

**Investigation the effectiveness of assertiveness training using neuro-linguistic strategies (NLP) to reduce anger among married women**Fatemeh Tabrizi<sup>1</sup>, Dr. Abdollah Shafiabadi<sup>2</sup>, Dr. Kianoush Zaharakar<sup>3</sup><sup>1</sup>. MA in consultation<sup>2</sup>. Professor in Allameh Tabatabaei University (ATU)<sup>3</sup>. Assistant Professor in Kharazmi University[f\\_tabrizi303@yahoo.com](mailto:f_tabrizi303@yahoo.com)

**Abstract:** The purpose of this study was to evaluate the effectiveness of assertiveness skills training using neuro-linguistic strategies to reduce anger in married women. The sample group consisted of 30 married women admitted to home health from the municipality in 2011, who were randomly selected and divided into two groups of 15 experimental and control groups. The experimental group during the 12 sessions of assertiveness training in neuro-linguistic strategies was investigated. 57 items of questionnaires was used to measure participants spielberger state-trait anger expression inventory (STAXI-2) as a pre-test-post-test was used. The reliability coefficient for the scale and subscales of the questionnaire by spielberger state-trait anger expression inventory (STAXI-2) was 0.84. And for monitoring the expression of state anger and trait anger control scales and the overall index of anger state was 0.73. Experimental group within 12 sessions (each session takes 2 hours) assertiveness skills training program using neural-verbal strategies and the control group received no training. For data analysis, descriptive statistics and inferential statistics (analysis of covariance) was used. Analysis of the data revealed a significant difference between the anger score of pre-test and post-test in the experimental group and also showed that training skills, assertiveness, using strategies of neuro-linguistic most effective in reducing state anger, anger expression show few signs of influence in reducing trait anger.

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**1. Introduction**

The family is one of the main pillars of the community, achieve healthy communities, healthy families require and achieve healthy family, conditional on having people mentally and having good relationships with each other. Women as one of the main pillars of the family, wife and mother can influence relationships among family members, followed by the positive effects it can have on society. With the feeling of anger is natural and necessary, however, when the intensity is too high, in many cases happen and if the anger expressed by people wouldn't be appropriate, it can make problematic. Anger and its effects on relationships, society, and marriage are evident. As the women involved in marital relationships have indispensable role of education as well as family and have children, their anger can be destructive side effects on their marriage and child rearing in families and society. Anger is considered as one of the negative emotions compared with other psychiatric disorders such as depression and anxiety, less attention to it (Kassinove & Tafrate, 2002). For many people, anger is the toughest feeling to be shown. Many people are afraid of expressing anger. They fear that their anger that are hidden for years, suddenly be expressed (Alberti & Emmons, 1990).

There are many myths about anger, but when it's a little difficult to cure is found. Although it is understandable anger as a negative emotion, but in fact both positive and negative aspects is considered (Whitney, 2010). America Psychological Association (2009) defines anger as a useful emotion that is out of control, interpersonal influence, and can be destructive. Spielberger (1999) Emotional state of anger, psychological and bio knows that the intensity of anger and irritability, mild to severe, is different and general muscle tension and sympathetic nervous system arousal and endocrine cell. Bandura anger expression styles are the result of learning, perception is style of expressing anger can result in learning, see the anger of others and strengthen the impact of their anger that others have received (Bandura, 1986). According to Ellis (2003) Emotion Anger is influenced by cognitive factors, which include the following: False belief in the existence of injustice, tend to blame factors causing the problem rather than the problem, using the principles for the assessment of the expected behavior of others, tend to blame and negative labeling, inhuman and insulting to people who are considered delinquent. Glaser treatments of its kind approach that resentment largely and his anger is not only a reality but also a practical response to the

optional and one with evaluation chooses his anger (Shafabadi and Naseri, 2005).

Although anger is one of natural human emotions and can be positive for the preservation of his works, but its close relationship with aggression, psychological distress and physical illness is problematic. Anger and aggression could be linked to the heavy costs to individuals and the health and social care responsible for providing care and support for people with anger management issues, impose for this reason, the psychological desire to control anger is a significant historical background (Taylor & Novaco, 2005). Many inconveniences caused anger in human relations that cannot be expressed as healthy and fit. In this process, both sides suffer. Angry man, his anger is experienced in silence. The audience and he continue his disturbing behavior continues and does not know why the relations between them are regularly weaker and weaker (Alberti & Emmons, 1990). In addition, failure to control the anger of many features of clinical disorders, personality disorders, psychosomatic, bipolar, schizophrenia, etc.. Activation and expression of anger without proper control negative physical, psychological, environmental, interpersonal, and will be followed. Also, research has shown that anger is an important internal stress with health issues such as heart attacks, coronary disease, stressful and obesity (Prail, 2010).

In addition to the consequences of uncontrolled anger, one of the more important issues, sex differences in the expression of emotion is anger. It is society that teaches people how to manifest their anger. In most societies, boys more than girls, are encouraged to show anger and aggression. Most parents expect their sons to get in a skirmish with others, while for girls, elegance and delicacy in anger, is considered more desirable. In other words expressing anger for girls is a flaw and improper behavior (Azimi, 2007). Also, women who have not learned how to express their anger against others, instead or hold your anger inside are depressed, or indirectly through passive behavior – aggressive is considered (Zimbardo, 1985).

Assertive behavior and anger management skills were always the question of women and their families has two dimensions: a dimension of marriage and raising children is no longer relevant. Marriage is perplexing to people very angry. If even one of the spouses is also experiencing anger, conflict between them faster than nasty couples who have a low level of their anger. These people generally do not succeed in life and to experience many conflicts (Mohammadi, 2006). A mother is angry because his son control of helplessness and hopelessness can often be contradictory to the problem, he adds. He wants to

control something that is not in its control (Lerner, 2005).

The relationship is very intimate, like the relationship between husband and wife often has to be assumed that the parties are aware of each other's feelings. But this assumption can lead the couple into counseling and speech of "I wonder what it feels like," "I never said he loves me," "We do not communicate with each other" to the current language (Alberti & Emmons, 1990). Lerner (2005) argues those women's needs and aspirations, their wives, their desires and wishes rather to avoid contention. This process continues until the woman's devotion to her husband is fully compatible. But the emotional and physical problems to their passive behavior and devotion to support a spouse or maintain their relationship did not compare. Lerner also noted that among the women in her words instead of "you are....." the statement "I feel that..." are used, they are certainly more constructive dialogue with partners. For example, instead of the phrase "You do not know how to listen to my words", say "I feel that I did not hear my words."

The America Psychiatric Association (1973) Anger resulting from a lack of interpersonal or social skills. An angry person is the correct way to communicate and how to express their feelings, needs and personal goals not know. The experts for the prevention or treatment of anger problems have good social skills to teach individuals (Haddadi, 2003). Many women and men show feelings, thoughts, desires, and their abilities are different from those have some differences (Lange & Jakubowski, 1978). Women compared with men, feelings of hurt and resentment easier to express anger, they are often afraid to express your anger because others might dismiss them or to hate. Some women discover that their anger openly expressed criticism and blame are such stereotyping is because anger is a masculine trait and its expression is not suitable for women, and they are considered militant and aggressive. Anger is one of the fundamental problems in women, especially after marriage (in the role of wife and mother) is often have negative consequences, causing frustration and distress for you and your family and friends is easy. The excitements of the negative consequences of such aggression, domestic violence, divorce, substance abuse are associated. As a result, if not handled properly, could damage the excitement on individuals, families and society. As the women in our society because of social, cultural, gender, just... no social skills (eg, assertiveness), it seems that social skills training can be a promising method for reducing human anger. Lazarus (1973) for the first time, a specific response defined as assertiveness behavior named. Lazarus argues there are four criteria and the ability to detect predatory assertive behavior: the

ability to start and continue the discussion and, finally ending the debate is the ability to "not" telling others against unreasonable demands, having the ability to forward request their logic, their ability to express positive and negative feelings to others (Shamlou, 1996).

Assertiveness training for individuals, initially shy and reclusive invented, but just for the people submissive and shy, with assertive training can be difficult for those who often respond with anger helped. Learn so that instead of being constantly frustrated and angry at the inability to influence others, they have more control over social situations (Walker et al., 1986). Neuro-linguistic programming in the late 1970s by Richard Bandler efforts (PhD in mathematics, psychology and technology in relation to interpersonal communication equipment) and John (PhD in psychology and linguistics) are considered (Cayrol & Barrere, 2007). Bandler did a thorough study on the three well-known psychotherapists, Frederic Perez (psycho analyst and founder of Gestalt Therapy), Virginia (prominent and successful family therapist), and Milton Erickson (renowned hypnosis expert in the world). Tuesday psychotherapist, who had been selected as a template by Bandler, had very different personalities, but such a marvelous follow the same scheme. Bandler of the scheme was adapted and refined it, thus evolved patterns for effective communication, personal development, increased learning, achievement and marital satisfaction than the present life (Danesh and Mansour, 2006). Dimmick believes that the neural-linguistic programming based on research groups has been formed: the behavioral theory, cognitive theory, linguistic theory and the theory of the two hemispheres of the brain (quoting by Ismaili, 2009).

It defaults follow almost entirely the work of Perez based on Maslow and Rogers built the humanistic movement originated. Based on scientific research and psychometric Rogers, came to the conclusion that people have a natural tendency toward growth and self-actualization, and self-leaders-positive and are autonomous. He also thoughts, feelings, experiences and physiology as related to the change the process. Rogers believes that the therapeutic relationship and effective aid to reflection heard empathy and their separate needs and emphasize skills such as sincerity, empathy and positive attention skills raised by it. Such as address management skills, effective communication and systems of representation through calibration, mobile, reflecting the preferred language, and conduct follow-up (Hall, 2006).

Their basic principle following is based on four basic principles:

- 1- Effective communication: the process of creating and maintaining a relationship based on trust and mutual understanding between two or more people, and also the ability to respond in person (Arthur, quoting Ehteshamitabar, 2004).
- 2- Awareness Objective: The purpose of each action does, however, clearly do not do it intentionally. The size of the target is brighter and sharper as it will be easier to achieve. The person most able to plan your brain in a way that possibilities to understand, it becomes more possible to achieve (Helm, 2001).
- 3- Accurately senses: the senses planning system representation called neural-verbal, which includes the visual, auditory and sensory. An important part of it and following a sharp sense. That's where their attention is focused on how to change your filters or to what extent they were not already aware, to understand. Sensory consciousness in the present moment there is the question: Person when communicating with others, to sign a small but decisive reaction to the news pays attention. When he thinks, to communicate with his knowledge of the internal pictures, sounds and feelings increase (Econor, 2008).
- 4- Flexibility: neuro-linguistic programming goal is to provide people with more choice. Must have at least three options for selection. In other words, in every relationship, someone who has the knowledge and best choice and who is more flexible behavior, it can not control the situation to their benefit (Richardson, 1987).

The intellectuals realized that strong relations between its teachings and life skills are important. This field of study is an attempt the Supreme Skills communication between the individual and ways to create change in human thought and behavior, to be presented and the skills to earn a satisfying and successful life to help people (Wilford, 2005). Also Seymour has acknowledged that organizes thoughts and communicates effectively with others of its teachings. Components of effective communication skills such as effective verbal and nonverbal communication, assertiveness and say no to unreasonable requests from others, social problem solving, empathy, interpersonal conflict resolution, etc. are included. Researcher's different methods are used to teach these skills. Their main purpose in teaching these skills, remove and replace passive aggressive behavior and assertive behavior that were

always seeking justice by the man himself, without overriding the rights of others, (Farhangi, 1994).

Assertiveness Skills Training program is designed in this study based on neuro-linguistic strategies for women in both cognitive and behavioral aspects of change for participants in the training set. Some of the methods employed in this study for assertiveness training include: modeling, calibration, effective communication, call, context reorganization.

Based on a review of research, a lot of research on the effectiveness of the approach in neuro-linguistic in Iran, there has been no research based on research in the country to come and research conducted within and outside the country similar study has been these are:

Assyrians (2010) Survey of training on planning, nerve-verbal (n. El. P.) on marital satisfaction, sexual satisfaction and skills related to young couples concluded that the teaching of it. Seeks to increase marital satisfaction, sexual satisfaction and communication skills of young couples have been considered. Unique glory and colleagues (2010) dissertation research aimed at reducing parental anger, anger management training showed that training on anger management, rage, anger and trait anger in situations call for, as internalized anger increased significantly decrease However, the outer and inner anger and anger inhibition was not significantly changed.

Sattar (2011) The Effect of Learning Strategies neuro-linguistic in reducing anxiety and depression caused by the syndrome of discomfort and increase self-efficacy in female students concluded that the teaching of it. Anxiety and depression caused by the syndrome. Premenstrual reduces but does not affect self-efficacy. The quiet man (1379), in their study to determine the effectiveness of planning neuro-linguistic on mental profile clients classes successfully Crescent Isfahan showed that the experimental group than the control group significantly in scores on all subscales of mental profile of had lower scores. Davis (2009) Effect of plans neuro-theological issues such as anxiety disorders (particularly disturbed and horrified, obsessive compulsive disorder, Posttraumatic Stress), controlling anger, stress, fear and phobia, such as fear of blood, earthquakes, spiders, heights, elevators, water escalators, dogs, fear of failure, fear of speaking, fear of driving exam, increased self-esteem, eliminating the destructive communication patterns, eliminate bad habits and wrong, pain control, improving individual performance in work and personal relationships have tested positive impact it has proved. Bagley et al (2009) in their research to examine the impact of neuro-linguistic programming in reducing the fear of closed places, issues and

concluded that the implementation techniques to reduce anxiety and fear effects. Ojanen (2002) in a study of its efficacy about 62 references to issues such as anxiety, depression, and relationship problems had examined it. Results showed significant positive changes in anxiety, mood, self-esteem and mental health, there are other variables. Also dismay, compared with before treatment was significantly reduced. The greatest change occurred in the measurement of cognitive variables. Helm (2001) Survey the effectiveness of techniques for planning neuro-linguistic such as eye movements, spoken by the speaker, and posture, communicating effectively with offenders, checked, verified they said proved that these techniques increase the co-offenders with the police and increase aptly of them. In this regard, this study is the more practical of psychology studies and provide instructions for upgrading control and express anger appropriately is to teach one of the less well-known modern approaches in psychology (especially in Iran), a programmable neural-verbal deal and can be used in counseling and therapy can be used for further training. Thus, according to comprehensive surveys conducted about the consequences of uncontrolled anger, this study seeks to answer the question whether assertiveness skills training using neuro-linguistic strategies to express anger among married women work?

### Research hypotheses

- 1- Assertiveness skills training strategies using neuro-linguistic (NLP) is effective in reducing anger mode married women.
- 2- Assertiveness skills training strategies using neuro-linguistic (NLP) is effective in reducing anger trait of married women.
- 3- Assertiveness skills training strategies using neuro-linguistic (NLP) is effective in reducing the frequency of anger against married women.
- 4- Assertiveness skills training strategies using neuro-linguistic (NLP) is effective in reducing anger among married women in general.

### Methods

To achieve the research objectives and hypothesis of quasi-experimental design pretest, posttest control group was used.

### Population, sample and sampling

The study population included all women were married in a Tehran in 2011. The sample size in this study, 30 patients (control group, n = 15) have been selected through random sampling.



**Measuring Tools**

Questionnaire to collect data from Spielberger (STAX2) was used. STAX2 includes six scales, five subscales, and an Anger

Expression Index, which provides an overall size of expression and anger control. The range of each of the scales and subscales in the table below are listed according to the minimum-maximum.

Table 1- Overview of short scales and subscales of STAXI-2

| A brief description of the scales / subscales                                                                                                         | scores range | Number of materials | scales and subscales                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------|------------------------------------------------------|
| Intense feelings of anger and a need to express anger at one time or specific location measures.                                                      | 15-60        | 15                  | Anger state (S.Ang)                                  |
| Intense feelings of anger that someone already has experience measures                                                                                | 5-20         | 5                   | Feel Anger (S.Ang/F)                                 |
| Current emotional intensity of the verbal expression of anger measures                                                                                | 5-20         | 5                   | Strong need for verbal expression of Anger (S.Ang/V) |
| The intensity of current feelings about the physical expression Anger measures                                                                        | 5-20         | 5                   | Strong need for physical expression Anger (S-Ang/P)  |
| The frequency of repetition Anger experienced by a person over time and measure the position                                                          | 10-40        | 10                  | Trait Anger (T-Ang)                                  |
| Preparation and a tendency to experience anger, without a specific stimulus measures                                                                  | 4-16         | 4                   | Angry mood (T.Ang/T)                                 |
| Frequently experience feelings of anger or frustration in situations where there is a negative evaluation measures                                    | 4-16         | 4                   | Reacted in anger (T.Ang/R)                           |
| Provides some measure by which we can understand the feelings of Anger how often is expressed verbally or physically aggressive behavior is performed | 8-32         | 8                   | Anger management (AX-O)                              |
| Repeated experience without express feelings of anger or suppress their emotions measures                                                             | 8-32         | 8                   | Anger Management (AX-I)                              |
| The frequency of the output of individual control measures feelings of anger management                                                               | 8-32         | 8                   | Out of control Anger management (AC-O)               |
| A lot of people trying to control feelings of anger through relaxation or compromise assesses                                                         | 8-32         | 8                   | Internal Control Anger Management (AC-I)             |
| Based upon individual response to the drug CI, AC-O, AX-I, AX-O provides an overall index of Anger expression                                         | 0-96         | 32                  | Anger Expression Index (AX-Index)                    |

Content validity was confirmed using feedback from the experts. Navidi (2006), along with compatibility questionnaire and general health questionnaire STAXI\_2 (GHQ) on 170 secondary school students is conducted and data were collected and analyzed. The results showed that the correlation scale measures state and trait anger expression inventory-related STAXI\_2 size incompatibility and differences in public health measures to show positive and significant. Concurrent validity of trait Anger scale STAXI\_2 questionnaire conducted a

study on 280 undergraduate students and 270 navy soldiers checked and verified. Also, the coefficient of this questionnaire by Spielberger et al (1966 and 1988) on 1644 psychiatric patients and 276 normal adults were administered. The alpha coefficients for the scales and subscales of trait anger and resentment against the state overviews 0.84 or higher (average  $r = 0.88$ ) and for monitoring the expression of anger and anger control scales and the overall index of anger expression versus 0.73 or higher (average  $r = 0.82$ ), respectively.

## Methods

To perform research and gather information, after coordination with the Department of Social Cultural District, Tehran, it became clear that in this area there are 10 districts and the overall health of the housing 27. First, a random area (area 6) was selected and installed in home health assertiveness classes declarations District 6, the volunteers were enrolled, and then eliminate them through counseling centers, home health officials interviewed the region 6 of Tehran municipality were doing, the qualified person (married women) enrolled in anger after completing the questionnaire. Among the 80 volunteers to attend training courses, 30 were women given the level of anger and the anger test Spielberger (STAX2) (score above 48) were selected and randomly divided into control and experimental groups, each groups of 15 subjects were replaced.

However, due to the extreme cold and early fall, to continue group meetings was commuted to 12 patients and that's why using a cloning experiment and control groups, the number 3 was removed from the control group. Before the test was performed and the experimental group and 12 sessions of 2 hours of training a neural-verbal strategies and the control group did not receive any intervention are considered. After the training period, both control and experimental groups after the test was performed and the data were analyzed. To analyze the data, descriptive statistics, tables, graphs, mean and standard deviation and inferential analysis of covariance was used to approve or reject the null hypothesis.

Below a summary of the training sessions conducted in this study, it is mentioned:

| Session            | Subject                                                                                                                                                                                           |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The first session  | Pretest, Referrals and familiarity with each other and mentor team members, as well as the expression of group rules, provide a brief description about assertiveness and its importance in life. |
| The second session | Introduction to neuro-linguistic programming and the four principles of effective communication and how to communicate with yourself and others.                                                  |
| The third session  | Self and anonymous recognition using a preferential system                                                                                                                                        |
| Fourth session     | Self discussed, especially in relation to his wife and children and education, personality characteristics, three types (visual, aural and tactile)                                               |
| Fifth Session      | Learning effective communication through body language instruction (calibration).                                                                                                                 |
| Sixth Session      | Continuing education through effective communication techniques Sync.                                                                                                                             |
| Seventh Session    | Expressed the importance of language and speech in life and relationships, and explain models and frameworks reorganization.                                                                      |
| Eighth Session     | Modeling techniques and applications                                                                                                                                                              |
| Ninth Session      | Overcome shyness and increase expression through technique training                                                                                                                               |
| Tenth Session      | Eliminate undesirable situation and make a good mental state stabilized using techniques.                                                                                                         |
| Eleventh Session   | Create and increase the power of imagery and visualization                                                                                                                                        |
| Twelfth session    | Overview of the techniques taught during the course of education as a way to maintain peace and relaxation mental and physical health, and finally run the test                                   |

## Findings

For data analysis, descriptive statistics and inferential statistics to test hypotheses (ANCOVA) were used.

Table 2- Mean and standard F-test and post-test scores of segregation anger control and experimental groups

|              | Pretest |                    | Posttest |                    |
|--------------|---------|--------------------|----------|--------------------|
|              | Average | Standard deviation | Average  | Standard deviation |
| Experimental | 158.83  | 7.46               | 106.41   | 22.73              |
| Control      | 159.08  | 4.96               | 158.50   | 8.6                |

As shown in Table, the mean of the two groups shows that the mean of the experimental group at post-test compared to pre-test and control

group increased, which indicates the effectiveness of skills training, assertiveness manner neuro-linguistic reducing anger women.

Table 3- Mean and standard deviation of pre-test and post-test experimental group

| Variable         | No.      | Average | Standard deviation |
|------------------|----------|---------|--------------------|
| Anger state      | Pretest  | 12      | 39                 |
|                  | Posttest | 12      | 26.16              |
| Anger trait      | Pretest  | 12      | 25.25              |
|                  | Posttest | 12      | 18.41              |
| Expressing Anger | Pretest  | 12      | 94.58              |
|                  | Posttest | 12      | 61.83              |
| Whole Anger      | Pretest  | 12      | 156.83             |
|                  | Posttest | 12      | 106.41             |

### Discussion and conclusions:

The results of this study indicate that assertiveness skills training using neuro-linguistic strategies have been effective in reducing Anger among married women. Results with the findings of Davis (2009), Bagley and colleagues (2009), and Ojanen (2002), about the effectiveness of neuro-linguistic programming training is coordinated reducing and controlling anger. Davis effectiveness of planning neuro-theological issues such as anger management, stress, fears and phobia such as fear of earthquakes, spiders, heights, fear of failure, fear of speaking, self-esteem, eliminating the patterns of communication grinding, improving individual performance in work and personal relationships have tested positive impact it has proved. Bagley et al (2009) in their research to examine the impact of neuro-linguistic programming in reducing the fear of closed places, issues and concluded that the implementation techniques to reduce anxiety and fear effects. Ojanen (2002) in a study of its efficiency about 62 references to issues such as anxiety, depression, and relationship problems had examined it. Results showed significant positive changes in anxiety, mood, self-esteem and mental health, there are other variables. Also dismay, compared with before treatment was significantly reduced. The greatest change occurred in the measurement of cognitive variables. Helm (2001) Survey the effectiveness of techniques for planning neuro-linguistic such as eye movements, spoken by the speaker, and posture, communicating effectively with offenders, checked, verified they said proved that these techniques increase the co-offenders with the police and increase aptly of them. On the other hand, Nemati et al (2008) dissertation research investigates the effect of group education on life skills (anger management, assertive training and relaxation) Jratmndy increase and decrease in cardiac triggering anger. Results showed that the training program, life skills, significantly increase and decrease in anger disease.

It is believed that the first hypothesis to explain Sullivan, angry people use to avoid experiencing anxiety; Reply with Anger away the threat that, from Anger to destroy the object or situation that creates anxiety is used. In fact, anger is an emotion that eliminates anxiety (Banijamali, 1996). In addition, it noted that such an increase in anxiety and lack of assertiveness will eventually lead to anger. Since women are due to cultural, educational, social and gender was mentioned in chapter two, often have little assertiveness and ease of thoughts, feelings and do not express their needs; and the other married women who are responsible for various duties, such as married, having children and sometimes work outdoors and pressures arising from these responsibilities, they often experience feelings of anger and sometimes unable control positions are sensitive to minor; hence, the skill of assertiveness on strategies nerve-verbal through skills training, effective communication, flexibility and change attitudes, anxiety, a decrease followed by a decrease in anger mode, participants have been able to help women married may impact.

Since the second hypothesis to explain a feature of trait anger, quick response, fast, and furious at times, frustration or negative evaluation and selection of the group's objectives in the case of the reaction is better, it looks assertiveness skills training based on neural-verbal strategies to modify attitude, keen sense of relaxation techniques could be effective and significant differences are seen. Beck (1999) pointed out that the assessment covers the reorientation of ideas and beliefs about sparks Anger, anger that people can learn to be more and more acceptable a way to the experience of and expression. Since one of the skills used in teaching subjects to increasing assertiveness on the strategy of nerve-verbal education, positive thinking and change the thoughts and attitudes of the negative thoughts and positive attitudes, as well as training frame reorientation; Consequently, assertiveness training has been successful in reducing anger. Therefore, we

investigate Thomas (2001) as a healthy anger management training, anger control and appropriate training aimed to determine its effectiveness, the 15 participants showed that female prisoners in problem solving training, the skills of self-expression relaxation reduces Anger increase control over and improve their physical and mental condition.

In explaining the third hypothesis, seems to teach the skills of assertiveness on the strategies of neuro-linguistic skills training framework reorganization, symmetry and relaxation because of the attitude and behavior of theological subjects taught has changed and works great in how to express and control their anger is created. Apparently people who have a lot of Anger fear, and often as a kind of answer, they are ineffective (Roben, 1985, cited in Gardner, 2002). Rim and Master (1979) argue that interpersonal assertiveness behavior that is relatively direct and honest expression of thoughts and feelings that are socially appropriate so that they feel comfortable being regarded by others (Arjomand, 2007). Dared person who uses communication techniques enables him to maintain his self-esteem; and to defend their rights and needs, values, concerns and ideas are expressed with suitable direct manner. Such an individual, while satisfying their needs, desires and does not infringe on the privacy of others, they will not be raped (Bolton, 1986, translated by Sohrabi, 2009). In explaining the fourth hypothesis that the original hypothesis is to be noted in general, in this study, the effects of anger generally means all anger mode, Anger Trait and great anger against the 10.04 and this indicates the significance of the hypothesis and the effectiveness of assertiveness training. Because the variability in individual assertiveness and the ability to express thoughts, feelings and ideas in a clear and constructive form of individual rights without trampling upon the rights of others, resulting in reduction of anxiety in has been able to successfully anger acts women. In addition, this research has the greatest impact on anger expression index that included components of outflow anger; the anger of planning, monitoring and controlling the outflow anger is planned. It is s also related to trait anger and minimum effectiveness.

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