study. Reliability was estimated by the Cronbach alpha method by The Statistics Package System for Social Sciences (SPSS) and the results are summarized in the following table:

**Table (01): The reliability coefficient of the emotional intelligence scale using the Cronbach alpha method**

the scale	the sample	Stability coefficient
Emotional intelligence scale	77	0.912

We note from Table No. (01) that the Cronbach reliability coefficient for the emotional intelligence scale is equal to 0.912, which indicates that the scale hears a high degree of stability, this result allows the scale to be used in this study.

##### **Validity of the emotional intelligence scale:**

The validity of the current scale was calculated by the method of discriminatory honesty, where the scores of individuals were arranged from the lowest to the highest, then 27% of the scores were taken at the highest distribution and 27% of the scores were at the lowest distribution, and the number of individuals in each of them was 27 individuals. The differences between the two groups is available on the statistical system (SPSS) and the following table shows the results:

**Table No. (02) results of (T) test for the peripheral comparison between the scores of the up per and lower group in the emotional intelligence scale**

	the number	Average Arithmetic	standard deviation	Degree of freedom	T value	Indication level
Lower group	27	82,41	7,054	44	12.402	0.000

upper group	27	108,25	3,421			
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It is noticed from Table No. (02) that the value of the function is much less than 0.01, as there are statistically significant differences between the lower group and the upper group, and therefore the emotional intelligence measure has a high degree of discriminatory honesty.

**6-4-2- Psychometric properties of the Psychiatric Depression Scale:**

- Scale stability:

**Table (03): The reliability coefficient of the emotional intelligence scale using the Cronbach alpha method**

the scale	the sample	Stability coefficient
Depression Scale	77	0.810

We note from Table No. (03) that the Cronbach reliability coefficient for the psychological depression scale is equal to 0.810, which indicates that the scale has a high degree of stability, this result allows the scale to be used in this study.

- Validity scale of psychological depression:

**Table No. (03): Results of (T) test for a peripheral comparison between the scores of the upper and lower group in the psychiatric depression scale for patients with blood pressure**

	the number	Average Arithmetic	standard deviation	Degree of freedom	T value	Indication level
Lower group	27	10.122	3,350	44	-10.220	0.000
upper group	27	23.103	6,305			

It is noticed from Table No. (04) that the value of the function is much less than 0.01, as there are substantial differences between the lower group and the upper group of the exploratory sample.

**6-5 – Statistical tools for the study:**

- T. test of independent samples.
- Average Arithmetic.

-standard deviation.

- Alpha-Cronbach laboratories.

-Leven's Test for Equality of Variances

- Man-Whitney test to calculate the significance of the differences between small groups, which is the significance of the differences between the experimental and control groups.

- Wilcoxon test to calculate the significance of the differences between small groups, which is the significance of the differences between the experimental and control groups in the pre and post measurements, and also in the post and tracer measures.

- Adjusted earning percentage for Black to calculate the effectiveness of the proposed training program.

- Percentages.

### **6-5- Temporal and spatial limits of the study:**

**6-5-1 The human dimension (the sample of the study):** The number of individuals in the sample withdrawn for the main study was 20 individuals suffering from blood pressure disease suffering from moderate depression, as the two researchers then randomly divided them into two equal and equal groups:

- An experimental group: consists of 10 injured persons who undergo the activities of the proposed training program.

-Control group: consists of 10 injured people who are not subject to the activities of the proposed training program.

**6-5-2 Geographical dimension:** The samples in which the study was conducted were intentionally chosen from the governorate of Laghouat.

**6-5-3 Time dimension:** The study tools and the training program were applied from the beginning of April 2019 to the end of June 2019, and to ensure the continuity of the program's impact two months after its implementation, i.e. at the beginning of September 2019.

### **7- Study procedures:**

In the framework of implementing the study, the two researchers took the following steps:

-Designing an emotional intelligence scale for blood pressure patients.

-Taking a license from the applied Directorate of Health and Population in the state of Laghouat to allow researchers to apply the measurement to patients with blood pressure disease.

-Selection of some private clinics for the state of Laghouat randomly to conduct the exploratory study and the original study.

- Controlling the rest of the study tools and conducting validity and validity tests by conducting the exploratory study.
- Selecting an intentional sample of patients with blood pressure disease and applying measures of emotional intelligence and psychological depression.
- Choosing 20 patients with blood pressure disease from those who scored low on the emotional intelligence scale and high scores on the psychological depression scale.
- Divide the studied sample randomly into two equal groups, an experimental group to which the proposed program is and its number (10 patients), and a control group on which the program is not applied, its number (10 patients).
- Implementation of the proposed training program for the members of the experimental group.
- Conducting dimensional, by means of a quota evaluation form prepared by the two researchers.
- Conducting tracer measurements for the members of the experimental group, after the elapse of measurements for the various research tools and monitoring the results of the experimental and control groups.
- Evaluation of training sessions an interval of two months (60 days).

**8- The proposed training program based on emotional intelligence skills:** prepared by the two researchers.

The two researchers prepared and designed this training program based on the following steps:

First: The theoretical study, where the researchers were briefed on some programs related to the research topic.

Second: Building the initial image of the training program.

Third: Presenting the program to a group of arbitrators.

Fourth: Correct and amend the program in the light of the arbitrators.

**8.1 Implementation of the program:**

1- After distributing the emotional intelligence measures and the psychological depression scale on an intended sample of patients with blood pressure disease amounting to 77 patients, where the two researchers ranked the lowest scores in the level of emotional intelligence and the highest degrees in the level of psychological depression.

2- Dividing the study sample into two groups in a randomized, experimental and control manner, then conducting homogeneity between the members of the two groups in terms of emotional intelligence and the level of psychological depression.

3- Applying the study tests with the standards used on all members of the experimental and control groups, before implementing the program, then monitoring the results and excluding the peripheral cases.

4- The application of the program to the members of the experimental group for a period of three months, 12 classes, the duration of one session is forty-five minutes (45 minutes), from April 2019 to June 2019.

5- Conducting post-measurement by applying the study measures to all members of the experimental and control groups, and monitoring the results.

6- Conducting the tracer measurement by applying the study measures on the experimental group members only after two months (eight weeks after the completion of the program) (September 2019).

7- Processing the data statistically to verify the validity of the assumptions made for the study.

9 - Interpretation and discussion of the study hypotheses:

- The first hypothesis: There are no statistically significant differences in emotional intelligence between the control group and the experimental group due to the proposed program.

To verify the validity of this hypothesis, the two researchers applied the emotional intelligence scale to the experimental and control groups after the experimental group was exposed to the activities of the training program. Then the researchers used the “Man-Ten” test to calculate the significance of the differences between the mean scores of the members of the experimental and control groups in the post-measurement on the IQ scale. Affective, and Table (04) shows the results of this procedure.

**Table No. (04) shows the results of the “Man-Whitney” test for the significance of the differences between the experimental and control groups on the emotional intelligence scale**

The dimension	Experimental group(n=10)			Control group(n=10)			The test value z	Indication level
	Average	Total ranks	Average ranks	Average	Total ranks	Average ranks		
Self awareness	25,30	567,50	567,50	13,40	13,40	10,50	-4.36	0.01
Self awareness	22,32	599,50	599,50	16,80	16,80	12,63	-5.29	0.01
Motivation for achievement	25,47	610,00	610,00	16,92	16,92	10,65	-5.43	0.01
Sympathy	32,41	610,00	610,00	15,40	15,40	11,03	-5.45	0.01
Communicate with others	20,65	610,00	610,00	21,15	21,15	10,50	-5.12	0.01
<b>Total</b>	<b>24,79</b>	<b>607,00</b>	<b>607,00</b>	<b>73,67</b>	<b>73,67</b>	<b>10,50</b>	<b>-5.23</b>	<b>0.01</b>

It is evident from Table No. (04) that there are differences between the average ranks of the scores of the experimental and control group in the post-measurement on the basic dimensions and the overall score of the emotional intelligence scale, and these differences are statistically significant at a significance level of 0.001, and therefore we reject the null hypothesis, and accept the alternative hypothesis.

**Discussing the result of the first hypothesis:**

It is evident through the previous presentation of the results of the first hypothesis of the study that there has been a significant improvement in the level of emotional intelligence in its various dimensions among the members of the experimental group after exposure to the proposed training program compared to the control group members who were not exposed to the activities of the program.

The researchers attribute this improvement in the level of emotional intelligence and its sub-dimensions to the various techniques and activities used in the proposed program, such as the technique of modeling, role playing, dialogue, discussion and homework due to the impact of these techniques on developing self-awareness, managing and controlling emotions, and contributing to positive thinking, which increases The individual's motivation to achieve and acquire the skill of empathy and effective communication with others. (Randal. Brawn, 2003) explained that it is possible to develop personal intelligence skills as one of the components of emotional intelligence through narrative activity, the use of modeling art, role play and homework.

**2- The second hypothesis:** There are no statistically significant differences in the level of psychological depression between the control group and the experimental group due to the proposed program.

To verify the validity of this hypothesis, the two researchers applied the psychological depression measure on the experimental and control groups after the experimental group was exposed to the training program. Then the researchers used the “Mann - Ten” test to calculate the significance of the differences between the mean scores of the members of the experimental and control groups in the post-measurement on the psychological depression scale Table No. (05) shows the results of this procedure.

**Table No. (05) shows the results of the Man-Whitney test for the significance of the differences between the experimental and control groups on the psychological depression scale.**

variable	Experimental group(n=10)	Control group(n=10)	The	Indic
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	Average	Total ranks	Average ranks	Average	Total ranks	Average ranks	test value z	signification level
<b>depression</b>	16,21	513,50	22,03	27,43	303,60	21,08	-1.421	0.001

Discussion of the outcome of the second hypothesis: It is evident through the previous presentation of the results of the second hypothesis of the study that there has been a clear decrease in the level of psychological depression among the members of the experimental group after exposure to the proposed training program compared to the control group that was not exposed to the program.

Overall, these results confirm that the program used is effective in reducing the level of psychological depression in the experimental sample, as the techniques included in it, especially the lecture, discussion, role playing, modeling and homework, led to the depressed blood pressure patients enlightening the sources of the disorder, its causes and their psychological and health impact on them, which contributed Significantly increases their awareness of their problems and the need to find a way to overcome them.

While we note that the control group that was not exposed to any kind of attempts to reduce the level of psychological depression remained in its environmental conditions, the level of psychological depression remained almost the same and even increased in some cases as a result of the increase in these environmental pressures stimulating anxiety behavior.

- The third hypothesis: There are no statistically significant differences between the mean scores of the experimental group members in the post and tracer measures on the dimensions of the psychological depression scale.

To verify the validity of this hypothesis, the two researchers applied the psychological depression measure to the experimental group after being exposed to the training program. Then the researchers re-applied the test after a period of (60) days from the end of the program. The significance of the differences between the mean scores of the experimental group members in the repeated dimensional measurements on the Psychiatric Depression Scale, and Table No. (06) shows the results of this procedure.

**Table No. (06) shows the results of the Wilcoxon test for the significance of the differences between the post and tracer measures of the experimental group on the psychological depression scale (n = 10)**

variable	Ranks	the	Average	Total	Average	The z	indication
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	direction	number	Arithmetic		ranks	ranks	value	
Total	-	10	After	Traceral				
	+	<b>10</b>	82,30	82,95	85.50	09.39	-0.524	Not indication
					145.50	11.55		

It is clear from Table No. (06) that there are no statistically significant differences between the mean ranks of the scores of the members of the experimental group in the post and tracer measurements on the total score of the psychological depression scale, as the value of (Z) the critical ratio does not exceed the limit value required for the statistical significance, and this indicates To the positive results of this program in developing emotional intelligence skills and its role in reducing the level of psychological depression, and its continuing impact on the behavior of the members of the experimental group.

Discussion of the third hypothesis:

The continued positive effect of the training program that relies on emotional intelligence skills in reducing the level of psychological depression two months after the end of the program is a great indication of the importance of this program and its positive results.

**10- Conclusion:**

Through the above, the success of the training program based on emotional intelligence skills in reducing the level of depression in a sample of blood pressure patients is a strong indication of the importance of emotional intelligence and its dimensions on the psychological side of individuals in light of the complexity of daily life and the large number of pressures, and it is also considered a strong indicator in strengthening immunity Psychological against many mental disorders.

In light of the success of implementing the current training program and proving its effectiveness, the researchers suggested the following:

- Making use of the current research tools, whether related to the emotional intelligence scale or the proposed program, and applying it to other groups of diabetics and others.
- The need to direct emotional intelligence programs for the psychologist in the health sector, because it is an essential element through which the patients' skills are developed, which have an important role in treating some of their behavioral disorders.



- The need to pay attention to emotional intelligence programs, by integrating them so that they become an essential part of the formation of psychologists.

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