



AN EXPERIMENTAL STUDY ON IMPACT OF METAEMOTIONAL STRATEGIES ON PSYCHOLOGICAL WELLBEING AND EDUCATIONAL ASPIRATIONS OF ADOLESCENTS

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ABSTRACT:

Human beings experience brief subjective responses called emotions as feelings such as joy, sadness, fear, or anger. Emotions have been studied in several scientific disciplines — e.g., biology, psychology, neuroscience, psychiatry, anthropology, and sociology — as well as in business management, advertising, and communications. As a result, distinctive perspectives on emotion have emerged, appropriate to the complexity and variety of the emotions themselves. In the present study researchers used emotion variable in the field of education and emerged with new terminology i.e. metaemotions which means to know about own and others emotions. The purpose of the study was to examine the impact of metaemotional strategies on the psychological wellbeing and educational aspirations of the adolescents who are studying in 11th grade having commerce and arts background .190 students were taken as a sample from two Govt. senior secondary schools of Chandigarh by using stratified sampling .The sample was divided into two groups equally ,one in experimental group and other group was control group, Experimental group was administered with the metaemotional strategies ,whereas control group was not provided with any treatment . The result was found that psychological wellbeing and educational aspirations of the subjects of experimental group was improved drastically in comparison to pre and post test.

KEYWORDS:

INTRODUCTION

Adolescence is a transitional period, from childhood to adulthood which spans the ages of 12-24 years old. Involving multiple physical, intellectual, personality, and social developmental changes. These include emotions, exploring and asserting of personal identity, peer relationships, independence, self-centred attitudes, and testing rules and boundaries. The stage marks a transition from childhood to adulthood. Adolescents' altered emotional state also results from complex social interactions including conflicts with friends, pressure from school and experimentation with relationships. Some common emotional developments include pushing limits, having more quarrelsome behaviour and sometimes being conflicted about leaving the safety of the home. Most educational institutions, schools and colleges emphasize the thinking aspect, or cognition. Less attention is paid to the emotional aspects. Yet, emotions are important as they play a vital part in learning and can help or hinder a child's academic commitment and success in school. Among Indian adolescent's major problem arises due to the change in emotional development, which led to anxiety, stress, career pressure, mood swings among them , main reason behind it that they remain unaware about the emotions through which they are going through as well as the solution to control those emotions. So, for the understanding of the emotions Metaemotions is emerged as a new variable, which can help adolescents to know their emotions as well as others emotions too.

Meta-emotion refers to the idea that whenever we elicit a

certain emotion, we also deal with subsequent emotions regarding how we experienced the primary emotion. While some psychologists have examined the influence of meta-emotions on how individuals interpret and deal with their own and others' emotions.

COMPONENTS OF METAEMOTIONS OR STRATEGIES

1. Awareness: It refers to knowing what emotion is present and whether one can be sensitized to and accurately identify one's own or other's emotions.
2. Acceptability: It refers to respecting and accepting one's emotions and believing that the referred emotion has meaning and importance in life.
3. Communication: It refers to willingness to communicate with the other about emotional related matters.
4. Causality: It refers to understanding of the reasons behind one's own or other's emotions
5. Manipulation: It refers to the way that one will intervene in one's own or other's emotional behaviours.
6. Coaching: It refers to teaching appropriate ways to express emotions.

OPERATIONAL DEFINITIONS

METAEMOTIONAL STRATEGIES: In the present study metaemotional strategies means the application of strategies for the adolescents to control and regulate of current emotion, which will help the adolescents to know about own and others' emotion by exploring and defining the various strategies. Investigator will use few

metaemotional strategies in her study like: Awareness, Communication, Acceptability, Causality and Coaching.

EDUCATIONAL ASPIRATIONS: In the present study educational aspiration is that level of the attainment which an adolescent intend to reach in the course of his or her education.

PSYCHOLOGICAL WELLBEING: In the present study psychological well-being refers to the welfare, happiness, advantages, interests, utility, and quality of life of adolescents.

METAEMOTIONS, PSYCHOLOGICAL WELLBENG AND EDUACATIONAL ASPIRATIONS: REVIEW OF THE STUDY

Najafi (2014) studied the impact of maternal meta-emotion philosophy and emotional regulation in mothers and their wards. To find the relationship between mother's emotion regulation with their parenting style which was assessed by ERPSST-L and maternal meta-emotion philosophy of the mothers which was assessed by MEI and moreover to investigate the relationship of mother's parenting style with children's emotional regulations was three main objectives of the study. for this the data was included 31 mothers having one child between ages 3 to 5 years. The result interpreted through the analysis that there was direct relationship between other's emotional regulations and children's emotional regulation. In addition, mothers' regulation had a significant correlation with maternal meta-emotion philosophy in form of parental rejection and parental acceptance of emotions.

Srinivasan (2016) conducted a study on 80 students of IXth standard to check the influence of metaemotion strategies and metacognition on the learning outcome of the students. Researcher distributed the 80 students in two equal halves in experimental and control group. Metacognition and metaemotion assessment scale were used to assess the level of both the variables among the students on their outcomes. The results indicated that there is positive influence of metacognition and metaemotional strategies on the outcome of the students.

Salmela-Aro, K., & Upadyaya, K. (2017) done a study on Co-Development of Educational Aspirations and Academic Burnout from Adolescence to Adulthood in Finland. The study followed 871 participants from age 17 to 25. Resources were related to lower cynical attitude towards studying and feelings of inadequacy, whereas demands were related to all three components of academic burnout. Family resources predicted higher educational aspirations. Co-development between educational aspirations and academic burnout showed that among those on the vocational track, the more exhaustion they felt, the higher their aspirations, which again increased their exhaustion. Among those on the academic track, the less cynicism they felt, the higher their aspirations which again decreased their cynicism. High aspirations positively and cynicism negatively predicted educational attainment.

Rapheal (2014) done study on Psychological Well-Being and Anxiety among Adolescents Analysis along Wellness: Illness Continuum. Objective of the study was to analyse the psychological well-being and anxiety among 153 adolescents selected from 5 higher secondary schools of Kerala. The results show the negative correlations between the sub-variables of psychological well-being and anxiety, ranging from ($r=-.37$) to ($r=-.20$) was observed except for sociability. Anxiety which is usually characterized by physiological hyper-arousal could incur significant variation in satisfaction. Age of participants hadn't any significant correlation with psychological well-being but that with covert anxiety.

Jebraeili (2016) has done study on comparative study of resilience, meta-emotional beliefs, and psychological well-being in fertile and infertile women. The findings which imply lower levels of resilience, meta-emotional beliefs, and psychological well-being in infertile women than in fertile women, closer attention to infertile women's mental health and devising interventions to help them is warranted.

OBJECTIVES OF THE STUDY

Based on the literature presented above following objectives were drawn by the investigator

1. To investigate the effect of metaemotional strategies on educational aspirations of adolescents.
2. To investigate the effect of metaemotional strategies on psychological wellbeing of adolescents.
3. To study whether groups trained through metaemotional strategies and conventional training strategy differs in mean gain scores on educational aspirations of adolescents.
4. To study whether groups trained through metaemotional strategies and conventional training strategy differs in mean gain scores on psychological wellbeing of adolescents.

HYPOTHESIS OF THE STUDY

1. H0 There exists no significant effect of metaemotional strategies on educational aspirations of adolescents.
H1 There exists significant effect of metaemotional strategies on educational aspirations of adolescents.
2. H0 There exists no significant effect of metaemotional strategies on psychological wellbeing of adolescents.
H1 There exists significant effect of metaemotional strategies on psychological wellbeing of adolescents.
3. H0 There exists no significant difference between groups trained through metaemotional strategies and conventional teaching strategies in mean gain scores on educational aspirations of adolescents.

H1 There exists significant difference between groups trained through metaemotional strategies and conventional teaching strategies in mean gain scores on educational aspirations of adolescents

4. H0 There exists no significant difference between groups trained through metaemotional strategies and conventional teaching strategies in mean gain scores on psychological wellbeing of adolescents.

H1 There exists significant difference between groups trained through metaemotional strategies and conventional teaching strategies in mean gain scores on psychological wellbeing of adolescents

DESIGN OF THE STUDY

The experimental design was used in the present study to test the hypotheses. Initially, the group was administered with Educational Aspirations and Psychological wellbeing in relation to the high and low learned optimism to find out the pre-test scores and in later stage after providing the metaemotional strategies, post-test scores on Educational Aspirations and Psychological wellbeing in relation to the high and low learned optimism were evaluated. A 2x2 factorial design was used to study the main effect of the independent variable, i.e. metaemotional strategies on dependent variables, i.e. Educational Aspirations and Psychological well-being.

SAMPLE

In present study all students studying in class XI in different Government Senior Secondary Schools of Chandigarh formed population. A sample of 180 students of class XI was used by the investigator with the prior permission of District Education Officer, Chandigarh the sampling technique employed was multistage randomisation of clusters of school. Sample was selected irrespective of the gender as boys and girls were treated equally for the study. Initially the student sample was consisted of 300 students from both the schools; these students were administered with Learned Optimism Scale. According to the manual of the scale students were divided into three groups ,those students who had scored above

100 marks were considered as having high learned optimism where as those who had scored in the range of 78-99 they were considered as having average learned optimism scale and below 78 scorers were considered as having low learned optimism .After scoring it was found that 110 students showed low learned optimism ,96 students exhibited average learned optimism 94 students showed high learned optimism.

TOOLS AND TECHNIQUES USED FOR COLLECTION OF DATA

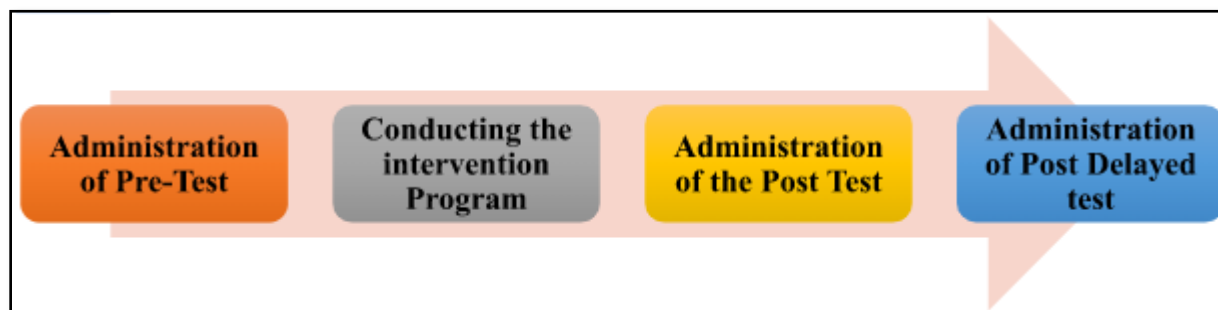
Educational Aspiration Inventory (2012) by Kumar was used to assess the aspirations of the young ones in the field of education; this test helped the adolescents to know their aspirations and direction to achieve their goals.

Psychological wellbeing scale (2012) by Sisodia and Choudhary .It is the subjective feeling of contentment, happiness, satisfaction with life's experience, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. These things are difficult to evaluate objectively, so in this scale on the basis of Liker scale it helped to find out the Psychological wellbeing of the adolescents.

Learned Optimism Scale (2000) by Pethe and Chaudhari was developed to find out the connection between achievable goals, positivity and optimism among adolescents.it also helped to find out the high and low learned optimism among them.

PROCEDURE ADOPTED

In the beginning, investigator personally visited the schools and had a short session with the principal and coordinator of both the schools. She discussed her study and its usefulness for the students, and the intervention program briefly reported to them. Before starting the intervention program researcher had a meeting with the teacher in charges of the classes who guided and helped her throughout the intervention program for the smooth functioning as well introduce her with the students. In this stage experimentation was conducted in three phases.



RESULT AND ANALYSIS OF THE DATA

After analysing the data, it was found that mean scores of experimental group was 60.50 on the basis of the post results of educational aspirations which was found higher than the mean scores of control group 52.58 which were

taught through conventional method of teaching. After applying one way ANCOVA on the data, it was found that educational aspirations of adolescents taught using metaemotional strategies are higher than those taught with conventional methods of teaching.

TABLE 1 SUMMARY OF ONE WAY ANCOVA OF EDUCATIONAL ASPIRATIONS BY TAKING PRE-TEST SCORE AS A COVARIATE

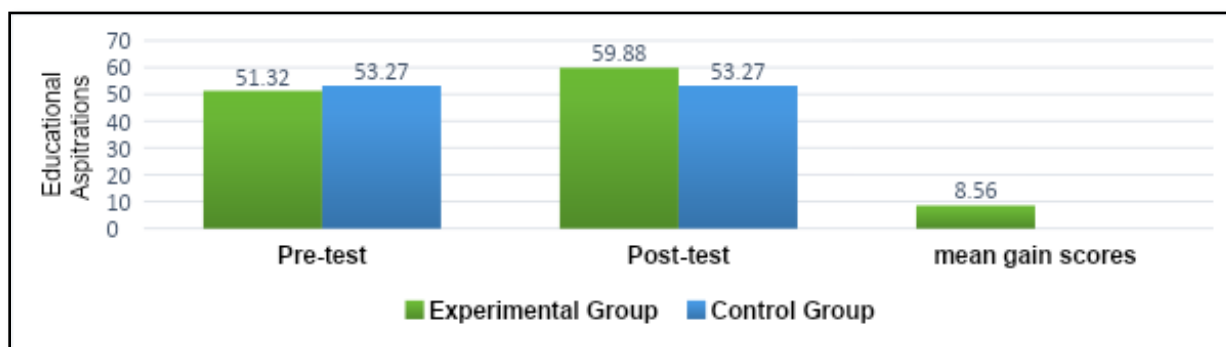
Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7884.775	2	3942.387	172.754	.000
Intercept	1747.920	1	1747.920	76.593	.000
Pre_Educational aspirations	5917.969	1	5917.969	259.323	.000
Group	2822.565	1	2822.565	123.684	.000
Error	4039.286	177	22.821		
Total	587999.000	180			

T test had been applied to test the significant difference in mean scores of the students of experimental and control group which found to be 5.930 at 5 % level of significance, it indicates that there exists significant difference in educational aspirations of experimental group and control

group. So through this it was concluded that adolescents trained through meta-emotional strategies were found to be significantly higher educational aspirations in comparison to those adolescents who are trained through conventional training strategies.

TABLE 2 DESCRIPTIVE STATISTICS AND T-STATISTICS FOR EDUCATIONAL ASPIRATIONS OF EXPERIMENTAL GROUP AND CONTROL GROUP

Group	Pre-test Mean	Post-test Mean	Mean gain score	Std. Deviation	t	df	Sig. (2-tailed)
Experimental group Group (Metaemotional strategies)	51.32	59.88	8.56	5.98	5.930	178	.000
Control Group (Conventional strategies)	53.27	53.27	0	8.71			

FIGURE 1: BAR DIAGRAM SHOWING THE MEAN GAIN SCORES OF EXPERIMENTAL GROUP AND CONTROL GROUPS OF EDUCATIONAL ASPIRATIONS AFTER GIVING INTERVENTION STRATEGIES

In relation to Psychological wellbeing, on the basis of the results it was found that metaemotional strategies significantly affect the psychological wellbeing of the adolescents. After applying one way ANCOVA on the data,

it was found that psychological wellbeing of adolescents taught using metaemotional strategies are higher than those taught with conventional methods of teaching.

TABLE 3: SUMMARY OF ONE WAY ANCOVA OF PSYCHOLOGICAL WELLBEING BY TAKING PRE-TEST SCORE AS A COVARIATE

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	128709.158	2	64354.579	537.112	.000
Intercept	734.968	1	734.968	6.134	.014
Psychological well being	102741.136	1	102741.136	857.491	.000

Group	5168.317	1	5168.317	43.135	.000
Error	21207.420	177	119.816		
Total	6026642.000	180			

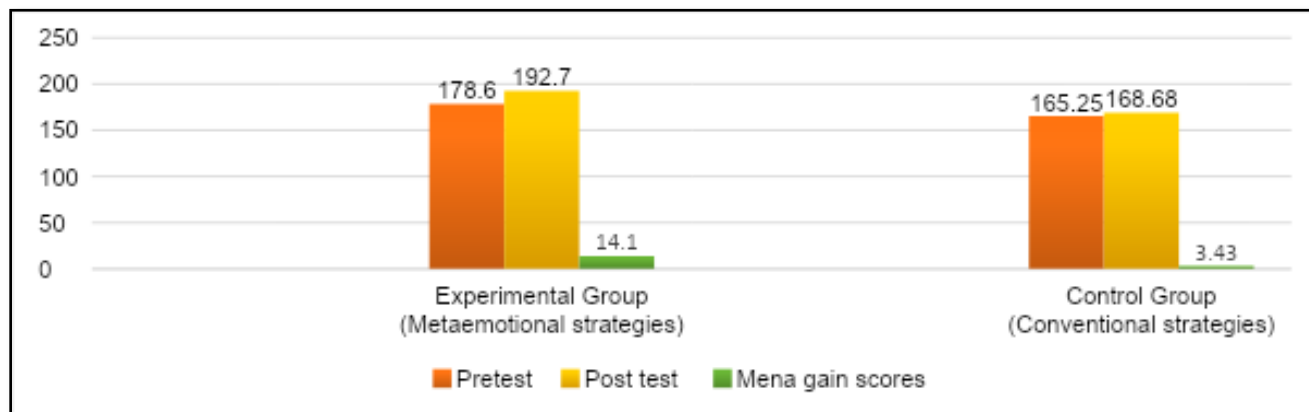
Mean gain score of psychological wellbeing of adolescents trained through meta-emotional strategies was 192.70 and mean gain score of psychological wellbeing of adolescents trained through conventional training strategy was found to be 168.68. It indicated that scores of psychological

wellbeing of adolescents trained through meta-emotional strategies were higher than those trained through conventional strategies. After using T-test it was found that significant difference exists in psychological wellbeing of experimental group and control group.

TABLE 4: DESCRIPTIVE STATISTICS AND T-STATISTICS FOR PSYCHOLOGICAL WELLBEING OF EXPERIMENTAL GROUP AND CONTROL GROUP

Group	Pre-test Mean	Post test Mean	Mean gain scores	Std. Deviation	t	df	Sig. (2-tailed)
Experimental Group (Metaemotional strategies)	178.6	192.70	14.1	25.58	6.107	178	.000
Control Group (Conventional strategies)	165.25	168.68	3.43	27.16			

FIGURE 2: BAR DIAGRAM SHOWING THE MEAN GAIN SCORES OF EXPERIMENTAL GROUP AND CONTROL GROUPS OF PSYCHOLOGICAL WELLBEING AFTER GIVING METAEMOTIONAL STRATEGIES



In the present study the effect of meta-emotional strategies was observed on education aspiration and psychological wellbeing of the adolescents in relation to their learned optimism. Major findings revealed that metaemotional strategies had positive impact on both the dependent variables among the experimental group in comparison to the control group.

EDUCATIONAL IMPLICATIONS

The detailed analysis of the data and results closely highlighted that Meta-emotional strategies found to be effective in increasing the educational Aspirations and Psychological wellbeing of the adolescents. The value of any research gets the recommendations which can have its implications on students, teachers, parents, counsellor, curriculum developers and very important for the society at large.

The result clearly signifies those meta-emotional strategies

have its impact on cognitive as well as affective domain of the students. With the help of the strategies investigator tried to make the students to understand the emotions more clearly. This kind of the intervention program should be incorporated in their curriculum on regular basis, which can help them to develop a good human being for the society, who can lead our society further in better direction.

Knowledge and understanding of the emotions, concept of the meta-emotions and its components found to be effective among students, conflicts among themselves as well as indiscipline incidents related to misbehaviour in the classroom with the teachers and fighting incidents were found to be decreased by their teachers. As the study was done on the students itself who were the main beneficiary of the study, still teachers and parents would be benefitted by this type of the intervention program which can develop healthy atmosphere for the learners as

well for the teachers .

SUGGESTIONS

School students face lot of difficulty in their classroom settings as well as at their home while they go through the phase of adolescent stage as they have to face lot of realities and major transformation physically, emotionally and socially. Emotionally students required more help because every day they dealt with lot of negative emotions and mood swings in the classroom as well as in the home with the family members. As problems are faced by every adolescent there is dire need to focus on the emotional aspect of the students since their birth, in our country emotional aspects including feelings, moods etc. are avoided by the parents in their homes as well as in the schools by the teacher. To make emotionally developed individual in this study researcher tried to develop few emotional skills among its sample which resultant to develop feeling of empathy, responsibility, understanding self-regulation of the emotions and others too, which can help them to survive in this frequent changing world.

- Many studies have been done on Emotional intelligence, but it was found that in Indian peninsula studies on meta-emotion are very less, it was found from the review of literature that meta-emotions are cognition of own and others emotions which is a basic parameter to understand the emotions, after that only emotional intelligence can play important role in the emotional development of an individual. So more research need to be done on this variable for getting more effective results in practical aspect.
- This study can be used effectively on the special children and in inclusive school settings which can give fruitful result in form of developing self-confidence, social skills, and communication skills among them.
- Since meta-emotional strategies consisted of changing thoughts and behaviour of the students. It can be further extended to use as cognitive behaviour therapy and internet based training programme for the teachers which can lead them to understand the emotional state of the students, through which they can easily guide and respect the feeling of the students effectively and efficiently.
- A cross sectional and multi-cultural research work should be planned by the researchers to study the meta-emotional components in the detail.

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