

# **MANAGEMENT OF DESTRUCTIVE EMOTIONS AMONG ADOLESCENTS**

*A Thesis*

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# CERTIFICATE

This is to certify that the work contained in this thesis entitled, *“Management of Destructive Emotions Among Adolescents”* submitted by *Ms. Jamila Firdaus* to The Maharaja Sayajirao University of Baroda, Vadodara, India for the degree of Doctor of Philosophy in Education is a record of bonafide research work carried out by her under my supervision and guidance. The results embodied in the same have not been submitted elsewhere for the award of any degree or diploma. It is further stated that the doctoral research was carried out fulfilling the requisite attendance criteria as per O.Ph.D.:3(i) of The M. S. University of Baroda, Vadodara.

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# CHAPTER – I

## INTRODUCTION

*“Life is the art of drawing without an eraser”*

- John W. Gardner

### 1.0 Introduction

The major task facing adolescents is to create a stable identity and become complete and productive adults. Over a period of time, adolescents develop a sense of themselves that transcends the many changes in their experiences and roles. They find their role in society through active searching which leads to discoveries about themselves. The changes experienced during puberty bring new awareness of self and others' reactions to them.

Adolescents make wrong decisions and thereby undergo emotional distress, and here comes the support and guidance of parents and adults to help them learn from these experiences. Adults and parents can help turn these emotional upheavals of adolescents into opportunities that enhance adolescent's mastery of life skills.

School is a place where adolescent learns through experimentation to interact with others in more adult ways. It is here they re-define sources of personal strength and move toward self-reliance. As teachers and educators, there is a need to understand their feelings irrespective of being positive and negative in order to inspire them to see their potential to be extra ordinary and thereby teach them tolerance, non-violence and responsibility towards others. Thus, the emphasis today is on the overall development of an adolescent.

Adolescents values, character and perceptions of life are strongly influenced by peers, teachers and parents. The emotional environment that an adolescent is exposed to affects the development of his/her emotional circuitry. When parents and adolescents both are emotionally unmanaged, reactive, moody and anxious, their relationships jam up out of reaction, parents demand emotional

management from adolescent, yet they haven't learned in themselves. This perpetuates a loop of argumentation, diluting communication and family bonding. The result is insecurity, anxiety, fear projection and sustained emotional disconnection. Adolescents are often very skillful at conveying the message, that what parents say or do have no influence on their lives. Parents do make a real difference in the lives of their adolescent all the way through high school. The health and well being of adolescents depend to a large extent on the feeling of being cared for by their parents. Adolescents who are deprived of love by their parents turn to risky behaviours – including early sex, smoking, drug abuse, violence and suicide – regardless of social or economic status.

### **1.1 Life of an Adolescent**

“I had never asked for a bed of roses, some thorns and some wild flowers too.” – Adolescent Mind.

Looking at the world through the eyes of an adolescent is all about changes that are dynamic, rough, back and forth, yet aiming to attain a world far beyond imagination.

A decade and more of interaction with these young minds always made the researcher feel that there is an urge to learn more and more about the changing times and questioning the age – old traditional value system with respect to the spiritual values and human values. Also managing the ups and downs in the emotional equilibrium of an adolescent has been a great concern in the era of competitiveness.

Emotions and feelings of these young ones are just like the petals of a flower, if not watered and nurtured properly, with time it will wither away. Extreme changes in the emotional barometer of a young adolescent with changing times have indicated components like aggression, loneliness, anxiety, frustration, apprehensions as negative emotions and confidence, compassion, love, empathy and human touch as positive emotions.

Self Management begins when young mind is ready to be a part of the Self Awareness program. From a career decision making choice, to choosing a brand item or accessory and also to making choices of friends or choosing habits for their comfort and enjoyment, what they do is they ask for instant solutions which may many at times be short-lived and inappropriate.

Social and Emotional Management should start early in schools, so that these young boys and girls can make informed choices. The field of child and Adolescent Psychology along with the field of Education has over the period of more than a decade has come up with a program called as SEL (Social and Emotional Learning) which empowers the youths and adolescents to develop skills which raises the bar of emotional literacy and emotional intelligence.

The passage into adolescence is normally tumultuous, hardly surprising given that children's bodies and minds are changing in ways more consciously dramatic than ever before. The ups and downs of the middle school years are even more exaggerated for adolescents and as a result, many see them as moody.

In this research program, the researcher has looked into these young minds with respect to changing emotional structures along with their life skills and social skills and helping them raise their bar of emotional well being. To understand oneself and to understand others through the program of social and emotional learning (SEL), one has opened a new door for emotions which will reinforce the journey of educating the young Minds and Hearts.

### **1.1.1 Defining Adolescence**

Adolescence is the period from the beginning of sexual maturity (puberty) to the completion of physical growth. However, the exact ages spanned by adolescence vary from one person to the next. Moreover, the psychological impact of the transition to adolescence may differ across individuals and

perhaps even across cultures. Some who have studied adolescence view it as a period of “Storm and Stress”. This was the view of G. Stanley Hall (1904), an American psychologist whose book, “Adolescence”, helped make this age period a focus of scientific study. Hall saw adolescence partly as an upheaval, a disruption of peaceful growth. So did Anna Freud (1904), a prominent theorist and daughter of Sigmund Freud, argued that those adolescents who maintain their psychological balance during adolescence may be abnormal.

Adolescent years can be a difficult time. An adolescent may feel overwhelmed by the emotional and physical changes one is going through. But at the same time may undergo moral ambivalence, anger and apathy.

## **1.2 The task of Education: Development of the whole child**

*“Good schools are schools for the development of the whole child. They seek to help children develop to their maximum social powers and their intellectual powers, their emotional capacities, their physical powers”*

– By James L. Hymes, Jr.

Holistic Education has a goal to see that students develop to the highest extent thought possible for a human and that to achieve this a kind of knowledge associated with wisdom needs to be learned (Forbes, 2005).

A wide range of supports, services and enrichment seen essential to the needs of the “Whole Child”. Schools should find ways to provide mental health services with respect to school environment, mentoring, counseling, life skills education and increased parent and community involvement. The whole-child concept can also refer to making sure schools attend to students’ nonacademic interests, through programs such as the arts and physical education.

There is a direct relationship between “Wholeness” and “Holistic Education”. ‘Holistic approach’ to education defines schools that focus on boosting



student achievement. And the development and education of all children, not only those whose parents can afford and would choose an alternative independent school for them.

Social, emotional and behavioral experiences are an important accompaniment to the cognitive and academic development we focus on in schools. In general, students who receive social-emotional support and prevention services tend to achieve better academically (Zing, Bloodworth, Weissberg and Walberg, 2004). Mentally healthy children do experience difficulty, but they are more resilient in the face of failure, and more apt to persist when challenged.

The “wait to fail” approach to academic needs has been talked admirably, but our approach to mental health is still there. For a variety of reasons, including fear of stigma, we wait until children really fail socially and emotionally before we provide services.

We might think of education as a lengthy highway along which all students should pass during a decade or more of study. Highways ease our journey from one place to another but they do not work without proper entrances and exists. The researcher sees social and emotional learning as providing, on the one hand, the necessary pre requisites for a formal education, and on the other, the best sense of the uses to which such an education should be put (Howard Gardner, 1999).

### **1.2.1 Whole Child Education:**

There is active discourse and experimentation in holistic models of education that has much to offer international education. In international development, holistic generally refers to the integration of various facets of life such as economics, livelihood skills, health education and nutrition into education.

Holistic education also attempts to nurture the development of the whole person – this includes the intellectual, emotional, physical, social, aesthetic and spiritual (J. Miller 2005). The aim of holistic teaching is to facilitate a more fully integrated learning experience rather than the fractured experience produced by much modern western pedagogy (Orr 2005). Both in the US as well as in India, educational thinkers have stressed the necessity to gear education to the whole child. This thinking tends to be outside of the main stream of educational thinking, yet looking at the whole of a child's life is necessary when education is being used as a tool of transformation, empowerment and change.

When looking at what education could be, we need to look beyond seeing education as a tool to train the mind or prepare for a job. Education can teach us how to use our mind, how to respond peacefully, how to find and follow our passions. This type of education comes not just from learning about these things but from experiencing them in the classroom. Simply teaching a new set of ideas is not enough unless the emotional, behavioural and spiritual aspects of these ideas are addressed in the student's life. Classrooms could be a place of caring, understanding and creativity rather than a place filled with fear and conformity.

A number of approaches to education are holistic in nature such as integral education, transformative education, constructivist approaches, Gandhi's Basic Education, peace education, mindfulness education and values education.

Throughout the 200 years history of public schooling, a widely scattered group of critics have pointed out that the education of young human beings should involve much more than simply molding them into future workers or citizens. The Swiss humanitarian Johann Pestalozzi, the American

Transcendentalists, Thoreau, Emerson and Aelcott, the founders of “progressive” education – Francis Parker and John Dewey – and pioneers such as Maria Montessori and Rudolf Steiner, among others, all insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child. During the 1970, an emerging body of literature in science, philosophy and cultural history provided an overarching concept to describe this way of understanding education – a perspective known as holism. A holistic way of thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. Every child is more than a future employee; every person’s intelligence and abilities are far more complex than his or her scores on standardized tests.

Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. This is done, not through an academic “curriculum” that condenses the world into instructional packages, but through direct engagement with the environment. Holistic education nurtures a sense of wonder. Montessori, for example, spoke of “cosmic” education: Help the person feel part of the wholeness of the universe, and learning will naturally be enchanted and inviting. There is no one best way to accomplish this goal, there are many paths of learning and the holistic educator values them all; what is appropriate for some children and adults, in some situations, in some historical and social context, may not be best for others, the art of holistic education lies on its responsiveness to the diverse learning styles and needs of evolving human beings. Holistic education cannot be reduced to a set

of techniques or ideologies. Ultimately holistic education rests in the hearts and minds of the teachers and students.

**According to I. Krishnamurti:**

“The intention of education must be inner transformation and liberation of the integrated human being who is free of fear. From only such people, society can be transformed into a place of peace.”(Krishnamurti, Jiddu (1953). *Education and the significance of life*)

The purpose of education is not merely acquiring knowledge, gathering and correlating facts; it is to see the significance of life as a whole (Krishnamurti 1953). A constant theme in Krishnamurti’s declarations of the intentions of education is internal freedom – the deeper freedom of the psyche and the spirit, the inner liberation that he felt both the means and the ends of education (Forbes 2005).

Krishnamurti’s discomfort with the present world order stemmed from his understanding of the human condition where in no one is truly happy but ensnared within a psychological world of sorrow, jealousy, pain, anger, envy and troubled relationships. The inner turmoil, he understood, could not lead to harmonious relationships or a good society. It could only create conflict and contradictions that resulted in fragmentation and chaos. These conditions in turn led to exploitation, oppression and war. This was the basis of Krishnamurti’s search for a new or different kind of society that would result in harmony and well-being among individuals or groups of individuals (Thapan 2001).

**According to Waldorf Education – Steiner:**

“For it is essential that we should develop an art of education which will lead us out of the social chaos into which we have fallen during the last few years

and decades. And the only way out of this social chaos is to bring spirituality into the souls of men through education, so that out of the spirit itself men may find the way to progress and further evolution of civilization.”

He developed the Waldorf School as an example of the kind of educational advance that is possible when the teacher and educational philosophy are rooted in a spiritual awareness of the child and the learning process. He did not intend the Waldorf School movement to spread worldwide, or become an enormous system, but rather he wanted his countless pedagogical and curriculum indications to serve as a model for future research in educational processes based on the true development of the child. (Mc Dermott, 1984).

Waldorf education balances artistic, academic and practical work educating the whole child, hand and heart as well as mind. It’s innovative methodology and developmentally – oriented curriculum, permeated with the arts, address the child’s changing consciousness as it unfolds stage by stage. Imagination and creativity are cultivated as well as cognitive growth and a sense of responsibility for the earth and its inhabitants. Under the warm and active instruction of their teachers, children are provided with a creative and nurturing environment in which to develop, grow and learn.

Steiner’s detailed psychology of child development has been supported by modern research in education and neuro psychology. He hoped that young people would develop the capacities of soul and intellect and the strength of will that would prepare them to meet the challenges on their own time and the future.

### **1.2.2 Through the child’s eye:**

The whole child education nurtures children’s natural inclination to learn so that each child’s highest and best abilities can flourish.

Instead of starting with the questions “How do we prepare kids to compete in the 21<sup>st</sup> century global market place?” or “What will insure that graduates all have command of basic skills?”, we should start asking what qualities we want to encourage in children as they grow toward adulthood. They include: initiative, integrity, imagination, an inquiring mind, self-knowledge, interpersonal skills, and the ability to feel and recognize truth on different levels.

Drawing on the best holistic approaches and recognizing that children have multiple intelligences. The whole child initiative identifies five kinds of learning that we like to see each child exposed to, everyday if possible. They are:

- Cognitive – intellectual activity, associated with the left brain.
- Creative – intuitive activity (the arts), associated with the right brain.
- Structured physical movement and unstructured, self-directed play.
- Hand work, making things that can be useful
- Engagement with nature and community.

Brain science tells us that the more faculties, the more parts of the child’s brain we can engage, the more likely material will be retained and truly internalized. We have progressed from a society of farmers (Agricultural age) to a society of knowledge workers (Information age). And now we are progressing yet again – to a society of creators and empathizers, of pattern recognizers and meaning makers (Conceptual age).

### 1.2.3 Life Skills Education:

According to WHO, Life Skills are abilities for adaptive and positive behavior that enable individual to deal effectively with the demands and challenges of everyday life.

This definition has Five Key Terms, which we need to understand in order to explain the concept to our students: -

1. ***Adaptive***: means social behavior or socialization process.
2. ***Positive Behavior***: Our own behavior in helping us as well as helping others.
3. ***Enable Individual***: A person who's able to take charge of the situation.
4. ***Deal Effectively***: Any situation if has to be dynamic and effective, one need to handle with problem solving exercises.
5. ***Demands and Challenges***: Demands mean on a day-to-day basis the workable solutions and Challenges mean difficult situations combated.

#### **Ten Core Life Skills:**

1. ***Decision Making***: Refers to appropriate decisions at proper times. It could be for a simple activity or for a complex one. No impulsiveness is to be seen so that we repent later. Logical preparation and proactively handling situations.
2. ***Problem Solving***: after taking a decision we look out for appropriate ways and choose the best way of handling a situation. I call it problem solving because the outcome is positive.
3. ***Creative Thinking***: An ability to look beyond a direct experience which is different from the regular norm, anything

which is novel and flexible, not the stereotype ones helps us to realize our potential.

4. ***Critical Thinking:*** It's the cognitive capacity to analyze information and experience in an object manner. Any information is not accepted without questioning and rationalizing.
5. ***Effective Communication:*** Both verbal and non-verbal expression in a desirable manner i.e. desires, opinions, fears, advice all need to be expressed. Unhappiness is a result of faulty communication.
6. ***Interpersonal Relationship Skills:*** Understanding every human relationship in a positive and reciprocal manner. Maintaining human relationships and even if we have to end it, it has to be constructively done.
7. ***Self Awareness:*** Loving one - self can happen only when you recognize yourself, your character, your strengths and your likes. Also being aware of one's weakness and dislikes are equally important. Self-awareness in other words self-concept is a pre-requisite for effective communication, interpersonal relationships and developing empathy.
8. ***Empathy:*** The ability to understand and accept others and their behavior, which will be very different from ourselves.
9. ***Coping With Emotions:*** Ability to recognize emotions in others and us. How emotions influence our behavior and how do we respond to our emotions appropriately.



10. ***Coping With Stress:*** Recognizing the source of stresses in our life, its effect on us and using ways that can help to control our level of stress.

#### **1.2.4 Kothari Commission's Report:**

According to Kothari Commission for Common Schools, section 1.38:

*“If.....the educational system is to become a powerful instrument of national development in general, and social and national integration in particular, we must move towards the goal of a common school system of public education*

- *which will be open to all children, irrespective of caste, creed, community, religion, economic conditions or social status;*
- *where access to good education will depend not on wealth or class but on **talent**;*
- *which will maintain adequate standards in all schools and provide at least a **reasonable proportion of quality institutions**;*
- *in which no tuition fees will be charged; and*
- *which would meet the needs of the average parent so that he would not ordinarily feel the need to send his children to expensive schools outside the system.”*

#### **Provision of quality institutions is quantified in section 10.02**

*“A nation-wide program of school improvement should be organized with three objectives: (a) to raise all schools to at least to a minimum prescribed level; (b) to assist every school to rise to the highest level of which it is*

capable; and (c) during the next ten years, to raise at least **ten percent of the institutions to an optimum standard.**”



*Figure 1.1: EQ – IQ Diagram*

### **1.3 Emotional Intelligence**

“Emotional Intelligence” refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Goleman D. (1998), has described Emotional Intelligence with the help of four basic emotional and social competencies:

- a) Self-awareness:- Knowing what we are feeling in the moment, and using those preferences to guide our decision—making, having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- b) Self-regulation:- Handling our emotions so that they facilitate rather than interfere with the task at hand, being conscientious and delaying

the gratification to pursue goals, recovering well from emotional distress.

- c) Empathy:- Sensing what people are feeling being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.
- d) Social skills:- Handling emotions in relationships well and accurately reading social situations and networks, interacting smoothly using these skills to persuade and lead, negotiate and settle disputes for co-operation and team work.

Goleman D. emphasizes that both emotional literacy and emotional intelligence is required for managing of emotions. He says that there are three important things we consider while we deal with emotions. They are:

- 1) We have to teach people to be more sensitive to subtle signs of emotions in others, in their faces, their voices and postures.
- 2) We have to give people training in the internal sensations of emotion, so that they become more aware when emotions are beginning.
- 3) Give people practice in dealing with emotional conflicts repeatedly with coaches who can help them better understand the process and practice new ways of handling it.

Goleman D. (1995) while writing his book on “Emotional Intelligence”, searched for ways to make the case that children could benefit greatly from an emotional education in schools. With respect to this many such emotional education skill curriculum have been developed, so that children become aware of and recognize their feelings and those of others, and to regulate them. Such skills happen to be main elements of emotional intelligence.

## Feelings and Emotional Intelligence

Emotional Intelligence, means managing feelings so that they are expressed approximately and effectively, enabling people to work together smoothly toward their common goals. Self-regulation as a part of emotional intelligence helps in intentionally eliciting an emotion, even an unpleasant one. It also helps in managing disruptive emotions and impulses effectively.

### **1.3.1 Dalai Lama's Concept of Emotional Intelligence and Management of Destructive Emotions:**

Much human suffering stems from destructive emotions, as hatred breeds violence or craving fuels addiction. One of our most basic responsibilities as caring people is to alleviate the human cost of such out – of – control emotions. In that mission,

Dalia Lama says that Buddhism and Science both have much to contribute.



According to him each one of us needs to have a lesson plan for living with full attention and self – awareness, with self – control and responsibility, with empathy and compassion – in other words with the skills that allow people to overcome their destructive emotions. He further adds “We learn how practices that reduce negativity have also been shown to bolster the immune system, and discover a program of emotional learning that can help us increase self – awareness, manage our anger and become more empathetic” (The Dalai Lama & Daniel Goleman in Destructive Emotions and how we can overcome them 2003).

## **1.4 Emotions**

Our emotions have a great impact on others when we express them in ways that can be perceived by others. When we perceive the emotional responses of other people, we respond in appropriate ways, perhaps with an emotional expression of our own. For e.g. if one of my friends wins a prize and shows joy, I may respond with joy or depending upon my perception of the circumstances, I may be jealous.

We perceive emotion in others from many sources. The voice is one channel of emotional expression. Screams denote fear or excitement, groans denote pain or unhappiness, sobs denote sorrow, and laughter denotes enjoyment. A tremor or break in the voice may mean great sorrow; a loud, high-pitched, sharp voice usually means anger. Of course, what is actually being said is also an important clue to the emotion being experienced by other people.

The brain is involved in the perception and evaluation of situations that give rise to emotion. If a situation results in an emotional state, the brain controls the somatic and autonomic patterns of activity characteristic of the emotion. The brain is therefore, involved in directing the behaviour driven by the emotional feelings we have.

There are different emotions. They are not simply positive or negative emotions. Each emotion has its own signal and purpose. There are several schools of thought, and a body of recent research to resolve the question of “How many emotions are there?”, including cross-cultural studies to see if an emotion is universal and cross-species studies if it occurs in primates-both indicates that a given emotion may have been essential in evolution.

#### **1.4.1 Definition of Emotion:**

Emotions may be defined as an aroused state of an organism involving conscious, visceral and behavioural changes. Emotions are therefore more

intense than simple feelings, and involve the organism as a whole, Atkinson (1998).

Our emotions are a natural part of our existence that we take them for granted. Emotions and emotions alone give meaning to our lives. The ability to laugh or cry, to feel alternatively pensive and blissful, imbues our existence with beauty and value. It transforms our world from an objective, conceptual fact into a living breathing experience.

The word 'emotion' literally means 'energy in motion'. It's derived from the Latin verb meaning 'to move'. While a feeling – a closely related concept – is any conscious experience of sensation, an emotion is a strong feeling, a feeling such as love, joy, sorrow, or anger that moves us. An emotion generates various complex reactions with both mental and physiological changes and accompanying autonomic nervous system manifestations. What we think of as emotion is the experience of energy moving through our bodies. In itself, emotional energy is neutral. It's the feeling sensation and physiological reaction that make a specific emotion positive or negative, and it's our thoughts about it that give it meaning.

Emotions serve as carrier waves for the entire spectrum of feelings. When our hearts are in a state of coherence, we more easily experience feelings such as love, care, appreciation, and kindness. On the other hand, feelings such as irritation, anger, hurt, and envy are more likely to occur when the head and heart are out of alignment. Our emotional experiences become imprinted in our brain cells and memory, where they form patterns that influence our behavior.



*Figure 1.2: Various Emotions*

#### **1.4.2 Where do emotions come from?**

Many Scientists have concluded that emotions originate only in the brain. Our brain circuits are shaped by our experiences throughout life. Thus it's never too late for change and growth. Deep inside the brain is a processing center called the amygdale, which is responsible for assigning emotional significance to everything we hear, smell, touch and see. The amygdale can influence and be influenced by information from our cerebral cortex, and it's also influenced by input from the heart.

Feeling loved is more important to and for adolescents than anything else. From the moment a child is born, love is as vital to his health and survival as physical nourishment. Although the basic brain structure and neural circuits for managing emotions are laid down well before birth, it's the experiences a baby has in early years of life that matter most. When parents attuned to the feelings of a child and responds appropriately to the child's emotions, the neural circuits are positively reinforced. If a child's emotions are met

repeatedly with a response that is indifferent or negating, the neural circuits can become confused.

#### **1.4.3 Constructive emotions:**

An emotion leading to pleasantness is basically a constructive emotion. Such constructive emotions that lead to peace of mind can be cultivated through meditation. It gives rise to serenity and equilibrium in the mind. Constructive emotion is also known as constructive state of mind, a state of mind which centers around wholesome constructive emotions like faith, self-confidence, wisdom, flexibility, mindfulness, etc.

#### **1.4.4 Destructive emotions:**

Destructive emotions are those that cause harm to us or to others. Ekman P. (2003), a psychologist at the University of California at San Francisco and a world expert on the facial expression of affect, states that destructive emotions remain in the repertoire of the human heart as a trade-off in the evolutionary quest for survival (use of Darwinian perspective). Daidson R. (2003), a founder of the field of affective neuroscience gave findings that pinpointed the brain circuitry involved in a range of destructive emotions, from the craving of an addict to the paralyzing fears of phobic and the out-of-control viciousness of a mass murderer. Destructive emotions are not expressed all the time, but it will manifest when meeting with circumstances that trigger one's animosity. It is also connected with many other related emotions, such as resentment, bearing grudges, contempt, animosity, and so on.

We all know that from childhood to old age, we change all the time. Our bodies are never the same and our minds acquire new experiences with every instant that passes. We are a flux, in constant transformation.



In view of the western perspective, Wallace A. (2003) talks about constructive as well as destructive states of mind. According to him the following are various constructive and destructive states of mind:

| Constructive states of mind | Destructive states of mind                      |
|-----------------------------|---|
| Self Esteem                 | Low self esteem                                 |
| Self Confidence             | Overconfidence                                  |
| Self Respect                | Harboring negative emotions                     |
| Friendship                  | Jealousy and envy                               |
| Compassion                  | Lack of compassion                              |
| Feelings of Integrity       | Inability to have close interpersonal Relations |

In the Buddhist scriptures, one speaks of eighty for thousand kinds of negative emotions. These are not all identified in detail. However, these multi faceted emotions boil down to five main ones: Hatred, Desire, Confusion, Pride and Jealousy. E.g. Hatred is defined as the deeply felt wish to harm someone else, to destroy their happiness. It is not necessarily expressed in a burst of anger.

#### **1.4.5 The Neuroscience of Emotion:**

One of the most important human qualities may be our ability to regulate emotion – and here the frontal lobes appear to play a key role. Emotions involve an orchestration of activity in circuits throughout the brain, particularly the frontal lobe, which is engaged in planning, the amygdala, which is particularly active during the experience of negative emotions such as fear. The amygdala, is extensively connected with the body, in particular

with the immune system, with the endocrine system, which regulates hormones, and with the autonomic nervous system, which regulates heart rate, blood pressure and, so on. We can understand the impact of emotions not just on our mental health but also on our physical health.

Evidences suggest regions of right frontal lobe playing a major role in certain negative emotions.

The neurological background of emotions, talks about three distinct types of destructive emotions:

- 1) Anger – Pathological anger – that can lead to rage and to violence.
- 2) Craving – abnormality in the chemical system – leading to various forms of addiction.
- 3) Delusion – is afflictive emotions obscuring our ability to see the world clearly i.e. it's the bias that comes in one's perception.

## **A Universal Antidote: -**

It leads to how to deal with negative emotions, not just by observation, but in terms of inner transformation as negative emotions creep continually into the mind, they transform into moods and eventually into traits of temperament. Therefore one needs to begin by working with emotions themselves.



## **Cultural Influences: -**

Though we share the gamut of feelings as part of our common human heritage, people differ in how they express or value given emotions. Social experience influences attitudes about emotions, create display and feeling rules, develops and tunes the particular occasions which will most rapidly call forth an emotion. In other words culture shapes what, emotions we display and when.

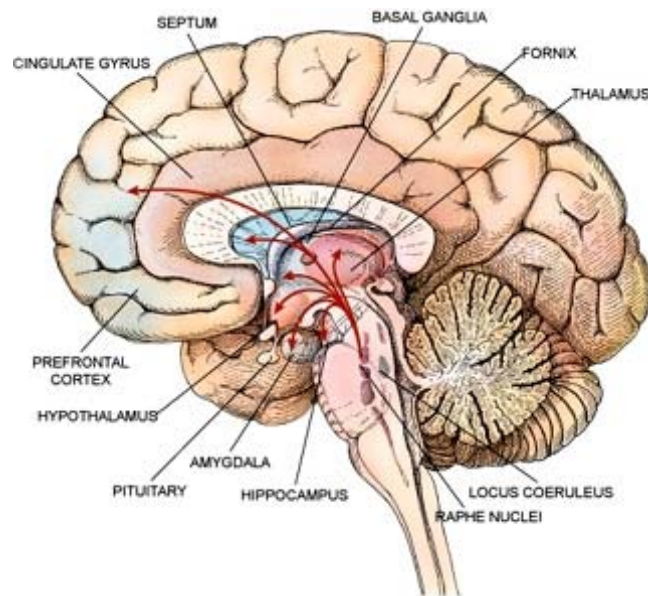
With regard to this, a cross-cultural view has come from Tsai J. (2003), a psychologist at the University of Stanford, whose research focuses on differences in how people experience emotions from culture to culture. Her findings indicate the need to recognize difference among people and thereby overcome the threat of destructive emotions.

### **1.4.6 Affective Neuroscience:**

Affective neuroscience is the study of the neural mechanisms of emotion.

#### **(a) Brain areas related to emotion:**

Emotions are thought to be related to activity in brain areas that direct our attention, motivate our behaviour, and determine the significance of what is going on around us. Pioneering work of Broca (1878), and Maclean (1952), suggested that emotion is related to a group of structures in the centre of the brain called the limbic system, which includes the hypothalamus, cingulate Cortex, hippocampi, and other structures. Research has shown that limbic structures are directly related to emotion, but non-limbic structures have been found to be of greater emotional relevance.



***Figure 1.3: Diagrammatic Representation of Brain***

The following brain structures are currently thought to be involved in emotion:

- Amygdala – The amygdala are two small, round structures located anterior to the hippocampi near the temporal poles. The amygdalae are involved in detecting and learning what parts of our surroundings are important and have emotional significance. They are critical for the production of emotion, and particularly so for negative emotions, especially fear.
- Prefrontal Cortex – the term prefrontal cortex refers to the very front of the brain, behind the forehead and above the eyes. It appears to play a critical role in the regulation of emotion and behaviour by anticipating the consequences of our actions. The prefrontal cortex play an important role in delayed gratification by maintaining emotions over time and organizing behaviour towards specific goals.
- Anterior Cingulate – the anterior cingulate cortex (ACC) is located in the middle of the brain, just behind the prefrontal cortex. The ACC is thought

to play a central role in attention, and particularly important with regard to conscious, subjective emotional awareness. This region of the brain also plays an important role in the initiation of motivated behaviour.

- **Ventral Striatum** – the ventral Striatum is a group of sub cortical structures thought to play an important role in emotion and behaviour. One part of the ventral striatum called the nucleus accumbens is thought to be involved in the experience of goal-directed positive emotion. Individuals with addictions experience increased activity in this area when they encounter the object of their addiction.
- **Insula** – the insula cortex is thought to play a critical role in the bodily experience of emotion, as it is connected to other brain structures that regulate the body's autonomic functions (heart rate, breathing, digestion, etc.). This region also processes taste information and is thought to play an important role in experiencing the emotion of disgust.
- **Cerebellum** – recently, there has been a considerable amount of work that describes the role of the cerebellum in emotion as well as cognition, and a “Cerebellar Cognitive – affective syndrome” has been described. Both the neuro imaging studies following pathological lesions in the cerebellum (such as a stroke) demonstrate that the cerebellum has a significant role in emotional regulation. Lesion studies have shown that cerebellar dysfunction can attenuate the experience of positive emotions.

**(b) Relationship to Cognitive Neuroscience:**

In its broadest sense, cognition refers to all mental processes. However, the study of cognition has historically excluded emotion and focused on non-emotional processes (e.g. memory, attention, perception, action, problem

solving and mental imagery). As a result, the study of the neural basis of non-emotional and emotional processes is now thought to be largely artificial, as the two types of processes often involve overlapping neural and mental mechanisms. Thus, when cognition is taken at its broadest definition, affective neuroscience could also be called the cognitive neuroscience of emotion.

**(c) Affective Neuroscience and Learning:**

There are many ways affect plays a role during learning. Recently affective neuroscience has done much to discover this role. Deep, emotional attachment to a subject area allows a deeper understanding of the material and therefore, learning occurs and lasts. When reading, the emotions one is feeling in comparison to the emotions being portrayed in the content affects one's comprehension. Someone who is feeling sad will understand a sad passage better than someone feeling happy.

Therefore, a student's emotion plays a big role during the learning process. Emotion can also be embodied or perceived from words read on a page or a person's facial expression. Neuro imaging studies using MRI have demonstrated that the same area of the brain being activated when one is feeling disgust is also activated when one observes another person feeling disgust. In a traditional learning environment, the teacher's facial expression can play a critical role in student's language acquisition. Showing a fearful facial expression when reading passages that contain fearful tones facilitates students learning of the meaning of certain vocabulary words and comprehension of the passage.

The ability to recognize and work with different emotions is fundamental to psychological flexibility and well-being. Neuroscience has contributed to the

understanding of the neural bases of emotion, emotion regulation, and emotional intelligence, and has begun to elucidate the brain mechanisms involved in emotional processing.

## **1.5 Emotional Management**

Unmanaged emotional reactions to stress not only lead to behavior problems in young people but also create physiological conditions that inhibit learning and potentially increase the risk of disease later in life. For these reasons, the integration of emotional self-management skills training programs has become an increased priority in some schools.

### **1.5.1 Emotional Intelligence and its Link with Psychotherapy:**

Psychodynamic psychotherapists have been working with emotion without calling it ‘emotional intelligence’ for many decades. In the early 1980’s, ground-breaking research into emotion was followed by equally important research into the early emotional development of children and the neuroscience of emotion. The combination of these three disciplines provided a more sophisticated understanding of how emotions contribute to our development as social beings. This became evidence – based underpinning for the work of contemporary psychotherapy where there were also exciting new theoretical developments and changes in practice taking place. Psychiatrists like Dr. Robert Gordon, Dr. Jeffrey Streimer, Dr. Kal Thomas and psychologists Ms. Jan Egan & Mr. Gregory See have given immense contribution towards the neuro science of human relationships in the field of psychodynamic psychotherapy.

### **1.5.2 Improving one’s Emotional Intelligence:**



Stanley Green Span, a well-known researcher and psychoanalyst describes the first steps towards becoming social beings as learning how to recognize the emotions and find the words to describe them. He says emotions are first felt in the body as sensations and, although most of us can read most of our physical reactions, they can sometimes be a puzzle. There are also times when our emotions are so strong, or so unwelcome by others, that we cope by blocking them out and they sink beneath the surface, only to emerge as physical symptoms or problem behaviours. It may take some serious talking in psycho therapy to bring these emotions to light and to work with them constructively to settle the stress or illness they are causing. Once we bring emotions into consciousness and use words and thoughts to describe them, we call the experience 'feelings'.

The next step is to learn how to regulate the different emotions. There are many emotions which an individual can be good at managing some and not others. For e.g. students may be good at managing his/her anger but he/she may have some trouble with letting him/her feel too excited. Or he/she may get so carried away with novelty and interesting things that he/she can fly into a temper tantrum when the teacher says it's time to put things away. By regulates we mean knowing how to literate one's own feeling states. For example we need to calm and soothe those emotions which take us by surprise or are so intense that they disrupt both ourselves and others. Daniel Goleman calls this 'emotional hijacking' because once it takes hold we are pretty helpless to stop it. Examples are sudden rages or panic attacks which seem to come from nowhere. Other emotions such as joy and interest are recognized and then consciously encouraged or amplified to promote feelings of sharing and happiness. By amplifying positive feelings one can change one's perspective on the negative thoughts which come so readily at times.

Another form of unregulated emotion occurs when someone has experienced a ‘no-holds-barred’ approach to emotion. For example, if anger was the main form of communication and everybody had rages in a family, one child in that family may recoil in terror at the sight of another person being angry whilst another child may be stimulated by it, join in the fight and play things out to a grisly end. In both cases the child who becomes the adult, is hooked on the adrenalin of the moment as fight or flight kicks in and all thinking goes out the window. Neither of them have learned to self regulate because there was no parent able to teach it. There are many different combinations of emotional awareness and regulation in families and each of us has a unique emotional history which influences how we feel and behave in later life.

In psychotherapy, the aim is to provide enough safety in the therapeutic relationship to help a person find their feelings and then learn to manage them so that they become the useful tools they meant to be. ‘Reflective Capacity’ or the ability to stand back for a while and to look at one’s circumstance feelings and behaviour is an important developmental step as it enables us to take in the bigger picture.

Having presence of mind and the words to describe what we feel are stepping stones which make it possible to find connections between one feeling and another, between thoughts and feelings; or events, thoughts and feelings. One begins to make sense of what one feels and to recognize patterns in their lives. Emotional reactions are dysfunctional if we remain unaware of them.

Theory and research now confirm what we have intuitively known, that emotions are fundamental and core elements in our adjustment to life. One needs to understand and empathize with others without sacrificing one self.

## **1.6 Social and Emotional Learning (SEL)**

During the last century social and emotional competencies have come to be increasingly recognized, studied and appreciated. Social and Emotional Competencies allow us to modulate emotions, to solve social problems creatively, to be effective leaders or collaborators, to be assertive and responsible, or to be able to ask evocative emotional and/or social questions that lead to new learning.

Social and Emotional learning is a new term that is centrally related to an educational tradition that began 3,000 years ago. Over the centuries, educators' understanding and definitions of childhood, "Self", and "human relationships" have varied greatly. The specific pedagogical methods that have been employed to further particular educational goals have also evolved quite dramatically. However, I think that we can never separate how we feel about ourselves from our mastery of any given subject. It is only in recent years, though, that more and more educators are suggesting that SEL needs to be a recognized and respected form of learning in and of itself. (Jonathan Cohen, 1999).

Social learning has always been an integral facet of educating the young. The notion of childhood and who we are as social, emotional/Psychological, spiritual and intellectual beings and of how we learn to "know ourselves" has evolved quite dramatically.

The notion that we can and need to understand the "whole child", including social and emotional functioning, was proposed and implemented in classrooms during the early part of the century by John Dewey, Felix Adler and Maria Montessori.

### **1.6.1 The Development of Responsibility in Adolescence:**

*Approaches to Social and Emotional Learning in the Middle School:*

A key issue in early adolescence is the development of responsibility. It is clear that the development of responsibility is a primary task of adolescence and is the responsibility of both the teacher and the student; that is, it requires interaction. We argue that the development of responsibility requires an iterative continuum of relationship → practical activity → reflection and that this continuum needs to be consciously established in the daily practice of middle schools so that it becomes an honored ingredient in scheduling decisions, advisory programs, community service, and academic instruction. The gap remains wide between what the adolescents need in their school day and what they usually experience as daily fare in most of the middle schools.

Research by Wentzel (1997) found that perceived caring from teachers was predictive of “motivational outcomes” for students. In her study, a teacher who cared was described by students as a teacher who “makes a special effort, teaches in a special way, makes class interesting, talks to students, pays attention, listens, asks what’s wrong, talks to students about their problems, asks if they need help, tells students when they have done a good job”, among other positive descriptors. Results from her longitudinal research “suggest that perceptions of caring teachers are related to student’s academic efforts and to their pursuits of pre social and social responsibility goals. In other words, relationships with caring adults in the school setting are requisite experiences for positive academic and social action. This research is supportive of a dynamic, interactive psychological approach to the construction of identity in adolescence (Gilligan, 1982; Haviland Kahlbaugh, 1993; Miller, 1986) and to the general concept of caring (Arnold, 1997; Noddings, 1993; Wood, 1991).

In a school setting, relationships between teachers and students and between students are heavily dependent on the purposeful structures the teacher creates in the classroom environment to foster positive interaction. In other words,

relationships don't just happen. They are facilitated by the "practical activity" generated by the teacher in the lesson plans used to deliver instructional content. They emerge from the ways in which the teacher uses home room time. They evolve for good or ill dependent on the teacher's skillful use of his or her knowledge of key development issues for young adolescents.

### **1.6.2 The Importance of Reflection for Adolescents as a part of SEL:**

The key to making responsibility a living reality for young adolescent students is to provide them with the opportunity to reflect on their learning and behaviour throughout the school day. Reflection is not something that happens automatically. Time for reflection needs to be provided, and teachers need their own strong social skills to utilize this time well. Without reflection, social and emotional learning (SEL) remains fragmented and temporary at best. As Likona (1991) has argued, "Of all the processes of moral education, moral reflection is aimed most directly at developing the cognitive, rational aspects of moral personality. At the same time, however this more self-consciously rational aspect of moral education should be carried out in such a way as to foster union of cognition and affect – so that children come to feel deeply about what they think and value"(P.151). The coming to feel deeply about what they think and value is essential. It is a primary goal of the continuum of "relationship → practical activity → reflection" in the identity formation and development of responsibility in young adolescents. It is coming to care about caring – meta cognition and meta emotion.

### **1.6.3 The Middle School Curriculum: Techniques and Practical Strategies for Teaching SEL:**

The middle school years provide the perfect opportunity to address the psychosocial needs of students and to offer them skill building to help them

cope with the internal and external conflicts they face. At a time when many middle school youngsters ruminate about themselves, their negative self-perceptions often convince them that they are not smart, not liked, or not attractive. SEL provides these young people with opportunities to express and explore their concerns. The daily life of the classroom becomes a safe community in which adolescent issues can be shared among peers and in which students can be guided by a caring adult.

#### **1.6.4 The Resolving Conflict Creatively Program:**

This program has six theme defined under SEL: Cooperation, caring communication, expression of feelings, appreciation of diversity, responsible decision-making, and conflict resolution.

- a) Co-operation – one of the first skills developed is co-operation. Through a variety of cooperative activities, middle school youngsters learn to value co-operation and working with peers. Young people learn how to work together on tasks as well as how to reflect upon and modify their own behaviours. The key is encouraging the students to evaluate their own behaviours as well as those of the group.
- b) Caring Communication – in this, middle school students learn to speak their feelings and actively listen to others. Through role plays and simulations, students experience the different effects that good and poor listening have on the speaker's willingness to openly and non defensively communicate. They learn how to paraphrase and reflect the speaker's words, to ask clarifying questions, and to summarize at the end of conversations to assure that the parties clearly understand each other.
- c) Expression of Feelings – here students are encouraged to express their positive and negative feelings. Role plays and group simulations help

young people identify their feelings and practice expressing them. Journal writing also provides a positive vehicle for expressing and identifying emotions. They learn that anger is a normal, healthy feeling that needs to be conveyed in productive ways.

- d) **Appreciation of Diversity** – Middle school youth are overly concerned about appearance and being accepted by their peers. They struggle to find their own identity. Here they explore the theme of appreciating differences, ethnicity, gender, intelligence, appearance, abilities, and religious beliefs. Understanding the impact of discrimination on individuals and groups is a crucial component of appreciation of Diversity.
- e) **Responsible Decision Making** – making responsible decisions is a hard task for grownups and even harder for the young adolescent who feels torn in a million directions. Learning how to make decisions in conflict situations is even more difficult. Here the adolescents break the old destructive patterns often use to make decisions by empowering themselves with new tools to make informed, responsible choices.
- f) **Conflict Resolution** – here the students explore the negative and positive consequences of different ways of handling conflict: aggression, collaboration, compromise, giving in, avoiding, delaying, appealing to authority. They become involved in decision-making processes through regularly scheduled meetings in which they solve their problems.

If young people are provided with the skills they need, the opportunities to use them, and recognition for their accomplishment, resilient youngsters will emerge who are ready to help build school communities which are dynamic in nature.

### **1.7 Linkage of the Present Study**

The above literature discussed in this chapter holds significance in the light of the present study. Recognizing emotions and managing them takes course in one's entire life. The youth of today needs to exercise on emotional resilience. Emotional intelligence as well as social intelligence has been the need of the hour in present day education.

From the review of related literature one can further clarify the needs related to emotional development in the minds of young people. Hence, the researcher strongly felt the need to carry out the study related to management of destructive emotions in adolescents.

### **1.8 The Present Study**

The present study is an attempt to study the impact of therapeutic intervention programme for the management of the identified destructive emotions of class IX students.

### **1.9 Rationale of the Study**

We observe our behavior and sometimes might wonder about the definition of homosapiens as the wise, thinking and intelligent species. We see more and more cases of people acting on violent impulse. Despite living longer, being better educated than ever before and having advanced technology, many of us find it increasingly difficult to cope with rushed lives, and are in emotional distress. Sometimes our emotions hijack our rational behaviour.

Also over the ages from the basic instinct, things have changed enormously in terms of behaviour and emotional expression. Today human behaviour is not much linked with instinct, but it has been influenced greatly by Contemporary



Cultural Revolution all over the world. This situation has resulted into many aberrations in human behaviour, which in the area of behavioral disturbance is now causing concern to parents, educationists and social scientists.

Today, most of the schools and homes, the adolescents, emotions are suppressed and repressed. They are handled with punishment for no fault of theirs. Their emotions irrespective of being constructive or destructive are considered as Disciplinary problems.

Adolescents are a vital resource for their families and communities as caregivers. They often play key roles in fulfilling the rights of young children. Young people have right to accurate information, life skills, education, health service, safe and supportive environment and opportunities to participate in community life. If during this phase of their lives we do not attend to their emotional pattern-centering around destructive emotions, they may turn to risky behaviour, facing danger such as drug abuse, violence and other abnormal behaviour patterns. Therefore there is a need to create a therapeutic Intervention programme which caters to emotional needs of adolescents.

What is also required is to allow the adolescent to deal and not be afraid of his/her emotions. What educationists, parents and social scientists need to do is to develop emotional and social literacy programme for creating a sense of community and purpose which combat's young people's moral ambivalence, anger, and apathy and transforms those emotional states into compassion, self respect and love. It would be better to catch them young before they fall.

The study basically aims to help adolescents in identifying their destructive emotions and thereby empowering them with life skills to combat for the same.

#### **1.10 Statement of the Problem**

The present study was titled: “Management of Destructive Emotions among Adolescents.”

### **1.11 Operational Definitions**

#### **Adolescent:**

The WHO defines adolescence as;

- It is the time period from age 10-24 years.
- Progression from appearance of secondary sex characteristics to sexual and reproductive maturity.
- Development of adult mental process and adult identity.
- Transition from socio-economic dependence to independence.

In the present study students belonging to Std. VIII and IX would be considered as adolescents.

#### **Destructive Emotion:**

Destructive emotions are those that cause harm to ourselves or to others (working definition). Emotions become destructive the moment they disrupt the mind's equilibrium.

#### **Management of Emotions:**

Management of Emotions would include the Therapeutic Intervention Programme which would protect adolescents from later problems through teaching them key skills for living. When destructive emotions would arise – and they will – one can apply the intelligence, educated heart to more effectively deal with emotions. The Therapeutic Intervention Programme

would deal with both the protective factors and risk factors that influence an adolescent's emotional well being.

### **1.12 Delimitation of the Study**

Following were the delimitations of the present study.

- The sample for the study was delimited to one school following CBSE syllabus situated in Vadodara, Gujarat for one academic year.
- The present study was conducted on the students of class IX only. Therefore, the finding of the results may not be generalized across the population.
- The therapeutic intervention program was delimited to only nineteen students from Std. IX of Navrachana Higher Secondary School.

### **1.13 Objectives of the Study**

On the basis of the statement of the problem, the study was aimed at achieving the following objectives:

- 1) To identify the adolescent with various destructive emotions.
- 2) To develop a Therapeutic intervention Programme for the management of the identified destructive emotions in adolescents.
- 3) To study the effectiveness of the prepared Therapeutic Intervention Programme for the management of destructive emotions in adolescents.

### **1.14 Research Questions**

Keeping in view the above objectives, the present study puts forward the following research questions:

- 1) How does one identify destructive emotions in adolescents?
- 2) How can one help the adolescents to become aware of the consequences of the said emotions?
- 3) How can one help them to manage their destructive emotions?
- 4) How does one assess the usefulness of the prepared Therapeutic Intervention Programme in managing destructive emotions?

### **1.15 Organization of the Study**

This thesis consists of six chapters. A brief review of related studies is given in Chapter II. The chapter III deals with the Methodology followed in this research study. It consists of research method, sample selected and the procedure of data collection. Chapter IV includes Materials developed for Intervention Analysis and interpretation of the data are presented in chapter. Chapter six presents a brief summary and conclusions of the study. It includes some suggestion for further research. Bibliography and appendices are given at the end.

In the next chapter, an attempt has been made to review related literature on Management of emotions and destructive emotions – a concept of Emotional Intelligence to get a glimpse of past and present studies undertaken by researchers.

## **CHAPTER - II**

### **REVIEW OF LITERATURE**

*“Research is to see what everybody else has seen, and to think what nobody else has thought.”*

– Albert Szent - Gyorgi

#### **2.0 Introduction**

A literature review is an evaluative report of studies found in the literature related to the researcher's selected area of research. It describes, summarizes, evaluates and clarifies the area of research. It gives a theoretical basis for the research and helps one determine the nature of one's own research. Here the researcher selects a limited number of works that are central to his or her area of research. A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and one's field of research.

The review of literature for the present study helped the researcher in gathering information about the existing knowledge with respect to management of emotions in growing adolescents. The researches carried out in the field of middle school education with respect to emotional intelligence enabled the researcher to learn theoretical constructs involved with emotions in general and destructive emotions in particular. It has also added to the understanding and knowledge about social emotional learning processes for adolescents in the present day education.

The researcher could not lay hands on any study directly related to researches on management of destructive emotions. However, other related researches have been quoted here for management of emotions. The present chapter has been organized in three parts. One contains research related to management of emotions, second contains research related to middle school adolescents and their emotional learning processes and third and last part contains research related to the area of Emotional Intelligence.

## **2.1 Studies Related to Management of Emotions**

Parker, Jeffrey G.; Asher, Steven R. (1987) conducted a study titled “Peer relations and later personal adjustment: Are low-accepted children at risk?” In this review, they examined the oft-made claim that peer-relationship difficulties in childhood predict serious adjustment problems in later life. A framework for conceptualizing and assessing children's peer difficulties and with a discussion of conceptual and methodological issues in longitudinal risk research was carried out. Following this, three indexes of problematic peer relationships (acceptance, aggressiveness, and shyness/withdrawal) were evaluated as predictors of three later outcomes (dropping out of school, criminality, and psychopathology). The relation between peer difficulties and later maladjustment was examined in terms of both the consistency and strength of prediction. A review and analysis indicated general support for the hypothesis that children with poor peer adjustment are at risk for later life difficulties. Support is clearest for the outcomes of dropping out and criminality. It was also clearest for low acceptance and aggressiveness as predictors, whereas a link between shyness / withdrawal and later maladjustment has not yet been adequately tested.

Ha, Francis Inki (1995) conducted a study titled “Shame in Asian and Western Cultures”. The results of the study reveal that bilingual Code

switching, mitigation and laughing are evident in the embarrassment talk of bilingual Koreans Americans and provides evidence for the possible universality of the expression and management of embarrassment.

Dunn, Judy Brown, Jane .R. and Maguire, Mary (1995) did a study titled “The development of children’s moral sensibility: individual differences and emotion understanding”. The findings of this study suggested experiences with both mothers and siblings and differences in how children assess the feelings of others show consistent and comparatively long-term association with children’s response to moral issues.

Zeman, Janice and Shipman, Kimberly (1997) conducted a study titled “Socio-contextual influences on expectancies for managing anger and sadness: the transition from middle childhood to adolescence”. The results in this study indicated that 8<sup>th</sup> grade adolescents reported regulating emotion most and expected the least interpersonal support from mothers. Children expressed greater self-efficacy and regulation of sadness than of anger. Boys reported dissembling emotion and expecting a negative interpersonal response to emotional behavior more than did girls.

Whalen, Jack and Zimmerman, Don .H. (1998) conducted a study titled “Observations on the display and management of emotion in naturally occurring activities: the case of “hysteria” in calls to 9-1-1” the study focuses on a particular type of emotional display known in the vernacular as “hysteria”, and the “socio-logic” of such an affective state. The findings of this study indicated that behaviors that might be deemed “hysterical” are those brought to the foreground by the interactional demands of the work situation. More generally, then, what might be termed a strong expression of sorrow, distress or grief in one social context may be “hysterical” in another.

Yang, Guobin (2000) conducted a study titled “Achieving emotions in collective action: emotional processes and movement mobilization in the 1989 Chinese Student Movement”. This study indicated that emotions were inextricably intertwined with identities and action and that emotional dynamics generated in this process significantly contributed to movement mobilization.

[Maaike Kempes](#), [Walter Matthys](#), [Han de Vries](#) and [Herman van Engeland](#) (2004) conducted a study on “Reactive and proactive aggression in children A review of theory, findings and the relevance for child and adolescent psychiatry.” The clinical population of aggressive children diagnosed as having an oppositional defiant disorder (ODD) or a conduct disorder (CD) is heterogeneous, both with respect to behavior and etiology. Recently, the following distinction has been proposed that might further clarify this heterogeneity: reactive aggression is an aggressive response to a perceived threat or provocation, whereas proactive aggression is defined as behavior that anticipates a reward. In this article they examined various aspects of this distinction. [1] examining the evidence that reactive and proactive aggression are distinct phenomena by discussing the theories underlying the distinction between the subtypes in humans and briefly reviewing evidence for a similar distinction in animals; [2] critically reviewing the literature on the measurement in children via questionnaires and behavioral observations; and pointing out that the correlation observed between the subtypes is due to the fact that many children show both types of aggression; [3] reviewing the literature on specific characteristics of the subtypes giving attention to social information processing, peer status, biological correlates and developmental history, and demonstrated that there is some evidence to suggest that reactive and proactive aggression are distinct dimensions; [4] discussing the relevance



of the distinction between reactive and proactive aggression for child and adolescent psychiatry.

Blake, C. S. and Hamrin, V. (2007) conducted a study titled "Current Approaches to the Assessment and Management of Anger and Aggression in Youth." In this study anger and its expression was studied as a major public health problem for children and adolescents. It showed that anger-related problems such as oppositional behavior, verbal and physical aggression, and violence were some of the more common reasons for children being referred for mental health services. An extensive review of the literature was conducted using the following online search engines: Cochrane, MEDLINE, PsychINFO, and PubMed. Published and unpublished articles that met the following criteria were included in the review: (a) experimental or quasi-experimental research designs; (b) non pharmacologic, therapy-based interventions; and (c) study participants between 5 and 17 years of age. The results showed that Cognitive-behavioral and skills-based approaches were the most widely studied and empirically validated treatments for anger and aggression in youth. Commonly used therapeutic techniques include affective education, relaxation training, cognitive restructuring, problem-solving skills, social skills training, and conflict resolution. These techniques, tailored to the individual child's and/or family's needs, can foster the development of more adaptive and prosocial behavior.

## **2.2 Studies related to Middle School Adolescents and their Social Emotional learning processes**

Cobb and Mayer (2000) conducted a study titled “The Importance of Emotional Intelligence during transition of Middle School”. They said that students experiencing transition from the elementary school are faced with challenges of the new environment as they adjust to middle school. These challenges are academic as well as interpersonal. Some students get lost, forget their locker combination or both. They have conflicts with authority or face academic pressures. A research was carried on two students who had very different perspectives of their initial middle school experience. Cobb and Mayer (2000) suggested that children make sense of things by correctly perceiving emotional information. Coping, emotional autonomy, and socially responsible behavior are traditional and valued objectives in education. The move to a new school creates new social challenges for students. The ability of adolescents to cope, to develop their emotional autonomy, and to behave in socially appropriate and responsible ways enables them to more easily accept the social challenges of transition.

Richardson (2000) conducted a dissertation study of 196 students transitioning from fifth to sixth grade where emotional intelligence was negatively correlated to the variables of transition trauma (student concerns and role strain). Analysis indicated that at least to some degree, emotional intelligence played a part in easing transition trauma more for girls than for boys. The patterns of emotional intelligence levels did not vary much over the transition period, and girls seemed to indicate higher levels of emotional intelligence than boys. Emotional Intelligence made a contribution to

academic performance for girls even when prior achievement and socioeconomic status were taken into account.

Scott Allan Woitaszewski (2003) conducted a study on “The Contribution of Emotional Intelligence to Social and Academic Success of Gifted Adolescents”. The purpose of this study was to determine if the emotional intelligence of gifted adolescents contributes significantly to their social and academic success, and specifically of emotional intelligence was of importance above and beyond traditional psychometric intelligence (IQ). The claims of Goleman (1995), who argued that emotional intelligence is critical to our understanding of human success and is often more important than IQ, were tested. A group of 39 adolescents (mean age = 16 yrs, 6mths) who were enrolled in a residential high school for gifted youth participated. The Adolescent Multifactor Emotional Intelligence Scale (AMEIS), an unpublished instrument developed and describes by Mayer, Salovey, and Caruso (1996), and the Test of Cognitive Skills (2<sup>nd</sup> ed, CTB Macmillan / McGraw – Hill, 1993) were utilized to assess overall levels of emotional intelligence and IQ respectively. The Behavior Assessment System for children – Self Report Adolescent Version (Reynolds and Kamphaus, 1992) was used to measure two components of social success: interpersonal relations and social stress. Academic success was determined by student grade point average. The results of hierarchical multiple regression analyses revealed that emotional intelligence did not contribute significantly to the social and academic success of these gifted adolescents. These results suggest that Goleman’s argument about the significance of emotional intelligence may be over stated. However, future research will need to address clear need for improved measurement of the variables studied; emotional intelligence in particular. Larger samples that include gifted students from more common

educational settings may also help clarify the importance of emotional intelligence in this population.

Drago, Judy. M. (2004) conducted a study on “The relationship between emotional intelligence and academic achievement in nontraditional College students” This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non – cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer – Salovey – Caruso Emotional Intelligence Test (MSCEIT), the State – Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPI), and the Student Demographic Survey (SDS). Bivariate and multivariate correlation and regression analyses were used to test the study’s statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, a student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to student’s ability to recognize, use, and manage their emotions. This suggests the need to incorporate emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.

Khan Abu. M. (2009) conducted a study on “Frustration in relation to intelligence, socio-economic status and academic achievement among higher secondary students” as a part of his PhD work. The main objectives of the study were to study the frustration of students belonging to different groups classified on the basis of types of schools, sex, intelligence, academic achievement and socio economic status. The major findings suggested, firstly Boys and Girls differ significantly in different modes of frustration. Secondly, students belonging to different schools do not differ significantly among themselves in the area of frustration. Thirdly and lastly students belonging to high and low intelligence group do not differ significantly in total frustration, regression, fixation and resignation. Hence, intelligence plays no significant role in the modes of frustration except aggression, which is highly significant.

Mark T. Greenberg<sup>a1</sup> [c1](#), Carol A. Kusche<sup>a1</sup>, Elizabeth T. Cook<sup>a1</sup> and Julie P. Quamma (2009) conducted a study titled “ Promoting emotional competence in school-aged children: The effects of the PATHS curriculum.” This study examined the effectiveness of the PATHS (Promoting Alternative Thinking Strategies) curriculum on the emotional development of school-aged children. PATHS, a school-based preventive intervention model was designed to improve children's ability to discuss and understand emotions and emotion concepts. The intervention field trial included 30 classrooms in a randomized design and involved the assessment of 286 children from grades 2 and 3. Approximately 30% of the children were in self-contained special needs classrooms, with the remainder in regular education. Teachers were trained in the intervention model and provided PATHS lessons during most of the one school year. Results indicated that the intervention was effective for both low- and high-risk (special needs) children in improving their range of

vocabulary and fluency in discussing emotional experiences, their efficacy beliefs regarding the management of emotions, and their developmental understanding of some aspects of emotions. In some instances, greater improvement was shown in children with higher teacher ratings of psychopathology. Discussion focused on the nature of change school-based prevention trials.

Kaisa Riala, Essi Ilomaki, Helina Hakko, Pirkko Rasanen and the STUDY – 70 workgroup (2011), conducted a study named “Is the severity of adolescent conduct disorder associated with the level of nicotine dependence?” Their aim was to investigate the relationship between the number of Conduct Disorder (CD) symptoms and Specific DSM – IV symptom subscales (i.e., aggression towards people and animals, destruction of property, deceitfulness or theft, and serious violations of rules) and nicotine dependence (ND) among adolescent psychiatric inpatients in Finland. A total of 171 adolescents with CD (99 boys and 72 girls, age 12 – 17 years) were admitted to inpatient psychiatric hospitalization between April 2001 and March 2006. Information on their psychiatric DSM – IV diagnoses was obtained using the Schedule for Affective Disorder and Schizophrenia for School – Age Children (K – SADS - PL). The level of ND was assessed with the modified Fagerstrom Tolerance Questionnaire (mFTQ). The total number of CD symptoms correlated with the level of ND among both the boys (adj.  $r = 0.31$ ,  $p = 0.002$ ) and the girls (adj.  $r = 0.324$ ,  $p = 0.006$ ). For the boys, the number of conduct symptoms correlated with the level of ND on all subscales except for aggression, while the only statistically significant correlation for the girls was found with the deceitfulness or theft subscale. A co-morbid substance use disorder was statistically significant and associated with a high level of ND among the boys ( $p < 0.001$ ) and the girls ( $p = 0.019$ ). Their results suggest that both in

adolescent boys and girls, the greater the number of CD symptoms, the higher the level of ND. Further studies are needed on the relationship between environment factors, non-aggressive CD symptoms and the development of ND among adolescents with CD.

Amelie Nantel – Vivier, Robert .O. Phil, Simon .N. Young, Sophie Parent, Stacey Ageranioti Belanger, Rachel Sutton, Marie – Eve Dubois, Richard .E. Tremblay and Jean .R. Seguin (2011), conducted a study called “Serotonergic Contribution to Boys Behavioral Regulation”. The objective of the study stated that Animal and human adult studies reveal a contribution of serotonin to behavior regulation. Whether these findings apply to children is unclear. The present study investigated serotonergic functioning in boys with a history of behavior regulation difficulties through a double – blind, acute tryptophan supplementation procedure. Participants were 23 boys (age 10 years) with a history of elevated physical aggression, recruited from a community sample. Eleven were given a chocolate milk shake supplemented with 500mg tryptophan, and twelve received a chocolate milk shake without tryptophan. Boys engaged in a competitive reaction time game against a fictitious opponent, which assessed response to provocation, impulsivity, perspective taking, and sharing. Impulsivity was further assessed through a Go /No – Go Paradigm. A computerized emotion recognition task and a staged instrumental help incident were also administered. Boys, regardless of group, responded similarly to high provocation by the fictitious opponent. However, boys in the tryptophan group adjusted their level of responding optimally as a function of the level of provocation, whereas boys in the control group significantly decreased their level of responding towards the end of the competition. Boys in the tryptophan group tended to show greater perspective taking, tended to better distinguish facial expressions of fear and happiness, and tended to

provide greater instrumental help to the experimenter. The present study provides initial evidence for the feasibility of acute tryptophan supplementation in children and some effect of tryptophan supplementation on children's behaviors. Further studies are warranted to explore the potential impact of increased serotonergic functioning on boy's dominant and affiliative behaviors.

### **2.3 Studies related to Emotional Intelligence in Adolescents**

David Akinlolu Adayemo (2005) conducted a study on "The buffering effect of emotional intelligence on the adjustment of secondary school students in transition". The purpose of this study was to investigate the relationship between emotional intelligence and adjustment of students transitioning from primary school to secondary school. It was a descriptive survey research in which emotional intelligence stands as the independent variable and adjustment as the dependent variable. Two validated instrument measuring emotional intelligence and adjustment respectively were used to collect data from the participants. The results showed that there was a significant relationship between emotional intelligence and adjustment. It was also found that the strengths of emotional intelligence, defined in terms of high, moderate and low, significantly impacted the adjustment of students in transition. The outcome of this study has strengthened the need to mount an emotional intelligence based counseling intervention program to mitigate the transition trauma of pupils moving from primary to secondary school. Such intervention should be targeted at problematic areas of transition such as academic and social adjustment, organizational issues, pupil perception, school phobia and other transition traumas.



Minet de Wied, Susan J.T. Branje, and Wim H.J. Meeus (2007), conducted a study on “Empathy and Conflict Resolution in Friendship Relations among Adolescents”. The present status addressed empathy’s role in conflict resolution within the context of adolescent Same-Sex friendship relations. Self report questionnaires were used to assess dispositional affective empathy and conflict resolution styles (problem solving, conflict engagement, withdrawal and compliance). The data of 307 adolescents (149 boys, 158 girls) were included in a multi group path analysis with sex as a moderator variable. In agreement with the hypothesis that higher levels of dispositional empathy are associated with more successful conflict management, dispositional affective empathy was found to be positively linked to problem solving and negatively linked to conflict engagement among adolescent boys and girls. Dispositional affective empathy was not related to the two more passive strategies (withdrawal and compliance). Sex differences were demonstrated in empathic tendencies, with girls being more empathic than boys. Sex differences were also established in conflict resolution strategies, with girls using problem solving, withdrawal and compliance more frequently than boys. Both sexes scored equally low on conflict engagement, however, and were found to prefer problem solving to all other conflict resolution strategies. Findings are discussed in terms of previous research on empathy and conflict resolution.

Petra Hampel, Manuela Meira and Ursula Kiimmel (2007), conducted a study on “School based Stress Management Training for Adolescents: Longitudinal Results from an Experimental Study”. This study aim to investigate the effectiveness of a school based universal preventive stress management training program for early and middle adolescents in comparison with a no – treatment control group. The study examined the intervention effects of age (early versus

middle adolescents) and gender on perceived stress, interpersonal coping, and self – efficacy prior, immediately after as well as 3 months after the intervention. Three hundred and twenty adolescents (ages 10-14 years) participated in the study. Whereas both experimental contributions did not differ substantially in baseline scores, the experimental group scored higher on perceived self-efficacy compared to the control group at the follow-up assessment. Additionally, the experimental group showed less perceived stress and more adaptive coping at the post and follow-up assessment. Age - dependent intervention effects suggested that early adolescents primarily benefited from the treatment. Although the effects must be replicated using a randomized design, the current findings reveal that the program does strengthen important protective factors for the psycho social development of adolescents.

Alistair Campbell and Alice Ntobedzi (2007), conducted a study on “emotional Intelligence, Coping and Psychological Distress: A Partial Least Squares Approach to Developing a Predictive Model”. The current study investigated the relationship between emotional intelligence, coping styles and the experience of psychological distress in adolescents. Participants were 85 Australian High School Students. It was predicted that higher emotional intelligence would be related to decreased levels of psychological distress and to more adaptive coping but to less maladaptive coping. The results showed no direct association between emotional intelligence and psychological distress. However, there appeared to be an indirect relationship with psychological distress being predicted by Coping Style and Coping Style predicted by emotional intelligence.

## **2.4 Implications for the Present Study**

After going through a number of related researches in the area of Emotional Intelligence and Management of Emotions, it helped the researcher to conceptualize the present research. The present education system sees a great need of developing social and emotional learning processes in the growing adolescents. There is a great need to understand the emotional wellbeing of school students. Some of these studies mentioned as a part of the review of related literature clarified the present research study.

## MATERIALS DEVELOPED FOR INTERVENTION

*“All is well in my world” – Anonymous*

### 4.0 Introduction

Presented in the chapter are various materials developed and used by the researcher for therapeutic intervention for students in managing their destructive emotions and enhancing social and emotional learning.

### 4.1 Intervention for Students

#### *Reservoir of Emotions:*

Emotions play an extremely important role in human mental life. Much of human emotional life is distinctly *human* in nature, clearly not portable to systems without humanlike bodies. Furthermore, many problems in human psychology and society are caused by emotions run amok in various ways. There are a few universal emotions – including happiness, sadness and spiritual joy – which any intelligent system with finite computational resources is bound to experience, to an extent. And then there are many species-specific emotions, which in the case of humans include rage, joy and lust and other related feelings.

#### *Management of Destructive Emotions:*

Buddhist philosophy tells us that all personal unhappiness and interpersonal conflict lie in the “three poisons”: craving, anger, and delusion. It also provides antidotes of astonishing psychological sophistication – which are now being confirmed by modern neuroscience. With new high-tech devices, scientists can peer inside the brain centers that calm the inner storms of rage and fear. They also can demonstrate that awareness-training strategies such as meditation strengthen emotional stability – and greatly enhance our positive moods.

School – based program of social and emotional learning help children increase self – awareness, manage their anger, and become more empathetic.

### ***Educating Minds and Hearts – Social Emotional Learning for Adolescents:***

Social and emotional learning (SEL) is both a new and a very old idea. In all cultures and in every generation, educators and parents have been concerned with children's sense of wellbeing and ability to get along with others. Certainly in today's social environments, teachers have no choice but to attend to their student's personal and social development, even when their first priorities are academic knowledge and skills. SEL programs are designed to teach desirable attitudes and behaviors for students.

#### **4.2 Therapeutic Intervention Program for Students: *An Overview:***

The program was carried for 19 students from class 9 of Navrachana School, Sama Road, Vadodara. The intervention program consisted of 7 parts divided into 24 sessions. Each session was of one hour duration. Two sessions were conducted consecutively on days when intervention was carried out.

##### ***Format of the session:***

It consists of the fact sheet, objectives, procedure, facilitative questions, general sharing, EQ Learning and progress chart and researchers own observations. Some of the general sharing by students has been quoted as it is and some of them have been rephrased for clarity. The content has been universal across the Groups – Group A → Consisting of 10 students from the category of both Average Emotional Intelligence and Low Emotional Intelligence and Group B → Consisting of 9 students from both the category of Emotional Intelligence mentioned above. Each participant maintained a personal diary for maintaining the log of their significant learning which was submitted to the researcher at the end of the intervention program.

The following activities were used in the intervention program for the management of destructive emotions and emotional coaching of adolescents: -

1. ***Group Building Exercises:*** - These exercises were basically desired to make the students familiar to each other, develop a rapport and connectivity with others and readily accept the program package.
2. ***Self Awareness Exercises:*** - Self awareness exercises were selected for enhancing emotional awareness and emotional management. As a part of Life Skills Education, Self awareness helped the students in recovering their strengths, weaknesses, positive and negative emotions and recognizing the benefits of the program for themselves. The entire program was named by the researcher as “Happiness Program”.
3. ***Relaxation Training:*** - This training included methods like progressive relaxation method, breath watching, induction techniques, dynamic imageries, yogic techniques in order to reduce the emotional stress undergone by the affected adolescents.
4. ***Problem Solving Techniques:*** - This included step-by-step handling of the problem which existed in the adolescent’s life. It began from knowing the problem, breaking down into sub-problems, looking solutions for each sub-problem, checking whether solutions is towards goal and using the six step problem solving process.
5. ***Management of Emotions the Rational Emotive Behavior Therapy (REBT):*** REBT is a practical, action-oriented approach to coping with problems and enhancing personal growth. REBT places a good deal of its focus on the present on the currently held attitudes, painful emotions and maladaptive behaviors that can sabotage a fuller experience of life. REBT also provides people with the individualized set of proven techniques for helping them solve problems. REBT helps individuals to uncover their individual set of beliefs (attitudes, expectations and unproductive behaviors) that frequently lead to

emotional distress. For adolescents, REBT helps in understanding their set of both positive and negative emotions, resolving conflicts, rationalizing day to day experiences and thereby increase their effectiveness and happiness in educational and personal settings. In a nutshell the adolescents use REBT as a creative program for conflict resolution and inter group relation skills at the interpersonal level.

6. ***Social Emotional Learning (SEL):*** - Social and Emotional Learning Programs today range from a point of view about children and social and emotional competencies to very detailed, prescriptive, curriculum - based programmatic efforts. The psycho analytically informed perspective about SEL provides a framework for understanding children's lives over time. The ability and/or inability to understand where the child is "Living" and to empathize with and recognize the student's experience is the goal of any Social Emotional Learning Program.
7. ***Schooling of a Good Heart:*** - PATHS (Promoting Alternative Thinking Strategies) curriculum helps children learn to better understand and manage their emotions – to become aware of and recognize their feelings and those of others, and to regulate them. The most important use of knowledge and education is to help understand the importance of engaging in more whole some actions and bringing about discipline with our minds. The proper utilization of our intelligence and knowledge is to effect changes from within that develop a good heart. In schooling of a good heart, the researcher focused on practical application ways to help students overcome their destructive emotions –when parents recognize their children's negative emotions – their anger and sadness – and help them cope with these emotions, children overtime develop better

physiological regulation of their emotions and show more positive behavior like self control and sustain attention.

8. ***Neuro - Affliction Scale:*** - This scale was constructed by the researcher to measure the destructive emotions of adolescents. It was prepared with the help of the “Bar – On Emotional Quotient Inventory”; Youth Version aged 7 to 18 years”. It mainly measures negative/destructive emotions under five dimensions namely:

***Dimension I: - Low Self Esteem***

***Dimension II: - Over Confidence***

***Dimension III: - Harboring Negative Emotions***

***Dimension IV: - Jealousy and Envy***

***Dimension V: - Lack of Compassion***

***Dimension VI: - Inability to have close interpersonal relations***

The scale had 60 items or statements. Under each dimension the statements were categorized. The scoring was based on a five – point scale: -

1 = Very Seldom True of Me, 2 = Seldom True of Me, 3 = Often True of Me, 4 = Very Often True of Me, 5 = Almost Always True of Me.

Scoring was simple. The higher the scores, the higher the percentage of negative emotions.

The intervention program was divided into 7 parts. Each part had Sessions Covering from Icebreaking in the form of Group Building Exercises, Self awareness Exercises, Relaxation Training, Problem Solving Techniques, Management of Emotions through REBT, Social Emotional Learning (SEL) & Schooling of a Good Heart as described above.



## **PART – I**

### **Title: Understanding Self and Others through Group Building exercises**

#### ***Session 1: - Self Introduction***

The first session was a session to introduce oneself to the group members and know the group members through their introductions. This session was also a building block for the researcher's "HAPPINESS PROGRAM".

#### **Activity (1):**

**Fact Sheet:** - Group building exercises are team building exercises. They are carried out to generate fun. It helps in creating memorable experiences and encourages friendly competition between group members.

#### **Objectives: -**

- (i) A simple ice breaker useful for introducing students to each other and help them learn each other's names.
- (ii) The game is especially useful when they are new to each other.

#### **Name of the Game: -"Name Game"**

Time required: - Half an hour

#### **(a) Procedure:**

The Name Game (also known as the Adjective Game) starts with one person in the room picking a word that describes himself or herself as a person. The catch is that the word must start with the first letter of their first name. For example: - Say my name is Radha. I would say "Hello! My name is Romantic Radha". The person after you must say your adjective and your name before saying theirs. So they would go, "Hello, Romantic Radha, and my name is Brave Bharat". Then the third person would go, "Hello Romantic Radha and Brave Bharat, and my name is Happy Hardik". This continues on until all the students have gone. Being last is hilarious in this game, because they must remember everyone's name AND adjective before starting theirs.

**(b) Group Discussion:**

**Facilitative Questions: -**

- (i) How comfortable were you in speaking your name and adjective that describes you as well those of others in the group?
- (ii) What was your personal experience throughout the activity?
- (iii) What something new you learned from the activity?

**(c) Sharing / Debriefing:**

Students gave a brief report of their discussion.

A summary of discussion points:

- In the starting I felt shy speaking out things freely but slowly slowly I started enjoying myself within my heart and felt free to speak everything and was relaxed at this point of time.
- It was good and fun game. It was very funny to hear adjectives of y friends. We had a good and memorable experience. I will always remember the adjectives of my friends.
- I actually enjoyed doing it. I got to hear two new words yanky and ravishing. I also felt quite funny because some words or rather adjectives used were total opposite to the person's personality.
- I enjoyed this activity; it was a sort of funny too. To some extent I came to know about my other classmates thinking. And all the funny suitable names they could think of. I had a good experience.

**Summarization:** - Sometimes it takes a little while to think about adjective which go with the personality of individuals. These adjectives can be either positive or negative in nature. As we define ourselves over a period of time, it's beautiful to discover others as they are. Associating people with adjective at times can be hilarious.

**Researcher's Observation: -**

- Every single student enjoyed the activity.
- Some helped the others while they forgot to recollect the names/adjectives while the circle was getting completed.
- Some of the students came up with adjectives like Fear, Dark, Disturbing which were negative in nature.
- These negative adjectives were associated with their own names which were loaded with emotional nuances.
- They all were eager to continue the activity for some more time and they were totally involved.

**Session 2: Group Building Exercise: -**

**Activity (2):**

**Fact Sheet: -**

Creating the environment of 'Oneness' in the group. Seeing the commonness amongst each other, along with the differences is the feature of group building exercises.

**Objectives: -**

- (i) To create a harmony in the group by recognizing the similarities among themselves.
- (ii) To enjoy the differences with some of the group members with respect to personality characteristics.
- (iii) Learning more about the group members with respect to personality attributes.

**Name of the Game: - “Elimination”**

Time required: 30 minutes

**(a) Procedure:**

All students begin the game standing. The leader calls out a characteristic, and all students who possess that characteristic remain standing while others sit down. For e.g.:- ‘Creative’. The last person standing gets to run the next round. This game is a great way for students to learn about each other in a fun way.

**(b) Facilitative Questions: For reflection:**

- (i) What new things did you learn about? Briefly introduce it to your classmates?
- (ii) How did you feel to be different than a few others?

**(c) Sharing / Debriefing:**

Students give a brief account on their experiential learning after the activity.

Some of their responses are as follows: -

- I come to learn that we (me and my classmates) have some similar characteristics that I never thought some of them would have. It is nice to know that the people I have not even thought of talking to, share the same interest. It even helped me to be honest.

- I got to know that what my fellow mates think of themselves. It was funny because I got to observe the comments that came along.
- We could express the qualities about ourselves which others didn't know. I felt good while playing this game. And I could also know the different qualities of my friends.
- A mind relaxing game of sharing our characteristics with others and finding out different characteristics about others, which we have in common.

**Summarization:** - Knowing about each other is interesting. To begin working in a group, the rapport is established when people talk about themselves. Also the comfort zone in a group starts with information taken and given to one another.

**Researcher's Observation:** -

- The students happily enjoyed playing the game.
- Along with verbal communication, each one was closely looking at each other's gestures and postures.
- Boy students said that they were exploring more about each other.

**Session 3: Learning to relax: -**

**Activity (3): - Relaxation Training: -**

**Fact Sheet:** -

The art of relaxation helps individuals to be with themselves, being connected to oneself. Awareness begins when the individual learns to relax both body and mind with conscious efforts.

**Objectives:** -

- (i) Deep muscle relaxation reduces physiological tension and is incompatible with anxiety.
- (ii) It is helpful in the treatment of muscular tension, anxiety, insomnia, depression, fatigue, mild phobias and stuttering.
- (iii) This technique has been primarily used throughout the intervention program for the management of destructive emotions.

**Name of the Activity: - “Progressive Muscular Relaxation (PMR) Technique”**

It involves deep relaxation of the muscles of body in a definite sequence, which does not require imagination, will power or suggestion. (Indian Handbook of Hypnotherapy – Foundations and strategies – By Bhaskar Vyas & Rajni Vyas)

**Time required:-** 20 minutes of relaxation training and 10 minutes of experiential learning.

**(a) Procedure: The researched led the group: -**

1. Get in a comfortable position and relax.
2. Keep the eyes closed.
3. Curl fists, tightening biceps, and forearms. Relax.
4. Wrinkle up forehead. At the same time, press your head as far back as possible, roll it clockwise in a complete circle, reverse. Now wrinkle up the muscles of your face; frowning, eyes squinted, lips pursed, tongue pressing the roof of the mouth and shoulders hunched. Relax.
5. Arch back as you take a deep breath into the chest – Hold. Relax. Take a deep breath, pressing out the stomach. Hold. Relax.
6. Pull your feet and toes back towards face, tightening calves, thighs and buttocks. Relax.

**(b) Facilitative Questions: -**

- (i) How are you feeling after the relaxation training?
- (ii) Any specific changes did you observe in yourself during and after the relaxation training? Please specify.

**(c) Sharing / Debriefing: -**

Students shared their experiential learning with the group. Some of the responses are as follows: -

- I did not know how 20 minutes went off. I felt every single breath along with my muscle relaxation. My mind is very calm after the relaxation exercise. And I don't have words to describe but after doing this exercise my mind is very calm and happy.
- It was a very good feeling. I was feeling relaxed as the exercise went on, I have started meditating and observing my breath, never ever thought could have done it.

- I liked the activity. It was like a complete rest of my mind for 20 minutes. I could not concentrate in the last 2 – 3 minutes and got a bit restless.
- I felt that I was within myself feeling my breath with a lot of different thought coming up in my mind. It was a fantastic experience where I and my body got relaxed.

**Summarization:** - Each body and mind has his or her own mechanism of relaxing. There are universal relaxation techniques for young people. Progressive Muscular Relaxation Technique is relaxation training for relaxing one's own tensed muscles along with breath watching. Each one has a different intensity to go into the relaxation training. Some of you could achieve in the first attempt. The rest who could not, relax you will see a positive difference as each day of the relaxation training progresses.

**Researcher's Observation:** -

Some students could go for the complete 20 minutes of relaxation training. The others could not relax themselves beyond 10 minutes. Some tensed faces could change into relaxed faces as the relaxation training was coming to an end. Girls could relax better than boys.

**NOTE:** - The students were asked to continue the PMR twice a day for 20 minutes, one session at school in presence of the researcher and the other session at home. The experiential progress of each day with respect to relaxation training was recorded in the student's diaries. The relaxation training continued for all 24 sessions till the completion of Intervention Program.

## **PART - II**

**Title:** - *The art of relaxation and stress management*

***Session 4: Art of Relaxation:*** -

**Activity (4): - Progressive Muscular Relaxation (PMR) Technique: -**



**Time required:** - For each of the two groups, the session was of 20 minutes and experiential learning shared with the group was of 10 minutes.

**(a) Procedure: - As in session 3**

**(b) Facilitative Questions: -**

- (i) How was the experience in comparison to the previous day? Specify.
- (ii) Were you able to do PMR at home? If yes, share your experience with the group.

**(c) Sharing / Debriefing: -**

- The experiential learning through relaxation training was shared by the students in the group.
- Some of the responses are as follows:
- It made me feel fresh after I opened my eyes and was ready to face the day very well as I was feeling very good today.
- It feels very relaxing and calm after the relaxation training. I could concentrate very nicely this time.
- It's a good morning today. Feeling very fresh and enthusiastic. It's a beautiful day.
- Today I felt more confident and full of energy in myself. I can feel the change in me.

**Summarization:** - It was lovely to hear from each one of you. Your gradual changes reported by you in your physical and psychological comfort. You have been making efforts to relax your body and mind.

**Researcher's Observation:-**

The students were able to relax their muscles in a better way in comparison to the previous day's session. They were effortless in the process of relaxation training. One could see a gradual progression with respect to the PMR.

### **Session 5: Interpersonal and Intrapersonal skill development**

#### **Activity (5):-**

##### **Fact Sheet:-**

Interpersonal Skills go along with Intrapersonal Skills. To generate compassion for one another, one needs to come out of self – centeredness. Positive words and open statements open the door to Healthy Communication.

##### **Objectives: -**

- (i) It's an activity that gives an antidote to self – centeredness.
- (ii) 'Feeling good' to be a part of the group comes through positive and affirmative comments.

##### **Name of the Activity: - “You're Part of the Family”**

##### **Time required: - 30 minutes**

##### **(a) Procedure: -**

- Before the activity, the researcher put out one sheet of paper for everyone attending – one sheet for each person, with their name written across the top.
- During the gathering, the researcher hand out the pages along with pencils, making sure that nobody gets their own.
- Then the group was told that at no time are to receive a paper if their name is on it.
- At the sound of a whistle each student was given one minute to write a note to the person at the top of the page. It is not to be signed by the students. They wrote why they want that person to remain part of the

family. For e g; Reasons like “Because your smile is great” – all good and positive answers.

- At the end of each minute a whistle is blown and the students are asked to exchange papers.
- After about six rounds of this, the researcher gave away the papers to the person whose name is written on the top of the page.
- Each student is able to see a handful of kind messages, telling them they are special.
- Such friendly comments lets the students know he/she is among others who share a special friendship with him/her, he/she need not be selfish or self – centered, feeling like a “Lone Wolf”.

**(b) Facilitative Questions: (for self reflection):-**

- (i) How did you feel while writings something good about others?
- (ii) How did you feel when you read positive statements written for you by others?

**(c) Sharing / Debriefing: -**

The reflections after this activity were shared by students in the group.

Some of the reflections are as follows:

- The responses I have got during this activity actually made me give a 1 km smile and it was an amazing experience. I came to know what people think about me 😊 .
- I felt very good and was on Cloud 9. I could never think that my friends thought this good about me. Today by this activity I could know what my friends think about me.

- It was a really feeling great ❤️. It was so awesome while writing and I cannot explain how I am feeling after reading about myself 😊.
- It was very hard to write for others. Because there is hardly anything I know about them. But then, all of them have good qualities. I felt very nice while reading about myself. It was nice to know what others think about me.

**Summarization:** - All individuals are unique in their own ways. Each one has positive attributes. It is also important to look for positive attributes in others. Some of us find it difficult to begin with, but over a period of time we are able to spot the positive qualities in others as we do for ourselves.

**Researcher's Observation:** -

- While the students were engaged in doing this exercise, one of them from the group said that “how can we write about someone whom we don’t know”.
- The students were generally happy to know about themselves as well as about others.
- Out of the two groups, one group exchanged lots of smiles during the activity.
- Joy for self and happy to write about others.

## ***Session 6: - “Self Induction”***

### **Fact Sheet: -**

Self Induction helps a normal individual to manage day – to – day stresses easily and with a relaxed attitude. It improves the coping ability through proper identification of the problem and use of self – exploration to gain more insight into it. It also helps in problem solving and decision making and increases self – confidence and assertiveness so as to put decisions into actions. It improves quality of life by promoting mental health and maturity (A holistic stress management and self – development (HSM & SD) Programme by Dr. B.M. Palan).

### **Objectives: -**

- (i) To provide a tool to students for cognitive restructuring through reinterpretation of an experience, feeling or thought by the use of concrete meaningful words.
- (ii) To provide reassurance to students to work better and comfort.
- (i) To create a relaxed atmosphere by reducing anxiety.

### **Name of the activity: - “Self Induction”**

### **Time required: - 30 minutes**

#### **(a) Procedure:-**

1. Make yourself comfortable on your seat, or you may lie down.
2. Close your eyes and relax your body.
3. Be aware of the process of your breathing. Continue breathing normally, effortlessly. Feel, sense and experience the process of your breathing going on naturally.
4. Decide in your mind that “I will enter a state of relaxation by myself and will continue enjoying the same for 10 minutes. At the end of 10

minutes, will come back to my normal waking state by counting slowly and silently from 5 to 1 in my mind”.

5. Let your breathing continue normally and automatically for a minute or so.
6. Open your eyes slowly and stare at an imaginary spot on the wall in front of your eyes, at a little higher than eye level.
7. Remember my voice saying, “LET YOUR EYES GET CLOSED.... NOW”
8. When your eyes get closed, let your whole body relax completely.
9. Imagine yourself in a pleasant and beautiful place where you may like to be, doing something what you may like to do.
10. See and hear, feel and perhaps even smell all the beautiful things which may be there. Fill your mind and heart with pleasure, joy, comfort and relaxation.
11. When your mind reminds you about the time to come out, mentally come back from the imagined pleasant place to the place where you are conducting your Self - Induction.

Tell your mind – speak yourself silently that “Next time when I practice self – Induction, I will go in a better and deeper state of relaxation, more easily and quickly”.

12. Count silently in your mind from 5 to 1 while you may start feeling lightness in your eyes and alertness in your body. After finishing your count, as and when you feel like opening your eyes, you may open them slowly to be wide awake, feeling refreshed in your body and mind.

**(b) Facilitative Questions: -**

- (i) What feelings are you undergoing after doing the exercise? Please share with the group.
- (ii) Any sudden change you observed in your behavior? Please specify.

**(c) Sharing / Debriefing: -**

Some of the responses shared by the students in the group:

- When the researcher (Mam) was giving instructions for the Self Induction, I was completely detached from this world. And when I opened my eyes, for some time I couldn't see, but a few seconds later I could see the colors.
- It was relaxing and refreshing. I was very calm. The whole day my mood was swinging from here to there but after doing the exercise, I felt calm and soothing.
- Beautiful feeling. I had visited a beautiful place. I hope I can really have a place like that in my life.

- I felt I had been given a liberty to go to my own world and meet the people whom I really want to meet till date. And being in my own world and doing what I wanted too in my dreams.

**Summarization: -**

- You can do self induction at anytime of the day suitable to you. You can do self induction in sitting, reclining or 'lying on your back' position whichever you find more comfortable.
- Self – induction is not a magic. You should not expect dramatic result without any efforts on your part. Self Induction makes the “Change” easier and faster, but you should make efforts to achieve the goal of meditation.

**Researcher's Observation: -**

- Boys were restless; girls were calm during the Self – Induction.
- The latter part of Self – Induction was achieved by all the students.

**PART - III**

**Title: - *Emotional Intelligence (EI) Enhancement Program***

**Session 7: Personal Learning's shared with the group members.**

**Activity (7): EQ Progress Sharing with group members: -**

**Time required: - 20 minutes**

- Previous Day Experiences where shared by the group members amongst themselves.



- EQ chart was filled up with respect to knowledge, attitudes and behavior as outcomes/changes through the various activities and sessions conducted.

### ***Session 8: - Self Awareness Program***

#### **Activity (8):**

##### **Fact sheet: -**

Self awareness is about knowing our self. How much do we know ourselves – our qualities, our strengths, our weaknesses, our likes and dislikes? Self awareness is a quality that only we human beings possess. A strong Self awareness is necessary for effective living and therefore it is the foundation for a life we wish to create for ourselves. It's a powerful life skill.

##### **Objectives: -**

- (i) To make the students ware about themselves with respect to their attitudes and behavior.
- (ii) To help students to respond to persons and situations and not react to them.
- (iii) To help the students in identifying their strengths, weaknesses, interests and some of their fears.
- (iv) To help the students to live in the present moment.

#### **Activity (8): “I AM”**

***Time required: - 40 minutes***

##### **(a) Procedure: -**

1. The students were given the worksheet on Self – Awareness called ‘**I AM**’.
2. After that the students were divided into smaller groups to discuss / share their experiences utilizing the facilitative questions.

## Activity – 1

### **I AM**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

1. Write down your five strengths.

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2. Write down your five weaknesses.

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3. List your areas of interest / co-curricular activities.

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4. What qualities do you like to see in your peers/classmates? Why? Why not?

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5. What are some of your fears? List them and describe them briefly.

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6. What are your dreams and aspirations? List down.

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7. Who is your role model and why / how?

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8. Do you believe in working in a group or in isolation most of the time? Why?

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**Note:** Discuss the responses in small groups.

**(b) Facilitative Questions: -**

What was your experience doing the Self – Awareness worksheet?

How did you feel sharing your responses in small groups?

**(c) Sharing / Debriefing: -**

After the reflections written by each student in the log of significant learning, the responses were shared in small groups.

Some of the responses are as follows:

- Writing a questionnaire with different types of question which we have to ask our mind, it comes like a click. We have to note it fast. Sharing these things with my friends was obviously a great feeling; they came to know about me.

- It was hard but I discovered some of my characteristics. It was nice knowing about my other classmates too.
- It was hard to recognize my weaknesses. It was a good experience. I could know many things which I could never get to know about my friends.
- I felt very good. I got to know that I really know about myself. It was also great to learn, that almost all had the same thoughts.

**Summarization:** - Everything in your life is the result of what you know, what you experience, and how you interact with your awareness. These elements make up our inner source from which everything evolves. Learning about your self is the most fascinating endeavor. Recognizing strengths, weaknesses along with fears help each one of us to lead a healthy life.

**Researcher's Observation:** -

- Initially they were a little restless and at discomfort because it was a questionnaire. They were looking forward to fun filled activity.
- Later the students were alert and deeply engrossed in answering the questions related to self – awareness.
- One of the students asked for clarification with respect to definition of fears and how do one describe them.

**Session 9: - The world of Visualization**

**Activity (9): - “Dynamic Imagery Exercise”**

**Fact Sheet:** -

They are visualization exercises based on symbolic images. Each one of them opens the door to a new state of consciousness and can elicit specific psychological and biological changes in the students.

**Name of the activity: - “The Butterfly”**

**Objectives: -**

To help the students in revealing the unnoticed inner realities and potentials.

To help the students to recognize their unwanted feelings and making efforts for becoming free from those negative feelings.

**Time required:** - 20 minutes of exercise and 10 minutes of sharing

**(a) Procedure: -**

Imagine a caterpillar. You can watch it crawling about on the branch of a tree where it lives. Attaching itself to the branch of the tree, the caterpillar starts forming its cocoon. Gradually it surrounds itself with golden, silken threads until it is totally hidden. Observe the cocoon for a few moments.

Now imagine yourself inside the cocoon. Surrounded by the softness of silk, you are resting in the cool and comfortable golden darkness. You are only dimly aware, so you know exactly what is happening to you. After sometime, on one fine morning the cocoon breaks open, and the rays of light penetrate through a chink. As the beam of light touches you, you feel a sudden surge of vitality and realize that you can shed off the cocoon. As you feel the cocoon falling away, you discover that, with it you are shedding the unwanted feeling off – (Sham, inferiorities, anxiety, depression, memories of painful past, etc).

You are now free. You have more freedom than you ever dreamt you could have. You are now a beautiful, multi colored butterfly. You soon realize that your boundaries have extended infinitely. Now you can fly. Find yourself dwelling, in a totally new realm of colors, of pleasant sounds, of open and beautiful space. Experience yourself flying, being supported by the air, being gently borne up by the breeze, gliding down, flying up again.

Below, you see an immense meadow full of flowers of every kind and color. You settle on one of the flowers so gently that the petals may not even notice it. You fly and then settle on another flower, and then on yet another. Experience each flower as a different being with its own color and fragrance; his/her own particular life and quality. Take your time in experiencing the many aspects of your Expansion, your Freedom, and your Lightness.

**(b) Facilitation Question: -**

How did you feel after doing the dynamic imagery exercise? Share your feelings in student's diary.

How was the experience of sharing it with your group members?

**(c) Sharing / Debriefing: -**

After the students wrote their reflections about the Dynamic Imagery Exercise in their logs of significant learning, a few of them shared it with the group members too.

Some of their responses are as follows:

- I could smell the flowers and felt so relaxed.
- My tiredness vanished and it was relaxing.
- It was a wonderful experience. It felt I was out of the world of miseries.
- It was a peaceful experience. I saw my negative feelings gradually going away.

**Summarization:** - Every individual goes through the process of realization. Introspection and reflection helps us in recognizing our negative feelings, frames of references (beliefs) in a systematic way. It's a gradual process of analyzing our negative experiences. With regular practice one will be able to achieve the benefits of Dynamic Imagery Exercise.

**Researcher's Observation: -**

- The students felt relaxed and experienced joy and happiness.
- For some students it was difficult to concentrate on the instructions in the beginning of the session.
- Four students could imagine themselves as butterflies through the process of Dynamic Imagery.
- A feeling of positivity reported by 50% of the students.

**PART - IV**

**Title: - Feeling of liberation**

**Session 10: Visualization Exercise**

**Activity 10: - “Dynamic Imagery Exercise”**

**Fact Sheet: -**

They are visualization exercises based on symbolic images. Each one of them opens the door to a new state of consciousness and can elicit specific psychological and biological changes in the students. This Dynamic Imagery Exercise helps the students for getting rid of negative feelings.

**Objectives: -**

- (i) To help the students to get rid of negative feelings and undesirable things.
- (ii) To help the students experience good, pleasant and cheerful mood.

**Name of the activity: - “Red Balloon”**

*Time required: - 30 minutes*

**(a) Procedure:-**

Imagine yourself outside in a place where you are happily relaxed. The surroundings are just as you would like them to be... the sky is blue... temperature ideal... comfortable.



Imagine, near your feet is lying an open container/a box. Start unloading (throwing away), into this container, your negative/unwanted feelings or attitudes which make your life unhappy (may be your gloom, depression, frustration, anxiety). You can visualize your negative feelings as some physical objects, e.g. black, irregular stones or the dirty and dry grass while you are picking out and throwing away in the box. If you are working towards jealousies, then imagine that you are throwing negative feelings away into the container. Continue this until you have cleaned yourself completely of those negative feelings/undesirable things.

Shut the container lid and put a lock on it. Move a few steps away where you find a big red balloon (filled with light gas) which is tied to a peg in the ground. Hold the strong cord of the balloon in your one hand tightly and loosen it from the peg in the ground. Hold the strong cord of the balloon in your one hand tightly and loosen it from the peg, move across to the container and tie the free end of the cord to the handle in its lid. Feel the balloon tugging to get away... and let it go. Watch the balloon rising into the air, vividly red against the blue sky. As you observe the balloon soaring higher and higher into the air, carrying away all your misery provoking feelings, you experience an ever increasing happiness. The balloon becomes smaller and smaller, a tiny red speck against the blue sky, and finally it disappears completely. With it disappears the container and the unwanted feelings too. Find yourself in a good, pleasant, cheerful mood – enjoying your life.

**(b) Facilitative Questions: - (for group reflection and sharing)**

- (i) How did you feel after doing the exercise? Specify.
- (ii) Could you recognize some of your negative feelings? If so share it with the group.

**(c) Sharing / Debriefing: -**

After writing the reflection in their diaries, the students shared their experiences in small groups.

Some of the responses shared are as follows:

- I could recall the negative conversation between me and my mom.  
With this exercise I would like to become a successful problem solver.
- I felt very nice after doing the exercise and felt very good when the balloon was flying away.
- I could feel the box through my legs fingers.
- I could recognize the feeling of depression. I felt relaxed after the exercise.

**Summarization:** - Every one of us goes through times where we undergo negative feelings. We need to recognize those negative feelings and situations and work towards it.

**Researcher's Observation:** -

In both the groups, the students could find themselves comfortable as the instructions were being read out. Their gestures, postures were relaxed. Two of them could not concentrate on the exercise till the end.

**Session 11: - Emotional Literacy**

**Activity (11): - Emotional Awareness and Emotional Management**

**Fact Sheet:** -

Emotional Awareness and Emotional Management helps in identifying ones Positive Emotions and Negative Emotions which helps in developing Emotional Wellbeing.

**Objectives:** -

- (i) To enable the students to recognize one's own emotional states.

- (ii) Identifying the emotions and classifying them into positive and negative emotions.

**Name of the Activity:** - “Me and My Emotions” – Worksheet

**Time required:** - 40 minutes

**Procedure:** - The following worksheet was given to the students.

### **Activity – 2**

#### **Me and My Emotions**

##### **Part – I:**

1. What are some of your frequently experienced positive emotions?

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2. Share your responses with your friends.

3. Group discussion

##### ***Reflect and Share:***

- i) How did you feel after talking about your feelings/emotions with others in the group?

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- ii) What did you learn about the feelings/emotions of others?

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## Part – II:

1. What are some of your frequently experienced negative emotions?

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2. Share your responses with your friends.

3. Group discussion

### ***Reflect and Share:***

- i) How did you feel after talking about your feelings/emotions with others in the group?

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- ii) What did you learn about the feelings/emotions of others?

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### **(c) Sharing / Debriefing: -**

After the experiential learning and sharing, some of the responses given by the students are as follows:

- It was an exciting worksheet. Glad to know we shared similar feelings.
- I was happy to learn that some of my group members had more of positive emotions. Few of them had anger as one of the major negative emotion in them. I felt good talking about my emotions to others.

- We all share similar feelings like happiness, jealousy, anger, and we are like a chain for ourselves.

**Summarization:** - It's healthy to recognize both our negative as well as positive emotions. Sharing one's own feeling with others helps in developing interpersonal and social skills.

**Researcher's Observation:** -

- Before the researcher began explaining about 'Emotions' to the students, the group members one by one described about Emotions. They said their life skills education classes has helped them in gaining an insight about emotions.
- In the 2<sup>nd</sup> group, there was a need to explain about emotions in general.
- Students were happy to recognize both positive and negative emotions. They wanted to work upon their negative emotions, specifically anger and aggression.

**Session 12: - Problem Solving Exercise**

**Activity (12): - Problem Solving Skills "Piece by Piece"– Daniel Wildman**

**Fact Sheet: -**

Problem Solving is a natural part of life. The ability of an individual to solve problems can mean the difference between success and failure. Lacking the ability to solve problems effectively can be a source of anxiety and stress for any individual. Problem solving is not an exact science, although there are guidelines that a person can follow to become a successful problem – solver.

Flexibility and open – mindedness is an essential part of being able to solve problems, whether it is in one's personal life or occupational life. Possessing advantageous problem solving skills requires a person to understand the problem, create a plan to solve the problem, seeing the plan through and reviewing the plan to ensure that the problem is solved and is not repeated. When a person has difficulty imagining a solution to a problem, it is because he is overwhelmed with the details of the problem or see the big picture. Brainstorming, critical thinking, innovation, lateral thinking, strategies and creativity are all useful techniques that can assist an individual to become better at solving problems.

**Objectives: -**

- (i) To help the adolescents in managing their emotion.
- (ii) To help the adolescents in management of destructive emotion.
- (iii) To help the adolescents in resolving their conflicts in interpersonal relationship.
- (iv) To arrive to a decision – making with respect to alternative solutions related to day – to – day problems.

**Name of the Activity:** - Six step problem – solving process (Roger .P.

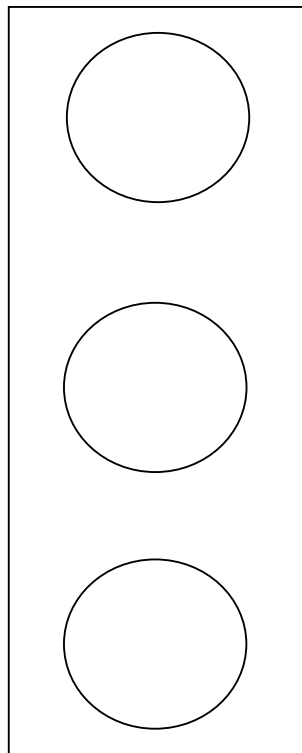
**Weissberg and M. Z. Caplan)**

**Time required:** - 90 minutes

The students used the following six step problem – solving process model for the management of day – to – day problems and destructive emotions for a period of two weeks.

- The model was explained by the researcher. The following model was used by the students.

**WHEN YOU HAVE A PROBLEM:**



STOP, CALM DOWN, and THINK before you act

Say the PROBLEM and how you FEEL

Set a POSITIVE GOAL

Think of lots of SOLUTIONS

Think ahead to the CONSEQUENCES

GO ahead and TRY the BEST PLAN

**(a) Procedure: -**

After the Problem Solving Model explanation, the students were given a Worksheet name “Becoming a successful Problem Solver” 1990 Weissberg, Caplan, Bennetto, and Jackson.

**Becoming a successful Problem Solver**

Name: \_\_\_\_\_

1. My problem \_\_\_\_\_  
\_\_\_\_\_
2. The people involved were \_\_\_\_\_  
\_\_\_\_\_
3. Before the problem was solved:
  - a. My stress level was \_\_\_\_\_ on a 1 (low) to 10 (high) scale.
  - b. I felt \_\_\_\_\_ and \_\_\_\_\_.
  - c. The other people felt \_\_\_\_\_ and \_\_\_\_\_.
4. My goal is \_\_\_\_\_
5. My solution was (what I did or said) \_\_\_\_\_  
\_\_\_\_\_
6. Was the problem solved? \_\_\_\_\_
7. If the problem was not solved, what are some different solutions you could have tried? Think ahead to the consequences of each solution.

|    | Solution |     | Consequence |
|----|----------|-----|-------------|
| a. | _____    | --▶ | _____       |
| b. | _____    | --▶ | _____       |
| c. | _____    | --▶ | _____       |

8. Which solution do you think is best? \_\_\_\_\_
9. Why do you think it is best? \_\_\_\_\_
10. When are you going to try it? \_\_\_\_\_

**(b) Facilitative Questions:**



How did you go about using the Six – Step problem – solving process method? Share your one experience using the model.

How did the six – step problem – solving process model help you in management of your destructive emotions?

**(c) Sharing / Debriefing: -**

After doing the worksheet on “Becoming a Successful Problem Solver” the following responses came up from the few students during the sharing session.

- I used the best solution in managing my sadness and anger.
- I could resolve the problems related to my doubting on people.
- With the problem solving model I can resolve my academic issues related to my Mom. Also my unhappiness can be resolved through this model.
- I can now manage my tension and worries through the six – step problem – solving process.

**Summarization:** - Students are at their best when they use problem solving skills in managing their day today issues. Every problem has a solution. Keep a good number of alternatives to arrive to a good decision – making. It’s good to resolve problems systematically and correctly.

**Researcher’s Observation:** -

- One significant observation came through this session, every student wanted the researcher to introduce the problem – solving model to their parents.
- Some of them wanted the researcher to talk about their problems to parents.

- Issues like going for parties, use of social networking websites and mobile phones were the problems brought to the knowledge of the researcher.

There was a follow – up of the following activities and session done by students at home for a period of ten days: -

- (i) Using Problem Solving Model.
  - (ii) Relaxation Training.
  - (iii) Dynamic Imagery Exercise.
  - (iv) EQ learning and progress chart to be filled up (refer to appendix 6).
- Significant learning for each day was recorded by each of the 19 students in student's diaries.

## **PART - V**

### **Title: - Coping with Stress and Emotions**

**Session 13:** -The session began with a sharing exercise by all the students in two different groups in different intervals of time. Every student shared about the use of exercises and its personal benefits to them in managing both their interpersonal as well as intrapersonal skills. Management of negative emotions with respect to self and others were also shared by the students.

### **Activity (13): - “Dynamic Imagery Exercise”**

The butterfly exercise on the popular demand from the students was carried out.

**Time required:** - 20 minutes

### **Sharing / Debriefing: -**

Some of the responses shared by the students after completion of the exercise:

- I felt that I was a butterfly and could smell the flowers. It was a very different experience in comparison to the previous days.
- I could smell roses and felt as if I was in a fairyland. It was an awesome experience, never like before.

- I feel I can taste every color of myself. I could discover the new me... 😊
- It seems very beautiful and I am fully relaxed.

**Researcher's Observation: -**

- In the above relaxation training session, the students could relax better and enjoyed the session.
- Muscular relaxation was observed for every student.
- There was a student who was suffering from physical injury, but inspite of it showed enthusiasm for participation in relaxation training and could achieve his goal.

**Session 14: - Coping with Emotions**

**Activity (14):**

**Fact Sheet: -**

- 1) Fear and ignorance are the root cause of intolerance.
- 2) They create doubts, discontentment and conflict.
- 3) The power of tolerance establishes harmony and peace.
- 4) Tolerance and acceptance is the religion of humanity.

**Objective: -**

- (i) Understanding that intolerance has always been at the root of all major conflicts.
- (ii) Understanding that keeping an open mind will reap rich benefits.
- (iii) Understanding that we treat people the same way as we would like them to treat us.

**Name of the Activity: - Know Yourself**

**Time required: - 90 minutes**

**(a) Procedure: -**

1. **Know Yourself:** - A worksheet with 10 items was given to all the students to check their levels of tolerance. The following worksheet was given:

**Know Yourself:**

How tolerant are you? Find out by answering the following questions as honestly as you can.

|     |   | <b>Always</b> | <b>Sometimes</b> | <b>Never</b> |
|-----|---|---------------|------------------|--------------|
| 1.  | Do you make friends on the basis of their wealth or status?   |               |                  |              |
| 2.  | Do you respect and interact with people of all religions?   |               |                  |              |
| 3.  | Do you care about what caste a person belongs to when interacting with that person?                                 |               |                  |              |
| 4.  | Do you make fun of someone who looks, talks or dresses in a manner different from you?                              |               |                  |              |
| 5.  | Do you behave badly with people who are not as well – off as you are?   |               |                  |              |
| 6.  | Do you think being fair is more attractive than being dark skinned?   |               |                  |              |
| 7.  | If you see someone being treated unfairly, do you stand up for that person?   |               |                  |              |
| 8.  | Do you let other people's prejudices (say those of your family or close friendly) influence your ideas or behavior? |               |                  |              |
| 9.  | Do you wish friends and neighbors on their festivals even if you don't celebrate those festivals yourself?          |               |                  |              |
| 10. | Would you like to treat and be treated equally?   |               |                  |              |

### **Interpreting your score:**

**Maximum score = 30**

**Minimum score = 10**

**If your score is between 22 and 30:** You truly believe in the principle of equality and tolerance. You treat all human beings with respect and dignity. Try to inspire your friends and classmates to adopt a similar attitude.

**If your score is between 15 and 21:** You are usually a fair and tolerant person but sometimes get influenced by stereotypes and prejudices. Think carefully about areas where you scored 2 or 1.

**If your score is less than 15:** Many prejudices seem to be influencing your thoughts and behavior. Is that really the kind of person you wish to be biased, prejudiced, and intolerant? Do you really wish to lead a life filled with divisiveness and conflict? If you don't, start making an effort to bring changes in areas where you scored 2 or 1.

2. Writing slogans which encourage tolerance towards others.

3. Case Study Discussion: -

The followings case study was given to students for discussion: -

“Your teacher punished the entire class because you all were late to reach her class. Some of your friends abused the teacher. What would you do to show tolerance towards the incident?”

Discussion on the above case study took place in small groups. Each group had four students.

**(b) Facilitative questions: -**

- (i) How does tolerance contribute to peace and harmony?
- (ii) What happens when there is a lack of tolerance? Think of an example.
- (iii) Make a list of all the reasons that make you think badly off or behave badly with someone.

**(c) Sharing / Debriefing: -**

Some of the responses given by the students are:

- When there is lack of tolerance we often undergo high temper and negative feelings. Hitting back someone is not the answer, talking to him/her is the solution.
- We go out of control when we don't understand why we are blamed or not understood even once. This session helped me in expressing my emotions and how I feel when I am blamed for something.
- If we are tolerant, we would not fight. Instead we will contribute towards resolving the situation.
- Lack of tolerance leads to lack of interpersonal relationships. I could understand this after today's session.

**Slogans written by students to encourage tolerance among the group members.**



❖ Some of the slogans are as follows:



“If you love your special ones truly then you should learn to tolerate them.”

❖ “Person, who has tolerance in one hand, has all kinds of successes in the other hand.”

❖ “It maybe love

It maybe affection

It maybe a chain of me and you

It maybe way to express my feeling

It’s called Tolerance. . .”

❖ “Be tolerant, be smarter.”

**Summarization:** - The aim of tolerance is peaceful coexistence. While tolerance recognizes individuality and diversity, it removes divisions and hostilities among people perceived to be different because of nationality, religion or heritage. Through understanding and open – mindedness, a tolerant person attracts some different, and by genuinely accepting and accommodating that person, demonstrates tolerance in a practical form. As a result relationships blossom.

The seed of tolerance is sown with love, compassion and care. Where there is lack of love, there is also lack of tolerance. Love makes anything easier to tolerate. Family is the first classroom to learn tolerance, as there is always some adjustment to be made to accommodate others. School is the second classroom. Tolerance cools the strong and agitated negative feelings of others.

**Researcher's Observation: -**

- There was a strong buzz among the students after the case study was given for discussion.
- Everybody had some or the other issues of intolerance at home and school to be discussed.
- Some of the students also remarked about the school council members being intolerant towards school and teachers.
- A few of the students expressed their parents being intolerant towards them.

**PART - VI**

**Title: - Relaxation Training and Anger Management**

***Session 15: -***

- The session began with the students reporting about the change in their knowledge, attitude and behavior in last one week. Each group reported about it separately.
- Observations were made and noted by the researcher.

***Session 16: -***

- Both the group underwent the progressive muscular relaxation.

**Time required: -** 30 minutes

**Researcher's Observation: -**

- All the students could go through the session with comfort and ease.
- They all reported relaxation and cheerfulness in their mood in the last two weeks.

**Session 17: - Anger Management – Dealing with anger**

**Activity (17):**

**Fact Sheet: -**

1. Anger darkens the mind and you stop thinking wisely.
2. It is an obstacle to human interaction.
3. Anger harms you physically too. (If you have exploded at anyone angrily, you feel your heart pounding, neck veins swelling and blood throbbing in your temples).
4. Most fits of anger or touchiness are but an expression of feeling of insecurity, inferiority or a sense of false pride.
5. Anger itself is not a weakness. Tantrum or Rage is.
6. We feel angry when we do not get what we want or we are hurt because of what someone said or did.

**Objectives: -**

- (i) To help students in recognizing the symptoms of anger.
- (ii) To help students in questioning about their anger.
- (iii) To help students handle anger.

**Time required:** - 1 hour each for 3 days.

**(a) Procedure: -**

1. The students did a worksheet on “Questions About Your Anger”.
2. Case studies of students who volunteered to share their experience were done in small groups.
3. Anger Scale was administered on all the students.
4. A worksheet on “How You Handle Anger” was also administered on students.

***The following worksheets were given to the students:***

**Questions about Your Anger:**

1. How do you know when you are angry?

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2. Where in your body you feel anger? List you physical signs of being angry.

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3. What is the first sign of anger you notice? List your early warning signs that tell you when you are starting to become angry.

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4. What makes you angry? List all the things you can think of... all the way from small annoyances to big problems.

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Write the things that make you angry on the scale below, according to how angry they usually make you feel.

| How Angry                | Situations or Events |
|--------------------------|----------------------|
| 100 As angry as possible |                      |
| 95                       |                      |
| 90                       |                      |
| 85                       |                      |
| 80                       |                      |
| 75                       |                      |
| 70                       |                      |
| 65                       |                      |
| 60                       |                      |
| 55                       |                      |
| 50 Moderately angry      |                      |
| 45                       |                      |
| 40                       |                      |
| 35                       |                      |
| 30                       |                      |
| 25                       |                      |
| 20                       |                      |
| 15                       |                      |
| 10                       |                      |
| 5                        |                      |
| 0 Not angry at all       |                      |

### How You Handle Anger?

1. How do you usually react when you feel angry?

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2. Think about the last time you react in an unhealthy or negative way to anger. What happened right before you got angry?

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3. How did you react?

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4. How did you feel after you reacted?

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5. What could you have done instead?

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6. What would happen if you were to react in a more positive way?

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**(b) Facilitative Questions: -**

(i) When is anger good?

(ii) Is it okay to get angry at times? When?

(iii) What are some good ways to handle someone else's anger?

(iv) Can someone or something cause you to get angry?

In small groups, the discussion took place on the basis of the facilitative questions.

**(c) Sharing / Debriefing: -**

Some of the responses given by students are as follows:

**For: - Anger is Good:**

- Anger is good because if someone is wrong or if I am misunderstood, then anger is justified.
- Anger is good if someone is scolding us for a wrong reason.
- Anger in any form is not healthy.
- Anger is good when we fight for our own rights.

**For: - Good ways to handle someone else's anger: -**

- Talk to the person when he or she is in a mood to listen to.
- Handling my tuition teacher with calmness. I started being polite towards him.
- I have stopped arguing with my mom. Starts talking about things with her.
- Fighting is not a solution to handle someone else's anger. We can ignore the person and his argument for some time.

**Summarization:** - Anger is an emotion. It is a signal that we think we are being treated unfairly. Feelings are neither right nor wrong. It is okay to hurt ourselves, others or property when we feel angry.

Recognize anger – know when you are angry and what makes you angry.

Practice positive responses – practice, practice, practice until your new positive responses become habitual.

**Researcher's Observation:** -

- The students started being comfortable with their emotions and are making efforts to deal with their negative emotions, especially anger.
- The students enacted some of the signs of anger, for clarity in their small groups.

- 50% of the students in both the groups reported that the program has led to an insight to understand anger as an emotion.

**Follow – up Activities: -**

For a period of a week the students were asked to carry out “A Plan for Dealing With Anger”. The following plan was used by the students:

***Sharing by the students on the 7<sup>th</sup> Day: -***

Some of the responses are as follows: -

- I am calm and happy and I have become more tolerant.
- I am cheerful and have been able to control my anger through the exercises in the last 3 days.
- I have become cool and positive towards others.
- I have realized that I don't get angry because of people but it is because of me. I have started controlling my anger through the anger management plan.

The session ended with filling up of the EQ learning and progress chart filled by all the students.

In small groups, experiential learning through the anger – management plan was done.



## EQ LEARNING AND PROGRESS CHART

| Date | Session / Topic | Significant Learning | Follow-up plan | Outcomes / Changes |          |          |
|------|-----------------|----------------------|----------------|--------------------|----------|----------|
|      |                 |                      |                | Knowledge          | Attitude | Behavior |
| 1    |                 |                      |                |                    |          |          |
| 2    |                 |                      |                |                    |          |          |
| 3    |                 |                      |                |                    |          |          |
| 4    |                 |                      |                |                    |          |          |
| 5    |                 |                      |                |                    |          |          |
| 6    |                 |                      |                |                    |          |          |
| 7    |                 |                      |                |                    |          |          |
| 8    |                 |                      |                |                    |          |          |
| 9    |                 |                      |                |                    |          |          |
| 10   |                 |                      |                |                    |          |          |
| 11   |                 |                      |                |                    |          |          |
| 12   |                 |                      |                |                    |          |          |

### Plan for Dealing with Anger

1. Make a plan. Write down one of the situations from your anger scale. Choose one that causes you to feel a little angry. Describe how you would like to react in the future to this situation.

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2. Choose a situation near the top of your anger scale. Describe how you would like to react to a situation like this.

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3. What negative behavior do you most want to avoid when you experience anger?

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4. What will you for do instead?

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5. What will you do when you experience your early warning signs of anger?

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6. How will you handle situations when you feel very angry?

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## **Practice positive reactions to everyday stresses**

*Walk away instead of reacting in anger. Its okay to stomp your feet if you need to! Exercise. This helps get rid of the physical energy that is built up by anger.*

*Talk to someone who is not feeling angry with. Phone a friend, relative, or professional. Tell them about what happened and how you are feeling.*

*Distract yourself. Do something you enjoy, like reading. TV, music, games, going to the store, cooking a meal . . . and take your mind off the anger. Come back and deal with it when you are feeling calmer.*

*Count 10 breaths. The reasons for counting your breaths are: 1) to calm and relax you by breathing more deeply and 2) to pause for a few moments instead of reacting automatically.*

*Write about it. Get your feelings and thoughts out on paper instead of confronting the source of your anger right away.*

*Deal with it when you feel calm. Get away from the situation, and come back later. You will react more positively.*

The more practice you get at reacting in positive ways, waiting until the anger goes down a little before responding, and learning new habits, the more easily you will be able to manage anger.

Write instances of how you managed stressful situations without getting angry.

Day 1:\_\_\_\_\_

Day 2:\_\_\_\_\_

Day 3:\_\_\_\_\_

Day 4:\_\_\_\_\_

Day 5:\_\_\_\_\_

Day 6:\_\_\_\_\_

Day 7:\_\_\_\_\_

## **PART - VII**

**Title:** - *Social and Emotional Learning Program*

***Session 18:*** -

The session began by experiential learning shared by all the students in their own small group.

The anger management exercises along with relaxation training helped the students in recognizing their emotions and improved their interpersonal relationship in school as well as at home.

**Activity (18): - Dynamic Imagery Exercise**

**Fact Sheet:** -

Visualization exercise for realizing one's own inner realities and potentials.

**Objectives:** -

- (i) To help the students in recognizing their emotions and feelings.
- (ii) To help the students in developing the sense of mastery.

**Name of the Activity:** - **“The Ship”** (For developing the sense of mastery)

*Time required:* - 30 minutes

**(a) Procedure:** -

“Imagine a big ship at the beginning of its voyage. The wind is filling its sails as it moves toward the open sea. Vividly visualize the ship with its billowing

sails, its bows breasting the waves. Realize the propelling power of the wind, and listen to the sound of the waves as the ship heads toward its destination.

Now imagine yourself on the ship. You are at the helm, conscious of the open sea ahead. The water sparkles in the sunlight, and you can barely distinguish the point where, far away, the sea and the sky merge at the horizon. You sense the smell of the sea and feel the wind beating your face.

And now you realize that you are feeling the wooden surface of the wheel in your hands. You can turn the helm to your right or to your left now. And you are aware of your mastery over the ship. Concentrate on your power of aiming the ship in what direction you want. It is an effortless mastery. You are making the decisions regarding movements of your ship. . . And every decision is immediately transformed into an action. Be conscious of this sense of mastery.”

**(b) Facilitation Questions:**

- (i) What and how did you feel the experience of being on a ship? Specify.
- (ii) How far did you achieve the sense of mastery? Narrate.

**(c) Sharing / Debriefing: -**

After the Visualization exercise, the students wrote their reflections in the students diary and shared their experiential learning in small groups.

Some of the responses given by the students are as follows:

- I could feel the energy in myself. And could smell the sea and feel the ocean breeze.
- I could not attend to the instructions till the end. But felt relaxed and calm.
- This exercise was very different. The AC air in the room made me feel like the breeze. It was a good relaxing feeling.

- I could smell the sea and sense the wind. It was a beautiful experience and I felt a sense of confidence after the exercise.

**Summarization: -**

Each one of us would like to achieve something or the other in life. Believing in oneself and one's thoughts and actions helps one to achieve a sense of mastery. Each one of us can achieve as he or she learns to progress in life.

**Researcher's Observation: -**

- Boys were restless could not relax and concentrate.
- Girls were in the flow of exercise. They could relax and concentrate better.

**Session 19: - REBT Exercise for Management of Destructive Emotions:**

**Fact Sheet: -**

Understanding the connection between thoughts, feelings and behaviors is a critical component.

**Objectives: -**

- (i) To recognize that feelings change.
- (ii) To understand different feelings and experiences and how they are perceived.
- (iii) To understand that having feelings is natural.

***Time required: - 2 hours***

**(a) Procedure: -**

**I. Activity: -**

1. Think of a specific situation where you face any one of the following emotions: -
  - a) Anger
  - b) Hurt
  - c) Sadness
  - d) Disappointment

- e) Fear
- f) Shame
- g) Guilt
- h) Frustration

2. Describe the situation(in writing)
3. Describe the emotions (in writing)
4. Ask yourself, “Why did I feel the way I did in the situation? Write down your answers.”

**II.** Some of the emotions chosen by the students were Guilt, Hurt, Fear, and Anger.

**III.** In small groups, discussion was carried out related to the management of emotions.

**Summarization:** - Each one of us has both positive as well as negative emotions. Our feelings and behaviors lead to various emotional expressions. Sharing one’s own emotions at the right time and in a right way helps one in emotional strengthening.

**IV.** The following REBT Model was explained to the students with respect to Management of Emotions:

A = Activating Event (External Environment)



B = Belief System / Self Talk / Internal Environment



C = Consequent Emotion

The two different kinds of talk were also discussed: -

- (i) Rational talks
- (ii) Irrational talks

- Rational talk is based on facts or evidences or verifiable data.
- Irrational talks are based on irrational beliefs.

**This was followed by an activity: - “Demands Keep Us Unhappy”**



- Demands are one of the most common forms of being irrational.
- What demands do you make on yourself, on others and on the world?

**Demands I make on Myself: -**

I have to \_\_\_\_\_

I can't \_\_\_\_\_

I should \_\_\_\_\_

I shouldn't \_\_\_\_\_

**Demands I make on Others: -**

People should \_\_\_\_\_

People shouldn't \_\_\_\_\_

**Demands I make on the World or on Life: -**

The world / life should \_\_\_\_\_

The world / life shouldn't \_\_\_\_\_

**Sharing:** - The students shared their responses in small groups and the researcher made observations for the same.

***Session 20: - Social and Emotional Learning (SEL)***

**Fact Sheet: -**

Efforts to educate the heart along with the mind is very important. Resolving conflicts creatively enhances social and emotional learning. The goal is to create a peaceful environment through Co-operation, Caring Communication, Expression of Feelings, Appreciation of Diversity and Responsible Decision Making.

**Objectives: -**

- (i) To help the middle school students in the development of Social and Emotional learning.
- (ii) To help the students to express their feelings in a constructive and non – violent manner.

**Name of the Activity:** - “**Expression of Feelings**” (Social and Emotional learning through Conflict Resolution) by Janet Palti and Linda Lantieri

**Time required:** - 60 minutes

**(a) Procedure: -**

The following I – messages were used as a powerful tool by the students:

- (i) I feel angry when you call me a name because it hurts my feelings.
  - (ii) I felt hurt when you pulled me out of the class.
  - (iii) I fear that you will not share the answers with me as I remained absent from the class.
- Based on the above statements, the students were divided into small groups for Role plays.

**(b) Facilitative Questions:**

- (i) How did you feel enacting the ‘I statements’?
- (ii) What emotions and feelings did you identify during the role - play exercises?

**(c) Sharing / Debriefing: -**

After the role plays, the students shared their experiences to the group members.

Some of the responses are:

- I realize that when someone says bad about others, it hurts badly.
- It's difficult to come out of the painful experience.
- It feels great to work as a support for others.
- Talking to a friend helps in resolving conflicts.

**Summarization:** - Students should be encouraged to express their positive and negative feelings. Each one should take an opportunity to express feelings in school as well as at home.

**Researcher's Observation:** -

- After the above activity, the students did talk about the caring and sharing process in school as well as at home.

- They said it is only when you care and share; you receive the same from others.

**Session 21: - Relaxation Training Program** (refer to session 3 learning to relax)

For both the groups the researcher conducted a 20 minutes session on Progressive Muscular Relaxation Training.

**Sharing by the Groups: -**

We have seen positive changes in ourselves with respect to anxieties and management of negative emotions.

**Session 22: - Feedback and Reflections** (Refer Appendix - VI)

All the students had filled up a feedback and Reflections form about the program “Happiness Program”. The activity lasted for 30 minutes and 20 minutes of group sharing was done.

**Session 23: -** All the students were given the following Social and Emotional Learning (SEL) Exercise to carry it home:

**Activity:** - Responsible Decision Making (Model)

- Tell what the problem is.
- Find as many different solutions as possible.
- Decision which solutions are ‘Good’.
- Choose one solution and act.

#### ***Session 24: - Personal Sharing Session***

Sharing of personal changes through this program was reported by the students. The session lasted for an hour.

***Some of the personal changes reported are: -***

- I have learnt to manage my anger and use problem solving model for solving my day – to – day issues. I remain happy and positive after the “Happiness Program”.
- I have become polite to my Mom and Dad.
- I learnt that arguments have no end, and when we calmly react the things sort out fast. I have developed a positive relationship with my Mom.
- I learnt the art of respecting others.
- I have become a good listener. I have become helpful and polite after this program.
- I have learnt to fight with my loneliness and depression. I don’t complain about it anymore.
- I think before I speak. I don’t argue with my Mom anymore.
- I have become tolerant, the most happening thing to me after this program.
- I have become calm, gentle, peaceful, disciplined, and respectful. Now I don’t fight. I don’t even abuse. Stopped arguing with people too.

- I have become calmer and sensible. My personal learning's are that fights would never resolve any problem. One has to think and work sensibly to solve and resolve a problem.

#### **The testing Program for the Students: -**

All the 19 students underwent a post – testing session on Bar – On Emotional Quotient – Inventory Youth Version and the newly developed scale “*Neuro – Affliction Scale*”.

*The following scale was developed as a part of the Intervention Program: -*

#### **Name of the Scale: - Neuro - Affliction Scale**

**The scale is basically based on 6 dimensions: -**

*The definition of the dimensions are as follows:*

#### **Operational Definitions:**

##### **1. Low Self Esteem:**

It's a state of the mind where in an individual feels low about self and as a result has low self-worth. This often manifests in behaviors like avoiding others, being too sensitive to remarks made on him by others, and not taking any initiative on his own, etc.

##### **2. Overconfidence:**

It's an exaggeration of one's own self and may be manifested in behaviors like, 'I am right' and 'I am a person without faults', and sees others full of faults. The individual considers himself as flawless and always right and imposes himself on others and forces his opinion and ways on others.

##### **3. Harboring Negative Emotions:**

It is a state of mind where the thing that entertains oneself, others and the world is accompanied by negative emotions. It is manifested in behaviors like causing harm to oneself as well as others, remaining in a state of depression accompanied by feelings of helplessness and hopelessness.

**4. Envy and Jealousy:**

It is an emotional state where in an individual is unhappy about the success of others. He thinks of himself as a rival of somebody and throws aggression onto them. It is manifested in behaviors like devaluing people and engaging in putting them down, especially in front of others.

**5. Lack of Compassion:**

It is an emotional and social response of not understanding and non-acceptance of others "as they are." It is manifested in behaviors like being unhappy about others success or enjoy seeing people fight.

**6. Inability to have Close Interpersonal Relations:**

It is defined as non-caring and non-acceptance of others, bringing in gap between self and others. It is manifested in behaviors like less of warmth, non co-operation and very little communication with others....

**Neuro – Affliction Scale**

**Instructions:** Read each statement carefully. Choose you own response from very seldom true of me (1) Very seldom true of me, (2) Seldom true of me, (3) Often true of me, (4) Very often true of me and (5) Always true of me. They are your own individual responses. There is no right or wrong answers. Relax and give the first response that comes to your mind. **ALL THE BEST.**

**Dimension: I – Low Self Esteem: -**

1. I feel that I am good for nothing.
2. I am not fond of myself.
3. I feel I can't achieve the tasks I set.

4. I feel that nobody loves me.
5. My friends think that I look ugly.
6. I fear that I don't get good grades in class.
7. I feel I am a failure.
8. I will never be able to make my parents feel proud of me.
9. I think my friends don't like me.
10. I feel like crying most of the times.

**Dimension: II – Over Confidence: -**

1. I feel that nobody can do well, as I can do in academics. / I feel that nobody can beat me in academics in my school.
2. Success is "What I am".
3. I have the ability to take up challenges which other's can't.
4. I can never do a mistake.
5. I can never fail in anything.
6. I will always be the first ranker in my class.
7. I think I am always right in what I do and think.
8. My teachers have less knowledge than me.
9. I dislike when people advice and suggest me.
10. I can't stand people's responses in the group discussion.

**Dimension: III – Harboring Negative Emotions: -**

1. I feel like running away from everything.
2. I feel worthless.
3. I feel dejected most of the times.
4. I suppress my feelings mostly.
5. I often indulge in self injury.
6. I feel like hitting others.

7. I am depressed.
8. I feel like world is coming to an end.
9. I feel uneasy when people think high of themselves.
10. I feel helpless many a times.

**Dimension: IV – Jealousy and Envy: -**

1. I am not comfortable to see my own people around.
2. I feel like putting people down.
3. I am not very eager to listen to others.
4. I can't stand people who are ahead of me.
5. I don't feel like smiling at my friends.
6. I feel bad about somebody's achievements.
7. I become anxious when I come across people who have more comfort in life.
8. I don't feel like helping my friends.
9. I pass negative comments at others.
10. I disregard others feelings.



**Dimension: V – Lack of Compassion: -**

1. I dislike the way people talk about themselves.
2. I can't get along with others.
3. I can't stand that others are happy.
4. I don't like to share my personal belongings with others.
5. I can't show affection towards most of my friends.
6. When my friends are in trouble, I keep a safe distance from them.
7. I dislike when people cry for little or big things.
8. I enjoy seeing people fight.
9. I hate to go out and help in slum areas.
10. When others are being teased, I burst out with laughter.

**Dimension: VI – Inability to have close interpersonal relations: -**

1. I don't feel like talking to others.
2. I cannot talk about my feelings to others.
3. I do not care what happens to other people.
4. I am unable to respect others.
5. Even while doing a group work, I prefer to work alone.
6. I get upset when others touch my belongings without my permission.
7. I don't share about my weaknesses with my own people.
8. Visiting friends at different occasions is difficult for me.
9. In most of the situations, I can't relate to others.
10. I don't have too many close friends.

- There are in all 60 items given in the scale. Every Dimension has 10 items defined.

The scoring is categorized under five options. They are as follows:

- 1 = Very Seldom True of Me
- 2 = Seldom True of Me
- 3 = Often True of Me
- 4 = Very Often True of Me
- 5 = Almost Always True of Me

Each category has a score description. The higher the scores, the higher the percentage of negative emotions.

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

*“A lot of time mistakes are very interesting – you look for the behaviour  
that’s not the one you expect”*

- Barry Levinson

#### **5.0 Introduction**

The objective of the present study was to identify the adolescents with various destructive emotions and to study the effectiveness of the prepared Therapeutic Intervention Programmes for the management of destructive emotions in adolescents. The intervention program was conducted on a group of 19 students. The effectiveness was measured by the difference in student’s emotional intelligence and management of destructive emotions before and after the intervention program.

This study is comprised of both qualitative and quantitative aspects. A qualitative study helps the researcher to keep a track of events happening chronologically in terms of milestones achieved. Some of the strengths of qualitative research are that they focus on individual events that occur in natural setting. The data is collected in close proximity to a specific situation, the emphasis is on a specific group or individual, a focused and bounded phenomena embedded in its context, influences of the local context are highlighted and taken into account, and the possibility of understanding the non obvious issues is strong. Qualitative studies, with their emphasis on lived experience, are fundamentally well suited for locating the meaning people place on the events, processes and structures of their lives: their “perceptions, assumptions, prejudgments, presuppositions” (Van Manen,

1977) and for connecting those meanings to the social world assumed them (Mathew, B. Mand Huberman, A.M., 1994).

Quantitative data has been used to support the qualitative data obtained and vice versa. The statistics used with respect to the Intervention is “Within Group Design”. In other words, since it is a dependent sample the applicable ‘*t*’ is paired sample ‘*t*’

For Qualitative data, the researchers had used Content Analysis. Content Analysis is a method of systematic examination of communications or of currents records. The investigator had a professional relationship of compassion and care with each student. She could make observations about each student’s personal learning’s and experiences. The students too felt open to share about their emotions and feelings.

### **5.1 Analysis of Data: The data is presented and interpreted objective wise**

#### **Objective-1: To identify the adolescents with various destructive emotions**

##### **Bar – On EQi YV Scale**

The Bar – On EQi YV scale used in the present study is the youth version of the Bar – on Emotional Quotient Inventory. This test is designed to measure the emotional intelligence of young people aged 7 to 18 yrs. The questionnaire has 60 questions which measure the student’s intrapersonal aspects, interpersonal aspects, stress management, adaptability, general mood, positive impression scale and total emotional intelligence. Description of the scale as already been done in chapter 3.

##### **Quantitative Analysis on Bar – On EQi YV:**

This scale was used by the researcher to identify the various areas of emotional quotient of the students.

**Objective-2** To develop a therapeutic intervention program for the management of the identified destructive emotions in adolescents, the pre post analysis on Bar – On EQi YV was done.

The data has been calculated as Paired Sample Test. There are seven pairs. Each pair has been labeled as eq dimension for pre - score and peq dimension for post – score. Besides the dimension coding, it reports mean, ‘*t*’ value, significance and mean difference.

#### **5.1.1 Paired Sample Statistics**

The following is the table obtained as Mean Scores on pre - test of Bar – On EQi YV Table no. 5.1.1: Mean Scores on Post - test on Bar – On EQi YV

| <b>Sr. No.</b> | <b>Dimension</b> | <b>Mean</b> |
|----------------|------------------|-------------|
| 1              | eq dim 1         | 95.16       |
| 2              | eq dim 2         | 95.00       |
| 3              | eq dim 3         | 88.11       |
| 4              | eq dim 4         | 92.53       |
| 5              | eq dim 5         | 93.95       |
| 6              | eq dim 6         | 104.63      |
| 7              | eq dim 7         | 90.00       |

The mean was calculated for 19 students on the six dimensions and Total EQ.

Where:

|          |   |                            |
|----------|---|----------------------------|
| eq dim 1 | = | Interpersonal Scale        |
| eq dim 2 | = | Interpersonal Scale        |
| eq dim 3 | = | Stress Management Scale    |
| eq dim 4 | = | Adaptability Scale         |
| eq dim 5 | = | General Mood Scale         |
| eq dim 6 | = | Positions Impression Scale |
| eq dim 7 | = | Total EQ                   |

### 5.1.2 Paired Sample Statistics

The following is the table obtained mean scores on Post - test of Bar-On EQi YV.

Table no. 5.1.2: Mean Scores on Post - test on Bar - On EQi YV

| Sr. No. | Dimension | Mean   |
|---------|-----------|--------|
| 1       | peq dim 1 | 99.37  |
| 2       | peq dim 2 | 101.89 |
| 3       | peq dim 3 | 87.11  |
| 4       | peq dim 4 | 98.84  |
| 5       | peq dim 5 | 100.26 |
| 6       | peq dim 6 | 105.68 |
| 7       | peq dim 7 | 95.68  |

The mean was calculated for 19 students on the six dimensions and Total EQ.

|        |           |   |                            |
|--------|-----------|---|----------------------------|
| Where: | peq dim 1 | = | Interpersonal Scale        |
|        | Peq dim 2 | = | Interpersonal Scale        |
|        | Peq dim 3 | = | Stress Management Scale    |
|        | peq dim 4 | = | Adaptability Scale         |
|        | peq dim 5 | = | General Mood Scale         |
|        | peq dim 6 | = | Positions Impression Scale |
|        | Peq dim 7 | = | Total EQ                   |

The results show on significant difference in the mean scores on Bar – On EQi YV scale for pre and post testing. On all the six dimensions as well as total EQ, there is an increase in mean scores after post intervention.

### **5.1.3 Paired Sample t-test scores of Pre Intervention and Post Intervention on the six dimensions and Total EQ of Bar – On EQi YV scale:**

The Bar – On EQi YV standard scores on pre and post intervention were subjected to a paired sample t-test to check of there was any quantitatively significant difference between the two sets of scores on the six dimensions and Total EQ.

Table no. 5.1.3 Paired Sample t – test on Bar – On EQi YV:

| <b>Pair</b> | <b>Dimension</b>       | <b>Mean</b> | <b>t</b> | <b>df</b> | <b>Significance</b> |
|-------------|------------------------|-------------|----------|-----------|---------------------|
| Pair 1      | eq dim 1 and peq dim 1 | 4.212       | 1.42     | 18        |                     |
| Pair 2      | eq dim 2 and peq dim 2 | 6.9         | 2.10     | 18        | *                   |
| Pair 3      | eq dim 3 and peq dim 3 | 1.0         | .366     | 18        |                     |
| Pair 4      | eq dim 4 and peq dim 4 | 6.31        | 1.99     | 18        |                     |
| Pair 5      | eq dim 5 and peq dim 5 | 6.31        | 2.70     | 18        | *                   |
| Pair 6      | eq dim 6 and peq dim 6 | 1.05        | .25      | 18        |                     |
| Pair 7      | eq dim 7 and peq dim 7 | 5.70        | 2.65     | 18        | *                   |

|        |           |   |                             |
|--------|-----------|---|-----------------------------|
| Where: | eq dime 1 | = | Pre Intrapersonal Scale     |
|        | eq dime 2 | = | Pre Interpersonal Scale     |
|        | eq dime 3 | = | Pre Stress Management Scale |

|           |   |                               |
|-----------|---|-------------------------------|
| eq dime 4 | = | Pre Adaptability Scale        |
| eq dime 5 | = | Pre General Mood Scale        |
| eq dime 6 | = | Pre Positive Impression Scale |
| Pre eq    | = | Pre Total EQ                  |

And

|           |   |                                |
|-----------|---|--------------------------------|
| peq dim 1 | = | Post Interpersonal Scale       |
| peq dim 2 | = | Post Interpersonal Scale       |
| peq dim 3 | = | Post Stress Management Scale   |
| peq dim 4 | = | Post Adaptability Scale        |
| peq dim 5 | = | Post General Mood Scale        |
| peq dim 6 | = | Post Positive Impression Scale |
| po eq     | = | Post Total EQ                  |

The results show that there is no significant difference on the dimensions of Intrapersonal Scale, Stress Management Scale, Adaptability Scale and Positive Impression Scale. But there is a significant difference on the dimensions of Interpersonal Scale, General Mood Scale and Overall EQ. These three areas of interpersonal skills, General Mood, and Emotional Intelligence in general show improvements after the therapeutic Intervention Program.

Descriptive report of significance of difference for the dimensions:  
(Qualitative Description Supported by Quantitative Change)

1. There is a significant improvement in interpersonal Scale of the students as shown by a mean difference of 6.90 between pre (M = 95) and post (M = 101.89) data,  $t(18) 2.10, p < .05$

This means students have perceived their interpersonal relationship more satisfactorily after the intervention. They have also become better



listeners and are more able to understand and appreciate the feelings of others after the intervention.

2. There is a significant improvement in General Mood Scale of the students as shown by a mean difference of 6.31 between pre ( $M = 93.95$ ) and post ( $M = 100.26$ ) data,  $t(18) 2.70$ ,  $p < .05$

This means student have become more optimistic after the intervention program. It also indicates that they have developed a positive outlook and show pleasantness after the intervention program.

3. There is a significant improvement in Total EQ of the students as shown by a mean difference of 5.70 between pre ( $M = 90.00$ ) and post ( $M = 95.68$ ) data,  $t(18) 2.65$ ,  $p < .05$

This means student have become more effective in dealing with their daily demands after the intervention. They also remain happy after the intervention program.

4. There is no significant improvement on intrapersonal scale of the students as shown by a mean difference of 4.21 between pre ( $M = 95.16$ ) and post ( $M = 99.37$ ) data,  $t(18) 1.42$ , not significant.

This means intervention has not improved their understanding of their own emotions. Nor it has made them more able to express and communicate their feelings and needs significantly.

5. There is no significant improvement on stress management scale of the students as shown by a mean difference of 1.00 between pre ( $M = 88.11$ ) and post ( $M = 87.11$ ) data,  $t(18) .366$ , not significant.

This means intervention has not improved the general calmness level of students and they cannot work well under pressure. Nor their impulsivity and responses in a stressful event are in control. They tend to exhibit emotional outburst even after the intervention.

6. There is no significant improvement on Adaptability scale of the students as shown by a mean difference of 6.31 between pre ( $M = 92.53$ ) and post ( $M = 98.84$ ) data,  $t(18) 1.99$ , not significant.

This means intervention has not improved student's flexibility, realistic outlook and effectiveness in managing change. It has also not improved their positive ways of dealing with everyday problems after the intervention program.

7. There is no significant improvement on Positive Impression Scale of the students as shown by a mean difference of 1.05 between pre ( $M = 104.63$ ) and post ( $M = 105.68$ ) data,  $t(18) .25$ , not significant.

This means intervention has not improved the student's positive self-impression.

The dimensions related to the Bar – On – EQi – YV with respect to Intrapersonal Scale, Adaptability Scale, Stress Management Scale and Positive Impression Scale could not show a significant improvement after the intervention program. The reasons could have been that the intervention program was for a stipulated period of time. Hence not significant changes could be seen in the various scales of emotional intelligence for students.

**5.2 According to the third objective – “To study the effectiveness of the prepared therapeutic intervention program for the management of destructive emotions in adolescents”, the following scale prepared by the researcher was used:**

### **Neuro – Affliction Scale:**

Neuro - Affliction Scale was developed by the researcher for the present study to identify the destructive emotions of students. The test is made for adolescent age group. This scale is based on Bar – On EQi YV Scale. There are in all 60 questions which measure the student's Low Self Esteem, Over Confidence, Harboring Negative Emotions, Jealousy and Envy, Lack of Compassion, Inability to have close interpersonal relation and total affliction score. See chapter 4 (Interventions), section \_\_\_\_\_ for details regarding the scale.

### **Analysis on Neuro – Affliction Scale:**

The data has been calculated as Paired Sample Test. There are seven pairs. Each pair has been labeled as af dimension for pre - score and paf dimension for post - score. Besides the dimension coding, it reports mean, 't' value, significance and Mean difference.

#### **5.2.1 Mean Score on pre – test on Neuro – Affliction Scale**

The following is the table obtained as Mean Scores on Pre - test of Neuro – Affliction Scale:-

Table no. 5.2.1: Mean Scores on Pre - test on Neuro – Affliction Scale

| <b>Sr. No.</b> | <b>Dimension</b> | <b>Mean</b> |
|----------------|------------------|-------------|
| 1              | af dim 1         | 11.58       |
| 2              | af dim 2         | 12.05       |
| 3              | af dim 3         | 13.68       |
| 4              | af dim 4         | 8.32        |
| 5              | af dim 5         | 10.84       |
| 6              | af dim 6         | 10.95       |

|   |        |       |
|---|--------|-------|
| 7 | af tot | 67.79 |
|---|--------|-------|

The mean was calculated for 19 students on the six dimension of Neuro – Affliction Scale and Total Affliction Score.

Where:

- af dim 1 = Low Self Esteem Scale
- af dim 2 = Over Confidence Scale
- af dim 3 = Harboring Negative Emotion Scale
- af dim 4 = Jealousy and Envy Scale
- af dim 5 = Lack of Compassion Scale
- af dim 6 = Inability to have close Interpersonal Relations Scale
- af tot = Pre Affliction Total

### 5.2.2 Mean Score on post-test on Neuro – Affliction Scale

The following is the table obtained as Mean Scores on Post - test of Neuro - Affliction Scale:-

Table no. 5.2.2: Mean Scores on Post-test on Neuro – Affliction Scale

| <b>Sr. No.</b> | <b>Dimension</b> | <b>Mean</b> |
|----------------|------------------|-------------|
| 1              | paf dim 1        | 6.00        |
| 2              | paf dim 2        | 10.58       |
| 3              | paf dim 3        | 7.05        |
| 4              | paf dim 4        | 4.53        |
| 5              | paf dim 5        | 6.95        |
| 6              | paf dim 6        | 8.37        |
| 7              | paf tot          | 43.74       |

The mean was calculated for 19 students on the six dimensions of Neuro – Affliction Scale and Total Affliction Score.

Where:

- paf dim 1 = Low Self Esteem Scale
- paf dim 2 = Over Confidence Scale
- paf dim 3 = Harboring Negative Emotions Scale
- paf dim 4 = Jealousy and Envy Scale
- paf dim 5 = Lack of Compassion Scale
- paf dim 6 = Inability to have Close Interpersonal Relations Scale
- paf tot = Post-test Affliction Total

The results show a significant difference in the mean scores on Neuro - Affliction Scale for pre and post test. All the high mean score, indicates poorer self esteem, higher level of over confidence, more harboring Negative Emotions, increased envy and jealousy, lack of compassion, more inability to

have close interpersonal relationships and higher level of destructive emotions among the students.

Whereas Low mean scores indicate improved self esteem, reduced over confidence level, less of harboring of negative emotions, better ability to have close interpersonal relationships, improved level of compassion and less percentage of destructive emotions among the students.

### **5.2.3 Paired Sample Correlations on Neuro– Affliction Scale:**

The following is the paired sample correlations of pre intervention and post intervention on the six dimensions and Total Affliction Score on Neuro – Affliction Scale.

Table no. 5.2.3: Paired Sample Correlations on Neuro – Affliction Scale

| <b>Pair</b> | <b>Dimension</b>       | <b>N</b> | <b>Correlation</b> | <b>Significance</b> |
|-------------|------------------------|----------|--------------------|---------------------|
| Pair 1      | af dim 1 and paf dim 1 | 19       | .400               | .090                |
| Pair 2      | af dim 2 and paf dim 2 | 19       | .410               | .081                |
| Pair 3      | af dim 3 and paf dim 3 | 19       | .337               | .158                |
| Pair 4      | af dim 4 and paf dim 4 | 19       | .763               | .000                |
| Pair 5      | af dim 5 and paf dim 5 | 19       | .282               | .241                |
| Pair 6      | af dim 6 and paf dim 6 | 19       | .376               | .112                |
| Pair 7      | af tot and paf tot     | 19       | .478               | .038                |

The paired sample correlation pairs description on Neuro – Affliction are as follows:

- af dim 1 = Pre test Low Self Esteem Scale
- af dim 2 = Pre test Over Confidence Scale
- af dim 3 = Pre test Harboring Negative Emotions Scale
- af dim 4 = Pre test Jealousy and Envy Scale
- af dim 5 = Pre test Lack of Compassion Scale

- af dim 6 = Pre test Inability to have Close Interpersonal Relations Scale
- af tot = Pre test Affliction Total
  
- paf dim 1 = Post test Low Self Esteem Scale
- paf dim 2 = Post test Over Confidence Scale
- paf dim 3 = Post test Harboring Negative Emotions Scale
- paf dim 4 = Post test Jealousy and Envy Scale
- paf dim 5 = Post test Lack of Compassion Scale
- paf dim 6 = Post test Inability to have Close Interpersonal relations Scale
- paf tot = Post test Affliction Total

The results show that there is a significant correlation between pre and post testing on all the dimensions of Neuro - Affliction Scale.

#### **5.2.4 Paired Sample t-test scores of Pre intervention and Post Intervention on the six dimensions and Total Affliction of Neuro - Affliction Scale:**

The Neuro - Affliction Scale standard scores on pre and post intervention were subjected to a paired sample t - test to check if there was any quantitatively significant difference between the two sets of scores on the six dimensions and Total Affliction:

Table no. 5.2.4: Paired sample t - test scores of Pre Intervention and Post Intervention on the six dimensions and Total Affliction of Neuro - Affliction scale:

| <b>Pair</b> | <b>Dimension</b>       | <b>Mean</b> | <b>t</b> | <b>df</b> | <b>Significance</b> |
|-------------|------------------------|-------------|----------|-----------|---------------------|
| Pair 1      | af dim 1 and paf dim 1 | 5.68        | 2.30     | 18        | .008**              |
| Pair 2      | af dim 2 and paf dim 2 | 1.58        | 1.25     | 18        | .266                |
| Pair 3      | af dim 3 and paf dim 3 | 6.63        | 3.46     | 18        | .001**              |
| Pair 4      | af dim 4 and paf dim 4 | 3.89        | 5.32     | 18        | .000**              |
| Pair 5      | af dim 5 and paf dim 5 | 3.90        | 3.11     | 18        | .006**              |
| Pair 6      | af dim 6 and paf dim 6 | 2.68        | 2.11     | 18        | .049*               |
| Pair 7      | af tot and paf tot     | 24.05       | 4.33     | 18        | .000**              |

Where: af dim 1 = Pre test Low Self Esteem Scale

af dim 2 = Pre test Over Confidence Scale

af dim 3 = Pre test Harboring Negative Emotions Scale

af dim 4 = Pre test Jealousy and Envy Scale

af dim 5 = Pre test Lack of Compassion Scale

af dim 6 = Pre test Inability to have Close Interpersonal  
Relations Scale

af tot = Pre test Affliction Total

And

paf dim 1 = Post test Low Self Esteem Scale

paf dim 2 = Post test Over Confidence Scale

paf dim 3 = Post test Harboring Negative Emotions Scale

paf dim 4 = Post test Jealousy and Envy Scale

paf dim 5 = Post test Lack of Compression Scale

paf dim 6 = Post test Inability to have Close Interpersonal  
Relation Scale

paf tot = Post test Affliction Total

The results show that there is a significant difference on all the dimensions of Neuro - Affliction Scale as well as Affliction total except over confidence scale. It suggests that the overall afflictions, in other words destructive emotions have reduced to a great extent after the intervention program.

Descriptive report of significance of difference for the dimensions  
(Qualitative Description supported by Quantitative Change):

1. There is a significant improvement in Low Self Esteem scale of the students as shown by a mean difference of 5.68 between pre (M = 11.58) and post (M = 6.00) data,  $t(18) 2.10, p < .01$

This means students have no more Low self esteem. They have started reaching out to others, are not affected much by remarks made by



others. They have started taking initiative on their own after the intervention.

2. There is a significant improvement in Harboring Negative Emotions Scale of the students as shown by a mean difference of 6.63 between pre ( $M = 13.68$ ) and post ( $M = 7.05$ ) data,  $t(18) 3.95$ ,  $p < .01$ .

This means students have less of negative emotions related to self, others and the world. They are not showing more of behavior like causing harm to oneself as well as to others. Their depression level related to feelings of helplessness and hopelessness have reduced to a great extent after the intervention program.

3. There is a significant improvement in the drop in Jealousy and Envy Scale of the students as shown by a mean difference of 3.89 between pre ( $M = 8.32$ ) and post ( $M = 4.53$ ) data,  $t(18) 5.32$ ,  $p < .01$

This means students are showing less of unhappiness about the success of others. They are showing less rivalry and aggression towards others. They have reduced behaviors like devaluing people and engaging in putting them down, especially in front of others after the intervention program.

4. There is a significant improvement in Lack of Compassion Scale of the students as shown by a mean difference of 3.90 between pre ( $M = 10.84$ ) and post ( $M = 6.95$ ) data,  $t(18) 3.11$ ,  $p < .01$ .

This means students are showing understanding and less of non-acceptance of others. They are less unhappy about others success and show less enjoyment seeing people fight after the intervention program.

5. There is a significant improvement in Inability to have close interpersonal relations scale of the students as shown by a mean difference of 2.68 between pre ( $M = 10.95$ ) and post ( $M = 8.37$ ) data,  $t(18) 2.11$ ,  $p < .05$ .

This means students have started caring about others and are less non – acceptance of others. Their gap between self and others has reduced. They have improved in behaviors like warmth, co-operation and communication with others after the intervention.

6. There is a significant improvement in affliction total scale of the students as shown by a mean difference of 5.79 between pre ( $M = 67.79$ ) and post ( $M = 43.74$ ) data,  $t(18) 4.33$ ,  $p < .01$

This means students are showing less of destructive emotions after the intervention program.

7. There is no significant improvement in over confidence scale of the students as shown by a mean difference of 1.58 between pre ( $M = 12.05$ ) and post ( $M = 10.58$ ) data,  $t(18) 1.15$ , not significant.

This means intervention has not helped students in reducing their over confidence with an exaggeration of one's own self and accepting their own faults. There is no significant change in their forced behavior and forced opinion on others.

The students on the Neuro - Affliction Scale have shown less of destructive emotions after the intervention program. The above findings can be correlated with the qualitative findings in the next section.

### **5.3 According to the third objective – “To study the effectiveness of the prepared therapeutic intervention program for the management of**

**destructive emotions in adolescents”, the following findings got reflected through:**

**Students’ logs of significant learning/Self Reflections and Experiential Learning:**

The intervention program was titled by the researcher as “HAPPINESS PROGRAM”.

The whole intervention program kept a track of emotional quotient learning and progress through the EQ learning and progress chart measuring the knowledge, attitudes and behavioral changes among students each day as the therapeutic intervention program progressed.

**5.3.1 Knowledge Enhancement with Respect to Emotional Awareness:**

Identifying the huge array of emotions was a beautiful experience for each one of the 19 students in the intervention program. The combination of positive as well as negative emotions of self and with respect to the others got surfaced through each activity of self awareness and emotional awareness.

Students identified positive emotions like Joyfulness, Happiness, love for the poor, friendliness, affection, compassion, confidence, care for others and being tolerant towards others in most tested moments during the program. It was for each student that compassion, happiness and love were the most regular emotions experienced throughout the intervention program. Some of them also reported shyness, playfulness and calmness as positive emotions. The identification of positive emotions as a part of their self awareness led the students to recognize their emotions and communicate it freely to others. The inhibitions were no more seen in a few days time with respect to their emotional expressions.

The negative emotions like Anger, arguments, short-temperedness, sadness, frequent fights, loneliness, restlessness, guilt, depression, frustrations, disappointments, abusing, hitting and jealousy were identified by the students

during the happiness program. Each one of them felt relaxed and comfortable in sharing about it, first with their small groups in the program and later talking about it to classmates, friends, teachers and parents. The path of emotional sensitivity towards their own negative emotions helped each one in developing self awareness and emotional awareness. Out of all the negative emotions, anger was the most prevalent emotion about which each student wanted to talk about and understand the help for the same. Some of the other feelings identified by the students as a part of negative emotions were back answering, not being a good listener, not able to concentrate, annoyance, carelessness, hyperness, mischievous and not being tolerant.

While they started identifying the feelings through the self awareness and emotional awareness activities, they reported of understanding their behavior as they have been for some time.

A student says “I identified that I speak without thinking what I am saying and to whom I am saying this especially when I am arguing with my mother. I have also identified that I am careless and not organized. For the first one – I now also when I get angry, I start to argue but then remembering the anger management plan, I fruitfully engage myself in other work. I think it will take time. For the second one – I organize everything in my mind, I close my eyes for one second and then think what all I have to do.”

Another student reports “Many times I felt guilty. I tried to handle the problem calmly. Instead of abusing or hitting people I used to just sit aside and think of the solution. And while thinking about the solution I used to be guilty and angry. I thought if I could just go and abuse and hit the person. But then when I got the appropriate solution, I thought this is better than abusing or hitting them.”

Self reflective capacities on the one hand and the ability to recognize what others are thinking and feeling on the other provide the foundation for students to understand, manage, and express the social and emotional aspects of life.

### **5.3.2 Attitudinal Changes as a Part of Emotional Intelligence:**

As the therapeutic intervention program progressed with sessions related to problem solving techniques and various relaxation training sessions, the students significantly reported attitudinal changes towards their own selves as well as towards others and situations. Some of the significant attitudinal changes reported by students were like, “we all are humans and we all make mistakes, what’s most important is realizing about it and working towards it”, “I am trying to be careful and organize myself”, “I have started listening to my teachers”, “I don’t back answer any more”, “I have become positive towards my teachers”, “I don’t get angry on my brother”, “I have started liking to do work”, “I don’t react when some one shouts and yell at me”, “I think all the time positive for the things and people”, “I have started sharing my feelings with others”, “I have started respecting others, and don’t fight with them”, “I don’t remain angry for a very long period” and many more responses.

The students during the intervention program and after the intervention program reported positive attitude towards their studies, extra-curricular activities, peer relationship, respect towards teachers and elders, being tolerant towards people and situations, self discipline and discipline towards others.

The ability to learn and succeed in and out of school, to develop friends, and to be comfortable with oneself were some of the attitudinal changes which came in students through this program. Managing and over coming difficulties in school as well as at home was the learning for each one of them through the “HAPPINESS PROGRAM”. Also social decision making and

problem solving exercises helped each one of them to look for alternative solutions to their problems. In small groups, the students developed mechanisms to help each other in this program as well as in their classroom to encourage and foster the spirit of positive attitude towards everything.

### **5.3.3 Behavioral Changes as a part of Intrapersonal Skills Development:**

Adolescence is a unique developmental space. Nowhere else in the entire course of individual history is there a more dramatic meeting between biology and mind. New hormones course through the veins of the middle school child. These hormones create emotions never before experienced. Sexual body parts are growing that make for new behavioral possibilities.

Students experienced behavioral changes in them as they progressed through the intervention program. Some of them found to be disciplined and serious about their studies, some started listening to their parents, some became less angry, some of them stopped shouting on people without any reason, some became respectful and argued less with others, some exhibited pleasant temperament, some becoming positive towards situations, some became relaxed and peaceful, some started concentrating better, some became dedicated, some said they became their 'original selves', some became polite, some became less complaining and the others said that they are happy all the day long.

A process of self realization and self change helped the students in gaining insight into their behavioral manifestation and behavioral problems. Their emotional blocks manifested through behavioral problems were greatly taken care by relaxation techniques and various problems solving exercises. The anger management program according to the students helped them in resolving most of classroom behavior problems and temper tantrums thrown at home.

A student reported that the happiness program made her feel happy and confident of herself. She felt good about herself and was happy to see that she could solve and resolve her problems in a better way and could regulate and channelize her anger, which earlier used to result into anger outbursts.

#### **5.3.4 Emotional Management and Management of Destructive Emotions:**

Knowledge. Responsible. Caring. Behind each word lies an educational challenge. For children to become knowledgeable, they must be ready and motivated to learn and capable of integrating new information into their lives. For children to become responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interest but those of others. For children to become caring, they must be able to see beyond themselves and appreciate the concerns of others, they must believe that to care is to be part of a community that is welcoming, nurturing, and concerned about them. (Elias et al; 1997, p.1).

For students during this study and its intervention program what made them come to realize was their self awareness with respect to emotional literacy and Anger Management with respect to Management of Destructive Emotions. Each student during the program shared about the deep rooted emotional disturbances as a part of adolescence upheavals. Their right to exercise upon their personal choices from choosing a stationary material to choosing a friend, from joining a club to a night stay over at a friend's place, from making a career choice to sitting on computer games and from messaging texts to social networking websites, all had something to contribute towards their emotional disturbance, if they were not their ways.

Some of the sharing by students during the course and after the completion of the intervention program with respect to management of destructive emotions

were like most significant personal learning's till date to happen in their lives. Some students said "I have learnt that people don't make me angry but I get angry because I want to. Anger Management has helped me in recognizing the basis of my anger and managing it at it's best", "I started accepting my friends as they are after the emotional management sessions, because I have come to realize, we need to recognize each others emotions", "For me emotional management through this program was removing all the work load from my head, and becoming calm, relaxed and cool", "Emotional management was becoming self dependent and most important giving time to my own self", "I have learnt argument has no end, and when we calmly react the things sure works for fast", "Through management of destructive emotions, I have learnt to be tolerant", " It has taught me to keep my self calm in difficult situation", "Solving the problems leading to control of my anger was understood by me through the exercises", "I realized that fights would never resolve any problem, one has to think rationally and work sensibly to solve a problem", "The art of relaxation has helped me tremendously in management of destructive emotions", and many more responses from other students with respect to management of various emotions.

While referring to the results as a part of quantitative data of the study, there has been an improvement on the various dimensions of Neuro- Affliction Scale like low self esteem, harboring negative emotions, jealousy and envy, lack of compassion and Affliction total after the intervention program. The percentage of destructive emotions have reduced to a great extent for all the students. Except for one dimension related to over confidence, which did not show any significant improvement after the intervention program. (refer qualitative results).



The most difficult things related to choosing between two equally inviting options of emotional satisfaction was a great struggle for all students. Teachers and parents having their set of ideologies which to some extent did not match with the present generational needs, led to emotional conflicts and disturbances between the students and their care givers. The emotional management exercise has also helped them in understanding the destructive or negative emotions of significant others, was also strongly reported by the students after the intervention program.

### **5.3.5 Handling Interpersonal Relationships:**

In the present study the students during and after the intervention program, experience the “ Feel - good - now” factor in terms of their interpersonal relationship with peer mates, parents, teachers and significant others. Each student did talk about the emotional baggage with respect to past and bad relationships with significant others. What was interesting was the response given by most of the students irrespective of being boys or girls, they saw a positive and reinforced relationships with their mothers after the intervention program. For a few students, the relationship with teachers saw a significant change in carrying out instructions in the class and being respectful towards them.

Some of the responses given by the students with respect to improved interpersonal relationships were, “I have started talking freely to my Mom after the program”, “Initially I used to insult others and use abusive language for them, after the intervention program I have been avoiding doing so”, “I have started communicating with my sister”, “Before the program I could not share things with my brother, after the program I share my feelings to my brother”, “I don’t argue with others for silly reasons anymore”, “I have become a better person and friend that I was”, “I haven’t back answered my

Mom since last one month of the intervention program”, “I have become affectionate towards my parents”, “Today we had a project to do in the history period and my friend did not have material so I lended him some of my pictures of the projects. And know that friend of mine helps me in everything” and many more positive responses of the students with respect to positive and integrated human interpersonal relationship.

The above qualitative discussion is supported by the quantitative data for improved interpersonal relationship. (refer to 5.1.3). In the post testing scores on Bar – On EQi YV scale, there was a significant improvement in Interpersonal scale of the students with a ‘t’ score of 2.10. It indicates that the students after the intervention program had more satisfactory relationships with significant others.

One of the most beautiful responses reported by a student about her improved interpersonal relationship after the intervention program is as follows:

“I always has positive relationship with my parents I shared everything with them even before the intervention program. But we used to have many fights over different things. After the intervention program, we now have a good time together and I’m hardly getting into fights with my father or mother since the ‘Happiness Program’ began. In school I’m more happier and joyful with my friends. My best friends say that these days I keep jumping with lively emotions, make efforts to bring joy to the environment of school”.

#### **5.4 Researcher’s Observation**

In this study the researcher kept making every little observation for each of the 19 students during the intervention program. She also made a note of

anecdotal evidences as major emotional break through for some of the students outside the program.

The intervention was carried out in two groups. The morning batch and the afternoon batch. One of the first observations made by the researcher was that there was better receptivity and alertness in the student who underwent the therapeutic program in the morning hours. The post recess time period related to the intervention program for students reported lack of concentration and physical tiredness or fatigue.

The entire program was on the theme of “Happiness”, the important component of emotions, particularly destructive emotions. The relaxation training sessions led to a better receptivity towards all the emotional literacy sessions. Every student reported progress each day through the relaxation training. Most of them found their restlessness, concentration and physical tiredness getting arrested through relaxation training. A few students did face a difficulty in concentrating on the instructions given during the Dynamic Imagery Exercises.

Talking about one’s own emotions in a group situation was beautifully managed by each one of them. They manage to communicate both the positive and negative emotions to the other group members in a constructive manner. The interpersonal relationships amongst the group members and at the classroom level saw a see through change. Each of these 19 students became a good listener, empathetic partner, compassionate friend and a friendly problem solver.

The Anger Management program which was carried out for 10 sessions over 10 days gave a better handling of each one’s anger. During group exercises

conducted during the intervention program, as each day progressed, the students could show better coping mechanisms towards their anger.

The interpersonal relationships with classmates and especially with teachers was openly discussed with the researcher. Also the parental pressures undergone by these 19 students, led them to confide with the researcher some of the most traumatic experiences in their life with parents as role models. Majority of the students suggested the researcher to carry out the same program “Happiness Program” for their parents.

One of the most striking observation which was a feedback from the students was, that since the students were randomly picked up by the researcher, there were no labeling done for this program with respect to bright ones’ and ‘affected ones’. Mental Health Program in schools today many at time to label children as “affected ones” or in other words “Special ones”.

The researcher did see, not only through the post testing on Bar-On Eqi YV scale and the Neuro – Affliction scale bringing positive changes with respect to Emotional Intelligence and management of destructive emotions but also the personal changes in the emotional literacy of students reported by students, their teachers as well as parents.

The program can be carried out for a period of atleast 6 months, which could have brought some more light with the overall improvement in Emotional Intelligence of students. By managing their destructive emotions especially anger and aggression, the students showed a marked improvement in interpersonal relationship, general mood and overall emotional intelligence.

Adolescents see a lot of changes with the developmental challenges today. Each one has a way of communicating about his or her needs. Life skills

education, if it starts early in schools and at homes, with teacher and parents too going through the same program, the adolescents will always show a high emotional and social intelligence in their developmental years.

### **5.5 Teacher's Feedback**

Teachers as educators play a very important role in enhancing social and emotional learning in students. The Guru – Shishya parampara in many old time schools exist till date. With the technology taking place of human communication, a lot of talking between the child and the teacher has got reduced, if not diminished.

In this study, the researcher had asked the teachers who were the class teachers as well as the subject teachers to give a referral before the intervention program and a feedback after the intervention program. This was done for all 19 students.

As a part of the referral information the teachers did report the behavioural problems with respect to restlessness during the teaching period, hyperactivity, conduct disorder, not paying attention to the instructions given in the class, being bullies, back answering teachers, not reaching to class on time, throwing temper tantrums, aggression and anger outbursts for some of the students, whereas for the others they reported observations like timidness, shyness, unable to communicate about his or her needs, day dreaming, lack of confidence, lack of compassion. For some of the students teacher did make a referral in terms of inattention and lack of concentration in the academic work.

Teachers also had indicated for each child with respect to participation in sports activity as well as co-curricular activities before the intervention program.

After the intervention program, the teachers did report a significant improvement for some of them in the area of interpersonal skills, intrapersonal skills, mood changes and anger control. For the others they could not report much of a difference in the above areas. They also remarked that after the intervention program, they could not get an opportunity to closely observe the changes with respect to management of emotions, as they could touch upon them for only a few classes. The school was participating in a lot of co-curricular activities during the post intervention program.

### **5.6 Indepth Interviews with the Six Identified Students after Post Intervention**

The researcher used the method of unstructured interview for three students who were maximally benefited by the intervention program and the other three students who were minimally benefited by the program.

During the indepth interviews the students reported significant positive changes in their anger management, interpersonal relationships, intrapersonal relationships and emotional literacy. Each one in the category of high emotional intelligence reported about self changes with respect to self awareness and problem solving skills. The students in the other category who did not show much improvement in their overall EQ also reported about self changes with respect to self awareness and interpersonal skills developments.

All the six students enjoyed the relaxation training program especially the “Butterfly Exercise”. Talking about their positive and negative emotions, knowing what other students carry impressions about them, parents and siblings reporting good and positive personal changes in them was something they kept sharing with the researcher even after days of the intervention program completion. Each one wanted to become more helpful and

compassionate with changing times. They wanted to become more close to their teachers and expected their parents to respect their decision – making skills.

Their emotional baggage got a release after the happiness program and each of the six students felt that they have to work a lot in their intrapersonal skills development. The student community facing the threat of depression, suicidal thoughts and attempts, drug abuse, bullying and negative competitive spirit were some of issues concerning them greatly. The empowerment in the adolescents will happen only when they go through the process of enlightenment was made as a general remark by all the six students.

### **5.7 Case Studies**

This section includes the complete case study carried out for all the six students – three maximally benefited by the intervention program and three minimally benefited by the intervention program. This is supported by parental interviews and sharing and reflections by each student.

The case studies show the progress of the intervention program with respect to management of destruction emotions and emotional literacy for all the six students.

The following are the three cases studies of students who were maximally benefited by the intervention program with respect to management of emotional intelligence.

## **Case Study 1:**

### **Student 1**

The student has been studying in this school since class I. She is a girl hailing from a Sindhi family. She resides in a joint family. The father works whereas the mother is a housewife.

#### **Mother's Report:**

A brief account of the history of the student gathered from the parent (Mother) is as follows:

There is no medical illness or psychological illness reported in families on both the sides. As a part of student's discipline the mother communicated that for reading hrs and homework, the student needs a reminder, otherwise she is a discipline child. She shares a healthy relationship with her parents. She likes her school because of her friends. She is interested in the subject of arts and is good at science. She is able to follow instructions at school and have lots of friends in school. Teachers give remarks as being talkative in class and getting easily distracted. Her concentration and attention span is average whereas organization, listening and understanding instructions is above average. Her activities and hobbies include listening to music and drawing. She spends 2-3 hrs on internet and 8 hrs on television in a week. Does 10-11 hrs of extra reading in a week. Her strengths include being well-mannered, creative and approachable.

As a part of the behavioral problems reported by the mother, the student before the intervention program was hyper and used to back answer her parents. Also was an introvert child and was not communicating properly at home, when angry she used to get quiet and would cry for hours together.



After the intervention program the mother did observe significant change in the student's interpersonal relationships at home with the parents and a positive mood change. She also saw her self esteem improved through the self awareness program. The mother reported that the student has started listening to the parents, has become polite, and realizes the pros and cons of a situation. She has started following instructions at home after the program. The mother said I see "1 km Smile on my child's face". A lot of her mood swings has reduced to a great extent. She is able to communicate about her needs.

There was an incident that happened at home when the student was supposed to go for a party and she lied to her mother. The student had initially become argumentative, but lately realized through the techniques taught in the intervention program that she needs to take charge of herself. During the same time, the researcher had called up the mother to look at things from the student's perspective too. The mother did realize that she had to understand and negotiate with her child. The mother later on added that this program made a positive impact on her child.

### **Teachers Feedback:**

Teachers did report that the student prior to the intervention program was shy and withdrawn; poor focus in her work and had a low self esteem. As the intervention program progressed, the teachers found out that she was attentive, had started communicating in the class after the intervention program. Also she started reaching out to other students and teachers, which never happened earlier.

According to Bar – On EQi YV

Table 5.7.1: Table showing the Bar – On EQi YV profile of the student

| Test | eq dim 1 | eq dim 2 | eq dim 3 | eq dim 4 | eq dim 5 | eq dim 6 | Total EQ |
|------|----------|----------|----------|----------|----------|----------|----------|
| Pre  | 96       | 98       | 96       | 83       | 92       | 112      | 90       |
| Post | 112      | 114      | 85       | 107      | 104      | 129      | 106      |

On the Bar – On EQi YV Scale, the student has shown a significant improvement in the areas of Intrapersonal Scale (eq dim 1), Interpersonal Scale (eq dim 2), Adaptability Scale (eq dim 4), Positive Impression Scale (eq dim 6), General Mood Scale (eq dim 5) and Total EQ. This indicates that the therapeutic intervention program has enhanced the emotional literacy of the student.

On the Stress Management Scale (eq dim 3), the scores have gone down after the intervention program. There can be other reasons related to it which could not be assessed in the present study.

#### **According o Neuro-Affliction Scale:**

On the Neuro -affliction Scale, the student showed a better management of destructive emotions after the intervention program. Her scores have been low in the areas of overconfidence scale (af dim 2), Harboring Negative Emotions Scale (af dim 3), Envy and Jealousy (af dim 4), Inability to have close interpersonal relations (af dim 6) and affliction total (af total).

There was no difference seen on Low Self Esteem scale (af dim 1) after the intervention program whereas on Lack of Compassion Scale (af dim 5) the scores have gone up after the intervention program, but not a significant difference is seen in the pre and post scores. According to this scale, the higher the score the higher the level of destructive emotions and the lower the score, the better management of destructive emotions. Below is the table given for Neuro – affliction scores for the student.

Table 5.7.2: Table showing the Neuro – Affliction Profile of the Student

| Test | af dim<br>1 | af dim<br>2 | af dim<br>3 | af dim<br>4 | af dim<br>5 | af dim<br>6 | af<br>Total |
|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Pre  | 7           | 11          | 5           | 3           | 3           | 6           | 35          |
| Post | 7           | 10          | 3           | 1           | 4           | 4           | 29          |

**According to the Student:**

The student reported that before the happiness program, she was suffering from low self esteem, mood swings, was argumentative with her parents, less of communication at home and in school lack of attention and concentration in studies as well as in classroom. She had frequent crying spells and had outbursts of rage and anger.

After the intervention program she has become calm. She does not react to situations and people but patiently listen to the other person and then give an answer. Anger management had worked for her after the program. Her attitudes towards her friends changed after the problem solving session – “Now sometimes if she had a fight with them, she did not show an attitude rather handled the situation”.

Her relationship with her parents had improved. She became friendlier with them. She did not get irritated on them, neither got into arguments with them. She started communicating about her needs freely to her parents. With teachers she saw a better and a positive relationship. She said that even if they scold her, now she does not make faces and think negative about them. She said that she felt good about that she no more gets into a negative thought about her teacher.

**According to Researcher’s Observation:**

The happiness program has made her a happy and cheerful individual.

The student did report that she could not change much with respect to jealousy and she wanted to learn to be more compassionate towards others. Her crying spells definitely got reduced after the intervention program.

The program basically helped the student in raising her self esteem, managing her anger and mood swings and building an environment of positive relationship.

## **Case Study 2**

### **Student 6:**

The student has been studying in this school since class I. He is a boy hailing from a Gujarati family. He resides in a joint family. He has an elder brother, 26 years old working in a MNC. Father has his own business to run and mother is a housewife.

### **According to the Mother:**

A brief account of the history of the student gathered from the parents (Mother) is as follows:

There is no medical illness or psychological illness reported in family on both the sides. As a part of the student's discipline at home, the mother reported that the child is obedient, caring, loving and shows affection. On a day – to – day basis the student watches 3 hrs of Television and 1 hr of internet + Game playing. He has been witnessing parental arguments and that too a couple of times serious ones. His relationship with parents is good, open and friendly. He enjoys being in school because of his friends, being with teachers and likes the environment of the school. He is interested in the subjects of Science and Maths and is especially good at biology. According to the mother, the student has never had any academic issues in school but yes he has been from time to time having issues with the class teacher. The language she uses with the student has emotionally disturbed the child and he has been single out by the class teacher on

a couple of occasions. The teachers had made remarks about the student to the parent that he needs to work hard and he could do better. His attention span is low and listening skills are average. He is having an above average level of concentration, organization skills and understanding of instructions.

Some of the behavioral problems observed by the mother over a period of time has been like not being organized with his social areas at home. He gets hyper and angry many at times. His hobbies include playing cricket and singing songs. The mother also reported that the student was being verbally abused at school by friends and teachers. According to her, the student had been a victim of abuse and ragging at school.

After the intervention program, the mother had seen a lot of positive changes in the child. From reading the news paper headlines, looking for information on the internet to asking for reference books was a surprise for her. She has also reported behavioral changes like becoming more loving open to tell about his wants and needs, had become calm and took the instructions positively at home. He could negotiate well with his father for a purchase of a mobile rather than getting into an argumentative mood, which happened as a change only after the intervention program. She also said that he was happier and more confident after the program. Another observation made by the mother was that the student had become closer to his friends. He had been able to take things well from them. Quoting an incident after the post intervention program the mother reported that “Recently he was not invited by his friends and it was for the first time that he did not feel bad about it. I am glad about this change in him”. The changes which were significantly reported about the student by the mother was that he became calm, confident and aggression was under control.

**According to the Teachers feedback:**

Teachers had observed the student facing difficulties in completing his work, there was a declining in the quality of work, there was lack of motivation / apathy and was hyperactive and inattentive in the class before the intervention program. After the sessions undergone by the student as a part of the “Happiness Program”, the teachers did report that the student took instructions in the class his hyper activity had reduced to a great extent and motivation level had increased in the school.

**According to Bar – On EQi YV scale:**

Table 5.7.3 Table showing the Bar – On EQi YV profile of the Student:

| Test | eq dim 1 | eq dim 2 | eq dim 3 | eq dim 4 | eq dim 5 | eq dim 6 | Total EQ |
|------|----------|----------|----------|----------|----------|----------|----------|
| Pre  | 92       | 104      | 88       | 108      | 90       | 123      | 97       |
| Post | 104      | 122      | 101      | 114      | 108      | 95       | 115      |

On the Bar – On EQi YV scale, the student has shown a significant improvement in the areas of Intrapersonal scale (eq dim 1), Interpersonal Scale (eq dim 2), Stress Management Scale (eq dim 3), Adaptability Scale (eq dim 4), General Mood Scale (eq dim 5) and Total EQ.

This indicates that the therapeutic intervention program has enhanced the emotional literacy of the student.

On positive impression scale (eq dim 6), the scores have gone down after the intervention program. There can be other reasons related to it which could not be assessed in the present study.

**According to Neuro – Affliction Scale:**

On the Neuro – Affliction Scale, the student showed a better management of destructive emotions after the intervention program. His scores have been

low in the areas of over Confidence Scale (af dim 2), Harboring Negative Emotions Scale (af dim 3), Lack of Compassion Scale (af dim 5), and Affliction Total (af Total).

The scores have gone up on Low Self Esteem (af dim 7), Jealousy and Envy (af dim 4) and Inability to have close interpersonal relations (af dim 6) after the intervention program but not a significant difference is seen in the pre and post scores. According to the scale, the higher the score, the higher the level of destructive emotions and the lower the score, the better management of destructive emotions. Below is the table given for Neuro – Affliction scores of the student.

Table 5.7.4: Table showing the Neuro – Affliction Profile of the Student

| Test | af dim 1 | af dim 2 | af dim 3 | af dim 4 | af dim 5 | af dim 6 | af Total |
|------|----------|----------|----------|----------|----------|----------|----------|
| Pre  | 3        | 14       | 18       | 3        | 17       | 8        | 63       |
| Post | 4        | 12       | 11       | 4        | 14       | 10       | 57       |

**According to the Student:**

The student reported that before the intervention program he used to argue a lot with his parents and other elders. He had a difficulty in concentrating on a particular event, use to get easily distracted and felt very sad when he was not involved in a group activity by his friends. His friends used to call him names and he had a spurt of aggression and anger in him.

**According to the Researcher's Observation:**

After the happiness program the student does not get into any arguments with his parents. He is able to relax well and can manage his anger through anger management exercises. He can concentrate on events in a better way. Also

does not get easily upset or irritated when his friends call out names. He had started ignoring it and in due course of time the other students stopped doing it.

The program helped the student in becoming a good 'Emotional Manager', that is what he calls himself. Also his interpersonal relationships had improved a lot with his teachers and fellow students.

### **Case Study 3**

#### **Student 8**

The student has been studying in this school since class I. He is a boy hailing from a UP family. He resides in a nuclear family. He has a younger sister in class IV. Father is working in a private organization and mother is a school teacher in the same school.

#### **According to the Mother :**

A brief account of the history of the student gathered from the parent (Mother) is as follows:-

There is a history of psychological illness in the family father suffered from depression in last 2 years. The student had witnessed lots of arguments in last 3 years between the parents. According to the mother the student's discipline at home is good when is closely monitored, otherwise when not monitored the student showed less amount of discipline. He watched half an hour television on a day today basis. There is a healthy parental relationship with the child. He had been interested in the subjects like English, S.S., Science and Hindi and hates doing Math. His other areas of interest is sports. There had been no academic problems or issues in school for him but the low grades in Math has been a concern. He follows instructions in school and has many friends. He tries hard to work towards his subjects in school as well as at home. The



teachers in the past had made remarks about the student with respect to poor handwriting and being weak in Mathematics. He has an average level of concentration, attention, organization skills, listening skills and understanding for instructions.

Some of the behavioral problems of the student observed by the mother were related to introversion, shyness, spurts of anger, timidness, being naughty, telling lies, hitting the younger sister. The student also exhibited a stressful relationship with his parents and has been complaining about not getting a chance to speak in the class. He is also casual about his work and off late had been back chatting.

After the happiness program as a part of intervention, the mother had seen a good no. of positive changes in the student. The child according to her had become confident affectionate towards the mother, started disclosing his personal things to the mother showed improvement in performance of his day to -day work and had stop hitting his younger sister. She could see the negative emotions of the student converting into positive emotions. The student had stopped throwing temper tantrums, the emotional blocks get released and did not anymore resist for a television program. He had started caring about the mother. Sibling jealousy also got reduced to a great extent. The mother did mention that she too had changed a lot, being positive towards the student.

### **According to the Teachers Feedback:**

Teachers had observed the student being anxious, worried, shy and withdrawn most of the time. There was lack of motivation and apathy too seen in the student. He could not freely interact with teachers and share about his problems. After the intervention program, the teachers reported a significant improvement in the student's behavior. The student had started talking about his needs to the teachers. There was an improvement in the motivation level. His anxiousness and worry had got reduced to a great extent.

### **According to Bar-On EQi YV:**

Table no.5.7.5: Table showing the Bar-On EQi YV profile of the student.

| <b>Test</b> | <b>eq dim<br/>1</b> | <b>eq dim<br/>2</b> | <b>eq dim<br/>3</b> | <b>eq dim<br/>4</b> | <b>eq dim<br/>5</b> | <b>eq dim<br/>6</b> | <b>Total<br/>EQ</b> |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Pre         | 104                 | 95                  | 65                  | 87                  | 71                  | 106                 | 82                  |
| Post        | 112                 | 101                 | 79                  | 105                 | 93                  | 117                 | 100                 |

On the Bar-On EQi YV scale, the student has shown a significant improvement in the all the areas of Emotional Intelligence, i.e. Intrapersonal Scale (eqdim 1), Interpersonal Scale (eqdim 2), Stress Management (eqdim 3), Adaptability Scale (eqdim 4), General Mood Scale (eqdim 5), Positive Impression Scale (eqdim 6) and Total EQ.

The results indicate that the therapeutic intervention program has maximally benefited the student in enhancing emotional literacy. This student is the only one to be maximally benefited out of the 19 students, who had undergone the therapeutic intervention program.

### **According to the Neuro-Affliction Scale:**

On the Neuro- Affliction scale, the student showed a better management of destructive emotions in the areas of Over Confidence Scale (afdim 2), Harboring Negative Emotions Scale (afdim 3), Jealousy and Envy Scale (afdim 4), Lack of Compassion Scale (afdim 5), Inability to have close interpersonal relations scale (afdim 6) and affliction total (aftotal). But on the Low Self Esteem scale (afdim 1), the student's post scores are higher. It is sad that higher the score, the higher the level of destructive emotions. The student's self esteem seems to be affected and even after the post intervention, the student needs help to further strengthen his self esteem. Below is the table given for Neuro -Affliction scores for the student.

Table no.5.7.6: Table showing the Neuro -Affliction profile of the student.

| <b>Test</b> | <b>af dim<br/>1</b> | <b>af dim<br/>2</b> | <b>af dim<br/>3</b> | <b>af dim<br/>4</b> | <b>af dim<br/>5</b> | <b>af dim<br/>6</b> | <b>af<br/>Total</b> |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Pre         | 0                   | 17                  | 12                  | 3                   | 12                  | 6                   | 50                  |
| Post        | 3                   | 11                  | 4                   | 0                   | 3                   | 2                   | 23                  |

### **According to the Student:**

The student reported that before the intervention program, he had a low self esteem, was shy and withdrawn, could not freely communicate about his needs to teacher, use to get restless and couldn't concentrate on one task at time. He also had a strong sibling rivalry with the younger sister.

After the happiness program, the student had come across a good no. of positive changes in himself. He had started understanding his mother, had become empathetic towards his sister, stopped getting easily irritated and frustrated by his friends. He had started concentrating in the class and was

happy to learn that the teachers had started understanding him. He had become confident in answering to teachers in the class. The student said “People have not changed, but I had changed through this program”.

#### **According the Researcher’s Observation:**

The researcher towards the end of the program asked the student a question : “How have you become more confident through this program?”. His answer was “I have become more confident by answering to teachers questions in the class, in proving my point, confident in doing work all alone, I just want to try things rather than contemplate, I am not worried what others are saying about me, I am making myself better”.

The student’s entire case study made the researcher understand the dynamics of social and emotional learning in a middle school student. A student with an improved level of Emotional Intelligence and management of destructive emotions in all the areas, did bring the happiness program into light. As far as the self esteem of the student is concerned, he further needs to improve in the area of self esteem and intrapersonal skills in general.

The following are the three case studies of students who were minimally benefited by the intervention program with respect to management of destructive emotions:

#### **Case Study 4**

##### **Student No.7**

The student had joined this school in class VII. She had changed a good no. of schools prior to the present one. She is hailing from a Gujarati family.

She resides in a joint family. The father is a government employee whereas the mother is a housewife.

**According to the Mother:**

A brief account of the history about the student gathered from the parent (mother) is as follows:

There is no medical illness or psychological illness reported in families on both the sides. As a part of student's discipline the mother said that it had been always difficult for her to concentrate in her studies. For the last two years she has been struggling at the academic front too. A lot of emotional difficulties and she had been lacking in social skills too. A strong sibling rivalry with her younger sister, the student had a disturbed relationship with both her parents especially the mother. At school, the students bullied her as she failed to confidently communicate in the class. Her concentration and attention span is low whereas organization, listening skills and understanding instructions is average. She hates to study and math is the most difficult subject for her. She had always had fewer friends to communicate in previous schools. Her activities include dancing and surfing internet and social networking websites.

As a part of the behavioral problems reported by the mother, the student prior to the intervention program was very hyper, aggressive, use to throw strong temper tantrums and always gave reasons for remaining absent from school. She never co-operated at home with both the parents and always made her younger sibling feel miserable. There was a constant argument with the tuition teacher who uses to come at home and help the student in managing the academics. She used to sit for hours of television viewing and used to hang on computer for computer games and visiting social networking

websites. She had been facing emotional and social issues at school with classmates and teachers too.

After the intervention program the mother did observe some of the behavioral and emotional changes in the student. According to her she had become calm and cheerful. She had started showing co-operation in all respects especially with the younger sibling. Her temper tantrums had reduced to some extent. She had started understanding her feelings as well as other's feelings. Her self confidence had increased. The mother specifically mentioned that earlier she had to support the student's needs whereas after the intervention program, the student gave support to her mother. She had started mixing with friends in school. Some of the significant changes in her day to day routine was that the student got disciplined with respect to television viewing hours and visiting social networking websites and was no more argumentative with the tuition teacher. The mother reported that after the happiness program, she had stopped forcing her to do her daily chores, as she managed herself well.

### **According to the Teachers Feedback:**

According to her teachers in school, the student prior to the intervention program had moods and behavior related to anxiousness, worries, depression, unhappiness, hyper activity, inattentiveness and aggressive behaviors. On the academic front she had been securing lower grades, giving incomplete work, showed lack of motivation, apathy and missed classed regularly. Post intervention, the teachers could observe some of the positive behaviors with respect to attentiveness, socialization and lesser aggressive behavior. She had been depressed but was out of depression. She started being happy, cheerful and communicative in the class.

### **According to Bar-On EQi YV:**

Table no.5.7.7: Table showing the Bar-On EQi YV profile of the student.

| <b>Test</b> | <b>eq dim<br/>1</b> | <b>eq dim<br/>2</b> | <b>eq dim<br/>3</b> | <b>eq dim<br/>4</b> | <b>eq dim<br/>5</b> | <b>eq dim<br/>6</b> | <b>Total<br/>EQ</b> |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Pre         | 104                 | 72                  | 109                 | 95                  | 76                  | 101                 | 96                  |
| Post        | 104                 | 98                  | 103                 | 92                  | 92                  | 118                 | 100                 |

On the Bar-On EQi YV scale, the student has shown a significant improvement in the areas of Interpersonal Scale (eqdim 2), General Mood Scale (eqdim 5), Positive Impression Scale (eqdim 6) and Total EQ.

This indicates that the therapeutic intervention program has helped the student to improve in some of the areas of emotional intelligence, though there is an increase in the total EQ after the intervention program.

Some of the areas where the student could not show a progress in the emotional intelligence was Intrapersonal scale, Stress Management scale and Adaptability scale. The lower scores do indicate that the student continued to

face difficulties in the areas of social and emotional learning even after the “Happiness Program”.

#### **According to Neuro-Affliction Scale:**

On the Neuro -Affliction scale, what one could analyze for the student was that after the intervention program her scores were low on all the areas related to Low Self Esteem Scale (afdim 1), Over Confidence Scale (afdim 2), Harboring Negative Emotions Scale (afdim 3), Envy and Jealousy Scale (afdim 4), Inability to have close interpersonal relations scale (afdim 5), Lack of Compassion Scale (afdim 6) and total affliction (at total). This indicates that the student improved in the management of destructive emotions as the scores on destructive emotions were low in post intervention. Below is the table given for Neuro -Affliction scores for the student.

Table 5.7.8 : Table showing the Neuro – Affliction Profile of the student

| <b>Test</b> | <b>af dim<br/>1</b> | <b>af dim<br/>2</b> | <b>af dim<br/>3</b> | <b>af dim<br/>4</b> | <b>af dim<br/>5</b> | <b>af dim<br/>6</b> | <b>af<br/>Total</b> |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Pre         | 9                   | 12                  | 15                  | 8                   | 6                   | 10                  | 60                  |
| Post        | 7                   | 8                   | 5                   | 5                   | 2                   | 10                  | 37                  |

#### **According to the Student:**

Prior to the intervention program the student remained depressed, unhappy, sad, aggressive and was unable to cope up with her interpersonal relationships. The student reported that during the intervention program she could see positive changes in her mood, she was able to cope up with her interpersonal relationships and was managing her anger with anger management exercises.

As the program concluded, the student did not continue with the stress management and relaxation exercises at home and could see that the



management of anger was becoming difficult for her. She could not work much with the problem solving skills and hence was unable to resolve problems at home as well as in school. At the end of the concluding session she remarked: “I experience happiness after the “Happiness Program” and I don’t feel bad about anything these days”.

#### **According to the Researcher’s Observation:**

The researcher in her observations about the student felt that the self awareness level and Mood stability were to be further taken care even after the intervention program. The student had been struggling to exist peacefully at home as well as in school, though she did show over the sessions, her skillful management with respect to destructive emotions.

#### **Case Study 5**

##### **Student No. 9**

The student has been studying in this school since class I. She is a girl hailing from a traditional Hindu family. Both her parents are working and she resides in a joint family with her grandparents. She has a younger sister with whom she has difficulty in sharing a positive relationship.

#### **According to the Mother:**

As a part of the case history intake the mother reported that the student many at times gets impulsive, aggressive, lazy. She had been sharing a disturbed relationship with the mother. She is fond of her school and school friends. Her areas of interest include a strong liking for history subject and she is good at social studies. She wishes to pressure a degree in Mass communication as she has good oratory skills. She had been showing defiant

behavior at home as well as in school. As a part of issues in school, she had been finding difficulty in adjusting to some her friends, though she has a good no. of friends in school. She averagely performs in academics. Her concentration level is average and attention span is below average. She has above average listening skills, organisation skills and understanding of instruction. As a part of her major behavioral problems, the student throws temper tantrums at home, disobeys parents and say 'NO' to all things.

Before the Happiness program, the mother had observed that the student was very aggressive, short tempered and could not win the trust of her parents. She had a tendency to lie. She was also facing the problem of being verbally abused by the mother as she had fallen into a relationship with a boy one year senior to him in school. A lot of struggle between the student and the parents led the student to be come aggressive and she started back answering at home. Too much of television viewing and being constantly on the mobile phone led the student into major adjustment difficulty at home. She also had regular verbal fights with the tution teacher.

After the intervention program, both the parents observed that the student started regulating her anger through the anger management exercises. She started understanding the art of adjustment and did not anymore complain about the tution teacher. The change was gradually seen in other areas of behaviors like she started looking after her sister well in the absence of her parents which was never before the intervention program. She had stopped fighting with her Grandmother too. The parents (Mother) reported that "My anxiety level has gone down. I am relaxed as a mother now after this program. I hardly think about her issues I don't worry for her anymore. With her friends she has become more confident and has beginning to show

ownership. She reciprocates love and affection now and also shows gratitude towards others”.

**According to the Teachers Feedback:**

Teachers prior to the intervention program found the student anxious, worried inattentive, lack of motivation, apathy, unhappy and one of the significant complain for the student was she had been missing classes on and off in school. After the program the teachers found the student to be calm, relaxed, restlessness had reduced, and she was cheerful and pleasant in the class. But the teachers could not find a good change in her decision making skills with respect to choosing between right and wrong.

**According to Bar-On EQi YV Scale:**

Table no. 5.7.9 : Table showing the Bar – On EQi YV Profile of the Student

| Test | eq dim<br>1 | eq dim<br>2 | eq dim<br>3 | eq dim<br>4 | eq dim<br>5 | eq dim<br>6 | Total<br>EQ |
|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Pre  | 93          | 85          | 76          | 95          | 95          | 101         | 83          |
| Post | 104         | 81          | 85          | 83          | 102         | 90          | 86          |

On the Bar – On EQi YV scale, the student has shown a significant improvement on some dimensions. Those dimensions are Intrapersonal Scale (eq dim 1), Stress Management Scale (eq dim 3), General Mood Scale (eq dim 5) and Total EQ. Whereas on the other dimensions like Interpersonal Scale (eq dim 2) the scores have been low after the post – intervention program. This also suggests that the student continues to have difficulty in the areas of social and emotional adjustment.

**According to Neuro-Affliction Scale:**

On the Neuro-Affliction Scale, the student showed an improvement on the dimensions of Low Self esteem scale (af dim 1), Over Confidence Scale (af dim 2), Jealousy and Envy scale (af dim 4), Inability to have close interpersonal relations scale (af dim 6) and Total affliction score (af total). There was no improvement on the dimensions of Harboring Negative Emotions Scale (af dim 3) and lack of compassion scale (af dim 5). The emotional difficulties had been continuing for the student even after the intervention program was over. She was using the measures of anger management, emotional management and problem solving techniques, but she continued to struggle with her interpersonal relationships at home as well as in school.

Below is the table given for Neuro – Affliction scores for the subject.

Table no. 5.7.10 : Table showing the Neuro-Affliction Profile of the student:

| Test | af dim<br>1 | af dim<br>2 | af dim<br>3 | af dim<br>4 | af dim<br>5 | af dim<br>6 | af<br>Total |
|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Pre  | 16          | 4           | 4           | 6           | 4           | 9           | 53          |
| Post | 11          | 1           | 7           | 1           | 6           | 5           | 31          |

### **According to the Student:**

Prior to the happiness program the student was facing difficulties related to Intrapersonal and Interpersonal skills. She had been facing emotional difficulties with respect to emotional interferences. Her aggression towards home and specifically towards her mother was very significant. Teachers have been pinpointing towards her behavior for every little thing from entering the class to give answers to the teachers in the class.

After the intervention program the student had reported that her confidence level has increased. She was able to manage her anger better. She could concentrate at work both in school as well as at home. She started having lesser arguments with her mother. Her interpersonal relationships with friends had improved and she was able to solve arguments in a better way. While quoting an incident of a party which took place after the intervention program, the student says “My friends felt insulted because others insulted them. They initially hold me responsible and my party for it. Earlier when a situation like this ever happened, I use to get upset about it, I felt a little bad this time too, but managed to sort out the issues with my friends. I spoke to them. I said, let’s talk and resolve, rather than fight or feel upset about it. And after this program I have started loving my sister more”. She thanked the researcher for making her a part of this program.

### **According to the Researcher’s Observation:**

The researcher was monitoring the student's emotional difficulties from day 1 session. She was participative but was depressed every morning after reaching school. She kept sharing with the researcher that her conflicts with the mother was unresolved. She kept saying that my mother reminds me of my past incidents on and off. She kept reporting mood swings as each day of the program progressed. But through the self awareness program and anger management exercises she could take charge of herself. The social and emotional learning didn't happen much for this student as the home environment was not congenial, though the researcher towards the end of the program did talk to the mother for bringing warmth and openness in her relationship with the student.

### **Case Study 6**

#### **Student No.12**

The student has been studying in this school since class IV. She is a girl hailing from a Hindi speaking state. She resides in a nuclear family. She has a younger sister just a year old. Father is working in an MNC and Mother left her job a few in the back. The student's father is her step father.

### **According to the Mother:**

A brief account of the history of the student gathered from the mother is as follows:

There is no history of medical or psychological illness in family on both the sides. The student had been witnessing parental arguments for last 2 years. In her childhood she had witnessed domestic violence, where her paternal grandfather and biological father use to hit her aunt and paternal grandmother. She is till date traumatized by the above incident. The student's discipline at home with respect to organization in studies is affected. The parental relationship of the student has been very positive especially after the birth of her younger sister. Initially adjusting to this school was very difficult for her but now she has adapted to the school environment much more positively. Her subject choices include Science, French and Computers. She finds Mathematics and Social Studies difficult. Her academic problems at school is related to incomplete notebook work. She is unable to take instructions in school. She has been trying very hard in her academics. She has an average attention span and she is above average in concentration, organization, listening to instructions and understanding instructions. As a part of her behavioral problems, she is short-tempered, frustrated, cannot help herself and stay confused most of the time.

According to the mother before the intervention program, the student used to bang the door when she was angry, thumb her foot on the ground, throw things on bed. Also in school she was being verbally abused by her friends. This made her feel more angry and frustrated. She was also being hit by her parents for not being organized in her study.

After the intervention program the mother noted changes in the knowledge, attitude and behavior of the student. With respect to the knowledge level, the student was regularly using anger management exercises to keep herself cool

and free from anger. Also she started understanding the relationship between her father and mother. She had become mature with respect to her attitude, the mother observed that she had become positive towards situations and was now handling things with calmness. The panic attacks had stopped. And in behavior, the student showed control over her anger and was confident to handle issues differently. The mother said that after the happiness program, the student showed a positive relationship with her parents, she could share her feelings and emotions with them now. Also the student's friends became positive towards her. The best thing reported by the mother was "That her child started managing the emotions of her parents".

#### **According to Teachers Feedback:**

Teachers at school before had made observations about the student with aspect to her introvertness. Also lower grades in school, incomplete work and declining quality of work was reported by them. But after the intervention program, they found the student being interactive in the class. She started taking initiatives for group activities in the class and had got deeply involved in it. She became much more responsible in her behavior.



**According to Bar-On EQi YV Scale:**

Table no. 5.7.11 : Table showing the Bar – On EQi YV Profile of the Student

| Test | eq dim 1 | eq dim 2 | eq dim 3 | eq dim 4 | eq dim 5 | eq dim 6 | EQ Total |
|------|----------|----------|----------|----------|----------|----------|----------|
| Pre  | 89       | 81       | 98       | 65       | 95       | 101      | 82       |
| Post | 93       | 85       | 98       | 74       | 91       | 118      | 84       |

On the Bar – On EQi YV scale, the student had shown a improvement in all the areas of emotional intelligence, i.e. Intrapersonal Scale (eq dim 1), Interpersonal Scale (eq dim 2), Stress Management Scale (eq dim 3), Adaptability Scale (eq dim 4), General Mood Scale (eq dim 5), Positive Impression Scale (eq dim 6) and Total EQ.

The results indicate that the therapeutic intervention program did brought changes in the emotional intelligence level of the student, but not a significant one.

**According to Neuro-Affliction Scale:**

On the Neuro – Affliction Scale, the student has shown improvement in the management of destructive emotions with respect to Low self esteem scale (af dim 1), Over Confidence Scale (af dim 2), Harboring Negative Emotions Scale (af dim 3), Jealousy and Envy Scale (af dim 4), Lack of Compassion Scale (af dim 5) and affliction total (af Total).

But on Inability to have close intrapersonal relations Scale (af dim 6), the intervention program could not help in managing her destructive emotions.

Below is the table given for Neuro – Affliction Scores of the student:

Table no. 5.7.12 : Table showing the Neuro – Affliction Profile of the Student

| Test | af dim<br>1 | af dim<br>2 | af dim<br>3 | af dim<br>4 | af dim<br>5 | af dim<br>6 | af<br>Total |
|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Pre  | 23          | 11          | 19          | 11          | 16          | 13          | 93          |
| Post | 6           | 9           | 11          | 4           | 10          | 18          | 58          |

#### **According to the Student:**

According to the student she was an individual with low self esteem, lack of social skills and had difficulty in maintaining interpersonal relationship. She had aggression and anger as a significant part of her behavior pattern. Mood changes were too frequent. She could not concentrate on her academics and was unable to organize herself with respect to work and time management. She had frequent disturbances in her interpersonal relations with parents. Friends were is less number and had been abusing her from time to time.

After the “Happiness Program” the student’s attitude towards her elders had changed. Also she could manage and regulate her emotions. She could control her anger and could channelize it towards a positive goal. With her parents, she could not find much difference in her positive relationship. But she remarked that her mother did find a positive change in her with respect to interpersonal relationship. With teachers she found herself to be open and communicative and had started to do her submissions on time. She says “I am no more jealous of my younger sister. I am the only one who loves her very much”. She also reported that she had slightly improved in her self esteem and self confidence level, but expected more to happen through the program.

#### **According to the Researcher’s Observation:**

According to the researcher, the student was initially a quiet child with emotional and social difficulties. She could bring some change with respect to self awareness and interpersonal relationship. After the program she started

talking about her feelings and adjustment difficulties at home and in school. With the help of problem solving skills, she made efforts to bring self discipline and cheerfulness in her life.

## **5.8 Discussion of Data**

The major task facing adolescents today is the challenge of developing a complete identity for themselves. They find their role in society through active searching which leads to discoveries about themselves. The changes experienced during puberty bring new awareness of self and other's reactions to them.

Schools today nurture children in the area of Social and Emotional Development. Along with Scholastic grades, a lot of emphasis is put on co-curricular activities and sports. In the light of Social Development Program, Schools in our country as well as abroad have introduced Life Skills Education Module given by W H O. Mental Health needs in school today is seeing a lot of changes with respect to emotional intelligence and social intelligence in growing children. Value Development and Socialization has been affected with the changing technological era. What is the great concern today is the emotional and social development in students. It is the collaborative effort of both the parents as well as teachers to help students in shaping their personalities over a period of time. Personality changes and behavioral responses are dynamic in nature. Especially the adolescents today are sandwiched between the generational expectations of parents and their own generational needs.

In the Study the researcher has made an attempt to understand the young minds with respect to social and emotional learning. Emotional Intelligence and the management of destructive emotions among adolescents is a great

challenge ahead. The area of persistent improvement in the behavioral quotient of students is a concern for parents and teachers.

Goleman's concept of Emotional Intelligence and Howard Gardner's Theory of multiple intelligence is all found in the social and emotional learning programs today. The researcher has tried to understand the students with respect to their emotional states and behavioral performances. The therapeutic program did make an attempt to realize the potentials of Emotional and Social Intelligence in Students.

There is a big challenge on the part of homes and schools to provide help and support to these young minds to become emotionally competent over a period of time.

## CHAPTER – VI

### SUMMARY AND CONCLUSION

*“Education is learning what you didn’t even know you didn’t know”*

- Daniel J. Boorstin

#### **6.0 Introduction**

The major task facing adolescents is to create a stable identity and become complete and productive adults. Overtime, adolescents develop a sense of themselves that transcends the many changes in their experiences and roles. They find their role in society through active searching which leads to discoveries about themselves. The changes experienced during puberty bring new awareness of self and others’ reactions to them.

Adolescents make wrong decisions and thereby undergo emotional distress, and here comes the support and guidance of parents and adults to help them learn from these experiences. Adults and parents can help turn these emotional upheavals of adolescents into opportunities that enhance adolescent’s mastery of life skills.

School is a place where adolescent learns through experimentation to interact with others in more adult ways. It is here they re-define sources of personal strength and move toward self-reliance. As teachers and educators, there is a need to understand their feelings irrespective of being positive and negative in order to inspire them to see their potential to be extra ordinary and thereby teach them tolerance, non-violence and responsibility towards others. Thus, the emphasis today is on the overall development of an adolescent.

Adolescents values, character and perceptions of life are strongly influenced by peers, teachers and parents. The emotional environment that an adolescents is exposed to affects the development that an adolescent is exposed to affects the development of his/her emotional circuitry. When parents and adolescents both

are emotionally unmanaged, reactive, moody and anxious, their relationships jam up out of reaction, parents demand emotional management from adolescent, yet they haven't learned in themselves. This perpetuates a loop of argumentation, diluting communication and family bonding. The result is insecurity, anxiety, fear projection and sustained emotional disconnection. Adolescents are often very skillful at conveying the message, that what parents say or do have no influence on their lives. Parents do make a real difference in the lives of their adolescent all the way through high school. The health and well being of adolescents depend to a large extent on the feeling of being cared for by their parents. Adolescents who are deprived of love by their parents turn to risky behaviors – including early sex, smoking, drug abuse, violence and suicide – regardless of social or economic status.

## **6.1 Emotions and Feelings**

Emotions and feelings of these young ones are just like the petals of a flower, if not watered and nurtured properly, with time it will wither away. Extreme changes in the emotional barometer of a young adolescent with changing times have indicated components like aggression, loneliness, anxiety, frustration, apprehensions as negative emotions and confidence, compassion, Love, Empathy and human touch as positive emotions.

In this research program, the researcher has looked into these young minds with respect to changing emotional structures along with their life skills and social skills and helping them raise their bar of emotional well being. To understand oneself and to understand others through the program of social and emotional learning (SEL), one has opened a new door for emotions which will reinforce the journey of educating the young Minds and Hearts.

### **6.1.1 Emotional Intelligence by Daniel Goleman**

“Emotional Intelligence” refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Goleman D. (1998), has described Emotional Intelligence with the help of four basic emotional and social competencies:

- e) **Self-awareness**:- Knowing what we are feeling in the moment, and using those preferences to guide our decision – making, having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- f) **Self-regulation**:- Handling our emotions so that they facilitate rather than interfere with the task at hand, being conscientious and delaying the gratification to pursue goals, recovering well from emotional distress.
- g) **Empathy**:- Sensing what people are feeling being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.
- h) **Social skills**:- Handling emotions in relationships well and accurately reading social situations and networks, interacting smoothly using these skills to persuade and lead, negotiate and settle disputes for co-operation and team work.

### **6.1.2 Constructive emotions**

An emotion leading to pleasantness is basically a constructive emotion. Such constructive emotions that lead to peace of mind can be cultivated through meditation. It gives rise to serenity and equilibrium in the mind. Constructive emotion is also known as constructive state of mind, a state of mind which centers on wholesome constructive emotions like faith, self-confidence, wisdom, flexibility, mindfulness, etc.

### 6.1.3 Destructive emotions

Destructive emotions are those that cause harm to us or to others. Ekman P. (2003), a psychologist at the University of California at San Francisco and a world expert on the facial expression of affect, states that destructive emotions remain in the repertoire of the human heart as a trade-off in the evolutionary quest for survival (use of Darwinian perspective). Davidson R. (2003), a founder of the field of affective neuroscience gave findings that pinpointed the brain circuitry involved in a range of destructive emotions, from the craving of an addict to the paralyzing fears of phobic and the out-of-control viciousness of a mass murderer. Destructive emotions are not expressed all the time, but it will manifest when meeting with circumstances that trigger one's animosity. It is also connected with many other related emotions, such as resentment, bearing grudges, contempt, animosity, and so on.

We all know that from childhood to old age, we change all the time. Our bodies are never the same and our minds acquire new experiences with every instant that passes. We are a flux, in constant transformation.

In view of the western perspective, Wallace A. (2003) talks about constructive as well as destructive states of mind. According to him the following are various constructive and destructive states of mind:

| Constructive States of Mind | Destructive States of Mind                      |
|-----------------------------|---|
| Self Esteem                 | Low self esteem                                 |
| Self Confidence             | Overconfidence                                  |
| Self Respect                | Harboring negative emotions                     |
| Friendship                  | Jealousy and envy                               |
| Compassion                  | Lack of compassion                              |
| Feelings of Integrity       | Inability to have close interpersonal Relations |



In the Buddhist scriptures, one speaks of eighty for thousand kinds of negative emotions. These are not all identified in detail. However, these multifaceted emotions boil down to five main ones: Hatred, Desire, Confusion, Pride and Jealousy. E.g. Hatred is defined as the deeply felt wish to harm someone else, to destroy their happiness. It is not necessarily expressed in a burst of anger.

#### **6.1.4 The Neuroscience of emotion**

One of the most important human qualities may be our ability to regulate emotion – and here the frontal lobes appear to play a key role. Emotions involve an orchestration of activity in circuits throughout the brain, particularly the frontal lobe, which is engaged in planning, the amygdala, which is particularly active during the experience of negative emotions such as fear. The amygdala, is extensively connected with the body, in particular with the immune system, with the endocrine system, which regulates hormones, and with the autonomic nervous system, which regulates heart rate, blood pressure and, so on. We can understand the impact of emotions not just on our mental health but also on our physical health.

Evidences suggest regions of right frontal lobe playing a major role in certain negative emotions.

The neurological background of emotions, talks about three distinct types of destructive emotions:

- 4) Anger – Pathological anger – that can lead to rage and to violence.
- 5) Craving – abnormality in the chemical system – leading to various forms of addiction.
- 6) Delusion – is afflictive emotions obscuring our ability to see the world clearly i.e. it's the bias that comes in one's perception.

## **6.2 Review of Related Studies**

The following related researches were used by the investigator to understand emotional management and management of destructive emotions of the adolescents.

### **6.2.1 Study related to management of emotions**

Parker, Jeffrey G.; Asher, Steven R. (1987) conducted a study titled “Peer relations and later personal adjustment: Are low-accepted children at risk?” In this review, they examined the oft-made claim that peer-relationship difficulties in childhood predict serious adjustment problems in later life. A framework for conceptualizing and assessing children's peer difficulties and with a discussion of conceptual and methodological issues in longitudinal risk research was carried out. Following this, three indexes of problematic peer relationships (acceptance, aggressiveness, and shyness/withdrawal) were evaluated as predictors of three later outcomes (dropping out of school, criminality, and psychopathology). The relation between peer difficulties and later maladjustment was examined in terms of both the consistency and strength of prediction. A review and analysis indicated general support for the hypothesis that children with poor peer adjustment are at risk for later life difficulties. Support is clearest for the outcomes of dropping out and criminality. It was also clearest for low acceptance and aggressiveness as predictors, whereas a link between shyness/withdrawal and later maladjustment has not yet been adequately tested.

### **6.2.2 Study related to middle school adolescents and their social\_emotional learning processes**

Cobb and Mayer (2000) conducted a study titled “The Importance of Emotional Intelligence during transition of Middle School”. They said that students experiencing transition from the elementary school are faced with challenges of the new environment as they adjust to middle school. These challenges are academic as well as interpersonal. Some students get lost, forget their locker combination or both. They have conflicts with authority or face academic pressures. A research was carried on two students who had

very different perspectives of their initial middle school experience. Cobb and Mayer (2000) suggested that children make sense of things by correctly perceiving emotional information. Coping, emotional autonomy, and socially responsible behavior are traditional and valued objectives in education. The move to a new school creates new social challenges for students. The ability of adolescents to cope, to develop their emotional autonomy, and to behave in socially appropriate and responsible ways enables them to more easily accept the social challenges of transition.

### **6.2.3 Study related to Emotional Intelligence in Adolescents**

David Akinlolu Adayemo (2005) conducted a study on “The buffering effect of emotional intelligence on the adjustment of secondary school students in transition”. The purpose of this study was to investigate the relationship between emotional intelligence and adjustment of students transitioning from primary school to secondary school. It was a descriptive survey research in which emotional intelligence stands as the independent variable and adjustment as the dependent variable. Two validated instrument measuring emotional intelligence and adjustment respectively were used to collect data from the participants. The results showed that there was a significant relationship between emotional intelligence and adjustment. It was also found that the strengths of emotional intelligence, defined in terms of high, moderate and low, significantly impacted the adjustment of students in transition. The outcome of this study has strengthened the need to mount an emotional intelligence based counseling intervention program to mitigate the transition trauma of pupils moving from primary to secondary school. Such intervention should be targeted at problematic areas of transition such as academic and social adjustment, organizational issues, pupil perception, school phobia and other transition traumas.

### **6.3 The Present Study**

The present study is an attempt to study the impact of therapeutic intervention program for the management of the identified destructive emotions of class IX students.

### **6.4 Rationale of the Study**

The study basically aims to help adolescents in identifying their destructive emotions and thereby empowering them with life skills to combat for the same.

### **6.5 Statement of the Problem**

The present study was titled: “Management of Destructive Emotions among Adolescents”.

### **6.6 Operational Definitions**

**Adolescent:** The WHO defines adolescence as;

- It is the time period from age 10-24 years.
- Progression from appearance of secondary sex characteristics to sexual and reproductive maturity.
- Development of adult mental process and adult identity.
- Transition from socio-economic dependence to independence.

In the present study students belonging to Std. VIII and IX would be considered as adolescents.

**Destructive Emotion:** Destructive emotions are those that cause harm to ourselves or to others (working definition). Emotions become destructive the moment they disrupt the mind’s equilibrium.

**Management of Emotions:** Management of Emotions would include the Therapeutic Intervention Programme which would protect adolescents from later problems through teaching them key skills for living. When destructive emotions would arise – and they will – one can apply the intelligence,

educated heart to more effectively deal with emotions. The Therapeutic Intervention Programme would deal with both the protective factors and risk factors that influence an adolescent's emotional well being.

### **6.7 Delimitation of the Study**

Following were the delimitations of the present study.

- The sample for the study was delimited to one school following CBSE syllabus situated in Vadodara, Gujarat for one academic year.
- The present study was conducted on the students of class IX only. Therefore, the finding of the results may not be generalized across the population.
- The therapeutic intervention program was delimited to only nineteen students from Std. IX of Navrachana Higher Secondary School.

### **6.8 Objectives of the Study**

On the basis of the statement of the problem, the study was aimed at achieving the following objectives:

- 4) To identify the adolescent with various destructive emotions.
- 5) To develop a Therapeutic intervention Programme for the management of the identified destructive emotions in adolescents.
- 6) To study the effectiveness of the prepared Therapeutic Intervention Programme for the management of destructive emotions in adolescents.

### **6.9 Research Questions**

Keeping in view the above objectives, the present study puts forward the following research questions:

- 5) How does one identify destructive emotions in adolescents?

- 6) How can one help the adolescents to become aware of the consequences of the said emotions?
- 7) How can one help them to manage their destructive emotions?
- 8) How does one assess the usefulness of the prepared Therapeutic Intervention Programme in managing destructive emotions?

### **6.10 Design of the Study**

The present study is an Intervention study following pretest – Intervention – posttest single group of subjects. Both the quantitative and the qualitative methodologies were utilized for data collection.

For qualitative data, Case Study Methods were used. The Case Study method helped the researcher to have an in-depth look at the adolescent. It provided a narrative and detailed description of the events that took place in an adolescent's life.

For quantitative data the Paired – Sample 't' test was used. The changes seen in the emotional quotient scores between the pretest and posttest of Bar – on Emotional Quotient – Inventory, youth version, were indicative of management of destructive emotions. Both the qualitative as well as the quantitative data supported in understanding the extent of destructive emotions in the growing adolescent.

### **6.11 Sample and Sample Selection**

The sample was selected purposively to explain the study. One school was selected for the study. The students from Navrachana School, Sama road, Vadodara, India were selected as they readily agreed to the study being done. The researcher selected class 9 students who were part of the Middle School of Navrachana School.

### **6.12 Tools and Techniques of Data Collection**

To fulfill the objectives of the study, the data was collected through various tools. Individual scores of respondents on the Bar – On Emotional Quotient – Inventory, the “Neuro - Affliction Scale” constructed by the researcher, teacher's observation format, student's own log books containing their significant learning during the intervention program, in-depth interviews of students along with researcher's observations and case study methods along with information collected by parents and feedback from teachers were used as sources.



### **6.13 Procedure of Data Collection**

After the administration of the Bar – On Emotional Quotient – Inventory on 135 students across five different sections of class 9, there were 20 students who were chosen for therapeutic intervention program. Two groups, containing 10 students in each who reported Average Emotional Intelligence and Low Emotional Intelligence on Bar – On Emotional Quotient – Inventory were administered the therapeutic intervention program. All 20 students irrespective of the two levels of emotional intelligence were put together in groups of ten for therapy based intervention.

After post-testing, the 3 students who were maximally benefitted by the therapy based program and other 3 students who were minimally benefitted by the therapy based program were taken for in-depth case study with respect to management of destructive emotions.

The study was conducted in three stages: - pre-intervention phase, intervention phase and post-intervention phase.

### **6.14 Procedure of Data Analysis**

The objective of the present study was to determine the effectiveness of an intervention program developed for management of destructive emotions. The intervention program was conducted on a group of students. The effectiveness was measured by the difference in student's total Emotional quotient before and after the intervention program. The data was calculated as paired sample test. Mean, '*t*' value, significance and mean difference was calculated as a part of quantitative analysis. Quantitative analysis was done on pre – post testing of Bar – On EQi YV Scale and Neuro – Affliction Scale.

The Qualitative data were analyzed through content analysis. Also the case studies conducted with the help of personal interviews with students and

parents, teacher's feedback and observation, student's log of learning as well as the researcher's observations served the purpose of qualitative data.

### **6.15 Results and Findings**

The following are the findings with respect to Bar-On-EQ<sub>i</sub> YV Scale which was test to measure the emotional intelligence in school students :

- (i) The results show a significant difference between the mean scores on Bar-On-EQ<sub>i</sub> YV for pre and post test. There has been an increase in mean scores on post test. It can be concluded that the intervention program helped the students in developing Emotional intelligence and enhanced their emotional literacy.
- (ii) The results show a significant difference in the mean scores on Neuro-affliction Scale on pre and post test. It can be concluded that the intervention program helped the students in Management of destructive emotions.
- (iii) There is a significant improvement on the dimensions of Bar-On-EQ<sub>i</sub> YV scale with respect to Interpersonal Scale, General Mood Scale and total EQ .It can be concluded that the intervention program helped the students in developing Interpersonal Skills, positive outlook and Emotional Intelligence in general.
- (iv) There is no significant improvement on the dimensions of Bar-On-EQ<sub>i</sub> YV with respect to Intrapersonal Scale, Stress Management Scale, Adaptability Scale and Positive Impression Scale after the intervention program. It can be concluded that the intervention program could not help the students in developing Intrapersonal Skills, art of relaxation, adaptation towards the environment and Positive Self Impression.

The following are the findings with respect to Neuro-Affliction Scale was test to measure the destructive emotions in school students:

- (v) There is a significant improvement on the dimensions of Neuro-Affliction Scale with respect to Low Self Esteem Scale, Harboring Negative Emotions Scale, Jealousy and Envy Scale and Affliction Total Scale after the intervention program. In other words, the students improved in the areas of management of destructive emotions.
- (vi) There is no significant improvement on the dimension of Over Confidence Scale after the intervention program. It can be concluded that the students could not reduce their Over Confidence with an exaggeration of one's own self and accepting their own faults after the intervention program.
- (vii) There was a significant improvement in all the 19 students with respect to problem solving skills, self confidence, social and emotional learning, stress management, self awareness, mood stability, decision making skills, adjustment and self esteem.

There was a significant improvement in all the 19 students with respect to handling of aggression, anxiety, temper tantrums, jealousy and envy.

- (viii) There is a significant improvement in interpersonal Scale of the students as shown by a mean difference of 6.90 between pre ( $M = 95$ ) and post ( $M = 101.89$ ) data,  $t(18) 2.10, p < .05$

This means students have perceived their interpersonal relationship more satisfactorily after the intervention. They have also become better listeners and are more able to understand and appreciate the feelings of others after the intervention.

- (ix) There is a significant improvement in General Mood Scale of the students as shown by a mean difference of 6.31 between pre ( $M = 93.95$ ) and post ( $M = 100.26$ ) data,  $t(18) 2.70, p < .05$

This means student have become more optimistic after the intervention program. It also indicates that they have developed a positive outlook and show pleasantness after the intervention program.

- (x) There is a significant improvement in Total EQ of the students as shown by a mean difference of 5.70 between pre ( $M = 90.00$ ) and post ( $M = 95.68$ ) data,  $t(18) 2.65$ ,  $p < .05$

This means student have become more effective in dealing with their daily demands after the intervention. They also remain happy after the intervention program.

- (xi) There is no significant improvement on intrapersonal scale of the students as shown by a mean difference of 4.21 between pre ( $M = 95.16$ ) and post ( $M = 99.37$ ) data,  $t(18) 1.42$ , not significant.

This means intervention has not improved their understanding of their own emotions. Nor it has made them more able to express and communicate their feelings and needs significantly.

- (xii) There is no significant improvement on stress management scale of the students as shown by a mean difference of 1.00 between pre ( $M = 88.11$ ) and post ( $M = 87.11$ ) data,  $t(18) .366$ , not significant.

This means intervention has not improved the general calmness level of students and they cannot work well under pressure. Nor their impulsivity and responses in a stressful event are in control. They tend to exhibit emotional outburst even after the intervention.

- (xiii) There is no significant improvement on Adaptability scale of the students as shown by a mean difference of 6.31 between pre ( $M = 92.53$ ) and post ( $M = 98.84$ ) data,  $t(18) 1.99$ , not significant.

This means intervention has not improved student's flexibility, realistic outlook and effectiveness in managing change. It has also not improved

their positive ways of dealing with everyday problems after the intervention program.

- (xiv) There is no significant improvement on Positive Impression Scale of the students as shown by a mean difference of 1.05 between pre ( $M = 104.63$ ) and post ( $M = 105.68$ ) data,  $t(18) .25$ , not significant.

- (xv) There is a significant improvement in Low Self Esteem scale of the students as shown by a mean difference of 5.68 between pre ( $M = 11.58$ ) and post ( $M = 6.00$ ) data,  $t(18) 2.10$ ,  $p < .01$

This means students have no more Low self esteem. They have started reaching out to others, are not affected much by remarks made by others. They have started taking initiative on their own after the intervention.

- (xvi) There is a significant improvement in Harboring Negative Emotions Scale of the students as shown by a mean difference of 6.63 between pre ( $M = 13.68$ ) and post ( $M = 7.05$ ) data,  $t(18) 3.95$ ,  $p < .01$ .

This means students have less of negative emotions related to self, others and the world. They are not showing more of behavior like causing harm to oneself as well as to others. Their depression level related to feelings of helplessness and hopelessness have reduced to a great extent after the intervention program.

- (xvii) There is a significant improvement in the drop in Jealousy and Envy Scale of the students as shown by a mean difference of 3.89 between pre ( $M = 8.32$ ) and post ( $M = 4.53$ ) data,  $t(18) 5.32$ ,  $p < .01$

This means students are showing less of unhappiness about the success of others. They are showing less rivalry and aggression towards others. They have reduced behaviors like devaluing people and engaging in putting them down, especially in front of others after the intervention program.

(xviii) There is a significant improvement in Lack of Compassion Scale of the students as shown by a mean difference of 3.90 between pre ( $M = 10.84$ ) and post ( $M = 6.95$ ) data,  $t(18) 3.11, p < .01$ .

This means students are showing understanding and less of non-acceptance of others. They are less unhappy about others success and show less enjoyment seeing people fight after the intervention program.

(xix) There is a significant improvement in Inability to have close interpersonal relations scale of the students as shown by a mean difference of 2.68 between pre ( $M = 10.95$ ) and post ( $M = 8.37$ ) data,  $t(18) 2.11, p < .05$ .

This means students have started caring about others and are less non – acceptance of others. Their gap between self and others has reduced. They have improved in behaviors like warmth, co-operation and communication with others after the intervention.

(xx) There is a significant improvement in affliction total scale of the students as shown by a mean difference of 5.79 between pre ( $M = 67.79$ ) and post ( $M = 43.74$ ) data,  $t(18) 4.33, p < .01$

This means students are showing less of destructive emotions after the intervention program.

(xxi) There is no significant improvement in over confidence scale of the students as shown by a mean difference of 1.58 between pre ( $M = 12.05$ ) and post ( $M = 10.58$ ) data,  $t(18) 1.15$ , not significant.

This means intervention has not helped students in reducing their over confidence with an exaggeration of one's own self and accepting their own faults. There is no significant change in their forced behavior and forced opinion on others.

## **6.16 Implications**

Managing one's own emotions is a huge task for a growing adult. Lot of young people are facing both development and well as social challenges today. The pressure is immense on both the academic goals and emotional challenges. Emotional Intelligence with respect to social and emotional learning processes are the need of the hour in schools today.

Researchers have discovered what many teachers and parents have known all along: for most people, academic grades are extraordinarily non predictive of satisfaction and productivity throughout life. Emotional well-being, on the other hand, is dramatically and positively predictive not only of academic achievement but also of satisfactory and productive experiences in the world of work and human relationships.

The researcher in the present study made an attempt to understand the growing emotional challenges of middle school students with respect to management of destructive emotions. From Emotional learning to social interpersonal transaction, with changing moods to stress management skills, from problem solving skills to emotional enhancement, all of them were taken as areas of measurement with respect to social and emotional learning in adolescents. The life skills education program is a big attempt in most of the schools today with regard to social and emotional development of students.

Knowing oneself through the SEL program was an eye opener for students in this study. A lot of such programs need to be a part of school mental health. Skills like empathy, co-operation, self control, and responsibility are four essentials in the social and emotional learning of students.

Management of Destructive Emotions is very important as a part of emotional development. And schools today have entered into a curriculum development program where equal importance is given to life skills and attitudes development along with scholastic grades and achievements.

### **6.17 Suggestions for Further Researches**

From the findings of the study and on the basis of the observations made by the investigator during the study, a few recommendations are made for further researches.

1. SEL programs should start early in schools. The research can be carried out for primary schools too.
2. The present study was delimited to students of class IX of one school only. The students from other classes too could be identified for management of destructive emotions as emotional enhancement and emotional literacy can be seen across all age groups.
3. The intervention program was carried out for a period of 2.5 months. In further studies, to see a significant change in the emotional management of young people, the time period of therapy could be of six months or more.
4. Further research should have programs of therapeutic intervention for all the three groups, i.e. students, parents and teachers at the same time. Interpersonal relationships and emotional learning go hand in hand with respect to environmental influences.
5. Individual sessions for a significant period of time should be a part of therapy based intervention programs. Along with group learning, focus on individuals for a longer period of time will give better results of emotional enhancement and emotional literacy. Further researches should include the above as a part of emotional intelligence studies.

### **6.18 Conclusion**

From studies conducted around the world, researches have distilled a number of factors that enable children of misfortune to beat the heavy odds against them.



One factor turns out to be the presence in their lives of a charismatic adult – a person with whom they can identify and from whom they gather strength. And in a surprising number of cases, that person turns out to be a teacher.

In the present study, the students experienced a life of change with a difference. The management of destructive emotions through social and emotional learning programs helped them in knowing themselves better. Their counterparts – fellow students, parents and teachers, all of them acted as social change agents along with the emotional development of each student. The therapeutic program identified and helped students in the management of destructive emotions.

The emotional Intelligence skills with regard to empathy, compassion, love, self respect and respect for others, decision making skills and problem solving skills with anger management were individually exercised and achieved as a goal by each student as a part of the study.

In a nutshell the study and the therapeutic intervention program helped the students to become better ‘emotional managers’.

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## APPENDIX - II

### NEURO – AFFLICTION SCALE

**Instructions:** Read each statement carefully. Choose your own response from very seldom true of me (1) Very seldom true of me, (2) Seldom true of me, (3) Often true of me, (4) Very often true of me and (5) Always true of me. They are your own individual responses. There is no right or wrong answers. Relax and give the first response that comes to your mind. **ALL THE BEST.**

| Sr. No. | Items   | Very seldom true of me | Seldom true of me | Often true of me | Very often true of me | Always true of me |
|---------|---|------------------------|-------------------|------------------|-----------------------|-------------------|
| 1       | I feel that I am good for nothing.  | 1                      | 2                 | 3                | 4                     | 5                 |
| 2       | I feel that nobody can do well, as I can do in academics. / I feel that nobody can beat me in academics in my school. | 1                      | 2                 | 3                | 4                     | 5                 |
| 3       | I feel like running away from everything.   | 1                      | 2                 | 3                | 4                     | 5                 |
| 4       | I am not comfortable to see my own people around.   | 1                      | 2                 | 3                | 4                     | 5                 |
| 5       | I dislike the way people talk about themselves.   | 1                      | 2                 | 3                | 4                     | 5                 |
| 6       | I don't feel like talking to others.  | 1                      | 2                 | 3                | 4                     | 5                 |
| 7       | I am not fond of myself.  | 1                      | 2                 | 3                | 4                     | 5                 |
| 8       | Success is "What I am".   | 1                      | 2                 | 3                | 4                     | 5                 |
| 9       | I feel worthless.   | 1                      | 2                 | 3                | 4                     | 5                 |
| 10      | I feel like putting people down.  | 1                      | 2                 | 3                | 4                     | 5                 |
| 11      | I can't get along with others.  | 1                      | 2                 | 3                | 4                     | 5                 |



| Sr. No. | Items   | Very seldom true of me | Seldom true of me | Often true of me | Very often true of me | Always true of me |
|---------|---|------------------------|-------------------|------------------|-----------------------|-------------------|
| 12      | I cannot talk about my feelings to others.                    | 1                      | 2                 | 3                | 4                     | 5                 |
| 13      | I feel I can't achieve the tasks I set.                       | 1                      | 2                 | 3                | 4                     | 5                 |
| 14      | I have the ability to take up challenges which other's can't. | 1                      | 2                 | 3                | 4                     | 5                 |
| 15      | I feel dejected most of the times.                            | 1                      | 2                 | 3                | 4                     | 5                 |
| 16      | I am not very eager to listen to others.                      | 1                      | 2                 | 3                | 4                     | 5                 |
| 17      | I can't stand that others are happy.                          | 1                      | 2                 | 3                | 4                     | 5                 |
| 18      | I do not care what happens to other people.                   | 1                      | 2                 | 3                | 4                     | 5                 |
| 19      | I feel that nobody loves me.                                  | 1                      | 2                 | 3                | 4                     | 5                 |
| 20      | I can never do a mistake.                                     | 1                      | 2                 | 3                | 4                     | 5                 |
| 21      | I suppress my feelings mostly.                                | 1                      | 2                 | 3                | 4                     | 5                 |
| 22      | I can't stand people who are ahead of me.                     | 1                      | 2                 | 3                | 4                     | 5                 |
| 23      | I don't like to share my personal belongings with others.     | 1                      | 2                 | 3                | 4                     | 5                 |
| 24      | I am unable to respect others.                                | 1                      | 2                 | 3                | 4                     | 5                 |
| 25      | My friends think that I look ugly.                            | 1                      | 2                 | 3                | 4                     | 5                 |
| 26      | I can never fail in anything.                                 | 1                      | 2                 | 3                | 4                     | 5                 |
| 27      | I often indulge in self injury.                               | 1                      | 2                 | 3                | 4                     | 5                 |
| 28      | I don't feel like smiling at my friends.                      | 1                      | 2                 | 3                | 4                     | 5                 |
|         |   |                        |                   |                  |                       |                   |
| Sr. No. | Items   | Very seldom            | Seldom true of    | Often true of    | Very often            | Always true of    |

|                |   | true of<br>me              | me                       | me                      | true of<br>me             | me                       |
|----------------|---|----------------------------|--------------------------|-------------------------|---------------------------|--------------------------|
| 29             | I can't show affection towards most of my friends.                        | 1                          | 2                        | 3                       | 4                         | 5                        |
| 30             | Even while doing a group work, I prefer to work alone.                    | 1                          | 2                        | 3                       | 4                         | 5                        |
| 31             | I fear that I don't get good grades in class.                             | 1                          | 2                        | 3                       | 4                         | 5                        |
| 32             | I will always be the first ranker in my class.                            | 1                          | 2                        | 3                       | 4                         | 5                        |
| 33             | I feel like hitting others.   | 1                          | 2                        | 3                       | 4                         | 5                        |
| 34             | I feel bad about somebody's achievements.                                 | 1                          | 2                        | 3                       | 4                         | 5                        |
| 35             | When my friends are in trouble, I keep a safe distance from them.         | 1                          | 2                        | 3                       | 4                         | 5                        |
| 36             | I get upset when others touch my belongings without my permission.        | 1                          | 2                        | 3                       | 4                         | 5                        |
| 37             | I feel I am a failure.  | 1                          | 2                        | 3                       | 4                         | 5                        |
| 38             | I think I am always right in what I do and think.                         | 1                          | 2                        | 3                       | 4                         | 5                        |
| 39             | I am depressed.   | 1                          | 2                        | 3                       | 4                         | 5                        |
| 40             | I become anxious when I come across people who have more comfort in life. | 1                          | 2                        | 3                       | 4                         | 5                        |
| 41             | I dislike when people cry for little or big things.                       | 1                          | 2                        | 3                       | 4                         | 5                        |
| 42             | I don't share about my weaknesses with my own people.                     | 1                          | 2                        | 3                       | 4                         | 5                        |
| 43             | I will never be able to make my parents feel proud of me.                 | 1                          | 2                        | 3                       | 4                         | 5                        |
| 44             | My teachers have less knowledge than me.                                  | 1                          | 2                        | 3                       | 4                         | 5                        |
|                |   |                            |                          |                         |                           |                          |
| <b>Sr. No.</b> | <b>Items</b>  | <b>Very seldom true of</b> | <b>Seldom true of me</b> | <b>Often true of me</b> | <b>Very often true of</b> | <b>Always true of me</b> |

|    |  | me |   |   | me |   |
|----|--|----|---|---|----|---|
| 45 | I feel like world is coming to an end.                       | 1  | 2 | 3 | 4  | 5 |
| 46 | I don't feel like helping my friends.                        | 1  | 2 | 3 | 4  | 5 |
| 47 | I enjoy seeing people fight.                                 | 1  | 2 | 3 | 4  | 5 |
| 48 | Visiting friends at different occasions is difficult for me. | 1  | 2 | 3 | 4  | 5 |
| 49 | I think my friends don't like me.                            | 1  | 2 | 3 | 4  | 5 |
| 50 | I dislike when people advice and suggest me.                 | 1  | 2 | 3 | 4  | 5 |
| 51 | I feel uneasy when people think high of themselves.          | 1  | 2 | 3 | 4  | 5 |
| 52 | I pass negative comments at others.                          | 1  | 2 | 3 | 4  | 5 |
| 53 | I hate to go out and help in slum areas.                     | 1  | 2 | 3 | 4  | 5 |
| 54 | In most of the situations, I can't relate to others.         | 1  | 2 | 3 | 4  | 5 |
| 55 | I feel like crying most of the times.                        | 1  | 2 | 3 | 4  | 5 |
| 56 | I can't stand people's responses in the group discussion.    | 1  | 2 | 3 | 4  | 5 |
| 57 | I feel helpless many a times.                                | 1  | 2 | 3 | 4  | 5 |
| 58 | I disregard others feelings.                                 | 1  | 2 | 3 | 4  | 5 |
| 59 | When others are being teased, I burst out with laughter.     | 1  | 2 | 3 | 4  | 5 |
| 60 | I don't have too many close friends.                         | 1  | 2 | 3 | 4  | 5 |

## APPENDIX - III

## EQ LEARNING AND PROGRESS CHART

[illegible]

## APPENDIX – IV

### TEACHER'S REFERRAL FORM

All information provided in here should be treated confidentially

Student : \_\_\_\_\_ Grade : \_\_\_\_\_ Date: \_\_\_\_\_

1. Reason for referral

**Moods / Behaviours**

- ☐ Anxious / worried achievement
- ☐ Depressed / unhappy
- ☐ Eating disorder, body image concerns
- ☐ Hyperactive / inattentive
- ☐ Shy / withdrawn
- ☐ Low self-esteem
- ☐ Aggressive behaviours
- ☐ Stealing
- \_\_\_\_\_
- ☐ Other (please specify):

**Academic Performance**

- ☐ Lower grades /
- ☐ Academic failure
- ☐ Missing work
- ☐ Incomplete work
- ☐ Declining quality of work
- ☐ Lack of motivation / apathy
- ☐ Missing classes
- ☐ Other (please specify)

2. This has been a concern since:

3. Any other problems / complaints not mentioned above

4. General observations by the teacher(s) pertaining to the student

5. Other relevant information

Referred by : \_\_\_\_\_ Signature : \_\_\_\_\_

Date Received \_\_\_\_\_

## APPENDIX - VI

### REFLECTIONS AND FEEDBACK

**Name:**

**Class:**

**Section:**

**Gender:**

**Age:**

**D.O.B.:**

**Mother's Name:**

**Contact No. :**

1. What attitudes of yours got changed through this program?

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2. Enumerate some positive emotions which you could recognize and develop through this program.

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3. What are some of your negative emotions identified during the program? How did you deal with them?

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4. What are some positive relationships developed at home as well as in school through this program? Briefly discuss.

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5. What are some of the behavioral changes experienced by you through this program?

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6. What are your other personal learnings through this program?

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7. Would you recommend this program for other adolescents? Yes / No?  
Why?

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