

INTEGRATING RATIONAL EMOTIVE EDUCATION MODEL (REEM) A NEW OUTLOOK TO TART UP TEACHING COMMUNITY

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Abstract: It is easy to prepare a child than to repair an adult. Hence it is better to prevent social corrosion through developing the children properly. The researches need to find out proper solutions and repair the existing system by adding new ways and strategies. Most of the problems prevailing in the society point out the lack of emotional, social intelligence and lack of psycho social skills of people. In classrooms and other social settings, children and adolescents need to have skill such as managing negative emotions, being calm and focused, following directions, and navigating relationship with peers and adults. A preventive mental health programme named Rational Emotive Education Model which envisage in developing various psycho social skills among children as well as teachers or anyone who wish to practice it. Through this paper the researchers attempted to establish the significance and analyse the theoretical aspects and also the ways and means of augmenting teaching community through Rational Emotive Educational Model (REEM).

Key words: Rational Emotive Education Model, Psycho social skills, social corrosion, Augmenting teaching community

Introduction

Integrated individuals are the assets of any society. Emotional integration is the pre-requisite for personal integration. Emotional qualities make significant contribution to corporate and social life and “learning to live together”. Transformation of any nation begins by transforming its citizens. Children are the future citizens of the nation. Children have to be transformed in to integrated citizens by the adults. Do our children and adults have these qualities sufficiently to live together?

Even though the educational policies of our country have a sound back up, it could be noticed that the social and educational atmosphere is getting worse day by day, the visible reflections of which are problems like child abuse, suicide, violence against women, divorce, mental health problems, alcoholism, juvenile delinquency, prostitution, beggary, communalism etc. These problems and complexities are gulping the society.

The thinking and deeds of people are becoming unrealistic and as a result, their values are deteriorating. People unable to completely utilize the unique powers of human as species like thinking, emotions and making social relations for the betterment of the humanity as a whole. What is the remedy for these problems? It is nothing but education itself. Proper identification of the social and individual problems, analysis and finding solutions could only help to remove these inadequacies. It is easy to prepare a child than to repair an adult. Hence it is better to prevent social corrosion through developing the children properly. The researches need to find out proper solutions and repair the existing system by adding new ways and strategies

Most of the problems prevailing in the society point out the lack of emotional, social intelligence and lack of psycho social skills of people. In classrooms and other social settings, children and adolescents need to have skill such as managing negative emotions, being calm and focused, following directions, and navigating relationship with peers and adults. If only they acquire necessary social skills and sensitivities essential for the formation of healthy interpersonal relationships, they will be able to lead an active and successful social life in later years.

Besides interpersonal relations, the thinking, emotions also determines success in the life of an individual. At this juncture it is interesting to find out the genesis of the maladaptive behaviours, emotional stress and strains are the product of our illogical or irrational thinking to a greater extent. Albert Ellis (1962) defined Irrational Belief as an illogical or absurd idea that does not fit reality. Ellis has pointed out that many individuals live their lives according to some powerful, illogical and irrational philosophical assumptions which cause considerable anxiety and which prevent them from leading relatively pleasurable lives. Maladaptive thinking may refer to a belief that is false and rationally unsupported. It is a type of reasoning that may predispose children to arrive at illogical conclusions when assessing typical problem situations and does not lead to attainment of goal. If people are capable of thinking logically almost all problems in their life can be solved easily and are able to remove disturbed thinking thereby promoting more optimistic views of setback.

For good adjustment in society it is important to cope up with complex often apparently insoluble, problems. One identified factor affecting the ability to explore the broadest range of problem resolutions, is a personality trait called “intolerance of ambiguity”. Intolerance of ambiguity is defined as a cognitive set that describes the way in which people perceive situations that are characterised by novelty, insolubility, or complexity (Budner,1962).

Students should have sufficient tolerance to fully explore the recurrently complex and novel situations they encounter. In addition they should accept the complex human behaviour in their social interactions.

A mental health curriculum should be delivered in classroom settings so as to address and meet the socio economic needs of students with and without disabilities and to support the need of creating safe learning environment for all students.

In preparing the child to deal with life in an increasingly complex society, it is important that schools devote attention to well organised theoretically sound programmes employing a preventive approach to mental health problems. Preventive mental health curricula should focus upon developing among children an awareness of self, of feelings, of self in relation to others, and of decision making and problem solving skills (Vernon, 1989; Zions, 1996).

A preventive mental health programme named Rational Emotive Education Model which envisage in developing various psycho social skills among children as well as teachers or anyone who wish to practice it. Through this paper the researchers attempted to establish the significance and analyse the theoretical aspects also the ways and means of augmenting teaching community through Rational Emotive Educational Model (REEM).

Rational Emotive Education- Theoretical Overview

Rational Emotive Education (REE) is the educational application of Rational Emotive Behaviour therapy. So it is relevant to know the basic theoretical premises of REBT before analyzing the studies of Rational Emotive Education.

Rational Emotive Behaviour Therapy

Virtually all humans have three fundamental goals (FG): to survive, be relatively free from pain and to be reasonably satisfied and content. As sub goals or primary goals (PG), humans want to be happy: when by themselves; gregariously with other humans; intimately, with a few selected others; informationally and educationally, vocationally and economically; and recreationally (Ellis, 1991b). Furthermore, Ellis and Dryden (1997) people live in a social world and self interest requires putting others a close second (as cited in Nelson, 2010).

At the core the REBT version is as follows: ‘People are disturbed, not by things, but by their rigid and extreme views of things.’ The rigid and extreme beliefs which REBT holds are at the core of psychological disturbance and which REBT therapist encourage his client to challenge and change—(known in the literature as irrational beliefs) and the alternative flexible and non—extreme beliefs which are at the core of psychological health and which REBT therapist encourage client to acquire and develop (known in the literature as rational *beliefs*(Dryden,2002).

Theoretical constructs on which REBT is based

Rational Emotive Behaviour Therapy is based on a number of theoretical principles which can be divided into (1) principles that account for psychological disturbance and its perpetuation and (2) principles that account for therapeutic change and which guide the practice of the therapy (Dryden,2002).

Holding Irrational Beliefs about life's adversities has a number of deleterious effects on a person's psychological functioning. First, they lead the person to have one or more unhealthy negative emotions such as anxiety, depression, guilt, shame, hurt, unhealthy anger, unhealthy jealousy and unhealthy envy. Secondly, irrational beliefs lead the person to act in a number of self-other and relationship-defeating ways. Finally, Irrational Beliefs have an impairing impact on the person's cognitive functioning by leading the person to think unrealistically about self, others and the world (Dryden,2002).

By contrast, holding rational beliefs about the same adversities has a number of productive effects on a person's psychological functioning. First, these beliefs lead the person to have healthy negative emotions such as concern, sadness, remorse, disappointment, sorrow, healthy anger, healthy jealousy and healthy envy. Secondly, rational beliefs lead the person to act in a number of self-other and relationship-enhancing ways. Finally rational beliefs have a constructive impact on the person's cognitive functioning. Thus, they lead the person to think realistically about self, others and the world. In particular, this helps the person to accept that good, bad and neutral things can result from the adversity that he or she is facing (Dryden, 2002). REBT therapists believe that there is a complex interaction between one's thinking feeling and behavioural states, and they view the interpretation of *cognitive processes* as being mostly responsible for *self defeating emotions* and *dysfunctional behaviours*" (Dryden, 2002).

From REBT to Rational Emotive Education

Ellis in addition to the clinical practice attempted to apply these rational principles into education. Ellis (1971) tried to give training to the private school teachers in the application of Rational Emotive Therapy. Teachers were successfully trained to recognize and deal with children's emotional issues by various methods. In 'The Living School' Ellis(1972) used RET very effectively for providing an emotional education to young students. Even though REBT has been applied in numerous therapeutic situations, a relatively small percentage of studies (e.g., Bernard & DiGiuseppe, 2000; Braucht & Weime, 1992; Dryden & DiGiuseppe, 1990; Forman, 1990) reported some results of

applying REBT in educational contexts and school settings. Knaus&Eyman(1974) and Knaus(2004)categorized the studies that typically apply REBT to changing unacceptable student behaviour or reducing teachers' stress under the title Rational Emotive Education.

Related Studies on Rational Emotive Education

Mahfar, Aslan, Noah, Ahmad,&Jaafar (2014)carried out a study to identify the effect of Rational Emotive Education Module on irrational belief and stress among fully residential school students in Malaysia. They found out that module of rational emotive education is useful in helping fully residential school students to minimize their irrational belief and stress. Robertson and Dunsmuir (2013) conducted a study using the psychological framework of Rational Emotive Behaviour Therapy and found out high self reported Irrational Beliefs and low self efficacy predicted high levels of teacher stress. In addition, high self efficacy and low levels of negative comments directed at pupils' social behaviour and academic work in the classroom predicted high levels on task pupil behaviour.

Popa&Bochis (2012)measured the effects of Rational Emotive Behaviour Education program on the socio metric status and interpersonal perception modification for a target group of forty six 9 and 10 year old urban and rural Romanian children. The results underline the fact that the Rational Emotive Behaviour Education program helps the improvement of peer relationships.

According to Banks (2011) in preparing children to deal with life in an increasingly complex society,it is important that schools devote attention to well organised and theoretically sound programmes employing a preventive approach to mental health. Flanagan, Allen & Henry (2010) found that for the reduction of anger, depression and for improving social skills the REBT component and anger management programme were effective.

Nucci (2002) applied REBT among teacher education majors in their learning and teaching contexts.The application of REBT to both contexts allowed the Education majors to address their effectiveness in teachers training as well as personal and professional development. Sharp & McCallum (2005) found that children were successful in acquiring REBT basedprinciples, and to some extent, in applying these to reduce aggressive behaviour. It indicated that school psychologist can use REBT approach with middle school students. According to Wilde (1999)assertion is on the extreme emotion that disrupt the thinking process of students and their inability to achieve goals.

Greaves (1997) studied the effect of Rational Emotive Parent Education on the stress of mothers of young children with Down syndrome. The results showed that the experimental groups treated with Rational Emotive Parent Education (REPE) showed significant reductions in stress compared with control groups. The REPE program using elegant disputation reduced parental stress.

To Omizo, Cubberly & Omizo (1985) the Rational Emotive Education intervention appears to be beneficial in both enhancing certain aspects of self-concept and encouraging a more internal locus of control orientation in learning disabled students.

Block (1978) studied the effects of Rational Emotive Mental Health programme on poor achieving, disruptive high school students. The result revealed differential effects among the treatment groups, with the rational emotive groups showing greatest improvement on dependent variables over an extended period of time.

The reviews cited above point out the effectiveness of REE in fostering various psycho social skills such as the Interpersonal Skills or social skills, Tolerance for Ambiguity and decreasing Irrational Beliefs, etc. But these various REE programmes were developed in western countries and were applied in various levels of population of the particular countries. But in India the researcher could not identify any such studies in the discipline of Education. Very few psychologists in India are using this approach in their clinical applications. But educationists of India didn't make an attempt to convert this therapy suitable and applicable for the school population. Even though an eclectic approach is used by the teachers and counselors in schools to handle student problems, a specific Cognitive Behaviour Theory (CBT) approach is not used in the educational system instead of its wider acceptance among the psychologists throughout the world.

Conclusion

Children of today live in a competitive world and they have to face many problems which arise in the social, emotional and cognitive contexts. The lack of rational thinking, emotional control, social competence and interpersonal problem solving ability are the major reasons of many of the problems.

The interpersonal domain and interpersonal skills centres around building relationships, interacting positively with others, working cooperatively in teams, having empathy for others, and being able to listen while others are speaking then subsequently presenting their own ideas respectfully and responsibility in relation to their fellow team mates, colleagues or fellow students. A primary requirement in our educational setting is the ability to work cooperatively/collaboratively and effectively as part of a team or group.

Tolerance for Ambiguity is the ability to perceive ambiguity in information and behaviour in a neutral and open way. It is an important issue in personality development and education. Ambiguity Tolerance is also an important aspect for the personality development of teachers as well as students in a formal educational setting. It helps to avoid stress and premature behaviours and accept challenging desirable and interesting situations. The individual never denies or distorts the complexity of incongruity.

An Irrational Belief (IB) or maladaptive thinking causes and maintains emotional problems. One's thoughts or beliefs determine one's feelings, and one's feelings, in turn, determine one's behaviour. Further, repeated behaviors, both productive and unproductive, become one's life habits. Based on this principle, undesirable, unproductive, negative, stressful or irrational behaviours are products of feelings that are responses to irrational thoughts or beliefs need to be eliminated or changed into productive, positive, rational behaviours. This is accomplished by initially changing thoughts and beliefs of his or her. With rational thoughts, reasonable feelings and emotions follow and, in turn, behaviours that help the individual to live a happier, more productive, more self-actualizing, more creative life.

From the above discussions it is clear that most of the problems of children might be due to lack of logical or irrational thinking. These illogical thinking may leads to low frustration tolerance and which affects their skills of interpersonal relations. The results of the majority of the studies revealed that children and adolescents experience emotional and behavioral problems that are serious enough to require professional attention. Studies also coined a major fact that students with emotional disturbance exhibit poor interpersonal and social skills and it leads to an extraordinarily high dropout rates. Sometimes it has a high probability of encounters with the juvenile system. Teachers of students who have emotional disturbance must meet the challenge of helping them manage their emotions and behaviours. They also have a significant pressure to teach academics. Consequently, it is critical that a practical, comprehensive intervention be utilized so that these students can learn. In this context, there is a crucial need for a well suited strategy which fit to develop mental health of teachers as well as students. One such strategy that holds promise is the application of Rational Emotive Behavior Therapy (REBT). The comprehensive nature of REBT is well suited for teachers as well as students.

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