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QUALITATIVE ANALYSIS OF METAEMOTIONAL STRATEGIES ON EDUCATIONAL ASPIRATIONS AND PSYCHOLOGICAL WELLBEING OF ADOLESCENTS

***DR ENU SAMBYAL**

ABSTRACT

Emotions play pivotal role in Human Beings life. Human Beings or either all living beings display their emotions time to time in different situations. Many researchers have proven that in education settings a student can able to give good result and can be successful, once he or she is able to know about their emotions. The purpose of this research paper is to examine the effect of metaemotional strategies on educational aspirations and psychological wellbeing of the adolescents. Firstly, researcher collected the data through interviews, observations, case study and focused group discussion, which is later on qualitatively analyses through thematic coding. The result showed the positive effect of metaemotional strategies on educational aspirations and psychological well being of the adolescents.

***Assistant Professor**, Chandigarh College of Education, Landran.

INTRODUCTION

In Today's era, the main objective of education is considered to have the overall development of individuals. It needs to address both the cognitive as well as the affective aspects of learning. But at the ground level main objective of education is to make a child competent for a specific profession through which he can earn his livelihood. To become competent main perquisites are thinking, knowledge along with motor skills and all these aspects are of the cognitive domain, but to survive in the world a human being cannot survive alone only with his cognitive development, according to Charles Darwin in one of his published work named *The Expression of the Emotions in Man and Animals*, he argued that all humans and even animals, show emotion through remarkably similar behaviours (Jabr, 2010). Emotions are the base of every action, emotion feels by an individual each day can compel him to take action and influence the decisions. It can be concluded that emotions and feelings play a vital role in the life of all living beings in all aspects of life. In today's world, a successful person is one who is academically strong, emotionally, and socially competent. Most educational institutions, schools, and colleges emphasize the thinking aspect of cognition. Less attention is paid to the emotional aspects. Yet, emotions are important as they have a significant part in learning and can help or hinder a child's academic commitment and success in school. Emotional development is important, and both the home and school environments are critical not just for good grades but also in nurturing success and happiness in life. (Krishnan, 2013). These days where we heard a lot of stress, frustration, conflict, violence involving youth in the society creates a lot of tension and insecurity for the future of the present generation, so there is a dire need to do emotion coaching, regulation of emotions, and create self-awareness among the youth so that they can channelize their ability into the right direction and this can be done only through understanding and management of one's own emotions as well as emotions of the others. In the present day, a lot of research work has been conducted on emotional intelligence which helps to regulate and manage emotions but meta-emotions are an emerging field that has its base in metacognition is defined as knowing one's own emotions or cognition of emotions. (Gottman et al. 1996). The development of meta-emotions in a person through maintaining the relationship with thoughts can make a person's emotions, feelings, and reactions to at the best to achieve his goal with it.

METAEMOTION

The concept of –metaemotion was first introduced by (Gottman et al. (1996) within family therapy research. They claimed that parents differ with respect to the way they feel and think about their own and their children's emotions, which in turn affects the way they approach emotions in everyday life. This organized set of feelings and thoughts about emotions was referred to as –metaemotional philosophy. Gottman et al. demonstrated that various outcome variables in middle childhood (e.g., academic achievement) were related to the metaemotional philosophy of parents. Meta-emotion is "a structured, organized set of emotions and cognitions about the emotions, both of one's own emotions and the emotions of others". A meta-emotion is the way we "feel" about feelings. They're the emotions you have around your emotions, hence the meta. Different people have different feelings about feelings.

COMPONENTS OF METAEMOTION

While Yeh (2002) has extended the interpreted meta-emotion is beyond feeling and cognition to behaviours. He further divided and labelled the components of metaemotion in six dimensions:

1. **AWARENESS:** It refers to knowing about what type of emotion is present and whether one is behaving accordingly and accurately identify one's own or other's emotions. It is the ability to understand a person's own emotions and act accordingly to have great effects on the performance. A person should know what he/she is feeling exactly and should be able to questions like-why and how it helps or hurts what he is trying to do. A person should have an accurate sense of its strengths and limitations, which gives him/her a realistic self-confidence. It also gives clarity of his own values and sense of purpose, because of that he can be more decisive in any course of action.
2. **ACCEPTABILITY:** It refers to accepting one's own 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 means to understand 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 behaviors. 6. Coaching: It refers to teaching appropriate ways to express emotions. With this well-defined six- dimensional

framework, he had categorized meta-emotion into the four types based on the characteristics of each of the dimension.

REVIEW OF LITERATURE

Exploring the literature moves the educator to the frontiers of knowledge, where one can examine new findings in the field. To develop a better understanding of the topic and also to know what type of work has been done in the area, knowledge of related literature is necessary.

Lowenstein, Meza and Thorne (1983) conducted a study to investigate the relationship between ability, attainment, emotional stability in underachieving and emotionally disturbed children. 40 children who were emotionally disturbed, have participated in four groups. Each group was administered with different treatment. Group 1 was administered with individualized education, group 2 was provided with psychological treatment, and group 3 with individualized instruction as well as with psychological treatment, whereas group 4 was the control group which was administered by remedial classes in mainstream education. A pre and post-study was conducted in which results showed that all groups showed improvements, but group 3 showed major changes in vocational Aspirations.

Lazzari (2000) examined a research study on emotional intelligence, meaning, and Psychological wellbeing. He conducted a study to explore emotional intelligence, personal meaning, satisfaction with life, the psychological wellbeing in early and late adolescents. Given the importance of personal meaning in identity resolution and moral development, it was hypothesized that individual purpose would be better predicted than emotional intelligence of satisfaction with life and Psychological wellbeing. 150 students from 12th grade and 71 were from 9th grade administered with questionnaires. The result showed that scores of 12th -grade students were more in emotional intelligence and personal meaning in comparison to 9th -grade students

Casey, Davies, Kalamhouka, Nelson and Boyle (2006) conducted a study to investigate the influence of schooling on the aspirations of young people who were having emotional and behavioural difficulties or mild learning difficulties. Parents of 15-year-old children studying in schools, as well as children themselves, were participants of the study. The results showed that mainstream schooling had a positive impact on the educational aspirations of these students with special educational needs whose parents had a higher status in occupation.

Higgs (2007) examined a study on relationships between Psychological wellbeing, emotional intelligence and personality. The sample for the study was 150 in-service managers. The result depicted substantial relationships between emotional intelligence and Psychological wellbeing as well as a positive relationship between Big 5 'personality factors and Psychological wellbeing. However, emotional intelligence explained more variance in wellbeing measures than personality factors alone.

A qualitative study was conducted by Moulton, Flouri, Joshi and Sullivan (2015) to observe the role of aspirations in young children's emotional and behavioural problems which was reported by their parents and teachers, after considering the reports given by their parents and teachers, it was found that children who have low occupational aspirations were more emotionally disturbed. In addition to this, it was found that gender differences don't have any influence on educational aspirations, emotional and behavioural problems. Peer problems were found to be related to the aspirations among girls more stressful than boy.

Jebraeili (2016) done a comparative study of resilience, metaemotional beliefs and Psychological wellbeing in fertile and infertile women. The sample for the analysis was 80 infertile women and 80 fertile women were selected on the basis of purposive sampling. The findings imply lower levels of resilience, metaemotional ideas and Psychological wellbeing in infertile women than fertile women.

RESEARCH OBJECTIVE

The purpose of this qualitative study was to explore the effect of metaemotional strategies on the educational aspirations and Psychological wellbeing of the adolescents. This study was designed to assist the students in understanding that how knowledge of their own emotions as well as understanding of others emotions can contribute to their academic and psychological development.

RESEARCH QUESTIONS

Based on the research objectives of the study following are the research questions which are analysed through the qualitative tools.

- Q1. To what extent students are aware about themselves as well as about their emotions?

- Q2. Does the knowledge of metaemotions and its components help the students in developing their psychological wellbeing?
- Q3. How the involvement of students in the intervention strategies does impacted their educational aspirations?

SAMPLE

The total number of students under the Experimental group was 90, whereas in Control group the same number of students were present, these students were randomly used by the investigator for various qualitative methods. For the observation and case study investigator used teacher's opinions and their reviews for collecting the data more effectively and rigorously. In-depth interviews, observations, group discussions, case study methods were conducted to get more data from the Experimental group and Control group.

PROCEDURE OF THE DATA

Investigator had analysed the data systematically after coding it under various themes. Codes were based on actions, behaviour, topics, ideas, concepts, terms, phrases, keywords, and reflect its judgment about the data. The data was collected through activity sheets, writing of emotional diary, discussions and feedback through the interview was subjected to qualitative analysis. Investigator has recorded various texts, references, words, actions of the students in her notebook for collecting the data from the sample. In the present study investigator used thematic analysis for the qualitative analysis of the data. Thematic Analysis is the tool to analyse written or spoken the language. Under this research method investigator follow thematic analysis for analysing the recorded and collected data in some common theme. The analysis focused on the part and components of the whole whereas these stimulation promotes a holistic view.

QUALITATIVE ANALYSIS BASED ON RESEARCH QUESTIONS

FIRST RESEARCH QUESTION

The first question was regarding to find out that whether students are aware about themselves as well as about their emotions. To address this question data was collected through natural observation, interviews and focused group discussions. The components of metaemotions were used to develop the interview questions and FGDs. Through discussion, questioning and probing students regarding the emotions and about themselves. Four words which were frequently used by the participants was confidence, self-awareness, comfortable and expressive. Following are few narrative statements demonstrating the importance of

metaemotional strategies to make them aware about their own emotions, understand the others emotions. One of the participants told the investigator while interviewing her s. While doing the icebreaking session with the students, investigator herself observed that participants were not much aware about the emotions and its role in their livezs. Few of the students were aware only about the primary emotions majorly but not about the secondary emotions, in fact as sessions were progressing the vocabulary of the students related to the emotions and feeling words was found to be improved. One of the student responded, while discussing about **the importance of being aware about ourselves rather than to be aware about others in one of the FGDs that with the help of Zen stories, activities like Johari window as well as mindful activities really helped them to know about themselves**, in the end which helped them to build the confidence to believe in their strength and to perform all the tasks more confidently. Another reported that with the help of the **sessions related to body focused meditation, feeling of acceptance and empathy helped them to understand the situations and emotions of the other individuals. In 3rd FGDs, few participants expressed that after listening many inspirational stories they found that self-awareness is important part of our wellbeing which can lead us to become a competent and successful person and after participating in various activities they are getting more defined about their capabilities, interest and goal of the life.** While doing natural observation investigator found that few of the students who were creating nuisance in the classroom in the starting sessions, later on found to be comfortable and enjoying the different session of metaemotional strategies. To conclude we can say that during the observations, interviews and focused group discussions, it was found that participants were comfortable and relaxed while participating in the intervention programme and many of the participants informed that after attending the various sessions they are became more insightful regarding their abilities, emotions and strength, now they can answer the question who am I? more confidently.

SECOND RESEARCH QUESTION

The second question is about that how the participants perceived the effect of their knowledge about the metaemotions and its components on their Psychological wellbeing. The question was addressed by using the data collected through one -to one interview with the students who scored highest and lowest marks in Pretest and Posttest. The researcher identified the 15 students and later on they were interviewed. Moreover, few subject teachers were also interviewed with

the purpose of their observation regarding the students' behavior and case study of the two students were used. After students had completed the pre-test and posttest of Psychological wellbeing scale, the researcher identified the two students who demonstrated the lowest and highest score in the pre-test of Psychological wellbeing and later on investigator observed their post test scores which found to be improved, so investigator done case study on both the students.

COMPARISON OF PRE-TEST AND POST-TEST SCORES IN PSYCHOLOGICAL WELLBEING

S. No.	Name of the students	Pre-test scores in Psychological wellbeing	Post test scores in Psychological wellbeing	Gain scores
1	Khushi	82 (lowest score among sample)	126	44
2	Sachin Sharma	235 (Highest score among sample)	241	6

After collecting the pre-test scores of Psychological wellbeing it was found that Khushi scored lowest marks so investigator tried to find out the reason behind it and did detailed study on her, during one of the conversation she reported that due to lack of confidence and self-esteem she is unable to focus on her studies and participate in any co-curricular activities of the school. When asked her about the goal of life, she was not cleared about it. She had not decided that what she want to do after passing 12th class. Her Economics teacher also reported that she always remains confused while giving answer to any question During intervention program investigator used to motivate the Khushi to perform the task and constant support was given to her to boost her confidence. Peer mentoring was done with her to make her feel more comfortable, and gradually it was observed that she was able to perform her task independently with little support.

THIRD RESEARCH QUESTION

Third and final research question was based on the metaemotional strategies, that how do student's participation in intervention strategies impacted their aspiration towards education. This question was addressed using focus group data, case study and one -to-one interviews. The components of metaemotions and metaemotional strategies were discussed in detail with the participants during interviews as well as in focus group discussions. After students had completed the pre-test and posttest of educational aspiration inventory, the researcher identified the two students who demonstrated the lowest and highest score in the pre-test of

educational aspiration and later on investigator observed their post test scores which found to be improved, so investigator done case study on both the students.

T COMPARISON OF PRE-TEST AND POST- TEST SCORES IN EDUCATIONAL ASPIRATIONS

S. NO.	NAME OF THE STUDENTS	PRE-TEST SCORES IN EDUCATIONAL ASPIRATIONS	POST - TEST SCORES IN EDUCATIONAL ASPIRATIONS	GAIN SCORES
1	Ashu Kumari	46 (lowest score among the sample)	58	12
2	Mohammad Shabaz	64 (Highest score among the sample)	70	06

Through these qualitative tools three themes were identified that students referred to most frequent were interest, self-efficacy, resilience. Narrative statements are as follows during the case study it was found that Ashu kumari who scored lowest scores in the pretest mentioned that she was not sure that what she will do after 12th. But after watching the small movie clip of Tarey Zameen Par and inspirational story of Darpan Irani she felt motivated She also stated that one of the session related to career choices after 12th Arts and Commerce really helped her to make the independent decision regarding her future planning for education. One of the participants reported that ***through self-awareness module she got to know about her strength and weakness, in fact became more aware about her abilities and capabilities.***

CONCLUSION

Through in-depth interviews and Focused Group discussions it was realized by the investigator that now in every situation student started to give a thought to the cause and effect of the particular incident and then later on react accordingly, which helped them to stay away from conflicts, arguments and little fights. During interview session investigator discussed about their aspirations, which latter responded in a more positive way as compared to during pre -intervention phase. With the help of meditation session students felt more relaxed and focused towards their studies and even in other personal settings too. Some students reported that due to intervention strategies they feel more content and less aggressive at their homes too and become more adjusted with their siblings and parents. After conducting case studies investigator felt motivated as she was able to bring some change on those subjects who were not aspired much and were less aware about their self, inner strength and weakness.

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