Introduction

CHAPTER – I

INTRODUCTION
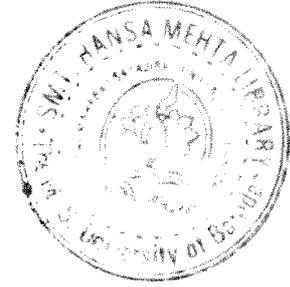
"Life is the art of drawing without an eraser"

- 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

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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.

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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. Stanely 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, Bloodworht, 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 Pesta Lozzi, 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 on over arching concept to describe this way of understanding education – a perspective known as holism. A holistic way of

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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

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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, jealously, 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 21st 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.

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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.

<u>Feelings and Emotional Intelligence</u>

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.

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According to him each one of us needs to have a lesion 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 Dalia 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

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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.

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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. Ur 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.

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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, cingulated 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.
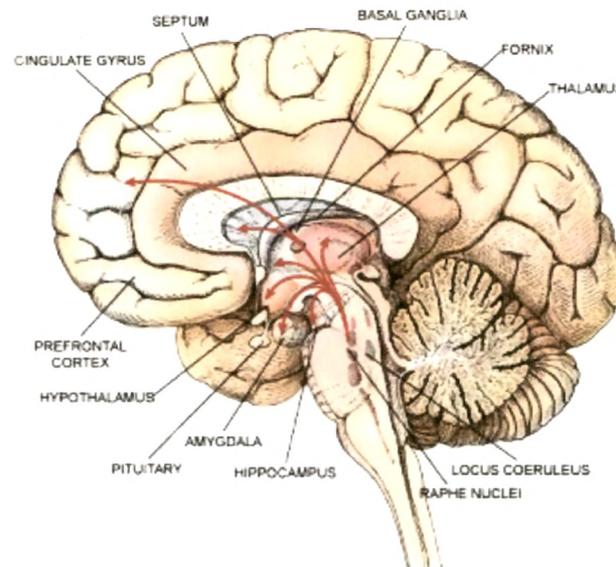
Figure 1.3: Diagrammatic Representation of Brain

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.

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- 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.

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(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 ones 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

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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

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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 child hood, "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 Monessori.

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 out comes" 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, 19193; 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.

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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.

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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.