

Effect of Metaemotional strategies on the Educational Aspiration of adolescents in relation to their Learned Optimism

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ABSTRACT

Human beings experience brief subjective responses called emotions as feelings such as joy, sadness, fear, or anger. Emotions have been studied in several scientific disciplines—e.g., biology, psychology, neuroscience, psychiatry, anthropology, and sociology—as well as in business management, advertising, and communications. As a result, distinctive perspectives on emotion have emerged, appropriate to the complexity and variety of the emotions themselves. In the present study researchers used emotion variable in the field of education and emerged with new terminology i.e. metaemotions which means to know about own and others emotions. The purpose of the study was to examine the impact of metaemotional strategies on the educational aspirations of the adolescents in relation to their learned optimism who are studying in 11th grade having commerce and arts background .180 students were taken as a sample from two Govt.senior secondary schools of Chandigarh by using multistage sampling .The group was further divided into experimental group and control group, Experimental group was administered with the metaemotional strategies ,whereas control group was not provided with any treatment .After analysing the data it was found that educational aspirations of the subjects of experimental group was improved drastically in post-test, moreover it was retained when delayed post-test was applied on the sample after 45 days.

INTRODUCTION

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

Meaning of Metaemotions

Meta-emotion is "an organized and structured set of emotions and cognitions about the emotions, both one's own emotions and the emotions of others. Meta-emotion refers to the idea that whenever we elicit a certain emotion, we also deal with subsequent emotions regarding how we experienced the primary emotion.

Definition of Metaemotion

According to Mitmansgruber et al. (2009) metaemotion is an emotional reaction about one's "emotional self." It claim that metaemotion has a regulatory function, and that its phenomenological quality (e.g., anxiety, anger, compassion) reflects qualities of self-regulation, for example, it is associated with motivation and action tendency.

Components of Metaemotions or strategies

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

OPERATIONAL DEFINITIONS

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

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

METAEMOTIONS AND EDUCATIONAL ASPIRATIONS: REVIEW OF THE STUDY

Kaur (2007) conducted her study on the effect of stress and educational aspirations on the academic achievement of adolescent students, sample of 400 students of 11th gradewas taken from Jalandhar city (Punjab). Study revealed that students having high or low stress are significantly differ in their level of educational aspiration. Also, it was revealed that education aspiration level influences the academic achievement of adolescents.

Rothon (2011) examined the relationship between education aspiration and achievement of secondary education in deprived area of London and found that girls were more likely to express a wish to remain in education beyond the age of 16 than boys and also ethnic differences, sociopsychological variables particularly self-esteem and psychological distress associated with high educational aspirations.

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

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

Geppert, C., and Katschnig, T. (2017) studied on Emotions and the Role of Teachers for their Students' Aspirations. the objective of the study was to see the impact of implicit and explicit prejudices of the teachers on the educational aspirations of the students with migration background. For the analyses of the connection with explicit statements, the data of the 60 teachers on the current situation of the 579 students and on the near or their distant future were divided into three groups. The multi-level analyses show that there are connections between implicit biases and explicit judgements. Further calculations show that students with a migration background have fewer educational aspirations over time than those of Austrian origin. The bias of the teachers also has an explanatory value for their students' aspirations.

Salmela-Aro, K., and Upadyaya, K. (2017) examined Co-Development of Educational Aspirations and Academic Burnout from Adolescence to Adulthood in Finland. The study included sample of 871 participants from age 17 to 25. Family resources predicted higher educational aspirations. Co-development between educational aspirations and academic burnout showed that among those on the vocational track, the more exhaustion they felt, the higher their aspirations, which again increased their exhaustion. Among those on the academic track, the less cynicism they felt, the higher their aspirations which again decreased their cynicism. High aspirations positively and discouragement negatively predicted educational attainment.

Yao, Haogen (2017) investigated a study on how socio-emotional support affects Post—compulsory educational decisions in rural China. The study develops a sequential mixed model of Delphi-Propensity Score Matching to discuss how an NGO's socio-emotional support affects the decisions of dropout, work, and two types of upper secondary schooling in rural China. Data were collected from 6,298 students in 2012 after a subgroup of them were treated. The analysis shows that socio-emotional support affects education decisions by boosting educational aspiration, though the impact fades gradually if there is no follow-up service. It also confirms that educational aspiration beats more traditional or intuitive factors like wealth and academic performance in the decision process. Further data exploration points out that such an impact may result from the students' attempts at copying the tracks of service providers, who are mostly college or graduate students, once trust has been built.

Gutman, L. M., and Schoon, I. (2018) done a research work on emotional engagement, educational aspirations, and their association during secondary school. Research has demonstrated the link between school engagement and academic attainment, but there is less understanding of the relationship between school engagement and educational aspirations. Using the Longitudinal Study of Young People in England (LSYPE), this study examines the association between emotional engagement and educational aspirations during secondary school, covering ages 14 to 16. On average, emotional engagement increased over time. A significant proportion of adolescents shifted from expressing uncertainty to aspiring to continue in education. Males were more likely than females to shift from aspiring to continue in education to planning to leave school early. Greater emotional engagement was associated with a lower likelihood of having low or uncertain aspirations, especially for high-achieving, ethnic minority, and male adolescents. Findings highlight the importance of emotional engagement, particularly for those at risk of uncertain educational aspirations and those least likely to continue in education following post-compulsory schooling.

OBJECTIVES OF THE STUDY

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

1. To investigate the effect of metaemotional strategies on educational aspirations of adolescents.
2. To study the effect of metaemotional strategies on educational aspirations of adolescent having high learned optimism.
3. To study the effect of metaemotional strategies on educational aspiration of adolescents having low learned optimism.
4. To study whether groups trained through metaemotional strategies and conventional training strategy differ in mean gain scores on educational aspirations of adolescents.
5. To study the interaction effect between metaemotional strategies and learned optimism on educational aspirations of adolescents
6. To study the effect of Post-test and delayed post-test scores of Educational aspirations of the group who are trained through metaemotional strategies.

HYPOTHESIS OF THE STUDY

1. H₀ There exists no significant effect of metaemotional strategies on educational aspirations of adolescents.

2. There exists no significant effect of metaemotional strategies on educational aspirations of the adolescents having high learned optimism.
3. There exists no significant effect of metaemotional strategies on educational aspirations having low learned optimism.
4. H0 There exists no significant difference between groups trained through metaemotional strategies and conventional teaching strategies in mean gain scores on educational aspirations of adolescents
5. H0 There exists no significant interaction exists between metaemotional strategies and learned optimism on educational aspirations of adolescents.
6. H0 There exists no significant difference between groups trained through metaemotional strategies and conventional teaching strategies in mean gain scores on educational aspirations of adolescents.

SAMPLE AND DESIGN OF THE STUDY

All the students studying in class XI in different Government Senior Secondary Schools of Chandigarh was the population for the present study. The technique employed for sampling in the present study was multistage randomization of clusters at school level. 180 students were taken as a sample which was further divided into two groups. The two sections in each of these schools was selected. Further, each section was assigned to two groups namely Experimental (A1) and Control (A2). To study the main effects of the independent variables of Metaemotional strategy and Learned Optimism on the dependent variables of Educational Aspirations. Statistical technique of 2x2 analysis of variance was used.

PROCEDURE OF THE STUDY

The study involved the four phases which includes intervention of metaemotional strategies on the sample which was further divided into experimental group (A) and control group (B)

The following procedure was adopted for conducting the study:

Phase I: Administration of the Pre-test : In the first phase a pre-test of educational aspirations and learned optimism tool was given to the all the adolescents of the sample to assess their scores of educational aspirations.

Phase II: Intervention Program : The second phase of the study consists of intervention of metaemotional strategies to the adolescents which were included in **Experimental Group (A)**, and **Control group (B)**. Investigator had provided basic traditional teaching module related to emotion and its theories to the students of Control group (B) by adopting the Lecture Method.

Phase III: Administration of the Post- test: This phase involved a delayed post-test which was conducted after two months of the treatment period.

TOOOLS USED

1. Educational aspiration Inventory by Kumar (2012)
2. Learned Optimism Scale (2000) by Pethe and Chaudhari
3. Development of metaemotional intervention strategies

RESULTS AND DISCUSSION

The data was analyzed by employing descriptive statistical techniques Mean, Median, Skewness and Kurtosis to describe the nature of distribution of scores on the variables. In the present study to find out the effect of metaemotional strategies on educational aspirations of adolescents. Statistical techniques viz. ANCOVA, 2-way ANOVA, t-test and paired t-test were employed by the investigator to analyze the collected data and take out the generalizations from it.

Table 1.1 Mean, SD, Skewness & Kurtosis of Pre-Test of Educational aspirations of the Experimental Group and Control Group, N = 180

Group	Test	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
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Experimental Group	Pre-test	25.00	71.00	51.32	7.92	-.038	-.187
Control group	Pre-test	30.00	70.00	53.27	8.58	-.240	-.196

Table 1.2 Mean, SD, Skewness & Kurtosis of Post-Test of Educational aspirations of the Experimental Group and Control Group, N = 180

Group	Test	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Experimental Group	Post Test	48.00	78.00	59.87	5.98	.301	-.173
Control Group	Post Test	32.00	76.00	53.27	8.71	.353	.261

Table 1.3 Summary of One Way ANCOVA of Educational Aspirations by taking Pre-test score as covariate

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

The above-mentioned table 1.3 shows the results of one-way ANCOVA. It is evident that significant F ratios of 259.32 and 123.68 for pre and group respectively in the case of educational aspirations of adolescents. **This indicates that there exist significant differences between experimental and control group in post test scores of educational aspirations.**

2) Paired t-test has been used to test the significant differences in pre and post test scores of educational aspirations with respect to adolescent having high learned optimism. The result indicates that post test scores of Educational aspirations of adolescents having high learned optimism have improved after they were trained through metaemotional strategies. **Educational aspirations of adolescents having high learned optimism significantly differ with the use of metaemotional strategies. So we can concluded that metaemotional strategies are effective in improving educational aspirations of adolescents having high learned optimism.**

Table 1.4 Descriptive Statistics and Paired t-statistics for Educational Aspirations of adolescent having high learned optimism

Test	N	Mean	Std. Deviation	Mean difference	t	df	Sig. (2-tailed)
Pre- Test	51	54.98	6.84	-6.92	-11.825	50	.000
Post-Test	51	61.90	5.40				

Table 1.4 shows the results of paired t-test. Mean pre-test score of educational aspirations of adolescents having high learned optimism is 54.98 and Mean post-test score of educational aspirations of adolescents having high learned optimism is 61.90. The two scores have mean difference of 6.92. This indicates that post test scores of Educational aspirations of adolescents having high learned optimism have improved after they were trained through metaemotional strategies.

3) To study the effect of metaemotional strategies on Educational Aspiration of adolescents having low learned optimism

This section covers the effect of metaemotional strategies on educational aspirations of adolescent in experimental group having low learned optimism. Paired t-test has been used to test the significant differences in pre and post test scores of educational aspirations with respect to adolescent having low learned optimism. The results are presented in Table 1.6 and Figure 1.7

Table 1.5 Descriptive Statistics and Paired t-test for Educational Aspirations of adolescent having low learned optimism

Test	N	Mean	Std. Deviation	Mean difference	t	df	Sig. (2-tailed)
Pre- Test	39	46.53	6.63	-10.69	-11.697	38	.000
Post-Test	39	57.23	5.73				

4) To study whether groups trained through metaemotional strategies and conventional training strategy differ in mean gain scores on educational aspirations of adolescents. Student t-test has been used to test the significant differences in post –test scores and results obtained are presented in Table 1.6

Table 1.6 Descriptive Statistics and t-statistics for educational aspirations of experimental and control group

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

This section covers difference in Post-test and delayed post-test scores of Educational aspirations of the group who are trained through metaemotional strategies. Paired t-test has been used to test the significant differences in post-test and delayed post test scores of educational aspirations. The results are presented in table

5) This section deals with differences in post-test mean scores of educational aspirations of adolescents in experimental group with respect to high and low learned optimism. Student t-test has been used to test the significant differences and results obtained are presented

Table 1.7 Descriptive Statistics and t-statistics for educational aspirations of adolescents having high and low learned optimism

Learned Optimism	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
High learned optimism	85	58.99	7.88	3.903	178	.000
Low learned optimism	95	54.41	7.83			

6) To study the difference in Post-test and delayed post-test scores of Educational aspirations of the group who are trained through metaemotional strategies.

This section covers difference in Post-test and delayed post-test scores of Educational aspirations of the group who are trained through metaemotional strategies. Paired t-test has been used to test the significant differences in post-test and delayed post test scores of educational aspirations. The results are presented in Table 4.10 and Figure 4.7.

Table 1.8 Descriptive Statistics and Paired t-statistics for educational aspirations of adolescent in Post-test and Delayed Post-test

Test	Mean	N	Std. Deviation	Mean difference	t	df	Sig. (2-tailed)
Post-Test	59.87	90	5.98	-.22	-.634	89	.528
Delayed Post-Test	60.10	90	6.48				

Table 1.9 Descriptive Statistics and Paired t-statistics for educational aspirations of adolescent in Post-test and Delayed Post-test

Test	Mean	N	Std. Deviation	Mean difference	t	df	Sig. (2-tailed)
Post-Test	59.87	90	5.98	-.22	-.634	89	.528
Delayed Post-Test	60.10	90	6.48				

This shows the results of paired t-test. Mean post-test score of educational aspirations of adolescents is 59.87 and Mean delayed post-test score of educational aspirations of adolescents having 60.10. The two scores have mean difference of .222. This indicates that delayed post-test scores on educational aspirations of adolescents trained through metaemotional strategies slightly differs from post-test scores.

DISCUSSIONS, IMPLICATIONS AND LIMITATIONS

Adolescents is that phase of development during which boys and girls move from childhood to adulthood. Emotions are the important aspect of adolescents within the school and society as a whole, that has been overlooked. Adolescent is period of emotional instability and imagination. An adolescent is highly emotional and most of his actions and decisions are based upon emotions rather on rational judgment. Without proper education and support adolescents lack the knowledge and confidence to make decisions. In Indian education system, cognitive aspect of the development is majorly depicted and used by every teacher, but as we study in bloom's taxonomy of instructional objectives about affective domain, which deals with feelings and emotions of the child are totally get ignored among the pre-schoolers as well as among adolescents. Learning outcome of the students can only be improved when, they are willing to learn and ready to accept any kind of the situations. So, its important for any stage of life to understand one's own emotion and other emotions. So, to make our environment more conducive towards the use of such strategies following suggestions are being provided. The results and conclusions reached during the course of this study clearly highlight the effectiveness of metaemotional strategies in increasing the students' cognitive and affective abilities. These findings certainly have a number of important implications for teachers, teacher-educators, curriculum-makers and planners and for the society at large. these strategies need to be practiced before implementation in the classrooms, moreover teachers should give more importance to affective domain as well as cognitive domain. There are many factors which affect the aspirations of the adolescents like age, gender, parental investment in the child's human capital also influences aspirations directly. The role of aspirations has focused on children's educational and occupational outcomes but not their emotional and behavioral difficulties. Mental health problems in children are common these days due to expectations of parents, relationship with peer group, high expectations, school achievement etc. (Suslu, 2014). The present study, firstly imply that the students who were administered with the metaemotional strategies achieve significantly higher than the students taught through Traditional Method. It's implication that the effects of metaemotional strategies on increasing the educational aspirations of the student come about because understanding of the emotions through activities motivate students to encourage each other to learn. During group processing activities the emotion of each individual matters, in which each student was motivated to understand other's emotions individually. Indian classrooms are in a dire need of some strategic change in teaching

methodologies. The monotony of teacher in classrooms had made it dull, more resource consuming, dependent upon the teacher and less student centered in true sense. teaching and learning can become fruitful only when feelings, emotions must be catered the need of every individual in a classroom. The same study can be applied on large sample, which can bring effective modification of behaviour of the students in large scale. As in the present study only educational aspirations of the students have been investigated, but in future these strategies can be used to see its effect on other psychological variables of the pupils.

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