

**EFFECT OF RATIONAL EMOTIVE BEHAVIOUR THERAPY ON
EMOTIONAL INTELLIGENCE AND
RATIONALITY IN ENGINEERING SOPHOMORES**

By

ANUREKHA, T. K.

(11 PCP 02)

**A THESIS SUBMITTED TO THE AVINASHILINGAM INSTITUTE FOR
HOMESCIENCE AND HIGHER EDUCATION FOR WOMEN
COIMBATORE- 641043**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN
COUNSELLING PSYCHOLOGY**

MAY 2013

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Certified as a Bonafide Research Work

N. S. Rohini

**SIGNATURE OF THE
HEAD OF THE DEPARTMENT**

P. K.
10. 5. 13

**SIGNATURE OF THE
GUIDE**

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ABSTRACT

ABSTRACT

From Rathinam Engineering College, Coimbatore, Tamil Nadu, 196 engineering sophomores were screened for emotional intelligence (EQ) and rationality (RQ) using Case Study Schedule, Emotional Quotient Test and Rationality Quotient Test. Out of them, 62 students (50 male and 12 female) with 'Moderate to Low' EQ and 'Low' RQ were randomly selected. They were in the age range of 17-20 years. As psychological intervention, Rational Emotive Behaviour Therapy (REBT) was used. Four sessions of REBT were given to the students in one week, with each session lasting for 2- 2 ½ hours. After two weeks, the students were reassessed for emotional intelligence and rationality. Initially, 81% of the students had 'Moderate to Low' EQ and 82% of the sample had 'Low' RQ. After REBT, none of them had 'Low' EQ and only a few had 'Low' RQ. The differences in mean EQ and RQ before and after REBT were statistically significant. The results also showed a negative correlation between EQ and RQ of the students.

INTRODUCTION

REVIEW OF LITERATURE

METHOD

SUMMARY AND CONCLUSION

REFERENCES

RESULTS AND DISCUSSION

CHAPTER I

INTRODUCTION

The health of a nation is largely depends on the health of its people- especially youth. Out of one billion plus people India has, around 25 million are adolescents or youth. Profound biological, psychological and social changes occur in the youth. They also easily get depressed because of stress and strain. They should be taught to cope with ups and downs and the wear and tear of life. The nation has to foster their health and welfare and ensure a congenial atmosphere to grow and progress (Thomas, 2013).

India is the second most populous country in the world with the total population of over 1200 million and adolescents from a large section of the population at the rate of 22.5%, that is, about 270 million as per the census data. Adolescence has been defined by the World Health Organisation (WHO) as the period of life spanning between 10- 19 years and the youth as between 15- 24 years. They are no longer children, but not yet adults. They develop rapidly and have an extreme degree of pressure from peers, parents, society and from self. They lack knowledge and skill to cope with pressure (Swaminathan, 2013).

In any given year, about 20% of adolescents will experience a mental health problem, most commonly depression or anxiety. The risk is increased by experience of violence, humiliation, devaluation and poverty, and suicide is one of the leading causes of death in young people. Building life skills in children and adolescents, and providing them with psychosocial support in schools and other community settings can help promote mental health. If problem arise, they should be detected and managed by competent and caring health workers (Mukherjee, 2013).

Adolescence, the developmental stage between childhood and adulthood, is a crucial period. It is a time of profound changes and, occasionally, turmoil. A considerable biological change occurs as adolescence attains sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional, and cognitive changes that occur as adolescents strive for independence and move toward adulthood. Because many years of schooling precede

most people's entry into the workforce, the stage of adolescence is fairly lengthy one, beginning just before the teenage years and ending just after them. No longer children, but considered by the society not quite adults, adolescents face a period of rapid physical, cognitive and social change that affects them for the rest of their lives. Adolescents' development is also being affected by dramatic changes taking place in society (Feldman, 2004).

According to Kohlberg (1984), people pass through a series of stages in the evolution of their sense of justice and in the kind of reasoning they used to make moral judgments. Largely because of the various cognitive limitations that Piaget (1970) describes, preadolescent children tend to think either in terms of concrete, unvarying rules or in terms of the rules of the society. Adolescents however, are capable of reasoning on a higher plane, having typically reached Piaget's formal operational stage of cognitive development. Because they are able to comprehend broad moral principles, they can understand that morality is not always black and white and that conflict can exist between two sets of socially acceptable standards (Feldman, 2004).

Emotional Intelligence

Definition

'Emotional intelligence is a set of abilities to perceive accurately appraise and express emotions; the ability to access and / or generate feeling when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth'(Mayer and Salovey, 1997).

The Emotions of Adolescence

Richter and Onas (1971) found that Emotional Stability is one of the most important pre- requisite to develop achievement motivation and ultimately, success in an individual's life. Young adolescents can be on top of the world one moment and down in the dumps the next. In many instances, the intensity of their emotions seems out of proportion to the events that elicit them (Steinberg and Levine, 1997). Young adolescents may sulk a lot not knowing how to express their feeling adequately. With little or no provocation they may blow up at their parents or siblings, projecting their unpleasant feeling on to other another person. Larson and Richards (1994) found that

adolescents reported more extreme emotions and more fleeting emotions than their parents. For example, adolescents were five times more likely than their parents to report being “very happy” and three times more likely to report being “very sad”, these findings lend support to the perception that adolescents are moody and changeable. (Rosenblum and Lewis, 2003). Researchers have also found that from the fifth through the ninth grade, both boys and girls experience a 50% decrease in the state of being “Very happy” (Larson and Lampman-Petratis, 1989). In this study adolescents were more likely than pre adolescents to report mildly negative mood states.

It is important for adults to reconsider that moodiness is the normal aspect of early adolescence and that most adolescents eventually emerge from these moody times and become competent adults. Nonetheless for some adolescents, intensely negative emotions can reflect serious problems. For example, rates of depressed moods become more frequent in girls during adolescence (Nolen-Hoeksema, 2004).

Bajwa, Kang and Garg (2012) found that most of the adolescents possessed low frustration tolerance and a very few showed high frustration tolerance.

Emotion: Its role in success

It seems that ‘delaying the gratification’ is a master skill, a triumph of the reasoning brain over the impulsive one. It is emotional intelligence which along with the cognitive intelligence propels one to succeed in life. Emotional intelligence is not opposite to traditional intelligence. What researchers have been trying to understand is how they complement each other- how once ability to handle stress, for instance, affects the ability to concentrate and put the intelligence to use (Bhattacharya and Sengupta, 2007).

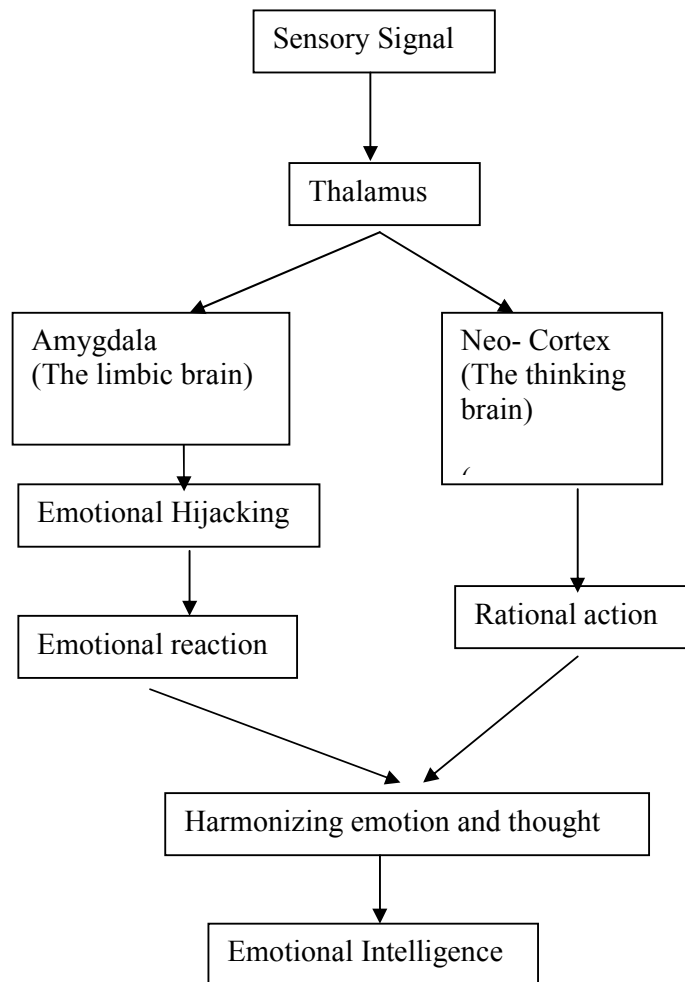


Figure 1: Physiological genesis of Emotional Intelligence (Bhattacharya and Sengupta, 2007)

Emotional hijacking

Human brain with the help of amygdala operates as a quick primal scan to check for danger or opportunity even before the neo-cortex fully comprehends the information. This phenomenon is called emotional hijacking.

Amygdala

The amygdala is an almond shaped brain structure in limbic system of brain that decodes emotions in particular the stimuli that are threatening to the organism.

Neo - Cortex

It is situated in pre –frontal lobe of the human brain and acts as the thinking part of the brain which helps one to take rational actions (Bhattacharya and Sengupta, 2007).

Importance of Emotional Intelligence in adolescence

Emotional Intelligence is the set of skills that underlie the accurate assessment, evaluation, expression and regulation of emotions (Goleman, 1995; Mayer and Salovey, 1997; Salovey and Sluyter, 1997). Although the notion of emotional intelligence makes sense, it has yet to be quantified in a rigorous manner. Furthermore, the view that emotional intelligence is so important that skills related to it should be taught in schools has raised concerns among some educators. They suggest that the nurturance of emotional intelligence is best left to students' families, especially because there is no well- specified set of criteria for what constitutes emotional intelligence (Skulman and Mekler, 1994; Sleek, 1997).

Most people make better decisions when they are calm rather than emotionally aroused. That may be especially true for adolescents. The same adolescent who makes a wise decision when calm may make an unwise decision when emotionally aroused. (Paus, 2009; Stienberg, 2008).

Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes, three psychological dimensions – emotional competency, emotional maturity and emotional sensitivity – which motivate an individual to recognize truthfully interpret honestly and handle tactfully the dynamics of human behavior (Singh, 2004).

Emotional Intelligence is very important because people with high Emotional Quotient (EQ) are happier, healthier and more successful in their relationships. These people strike a balance between emotion and aware of their own feelings, show empathy and compassion for others, and have high self- esteem (Singh, 2004).

Research done in the early 1990's revealed that the messages from the senses are in fact registered by the brain in emotional memory- the amygdala. This means

that emotional intelligence actually contributes to rational thought. It is now believed that our feelings take precedence over our thoughts in making decisions, because the rational mind takes a little longer to register and respond than the emotional mind. The impulse in a situation arises in the heart, not in the head. There is also a second kind of reaction which is slower than a quick response reaction. This is the second pathway to the triggering of emotions (Singh, 2004).

Emotions originate from exposure to specific situations. The nature and intensity of the emotion are usually related to cognitive activity in the form of the perception of the situations. That thought process or perception results in the experience and / or the expression of related feeling. Emotions are human beings' warning systems that alert them to what is really going on around them. They are also like an internal gyroscope and help keeps us on the right track by making sure that we are led by more than cognition. Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions (Singh, 2004).

Components of Emotional Intelligence

- **Practical intelligence:** The ability to do well in informal and formal educational settings; adapting to and sharing one's environment.
- **Experiential intelligence:** The ability to deal with novel situations; the ability to effectively automate ways of dealing with novel situations so that they are easily handled in the future; and the ability to think in novel ways.
- **Componential intelligence:** The ability to process information effectively. This includes executive, performance and knowledge – acquisition components that help to steer cognitive processes (Bhattacharya and Sengupta, 2007).

Models of Emotional Intelligence

- Two types of emotional intelligence models are available in the existing literature:
- a. Ability model, which focuses on the mental abilities to define emotional intelligence

- b. Mixed models which seek to define emotional intelligence as a mixture of abilities and some personality traits and components.

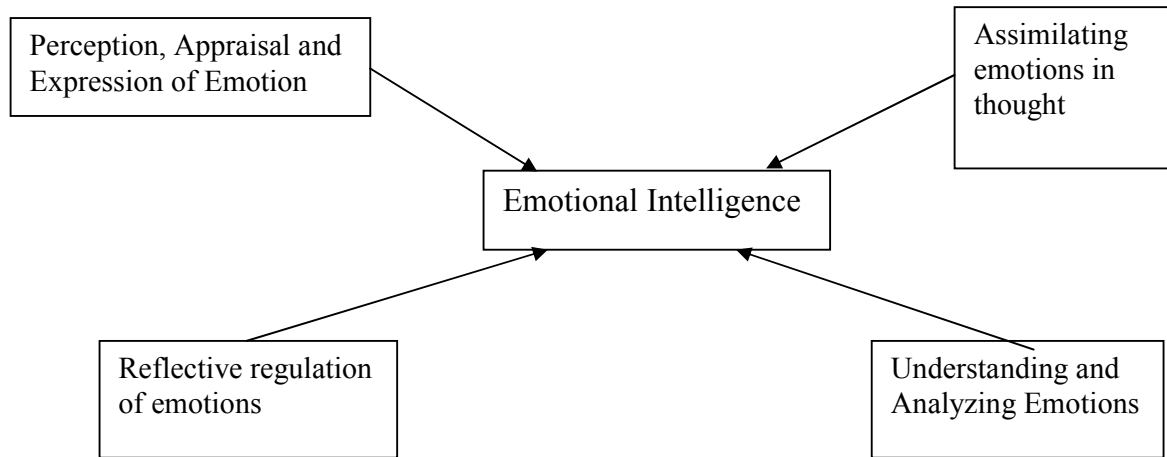


Figure 2: Ability model of Emotional Intelligence (Mayer & Salovey,1997)

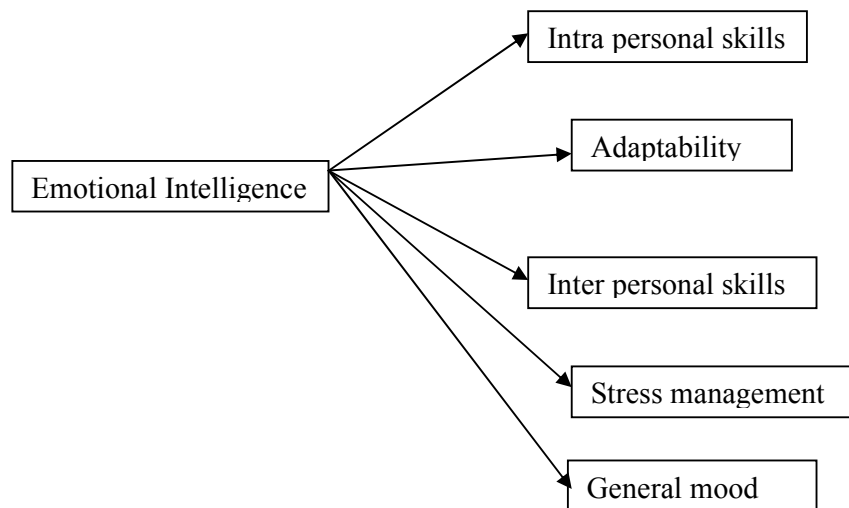


Figure 3: Bar- On's (1997) model of Emotional Intelligence

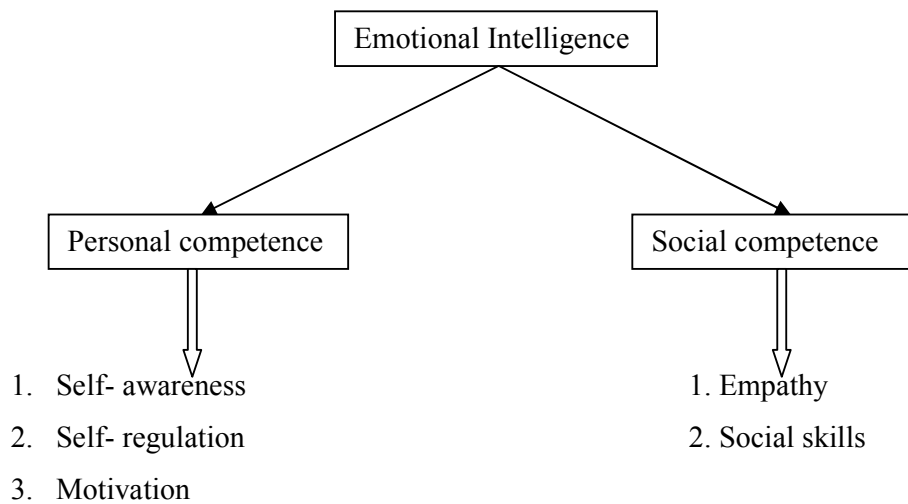


Figure 4: Goleman’s Emotional Intelligence model (1995) (Bhattacharya and Sengupta, 2007).

Dimensions of Emotional Intelligence

Emotional competency

Emotional competency constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations, having high self esteem and optimism, communication tackling emotional upsets like frustration, conflicts and inferiority complexes, enjoying emotions doing what succeeds ability to relate to others, emotional self control, capacity to avoid emotional exhaustion such as stress, burnout, learning to avoid negativity of emotions handling egoism.

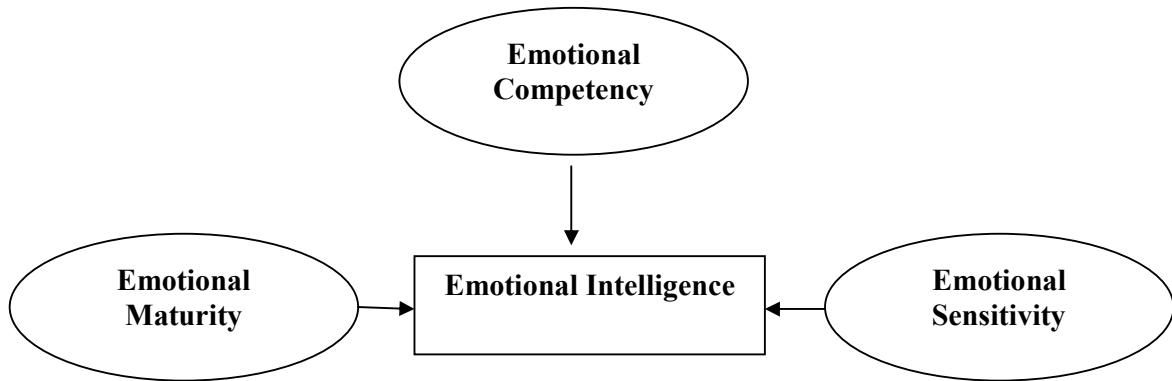
Emotional Maturity

Emotional maturity constitutes evaluating emotions of one self and others, identifying and expressing feeling, balancing state of heart and mind, adaptability and flexibility, appreciating other’s point of view, developing others, delaying gratification of immediate psychological satisfaction.

Emotional Sensitivity

Emotional sensitivity constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and

comfort with others, letting others feel comfortable in one's company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully, realizing communicability of emotions moods and feeling sand having an insight into how others evaluate and relate to us (Singh, 2004).



Emotional competence in adolescents

In adolescence individuals are more likely to become aware of their emotional cycles such as feeling guilty about being angry. This new awareness may improve their ability to cope with their emotions. Adolescents also become more skillful at presenting their emotions to others. For example they become aware of the importance of covering up their anger in social relationship and they are more likely to understand the importance of being able to communicate their emotions constructively to improve the quality of the relationship (Saarni 1999; Saar and others 2006).

Although the increased cognitive abilities and awareness of adolescents prepare them to cope more effectively with stress and emotional fluctuations, many adolescents do not effectively manage their emotions. As a result, they may become prone to depression and anger, and poor emotional regulation, which in turn can trigger problems such as academic difficulties, drug abuse, juvenile delinquency, or eating disorder. For example one recent study illustrated the importance of emotion regulation and mood in academic success (Gumora and Arsenio, 2002).

Even when their level of cognitive ability was controlled, young adolescents, who said they experienced more negative emotions regarding academic routines, had lower grade point averages (Saarni, 1999).

Going from being a senior in high school to a fresher man in college replays the top dog phenomenon of growing from the oldest and most powerful group of students to the youngest and least powerful group of students. Today's college fresher man appear to be experiencing more stress and depression than in the past, according to a UCLA survey of more than 3 lakhs fresher man at more than 500 universities and colleges (Sax et al, 2004).

Adolescents' Ego Centrism

Adolescents foster adolescent ego centrism a state of self absorption in which adolescents view the world from their own point of view. Ego centrism leads adolescents to be highly critical of authority figures, unwilling to accept criticism, and quick to fault others. It also makes them believe that they are the center of everyone else's attention leading to considerable self consciousness. Furthermore, they develop personal fable, the view that what happens to them is unique, exceptional and shared by no one else. Such personal fables can make adolescents feel invulnerable to the risk that threaten others (Elkind, 1967, 1985; Klaczynski, 1997).

Although the vast majority of teenagers pass through adolescence without major psychological difficulties, some experience unusually severe psychological problem. Sometimes these problems become so extreme that adolescents take their own life. Suicide is the third leading cause of death for adolescents (Feldman, 2004). It is not clear why suicide has increased so dramatically over the past few decades. Some psychologists suggest that the amount of stress teenagers' experience- in terms of academic and social pressure, alcoholic, drug abuse, and family difficulties- has raisin sharply in recent decade, provoking the most troubled adolescents to take their own lives (Feldman, 2004).

Emotional Intelligence in Higher Education

During higher education, an individual learner is expected to form his / her opinion about life, attitude to cope with stress in the process of learning and knowledge dissemination. Doing so self motivation and self effect through enhanced self awareness and the self in the context of the class or group or team (which represents the society for the learner in the educational institute's context)

become very important. Accountability towards self, team/ group members is also needed in this time. Therefore, only cognitive component of the learning behavior is not enough. The ‘feeling’ factor also plays major role in this process. Evidently this act of balancing between feeling and cognition helps to develop emotional intelligence (Bhattacharya and Sengupta, 2007).

People should support adolescents by providing them with communication skills, negotiation skills, skills to develop self- esteem as well as skills for management of emotions and stress and other relevant skills are necessary (Swaminathan, 2013).

Guidelines to improve Emotional Intelligence

The following are the certain strategies that may help to improve emotional intelligence at the individual level.

➤ Developing emotional Self- Awareness

Self- awareness is the first step towards becoming an emotionally intelligent individual. Meditation is one of the best methods of becoming aware about oneself and concentrate on the goals to be achieved in life.

➤ Accepting responsibility for own feeling

It is important to take responsibility for the both positive and negative emotions one is experiencing. It is human nature to refuse to acknowledge that he/ she is having negative and detrimental feelings. This will lead to problems as we still continue to act from our emotions if we deny them to ourselves and put a mask on ourselves.

➤ Managing negative emotions.

For most individuals, it is natural that there will be a gap between the perceived ideal self and the real self. Instead of feeling bad, inadequate or embarrassed about it, one needs to think positively and generate actions to reduce the perceived gap.

➤ **Managing positive emotions**

Free joyful behavior is not connoted as acceptable and desirable behavior in all social/ organizations contexts. Adequate care must be taken to ascertain the exact collect emotions prevailing in a given place and time, before sharing or exhibiting positive emotions.

➤ **Personal filters**

Our thoughts, ideas and feelings from our earlier experiences result in to some filters which influence the nature and amount of information we would hear. There are four types of filters: ‘predictor’ filter, the ‘who’ filter, the ‘facts’ filter and distracting thoughts (Weisinger, 1998). The filters result into impulsive decision making and reactions. In situations full of anxiety and tension, we have a tendency to hear only what we want to hear. In some cases, it means hearing only the worst, because for some reasons we want situation to be even worse than this.

➤ **Inner motivation**

Inner motivation is the key to regulate emotions for achieving goal directed behavior. A way to do it may be to assess one’s capability and skills which can enable one to achieve the desired goal. Reminding one constantly about the positive outcome from the efforts taken to be derived and simultaneously creating positive images in the mind about the positive results of the outcome can serve as auto suggestion to sustain even enhance inner motivation.

➤ **Empathy**

‘Getting into the shoes of others’- a common term often used to denote empathy is necessary for emotional revelations. This helps us in understanding from others’ perspective as it affects them and allows us to become more compassionate towards others’ feelings. Instead of negating or ignoring others’ view point (which apparently will solve the problem or reduce the possibility of arguments instantly, but in the long run will carry a negative feeling among others), if one empathises with others it becomes much easier to communicate.

➤ **Self disclosure for effective communication**

It is a general human tendency to hide or selectively share the actual feeling and thoughts in interactions in different situations or with different persons.

The fear of getting rejected, feeling embarrassed being ignored or criticized and being exposed could be reasons for it. While the fear exists in all individual, it may be necessary to be open in ones interactions and communications as situations may demand while working in groups. While blanket of self disclosure may be counterproductive or even damaging, the disclosure of required information and feeling can always help in building others' confidence, trust, and mutual understanding.

➤ **Body language**

Body language places a significant role in interpersonal communication. It is essential to be authentic without being aggressive through the body postures, eye contacts, head movements, movement of hands, straight body postures (as opposed to slouching) will portray an attentive and enthusiastic individual interested in genuine interaction, whereas people with short span of attention and poor listening habits, indifferent body postures (even in an meeting), staring on the walls scribbling on papers and so on will project a person's lack of interest and involvement in the proceedings and / or persons participating in them.

➤ **Accept feedback / criticism**

Criticism is like a bitter pill and even though it is difficult and unpalatable, it eventually helps to rectify the faults if taken in the right stride. Both giving and receiving feedback are quite sensitive, since the receiver feels vulnerable and thus does not like to even listen to it. Because of this vulnerability factor, people often become defensive in receiving criticism. Instead of feeling defensive or withdrawing prematurely, one should use the emotional intelligence and receive it as a feedback which may be honestly considered before either rejection or acceptance. As a general rule for better reception, positive feedback should be given in public whereas negative ones should be provided privately to help the recipient to preserve his / her sense of self worth.

➤ **Physical exercise- a tool to generating energy**

To avoid diseases such as breathlessness, asthma related symptoms, migraines and stress related symptoms, appropriate physical exercise in addition to

required medication, recommended for energizing the body. They not only lead to rejuvenation of the body but also help in releasing the mental faculties and enhancing the sense of wellbeing within both body and mind of the individuals (Bhattacharya and Sengupta, 2007).

Rationality

The latest research in neurobiology has shown that human beings operate from two minds: The rational mind (more recently developed in evolution), and the primitive mind which is purely the emotional mind. The emotional mind is the source of basic emotions- anger, sadness, fear, lust, surprise, disgust, etc (Singh, 2004).

The rational mind, centered in the neo cortex, the outer part of the brain allows human not only to plan, learn and remember, but also to love, care and make moral and ethical distinctions. Historically, the subtler part of the brain or the neo – cortex developed about a million years ago. The harmony between the emotional and the rational mind is what constitutes emotional intelligence and is the key to a richer and more fulfilling life. Research done in the early 1990s revealed that the messages from the senses are in fact registered by the brain in the emotional memory, called as the amygdala. This means that emotional intelligence actually contributes to rational thought. It is now believed that our feeling take precedence over our thought in making decisions because the rational mind takes a little longer to register and respond than the emotional mind. The first impulse in a situation arises in the heart and not in the head. There is also a second kind of reaction which is slower than a quick response reaction. This second pathway to the triggering of emotions is more deliberate and typically there is greater awareness of the thoughts that lead to it. In this kind of emotional reaction, there is an extended appraisal of the situation; both thoughts and cognition play a key role in determining what emotions will be aroused (Singh, 2004).

Rationality

Definition

Rationality is the characteristic of any action, belief, or desire, which makes their choice optimal under a set of constraints. It is a normative concept of reasoning in the sense that rational people should derive conclusions in a consistent way given

the information at disposal. It refers to the conformity of one's beliefs with one's reasons to believe, or with one's actions with one's reasons for action. A rational decision is one that is not just reasoned, but is also optimal for achieving a goal or solving a problem (Samuels, Stich and Faucher, 2012).

Rational and irrational beliefs

Ellis (Ellis, 2000; Ellis and MacLaren, 1998) divides belief systems into two basic categories: rational beliefs and irrational beliefs.

1. Rational beliefs (rBs) are healthy, productive, adaptive, consistent with social reality, and generally consist of preferences, desires and wants. When thinking rationally about adversities (A's) that either block or sabotage their goals (G's), people engage in preferential thinking. Preferential as contrasted with demanding thinking involves explicitly and/ or tacitly reacting with their belief systems (B's) in realistic ways and experiencing appropriate emotional and enacting goal- oriented behavioural consequences (C's).
2. Irrational beliefs (iB's) are rigid, dogmatic, unhealthy, and maladaptive, mostly get in the way of people's efforts to achieve their goals, and are comprised of demands, musts and should. When thinking rationally about adversities A's that either block or sabotage their goals (G's), people engage in demanding thinking (Nelson and Jones, 2001).

The benefits of rational choice

Within the limitations described above, choosing rationally can provide a number of benefits that include:

- Addressing complex decisions by breaking them down
- Characterizing decision problems and goals to ensure addressing all needs and desires
- Being aided by structured techniques, mathematics, and computers
- Ongoing improvement when codified in a process, procedure, or program
- A long list of decision making techniques and tools with proven usefulness
- A growing capability to analyze and access the information that can improve guidance based on the facts

- While unable to meet the requirements of the full rational decision making model, this ideal serves as a valuable approximation that supports predictions and decision making with increasingly broad application. Rational approaches continue to provide the standard for effective decision making when considered in light of current limitations. Coping with complexity and information overload will place greater demand on enhancing capabilities that support rational choice (Decision Innovation, 2013)

Cognitive scientists recognize two kinds of rationality:

- **Epistemic rationality** is about forming true beliefs, about getting the map in our head to accurately reflect the territory of the world. We can measure epistemic rationality by comparing the rules of logic and probability theory to the way that a person actually updates their beliefs.

- **Instrumental rationality** is about making decisions that are well-aimed at bringing about what we want. Due to habit and bias, many of our decisions don't actually align with our goals. We can measure instrumental rationality with a variety of techniques developed in economics, for example testing whether a person obeys the 'axioms of choice'.

In short, rationality improves our choices concerning what to believe and what to do. Ever since Aristotle spoke of humans as the "rational animal," we have had a picture of ourselves as rational beings that are hampered by shortcomings like anger and fear and confirmation bias (Lukeporg, 2011).

Need for the study

Of late the news we hear suggest that today's adolescents, especially first year engineering students are severely affected with stress and depression, because many issues are occupying their minds. Today's adolescents are exposed to a complex menu of life- style options. Many adolescents are not provided sufficient support and guidance to become competent adults. Each passing day adds more stress to them as they do not know how to manage the stress. Placements, parental expectations, peer pressure, economic situations, attraction to the opposite sex, uninterested learning,

media influence, poor language skills are some of the factors leading to stress. They fail to recognize that these stresses are temporary and with little effort they can overcome the stress successfully. They always seek help from their equal age friends and many times they are not getting proper guidance. They fail to think rationally and act emotionally intelligent enough to handle such situations. Teachers spend too much of their valuable class time in dealing such issues. If these issues are occupying their minds, merely the academic intelligence will not help them to come out of their problems.

The technological and scientific innovations have been responsible for the development of today's world. So that the system needs good administrators, innovators, scientists, statesman, policy makers, engineers etc. Hence, education should identify the potentials of children to excel in various fields and encourage their creative abilities and make them emotionally sound. A good level of rationality and emotional intelligence helps an individual to overcome the day to day problems effectively. Emotional intelligence is an array of emotional and social knowledge and ability that influence our overall ability to effectively cope with environmental demand. The rational mind, on the other hand helps humans not only to plan, learn and remember, but also to love, care and make moral and ethical distinctions. The harmony between the emotional and the rational mind is what constitutes emotional intelligence and is the key to a richer and more fulfilling life.

In the present study, an attempt was made to ascertain the effect of REBT (Rational Emotive Behaviour Therapy) in helping the selected engineering sophomores in enhancing their emotional intelligence and promoting rational thinking.

CHAPTER- II

REVIEW OF LITERATURE

The research related to the study on, ‘Effect of REBT on Emotional Intelligence and Rationality in Engineering Sophomores’ was reviewed and presented in the following headings:

- Problems of Adolescence
- Emotions of Adolescence
- Emotion: Its role in success
- Emotional Intelligence
- Dimensions of Emotional Intelligence
- Correlates of Emotional Intelligence
- Emotional Competence of Adolescence
- Rationality
- Effect of Rational Emotive Behaviour Therapy

Problems of Adolescence

Ramaswamy and Venkateshkumar (2012) had done a study on “Assessment of Adolescent Problems in Rural and Urban Areas”. The study assessed the adolescent problems among urban and rural adolescents in and around Mysore city. A total of 631 adolescents of different age groups from 11-20 years were randomly selected. They were administered Problem checklist developed by Joshi and Pandey, which measured the problems of adolescents in 11 areas - health and physical development (HPD), finance, living conditions and employment (FLE), social and recreational activities (SRA), courtship sex and marriage (CSM), social psychological relations (SPR), personal psychological relations (PPR), moral and religion (MR), home and family (HF), The future vocational and educational (FVE), Adjustment to school work (ASW) and curriculum and teaching procedures (CTP). Results revealed that rural adolescents were found to have higher levels of problems in all the areas of problems mentioned. Gender-wise comparison revealed that males had more problems in finance, living conditions and employment, social and recreational activities, social psychological relations, personal psychological relations, moral and

religion, home and family, future vocational and educational, curriculum and teaching procedure and in total scores than female adolescents. Male adolescents of the rural areas had higher problems in areas -social and recreational activities, moral and religion, vocational and educational future compared to rest of the groups. Singh and Joshi (2008) had done a study on “Suicidal ideation related to Depression, Life stress and personality among college students”. The sample consisted of 250 college students which is 125 males and 125 females. The tools used were Scale for Suicide Ideation (SSI), Beck Depression Inventory (BDI), Eysenck Personality Questionnaire-R (EPQ-R) and Presumptive Stressful Life Events Scale (PSLES). Results demonstrated that suicidal ideation was positively associated with depression, stressful life events and two dimensions of personality i.e. extraversion and psychoticism.

Yadav, Anjumala and Gaonkary (2005) had done a study on “A critical analysis of identity style and adjustments among college students”. The sample consisted of 225 male and female students. The tools used were Adjustments Inventory In-group constructed by Srivastava and Tiwari (1987) and Identity Style Inventory developed by White et al (1998). The results of the study indicated that 96% of the college students had developed identity style and remaining has developed dual identity style.

Reddy, Balakoteswari and Rao (2005) had done a study on “Sources of stress among adolescents”. The sample consisted of 100 adolescent boys and girls and the tool used was Mooney’s problem check list. The results of the study indicated that social and psychological relations, financial conditions and health and physical developments are the chief sources of stress in adolescent boys. Social, recreational activities are stressful for adolescent girls. Adolescent girls have generally experienced less stress in all areas when compared to adolescent boys.

Kashyab and Sidhu (2005) had done a study on “Difference in stress and coping mechanism, used by adolescents among science and commerce streams”. The tools used were the Battery of stress scale constructed by Bisht Abharani (1987) and Defense Mechanism Inventory constructed by Mrinal and Singhal (1981). The sample consisted of 100 adolescents with 50 boys and 50 girls. The results indicated that

different levels of amount and frequency of stress among adolescents of both the stream.

Mythili, Bharathi, and Nagaratna (2004) had done a study on “Adjustment problems of adolescents”. The sample consisted of 150 boys and girl students. The tool used was Mooney’s Problem checklist. The results of this study indicated that boys have more adjustment problems while compared to girls and students of private colleges have more problems than those of government colleges.

Emotions of Adolescence

Khan, Shirazi and Khan (2012) examined “Mental health among professional and non- professional students in India”. The sample comprised of 200 respondents. The tool used was Mental Health Inventory (Srivastava and Jagdish 1983). Results revealed that early detection of mental health problems and understanding factors contributing to stress among students would promote better understanding mental health in future and findings suggest that should do more research about students’ mental health.

Rao and Raju (2012) had done a study on “Early adolescents: Emotional and Behavioural problems”. The sample consisted of 343 adolescents with 162 boys and 181 girls. The tool used was Achenbach’s Youth Self Report (2001). The results revealed that boys were having high emotional and behavioural problems than girls. A strong relationship has been found between emotional and behavioural problems among adolescents.

Fatima, Ghayas and Adil (2012) had done a research in the topic “Impact of achievement goals, sociability and gender on academic achievement of university students”. The present study was aimed at investigating the achievement goals and sociability as predictors of academic achievement. The sample drawn through stratified random sampling consisted of 300 undergraduate students. Achievement goals questionnaire and Sociability subscales of California Psychological Inventory were used to measure achievement goals and sociability respectively. The results demonstrated that girls are significantly high on academic achievement and performance- approach goals whereas boys are significantly more sociable.

Emotion: Its role in success

Singh, Singh and Singh (2012) did a study on “Does trait predict psychological well- being among students of professional courses?” The study was conducted to examine the role of traits (hope and Big five) in Scales of among students of professional courses. The data was collected by using The Trait Hope Scale, Big Five Inventory-10 (BFI-10) and Scales of Psychological Well-Being. The results showed that hope was significantly positively associated with PWB. Neuroticism was significantly negatively positively associated with PWB. Extraversion, Openness and Conscientiousness well Being.

Daraei and Ghaderi (2012) proposed a study in the topic of “Impact on education on optimism/ pessimism”. This study was conducted to explore the impact of educational level of parents on degree of optimism and pessimism of their children. Using an exploratory survey of 240 undergraduate students, male and female, selected randomly. The results revealed that, students with high degree of optimism had parents with high level of education.

Taylor et al. (2003) had done an analysis on “Portrait of the self- enhancer: Well adjusted and well liked or maladjusted or friendless?” The study used multiple measures of self- enhancement along with multiple measures and judges of mental health, comprehensively assessing the relationship. The results indicated that self- enhancement is positively associated with multiple indicators of mental health and with a more favorable impact on others.

Emotional Intelligence

A research was done by Kaur and Singh (2012) on “Comparative study on Emotional Intelligence of graduate students of professional and non- professional courses”. The sample consisted of 600 graduate students. The tool used was Ekta’s Emotional Intelligence Scale (EEIS). EEIS measured five aspects of EI viz., self- awareness, managing emotions, motivating emotions, empathy and healthy relationships. The study revealed that no sex differences was observed on these five aspects of EI both in professional and non- professional students, however,

differences were observed between such students in first three components of EI mentioned above while no differences were observed on last two components.

A study on “Emotional intelligence, self- efficacy and career maturity among the students of Hyderabad” was done by Alam (2012) with the 500 students of 250 boys and 250 girls. The tools used were Career Maturity Inventory developed by J. O. Crotes, Mangal Emotional Intelligence Inventory developed by Mangal and Mangal and generalised Self – Efficacy scale developed by Schwarzer and Jerusalem. There are significant relationship between career maturity, emotional intelligence and self- efficacy.

Shenoy and Thingujam (2012) had done a study on “Perceived emotional intelligence and academic adjustments in transitions phase- examining the mediating role of personality”. The sample consisted of 240 adolescents. The tools used were Neo- Five Factor Inventory constructed by Cost and McCrae (1992), Swinburne Emotional Intelligence Test- Adolescent Version (2003) and Academic Adjustment Inventory constructed by Vorow (1949). The results indicated that overall emotional intelligence was correlated with overall academic performance.

Shah and Thingugam (2008) had done a study on “Perceived Emotional Intelligence and Ways of Coping among Students”. The sample consisted of 197 students, between the ages of 18 to 25 years. The tools used were self –reported measures of Emotional Intelligence and ways of coping. It was found that appraisal of emotions in the self was positively correlated with plan-full problem solving and positive reappraisal coping styles. Appraisal of emotions in others was positively correlated with plan-full problem solving and positive reappraisal. Emotional regulation of the self was positively correlated with plan full problem solving, confronting coping, self-controlling, positive reappraisal and with distancing, but negatively correlated with escape avoidance. No gender differences were found in perceived emotional intelligence and ways of coping except for self-control, where males reported higher than females.

Dimensions of Emotional Intelligence

Kenchappanavar (2009) attempted to study whether there is a difference in the “Emotional Maturity of female college students of Bijapur”. The sample consisted of 100 female co- education college students and 100 students studying in female colleges. The tool used was Emotional Maturity Scale constructed by Yashvir Singh and Mahesh Bhargava. The results indicated that the female students of co-educational colleges have a significantly higher Emotional Maturity as compared to the female students of women’s colleges.

Uma and Umadevi (2005) had taken up a study to find out the “Relationship between the dimensions of Emotional Intelligence of adolescents and selected personal social variables”. The sample consisted of 120 parents and their children. The tool used was Emotional Intelligence Inventory constructed by Umadevi (2003). Results revealed that the parental education and occupation has significant relationship with the dimensions of Emotional Intelligence.

Talikdar (2004) had done a study on “The emotional maturity among the UG Nursing students”. The sample consisted of 50 students in the age group of 18-26 years. The tool used was Emotional Maturity Scale developed by Dr.Yashvir Singh and Dr.Mahesh Bhargava. The results of the study showed that the personality disintegration is highly significant in students with urban background than the students with rural background.

Chouhan and Tithi (2003) had done a study on “Assessing Emotional Maturity, Emotional Expression and Emotional Quotient of adolescent male and female students”. The sample consisted of 120 males and female students who were in pre and post adolescent stage. The tools used were Emotional Maturity Scale constructed by Singh and Bhargava and self prepared Emotional Expression Scale constructed by Chouhan and Bhatnagar. The results of the study revealed that post adolescents possess a higher degree of emotional quotient than their counterparts and those females have a higher degree of emotional quotient than their male counterparts.

Correlates of Emotional Intelligence

Malik and Shujia (2013) had done a study on “Emotional Intelligence and Academic achievement: Implications for children’s performance in schools”. The sample consisted of 204 children in the age range of 9- 13 years. The tools used were Bar- on EQ- I: YV scale and Demographic information form. The results indicated that there is a positive correlation between academic achievement and Emotional Intelligence.

Vineethkumar, Metha and Maheswari (2013) analysed the “Effect of Emotional Intelligence on the achievement motivation, psychological adjustment and scholastic performance of secondary school students”. The sample consisted of 450 urban male students. The tools used were Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2001), Achievement Value and Anxiety Inventory- AVAI (Mehta, 1976) and Adjustment Inventory for School students- AISS (Sneha and Singh, 1984). The results revealed that there is a significant effect of Emotional Intelligence on the achievement motivation and educational adjustment of students.

Vijayakumar and Govindaraju (2012) had done a study on “Creativity and Emotional Intelligence of High School Students”. The study aimed at examining the relationship between creativity and Emotional Intelligence of high school students. The sample consisted of 400 high school students drawn from Bangalore region during the academic year 2007-08. Results revealed that there a significant gender difference in creativity (Verbal & Non- verbal) but no significance gender difference in Emotional Intelligence. Girls’ students possess significant relationship in creativity and Emotional Intelligence; hence, there is a positive relationship between creativity and emotional intelligence.

Thingujam (2011) had done a study on “Emotional Intelligence and Life Satisfaction: Re-examining the Link and Mediating Role of Affectivity and Personality in India”. This study re-examined whether the life satisfaction-emotional intelligence linkage observed in predominantly individualistic western cultural context is generalizable in predominantly eastern collectivistic cultural context of India after controlling for affectivity and personality traits of five factor personality theory. Three hundred young adult participants responded to the scales of the

emotional intelligence, life satisfaction, affectivity, and personality. Results indicated that life satisfaction's correlation with emotional intelligence is generalizable across the cultures but unlike earlier findings the association is not independent of affectivity or personality (neuroticism, extraversion, agreeableness, and conscientiousness).

Shrivastava and Mukhopadhyay (2009) had done a study on "Alienation and Emotional Intelligence of Adolescents with Internalising Symptoms". The sample consisted of 510 adolescents in the age group of 14- 18 years. Multi-dimensional Assessment of Personality (form-t) test was used as screening tool in the first phase. Student Alienation Scale and Mangal Emotional Intelligence Inventory were administered on all the four groups each having 15 subjects for the final study. The result revealed that the affected group is significantly alienated and emotionally immature in awareness and management compared to their comparative normal group.

Vijayalakshmi, Bhattacharyya, Bhartia and Muthuvel (2008) had done a study on "Emotional Intelligence and social reticence of post graduate female students. The sample consisted of 47 female students pursuing their post- graduate courses. Results of the study revealed that the EI and SR are negatively correlated and there was no significant difference in EI and SR scores of students with respect to birth order and type of residence.

Verma and Alka (2003) had done a study on "Emotional Intelligence and General Well-Being among college students". The sample consisted of 120 college students and the tools used were Measure of Emotional Intelligence developed by Schutte (1998) and General Well- Being measure constructed by Verma and Verma (1989). The results of the study revealed that students who scored higher on emotional intelligence have scored higher in well- being also.

Emotional Competence of Adolescents

Bakshi (2012) has undertaken a research to study "The relationship between Emotional Competence of adolescents with cognitive variables and non- cognitive variables". The sample consisted of 300 adolescents. The tools used were Emotional Competence Scale by Bharadwaj and Sharma (1995), Group Test and General Mental Ability by Tandon (1990), Creative Thinking Test by Baquer Mehdi, Family

Environment Scale by Bhatia and Chadha (1993) and Mental Health Inventory by Jagdish and Srivastava (1983). The results of this study have found to be positively correlated with the Emotional Competence and Emotional Competence is positively correlated with intelligence, achievement and mental health.

Arathi and Rathinapraba (2004) had done a study on “Influence of family environment on emotional competence of adolescents”. The sample consisted of 120 adolescents with 60 from each sex in the age group of 13 to 16. The tools used were Family Environment Scale developed by Bhatia and Chadda and Emotional Competence Scale developed by Bharadwaj and Sharma. The results revealed that the family environment had significant influence on emotional competence of adolescents.

Rationality

A study was conducted by Velayudam and Gayatri Devi (2012) to find out the relationship between anxiety and decision making styles among college students. 200 students were randomly selected from various departments of Coimbatore, between the age group of 20- 24 years. The Decision Making Questionnaire by Mann (1982) and Sinha’s Anxiety Scale (1968) were used. Findings revealed that if the student becomes more anxious, they tend to adopt vigilant decision making style; female students were higher in defensive avoidance and rationalization than their male counter parts.

Sporrle, Strobel and Tumasjan (2010) had done a study on “On the incremental validity of irrational beliefs to predict subjective well-being while controlling for personality factors”. This research examined the incremental validity of irrational thinking as conceptualized by Albert Ellis to predict diverse aspects of subjective well-being while controlling for the influence of personality factors. Regression analyses revealed significant incremental validity of irrationality over personality factors when predicting life satisfaction, but not when predicting subjective happiness.

Effect of Rational Emotive Behaviour Therapy

Turner and Barker (2013) attempted to “Examining the efficacy of Rational-Emotive Behaviour Therapy (REBT) on irrational beliefs and anxiety in elite youth cricketers”. The study examined the efficacy of REBT (comprising three counselling sessions and two homework assignments) in decreasing irrational beliefs and cognitive-anxiety in four elite youth cricketers using a single-case multiple-baseline across-participants design. Visual and statistical analyses indicated that REBT reduced irrational beliefs and cognitive-anxiety in all participants.

Ghasemian, D’Souza and Ebrahimi (2012) had done a study on “Effectiveness of Rational Emotive Therapy on Shyness: Influence of Gender”. The study was designed to find out the effectiveness of REBT on shyness among male and female adolescents in India. A total of 96 participants who had high levels of shyness (having scores more than 72) were selected for the intervention of the study, 48 students as experimental group and 48 as control group. The experimental group underwent REBT intervention for ten sessions. A post test was given to both groups after two weeks. The findings displayed a significant decrease in the total shyness scores from pre to post test situation irrespective of the groups. Further, gender-wise comparison revealed that male adolescents had significantly reduced shyness than female adolescents. Lastly, male adolescents in experimental group reduced more shyness than any other groups.

Kumar (2009) had done a study on “Impact of Rational-Emotive Behaviour Therapy (REBT) on Adolescents with Conduct Disorder (CD)”. It was hypothesized that the REBT Psychotherapy would have a positive impact on adolescents’ conduct disorder symptoms. The Youth Self Report (YSR) was distributed to 1142 students and they were instructed to fill the forms. The sample included 200 students (100 girls and 100 boys), which 100 was taken as control group (50 girls and 50 boys), and other 100 was taken for experimental group (50 girls and 50 boys) from the schools and colleges in Mysore. The results revealed that the treatment decreased the symptoms of conduct disorder. The results showed that REBT has a positive impact on conduct disorder and other emotional and behavioural disorders co morbid with conduct disorder experienced by adolescents.

The literature reviewed clearly indicates that a number of researches have been conducted on emotional intelligence and existing problems among adolescents. Rationality is also an important area that needs to be researched especially for adolescents. Researches on REBT indicate its impact on emotional intelligence and rationality.

CHAPTER -III

METHOD

The procedure pertaining to ‘Effect of Rational Emotive Behaviour Therapy REBT (Rational Emotive Behaviour Therapy) on Emotional Intelligence and Rationality in Engineering Sophomores’ was carried out involving the following steps:

- Objectives
- Hypotheses
- Area
- Sample
- Tools
- Procedure
- Analysis of Data

Objectives

- To assess the level of Emotional Intelligence of the sample, who are the selected Engineering Sophomores
- To find out the relationship between the dimensions of Emotional Intelligence.
- To assess the level of Rationality of the sample
- To find out the relationship between Emotional Intelligence and Rationality of the sample
- To study the effect of REBT (Rational Emotive Behaviour Therapy) on the Emotional Intelligence and Rationality of the sample

Hypotheses

The hypotheses are stated as Alternative Hypotheses, so that they can be either accepted or rejected, based on the results

- There are differences in the level of Emotional Intelligence of the sample
- There are differences in the level of Rationality of the sample
- There is relationship between Emotional Intelligence and Rationality of the sample
- REBT (Rational Emotive Behaviour Therapy) has effect on the Emotional Intelligence of the sample
- REBT (Rational Emotive Behaviour Therapy) has effect on the Rationality of the sample

Area

Rathinam College of Engineering and Technology, Eachanari, Coimbatore, was selected for the present study. The reasons for selecting this area are as follows:

- Willingness of the college authorities to grant permission and provide the necessary facilities to conduct the action research
- Openness of the students to participate in the study

Sample

Sixty two students in the age range of 17- 20 years who are in first year engineering were randomly selected for the study.

Tools

The tools used in the study were:

- **Case Study Schedule (Annexure I)** was designed to collect the demographic details of the participants such as name, gender, age, socio economic status and family background
- **Emotional Quotient Test (Annexure II)** constructed and standardized by N.K. Chadha and Dalip Singh (2003) consisted of 22 Questions which presented different situations to an individual. Each question had four alternatives. This EQ test has a test–retest and split–half reliability of 0.94 and 0.89 respectively and validity of 0.89.

- **Rationality Quotient Test (Annexure III)** developed by Aparna Chattopadhyay (2001) consisted of 16 items in dichotomous patterns with the options of 'Yes' or 'No'.
- **Adult Consent Form (Annexure IV)**

Procedure

From Rathinam Engineering College, Coimbatore, 196 students from first year were screened for their level of emotional intelligence and rationality using Emotional Quotient Test and Rationality Quotient Test. Out of them, 62 students (50 male and 12 female) with 'Moderate to Low' emotional intelligence and 'Low' rationality were randomly selected. They were given the Adult Consent Form to obtain their consent to take part in the action research. Since all the 62 students expressed their willingness, Case Study Schedule were given to all the participants and they underwent 4 sessions of REBT (Rational Emotive Behaviour Therapy) on alternate days. The sample was divided into two batches of around 30 in a batch for REBT. Each session consisted of 2 to 2 ½ hours. The participants were taught various techniques of REBT and they were given homework assignments so as to follow the techniques in their real life situations. After 2 weeks, the participants were reassessed for emotional intelligence and rationality.

Psychological Intervention

Rational Emotive Behaviour Therapy

Self- Monitoring

In self- monitoring, the participants were taught how to understand their own thoughts and emotions and identify the beliefs formed due to that. For that they were asked to write down their five important strengths and five important weaknesses. And also they were asked to write down their own internal dialogues formed due to their strengths and weaknesses. They were taught to identify the emotions and beliefs associated with their strengths and weaknesses.

Active Disputation of Participant's beliefs

Participants were taught how to check and modify their values and attitudes. REBT (Rational Emotive Behaviour Therapy) focuses on disputing the irrational, logically inconsistent, absolutist, catastrophic and faulty ideas of clients. The students were told on how the unnecessary disturbances change their normal course of life and were persuaded to change these dysfunctional behaviours. The students were actively involved to go beyond the cognitive level and the emotional dispute is done by active disputation.

Teaching Coping Self Statements

The participants were taught on how their self destructive beliefs can be altered by sensible coping statements. The participants were instructed to monitor their speaking patterns by way of writing and analysing the quantity of their language. For example, the statement 'If I make any mistakes, it would be a great offence' can be replaced by "I can still accept in spite of my mistakes, though I prefer doing my best, I don't have to force myself towards the unrealistic high performance".

Unconditional Acceptance

Participants will have a sense of fear that they will be rejected by their peer on being 'imperfect' in certain aspect of their life. A training model that is designed for an atmosphere of unconditional acceptance among the participants was developed to make them feel personally accepted, though some of their belief may be challenged.

Rational Emotive Imagery

The participants were asked to imagine a worst situation where they experience a disturbing feeling. Then they were trained on how to develop healthy emotions in these cases of disturbing emotions. The participants were told actively involve themselves in changing these disturbing feeling into a healthy feeling and thereby changing their behaviour.

Use of Humour

Ellis (2001) states that humour have both cognitive and emotive benefits in changing the persons. Ellis (2001) states that people lose their sense of humour and consider themselves very seriously. In the present study, humour was used to bring participants out of their intense feeling toward lighter moment so that they enjoy laughing at themselves on their own behaviours.

Cognitive Home Work

The participants were give homework on cognitive assignments like applying A-B-C theory in their day to day life. During the process of training, they were told on the techniques on uprooting the self defeating cognitions (Corey, 2009).

Experimental Design

The experimental design used in this action research was ‘before- and- after without control design’. The dependent variables, Emotional Intelligence and Rationality of the participants were assessed before and after the psychological intervention, REBT (Rational Emotive Behaviour Therapy), which is the independent variable.

	Time Period I	Treatment	Time Period II
Test Area	Level of phenomenon before REBT Emotional Intelligence (A) Rationality (C)	REBT	Level of phenomenon after REBT Emotional Intelligence (B) Rationality (D)

1. Treatment effect = B-A

2. Treatment effect = D-C

Analysis of Data

The data were analysed using SPSS+PC package on the basis of the following:

- Demographic factors
- Level of Emotional Intelligence

- Level of Rationality
- Significance of difference in mean Emotional Intelligence before and after REBT (Rational Emotive Behaviour Therapy)
- Significance of difference in mean Rationality before and after REBT
- Correlation between Emotional Intelligence and Rationality

CHAPTER IV

RESULTS AND DISCUSSION

The study on, 'Effect of Rational Emotive Behaviour Therapy on Emotional Intelligence and Rationality in Engineering Sophomores' was conducted in Rathinam Engineering College, Coimbatore, Tamil Nadu. Sixty two students (50 male and 12 female) were randomly selected as the sample. The methods adopted to collect the data included interview, Case Study and Psychological Testing. The tools used for the study were Case Study Schedule, Emotional Quotient Test (Dalip Singh and Chadha, 2003) and Rationality Quotient Test (Aparna Chattopadhyay, 2001).

The data of the study are analysed, tabulated and discussed below.

Table I
Demographic Data of the Sample

N=62

Demographic Data		Number	Percentage
Gender	Male	50	81
	Female	12	19
Branch	Civil	12	19
	Mechanical	26	42
	ECE	11	18
	IT	4	7
	CSE	9	14
Place of stay	Hostel	36	58
	Day scholar	26	42
Birth Order	First	19	31
	Last	31	50
	Middle	10	16
	Only Child	2	3
Socio Economic Status	High	0	0
	Moderate	51	82
	Low	11	18

Place of Living	Urban	27	44
	Rural	35	56
Family Type	Nuclear	57	92
	Joint	5	8
Medium of Instruction	Tamil	32	52
	English	30	48
Father's Education	Below Plus Two	39	63
	Plus Two	14	23
	UG	6	9
	PG	3	5
Mother's Education	Below Plus Two	41	66
	Plus Two	13	21
	UG	6	10
	PG	2	3

Percentages are rounded off

Table I shows the demographic data of the sample. The sample consisted of 81 % male and 19 % female. Nineteen percent of the student participants were from Civil Department, 42% from Mechanical, 18% from ECE, 7 % from IT and 14% from CSE Departments. Fifty eight percent of the sample stayed in the hostels and 42% were day scholars. While considering the birth order, 31% of the sample was first born, 50% were last born, 16% were middle born and 3% were only child.

Most of the sample (82%) belonged to moderate socio economic status and the rest (18%) belonged to low socio economic status. Ninety two percent of the sample belonged to nuclear families and only 8% were from joint families. Forty four percent of the sample was from urban areas and 56% from rural areas. The medium of instruction in their higher secondary school level were differentiated as English and Tamil language. For 48% of the sample, the medium of instruction in higher secondary education was English and for the rest (52%) it was Tamil.

The parents' educational qualifications were segregated into four groups namely, below HSC (Higher Secondary Certificate), HSC, Under Graduation and Post Graduation. Considering Father's Education, 63% of the student's fathers were under

the category of 'Below HSC', 23% had completed 'HSC', 9% had done their Under-Graduation and only 5% had done their post graduation. Sixty six percent of the mothers were with 'Below HSC', 21% had completed 'HSC', 10% had done Under-Graduation and only 3% had completed their post graduation.

Table II
Level of Emotional Intelligence of the Sample

N=62

Level of Emotional Intelligence	Before REBT		After REBT	
	Number	Percentage	Number	Percentage
Extremely High Emotional Intelligence (379 and above)	0	0	2	3
High Emotional Intelligence (308- 378)	12	19	46	74
Moderate Emotional Intelligence (261- 307)	42	68	14	23
Low Emotional Intelligence (159- 260)	8	13	0	0

Percentages are rounded off

Today's adolescents are exposed to a complex menu of life style influences such as the media, social networks, drug, alcohol and sexual abuse etc. Hence academic excellence alone would not help them become competent adolescents. They need to possess emotional intelligence to cope with such pressures in life and in managing their negative emotions.

Table II shows the level of emotional intelligence of the sample before and after REBT (Rational Emotive Behaviour Therapy). Before REBT, 13% of the sample had 'Low' level of emotional intelligence, 68% of the sample had 'Moderate', and none had 'Extremely High' level of Emotional Intelligence. Hence the alternative hypothesis, 'There are differences in the level of Emotional Intelligence of the sample' is accepted.

After REBT, none had 'Low' level of emotional intelligence, 23% of the sample had 'Moderate' level of Emotional Intelligence, 74% of the sample had 'High' level of emotional intelligence and 3% of the sample had 'Extremely High' level of Emotional Intelligence.

In the four sessions of REBT, the subjects were taught techniques such as Self- Monitoring, Changing one's Language, Rational Emotive Imagery, Disputing irrational beliefs, Role Playing and Use of Humour. Individual counselling was also given to some students who had sought for it.

REBT believes that people contribute to their own psychological problems as well as specific symptoms by the way they interpret events and situations in their life. Therefore recognition of one's own self- statement could result in a corresponding re-organisation of one's behaviour.

Qualter and Gardener (2007) believed that predictability of academic success could be enhanced by using Emotional Quotient because it contains larger number of components relevant to academic success.

Figure I
Level of Emotional Intelligence of the Sample

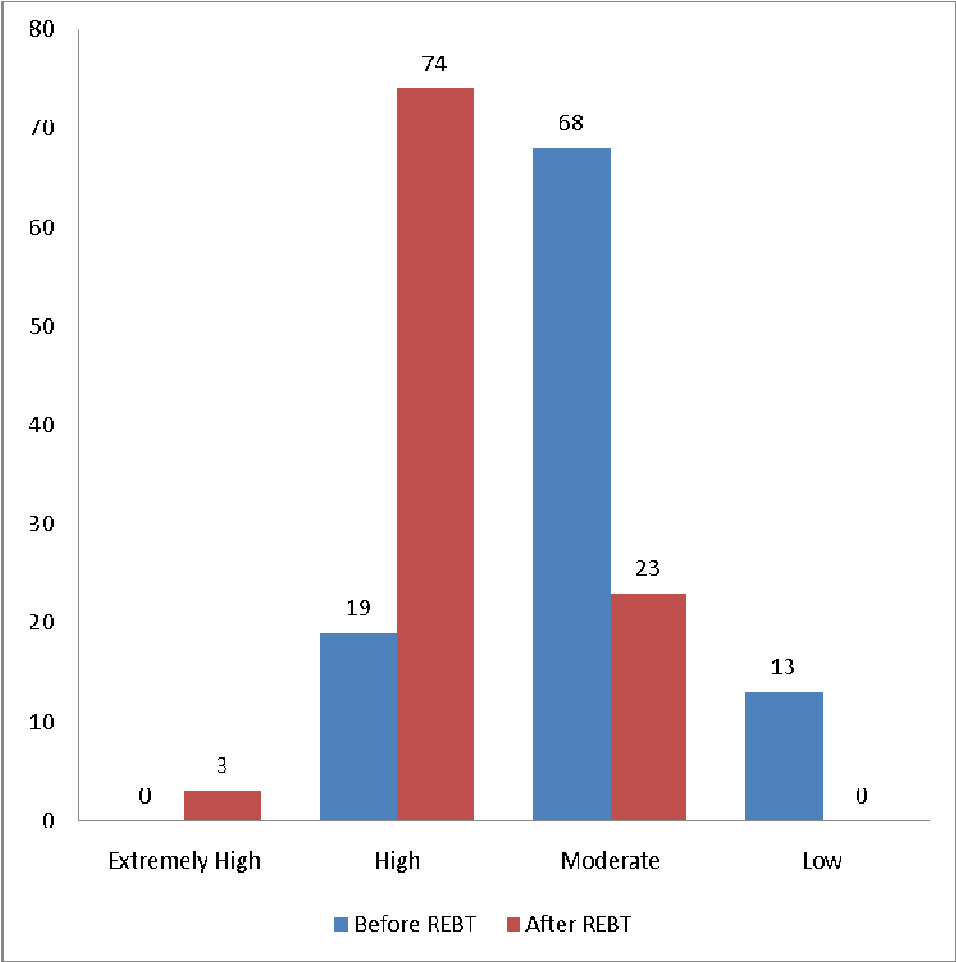


Table III
Dimensions of Emotional Intelligence
Mean Sensitivity, Maturity and Competency of the Sample

N=62

Dimensions	Mean- Before REBT	Mean- After REBT	t	p
Sensitivity	71.9355	85.8871	7.224	.000*
Maturity	89.8387	101.4516	4.554	.000*
Competency	135.5645	142.6613	2.638	.021*

**Significant at 0 .05 level*

It can be noted from Table III that after REBT, the mean scores of Sensitivity, Maturity and Competency have increased from 71.9355, 89.8387 and 135.5645 to 85.8871, 101.4516, and 142.6613 respectively. This increase could be attributed to the effect of REBT.

Pastey and Aminbhavi (2006) found that the adolescents with high level of Emotional Maturity have significantly low stress and high self- confidence when compared to those with low Emotional Maturity.

Sinha and Jain (2004) reported that the dimensions of emotional intelligence was meaningfully related with the job satisfaction, personal effectiveness, organizational commitment, reputational effectiveness, general health, trust, turnover intention, organizational effectiveness and organizational affectivity.

Figure II
Dimensions of Emotional Intelligence
Mean Sensitivity, Maturity and Competency of the Sample

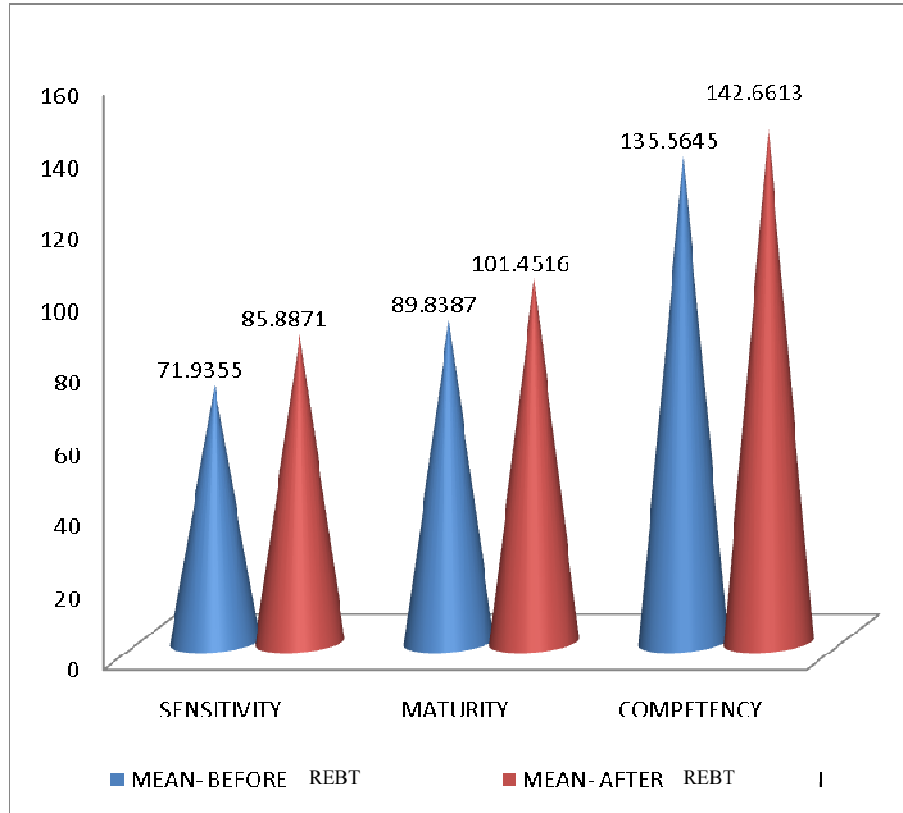


Table IV
Significance of difference in mean Emotional Intelligence of the Sample
before and after REBT

Condition	Mean	Standard Deviation	t	Df	Sig. (2-tailed)
Emotional Intelligence –Before REBT	294.6774	27.51856	8.293	61	.000*
Emotional Intelligence – After REBT	329.7581	28.01386			

**Significant at 0.05 level*

REBT is focusing on working with thinking and acting rather than primarily expressing feeling. Here therapy works as an educational process. Through this the students can live happily with appropriate positive feelings.

Table IV reveals that the mean Emotional Intelligence has risen from 294.67 to 329.758, after the administration of REBT for four sessions. The level of Emotional Intelligence has increased from average to high level. The difference in mean Emotional Intelligence before and after REBT is statistically significant at 0.05 level. Hence, the alternative hypothesis ‘REBT has effect on the Emotional Intelligence of the sample’ is accepted.

Thiruchelvi and Supriya (2001) have found out that there is a positive relationship between the Emotional Intelligence and the academic scores and class participation of students.

Figure III

Mean Emotional Intelligence of the Sample before and after REBT

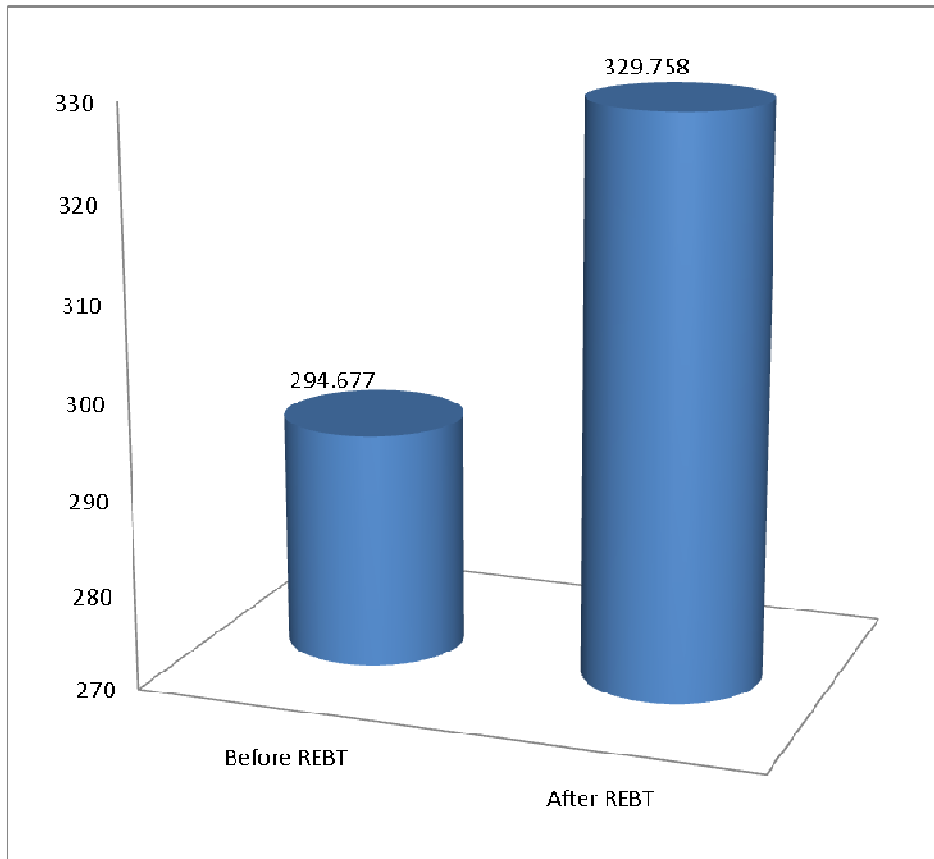


Table V
Level of Rationality of the Sample

N=62

Level of Rationality	Before REBT		After REBT	
	Number	Percentage	Number	Percentage
High Rationality (10- 16)	11	18	45	73
Low Rationality (Below 9)	51	82	17	27

Percentages are rounded off

Ellis believed that we are born with the potential for both rational or straight thinking and irrational or crooked thinking. Disturbance is largely accompanied by absolutistic, dogmatic, rigid, necessitating goals and attitudes and that emotional health involves flexibility, seeking alternatives and un-perfectionistic wishing rather than perfectionistic demanding.

Table V reveals that, initially 18% of the sample had ‘High’ rationality and 82% had ‘Low’ level of Rationality. Therefore the alternative hypothesis, ‘There are differences in the level of Rationality of the sample’ is accepted.

Blaming oneself or others is the core of most emotional disturbances. The irrational thinking is the root cause for most of the emotional problems. The irrational thinking is formed due to childhood experiences which will lead to basic beliefs, schemas and conditional beliefs. Most of the students studied in Tamil medium and are hailing from rural areas, and hence their self- esteem seemed poor. Most of the sample were having the irrational beliefs like self- downing, worthlessness and awfulizing.

Abhyankar, Nair and Ram (2003) showed that the irrational beliefs lead to dysfunction of emotional and behavioural consequences in youngsters.

Figure IV
Level of Rationality of the Sample

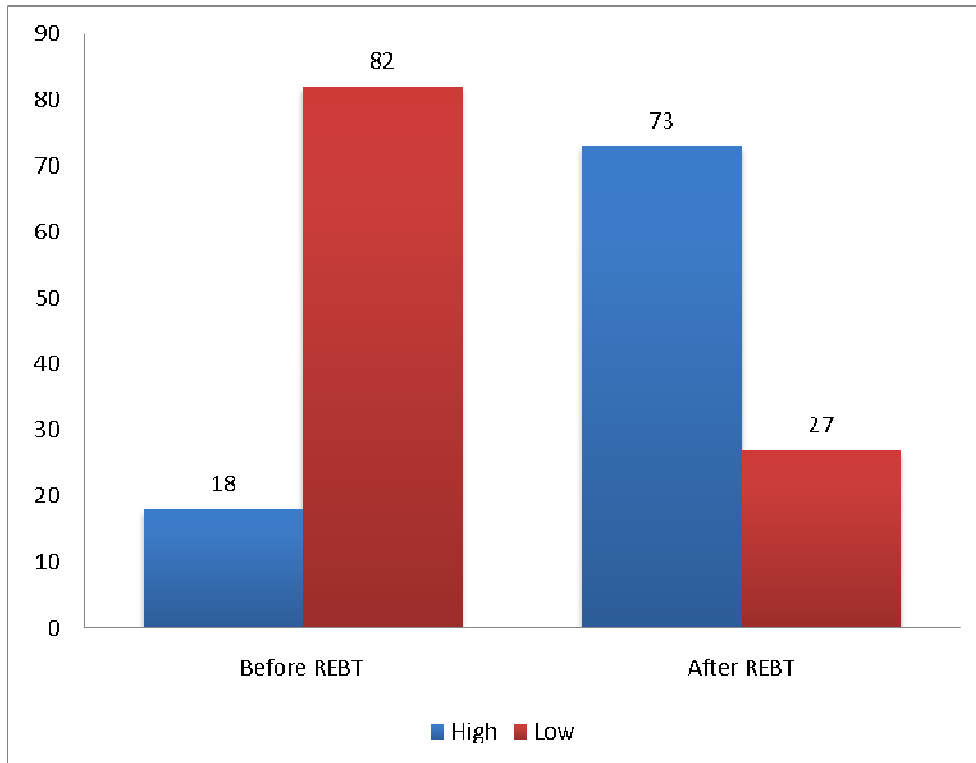


Table VI
Significance of difference in Mean Rationality of the Sample before and after
REBT

N=62

Condition	Mean	Standard Deviation	t	Df	Sig. (2-tailed)
Rationality Before REBT	7.4194	2.01265	10.183	61	.000*
Rationality After REBT	10.3226	1.50163			

**Significant at 0.05 level*

Irrational beliefs lead to dysfunctional emotional and behavioural problems. Table VI shows the mean difference in rationality before and after REBT. It can be noted from Table VI that the mean rationality of the sample had increased from 7.4194 to 10.3226 after REBT. The difference in rationality after REBT is statistically significant at 0.05 level. Hence the alternative hypothesis ‘REBT has effect on the Emotional Intelligence and Rationality of the sample’ is accepted.

Table VII
Correlation between Emotional Intelligence and Rationality of the Sample

		Emotional Intelligence Before REBT	Rationality Before REBT
EQ Level Before REBT	Pearson Correlation	1	-.314*
	Sig. (2-tailed)		.013
	N	62	62
Rationality Before REBT	Pearson Correlation	-.314*	1
	Sig. (2-tailed)	.013	
	N	62	62

* Correlation is significant at the 0.05 level (2-tailed).

Correlation is a statistical technique that can show the relationship between two variables. Correlation between Emotional Intelligence and Rationality of the sample was calculated by Pearson Product Moment correlation method. Table VII indicates that the correlation value between emotional intelligence and rationality of the sample is -.314 and it is statistically significant at 0.05 level.

Interestingly, the correlation between emotional intelligence and rationality of the student participants shows a negative value which means that when one increases, the other decreases i.e., when the EQ scores are high, RQ scores would go low and vice versa. Hence, the hypothesis, ‘There is relationship between Emotional Intelligence and Rationality of the sample’ is accepted.

When an individual takes an emotionally intelligent decision, it need not be a rational one. And if the individual tries to be rational, the decision may not be an emotionally intelligent one. From this we could infer that there should be a balance between thinking from the ‘heart’ and thinking from the ‘head’.

Thoughts and emotions are not two entirely different processes but significantly overlap in many respects and so disordered emotions, can often be ameliorated by changing one's thinking. Rational thinking allows a person to think logically, act appropriately, and this leads to perceiving the situation in a positive way. The rational mind and the emotive mind are very important in the overall success of the personality.

Kalaimathi, Julius and Usha (2012) have found out that the counselling is playing as an remedial tool for adolescents who are in need and the different stages in the behavioural problem starting with the adolescent age might continue throughout life if they are not identified and corrected.

Counselling was also given to the identified and volunteered students and it helped the student sample to gain better awareness about them. They had irrational beliefs like 'I am worthless', 'I can't do this' etc. were modified into rational beliefs.

On the whole, the results indicate that the EQ and RQ scores of the selected engineering sophomores have increased after REBT sessions. From this, it could be inferred that REBT may be effective in enhancing emotional intelligence and promoting rational thinking.

CHAPTER – V

SUMMARY AND CONCLUSION

The study on “Effect of Rational Emotive Behaviour Therapy on Emotional Intelligence and Rationality in Engineering Sophomores” was conducted with the following objectives:

- To assess the level of Emotional Intelligence of the sample, who are the selected Engineering Sophomores
- To assess the level of Rationality of the sample
- To find out the relationship between Emotional Intelligence and Rationality of the sample
- To study the effect of REBT on the Emotional Intelligence and Rationality of the sample

From Rathinam Engineering College, Coimbatore, Tamil Nadu, 196 students from first year were screened for emotional intelligence and rationality using Emotional Quotient Test and Rationality Quotient Test. Out of them, 62 students (50 male and 12 female) with ‘Moderate to Low’ emotional intelligence and ‘Low’ rationality were randomly selected. They were given the Adult Consent Form to obtain their consent to take part in the action research. Since all the 62 students expressed their willingness, Case Study Schedule were given to all the participants and they underwent 4 sessions of REBT (Rational Emotive Behaviour Therapy) on alternate days. Each session consisted of 2 to 2 ½ hours. The participants were taught various techniques of REBT and they were given homework assignments so as to follow the techniques in their real life situations. After 2 weeks, the participants were reassessed for emotional intelligence and rationality.

The experimental design used in this research was ‘Before- and- after without control design’.

Conclusion

- Initially, 19% of the sample had 'High Emotional Intelligence', 68% had 'Moderate Emotional Intelligence' and 13% had 'Low Emotional Intelligence'. Hence the alternative hypothesis, 'There are differences in the level of Emotional Intelligence of the sample' is accepted.

- Before REBT, 18% of the sample had 'High' Rationality and 82% of the sample had 'Low Rationality'. Hence the alternative hypothesis, 'There are differences in the level of Rationality of the sample' is accepted.

- Sensitivity, Maturity and Competency are the dimensions of emotional intelligence. The difference in mean dimensions before and after REBT is statistically significant at 0.05 level.

- The difference in mean Emotional Intelligence of the sample before and after REBT is statistically significant at 0.05 level. Hence the alternative hypothesis, 'REBT has effect on the Emotional Intelligence of the sample' is accepted.

- The difference in mean rationality of the sample before and after REBT is statistically significant at 0.05 level. Hence the alternative hypothesis, 'REBT has effect on the Rationality of the sample' is accepted.

- The coefficient of correlation between emotional intelligence and rationality of the sample is -0.314 which is statistically significant at the 0.05 level. Hence the alternative hypothesis, 'There is relationship between Emotional Intelligence and Rationality of the sample' is accepted.

Limitations

- The sample size was restricted to 62 due to
 - The difficulty in obtaining permission from the engineering colleges for conducting the action research.
 - The limited time available for postgraduate research.
- The data collection was done only in a small region of Coimbatore and the result may vary in the other parts of country.

Recommendations

- School psychologists who are trained in REBT can be appointed in all educational institutions to provide training and counselling to the needed students.
- Workshops on Emotional Intelligence involving REBT can be conducted in educational institutions for the benefit of the students and staff.

Suggestions for Further Research

- Findings of the current research might lead researchers to explore new dimensions of emotional intelligence in future.
- The research might be expanded to the diversified and cross- cultural samples from different cities and provinces in India as well as internationally for comparison purposes.
- Researches can be conducted involving REBT and other variables like academic achievement, well- being, spiritual intelligence and social intelligence among college and school students.
- Longitudinal research can be conducted on larger sample of students applying REBT.

- Researches can be conducted on rationality because the current literature covers fewer on rationality.

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Annexure- I
Case Study Schedule

Date:

Name (Optional) :
Age :
Gender :
Name of the College :
Branch of study :
Birth order : First/ Last/ Middle/ Only child
Socio economic status : High/ Moderate/ Low
Place of living : Urban/ Rural
Father's Education : PG/ UG/ +2/ Below +2
Occupation :
Mother's Education : PG/ UG/ +2/ Below +2
Occupation :
Number of siblings : Brothers-
Sisters-
Type of family : Joined/ Nuclear
Address for communication :

E- Mail ID :

Annexure- II
Emotional Quotient Test

Following are the questions to know your emotional reactions to different situations. Answer on the basis of how you FEEL and not what you THINK. There is no right or wrong answers. Please do not skip any question. Do it honestly and as quickly as possible. THANK YOU

1. You have been denied a promotion by the management for which you were eligible. Moreover, one of your juniors has been promoted. You are emotionally upset and feel frustrated. What will you do?

- a. Talk it over with your boss and ask for reconsideration of the management's decision.
- b. Start abusing the colleague who superseded you.
- c. Move the court and obtain a stay order to get justice.
- d. Identify your shortcomings and try to improve your performance.

2. A freshly recruited professional graduate joins your organisation as a management trainee. After a few weeks, she complains to you that she was not being taken seriously by her subordinates. What will you suggest her?

- a. Ask her to handle the situation herself and not bother you with trivial matters
- b. Tell her that such behaviour should be ignored.
- c. Ask her to be bold, face the challenge and overcome the problem.
- d. Empathise with her and help her figure out ways to get others to work with her.

3. At the workplace, due to some misunderstanding, your colleagues stop talking to you. You are convinced that there was no fault of yours. How will you react?

- a. Wait till they come and start talking to you again.
- b. Take the initiative, go forward and start talking to them.
- c. Let things take their own time to improve.
- d. Ask someone to mediate.

4. You get into an argument with your colleague and end up attacking him/her personally. Later you realise that you never intended to tarnish the image of your colleague.

How will you handle such an ugly situation?

- a. Sit calmly and consider what triggered off the arguments, and if it was possible to control your anger at that point of time.
- b. Avoid future arguments and leave the room.
- c. Apologise to your colleague for your behaviour.
- d. Continue with the argument till you reach some definite conclusion.

5. Imagine you are an insurance salesperson selling insurance policies. You approach a number of prospective clients who slam the door on your face and refuse to buy policies. What will you do?

- a. Blame yourself and stop work for the day.
- b. Reassess your capabilities as an insurance salesperson.
- c. Come out with fresh strategies to overcome similar situations in future
- d. Contact the clients again some other day.

6. When someone directly criticizes your behaviour, how will you behave?

- a. Tend to close up and stop listening.
- b. Carefully listen to their opinion.
- c. Tend to get upset about it.
- d. Think of ways to change your behaviour.

7. You are on an aircraft and suddenly the air hostess announces that it has been hijacked by the terrorists. Every-one is in a state of shock. What will be your reaction?

- a. Blame yourself for choosing an inauspicious day for travelling.
- b. Be in emotional control and attend to the instructions of the pilot/air hostess.
- c. Continue to read your magazine and pay little attention to the incident.
- d. Cry out and vow not to travel by air in future.0

8. Imagine you are a police officer posted in a sensitive area. You get information of violent ethnic clashes between two religious communities in which people have been killed from both sides and property damaged. What action will you take?

- a. Decide not to visit the spot personally as there may be a danger to your life.

- b. Relax; this is not the first time riots have taken place.
- c. Try to handle the situation by taking action according to the law.
- d. Reach the spot and assuage the feelings of the victims.

9. Your grown up daughter starts arguing with you every now and then. She tells you that you cannot impose your old-fashioned attitudes and outdated values on her. How will you tackle her?

- a. Accept her statement in helplessness and take a low-profile position in the family.
- b. Send her to a psychologist to learn how to adjust with her environment.
- c. Manage your emotions and explain your point of view as patiently as possible.
- d. Talk to her and understand her emotions, beliefs and attitudes.

10. After weeks of merger of two largest financial firms, hundreds of employees were expected to lose their jobs. You, being the General Manager (HQ), were told to convey to the employee the decision of the management. How will you convey the message?

- a. Give a gloomy picture and tell them you have no option but to fire half of them.
- b. Give a bright picture and tell them that the company will be blessed with talented people from both firms.
- c. Tell them that you will collect more information to be fair and update them every few days on how things will take shape.
- d. Announce the decision and let the employees take a decision about what they want.

11. You are a professor in a college. While delivering a lecture, a student comments that you have not prepared the topic properly and you are just passing the time. This has hurt your self-esteem. What will be your reaction?

- a. Report to the principal of the college about the unruly behaviour of the student.
- b. Order the student to leave the classroom at once.
- c. Ask him/her to meet you in your chamber after the class to explain what he/she wants.
- d. Judge the emotions of the class and promise to make amendments accordingly.

12. As CEO of a company, during a meeting with the union, one of the union leaders levels serious allegations of corruption and favoritism against you. How will you react?

- a. Continue with the discussion and listen to their demands with a cool head.
- b. Ask the union leader to make allegations in writing and offer an impartial enquiry.
- c. Cancel further negotiation and ask the union leader to apologise first.
- d. Leave the room after assigning the responsibility to your subordinate to continue with the meeting.

13. You had an argument with your spouse on some trivial family matter and are not on speaking terms for some time. The situation is causing mental disturbance to both of you. What will you do?

- a. Stick to your stand; after all you were never at fault.
- b. Try to break the ice by analysing the reasons for the conflict.
- c. Make the first move and ease the situation.
- d. Wait for your spouse to make the first move to restore normalcy.

14. You hail from a rural area and take admission in a city college. You find your classmates taunting you as you are not smart and are unable to speak good English. How will you manage yourself?

- a. Ignore them.
- b. Shout back and tell them to mind their own business.
- c. Leave studies half way and go back to your village.
- d. Accept their challenge and prove that you can match them.

15. While speaking to an audience, you feel that:

- a. It is difficult to convey your speech.
- b. You are partially comfortable in conveying your speech.
- c. You are comfortable in conveying your speech.
- d. You feel that you will do better with some more practice.

16. Your friend's sister, who got married just one year back, is heading for a divorce. She is highly educated and economically self-dependent. She comes to you for guidance. What will you advise her?

- a. Tell her to go ahead with the divorce as she is a first class MBA and her husband cannot take her for granted.
- b. Empathise with her for marrying an academically average person.
- c. Advise her to talk to her husband and figure out the reasons behind the maladjustment.
- d. Tell her that academic qualifications are important but these do not help in leading a successful married life.

17. There is a blind girl in your class. She trips on her way out of the class. You see a few of your friends making fun of her and laughing at her. What will you do?

- a. Laugh along with your friends.
- b. Ignore the incident, as they are your friends.
- c. Help the blind girl make her way out of the classroom but say nothing to your friends.
- d. Help the girl and then confront your friends for being so insensitive.

18. While having an argument with someone, if you lose, you:

- a. Feel totally beaten.
- b. Wait for the next opportunity to beat your opponents.
- c. Winning and losing are part of the game.
- d. Analyse the reasons for the loss.

19. You are working as HRD General Manager in a large multinational company which recruits dozens of fresh MBAs, engineers and other professionals in senior positions every year. This requires time, energy and money. However, you find that 75 per cent of the young recruits are leaving the company after around two years of work experience to join more attractive jobs. What will you do?

- a. Ignore the trend. There is rampant unemployment and you can find more people lined up to join your company.
- b. Try to find out the root cause of their leaving the job and take corrective measures to retain them as you have already invested heavily in them.

- c. Increase the pay package and lure them in working with you.
- d. Change the selection criteria and recruit people on the basis of their need and requirements.

20. You have been involuntarily transferred to a remote project and posted under a new boss. Although you have been given a pay hike and also a promise for promotion in the near future, yet you are not comfortable. Your family cannot shift along with you due to education of your children. You are in a sensitive area and your security is also at risk. You are undergoing a mild level of stress. How will you diffuse the stress?

- a. Enjoy. After all there has been a hike in your pay for working in a sensitive area.
- b. Wait. It may turn out to be an opportunity for early promotion.
- c. Lament. Why should such terrible things happen to only you?
- d. Act in haste. Think of resigning and find a new job for yourself.

21. You have lived your life for so many years on this earth. How would you like to explain your life at the moment in one sentence?

- a. Successful: Well, I am a contended person who has got whatever could make me feel happy.
- b. OK: Well, it's a mixed experience for me. It's 50:50.
- c. Comfortable: Well, destiny is in the hands of God. Man is just a puppet
- d. Uncomfortable: Well, I feel I deserved better but could not get it.

22. As an HRD manager, you have to recruit a large number of employees for a multinational firm. After the written test and interview you find that most of candidates who qualified are women. What will be your reaction?

- a. Hire women employees. They deserve it as they have qualified the selection criteria.
- b. Well it's a women's world. Hire them any way.
- c. Hire male and female employees in equal number.
- d. Avoid women employees as they are a liability.

Scoring key– Emotional Quotient Test

Question Number	A	B	C	D
1	15	5	10	20
2	5	10	15	20
3	15	20	5	10
4	20	15	10	5
5	5	20	15	10
6	10	20	5	15
7	5	20	15	10
8	10	5	20	15
9	5	10	20	15
10	5	20	15	10
11	5	10	15	20
12	20	15	10	5
13	5	15	20	10
14	10	15	5	20
15	10	15	20	5
16	5	10	15	20
17	5	10	15	20
18	5	10	15	20
19	5	20	15	10
20	15	20	10	5
21	20	15	10	5
22	20	15	10	5

EQ Dimensions	Situations	Score	Percentile
Sensitivity	2-8-16-17-22 (5 situations)		
Maturity	4-6-9-11-12-18-21 (7 Situations)		
Competency	1-3-5-7-10-13-14-15-19-20 (10 Situations)		
Total EQ Score	All Situations (22 Situations)		

The Percentile Table

EQ Dimensions	P-90	P-75	P-50	P-40	P-20
Sensitivity Range of Score 25- 100	93-100	86-92	66-85	36-65	<35
Maturity Range of Score 35-140	133-140	113-132	88-112	53-87	<52
Competency Range of Score 50-200	168-200	141-168	97-140	71-96	<70
Total EQ	379-440	308-379	261-307	159-260	<158

Analysis of Score

Percentile	Interpretation
P-90	Extremely High EQ
P-75	High EQ
P-50	Moderate EQ
P-40	Low EQ
P-20	Try the Test again some other day.

Annexure- III

Rationality Quotient Test

Given below are a number of questions regarding emotions, attitudes and interests. We request you to answer them put a tick mark below YES if the statement is true or mostly true of you, and NO if the statement does not suits you. There is no right or wrong answer. All the information given by you will be kept confidential. Please do not skip any statement. Please do it honestly. THANK YOU.

I believe,

S. No	STATEMENT	YES	NO
1.	One must- yes must have sincere love and approval almost all the time from all the people that one finds significant.		
2.	One must be thoroughly competent, intelligent and achieving in all possible aspects.		
3.	People who harm you or commit misdeeds are generally rate wicked or villainous individuals and one should severely blame, damn and punish them for their sins.		
4.	Life proves horrible, terrible, awful and catastrophic when things do not go the way you would like them to go.		
5.	Emotional misery comes from external pressures and one has little ability to control one's feelings or rid oneself of depression and hostility.		
6.	One finds it easier to avoid feeling many of life's difficulties and self responsibilities than undertaking more rewarding forms of self- discipline.		
7.	People or things should turn out better than they do and one has to view it awful and horrible if one does not find good solutions to life's hassles.		
8.	One needs something stronger and greater than oneself on which to rely.		

9.	Concentrating on one's own self respect or winning approval for particular purposes is that approach towards life.		
10.	Certain acts are inappropriate or antisocial, and people who are performing such acts are behaving stupidly, ignorantly or neurotically.		
11.	Things may not happen the way you like. One should better try to change or control conditions. If not accept them gracefully.		
12.	The so- called easy way is invariably much harder in the long run.		
13.	It is better to take the risks of thinking and acting independently.		
14.	Try to perform one's best and accept oneself as one who has general human limitations and fallibilities.		
15.	Try and understand that no one has control over everything. The world is full of probabilities and chance and that one can enjoy despite this.		
16.	One has enormous control over his emotions if one chooses to work at changing them.		

Annexure – IV

Adult Consent Form

Consent to participate in a research study

Conducted by the Dept. of Psychology, Avinashilingam University for Women,
Coimbatore.

Title of project: Efficacy of REBT on Emotional Quotient and Rationality Quotient
of Engineering Sophomores

Researcher: Mrs. Anurekha, T.K., II M.Sc. Counselling Psychology student,
Avinashilingam University for Women, Coimbatore.

Research Guide: Dr. Preetha Menon, Assistant Professor, Dept. of Psychology,
Avinashilingam University for Women, Coimbatore.

I have been asked to participate in a research study conducted by Mrs. Anurekha, T.K.
(ph. 9786456855) and Dr. Preetha Menon (ph. 9894896882).

Introduction

In this consent form I will learn about the proposed research and my rights if I agree
to participate in it. I will read this form carefully and, if I agree to be interviewed, I
will sign this form and receive a copy.

Purpose

I understand that Mrs. Anurekha, T.K. and Dr. Preetha Menon propose to study the
Efficacy of REBT on Emotional Quotient and Rationality Quotient of Engineering
Sophomores.

They propose to interview first year engineering students concerning their emotional
quotient and rationality quotient.

Duration and location of study

If I agree to undergo group intervention, the intervention will take place at my own
college and will take about 2 hours each day for one week.

Procedure

If I agree to the group intervention, the intervention will be an interactive session with some exercises and activities. In any report written about this research, my name will not be disclosed without my consent.

Right to refuse and to withdraw

I understand that participation in this research is voluntary. I may agree to an interview or I may decline an interview. If I agree to an interview, I may refuse to answer any question and I may end the interview at any time.

Offer to answer any question

If I have any questions about the study, I may call Ms. Anurekha (Phone Number- 9786456855). If I have any question about my rights as a participant I may call the research guide Dr. Preetha Menon (Phone Number- 9894896882).

I agree to participate in this research

Name _____ Date _____

Researcher's statement: I have explained the nature and purpose of this research. I agree to answer any question regarding the rights of the participant. I will provide the interviewee/participant with a copy of this consent form.

Name _____ Date _____