

Review of Literature

CHAPTER - II
REVIEW OF LITERATURE

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

– Albert Szent - Gyoergi

2.0 Introduction

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

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

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

2.1 Studies Related to Management of Emotions

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

Ha, Francis Inki (1995) conducted a study titled "Shame in Asian and Western Cultures". The results of the study reveal that bilingual Code switching, mitigation and laughing are evident in the embarrassment talk of bilingual Koreans Americans and provides evidence for the possible universality of the expression and management of embarrassment.

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

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

Whalen, Jack and Zimmerman, Don .H. (1998) conducted a study titled "Observations on the display and management of emotion in naturally occurring activities: the case of "hysteria" in calls to 9-1-1" the study focuses on a particular type of emotional display known in the vernacular as "hysteria", and the "socio-logic" of such an affective state. The findings of

this study indicated that behaviors that might be deemed “hysterical” are those brought to the foreground by the interactional demands of the work situation. More generally, then, what might be termed a strong expression of sorrow, distress or grief in one social context may be “hysterical” in another.

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

Maaïke Kempes, Walter Matthys, Han de Vries and Herman van Engeland (2004) conducted a study on “Reactive and proactive aggression in children A review of theory, findings and the relevance for child and adolescent psychiatry.” The clinical population of aggressive children diagnosed as having an oppositional defiant disorder (ODD) or a conduct disorder (CD) is heterogeneous, both with respect to behavior and etiology. Recently, the following distinction has been proposed that might further clarify this heterogeneity: reactive aggression is an aggressive response to a perceived threat or provocation, whereas proactive aggression is defined as behavior that anticipates a reward. In this article they examined various aspects of this distinction. [1] examining the evidence that reactive and proactive aggression are distinct phenomena by discussing the theories underlying the distinction between the subtypes in humans and briefly reviewing evidence for a similar distinction in animals; [2] critically reviewing the literature on the measurement in children via questionnaires and behavioral observations; and

pointing out that the correlation observed between the subtypes is due to the fact that many children show both types of aggression; [3] reviewing the literature on specific characteristics of the subtypes giving attention to social information processing, peer status, biological correlates and developmental history, and demonstrated that there is some evidence to suggest that reactive and proactive aggression are distinct dimensions; [4] discussing the relevance of the distinction between reactive and proactive aggression for child and adolescent psychiatry.

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

social skills training, and conflict resolution. These techniques, tailored to the individual child's and/or family's needs, can foster the development of more adaptive and prosocial behavior.

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

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

Richardson (2000) conducted a dissertation study of 196 students transitioning from fifth to sixth grade where emotional intelligence was negatively correlated to the variables of transition trauma (student concerns and role strain). Analysis indicated that at least to some degree, emotional

intelligence played a part in easing transition trauma more for girls than for boys. The patterns of emotional intelligence levels did not vary much over the transition period, and girls seemed to indicate higher levels of emotional intelligence than boys. Emotional Intelligence made a contribution to academic performance for girls even when prior achievement and socio economic status were taken into account.

Scott Allan Woitaszewski (2003) conducted a study on “The Contribution of Emotional Intelligence to Social and Academic Success of Gifted Adolescents”. The purpose of this study was to determine if the emotional intelligence of gifted adolescents contributes significantly to their social and academic success, and specifically of emotional intelligence was of importance above and beyond traditional psychometric intelligence (IQ). The claims of Goleman (1995), who argued that emotional intelligence is critical to our understanding of human success and is often more important than IQ, were tested. A group of 39 adolescents (mean age = 16 yrs, 6mths) who were enrolled in a residential high school for gifted youth participated. The Adolescent Multifactor Emotional Intelligence Scale (AMEIS), an unpublished instrument developed and describes by Mayer, Salovey, and Caruso (1996), and the Test of Cognitive Skills (2nd ed, CTB Macmillan / McGraw – Hill, 1993) were utilized to assess overall levels of emotional intelligence and IQ respectively. The Behavior Assessment System for children – Self Report Adolescent Version (Reynolds and Kamphaus, 1992) was used to measure two components of social success: interpersonal relations and social stress. Academic success was determined by student grade



point average. The results of hierarchical multiple regression analyses revealed that emotional intelligence did not contribute significantly to the social and academic success of these gifted adolescents. These results suggest that Goleman's argument about the significance of emotional intelligence may be over stated. However, future research will need to address clear need for improved measurement of the variables studied; emotional intelligence in particular. Larger samples that include gifted students from more common educational settings may also help clarify the importance of emotional intelligence in this population.

Drago, Judy. M. (2004) conducted a study on "The relationship between emotional intelligence and academic achievement in nontraditional College students" This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non – cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer – Salovey – Caruso Emotional Intelligence Test (MSCEIT), the State – Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPI), and the Student Demographic Survey (SDS). Bivariate and

multivariate correlation and regression analyses were used to test the study's statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, a student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to student's ability to recognize, use, and manage their emotions. This suggests the need to incorporate emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.

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

Mark T. Greenberg^{a1 c1}, Carol A. Kusche^{a1}, Elizabeth T. Cook^{a1} and Julie P. Quamma (2009) conducted a study titled "Promoting emotional competence in

school-aged children: The effects of the PATHS curriculum.” This study examined the effectiveness of the PATHS (Promoting Alternative Thinking Strategies) curriculum on the emotional development of school-aged children. PATHS, a school-based preventive intervention model was designed to improve children's ability to discuss and understand emotions and emotion concepts. The intervention field trial included 30 classrooms in a randomized design and involved the assessment of 286 children from grades 2 and 3. Approximately 30% of the children were in self-contained special needs classrooms, with the remainder in regular education. Teachers were trained in the intervention model and provided PATHS lessons during most of the one school year. Results indicated that the intervention was effective for both low- and high-risk (special needs) children in improving their range of vocabulary and fluency in discussing emotional experiences, their efficacy beliefs regarding the management of emotions, and their developmental understanding of some aspects of emotions. In some instances, greater improvement was shown in children with higher teacher ratings of psychopathology. Discussion focused on the nature of change school-based prevention trials.

Kaisa Riala, Essi Ilomaki, Helina Hakko, Pirkko Rasanen and the STUDY – 70 workgroup (2011), conducted a study named “Is the severity of adolescent conduct disorder associated with the level of nicotine dependence?” Their aim was to investigate the relationship between the number of Conduct Disorder (CD) symptoms and Specific DSM – IV symptom subscales (i.e., aggression towards people and animals, destruction of property, deceitfulness or theft, and

serious violations of rules) and nicotine dependence (ND) among adolescent psychiatric inpatients in Finland. A total of 171 adolescents with CD (99 boys and 72 girls, age 12 – 17 years) were admitted to inpatient psychiatric hospitalization between April 2001 and March 2006. Information on their psychiatric DSM – IV diagnoses was obtained using the Schedule for Affective Disorder and Schizophrenia for School – Age Children (K – SADS - PL). The level of ND was assessed with the modified Fagerstrom Tolerance Questionnaire (mFTQ). The total number of CD symptoms correlated with the level of ND among both the boys (adj. $r = 0.31$, $p = 0.002$) and the girls (adj. $r = 0.324$, $p = 0.006$). For the boys, the number of conduct symptoms correlated with the level of ND on all subscales except for aggression, while the only statistically significant correlation for the girls was found with the deceitfulness or theft subscale. A co-morbid substance use disorder was statistically significant and associated with a high level of ND among the boys ($p < 0.001$) and the girls ($p = 0.019$). Their results suggest that both in adolescent boys and girls, the greater the number of CD symptoms, the higher the level of ND. Further studies are needed on the relationship between environment factors, non-aggressive CD symptoms and the development of ND among adolescents with CD.

Amelie Nantel – Vivier, Robert .O. Phil, Simon .N. Young, Sophie Parent, Stacey Ageranioti Belanger, Rachel Sutton, Marie – Eve Dubois, Richard .E. Tremblay and Jean .R. Seguin (2011), conducted a study called “Serotonergic Contribution to Boys Behavioral Regulation”. The objective of the study stated that Animal and human adult studies reveal a contribution of serotonin

to behavior regulation. Whether these findings apply to children is unclear. The present study investigated serotonergic functioning in boys with a history of behavior regulation difficulties through a double – blind, acute tryptophan supplementation procedure. Participants were 23 boys (age 10 years) with a history of elevated physical aggression, recruited from a community sample. Eleven were given a chocolate milk shake supplemented with 500mg tryptophan, and twelve received a chocolate milk shake without tryptophan. Boys engaged in a competitive reaction time game against a fictitious opponent, which assessed response to provocation, impulsivity, perspective taking, and sharing. Impulsivity was further assessed through a Go /No – Go Paradigm. A computerized emotion recognition task and a staged instrumental help incident were also administered. Boys, regardless of group, responded similarly to high provocation by the fictitious opponent. However, boys in the tryptophan group adjusted their level of responding optimally as a function of the level of provocation, whereas boys in the control group significantly decreased their level of responding towards the end of the competition. Boys in the tryptophan group tended to show greater perspective taking, tended to better distinguish facial expressions of fear and happiness, and tended to provide greater instrumental help to the experimenter. The present study provides initial evidence for the feasibility of acute tryptophan supplementation in children and some effect of tryptophan supplementation on children’s behaviors. Further studies are warranted to explore the potential impact of increased serotonergic functioning on boy’s dominant and affiliative behaviors.

2.3 Studies related to Emotional Intelligence in Adolescents

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

Minet de Wied, Susan J.T. Branje, and Wim H.J. Meeus (2007), conducted a study on “Empathy and Conflict Resolution in Friendship Relations among Adolescents”. The present status addressed empathy’s role in conflict resolution within the context of adolescent Same-Sex friendship relations. Self report questionnaires were used to assess dispositional affective empathy

and conflict resolution styles (problem solving, conflict engagement, withdrawal and compliance). The data of 307 adolescents (149 boys, 158 girls) were included in a multi group path analysis with sex as a moderator variable. In agreement with the hypothesis that higher levels of dispositional empathy are associated with more successful conflict management, dispositional affective empathy was found to be positively linked to problem solving and negatively linked to conflict engagement among adolescent boys and girls. Dispositional affective empathy was not related to the two more passive strategies (withdrawal and compliance). Sex differences were demonstrated in empathic tendencies, with girls being more empathic than boys. Sex differences were also established in conflict resolution strategies, with girls using problem solving, withdrawal and compliance more frequently than boys. Both sexes scored equally low on conflict engagement, however, and were found to prefer problem solving to all other conflict resolution strategies. Findings are discussed in terms of previous research on empathy and conflict resolution.

Petra Hampel, Manuela Meira and Ursula Kiimmel (2007), conducted a study on “School based Stress Management Training for Adolescents: Longitudinal Results from an Experimental Study”. This study aim to investigate the effectiveness of a school based universal preventive stress management training program for early and middle adolescents in comparison with a no – treatment control group. The study examined the intervention effects of age (early versus middle adolescents) and gender on perceived stress, interpersonal coping, and self – efficacy prior, immediately after as well as 3 months after the intervention.

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

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

2.4 Implications for the Present Study

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