

Summary and Conclusion

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:

- 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.

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 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.

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:

- 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.

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:

- 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.

6.9 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?

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-EQi 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-EQi 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_i 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_i 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'.