

## Chapter 5

### Data Analyses, Interpretation and Discussion of Results

#### 5.0 Introduction

The objective of the present study was to determine the effectiveness of an intervention program developed to enhance emotional literacy. The intervention program was conducted on a group of students. The effectiveness was measured by the difference in students' behavior and attitude before and after the intervention program.

This study is mainly a qualitative study. A qualitative study allows the researcher to preserve the chronological flow, see which events led to which consequences and derive fruitful explanations. Some of the strengths of qualitative research are that they focus on events that occur in natural settings; the data is collected in close proximity to a specific situation; the emphasis is on a specific group or case, a focused and bounded phenomena embedded in its context; influences of the local context are not stripped away, but taken into account; the possibility of understanding latent, underlying or non obvious issues is strong. Qualitative studies with their emphasis on people's 'lived experience', are fundamentally well suited for locating the meanings people place on the events, processes and structures of their lives: their "perceptions, assumptions, prejudgments, presuppositions" (van Manen, 1977) and for connecting these meanings to the social world around them (Matthew, B.M and Huberman, A.M, 1994).

Quantitative data has been used to support the qualitative data obtained. Triangulation method has been used, keeping in mind the limitations of both

the qualitative and quantitative study methods. Triangulation is defined as “the combination of methodologies in the study of the same phenomena” (Denzin, 1978). It is a form of research methodology that views both the qualitative and the quantitative methods as complementary and not as opposites (Harris and Bell, 1986).

One obvious method of triangulation is to use different information collecting techniques like questionnaires, interviews, observations etc. together. The rationale for this approach is that two or more techniques have more reliability than those from only one. It allows for validation across methods and thus ensures that the variance reflected is that of the trait being studied and not of the method.

Thus, in the present study, the researcher has made use of the data available from a rating scale, a content validation schedule, teacher’s observations, student’s self reports and investigator’s own observations. The investigator had a professional relationship of care and nurturance with each subject. She could therefore see how they were using the intervention program for their own personal development. The students were also forthcoming and open with her. A detailed description of all the data collected from the various sources is presented below.

### **5.1 Bar on EQiYV scale**

The Bar – on EqiYv 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 years. The questionnaire has 60 questions which measure the student’s intrapersonal aspects,

interpersonal aspects, stress management, adaptability, general mood and total emotional intelligence. See Chapter 3 (Methodology), section 3.3.1 for details regarding the scale.

The following is the analysis and interpretation of the scores obtained through the administration of the Bar – on EQiYV scale.

*Table 5.1: Raw scores on the Pre intervention and Post intervention administration of Bar-on EQiYV Scale obtained by the students*

Sr.No.	A		B		C		D		E		F	
	Pre	Post										
1	16	18	30	40	40	43	28	32	40	48	56	65
2	16	19	44	45	31	39	35	37	47	50	62	69
3	16	17	29	40	36	41	28	31	46	50	54	63
4	11	16	31	39	21	32	19	28	32	42	41	57
5	14	17	42	45	34	36	19	30	48	49	53	63
6	16	18	44	48	20	31	32	36	48	48	56	65
7	13	18	36	43	25	30	27	33	38	51	50	62
8	13	15	37	39	30	30	22	28	34	37	50	54
9	12	18	35	48	35	37	26	32	38	49	52	66
10	14	18	37	40	29	31	23	29	40	45	50	59
11	12	14	37	45	20	26	31	37	46	50	49	61
12	14	18	28	43	26	26	25	32	32	48	46	60
13	15	21	44	45	27	28	34	39	47	51	59	67
14	13	16	41	43	40	43	26	31	45	47	57	65
15	17	18	40	42	29	31	34	36	48	52	60	63

Table 5.1 presents the raw scores obtained by students during the pre intervention and the post intervention phases, with regard to the 6 dimensions in the Bar on EQiYV scale. The six aspects are Intrapersonal aspect (A), Interpersonal aspect (B), Stress management (C), Adaptability (D), General mood (E) and Total Emotional Intelligence (F).

It can be seen from the table above that the scores on Intrapersonal aspect (A) increased for all the 15 students in the post intervention administration.

Similarly, the scores on Interpersonal aspect (B) increased for all the 15 students.

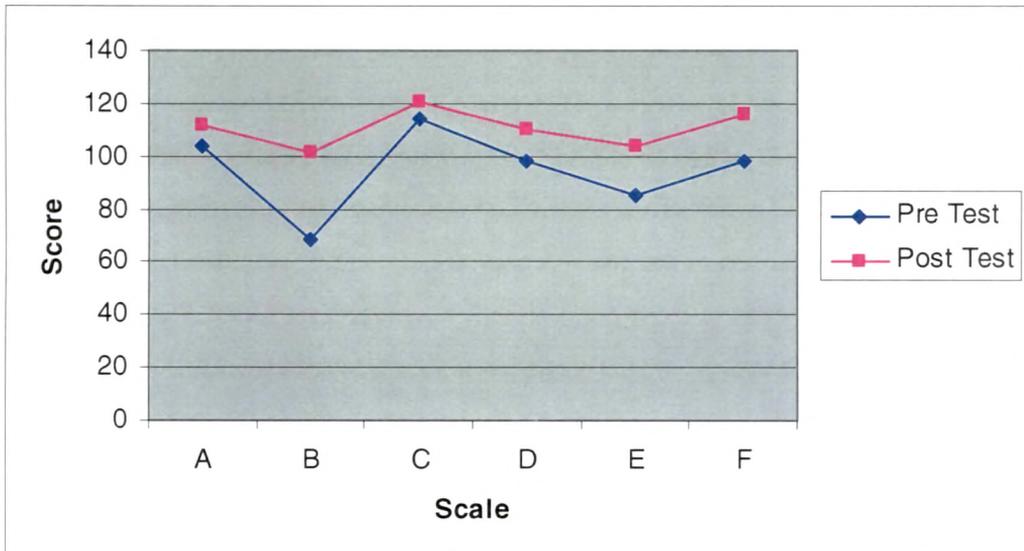
The scores on Stress management (C) show an increase for 13 students. The scores stayed the same for 2 students.

The scores on Adaptability (D) increased for all 15 students.

The scores on General mood (E) increased for 14 students. The score stayed the same for 1 student.

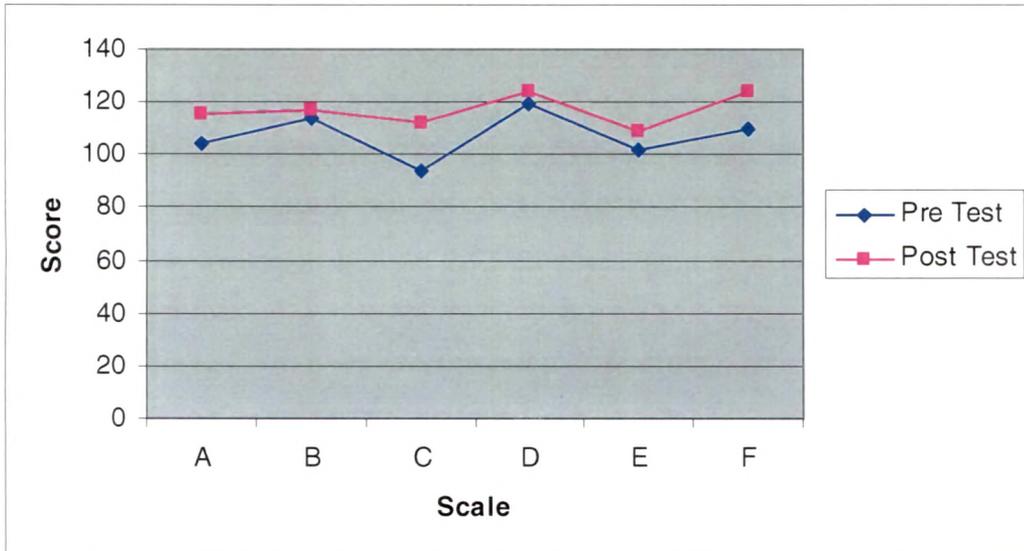
The scores on Total Emotional Intelligence (F) have shown an overall increase for all the 15 students.

The following are the graphic representations of scores on the Bar-on EQiYv for each of the 15 students of the sample group, for both Pre and Post intervention. The graph shows the Standard scores on the vertical line on the left and the dimensions of Emotional Intelligence on the horizontal line below.



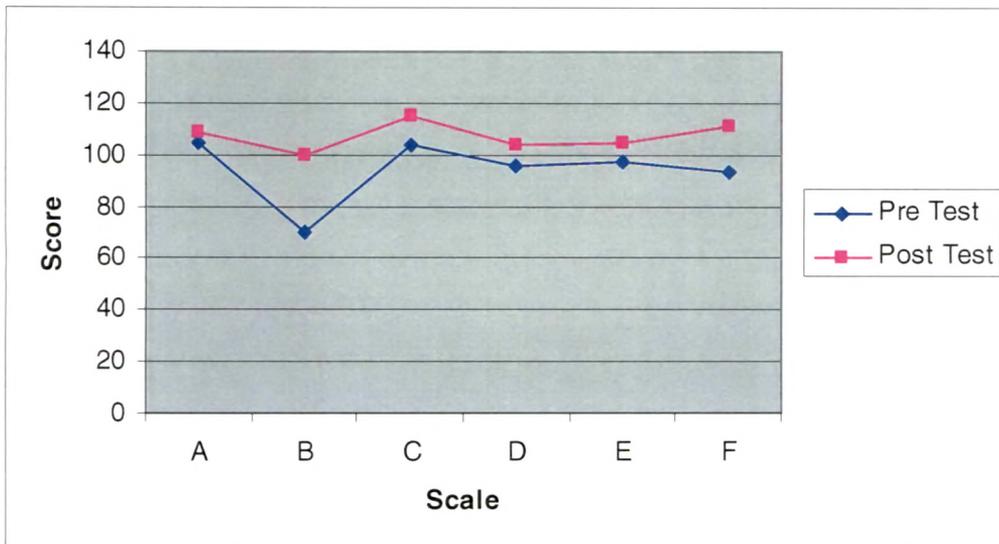
*Graph 5.1 Bar-on EQiYV profile for Student 1*

The graph clearly shows that there was an increase in the scores on each of the dimensions of Emotional Intelligence in the Post intervention administration of the scale. On Stress Management (C) the increase in the score in the Post intervention is very little. However, the student's score on this scale in the Pre intervention was already high.



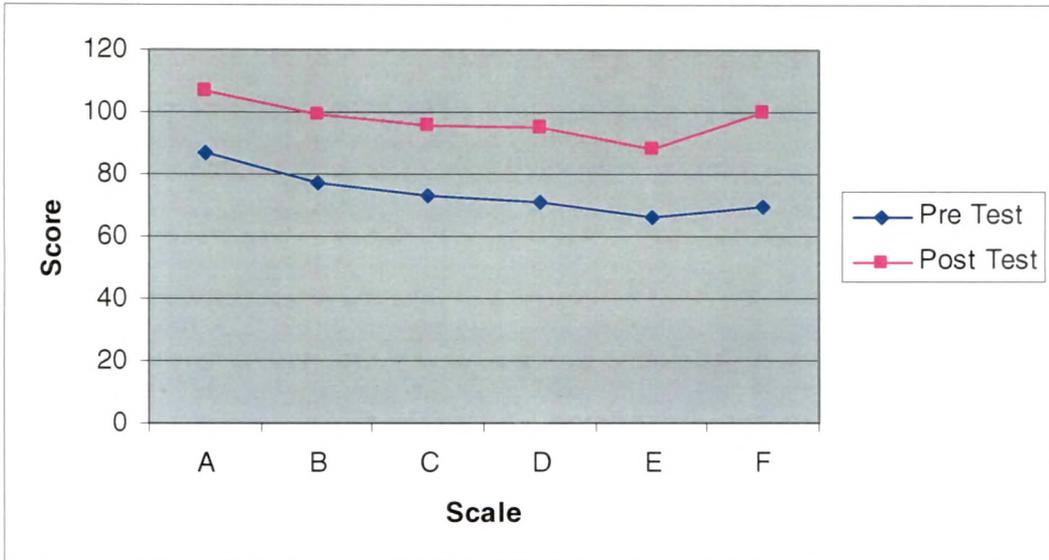
*Graph 5.2 Bar-on EQiYV profile for Student 2*

The graph shows that the scores increased in all the dimensions of Emotional Intelligence, though the scores on Interpersonal aspect (B) and Adaptability (D) show very little difference. However, the scores on both these dimensions were already higher in comparison with the other four dimensions.



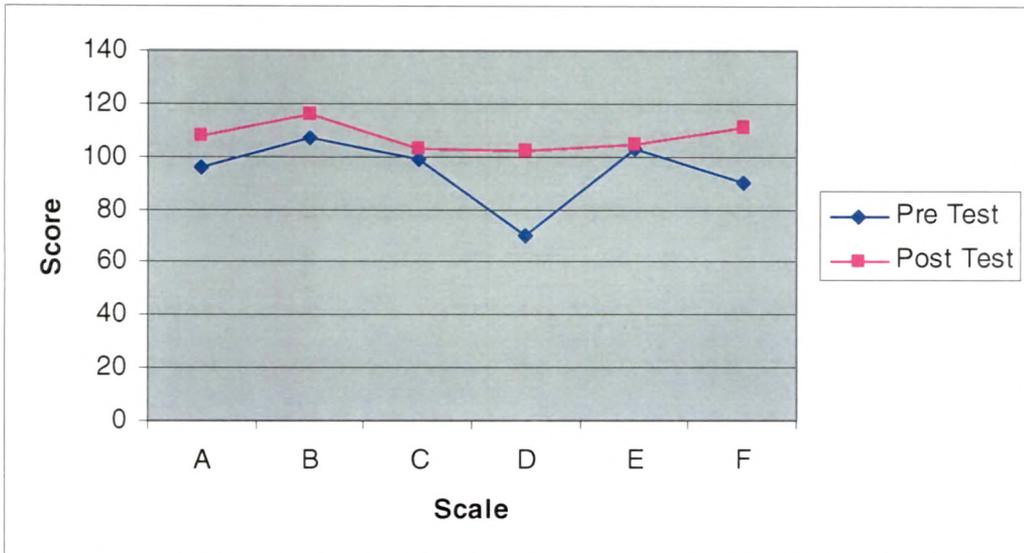
*Graph 5.3 Bar-on EQiYV profile for Student 3.*

The graph shows an increase on all the aspects of Emotional Intelligence in the Post test. There was very little difference between the pre test and post test score on Intrapersonal aspect (A). The score on Interpersonal aspect shows maximum increase in the post test.



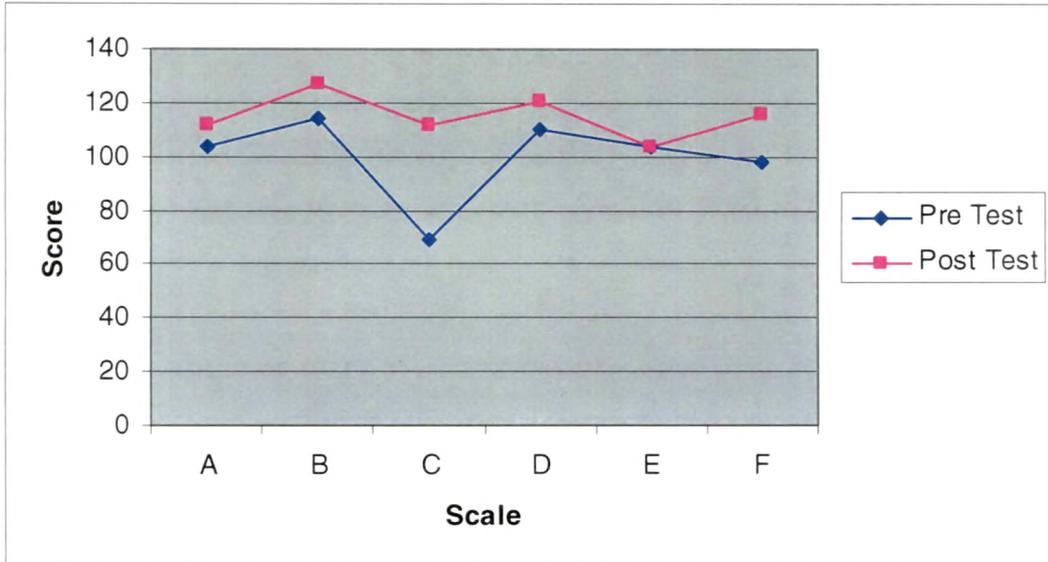
*Graph 5.4 Bar-on EQiYV profile for Student 4*

The graph shows an increase in all the dimensions of Emotional Intelligence in the post test. The graph shows a consistent increase on all the dimensions of Emotional Intelligence.



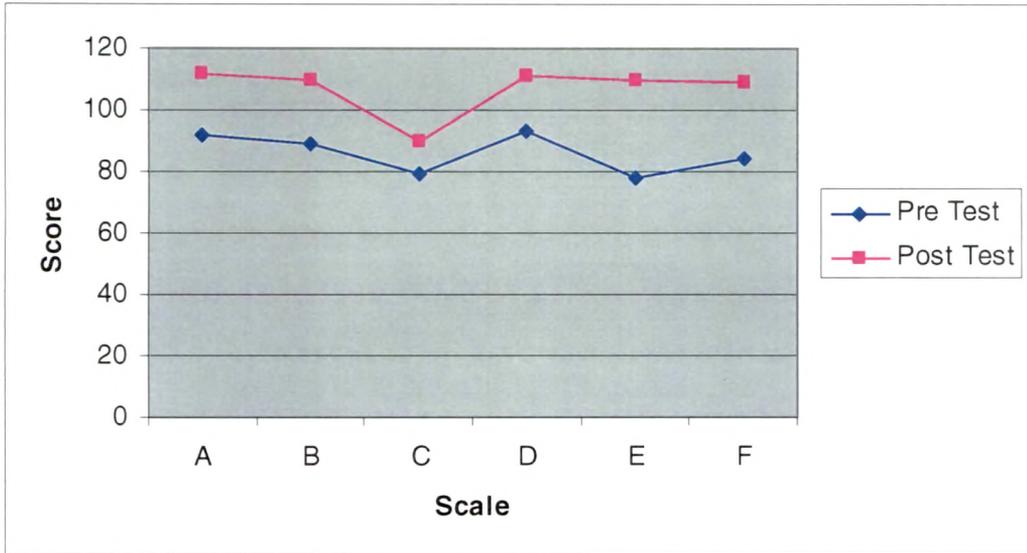
*Graph 5.5 Bar-on EQiYV profile for Student 5*

The graph shows an increase in all the dimensions of Emotional Intelligence in the post test. There was very little difference between the pre test and post test scores of Stress Management (C) and General mood (E). This indicates that the student could not make much change in these aspects. However, the score on Adaptability (D) showed maximum increase.



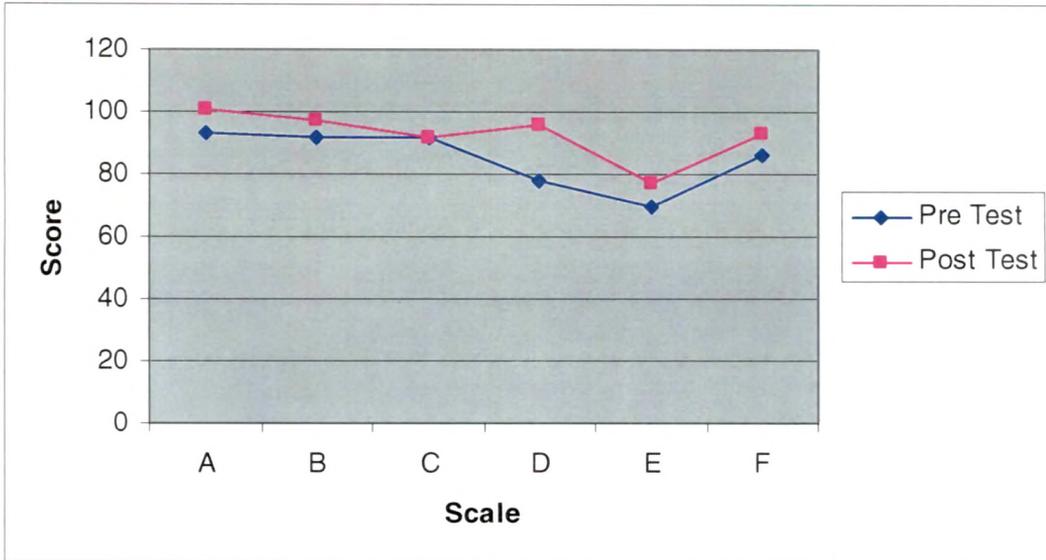
*Graph 5.6 Bar-on EQiYV profile of Student 6.*

The Graph shows an increase on all five dimensions of Emotional Intelligence in the post test. The score on General mood (E) did not change during the post test. This indicates that the student's general mood did not change much as a result of the intervention. The score on Stress Management (C) in the post intervention shows the maximum increase.



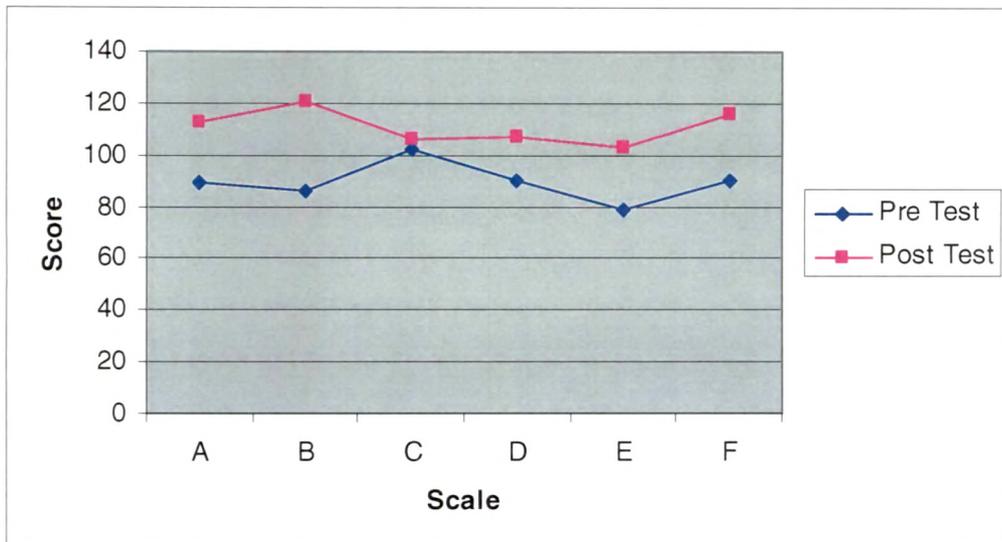
*Graph 5.7 Bar-on EQiYV profile for Student 7*

The graph shows an increase in all the aspects of Emotional Intelligence in the post test. The student shows maximum increase on Stress Management (C) in the post intervention.



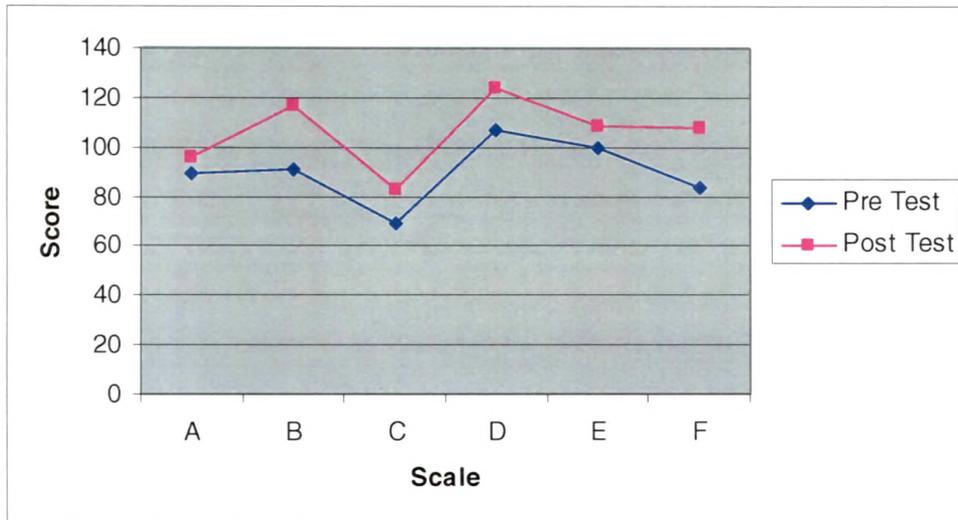
*Graph 5.8 Bar-on EQiYV profile of Student 8*

The graph shows an increase in all aspects of Emotional Intelligence in the post test, except on Stress Management (C). This may mean that the student did not benefit in this area by the intervention program.



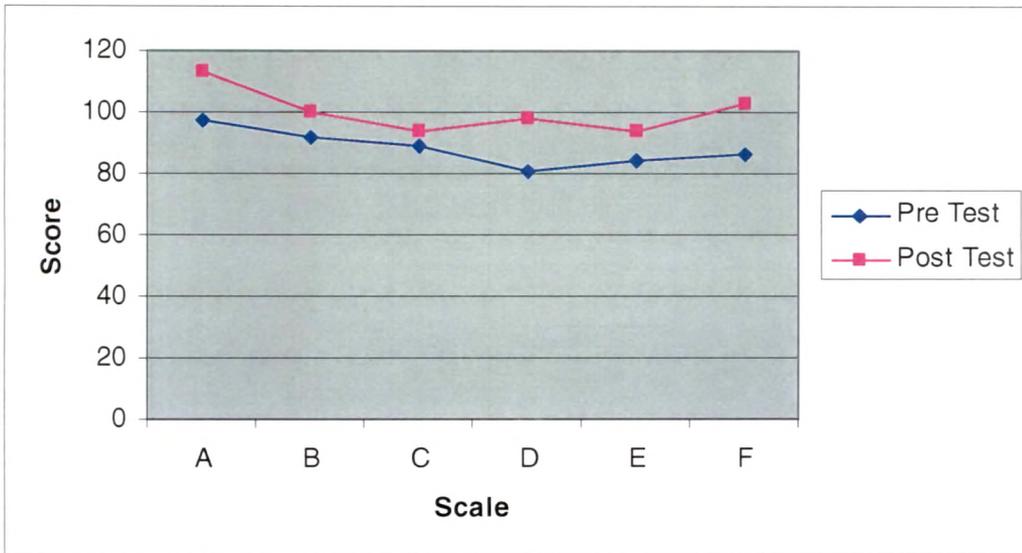
*Graph 5.9 Bar-on EQiYV profile of Student 9*

The graph shows an increase on all aspects of Emotional Intelligence in the post test. There is very little difference between the pre test and post test scores on Stress Management (C). This may mean that the student did not benefit in this area. There is maximum increase in the Interpersonal aspect (B).



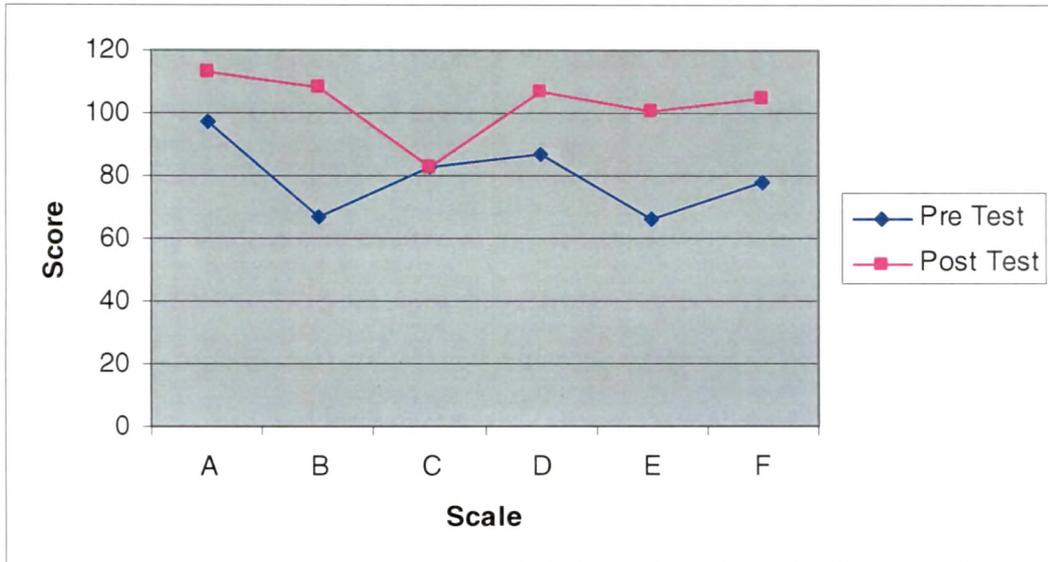
*Graph 5.10 Bar-on EQiYV profile of Student 10.*

The graph shows an increase in the post test scores on all the dimensions of Emotional Intelligence. The scores increased consistently in all areas of Emotional Intelligence. The score on Interpersonal aspect (B) shows maximum increase.



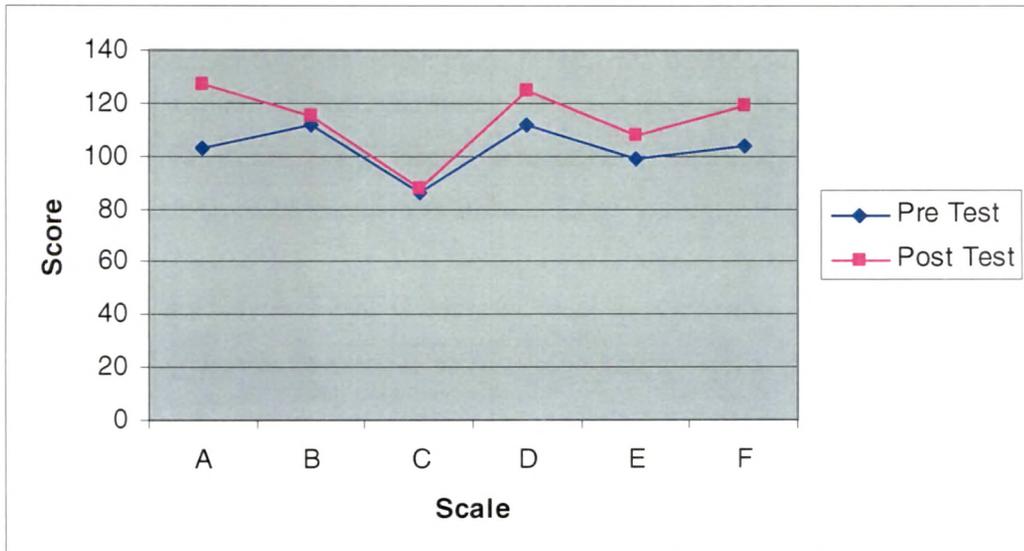
*Graph 5.11 Bar-on EQiYV profile of Student 11*

The graph shows an increase in the post test scores on all the dimensions of Emotional Intelligence. The score on Stress Management (C) shows minimum change in the post test. This may be because the student did not benefit in this area from the intervention program.



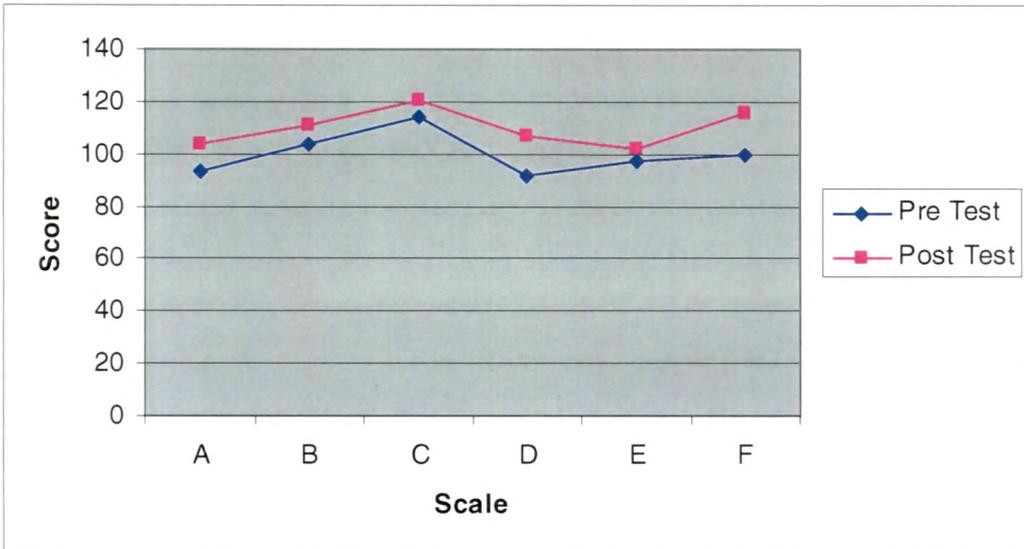
*Graph 5.12 Bar-on EQiYv profile of Student 12*

The graph shows an increase in the post test scores of five dimensions of Emotional Intelligence. The scores on Stress Management (C) did not change in the post test. The rest of the scores increased quite a bit and may mean that the students benefited in these areas because of the intervention program.



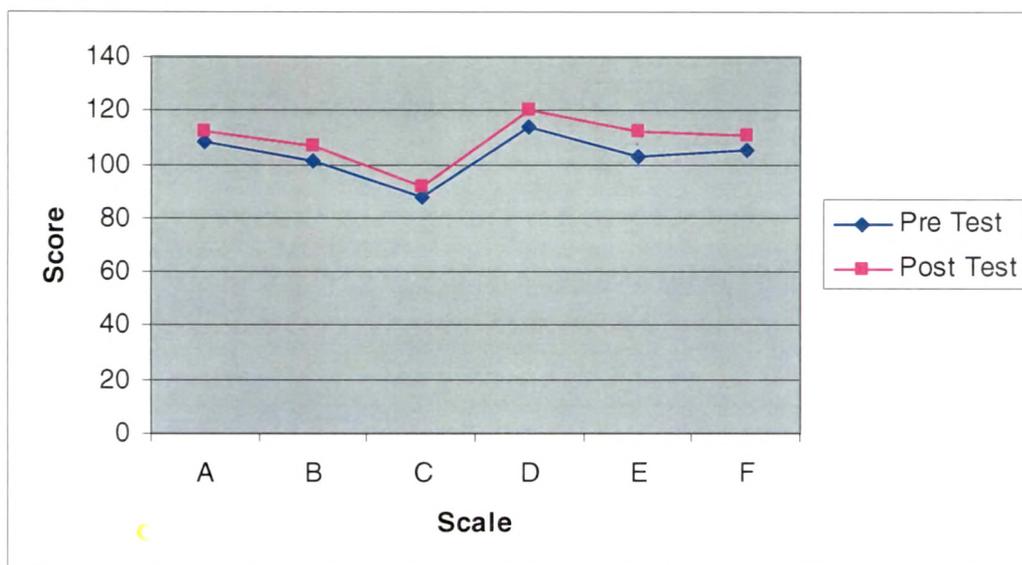
*Graph 5.13 Bar-on EQiYV profile of Student 13*

The graph shows an increase in the post test on all the dimensions of Emotional Intelligence. However, there was very little difference between the pre test and post test scores of the Interpersonal aspect (B) and the Stress Management (C). The score on the Interpersonal aspect in the pre test was already high. The student may not have benefited in the area of Stress Management.



*Graph 5.14 Bar-on EQiYV profile of Student 14*

The graph shows an increase in the post test on all the dimensions of Emotional Intelligence. The scores do not show much change in the pre and post test. This may be because the scores of this student on the pre test on all the dimensions were already quite high.



*Graph 5.15 Bar-on EQiYV profile of Student 15*

The graph shows an increase in the post test on all aspects of Emotional Intelligence. The scores of this student in the pre test on all the dimensions of Emotional Intelligence were already quite high and this may be the reason of little change during the post test.

The Bar-on EQiYv 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.

The data is given in the table below.

*Table 5.2 : Paired sample t-test scores of Pre intervention and Post intervention on the six categories of Bar on EQiYV scale.*

	A		B		C		D		E		F	
	Pre	Post	Pre	Post								
Mean	14.1	17.4	37	43	29.5	33.6	27.3	32.7	41.9	47.8	53	62.6
Standard Deviation	1.81	1.68	5.55	3	6.59	5.82	5.2	3.49	5.99	3.91	5.59	3.9
Median	14	18	37	43	29	31	27	32	45	49	53	63
T-test score	0.00000253		0.00018745		0.00059836		0.00000045		0.00025147		0.000000	

The result showed no significant difference at any level. One may therefore infer that while there was increase in scores for all six dimensions, the difference was not statistically significant.

## 5.2 Stress Content Validation Schedule

The following is the analysis and interpretation of the stress content validation schedule.

*Table 5.3: The areas of conflict leading to stress in the sample group of students*

	Areas of conflict that cause stress	No. of students In Pre test	No. of students In Post test
<b>1.</b>	<b>SCHOOL</b>		
a	Excess home work	9	5
b	Excess course content	6	2
C	Examination pressure	8	4
d	Marks obtained	5	3
e	Teacher's behavior towards students	2	1
F	Deprivation from co-curricular activity	2	0
<b>2.</b>	<b>FRIENDS</b>		
a	Conflict/rivalry with friends	9	3
b	Fight between friends	10	5
C	Non-acceptance in peer group	3	1
d	Disagreements in values/rules	1	0
<b>3.</b>	<b>PARENTS</b>		
a	Spending time with friends	5	1
b	Long phone calls	1	0
c	Spending time viewing T.V	4	1
d	Helping in household work	2	1
e	Selection of friends	1	0
F	Not able to fulfill parental expectations	1	0

g	Choice of career	2	0
h	Attending social functions	3	1
<b>4.</b>	<b>SIBLINGS</b>		
a	Teasing each other	5	2
b	Complaining about each other	8	4
C	Parental preference for siblings	6	3
d	Sharing of articles	4	0

Table 5.3 presents the areas of conflict that cause stress in the pre intervention and the post intervention phases amongst the sample group of students.

In school, 9 students reported feeling stressed because of excess home work, in the pre intervention phase. In the post intervention phase, the number of students reduced to 5.

The second area causing stress in school was the excess course content and 6 students reported feeling stressed because of it. In the post intervention phase the number reduced to 2.

Eight students reported feeling stressed because of examination pressure during the pre intervention phase and this number reduced to 4 in the post intervention phase.

The marks obtained were another area causing stress. 5 students reported feeling stressed in the pre intervention phase and 3, in the post intervention phase.

Two students reported feeling stressed because of teachers' behavior towards students, in the pre intervention phase. This number reduced to 1 in the post intervention phase.

Deprivation from co- curricular activities caused stress in 2 students during the pre intervention phase. Both these students were able to deal with this problem effectively, by the post intervention period.

With friends, conflicts with friends caused stress to 9 students in the pre intervention phase and this number reduced to 3 by the post intervention phase.

Ten students reported feeling stressed because of fights between friends, in the pre intervention phase. This number reduced to 5 by the post intervention phase.

Non acceptance in peer group caused stress to 3 students in the pre intervention phase. This number came down to 1 by the post intervention phase.

The first conflict with parents that led to stress was caused because of the time students spent with their friends. 5 of them reported feeling stressed because of this in the pre intervention phase and it reduced to 1 by the post intervention phase.

One of the students reported feeling stressed as she was not allowed to spend time talking to her friends over the phone.

Four of the students reported that they felt stressed when they were not allowed to unwind in front of the T.V, during the pre intervention phase. This reduced to 1 person by the post intervention phase.

Two of the students felt stressed because of the household chores they were expected to do.

One student reported feeling stressed because of the conflicts he had with his parents regarding the choice of his friends.

A student reported feeling stressed about not being able to fulfill parental expectations.

Conflict in choosing a career caused stress in 2 students during the pre intervention phase.

Conflict in attending social functions was a cause of stress to 3 students in the pre intervention phase.

The next area of conflict was with siblings. 5 of them reported feeling stressed because of teasing each other in the pre intervention phase. The number came down to 2 in the post intervention phase.

Complaining about each other to their parents, caused stress in 8 of the students in the pre intervention phase.

Six of the students felt stressed because of parental preference to siblings during the pre intervention phase. This came down to 3 in the post intervention phase.

4 of the students reported feeling stressed about having to share their room/articles with siblings in the pre intervention program.

During the interview in the post intervention phase, the students reported that all these areas of conflict did not change. They still existed but what had changed was their way of dealing with them, which in turn reduced stress and made them happier and better adjusted.

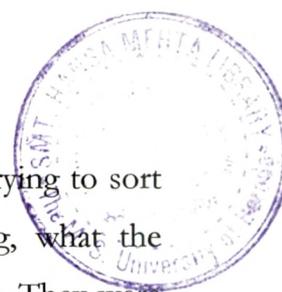
### **5.3 Students' logs of significant learning**

Each student in the sample group was required to keep a log of significant learning during the intervention program. The logs had questions regarding their new learning, how they planned to use this new learning, examples of new behavior due to the learning and how they felt after making such behavior changes. The perusal of this log gave insight into what the students had understood during the intervention program, the changes that they were trying to make or had already made.

The student's reports were broadly categorized under the following aspects of emotional intelligence:

#### **5.3.1 Emotional awareness**

The students reported that they had never really tried to think about what they were feeling, to what intensity or what the physical sensations that



accompanied emotions were. They learnt to spend some time in trying to sort out their feelings, recognizing which emotion they were feeling, what the physical sensations were and the intensity of the emotion they felt. They were also able to label or name the emotions they felt, accurately. They realized the importance of clarity in identifying and naming their emotions. They said when they were able to name emotions accurately; it helped by providing clarity to the situation and it also helped when they wanted to communicate what they were feeling to others.

This awareness was new for the students as they rarely spent any time actually giving any thought to what they were feeling. Some of them reported that they were surprised to realize that they felt emotions like 'irritation' and 'envy' too. Till this time they had never really allowed themselves to feel unless it was a comfortable emotion like 'happiness'. Such awareness helped them to understand themselves and their patterns of behavior better and they realized that not recognizing emotions only led to confusion within themselves and it also inhibited clear communication of these feelings with others. Also, having an apt vocabulary to describe their feelings and emotions, according to the intensity they felt, helped the students to be clearer in their communication.

One such incident was reported by a student during the sessions. She and her friend who was also in the intervention program, had been chatting. This student happened to mention to her friend how envious and upset she had been when her friend had got more marks on a subject that this girl had taught her. She had been aloof with her friend for some time and had not shared this till now. Her friend shared that she felt much better after knowing what the actual problem was. She said she had been wondering why her friend had not

been the same. And now that she knew, she could understand and deal with her friend better.

### **5.3.2 Acceptance of emotions**

All the students were initially very sure that some emotions were 'good' and should be felt and that some were 'bad' and should never be felt. According to them emotions like happiness, excitement etc. were positive. Whereas, emotions like envy, anger, irritation etc. were all bad. During the intervention they realized that there was a difference between emotions and behavior. They reported that they understood that their behavior was what caused problems and not the 'bad emotion' per se. One of them put it aptly, "It is not my anger that messes up things between me and my partner but the fact that I hit him when I am angry."

They also reported that they understood that denying or ignoring the emotion does not make these emotions go away. Even if they were uncomfortable with an emotion, they would have to deal with it as just letting it be there does not solve anything. They said that they still felt uncomfortable feeling certain emotions but were now not blaming themselves for feeling them or feeling guilty about feeling them. They seemed to realize that feeling guilty about emotions only complicated the situation further and made it more difficult for them to deal with their emotions.

One of the students gave the example of the problem she faced with her parents. Many times they would promise to take her out for a movie or some other activity and then forget about their promise. She said that they would just say "We forgot" and would not mention it again. She reported that she felt very

upset, disappointed and angry. She did not say anything to them but felt very angry and guilty for feeling this way. She said that after the sessions on acceptance she realized that ignoring her emotions and blaming herself were not helping her. The problem stayed and so did the emotions and the guilt. She said that when this happened next she had not told herself that it was wrong to feel this way. Instead, she had sat down and written down what she was feeling. The next day she showed the list of emotions to her mother. She said her mother was surprised as she had not told her things like this before. Her mother apologized for forgetting the promise. This made the student very relieved and happy.

### **5.3.3 Management of emotions**

The students were able to identify certain patterns of their own behavior. Some of them realized that their main problem was that they did not give much time between any outward stimulus and their own reaction. They realized that they would be able to deal with their emotion effectively if they could give themselves some time to think about an appropriate plan of action. This helped them in some issues that were really bothersome to them and things that kept repeating themselves, for example, some recurring arguments with parents, siblings or friends. When they could think about their own emotion, accept them and think of a way of expressing how they were feeling, they realized that the situation immediately became better and their family or friends became more open to hearing them out.

One such problem that many of them faced was of argument they would have with their parents for spending too much time with their friends and not spending enough time with their studies. During the activities of management

of emotions, they had thought of a possible solution and many of them tried it. The spoke to their parents, told them that they felt the need to study as well as spend time with their friends. They asked their parents to help them make a time table. They were finally able to reach an agreement with their parents and make a time table that suited both. They reported that the arguments had lessened to a large extent after they had done this.

The students reported that the method of identifying the problem emotion, listing all possible ways of dealing with them, vetoing out the ineffective ones and choosing the most appropriate one, gave them a fairly clear path for dealing with their emotions. It provided them with a clear guideline which they tried to use when they faced an uncomfortable situation.

An example where one of them used this technique was with the parents. This student used to feel hurt and insulted when his parents would make comments like “you will surely fail” or that “competition these days allows only exceptional children to pass and you aren’t one of them”, before each exam. These comments not only upset the student, it also made him nervous and scared and interfered with his preparations. He reported that these comments caused more stress than the exam itself. He had never expressed his emotions to his parents. Whenever this happened, he would either go to his room angrily, bang the door and not speak to them the rest of the day. During the sessions on management of emotions, he brought up this problem. He said that it had been ineffective to ignore the problem. After looking at all his options, he decided to talk to his mother. When he did express his feelings, he found his mother very surprised. She told him that they said these things to encourage him to study more and had never realized that they were scaring him instead.

The student said that he felt his parents had stopped using these words and were telling him to “study more”. He said it had been very helpful to try out a new way of dealing with the problem.

The students reported that they were greatly benefited when they actually sat and tried to chalk out their stressors, their present ways of dealing with them that were not working and brainstorming on possible ways of sorting the situation. Trying out the new ways helped them reduce stress to a large extent. One such example was of a student who was new in class and felt that one of the girls was rude to her and was not letting her be part of the group. She had never tried sharing her feelings with anyone. After this activity, she tried to approach the concerned girl, shared her feeling of hurt and was very happy and surprised by the other girl’s responsiveness. The other girl had not realized how she was making her feel and things improved after this conversation. The students mainly reported that when they tried a different way of dealing with something, it showed positive results and they felt encouraged to respond appropriately instead of impulsively reacting to situations. They also said they felt more ‘confident’ about dealing with situations after experiencing that ‘things don’t have to go out of hand’.

#### **5.3.4 Self motivation**

The students reported that they very rarely spent enjoying their achievements. Once they had succeeded and the initial excitement had worn out, they rarely went back to the happy experience or rarely shared it with their friends. They thought that they would be thought of as ‘show offs’ or ‘arrogant’. They realized that celebrating their own success can give them a lot of happiness and also motivation for future achievements. They understood that celebrating their

own success or sharing it with someone did not have to mean that they were boasting.

One incident that supports that the students made a change in their behavior was when one of them won a tennis match and asked special permission to share his achievement with the rest of the group. The group also received this news warmly and congratulated him.

The students also realized that they would face failure of some sort in life but that they could find different ways of dealing with them. They were able to identify certain areas of disappointments or failures and start thinking of ways of dealing with them. It encouraged them to think of more than one solution and motivated them not to give up.

One of the students was a tennis player and had been trying to learn a certain 'stroke' for a long time from his coach. He had not succeeded even after many attempts and the student was pretty upset about it. He said that the situation was getting worse because the coach was losing patience and had started calling him names like "loser". The student then decided to change his tactics. He had heard another student from the sample group of students saying that he too was facing a few difficulties in learning some new tennis strokes. He approached this student and asked him to teach him the stroke he did not know. And he offered to teach him what the other did not know. After a few days, he shared in the session that he had finally been able to get the hang of the stroke. He said he still needed a lot of practice but he was confident that he would learn it. He reported that his friend had been patient and that helped him. He also said that it had been a lot of fun to teach each other new strokes.

### 5.3.5 Empathy

The students reported that they could identify when they had felt listened to as compared to times when they had not been listened to. They reported that being listened to, made them feel accepted, relieved and happy that someone was concerned for them. Whereas, the times they had not been listened to, they had felt unimportant, hurt, rejected and dissatisfied. They realized that each time they do not pay attention to someone else; they also may feel the same hurt and rejection. They said that they had become more conscious about this and tried to pay full attention when someone was sharing something personal.

One of the students reported that he had gone home to find his mother in a foul temper and looking very tired. He said that his mother yelled at him for coming home late whereas being late was not his fault as he came in an auto rickshaw and the driver had come late. He said he realized that his mother may be upset because of something else and was taking it out on other things. He said that after some time he went to his mother and asked his mother if she had had a bad day. He said he was surprised by his mother's reaction. She started to cry and told him that she was behind schedule for some work at office and was very tense about it. He also said that after this, she seemed a little more relaxed and could work. He felt very happy about having been able to handle the situation and about being supportive to his mother.

During the sessions, the students also reported that they paid more attention to what their friends and people close to them were feeling. They said that they realized that just like them, it may not always be easy for others to come and tell them how they felt openly but that it was possible for them to pay attention and understand how they felt. They realized that they felt very happy and cared

for when someone else took the trouble of finding out how they felt and they thought they needed to reciprocate the same way.

One of the students wrote about an experience like this. She said that she had been scolded in class and had been upset. She had been sitting quietly through the rest of the day. She reported that one of her friends had asked her why she looked upset and she had started to tell her friend about the whole incident. She said that suddenly she realized that two or three other girls who were from the intervention group and had been attending sessions, had also come and were listening. She said that she felt very 'touched' and 'happy' by their concern and thoughtfulness. She also said that it made her feel a lot better to know that there were people who cared.

The students could also recognize the times when they had been sympathetic. They understood the difference between sympathy and empathy. They realized that calling someone 'poor thing' does not help that person. Instead, if they are able to understand the feelings of the other and tell them that they understand, the other would benefit greatly. As one of them reported, "I keep doing my friend's home work for a subject he is nervous about. I thought this was being helpful. I guess I was doing him more harm. I only need to understand his fear and help him get over that."

### **5.3.6 Handling relationships**

The students reported that they acknowledged for the first time how different they were from their closest friends. They said that the difference was enjoyable and that it would be boring to meet people who were identical to them. This made them think further and acknowledge further that when people are

different, they also think, act and feel differently, that these differences can be welcomed and that there was no need to fight about them. They realized that when someone felt differently it did not mean that they had to agree with them.

One of the students reported that he got into conflicts because he disagreed with people's values and rules. He felt that he had strong morals and that others do not always do 'what they should do'. He said that he felt angry with his class fellows as he felt that they were 'doing wrong things' and 'compromising on values'. He reported that he would always make it a point to tell them what they were doing wrong and how they should not do wrong things. He said that his class fellows had told him that they did not want to listen to his 'lecture'. He said that he and his partner would have many arguments as he did not like many things his partner did and he usually told his partner that he was wrong and that he should not do things this way. During these sessions he found out that his partner had kept his school bag on the ground, instead of keeping it on the bench. He was about to say something to his partner but stopped himself. He remembered the activity on differences and realized that his partner felt differently on this issue and that for his partner keeping the school bag on the floor may not mean being disrespectful to books. He said that his partner after a few classes asked him how come he had not commented on the bag. This student reported that he felt very happy because he said that for the first time he and his partner did not get into a fight about a thing like this.

The students also thought about their way of communication and realized that many times they were actually accusing or blaming others instead of just reporting their feelings. After the activity they reported that they understood

that when they were hurt because of someone else's behavior, they could express their hurt and that they did not need to blame the other. When they tried this method, they found others much more open and receptive to hearing what they had to say. One of them said, "All this while I had been telling my brother he is wrong to break my things and he never understood. This time I told him that he hurts me when he breaks my things and gets me into trouble and he stopped doing it!"

The students were able to give a thought to their strengths and needs. They also realized that they could share their strengths with others as well as get help for their needs. They said the more they shared the more they realized that their unique strengths and weaknesses are actually a positive thing in a group and can help all of them.

After this activity two of the girls got together and asked another girl from the group to help them with math. They had not understood something from their math course and were finding it difficult to keep up with the rest of the class. They reported that they were happy to find their friend willing to help them.

#### **5.4 Investigator's observations**

Investigator kept a close and continuous interaction with the sample group of students during the intervention and the post-intervention stages of the study. Being sensitive towards students' behavior provided insight on how they reacted to situations and the change during the intervention program was being conducted. Field notes were kept by the investigator during the entire study.

There were many visible changes in the students' behavior and attitudes as the intervention proceeded. The students picked up new things with each activity

and each of the students used it in their own area of need. They were enthusiastic about learning and were very forthcoming and open. They kept sharing their experiences, successes and failures and kept a steady in flow of feedback.

The students seemed to benefit in many areas. They seemed more aware of their feelings; they could identify the physical sensations that accompany feelings and use them as cues; they could describe the intensity of the emotion and also find an appropriate name for what they felt. They seemed clearer in their communication of what they felt. They also seemed to share their feelings more than earlier. During the sessions, their communication on their feelings increased with the group, with time and they were able to choose the appropriate feeling word to describe how they felt.

The students were able to understand the difference between behavior and emotions and they were able to point out what behavior got them into trouble. This helped them to accept their emotions. They realized that when they ignore, deny or feel guilty about their emotions, they actually complicate their problem. Even though they still seemed uncomfortable about certain emotions, they were ready to allow themselves to 'feel'.

An incident that showed that the students were trying to make this change was when a student had shared something in class. Another student got up and told him that he completely disagreed and that he felt angry about what the other had said. This was done in a loud voice and seemed aggressive. The investigator had intervened and the situation had been taken care of. The student later, after the session was over, took permission and told this student that he did not

have a problem with his anger but he had not liked the way he had put it across.

The students understood that many of their problems emerged because of their reactions to situations, when they did not spend time to think of appropriate responses. They understood that there was a way to put thought between stimulus and reaction and that it would help them deal with the situation more appropriately.

The students were able to think of many ways of dealing with their problems. Instead of giving up or feeling pressurized they felt motivated enough to think of different ways of dealing with what they faced. They could sort out some of the things that had bothered them.

One such problem they took up was that of one of the teachers who taught them. They had been trying to get across that their class did not enjoy one of the activities that he did with them. In fact, they felt bored and many of them tried to 'bunk'. They had tried to talk to the teacher but found the teacher unwilling to interact with them. They then decided to try out another way. They chose a few volunteers amongst themselves and spoke to the class teacher about their problem. The class teacher had promised them that she would look into it. The students had felt very happy about having dealt with it differently.

The students became more sensitive to each other. They started listening to each other more attentively and understood others' feelings better. They paid more attention to what others said and felt and were more accepting of their emotions.

This could be observed during the sessions. Earlier, there was 'name calling' and 'booing' in class. When a student would share, the others would either call tease him by imitating him/ her or calling him/ her names. This stopped to a great extent. Also, it could be observed, that they listened to each other more attentively and showed more interest in what others said. They also started asking each other questions about their experience, which showed concern.

The students seemed more open to differences amongst themselves. They seemed more comfortable with the fact that others do not feel the same way as them and that they did not have to agree with what others said.

This was brought out in one of the sessions. The investigator had been talking about some topic and had expressed an opinion. Later, one of the students had stood up and said that she did not agree with the investigator but she did not feel upset about it. She said that it was good that there were things on which she could disagree or the sessions would be boring.

Their style of communication changed. They used more 'I feel....' sentences than before. Even in class, they normally used to say 'I think.....' more than express their feelings. Later, they started to name their emotions more. Also, during discussions in the sessions, they started to express their feelings to the group, instead of using sentences that made the other felt blamed or accused.

The behavioral changes noticed during the intervention sessions led the investigator to believe that the students had been able to learn form the intervention and had also attempted to put these learning to use in their daily lives.

### **5.5 Feedback from teachers**

The teachers who were directly concerned with the group of students who formed the sample for the present study, were interviewed, both before and after the intervention program was conducted. The teachers added to the information on the students' behavior and also the changes they noted after the intervention had been conducted.

Teachers were able to interact and observe these students in class. They reported various incidents that led them to believe that the students had benefited from the intervention program. They said that the students had become more open to sharing their feelings with each other. One such incident was the fact that a student who was new was able to share with the other students and seemed much better adjusted. Also their sharing in class, with the larger group had increased.

The teacher also pointed out that the communication of students with teachers had become better. They had been able to approach two of the subject teachers for extra classes. The students seemed happy about this and were benefiting from it. They had also become a little more communicative in class and were comfortable asking the teacher to repeat what they could not understand.

The students also seemed more polite. They were expressing their need without accusing the teacher. This made the teachers happy and more willing to help the students.

The teachers had observed that the students listened to each other more carefully and seemed to be more patient about each other's mistakes. They had not been calling out names when someone made a mistake.

The teacher had also noted that the students were able to sort certain disagreements between themselves instead of complaining to the teacher.

These behavior changes made the teachers feel that the intervention had had a positive effect on the students.

### **5.6 In depth interviews**

In-depth interviews were taken for each student, to get information in greater detail. These interviews were unstructured and provided very useful information about the child's background, emotional state, relationships with people around and the learning that the child acquired due to the intervention program. These interviews were conducted at the post intervention phase of the program.

During the interview, the investigator discovered that the students had been implementing their learning in various areas, like in school with teachers, at home with parents and siblings and with friends. They had made and were trying to make changes in their normal ineffective patterns and had been encouraged by their success.

The students reported that they had been able to talk much more to their parents, share their feelings and experiences and they felt more understood by their parents. They had been able to work out time tables to study and unwind and it had resolved one of the major areas of stress for them. They also reported that they had been listening to their parents and trying to understand their point of view. They said that expressing feelings and not blaming their

parents had helped them a great deal in their dealings with their parents. They found the parents more open and receptive.

The students also reported that they had been to cut down fights with their siblings to a great extent. They said that just being able to share their feelings with their siblings, helped. They felt that their siblings understood them more. Again, changing their way of communication had helped them and they fought less. Also, they had tried to listen to their siblings and understand their feelings. They also reported that they tried to think before responding instead of impulsively yelling, hitting or complaining about them to the parents.

They found that their fights with their friends had also gone down. They had been able to talk more openly about their own feelings and had discovered that when they became more open, so did their friends. They were able to relate to them more and understand their friends' feelings and empathize with them. They said that a great change had been due to the fact that they were now able to let their friends express different opinions and they did not fight about it. They reported that by accepting differences, even their friends became more open about their opinions and choices, even if different.

They felt that they had been able to deal with some problems that they faced in school. They were able to understand their emotions and think before acting on them. This saved them from saying inappropriate things to teachers. They were able to communicate more appropriately and hence found the teachers more willing to help. They said that they were able to ask their teachers for help, even ones they had been scared of. They felt they had benefited by this and were happy about this achievement.

During the interviews, all the students reported benefiting from the program. Each of them had implemented their learning in various areas and found that changing their own behavior helped others to be more understanding and cooperative. They felt encouraged and motivated to use and try out the learning from the intervention program.

## **5.7 Case Studies**

In order to discover in depth how much the intervention program on emotional literacy had impacted the sample group of students, four case studies have been reported. Two of them are of children who showed the maximum change, two of those who showed minimum change. The criteria of choosing these students were the changes noticed by the investigator, changes reported by these students and by the difference in the pre and post test of Bar-on EQiYV scale.

### **5.7.1 Case Study : Student 9**

The student had been studying in the same school since Class I. She was familiar with the teachers and her own class fellows. She was an average student. She had one sister and both her parents were working.

In the beginning of the intervention she reported that she did not know how to control her anger and also that she very rarely shared her feelings. She reported that when she felt angry she would just say what came to her mind and then later feel very guilty. She got into maximum fights with her mother and her 2 friends in class. She reported feeling unhappy about the state of affairs as they were.

*Table 5.4 Table showing the Bar-on EqiYv profile of the Student*

Test	A	B	C	D	E	F
Pre	12	35	35	26	38	52
Post	18	48	37	32	49	66

Her score in the pre test on Intrapersonal aspect (A) was 12 in the pre test which was Low. This increased to 18 in the post test which was High. Her score on Interpersonal aspect (B) was 35 in the pre test which was also Low. This score became 48 in the post test which was Very High. Her score on Stress Management (C) was 35 in the pre test which was Average. This showed a minor increase to 37 in the post test which is also Average. Her score on Adaptability (D) was 26 in the pre test which was also Average. This increased to 32 in the post test which is Average. Her score on General Mood (E) was 38 in the pre test which was Very Low. This became 49 in the post test which was Average. The Total Emotional Intelligence score was 52 in the pre test which is Average and it increased to 66 in the post test which is High.

It shows that this student benefited in the Intrapersonal aspect of Emotional Intelligence. She was able to recognize and deal with her own emotions. She seemed to benefit the maximum on the Interpersonal aspect, which means that she was able to identify, accept and deal with other people's emotions in a more effective manner. Her score on Stress Management did not show much change. This may be because she did not make many changes in this area. Her score on Adaptability increased showing her increased capability adapt to things/situations and think of new ways of dealing with things/people/situations. Her increase in General Mood shows that she became more optimistic and happy because she could deal with things more

appropriately. The major increase in Total Emotional Intelligence may mean that the student was able to learn ways of dealing with daily demands more effectively.

*Table 5.5 Table showing the areas of Stress reported by the Student*

	Areas of conflicts that cause stress
1.	FRIENDS
a.	Fights with friends
2.	PARENTS
a.	Spending time with friends
b.	Selection of friends
c.	Unable to fulfill parental expectations

In the Stress content validation schedule, during the pre test, she reported feeling stressed about her fights with her friends, her arguments with her mother about spending time with friends, selection of friends and not being able to fulfill parental expectations.

In the post test of the Stress content validation schedule, she reported that the areas of conflict remained the same for her but her stress in these areas had reduced considerably.

During the session she shared some of the issues that caused problems with her mother. She reported that her mother would make comments like “So you are going again to waste time?”, each time she wanted to spend time with her friends. She also felt that her mother was ambitious and expected the same out of her. Her mother expected her to do very well in school and did not want her

to spend time on any other co-curricular activities. She felt pressurized by these expectations. She said that when her mother approached any of these topics she would just yell back at her mother and refuse to obey her. These arguments were very frequent and very disturbing. She said that she knew that they upset her mother too, but that she was unable to control her temper.

She also reported arguments with her friends. She said that she did not share her feelings too much, with her friends. She reported that her friends had even commented on this and asked her why she was such a 'closed oyster'. She said she got into fights with her friends when they say something mean to her. She said she could not control herself then and yelled at them.

During the sessions on awareness, she reported that she had discovered that it was not only anger that she was dealing with. She said that actually she felt 'hurt' when her mother and friends said certain things to her. She said that as she did not know what else to do she would yell. And since she felt that anger was wrong, she would land up feeling guilty.

Later she realized that it was not the anger that was causing the problem but her own behavior. She started to think of ways of dealing with the situations. She reported that the biggest problem was the way she would yell impulsively. Also, she shared that the next problem was she had never told the people concerned that she was actually 'hurt' by what they said. She would only go and accuse her mother and friends of being 'mean' and 'not worth it'. This of course made the friends and mother angry too.

She thus became aware of a number of problems. One was her not being able to be aware of her emotion of 'hurt' and camouflaging it with anger. Since she did not know what her feelings were, she could not communicate them to others. She did not really think before reacting and said what came to her mind. Also, her communication was only to yell and accuse others which still did not explain the real problem to others.

She decided that her first step should be to try and not say anything immediately when these situations occurred. She thought she would give herself some time to think and then later go and talk to them. She found this very difficult to do. But after several attempts she reported that she had been able to keep quiet when her mother had said something to her about wasting time. She said she had just gone up to her room and not said anything for some time. Later she had thought about what she needed to say. She decided she would go and tell her mother what she felt. She tried to write down all her feelings. Then she went up to her mother and tried to tell her about these feelings. She reported feeling extremely uncomfortable doing this. But she managed to convey to her mother that she had felt 'hurt' when she had told her that she was wasting time. She tried to explain to her mother that she needed some time with her friends too. She was very happy to see that her mother listened to her and explained her part of the story. Her mother told her that she said these things out of concern and that she wanted her to do well. The student was very relieved and happy with this change in their communication.

Next, she tried the same thing with her friends. Once when her friend told her that she was 'not needed' in the some game they were playing. She felt very hurt and almost yelled at her friend. But then she remembered her resolve and

kept quiet. Later she had called her friend separately and told her that she was 'upset' by what she said to her. Her friend who was also in the intervention group reported feeling shocked that this girl had actually shared her feelings. Her friends apologized to her and told her that she had not meant to hurt her.

The investigator received a call from the student's mother, thanking her for the intervention program. The mother reported that the student had stopped fighting so much at home. She said she actually spoke politely these days and that she spoke a lot more than earlier. The mother felt very grateful as she had been very concerned about her daughter's behavior.

During the interview the student reported that she still needed to work on herself. She said that she still needed to really control herself from yelling and that it was difficult to do so. But she had seen that managing her emotions had given her positive results and she felt encouraged to try and think before doing anything impulsively. She said she understood her mother's point of view much better now. She was glad that they could also be 'friends'. Also with her friends, she said that she felt much more comfortable sharing with them. She said even her friends had told her that they felt more comfortable with her now that she shared so much and when they knew that she would not start yelling at them suddenly.

This student seemed to have benefited a lot from the intervention program. She could deal with many areas of her personal life in a more effective and appropriate manner.

### 5.7.2 Case study : Student 4

The student had four members in the family; mother, father and brother. Both his parents were working. He had been studying in the same school since the primary section. He was a bright student and had no problems academically. He did have issues with his class fellows and the teachers felt he was not very 'well adjusted' socially.

He reported having a lot of trouble with his parents, friends and his brother. He said that he fought with his parents because he felt they had very set expectations out of what he should do and how many marks he should get. He reported that each time his parents talked to him on the issue, he got bothered and fought back. He got into fights with his friends as he could not control himself when they said anything that he did not like and he either yelled at them or even beat them up sometimes. He could not have a good relationship with his sibling as he felt jealous of him and could not deal with this emotion.

*Table 5.6 Table showing the Bar-on EQiYV profile of the student*

Test	A	B	C	D	E	F
Pre	11	31	21	19	32	41
Post	16	39	32	28	32	57

His score on the Intrapersonal aspect (A) score on the pre test was 11 which was Low. This score increased to 16 in the post test, which was Average. The score on Interpersonal aspect (B) in the pre test was 31 which was Very Low. This score increased to 39 which is Average, in the post test. The score on Stress Management (C) in the pre test was 21 which was Very Low. This became 32 in the post test which was Average. His score on the Adaptability

(D) was 19 in the pre test which was Very Low. This score became 28 in the post test which was Average. His score on General Mood (E) was 32 in the pre test which was Markedly Low. This score increased to 42 in the post test which was Low. The student scored 41 in Total Emotional Intelligence (F) in the pre test which was Markedly Low. This was raised to 57 in the post test which was Average.

The above results show that the student had low scores on all the dimensions of Emotional Intelligence. The increase in Intrapersonal aspect may mean that the student was able to understand his own emotions, express them and deal with them more effectively. The increase in Interpersonal score may have come about as the student learnt to listen to others, understand their emotions and respond to them appropriately. His scores on Stress Management show that he was able to learn to deal with pressure more effectively and could respond to stressful events. The increase in Adaptability score may mean that the student learnt to deal with change and manage it more appropriately. He may have learnt to find positive ways of dealing with daily problems that he faced. His score on General Mood may have increased as he learnt to have a more positive outlook, encouraged by the positive results he got in the other areas. This may have resulted in him feeling happier and more satisfied. Because of the student being able to take care of many things in the six dimensions of Emotional Intelligence, his Total Emotional Intelligence score also shows a major increase.

*Table 5.7 Table showing the areas of stress reported by the student*

	Areas of conflicts causing stress
1.	SCHOOL
a.	Excess home work
b.	Examination pressure
c.	Marks obtained
2.	FRIENDS
a.	Rivalry with friends
b.	Fight between friends
3.	PARENTS
a.	Choice of subject / career
b.	Not able to fulfill parental expectations
c.	Spending time with friends
4.	SIBLINGS
a.	Parental preference for the sibling

In the Stress content validation schedule, in the pre test, he reported feeling stressed because of excess home work, examination pressure and marks that he got. With his friends, he felt stressed because of the rivalry he felt and the fights and arguments he had with them. He also felt stressed as he thought that his parents had set ideas on the career he should choose. He also felt unable to fulfill their expectations of achievement. He felt stressed as he felt he was not allowed to spend enough time with his friends. He felt that his sibling was more appreciated than him, by his parents.

During the post test, he reported that he still felt stressed because of excess home work, marks obtained, rivalry and fights with friends. But he wrote that

the stress had reduced to a large extent. He was able to work out many issues with his parents.

In the beginning of the session, this student was unwilling to share very much. After the ice breaking sessions, he seemed to open up a little bit. His scores on the Bar-on EQiYv were the lowest in the entire group. He never seemed to be relaxed in class. He used to comment on what other students shared and would start arguing about what others said.

After the session on awareness was over, he shared that he felt jealous of his brother and he felt guilty about feeling this way. He also did not know how to deal with this problem. That is why he didn't want to spend any time with his brother. He acknowledged that he said mean things to his brother and got him into trouble by breaking his things or hiding them. As the sessions progressed and he heard others talking about feeling jealous, he started to feel that his feeling of jealousy was not the problem, his behavior was causing the trouble. He also stated that maybe he was wrong to get things out on his brother. He realized that his brother was not making him jealous; he was feeling jealous of the brother because he felt that his parents appreciated the brother more. This made him feel that the problem was between his parents and him and actually the brother had very little to do with it. He reported that once he had sorted this out in his head, his fights with his brother reduced quite a bit. He also decided to share his feelings on the issue with his parents.

He reported that he had approached his mother and told her that he does not like the fact that she expected him to put in more effort in studies than the brother. Also, he told her that he felt hurt when he was expected to do certain

chores when his brother wasn't. He said his mother had explained her point of view. She

told him that the brother was much younger and hence needed less time to study. Also, being older he was expected to be more responsible about things. After this conversation, he seemed to feel much better and reported that he was able to be play and talk to his brother more and he didn't feel so upset.

He had mentioned that he felt stressed about excess home work, examination pressure and was always nervous about how many marks he would get. He said the stress arose because he felt very pressurized by his parents. He said both his parents had been very good students throughout school and college and expected the same out of him. They did not give him much time to play or spend with his friends. He felt their expectations were too many. Another issue was the matter of his career. He felt that his parents had made up their mind about what he should do without ever including him on the decision. He said he did not object to the choice as much to the fact that he felt hurt about having been left out of the decision making process. Even though there was time before the career decision needed to be taken, he still did not like the fact that they seemed so sure of what he should do.

During the intervention, he first started to sort out how he felt. He said he felt angry and hurt by his parents' expectations and decisions that they seemed to have made without consulting him. He then realized that he needed to deal with things differently. Till now he had only been keeping quiet and feeling angry and hurt within. He had never approached his parents on the issue. He decided to talk to his parents. During this, he also said that he was not patient about listening to what others say and he decided that this time he would talk

to as well as listen to his parents. When he did approach them, he found them willing to talk about it and it encouraged him. He told them that he felt angry when they compared him to their own achievements and did not appreciate his achievements because of this. He also shared how pressurized he felt about exams and marks. He told them that he would like more free time to play and do the other things he liked, like reading books etc. His parents seemed to understand his point of view and expressed theirs as well. He said that he realized that his parents said certain things out of concern and were not meant to hurt him. He reported that his parents told him that they were 'proud of him'. This made him feel very happy.

They also proposed a sort of time table. It was decided that he would have a lot of free time during weekends. He agreed to this decision. Communication with his parents on these issues helped his parents to see his point of view and helped him see theirs. This reduced his stress to a large extent.

He was also able to understand his problem with friends. He said that he felt very strongly about things and whenever he did not like something, he would impulsively yell or hit his friends. He realized that he could express how he felt without getting physical or aggressive. At first, he did not know how to approach his friends and he felt very conscious. But then he went and apologized to a friend of his whom he had hit a few days back. His friend was very surprised about hearing an apology from him and told him so. The student explained to his friend that he would try not doing it again. He also reported that in class, his partner had pushed his table forcefully and all his stuff had fallen down. He got angry and wanted to yell back. He said that that was when he remembered his decision. He did not yell but told his friend that he was

upset with him and that he would not speak to him for sometime. He said that this was the first time when a friend had done something he did not like and he had not fought back.

This student benefited a lot from the program. He started sharing a lot in class, he stopped commenting on other children and other students in the intervention group reported that he had become far more friendly and polite than before. The student still needs to work a lot on himself to really be able to deal with his issues but the beginning had been made.

### 5.7.3 Case study : Student 8

The student was an only child. Both her parents were professionals and kept very busy. There was a maid to take care of her after she went back home. Her parents normally came back late from work and many times after she had gone to bed. She was an average student in class. She had a few friends she was close to but she did not interact very much with the rest of the class.

**Table 5.8 Table showing the Bar-on EQiYv profile of the student**

Test	A	B	C	D	E	F
Pre test	13	37	30	22	34	50
Post test	15	39	30	28	37	54

The student got a score of 13 which is Average on the Intrapersonal aspect (A) in the pre test. This score increased to 15 in the post test which is also Average. She scored 37 which is Average on the Interpersonal aspect (B) in the pre test. This score became 39 which is also Average in the post test. Her score on Stress Management (C) was 30 in the pre test which is Average. This score

remained the same. The score on Adaptability (D) was 22 in the pre test which was Very Low. This score increased to 28 in the post test which was Average. Her score on General Mood (E) was 34 in the pre test which was Very Low. This became 37 in the post test which was also Very Low. Her Total Emotional Intelligence score (F) was 50 in the pre test which was Low. This became 54 in the post test which was Average.

The results indicate that the student stayed Average on the Intrapersonal aspect in both the pre test and post test. This may mean that the student's ability to identify and deal with her emotions did not show much change. Her score on the Interpersonal aspect shows a minor increase. This may indicate that this student was not able to increase her ability to recognize and deal with other people's emotions. The score on Stress Management stayed the same. This indicates that she did not benefit in this area and was not able to learn new ways of dealing with her stressors. Her score on Adaptability show some increase. This may be because she was able to adapt to certain situations or think of new ways of dealing with them. Her score on General Mood shows that her general outlook stayed the same. As the six areas of Emotional Intelligence show very little change, the Total Emotional Intelligence score shows very little difference.

**Table 5.9 Table showing the areas of stress reported by the student**

	Areas of conflict causing stress
1.	SCHOOL
a.	Excess home work
2.	PARENTS
a.	Parental pressure regarding academic work
b.	Spending time with friends

In the Stress content validation schedule the student reported feeling stressed the about the home work given. She felt stressed with her parents pressurizing her about doing well academically. She also felt stressed about not being able to spend too much time with her friends.

In the post test she reported that she could sort out a few things with her parents and did not feel so stressed about academics and not spending enough time with friends.

The student shared that she felt ignored by her parents. She felt that they were not concerned about her like her friends' parents were, about them. She felt bad as she could spend very little time with them and there was hardly any communication with them. She said that her parents were "Sunday to Sunday parents'. She also reported getting bothered by the fact that her parents were never around to help her and yet their expectations were a lot. They wanted her to do well in school. She faced problems doing her home work at times but felt that there was no support. She said she also felt bad as her parents did not let her go out to be with her friends. She said her parents were not around and did not trust the maid to keep an eye on her while playing with friends, so she was allowed to meet her friends only on Sundays. Her friends would come over sometimes but she felt that even she should be allowed to go out more often.

She was able to recognize her emotion of hurt. She also realized that her not being able to communicate with her parents was causing problems. She had no difficulty accepting her emotions of hurt and anger. She decided to speak to her parents and did so, on a holiday when they had time. They accepted that they were very busy. They also told her that they did not expect her to be on top of

the class. They said all they wanted was her to do her best. She could also talk to them about not being able to spend time with friends and they agreed to her spending time with her neighbors for some time everyday.

The student seemed to be able to communicate a little with her parents during the intervention. But basically her situation did not allow much change. She did not get support required from her environment. But the program did help her to understand her situation more clearly and also attempt to make the time for communication with her parents.

#### 5.7.4 Case study : Student 15

The student was in the same school since the primary section. He had no siblings. Both his parents were working. His grand parents stayed in the same house. He was a very bright student, well liked by all the teachers. He was also popular with his class fellows. He had a few close friends and was friendly and helpful to everyone.

*Table 5.10 Table showing the Bar-on EQiYV profile of the student*

Test	A	B	C	D	E	F
Pre test	17	40	29	34	48	60
Post test	18	42	31	36	52	63

The student scored 17 which is Average on the Intrapersonal aspect (A) in the pre test. This score moved to 18 in the post test which is High. His score on Interpersonal aspect (B) was 40 in the pre test which was Average. This became 42 in the post test which was also Average. He scored 29 on the Stress Management (C) in the pre test which was Low. This became 31 in the post test which was Average. The score on Adaptability (D) was 34 which was High.

This became 36 in the post test which was Very high. His score on General Mood was 48 in the pre test which was Average. This became 52 in the post test which was High. His score on Total Emotional Intelligence (F) was 60 in the pre test which was Average became 63 in the post test which was High.

The score on Intrapersonal aspect does not show much change. This could be because the student already had a high score in the pre test. This may mean that student already had the ability to recognize and deal with his own emotions. The score on Interpersonal aspect was Average on both the pre and post test. This may mean that the student did not increase his ability to identify and deal with other people's emotions. The score on Stress Management increased a little. This means that the student was able to learn some new ways of dealing with his stressors. The score on Adaptability was already high on the pre test and increased very little in the post test. This could be because the student already had the ability to adapt to the situations he was faced with and think of new ways of dealing with problems. The score on General Mood shows an increase. This means that the student could develop a more positive outlook. The Total Emotional Intelligence score does not show a major increase in the post test as the student already had many abilities that come under the six dimensions stated above.

**Table 5.11 Table showing the areas of stress reported by the student**

	Areas of conflicts causing stress
1.	SCHOOL
a.	Excess course content
2.	FRIENDS
a.	Fights between friends
b.	Disagreements in values and rules

In the Stress content validation schedule, the student reported feeling stressed because of excess course content, fights with friends and disagreements in values and rules with friends, in the pre test.

He reported that he could deal much better with the stress after the intervention program. He said that the stressors were still the same and were present but he could deal with them much better.

The student did not seem to be really troubled in any area. He was very friendly, forthcoming and interactive throughout the intervention program. He was one of the first to start sharing in class and listened to others when they shared. He seemed to be very close to his grand parents. They provided a lot of support to him even when his parents were busy or not available. He also seemed to be very close to his father and reported that he was 'friends with his father'.

During the intervention he did realize that he felt a little uncomfortable talking about his feelings in larger groups even though he managed to do it with close friends. He seemed more and more comfortable talking about feelings as the intervention proceeded. He reported that the more he shared the more his friends shared. He said it helped them to get closer.

He also reported that much of his stress of course content was caused because he worked in spurts and not regularly. He said that he never had a problem in understanding or learning new concepts. He was just not regular with his studies and hence felt stressed at the last minute. He was able to identify the problem and deal with it. He tried to do a little bit of one subject a day so that

he did not have lots left at the end minute. He said that he felt less stressed this way.

He also shared that he felt very strongly about certain things. And when his friends did something that went against those things, he fought with them. After the activity on differences, he realized that he could feel the way he felt and also let others feel the way they did. He also said that he need not fight about differences. He decided to work out a different approach. During one of the sessions in the intervention, he disagreed with one of the students. He was able to talk about his point of view and tell the other student that he did not agree with him. This was a change in his behavior as he did not get aggressive or fight and was yet able to talk about how he felt. He felt very happy after handling the situation so well. He realized that the problem was not expressing one's feelings or opinions but how one does it.

The student did not have many problems even in the beginning of the intervention program and seemed more or less happy and comfortable with himself as well as others. He was able to become more aware of some his problems and think of ways of dealing with them.

## **5.8 Discussion**

The results presented above, makes it clear that the students had benefited from the intervention program. Each of them had been able to implement the learning from the intervention to their subjective problems and use the learning to make behavior changes. For each student the learning and the change they made or tried to make was different as the situations they faced were

subjective. Also, the level of change in the dimensions of emotional literacy was also different for each one.

The students were able to recognize and talk about their own emotions more freely. They were able to assess the intensity of the emotion they felt and use an appropriate feeling word to describe it. They realized that naming their emotion clearly gives them clarity as well as helps them to communicate their feelings to others clearly.

During the start of the intervention, all the students felt that some emotions were good and some were bad. They were uncomfortable feeling certain emotions like jealousy, anger etc. In their discussions and sharing, it could be seen that they either suppressed these feelings or even if they were aware of these feelings, they would feel guilty about feeling them. They were able to understand the difference between the emotion and the behavior. They realized that it is not the emotion per se that troubled them, but the consequences of the behavior or their reaction to the emotion that was the problem. The moment they got clarity about this, they were willing to allow themselves to feel and not blame themselves for the emotions they felt. This also made them aware of what the actual problem was and they were willing to deal with things differently.

Once they could recognize the emotion and its intensity and accept the emotion, they were also able to think of ways of dealing with problems they faced. Each one of them had something different to deal with. Some of them had difficulty controlling anger, some were impulsive and yelled back at people, and some would not say anything at all and keep feeling bad from within. They

were able to become aware of their ineffective behavior and think of new and different ways of tackling their situations. Most of them found it extremely difficult to actually start making the changes. But when they did try it, they found the results rewarding and this encouraged them further to break the cycle of ineffective behaviors and deal with it more effectively.

During the intervention, the students became aware of how they do not really celebrate their success and also gave up easily when faced with failure. They could understand the importance of enjoying their achievements. Many of them, in the beginning felt that it was immodest to do so, but realized that celebrating success did not have to mean boasting about it. It simply meant letting the achievement sink in, congratulating oneself, enjoying the happiness of the moment and also sharing it with the important people in our lives. When faced with failure, however, one needs to be able to dip into the resources within and deal with the situation differently till the problem is resolved. Once the students were able to think about the options they had, they were willing to try out new things.

The students were able to acknowledge other people's emotions and were more sensitive to them. During the activities they realized that each one had a different way of responding to situations and that everyone felt differently. They also realized that they need to have the ability to sense people's emotions, and empathize with them. They acknowledged their own need to have people to share with, to talk to; to understand how they felt and hence could also accept that others had the same need as them. This did make them more open to how others felt and more concerned about how they felt. They understood

the importance of feeling listened to, as compared to feeling ignored. It made them pay attention to others when they shared their experiences.

Lastly, when they became aware of their way of communication, they also realized what needed to be changed. Most of them acknowledged that when they were troubled or hurt, they would go and blame others, instead of expressing how they actually felt. This awareness made them change the way they expressed their emotions to others. When they were able to listen to what others had to say and express clearly, their own feelings, it led to fewer fights and they felt that others shared more and felt closer to them.

Working on these dimensions, helped the students deal with the stressors that they had reported in the beginning of the program. Each one had different areas of stress. Some were stressed at home, because of arguments on various issues with parents or siblings. Some could not deal with teachers or the course content, exam pressure or excess home work. And some faced stress with friends because of frequent fights or differences in values. When the students worked on awareness and acceptance of their emotions as well as that of others, they were able to accept other people's differences. This reduced fights with parents and friends. Also, when they were able to think before reacting impulsively, they dealt with situations more effectively. The skill of empathy helped them understand and see other people's views. The activities on communication helped the students with the way they were putting across things to others. They realized that by so doing, others were more willing to listen to them and understood their views. Hence, implementing the learning from the intervention, on the stressors, helped the students to deal with stress more effectively. The areas of stress remained the same but their way of dealing with them changed and thus they felt less stressed.

The quantitative analyses of the pre and post test results of the Bar-on EQiYV scale show no significant difference at any level, in the t-test. This may be due to the fact that even though the intervention benefited the students in each of the six dimensions of Emotional Intelligence, these differences were not enough to be significant statistically. This could be because an intervention program to enhance personal dimensions requires more time for really bringing about change in an individual. The time allotted by the school, for this intervention program was limited and hence this could not be done.

This study was effective for each individual student of the intervention group though the extent of learning and change differed for all of them. The change depends upon the receptivity and attitude of the students as well as the support that they get from their environment. Since this was different for all of them, so was the change.

Development of such intervention programs to address the students' emotional needs and their way of dealing with their own emotions as well as those of others, will provide an opportunity for over all development for the students. It will serve as an integrative approach to include the affective aspect of individuals and help them grow as more motivated, sensitive and responsible individuals.