

Data Analysis,
Interpretation and
Discussion of Results

CHAPTER - V

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

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

- Barry Levinson

5.0 Introduction

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

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

people place on the events, processes and structures of their lives: their “perceptions, assumptions, prejudgments, presuppositions” (Van Manen, 1977) and for connecting those meanings to the social world assumed them (Mathew, B. Mand Huberman, A.M., 1994).

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

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

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

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

Bar – On EQi YV Scale

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

Quantitative Analysis on Bar – On EQi YV:

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

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

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

5.1.1 Paired Sample Statistics

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

Sr. No.	Dimension	Mean
1	eq dim 1	95.16
2	eq dim 2	95.00
3	eq dim 3	88.11
4	eq dim 4	92.53
5	eq dim 5	93.95
6	eq dim 6	104.63
7	eq dim 7	90.00

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

Where:

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

5.1.2 Paired Sample Statistics

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

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

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

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

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

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

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

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

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

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

Where: eq dime 1 = Pre Intrapersonal Scale
 eq dime 2 = Pre Interpersonal Scale
 eq dime 3 = Pre Stress Management Scale
 eq dime 4 = Pre Adaptability Scale
 eq dime 5 = Pre General Mood Scale
 eq dime 6 = Pre Positive Impression Scale
 Pre eq = Pre Total EQ

And

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

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

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

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

This means students have perceived their interpersonal relationship more satisfactorily after the intervention. They have also become better listeners and are more able to understand and appreciate the feelings of others after the intervention.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Neuro – Affliction Scale:

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

Analysis on Neuro – Affliction Scale:

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

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

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

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

Sr. No.	Dimension	Mean
1	af dim 1	11.58
2	af dim 2	12.05
3	af dim 3	13.68
4	af dim 4	8.32
5	af dim 5	10.84
6	af dim 6	10.95
7	af tot	67.79

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

Where:

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

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

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

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

Sr. No.	Dimension	Mean
1	paf dim 1	6.00
2	paf dim 2	10.58
3	paf dim 3	7.05
4	paf dim 4	4.53
5	paf dim 5	6.95
6	paf dim 6	8.37
7	paf tot	43.74

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

Where:

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

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

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

5.2.3 Paired Sample Correlations on Neuro– Affliction Scale:

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

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

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

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

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

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

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

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

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

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

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

Where:

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

And

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

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

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

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

This means students have no more Low self esteem. They have started reaching out to others, are not affected much by remarks made by others. They have started taking initiative on their own after the intervention.

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

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

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

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

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

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

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

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

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

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

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

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

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

5.3 According to the third objective – “To study the effectiveness of the prepared therapeutic intervention program for the management of destructive emotions in adolescents”, the following findings got reflected through:

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

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

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

5.3.1 Knowledge Enhancement with Respect to Emotional Awareness:

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

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

The negative emotions like Anger, arguments, short-temperedness, sadness, frequent fights, loneliness, restlessness, guilt, depression, frustrations, disappointments, abusing, hitting and jealousy were identified by the students during the happiness program. Each one of them felt relaxed and comfortable in sharing about it, first with their small groups in the program and later

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

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

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

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

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

5.3.2 Attitudinal Changes as a Part of Emotional Intelligence:

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

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

The ability to learn and succeed in and out of school, to develop friends, and to be comfortable with oneself were some of the attitudinal changes which

came in students through this program. Managing and over coming difficulties in school as well as at home was the learning for each one of them through the “HAPPINESS PROGRAM”. Also social decision making and problem solving exercises helped each one of them to look for alternative solutions to their problems. In small groups, the students developed mechanisms to help each other in this program as well as in their classroom to encourage and foster the spirit of positive attitude towards everything.

5.3.3 Behavioral Changes as a part of Intrapersonal Skills Development:

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

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

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

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

5.3.4 Emotional Management and Management of Destructive Emotions:

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

For students during this study and its intervention program what made them come to realize was their self awareness with respect to emotional literacy and Anger Management with respect to Management of Destructive Emotions.

Each student during the program shared about the deep rooted emotional disturbances as a part of adolescence upheavals. Their right to exercise upon their personal choices from choosing a stationary material to choosing a friend, from joining a club to a night stay over at a friend's place, from making a career choice to sitting on computer games and from messaging texts to social networking websites, all had something to contribute towards their emotional disturbance, if they were not their ways.

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

relaxation has helped me tremendously in management of destructive emotions”, and many more responses from other students with respect to management of various emotions.

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

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

5.3.5 Handling Interpersonal Relationships:

In the present study the students during and after the intervention program, experience the “ Feel - good - now” factor in terms of their interpersonal relationship with peer mates, parents, teachers and significant others. Each student

did talk about the emotional baggage with respect to past and bad relationships with significant others. What was interesting was the response given by most of the students irrespective of being boys or girls, they saw a positive and reinforced relationships with their mothers after the intervention program. For a few students, the relationship with teachers saw a significant change in carrying out instructions in the class and being respectful towards them.

Some of the responses given by the students with respect to improved interpersonal relationships were, “I have started talking freely to my Mom after the program”, “Initially I use to insult others and use abusive language for them, after the intervention program I have been avoiding doing so”, “I have started communicating with my sister”, “Before the program I could not share things with my brother, after the program I share my feelings to my brother”, “I don’t argue with others for silly reasons anymore”, “I have become a better person and friends that I was”, “I haven’t back answered my Mom since last one month of the intervention program”, “I have become affectionate towards my parents”, “Today we had a project to do in the history period and my friend did not have material so I lended him some of my pictures of the projects. And know that friend of mine helps me in everything” and many more positive responses of the students with respect to positive and integrated human interpersonal relationship.

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

the students after the intervention program had more satisfactory relationships with significant others.

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

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

5.4 Researcher’s Observation

In this study the researcher kept making every little observation for each of the 19 students during the intervention program. She also made a note of anecdotal evidences as major emotional break through for some of the students outside the program.

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

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

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

The Anger Management program which was carried out for 10 sessions over 10 days gave a better handling of each one's anger. During group exercises conducted during the intervention program, as each day progressed, the students could show better coping mechanisms towards their anger.

The interpersonal relationships with classmates and especially with teachers was openly discussed with the researcher. Also the parental pressures undergone by these 19 students, led them to confide with the researcher some of the most traumatic experiences in their life with parents as role models.

Majority of the students suggested the researcher to carry out the same program “Happiness Program” for their parents.

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

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

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

Adolescents see a lot of changes with the developmental challenges today. Each one has a way of communicating about his or her needs. Life skills education, if it starts early in schools and at homes, with teacher and parents too going through the same program, the adolescents will always show a high emotional and social intelligence in their developmental years.

5.5 Teacher's Feedback

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

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

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

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

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

5.6 Indepth Interviews with the Six Identified Students after Post Intervention

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

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

All the six students enjoyed the relaxation training program especially the “Butterfly Exercise”. Talking about their positive and negative emotions, knowing what other students carry impressions about them, parents and siblings reporting good and positive personal changes in them was something

they kept sharing with the researcher even after days of the intervention program completion. Each one wanted to become more helpful and compassionate with changing times. They wanted to become more close to their teachers and expected their parents to respect their decision – making skills.

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

5.7 Case Studies

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

The case studies show the progress of the intervention program with respect to management of destruction emotions and emotional literacy for all the six students.

The following are the three cases studies of students who were maximally benefited by the intervention program with respect to management of emotional intelligence.

Case Study 1:

Student 1

The student has been studying in this school since class I. She is a girl hailing from a Sindhi family. She resides in a joint family. The father works whereas the mother is a housewife.

Mother's Report:

A brief account of the history of the student gathered from the parent (Mother) is as follows:

There is no medical illness or psychological illness reported in families on both the sides. As a part of student's discipline the mother communicated that for reading hrs and homework, the student needs a reminder, otherwise she is a discipline child. She shares a healthy relationship with her parents. She likes her school because of her friends. She is interested in the subject of arts and is good at science. She is able to follow instructions at school and have lots of friends in school. Teachers give remarks as being talkative in class and getting easily distracted. Her concentration and attention span is average whereas organization, listening and understanding instructions is above average. Her activities and hobbies include listening to music and drawing. She spends 2-3 hrs on internet and 8 hrs on television in a week. Does 10-11 hrs of extra reading in a week. Her strengths include being well-mannered, creative and approachable.

As a part of the behavioral problems reported by the mother, the student before the intervention program was hyper and used to back answer her parents. Also was an introvert child and was not communicating properly at home, when angry she used to get quiet and would cry for hours together.

After the intervention program the mother did observe significant change in the student's interpersonal relationships at home with the parents and a positive mood change. She also saw her self esteem improved through the self awareness program. The mother reported that the student has started listening to the parents, has become polite, and realizes the pros and cons of a situation. She has started following instructions at home after the program. The mother said I see "1 km Smile on my child's face". A lot of her mood swings has reduced to a great extent. She is able to communicate about her needs.

There was an incident that happened at home when the student was supposed to go for a party and she lied to her mother. The student had initially become argumentative, but lately realized through the techniques taught in the intervention program that she needs to take charge of herself. During the same time, the researcher had called up the mother to look at things from the student's perspective too. The mother did realize that she had to understand and negotiate with her child. The mother later on added that this program made a positive impact on her child.

Teachers Feedback:

Teachers did report that the student prior to the intervention program was shy and withdrawn; poor focus in her work and had a low self esteem. As the

intervention program progressed, the teachers found out that she was attentive, had started communicating in the class after the intervention program. Also she started reaching out to other students and teachers, which never happened earlier.

According to Bar – On EQi YV

Table 5.7.1: Table showing the Bar – On EQi YV profile of the student

Test	eq dim 1	eq dim 2	eq dim 3	eq dim 4	eq dim 5	eq dim 6	Total EQ
Pre	96	98	96	83	92	112	90
Post	112	114	85	107	104	129	106

On the Bar – On EQi YV Scale, the student has shown a significant improvement in the areas of Intrapersonal Scale (eq dim 1), Interpersonal Scale (eq dim 2), Adaptability Scale (eq dim 4), Positive Impression Scale (eq dim 6), General Mood Scale (eq dim 5) and Total EQ. This indicates that the therapeutic intervention program has enhanced the emotional literacy of the student.

On the Stress Management Scale (eq dim 3), the scores have gone down after the intervention program. There can be other reasons related to it which could not be assessed in the present study.

According to Neuro-Affliction Scale:

On the Neuro -affliction Scale, the student showed a better management of destructive emotions after the intervention program. Her scores have been low in the areas of overconfidence scale (af dim 2), Harboring Negative Emotions

Scale (af dim 3), Envy and Jealousy (af dim 4), Inability to have close interpersonal relations (af dim 6) and affliction total (af total).

There was no difference seen on Low Self Esteem scale (af dim 1) after the intervention program whereas on Lack of Compassion Scale (af dim 5) the scores have gone up after the intervention program, but not a significant difference is seen in the pre and post scores. According to this scale, the higher the score the higher the level of destructive emotions and the lower the score, the better management of destructive emotions. Below is the table given for Neuro – affliction scores for the student.

Table 5.7.2: Table showing the Neuro – Affliction Profile of the Student

Test	af dim 1	af dim 2	af dim 3	af dim 4	af dim 5	af dim 6	af Total
Pre	7	11	5	3	3	6	35
Post	7	10	3	1	4	4	29

According to the Student:

The student reported that before the happiness program, she was suffering from low self esteem, mood swings, was argumentative with her parents, less of communication at home and at school lack of attention and concentration in studies as well as in classroom. She had frequent crying spells and had outbursts of rage and anger.

After the intervention program she has become calm. She does not react to situations and people but patiently listens to the other person and then gives an answer. Anger management had worked for her after the program. Her

attitudes towards her friends changed after the problem solving session – “Now sometimes if she had a fight with them, she did not show an attitude rather handed the situation”.

Her relationship with her parents had improved. She became friendlier with them. She did not get irritated on them, neither got into arguments with them. She started communicating about her needs freely to her parents. With teachers she saw a better and a positive relationship. She said that even if they scold her, now she does not make faces and think negative about them. She said that she felt good about that she no more gets into a negative thought about her teacher.

According to Researcher’s Observation:

The happiness program has made her a happy and cheerful individual.

The student did report that she could not change much with respect to jealousy and she wanted to learn to be more compassionate towards others. Her crying spells definitely got reduced after the intervention program.

The program basically helped the student in raising her self esteem, managing her anger and mood swings and building an environment of positive relationship.

Case Study 2

Student 6:

The student has been studying in this school since class I. He is a boy hailing from a Gujarati family. He resides in a joint family. He has an elder brother, 26 years old working in a MNC. Father has his own business to run and mother is a housewife.

According to the Mother:

A brief account of the history of the student gathered from the parents (Mother) is as follows:

There is no medical illness or psychological illness reported in family on both the sides. As a part of the student's discipline at home, the mother reported that the child is obedient, caring, loving and shows affection. On a day – to - day basis the student watches 3 hrs of Television and 1 hr of internet + Game playing. He has been witnessing parental arguments and that too a couple of times serious ones. His relationship with parents is good, open and friendly. He enjoys being in school because of his friends, being with teachers and likes the environment of the school. He is interested in the subjects of Science and Maths and is especially good at biology. According to the mother, the student has never had any academic issues in school but yes he has been from time to time having issues with the class teacher. The language she uses with the student has emotionally disturbed the child and he has been single out by the class teacher on a couple of occasions. The teachers had made remarks about the student to the parent that he needs to work hard and he could do better. His attention span is low and listening skills are average. He is having an above average level of concentration, organization skills and understanding of instructions.

Some of the behavioral problems observed by the mother over a period of time has been like not being organized with his social areas at home. He gets hyper and angry many at times. His hobbies include playing cricket and singing songs. The mother also reported that the student was being verbally abused at school by friends and teachers. According to her, the student had been a victim of abuse and ragging at school.

After the intervention program, the mother had seen a lot of positive changes in the child. From reading the news paper headlines, looking for information on the internet to asking for reference books was a surprise for her. She has also reported behavioral changes like becoming more loving open to tell about his wants and needs, had become calm and took the instructions positively at home. He could negotiate well with his father for a purchase of a mobile rather than getting into an argumentative mood, which happened as a change only after the intervention program. She also said that he was happier and more confident after the program. Another observation made by the mother was that the student had become closer to his friends. He had been able to take things well from them. Quoting an incident after the post intervention program the mother reported that “Recently he was not invited by his friends and it was for the first time that he did not feel bad about it. I am glad about this change in him”. The changes which were significantly reported about the student by the mother was that he became calm, confident and aggression was under control.

According to the Teachers feedback:

Teachers had observed the student facing difficulties in completing his work, there was a declining in the quality of work, there was lack of motivation / apathy and was hyperactive and inattentive in the class before the intervention program. After the sessions undergone by the student as a part of the “Happiness Program”, the teachers did report that the student took instructions in the class his hyper activity had reduced to a great extent and motivation level had increased in the school.

According to Bar – On EQi YV scale:

Table 5.7.3 Table showing the Bar – On EQi YV profile of the Student:

Test	eq dim 1	eq dim 2	eq dim 3	eq dim 4	eq dim 5	eq dim 6	Total EQ
Pre	92	104	88	108	90	123	97
Post	104	122	101	114	108	95	115

On the Bar – On EQi YV scale, the student has shown a significant improvement in the areas of Intrapersonal scale (eq dim 1), Interpersonal Scale (eq dim 2), Stress Management Scale (eq dim 3), Adaptability Scale (eq dim 4), General Mood Scale (eq dim 5) and Total EQ.

This indicates that the therapeutic intervention program has enhanced the emotional literacy of the student.

On positive impression scale (eq dim 6), the scores have gone down after the intervention program. There can be other reasons related to it which could not be assessed in the present study.

According to Neuro – Affliction Scale:

On the Neuro – Affliction Scale, the student showed a better management of destructive emotions after the intervention program. His scores have been low in the areas of over Confidence Scale (af dim 2), Harboring Negative Emotions Scale (af dim 3), Lack of Compassion Scale (af dm 5), and Affliction Total (af Total).

The scores have gone up on Low Self Esteem (af dim 7), Jealousy and Envy (af dim 4) and Inability to have close interpersonal relations (af dim 6) after the intervention program but not a significant difference is seen in the pre and post scores. According to the scale, the higher the score, the higher the level of destructive emotions and the lower the score, the better management of destructive emotions. Below is the table given for Neuro – Affliction scores of the student.

Table 5.7.4: Table showing the Neuro – Affliction Profile of the Student

Test	af dim 1	af dim 2	af dim 3	af dim 4	af dim 5	af dim 6	af Total
Pre	3	14	18	3	17	8	63
Post	4	12	11	4	14	10	57

According to the Student:

The student reported that before the intervention program he used to argue a lot with his parents and other elders. He had a difficulty in concentrating on a particular event, use to get easily distracted and felt very sad when he was not involved in a group activity by his friends. His friends used to call him names and he had a spurt of aggression and anger in him.

According to the Researcher’s Observation:

After the happiness program the student does not get into any arguments with his parents. He is able to relax well and can manage his anger through anger management exercises. He can concentrate on events in a better way. Also does not get easily upset or irritated when his friends call out names. He had started ignoring it and in due course of time the other students stopped doing it.

The program helped the student in becoming a good 'Emotional Manager', that is what he calls himself. Also his interpersonal relationships had improved a lot with his teachers and fellow students.

Case Study 3

Student 8

The student has been studying in this school since class I. He is a boy hailing from a UP family. He resides in a nuclear family. He has a younger sister in class IV. Father is working in a private organization and mother is a school teacher in the same school.

According to the Mother :

A brief account of the history of the student gathered from the parent (Mother) is as follows:-

There is a history of psychological illness in the family father suffered from depression in last 2 years. The student had witnessed lots of arguments in last 3 years between the parents. According to the mother the student's discipline at home is good when is closely monitored, otherwise when not monitored the student showed less amount of discipline. He watched half an hour television on a day today basis. There is a healthy parental relationship with the child. He had been interested in the subjects like English, S.S., Science and Hindi and hates doing Math. His other areas of interest is sports. There had been no academic problems or issues in school for him but the low grades in Math has been a concern. He follows instructions in school and has many friends. He

tries hard to work towards his subjects in school as well as at home. The teachers in the past had made remarks about the student with respect to poor handwriting and being weak in Mathematics. He has an average level of concentration, attention, organization skills, listening skills and understanding for instructions.

Some of the behavioral problems of the student observed by the mother were related to introversion, shyness, spurts of anger, timidness, being naughty, telling lies, hitting the younger sister. The student also exhibited a stressful relationship with his parents and has been complaining about not getting a chance to speak in the class. He is also casual about his work and off late had been back chatting.

After the happiness program as a part of intervention, the mother had seen a good no. of positive changes in the student. The child according to her had become confident affectionate towards the mother, started disclosing his personal things to the mother showed improvement in performance of his day to -day work and had stop hitting his younger sister. She could see the negative emotions of the student converting into positive emotions. The student had stopped throwing temper tantrums, the emotional blocks get released and did not anymore resist for a television program. He had started caring about the mother. Sibling jealousy also got reduced to a great extent. The mother did mention that she too had changed a lot, being positive towards the student.

According to the Teachers Feedback:

Teachers had observed the student being anxious, worried, shy and withdrawn most of the time. There was lack of motivation and apathy too seen in the student. He could not freely interact with teachers and share about his problems. After the intervention program, the teachers reported a significant improvement in the student's behavior. The student had started talking about his needs to the teachers. There was an improvement in the motivation level. His anxiousness and worry had got reduced to a great extent.

According to Bar-On EQi YV:

Table no.5.7.5: Table showing the Bar-On EQi YV profile of the student.

Test	eq dim 1	eq dim 2	eq dim 3	eq dim 4	eq dim 5	eq dim 6	Total EQ
Pre	104	95	65	87	71	106	82
Post	112	101	79	105	93	117	100

On the Bar-On EQi YV scale, the student has shown a significant improvement in the all the areas of Emotional Intelligence, i.e. Intrapersonal Scale (eqdim 1), Interpersonal Scale (eqdim 2), Stress Management (eqdim 3), Adaptability Scale (eqdim 4), General Mood Scale (eqdim 5), Positive Impression Scale (eqdim 6) and Total EQ.

The results indicate that the therapeutic intervention program has maximally benefited the student in enhancing emotional literacy. This student is the only one to be maximally benefited out of the 19 students, who had undergone the therapeutic intervention program.

According to the Neuro-Affliction Scale:

On the Neuro- Affliction scale, the student showed a better management of destructive emotions in the areas of Over Confidence Scale (afdim 2), Harboring Negative Emotions Scale (afdim 3), Jealousy and Envy Scale (afdim 4), Lack of Compassion Scale (afdim 5), Inability to have close interpersonal relations scale (afdim 6) and affliction total (aftotal). But on the Low Self Esteem scale (afdim 1), the student's post scores are higher. It is sad that higher the score, the higher the level of destructive emotions. The student's self esteem seems to be affected and even after the post intervention, the student needs help to further strengthen his self esteem. Below is the table given for Neuro -Affliction scores for the student.

Table no.5.7.6: Table showing the Neuro -Affliction profile of the student.

Test	af dim 1	af dim 2	af dim 3	af dim 4	af dim 5	af dim 6	af Total
Pre	0	17	12	3	12	6	50
Post	3	11	4	0	3	2	23

According to the Student:

The student reported that before the intervention program, he had a low self esteem, was shy and withdrawn, could not freely communicate about his needs to teacher, use to get restless and couldn't concentrate on one task at time. He also had a strong sibling rivalry with the younger sister.

After the happiness program, the student had come across a good no. of positive changes in himself. He had started understanding his mother, had

become empathetic towards his sister, stopped getting easily irritated and frustrated by his friends. He had started concentrating in the class and was happy to learn that the teachers had started understanding him. He had become confident in answering to teachers in the class. The student said “People have not changed, but I had changed through this program”.

According the Researcher’s Observation:

The researcher towards the end of the program asked the student a question : “How have you become more confident through this program?”. His answer was “I have become more confident by answering to teachers questions in the class, in proving my point, confident in doing work all alone, I just want to try things rather than contemplate, I am not worried what others are saying about me, I am making myself better”.

The student’s entire case study made the researcher understand the dynamics of social and emotional learning in a middle school student. A student with an improved level of Emotional Intelligence and management of destructive emotions in all the areas, did bring the happiness program into light. As far as the self esteem of the student is concerned, he further needs to improve in the area of self esteem and intrapersonal skills in general.

The following are the three case studies of students who were minimally benefited by the intervention program with respect to management of destructive emotions:

Case Study 4

Student No.7

The student had joined this school in class VII. She had changed a good no. of schools prior to the present one. She is hailing from a Gujarati family. She resides in a joint family. The father is a government employee whereas the mother is a housewife.

According to the Mother:

A brief account of the history about the student gathered from the parent (mother) is as follows:

There is no medical illness or psychological illness reported in families on both the sides. As a part of student's discipline the mother said that it had been always difficult for her to concentrate in her studies. For the last two years she has been struggling at the academic front too. A lot of emotional difficulties and she had been lacking in social skills too. A strong sibling rivalry with her younger sister, the student had a disturbed relationship with both her parents especially the mother. At school, the students bullied her as she failed to confidently communicate in the class. Her concentration and attention span is low whereas organization, listening skills and understanding instructions is average. She hates to study and math is the most difficult subject for her. She had always had fewer friends to communicate in previous schools. Her activities include dancing and surfing internet and social networking websites.

As a part of the behavioral problems reported by the mother, the student prior to the intervention program was very hyper, aggressive, use to throw strong temper tantrums and always gave reasons for remaining absent from school. She never co-operated at home with both the parents and always made her younger sibling feel miserable. There was a constant argument with the tuition teacher who uses to come at home and help the student in managing the academics. She used to sit for hours of television viewing and used to hang on computer for computer games and visiting social networking websites. She had been facing emotional and social issues at school with classmates and teachers too.

After the intervention program the mother did observe some of the behavioral and emotional changes in the student. According to her she had become calm and cheerful. She had started showing co-operation in all respects especially with the younger sibling. Her temper tantrums had reduced to some extent. She had started understanding her feelings as well as other's feelings. Her self confidence had increased. The mother specifically mentioned that earlier she had to support the student's needs whereas after the intervention program, the student gave support to her mother. She had started mixing with friends in school. Some of the significant changes in her day to day routine was that the student got disciplined with respect to television viewing hours and visiting social networking websites and was no more argumentative with the tuition teacher. The mother reported that after the happiness program, she had stopped forcing her to do her daily chores, as she managed herself well.

According to the Teachers Feedback:

According to her teachers in school, the student prior to the intervention program had moods and behavior related to anxiousness, worries, depression, unhappiness, hyper activity, inattentiveness and aggressive behaviors. On the academic front she had been securing lower grades, giving incomplete work, showed lack of motivation, apathy and missed classes regularly. Post intervention, the teachers could observe some of the positive behaviors with respect to attentiveness, socialization and lesser aggressive behavior. She had been depressed but was out of depression. She started being happy, cheerful and communicative in the class.

According to Bar-On EQi YV:

Table no.5.7.7: Table showing the Bar-On EQi YV profile of the student.

Test	eq dim 1	eq dim 2	eq dim 3	eq dim 4	eq dim 5	eq dim 6	Total EQ
Pre	104	72	109	95	76	101	96
Post	104	98	103	92	92	118	100

On the Bar-On EQi YV scale, the student has shown a significant improvement in the areas of Interpersonal Scale (eqdim 2), General Mood Scale (eqdim 5), Positive Impression Scale (eqdim 6) and Total EQ.

This indicates that the therapeutic intervention program has helped the student to improve in some of the areas of emotional intelligence, though there is an increase in the total EQ after the intervention program.

Some of the areas where the student could not show a progress in the emotional intelligence was Intrapersonal scale, Stress Management scale and Adaptability scale. The lower scores do indicate that the student continued to face difficulties in the areas of social and emotional learning even after the “Happiness Program”.

According to Neuro-Affliction Scale:

On the Neuro -Affliction scale, what one could analyze for the student was that after the intervention program her scores were low on all the areas related to Low Self Esteem Scale (afdim 1), Over Confidence Scale (afdim 2), Harboring Negative Emotions Scale (afdim 3), Envy and Jealousy Scale (afdim 4), Inability to have close interpersonal relations scale (afdim 5), Lack of Compassion Scale (afdim 6) and total affliction (at total). This indicates that the student improved in the management of destructive emotions as the scores on destructive emotions were low in post intervention. Below is the table given for Neuro -Affliction scores for the student.

Table 5.7.8 : Table showing the Neuro – Affliction Profile of the student

Test	af dim 1	af dim 2	af dim 3	af dim 4	af dim 5	af dim 6	af Total
Pre	9	12	15	8	6	10	60
Post	7	8	5	5	2	10	37

According to the Student:

Prior to the intervention program the student remained depressed, unhappy, sad, aggressive and was unable to cope up with her interpersonal relationships.



The student reported that during the intervention program she could see positive changes in her mood, she was able to cope up with her interpersonal relationships and was managing her anger with anger management exercises.

As the program concluded, the student did not continue with the stress management and relaxation exercises at home and could see that the management of anger was becoming difficult for her. She could not work much with the problem solving skills and hence was unable to resolve problems at home as well as in school. At the end of the concluding session she remarked: "I experience happiness after the "Happiness Program" and I don't feel bad about anything these days".

According to the Researcher's Observation:

The researcher in her observations about the student felt that the self awareness level and Mood stability were to be further taken care even after the intervention program. The student had been struggling to exist peacefully at home as well as in school, though she did show over the sessions, her skillful management with respect to destructive emotions.

Case Study 5

Student No. 9

The student has been studying in this school since class I. She is a girl hailing from a traditional Hindu family. Both her parents are working and she resides in a joint family with her grandparents. She has a younger sister with whom she has difficulty in sharing a positive relationship.

According to the Mother:

As a part of the case history intake the mother reported that the student many at times gets impulsive, aggressive, lazy. She had been sharing a disturbed relationship with the mother. She is fond of her school and school friends. Her areas of interest include a strong liking for history subject and she is good at social studies. She wishes to pursue a degree in Mass communication as she has good oratory skills. She had been showing defiant behavior at home as well as in school. As a part of issues in school, she had been finding difficulty in adjusting to some her friends, though she has a good no. of friends in school. She averagely performs in academics. Her concentration level is average and attention span is below average. She has above average listening skills, organisation skills and understanding of instruction. As a part of her major behavioral problems, the student throws temper tantrums at home, disobeys parents and say 'NO' to all things.

Before the Happiness program, the mother had observed that the student was very aggressive, short tempered and could not win the trust of her parents. She had a tendency to lie. She was also facing the problem of being verbally abused by the mother as she had fallen into a relationship with a boy one year senior to him in school. A lot of struggle between the student and the parents led the student to become aggressive and she started back answering at home. Too much of television viewing and being constantly on the mobile phone led the student into major adjustment difficulty at home. She also had regular verbal fights with the tuition teacher.

After the intervention program, both the parents observed that the student started regulating her anger through the anger management exercises. She started understanding the art of adjustment and did not anymore complain about the tuition teacher. The change was gradually seen in other areas of behaviors like she started looking after her sister well in the absence of her parents which was never before the intervention program. She had stopped fighting with her Grandmother too. The parents (Mother) reported that “My anxiety level has gone down. I am relaxed as a mother now after this program. I hardly think about her issues I don’t worry for her anymore. With her friends she has become more confident and has beginning to show ownership. She reciprocates love and affection now and also shows gratitude towards others”.

According to the Teachers Feedback:

Teachers prior to the intervention program found the student anxious, worried inattentive, lack of motivation, apathy, unhappy and one of the significant complain for the student was she had been missing classes on and off in school. After the program the teachers found the student to be calm, relaxed, restlessness had reduced, and she was cheerful and pleasant in the class. But the teachers could not find a good change in her decision making skills with respect to choosing between right and wrong.

According to Bar-On EQi YV Scale:

Table no. 5.7.9 : Table showing the Bar – On EQi YV Profile of the Student

Test	eq dim 1	eq dim 2	eq dim 3	eq dim 4	eq dim 5	eq dim 6	Total EQ
Pre	93	85	76	95	95	101	83
Post	104	81	85	83	102	90	86

On the Bar – On EQi YV scale, the student has shown a significant improvement on some dimensions. Those dimensions are Intrapersonal Scale (eq dim 1), Stress Management Scale (eq dim 3), General Mood Scale (eq dim 5) and Total EQ. Whereas on the other dimensions like Interpersonal Scale (eq dim 2) the scores have been low after the post – intervention program. This also suggests that the student continues to have difficulty in the areas of social and emotional adjustment.

According to Neuro-Affliction Scale:

On the Neuro-Affliction Scale, the student showed an improvement on the dimensions of Low Self esteem scale (af dim 1), Over Confidence Scale (af dim 2), Jealousy and Envy scale (af dim 4), Inability to have close interpersonal relations scale (af dim 6) and Total affliction score (af total). There was no improvement on the dimensions of Harboring Negative Emotions Scale (af dim 3) and lack of compassion scale (af dim 5). The emotional difficulties had been continuing for the student even after the intervention program was over. She was using the measures of anger management, emotional management and problem solving techniques, but she continued to struggle with her interpersonal relationships at home as well as in school.

Below is the table given for Neuro – Affliction scores for the subject.

Table no. 5.7.10 : Table showing the Neuro-Affliction Profile of the student:

Test	af dim 1	af dim 2	af dim 3	af dim 4	af dim 5	af dim 6	af Total
Pre	16	4	4	6	4	9	53
Post	11	1	7	1	6	5	31

According to the Student:

Prior to the happiness program the student was facing difficulties related to Intrapersonal and Interpersonal skills. She had been facing emotional difficulties with respect to emotional interferences. Her aggression towards home and specifically towards her mother was very significant. Teachers have been pinpointing towards her behavior for every little thing from entering the class to give answers to the teachers in the class.

After the intervention program the student had reported that her confidence level has increased. She was able to manage her anger better. She could concentrate at work both in school as well as at home. She started having lesser arguments with her mother. Her interpersonal relationships with friends had improved and she was able to solve arguments in a better way. While quoting an incident of a party which took place after the intervention program, the student says “My friends felt insulted because others insulted them. They initially hold me responsible and my party for it. Earlier when a situation like this ever happened, I use to get upset about it, I felt a little bad this time too, but managed to sort out the issues with my friends. I spoke to

them. I said, let's talk and resolve, rather than fight or feel upset about it. And after this program I have started loving my sister more". She thanked the researcher for making her a part of this program.

According to the Researcher's Observation:

The researcher was monitoring the student's emotional difficulties from day 1 session. She was participative but was depressed every morning after reaching school. She kept sharing with the researcher that her conflicts with the mother was unresolved. She kept saying that my mother reminds me of my past incidents on and off. She kept reporting mood swings as each day of the program progressed. But through the self awareness program and anger management exercises she could take charge of herself. The social and emotional learning didn't happen much for this student as the home environment was not congenial, though the researcher towards the end of the program did talk to the mother for bringing warmth and openness in her relationship with the student.

Case Study 6

Student No.12.

The student has been studying in this school since class IV. She is a girl hailing from a Hindi speaking state. She resides in a nuclear family. She has a younger sister just a year old. Father is working in an MNC and Mother left her job a few in the back. The student's father is her step father.

According to the Mother:

A brief account of the history of the student gathered from the mother is as follows:

There is no history of medical or psychological illness in family on both the sides. The student had been witnessing parental arguments for last 2 years. In her childhood she had witnessed domestic violence, where her paternal grandfather and biological father use to hit her aunt and paternal grandmother. She is till date traumatized by the above incident. The student's discipline at home with respect to organization in studies is affected. The parental relationship of the student has been very positive especially after the birth of her younger sister. Initially adjusting to this school was very difficult for her but now she has adapted to the school environment much more positively. Her subject choices include Science, French and Computers. She finds Mathematics and Social Studies difficult. Her academic problems at school is related to incomplete notebook work. She is unable to take instructions in school. She has been trying very hard in her academics. She has an average attention span and she is above average in concentration, organization, listening to instructions and understanding instructions. As a part of her behavioral problems, she is short-tempered, frustrated, cannot help herself and stay confused most of the time.

According to the mother before the intervention program, the student used to bang the door when she was angry, thumb her foot on the ground, throw things on bed. Also in school she was being verbally abused by her friends. This made her feel more angry and frustrated. She was also being hit by her parents for not being organized in her study.

After the intervention program the mother noted changes in the knowledge, attitude and behavior of the student. With respect to the knowledge level, the student was regularly using anger management exercises to keep herself cool and free from anger. Also she started understanding the relationship between her father and mother. She had become mature with respect to her attitude, the mother observed that she had become positive towards situations and was now handling things with calmness. The panic attacks had stopped. And in behavior, the student showed control over her anger and was confident to handle issues differently. The mother said that after the happiness program, the student showed a positive relationship with her parents, she could share her feelings and emotions with them now. Also the student's friends became positive towards her. The best thing reported by the mother was "That her child started managing the emotions of her parents".

According to Teachers Feedback:

Teachers at school before had made observations about the student with aspect to her introvertness. Also lower grades in school, incomplete work and declining quality of work was reported by them. But after the intervention program, they found the student being interactive in the class. She started taking initiatives for group activities in the class and had got deeply involved in it. She became much more responsible in her behavior.

According to Bar-On EQi YV Scale:

Table no. 5.7.11 : Table showing the Bar – On EQi YV Profile of the Student

Test	eq dim 1	eq dim 2	eq dim 3	eq dim 4	eq dim 5	eq dim 6	EQ Total
Pre	89	81	98	65	95	101	82
Post	93	85	98	74	91	118	84

On the Bar – On EQi YV scale, the student had shown a improvement in all the areas of emotional intelligence, i.e. Intrapersonal Scale (eq dim 1), Interpersonal Scale (eq dim 2), Stress Management Scale (eq dim 3), Adaptability Scale (eq dim 4), General Mood Scale (eq dim 5), Positive Impression Scale (eq dim 6) and Total EQ.

The results indicate that the therapeutic intervention program did brought changes in the emotional intelligence level of the student, but not a significant one.

According to Neuro-Affliction Scale:

On the Neuro – Affliction Scale, the student has shown improvement in the management of destructive emotions with respect to Low self esteem scale (af dim 1), Over Confidence Scale (af dim 2), Harboring Negative Emotions Scale (af dim 3), Jealousy and Envy Scale (af dim 4), Lack of Compassion Scale (af dim 5) and affliction total (af Total).

But on Inability to have close intrapersonal relations Scale (af dim 6), the intervention program could not help in managing her destructive emotions.

Below is the table given for Neuro – Affliction Scores of the student:

Table no. 5.7.12 : Table showing the Neuro – Affliction Profile of the Student

Test	af dim 1	af dim 2	af dim 3	af dim 4	af dim 5	af dim 6	af Total
Pre	23	11	19	11	16	13	93
Post	6	9	11	4	10	18	58

According to the Student:

According to the student she was an individual with low self esteem, lack of social skills and had difficulty in maintaining interpersonal relationship. She had aggression and anger as a significant part of her behavior pattern. Mood changes were too frequent. She could not concentrate on her academics and was unable to organize herself with respect to work and time management. She had frequent disturbances in her interpersonal relations with parents. Friends were is less number and had been abusing her from time to time.

After the “Happiness Program” the student’s attitude towards her elders had changed. Also she could manage and regulate her emotions. She could control her anger and could channelize it towards a positive goal. With her parents, she could not find much difference in her positive relationship. But she remarked that her mother did find a positive change in her with respect to interpersonal relationship. With teachers she found herself to be open and communicative and had started to do her submissions on time. She says “I am no more jealous of my younger sister. I am the only one who loves her very much”. She also reported that she had slightly improved in her self esteem and self confidence level, but expected more to happen through the program.

According to the Researcher's Observation:

According to the researcher, the student was initially a quiet child with emotional and social difficulties. She could bring some change with respect to self awareness and interpersonal relationship. After the program she started talking about her feelings and adjustment difficulties at home and in school. With the help of problem solving skills, she made efforts to bring self discipline and cheerfulness in her life.

5.8 Discussion of Data

The major task facing adolescents today is the challenge of developing a complete identity for themselves. They find their role in society through active searching which leads to discoveries about themselves. The changes experienced during puberty bring new awareness of self and other's reactions to them.

Schools today nurture children in the area of Social and Emotional Development. Along with Scholastic grades, a lot of emphasis is put on co-curricular activities and sports. In the light of Social Development Program, Schools in our country as well as abroad have introduced Life Skills Education Module given by W H O. Mental Health needs in school today is seeing a lot of changes with respect to emotional intelligence and social intelligence in growing children. Value Development and Socialization has been affected with the changing technological era. What is the great concern today is the emotional and social development in students. It is the collaborative effort of both the parents as well as teachers to help students in

shaping their personalities over a period of time. Personality changes and behavioral responses are dynamic in nature. Especially the adolescents today are sandwiched between the generational expectations of parents and their own generational needs.

In the Study the researcher has made an attempt to understand the young minds with respect to social and emotional learning. Emotional Intelligence and the management of destructive emotions among adolescents is a great challenge ahead. The area of persistent improvement in the behavioral quotient of students is a concern for parents and teachers.

Goleman's concept of Emotional Intelligence and Howard Gardner's Theory of multiple intelligence is all found in the social and emotional learning programs today. The researcher has tried to understand the students with respect to their emotional states and behavioral performances. The therapeutic program did make an attempt to realize the potentials of Emotional and Social Intelligence in Students.

There is a big challenge on the part of homes and schools to provide help and support to these young minds to become emotionally competent over a period of time.