



Examine the relationship between Unknown emotional, interpersonal problems, in high school students' knowledge, Sarpolezahab district

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ABSTRACT

The present study investigated the relationship between Unknown emotional, interpersonal problems, in high school students' knowledge Sarpolezahab district, is at 2012-2013 years. Research method was descriptive, correlational, population of this study, all high school students Sarpolezahab district boys and girls in the age group 14-19 years, a total of 5435 people. using simple random sampling, a statistical sample of 360 students (180 girls and 180 boys) were selected by Morgan. instrument used in this study, the scale of emotional Unknown Toronto (FTAS-20), and the scale of interpersonal problems (IIP-60), has been used. methods of data collection, data analysis, the index and methods of descriptive statistics, including frequency, percentage, mean, standard deviation, and inferential statistics including the Pearson correlation coefficient, t the independent variable in the regression to predict criterion has been used in research. The results showed that the students have difficulty describing feelings, interpersonal problems, positive correlation is, and the difficulty in identifying feelings, and externally oriented thinking with interpersonal problems related to students there. Results of regression analysis, showed Unknown components can be emotional components of interpersonal problems (responsibility, confidence, decisiveness), penetrate the nose. Based on the present results, we can conclude that the Unknown emotional, and personal problems between students, the relationship is positive and significant.

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Introduction

Emotional Unknown structure is derived from psychodynamic thought, that it is literally "no words for feelings. The most distinctive feature of patients with the emotional Unknown, difficulty in identifying and applying excitement. Defects in fantasies, inability to regulate emotions, inability to differentiate emotions, and physical agitation, reality-based and action-oriented thinking, important features People with emotional Unknown Stein, who grew up to normal physical agitation, signs of physical arousal, bad Interprets, and emotional distress through bodily complaints show, and the remedial measures also seek physical symptoms said. therefore Unknown emotional component, as a multidimensional construct, it is marked as: difficulty in identifying feelings, difficulty describing feelings, externally oriented thinking (Koochi, 2010: 11)

Interpersonal problems, problems that are experienced in relationships with others, and can cause mental confusion, or discomfort with this bunch of (mental confusion), are connected. However, identify the nature of interpersonal psychological problems. (personal), has a long history, so Heroitz to review and organize these problems in a way that is useful to researchers, an attempt was not made. Heroitz and his colleagues, careful analysis of the problems reported in clinical interviews could include a series of personal problems between individuals in terms of problem resolution, the coloring, obedience, devotion, responsibility avoidance identify, summarize and make a list. The importance of interpersonal relationships to the extent that valid approaches and pathological classification, diagnostic and special contribution for the role, and their effect on the formation and persistence of psychiatric

disorders, personality disorders are considered even (Besharat, 2009: 130)

The Project

Disability in the cognitive processing of emotional information, and emotion regulation, emotional Unknown called. Most distinctive features of patients with emotional Unknown, difficulty in identifying and applying excitement. Defects in fantasies, inability to regulate emotions, inability to differentiate emotion and excitement Thinking objectively (Karimi, 2008: 29).

Examples of these problems could be the anxiety disorders (including generalized anxiety), mood (such as depression), personality (eg, antisocial personality disorder), and communication (eg, marital problems) can be seen., For example, personal problems between the can be observed in depressed patients, a mechanism that makes a person's social behaviors to avoid. Careful analysis of the problems reported in clinical interviews could include a series of personal problems between people's problems, in terms of certainty, people painting, obedience, devotion, responsibility and avoidance, identify, summarize and make a list. Importance of relationships Interpersonal extent that valid approaches and pathological classification, diagnostic and special contribution for the role, and their effect on the formation and persistence of psychiatric disorders, personality disorders are considered even (Mahmoudi, 2004: 18)

With this question we face, whether between Unknown emotional problems, interpersonal communication on high school students' knowledge, there whether or if relate there is a correlation between the degree of carpel?

The necessity and importance of research

At the theoretical level, the findings of this study can also relate to current theories, emotional Unknown ways to certify, and new questions and hypotheses about the relationship between Unknown emotional and personal problems are discussed. Practical level and clinical specifically, based on the findings of this study provide training in emotional skills, will be on the agenda, the programs that they can teach ways convenient and efficient. Such programs can interfere with the application framework, based on therapy, cognitive processing of emotional information and regulating emotions, too, are injected, and increase their efficiency. Comparisons between the cultural, emotional, and other variables on Unknown the study, based on the findings of this study, another possibility is that, most of the research study and research of the future will be.

Research Objectives

The main objective of the present study was to investigate the relationship between Unknown emotional and interpersonal problems, High school students are in school. Other research aims , checked are as follows :

Explore the relationship between components of the difficulty in identifying feelings, interpersonal difficulties.

Explore the relationship between components of the difficulty in describing feelings, interpersonal difficulties.

Explore the relationship between components of objective thinking, interpersonal difficulties.

Investigate the relationship between emotional Unknown components, the components of interpersonal problems.

Explore the relationship between gender, and education level Unknown excitement.

Explore the relationship between gender, and education and interpersonal problems.

Effect of gender, and education on the relationship Unknown emotional, and interpersonal problems.

Research History

Besharat in 2009, research in the study of the relationship between emotional Unknown, and its components, including the difficulty in identifying feelings, difficulty describing feelings, and externally oriented thinking and interpersonal problems, and six aspects including assertiveness, people painting, obedience, intimacy, responsibility and the inhibitor. 357 students (210 girls and 147 boys), from different disciplines, Tehran University participated in this study. Subjects were asked to measure emotional Unknown Toronto, and the scale of interpersonal problems to complete. Results showed that, Unknown emotional problems, interpersonal relationship is meaningful, emotional Unknown components can interpersonal problems of students in the areas of dispute, the coloring, devotion and responsibility to predict. Roknodini 2008, the study examined the relationship between personality dimensions including neuroticism, extraversion, openness and flexibility, compatibility and loyalty with irritating Unknown includes three difficulty in identifying feelings, difficulty describing feelings, and cognitive style has been objectively. The number seven hundred and fifty (375 females and 375 males) from the general population in Tehran, with complete personality scale (NEOPI-R), and the Persian -scale emotional Unknown Toronto (FTAS-20), in this study volunteers participated. results showed that between neuroticism with alexithymic, and its components are positively correlated. results of the study also showed that, with Unknown extraversion, Emotional negative experience with component taking concrete thinking, negative correlation it is compatible with alexithymic, and its components are negatively correlated, age and sex

alexithymic, no significant correlation between level of education alexithymic, had a significant negative relationship, age, sex, education level, influence the relationship of personality and Unknown lacking emotional, and in general, based on the research we can conclude that alexithymic influenced dimensions of personality placed. Masoome Karimi 2008 study compared Unknown EI, and EI students in gifted and normal has 175 high school students (86 students, gifted, and 89 students in regular schools) participated in this study. Unknown participants scale excitement of Toronto, and completed the emotional Intelligence Scale, the results showed that, Unknown emotional witted school students, high school students than normal. But the emotional intelligence of students, gifted and ordinary, significant differences were observed. Both groups, giftedness common among Unknown emotions and emotional intelligence, there was a significant negative relationship. Nikgoftar in 2009, research on the relationship between emotional intelligence, emotional Unknown, public health and academic achievement in high school students surveyed. In order to evaluate the nature of the change, emotional intelligence, based on the acquisition of self-consciousness, and realizing the potential of EI and 40 female students, evenly divided into two groups, respectively, and tests measuring self EI scale Unknown Emotional Toronto, Inventory public health, and the revised list, signs of illness were completed. groups in 10 sessions on emotional intelligence, based on the theoretical model Salovey and Meyer, within 5 weeks participated in the training, testing prior to re- run, the results showed that emotional intelligence training, only to increase social skills (emotional intelligence subscale), and reduce the difficulty in describing feelings (emotional Unknown subscale), was followed. Significant differences in academic achievement and public health groups, test and control groups. Ahmadi 2011, research on the role of personality characteristics and emotional Unknown in predicting symptoms of psychopathology in patients with major depression, which is this is a descriptive - analytical, on a sample of 323 patients with major depressive disorder, 32 to 45 years (225 women and 98 men), mean age 38 years, the sampling method, among patients admitted to the psychiatric clinic of Ardabil province were selected. means of data collection, including scale Unknown Toronto emotional, and psychological symptoms were revised list. results showed that only the first aspect alexithymic (difficulty identifying feelings), all the symptoms of psychopathology in patients with major depression had significantly predicts. Seems to play a role in other aspects of emotional Unknown, the predicted signs of psychological pathology, be humble. Shahgholian, Moradi and Kafi, the study examined the relationship between emotional Unknown, styles and general health of emotional expression, the students began to in this study, 210 students (105 females and 105 males), the method of random sampling multi-phase, of the University of Gilan, select, and help scale Unknown emotional Toronto, and questionnaires over emotional expressiveness, emotional control, ambivalence expressiveness emotional, and general health were evaluated, the results showed that, Unknown emotional, with all the emotional control subscale, significant associations, so that emotional inhibition, and rumination significant positive relationship, and aggression control and benign control, showed a significant negative relationship. Also Unknown emotional ambivalence styles, the direct relationship between the emotional expressiveness, and the total score of the questionnaire, there was a significant relationship. Between female and male students, in terms of emotional Unknown, no significant differences were found.

Indeed, increased Unknown emotion is associated with a decline in general health. Heshmati, Ghorbani, Rostami, Ahmadi 2009, and the Brotherhood in a comparative study of emotional Unknown in patients with psychotic disorders, and normal people have Non-psychotic this study Ali - compared 60 psychotic patients, 60 patients Non-psychotic, and 140 healthy individuals, in terms of demographic variables, with him matched, and Levine's test results also indicated homogeneity of variances in the three groups, sampling method was selected, and enjoying the excitement of Toronto Unknown scale, were compared. results showed Unknown emotional variables, patients with psychotic disorders, and normal individuals and patients with non- psychotic disorders, and normal individuals, there are significant differences, as well as components of the difficulty in identifying feelings, describing feelings, and externally oriented thinking in psychotic patients, more than two Other. tidings, research on the relationship between emotional Unknown, and styles in my defense, the a student sample is examined., in this study, 286 students (135 men and 151 women) from various disciplines attended Tehran University. Subjects were asked to measure emotional Unknown Toronto, and Defense Style Questionnaire (DSQ), to complete, the results showed that, among Unknown emotional and defensive style developed, a significant negative correlation, between Unknown emotional and defensive styles neurotic, and immature, there is a significant positive correlation. Ghalebani 2008, the research aimed to investigate and compare Unknown emotional self-regulation and Gray in people with substance abuse and non-infected individuals has done. 360 volunteers (180 men suffering from substance abuse, and 180 non- infected men) participated in this study. Participants were asked to measure emotional Unknown Toronto, servo Gray Scale (SRI-25), to complete. The results showed that, Unknown emotion in individuals with substance abuse than non- sufferers, and individuals suffering from substance abuse, self- Gary, was weaker than non-infected individuals. Besharat in 2009, the study examined the relationship between hard work, and the components of the triple its commitment, control and challenge, problems with interpersonal aspects sextet that includes the determination, the coloring, obedience, devotion, responsibility and the avoidance Tehran University student, was 0.273 (97 males and 176 females), with a complete hard scale, and the scale of interpersonal problems, participated in this study. results showed that hard work and components thereof, interpersonal problems generally, and in the areas of dispute, the coloring, intimacy and responsibility, negative. The results showed that the components of the hard work, the two components can be controlled and fighting, the changes associated with interpersonal problems in general, to predict, and changes associated with interpersonal problems in uncertain contexts, people painting, intimacy and responsibility, only the components of defiance, was predictable. Besharat in 2004, research on the relationship between dimensions of perfectionism, interpersonal problems is investigated. 50 Tehran University students (36 women and 14 men) completed Perfectionism Scale, and Interpersonal Problems Scale, participated in this study. The results showed that, between dimensions of perfectionism and interpersonal problems, there is a significant positive correlation: the other circuit perfectionism, interpersonal problems, in terms of compliance, and avoidance of intimacy, community -oriented perfectionism, interpersonal problems, in terms of people painted and responsibility, and self-oriented perfectionism, interpersonal problems, in terms of responsibility were correlated. Between the scores of male and

female subjects in terms of variables, perfectionism, and interpersonal problems, significant differences were observed.

hypotheses and research questions

The main hypotheses: the Unknown emotional and interpersonal problems, there is a positive relationship.

Sub- hypotheses :

- the components of the difficulty in identifying feelings and interpersonal problems, there is a positive relationship.
- the components of the difficulty in describing feelings and interpersonal problems, there is a positive relationship.
- the components of visual thinking and interpersonal problems, there is a positive relationship.
- Among the problems individual students, boys and girls are different.
- Unknown Emotional between male and female students, there is a difference.
- gender, education, socioeconomic status, place of residence and profession can predict interpersonal problems.
- Emotional Unknown components can be personal problems between the components, to predict.

Questions :

- the components of the difficulty in identifying feelings and interpersonal problems, relationship there?
- the components of the difficulty in describing feelings and interpersonal problems, relationship there?
- Do the components of visual thinking and interpersonal problems, relationship there?
- What is the relationship between gender and education, with a emotional Unknown there?
- What is the relationship between gender and level of education, interpersonal difficulties are there?
- Do gender and education level, the relationship between Unknown emotional and interpersonal problems, impact?
- Do Unknown components of the emotional components of problems, interpersonal relationship there?

Methods

Since the present study was to examine the relationship between variables will be described, and the other to the survey, in order to obtain a type of social information, and questionnaires were used in the present study because Unknown relationship between emotional and personal problems between checks is a correlation research.

Statistical Society:

All male and female high school students Sarpolezahab district, in the age group 14-19 years, the present study is that the total 5435 people, including 3075 girls and 2360 boys are.

Statistical sample:

360 patients (180 females and 180 males), of the Statistical Society, statistical sample of the present study. Sample was selected using Morgan.

Sampling:

In this study, simple random sampling method was used

Research Tools :

In this study, the scale of emotional Unknown Toronto (FTAS-20), and the scale of interpersonal problems (IIP-60), has been used. Toronto emotional Unknown scale (Bgbi, Parkro Taylor, 1994), a 20- question test, and three difficulty in identifying feelings subscale (including 7 females), difficulty describing feelings (5 females), and externally oriented thinking (including 8 females) the five-point Likert scale, a score of 1 (Quite the opposite) to grade 5 (Strongly agree) measures. a total score for overall emotional Unknown calculated. Psychometric characteristics of the Scale excitement Unknown Toronto -20, in numerous studies, reviewed and verified. The Farsi version of

the Toronto -20 emotional Unknown scale, Cronbach's alpha coefficients for the total emotional Unknown, and three subscale difficulty in identifying feelings, difficulty describing feelings, and externally oriented thinking, respectively, 85 %, 82 %, 75 % and 72 % were calculated, a sign of good internal consistency of the scale. Retest reliability of the emotional Unknown Toronto -20 scale in a sample of 67 people, in two doses, four weeks apart, with $r = .780$ to $r = 0.87$, for a total emotional Unknown, and under different scales confirmed. concurrent validity scales Toronto emotional Unknown -20, depending on the scale of the correlation between these tests and measures of emotional intelligence, psychological well-being, and psychological distress examination, and was confirmed, the results showed that the Pearson correlation between test scores and Unknown scale of emotional intelligence, emotional, psychological well-being, and psychological distress, there was a significant correlation. Correlation coefficients between subscales of emotional Unknown, and these variables were also significant. Results Factor analysis confirmed the presence of three difficulty in identifying feelings, difficulty describing feelings, and externally oriented thinking, the Persian version of Toronto -20 emotional Unknown scale. Interpersonal Problems Scale, a test has 60 questions, and interpersonal problems in six areas of dispute, the coloring, obedience, devotion, responsibility and inhibitor, 5 -point Likert scale, a score of 0 to 4 measures. This scale is composed of two parts. Questions first episode, with the words, " It is difficult for me... " begin, and the second part of the question, with the words "... I do very much. " Starting are in addition to the six sub-scales, the average subject in the field of interpersonal problems also, according to his score, a total of 60 test substance is calculated, test scores in each subscale, and the total difficulties score between personal, based on an average is calculated. interpersonal difficulties form 60 -item scale, Cronbach's alpha coefficients for each subscale questions for all subjects, respectively, 0/89, 0/82, 0/91, 0/93, 0/85, 0/87, to test, boys were 0/87, 0/85, 0/89, 0/91, 0/84, 0/83, and for female subjects, respectively, 0/83, 0/89, 0/90, 0/92, 0/85, 0/79, which indicates good internal consistency of the scale. The correlation between subjects' scores on two occasions, with an interval of two weeks for all subjects $r = 0/93$, for male subjects $r = 0/92$, and for female subjects $r = 0/94$, was Mark retest reliability of the scale is perfect. Rating scale interpersonal problems, by calculating the correlation coefficient between the total score of the subjects, Cooper Smith 's self-esteem scale, about 60 students (30 girls and 30 boys) has been determined. The correlation between subjects' scores on self-esteem problems, interpersonal problems shows a significant negative correlation between a person 's self-esteem. The coefficients for the total sample, $p = 0/001$, $r = -0/45$, for female students, $p = 0/004$, $r = -0/51$, and for male students, $p = 0/002$, $r = -0 / 41$, which was a sign of insufficient credit scale.

Statistical methods of data analysis :

After running questionnaires, the statistical sample and data collection, data analysis, indicators and methods of descriptive statistics including frequency, percentage, mean, standard deviation, and inferential statistics including correlation coefficient Pearson, t -independent between groups, and regression to predict the criterion variable in this study is used.

The introduction of variable

Unknown Emotional disability, Cognitive processing of emotional information, and regulate emotions, emotional Unknown called. Emotional Unknown structure is composed of a multi- faceted, difficulty in identifying feelings and distinguishing between feelings and bodily agitation associated

with emotional arousal, difficulty describing feelings to others limit the power of visualization, which are defined in terms of poverty fantasy, stylistic objective (non- visual), pragmatic and objective reflection of reality or circuit (Karimi, 2008 : 29).

Interpersonal problems : interpersonal problems, problems that are experienced in relationships with others, and can cause mental confusion, or discomfort with this bunch of (mental confusion), are connected. Hroitz and his colleagues, careful analysis of the problems reported in clinical interviews, managed set of interpersonal difficulties, including problems in terms of certainty, people painting, obedience, devotion, responsibility and the avoidance identify, summarize, and to list (Besharat, 2009: 130)

Range and scope of research

Territory subject : examining the relationship between Unknown emotional, interpersonal problems, in high school students' knowledge. Territory where research is Sarpolezahab district. Scope of the research has been conducted in spring and summer 2013

Concepts, approaches the theoretical fundamentals

Emotional Unknown :

A large number of patients with psychosomatic disorders, have difficulty regulating their emotions ; Sifnoos, Unknown emotional expression, coined for these emotional problems. Meaning literally the German word no, the word lexis, excitement timos, no words to thrill them. These concepts to distinguish between distress, regulate emotions, traumas _ neuropsychological classic, with the assumption that these two problems in the receptors have different mental processes, was proposed. In early 1970, the Unknown emotional well studied, and its salient features, were presented as follows.

- 1 - difficulty identifying feelings and distinguishing between feelings and bodily sensations induced, emotional arousal.
- 2 - difficulty describing feelings to others.
- 3 - The power of visualization is limited and poverty, the fantastical.
- 4 - outside cognitive styles, and externally oriented thinking (Non-Visual).

According to the definition of the concept of emotional Unknown central issue in the context Unknown emotional, psychological theory - Analysis of Gray, the belief that, in a perfect Unknown more emotional, cognitive processes, and emotional regulation and emotionality have changed is (Koochi, 2010: 24)

A cognitive model - growth, the integration of Piaget's theory of cognitive development, and language development and kaplan Werner 's notation, to investigate the emotional experience, emotional Unknown presented. Impression is, the ability to recognize and describe their emotions, and other cognitive skills, which are acquired through growth processes. According to this model, there are five levels of emotional awareness, which include physical feelings, desire to work, emotions unit, composed of experience the thrill and excitement. 's initial levels of growth, yet structured emotions, physical feelings and action tendencies distinguish verbal protests, did not transfer. On the first level, a reflection of the sensory - motor, emotional, physical sensations are experienced only as the person is not able to describe them. In the second, the motion of the sensory - motor excitement, as the tendency to act or arousal experience are that the person is unable, at this level, the desire for action and states enjoy general to describe the third level, the level of operational distinct emotion, and the experience of being one-dimensional. In the third level, the scope is limited thrilling experience, verbal descriptions of

emotion is often stereotypical, distinct emotions, and complex IV and V level (concrete and formal operations), as well as the whole experience not are, according to the above theory to explain these defects, emotional, and Unknown emotional, cognitive process - development of people with Unknown emotional, the initial levels of growth has stopped, so that the people, the ability to complete the notation and process their emotions verbally, have not achieved. Defect in the ability of symbols in dreams, fantasies, leading to a cognitive style _ objective and external reality is that the tendency to focus on details, objects, and events in the external world can be expressed as (Nikoogoftar : 2009 : 188).

Boochi recently, the principles of cognitive science, psychology analysis with Gary, to create multiple coding theory, are combined. He believes that there are three ways of thinking : the symbolic non-verbal (emotional arousal patterns and sensory information), symbolic nonverbal (imagery), verbal and symbolic (expressing emotions verbally), in the absence of symbolic processing nonverbal information, the physiological activity, likely to be long and repetitive. Boochi believes that the emotional Unknown these thinking patterns with relation (Koochi, 2010 : 26).

Most theorists believe that the key feature Unknown emotional, symbolic protests defects in emotion and emotional awareness. But we should also point out that, Unknown emotional sense of complete unawareness of having no emotion, but Unknown people with emotional, psychological feelings, are normal in terms of intensity, however, that emotional arousal patterns, infrastructure are poorly differentiated emotion, the emotion of people with HIV have been relatively diffuse and less distinct, and clearly can not be expressed because of a defect in the coding of semantic language, verbal and mental feelings are there, it is believed that people with emotion have three components, but these components are linked. The outer and non- visual thinking people, does not mean that they are not generally able to visualize, but the content of their mental imagery, often centering on the outside and the daily duties (Besharat : 2009 : 132).

Interpersonal problems :

Interpersonal problems, self- description refers to the problems that individuals in their relationships with others, and has been associated with many disease. Interpersonal problems, the product of several variables, emotional, cognitive, personality, and communication are considered. Examples of these problems can be found in the anxiety disorders (including generalized anxiety), mood (such as depression), personality (eg, antisocial personality disorder), and communication (eg, marital problems) can be seen., For example, personal problems between the can be observed in depressed patients, a mechanism that causes a person to avoid social behavior (Mahmoodi, 2004: 43).

Interpersonal theories of depression -causing behavior problems among depressed individuals, as the emergence of depressive symptoms (eg, lack of pleasure, fatigue), and deficits in social skills can be considered. The findings show that many variables, interpersonal etiological role in the onset of depression, for example, the Beck Depression types, depression and self- dependent society, distinction. Terms of his depression sufferers dependent community, a friendly personal relations between the interactions look and depression, lack of interpersonal relationships. depression occurs spontaneously in people who are looking for competence and self -worth. Blot analysis, two types of parasite -like depression, and depression can specify the breaking up. Blat, believed that depression -like

parasites due to a conflict in interpersonal relationships, while such people, a strong need to involve interpersonal relationships, but breaking into depression due to self-criticism, and feeling value is created. As a result of depressed parasite -like, extremely depressed, and the breaking up_Depressed, highly self- critical. Findings indicate a person because of interpersonal problems, are depressed, are more successful in the short term dynamic psychotherapy. Hroitz and colleagues, found the complaints which led to individuals, psychotherapists are on different floors are conceptual. Include a syndrome that often in the form of characters and names are put forward, such as " depression, loneliness and anxiety." The second part is related to Its shortcomings thoughts like " something is wrong for me, I've failed. " Third sector, specific behavioral disabilities, for example, " It is hard for me to not tell me." Hroitz et al. have an extensive collection of problems reported in the field of interpersonal relations, collection and classification, and phrases like " I can not do anything ", " I can not say no to me," " It's hard for me is " imply that there are problems in the fields of painting, assertiveness, intimacy, avoidance, and so there is accountability.

Interpersonal problems are rooted in the history of the personal learning, for example, people in their early experiences with other people is disheartening, it is possible to have other people trust, and coupled with the intimacy of contact with other people to avoid as a result, they may, and hostile hegemony problems to report, on the other hand, people in their early experiences led to his adorable little Consider, and may be dependent on others, problems such as the domination of the variability, interpersonal relationships are reported in (Besharat, 2009: 137).

Levels of interpersonal problems :

Strictly, the coloring, obedience, devotion, responsibility and avoidance, as the main component in interpersonal relationships, to be considered, each of them, one is formed in childhood and continues into adulthood finds. interpersonal relationships, without these components are not allowed. Certainly, a person who is in a difficult context, psychological, and social life, will encounter difficulties, the importance of these components, it should be noted that each of these components in the formation of character, play an important role, Borgata example, in the analysis of the main character, determination and responsibility of speaking or five Kostav mk Kerry theory on motivation, interpersonal and communication are emphasized, and the five dimensions implications in terms of interpersonal takes. Hroitz definition, interpersonal problems, has six levels as follows :

Strictly :

An important factor in healthy interpersonal communication, assertiveness skills that include direct expression of feelings, thoughts, opinions and personal interests to other parties. This type of behavior will enable individuals who act according to their best interests, and stand on their own interests, without having to incur unnecessary anxiety. A strong, easily their feelings, appearance, and insists on his ethics, no morals, others deny. Boldly confident, which is linked to the concept of presence, positive attitude, honesty and maintaining respect for self and others. In other words, every person has human rights which must be respected, and due to having such rights, responsibility, and at the same time, the basic rights of others, considers and respects, this interaction analysis of Berne's theory is reminiscent of the attitude of "I'm fine _ you," it says, in general, the major benefit determination, mutual growth calm, and Trust social relations, and even more importantly, it

helps the person in relation to other, better able to assess your situation, and its impact will be positive relationship building. The lack of firm behavior and self-esteem, self-destructive behavior and alcoholism leads.

People Painting :

The coloring, the degree of desire to touch and interact with others, tends to establish the relationship between the personal and friendly demeanor suggests. The painting, which is an adaptive trait, to meet most of the requirements, and obtain positive reinforcement is used in interaction with others. This character trait is continuous from childhood, the child through socialization, culture teaches their community, and their performance, in ways that are socially accepted, the coordinate. Sense of social solidarity, and mutual relations between individuals in a society, and in association with others, including the characteristics of social development. Social person, in addition to the miles, spent with others, willing to collaborate with them as well. Some theorists, the painting is considered one of the building blocks, as well as research has shown, those who are more socially evolved, so too have other dimensions. They proved very popular, they are looking for others and group activities (such as extroverts), on the other hand, people who are not successful (ie, introverts) prefer individual activities, and tend to stay away from others. neglect of social development, leading to a lack of cooperation and commitment to others, hopelessness, depression, desire for solitude, lack of empathy, delinquency, violent behavior is ambitious.

Obedience :

Obedience as a means of self-protection, including obedience to the wishes of a person, or anyone in particular social environment, is housed. Obedience leads to internalization or moral development, which begins in childhood and continues into adulthood. Their obedience, of anything which may provoke animosity others avoid, they dared to criticize or do not hurt, repress their desires, and they can not defend themselves against abuse because they are afraid that this defensiveness and hostility, abusive stir often are those who obey, believe that their own have devoted the past. Horney research also has shown that compliance can lead to mood disorders

Intimacy :

Intimacy, involves interaction, self-disclosure, which open and close personal relationship is concerned. Intimacy, share feelings, hopes, fears and vulnerabilities, as included within intimate relationships, individuals as individual people who interact with each other, to their different emotional experiences, mutually share, and then the feeling of their identity, they emphasize. Intimacy, need to be with others, but desire or willingness to experiment, exchange intimate relationship with another person. Important point, in intimate relationships, emotional impact humans have on each other, the intimate feel of issues in similar ways, different concepts and ideas of others to support or encourage one another in the fall. these correlations, which means that they can, to a certain extent against each other, encourage each other, or to punish. People in close, with your friends, intimate relationships, and their commitment to the relationship, it is not surprising that, for some people because of the interdependence of development to avoid intimate relationships and emotional commitment with others, represents abdication of control over emotions, and so full independence threatens, for example, can be avoidant personality disorder are those who can not because of fear of rejection, warm and close relationships with others have.

Responsibility

The inner strength and personal responsibility for making your life stresses, responsibility, the responsibility of the individual tasks, and take responsibility for their actions, a sense of responsibility, obligation, in response to the actions of the person being, and has two conditions : recognition means the ability to differentiate between good and bad, and independent decision making. Self-esteem, responsibility, and respect for the individual concerned, thereby accepting responsibility, develop self-worth, the cause. Responsibility, that person is responsible for their own actions and the actions to undertake. Accountability process, rather than external actions begin with thoughts and feelings of individuals begins. People with personality disorders are not related responsibilities, such things are often lax, lazy and lacking a sense of responsibility, the responsibility to focus on the core business of basic education, and psychotherapy, and responsibility, as a An obvious sign of mental health is considered. Accept responsibility, and knowledge of right and wrong, common sense and emotional engagement, and their relationship with one's daily life, it is important to treat people.

Avoidance

Perception or belief that people 's degree of control over life events, and their efforts are, of Murray, the avoidance of the need for power, is considered one of the basic needs of man, and avoidance of the need for a person to be on how to interact with others, influence. In his opinion, influencing the behavior of others, or steer it through suggestions, seductive, Persuasion, command, induce others to cooperate, and to persuade another person to the correct place. Many findings suggest that individuals with high levels of inhibitor, to control their own mental images of the people around offer their attention and make it important. These individuals want whenever possible, powerful image in the minds of others, and force yourself to create. They already own, are prepared for the conditions, and avoid dependence on others, but those are low avoidance, avoid responsibility, and prefer others to decide. In summary, the evidence obtained from different sources to confirm this, the behavior of type A, stress, depression and anxiety will eventually need to be avoidance. Avoidance motive is to strive for the goals, the recipient of the authority or influence over other people, and desire to have an impact on individuals (Mahmoodi, 2004: 44-46).

Results:

According to the correlation matrix components Unknown emotional, interpersonal problems with components, the components of the difficulty in identifying feelings and difficulty describing feelings (emotional Unknown component), and Strictly, obedience, sincerity and responsibility (the components interpersonal problems), there is a significant relationship, and externally oriented thinking (Unknown emotional component), with none of the components of interpersonal problems, no significant relationship.

Given the significant level of interpersonal problems in table $p > 0.34$, assuming R is rejected, it is concluded that male and female students between interpersonal problems, there is no difference. And also due to a significant level, emotional Unknown $p > 0.04$, with 95 percent confidence that the research hypothesis is confirmed, and the emotional Unknown students, boys and girls are different. Thus, the average emotional Unknown boys, 40.42 and 38.15 Average Unknown emotional girls, thus, the amount of emotional Unknown in more male students than female students.

Table 1 : Correlation matrix components Unknown emotional, interpersonal problems with components

, interpersonal difficulties (total)	avoidance	responsibility	sincerity	Obedience	The staining	Firmness	Components
0.090-	-0.083	0.213- **	0.201- **	0.122- *	0.086-	0.206- **	Diagnosis difficult emotions
*0.112	0.089-	0.257- **	0.194- **	0.060-	0.035-	0.170- **	Difficulty describing feelings
0.029-	0.046-	0.069-	0.019-	0.007-	0.019-	0.018-	Thinking objectively
*0.121							Emotional Unknown (total)

*p<0.05 ** p<0.01

Table 2: Table of t-interpersonal problems, and emotional Unknown male and female students

a significant level of	t	degrees of freedom	, standard deviation	mean	number	Gender	
0/34	0/95	358	14/27	72/17	180	daughter	Interpersonal problems
			17/28	73/77	180	boy	
0/04	2/02	358	11/02	38/15	180	daughter	Emotional Unknown
			10/29	40/42	180	boy	

Table 3: Table of predicted problems between the person 's gender, educational level, economic status, place of residence, discipline and

P	T	β	R^2	R	P	F	Predictor variables
0/041	2/055	0/287	0/019	0/139	0/222	1/405	Sex Grade Economic status Location Field
0/054	1/931	0/347					
0/162	-1/402	-0/177					
0/536	0/619	0/043					
0/059	-1/894	-0/435					

Table 4: Table of predicted interpersonal problems, from emotional Unknown components (difficulty in diagnosis; difficulty describing thinking objectively)

P	T	β	R^2	R	P	F	Predictor variables
0/277	-1/089	-0/63	0/016	0/126	0/127	1/91	Difficulties in diagnosis
0/093	-1/682	-0/095					Difficulty describing
0/789	0/268	0/015					Thinking objectively

According to the value of $f = 1.405$, $p = 0.222$ level of significance indicates that gender, educational level, economic status, place of residence, discipline and less than 2% change in students' interpersonal difficulties, predicts that, not significant, it seems that these relationships have little to do with interpersonal problems.

The analysis of the above table ; (0.12) shows that the components of emotional Unknown (difficulty in diagnosis ; difficulty describing thinking objectively), less than 2 % change in students' interpersonal problems, and predicts f not significant.

Summary and Conclusions

The present study examined the relationship between Unknown emotional, interpersonal problems, science students, high school Sarpolezahab district at 92-91 years were studied. The population of this study, all male and female high school students Sarpolezahab district, in the age group 14-19 years, using simple random sampling, a statistical sample of 360 individuals was selected by Morgan. Instruments used in this study, the scale of emotional Unknown Toronto (FTAS-20), and

the scale of interpersonal problems (IIP-60), has been used. methods of data collection, data analysis, indicators and statistical methods descriptive including frequency, percentage, mean, standard deviation, and inferential statistics including Pearson correlation, regression to predict the criterion variable in this study is used. Consequently assumptions:

The main hypothesis : the Unknown emotional and interpersonal problems, students, there is a positive relationship.

According to the correlation coefficients ($r = 0.12$), and a significant level of $p < 0.05$, assuming the research is confirmed, it means that the Unknown emotional, and personal problems between students, there was a significant positive correlation between the Unknown increasing emotional, interpersonal problems were also increased.

Hypothesis 1 : the difficulty in identifying feelings and problems, there is a positive relationship between individual students.

According to the correlation coefficients ($r = 0.09$), and a significant level of $p > 0.05$; Suppose R can not be verified, and

it was concluded that the difficulty in identifying feelings and personal problems between students, there is no relationship.

Hypothesis 2 : the difficulty describing feelings, and personal problems between students, there is a positive relationship.

According to the correlation coefficients ($r=0.11$), a significant level of $p<0.05$; and Hypothesis research is confirmed, and the result is that the difficulty describing feelings, and interpersonal problems in students, a significant positive relationship there.

Hypothesis 3 : The visual thinking and interpersonal problem students, there is a positive relationship.

According to the correlation coefficients ($r=0.02$), a significant level of $p>0.05$; assume R is rejected and it was concluded that visual thinking and interpersonal problem students, there is no relationship.

Hypothesis 4: The relationship between male and female students in terms of interpersonal problems, there is a difference. According to obtained t ($t=0.95$), and a significance level of $p>0.05$, the research hypothesis is rejected, it is concluded that the personal problems between male and female students, there is no difference.

H5: The relationship between male and female students, there is a difference of emotional Unknown.

According to obtained t ($t=2.02$), and a significance level of $p>0.05$, the research hypothesis is confirmed, and the emotional Unknown students, boys and girls are different. Therefore the average male emotional Unknown 40.42, emotional Unknown mean girls is 38.15 and it was concluded that emotional Unknown rate among male students than female students.

The results of this study with results Besharat 2008, Ghaleban 2008, Heshmati 2009, Ghorbani, Rostami, Ahmadi 2011, Shaqolian, Moradi 2007, Nikoogoftar 2009, Karimi 2008 are consistent and aligned

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