

## Effectiveness of Rational Emotive Education on High School Children with Reference to their Self Concept

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### ABSTRACT

Education is the key area in an individual's life. However, in addition to traditional education, incorporating moral values, developing reasoning, analytical and objective thinking among school going children is equally important. Providing psychoeducation to school going children may work as a preventive measure in facing emotional disturbances. The current research paper attempts to highlight the importance of providing psychoeducation to school going children so that they can help themselves dealing with current and future stress of their life. There were 80 students participated in a study from 8th and 9th standard. For the present study researcher has used Self-concept questionnaire developed by R.K. Saraswat. It was hypothesized that there would be significant difference in Physical, Social, Temperamental, Educational, Moral, Intellectual and overall level of self-concept of high school children who participated in before and after rational emotive education. It was found that there was a significant difference between Physical, Temperamental, Moral, Intellectual and overall self-concept. However, there was no significant change in social and educational self-concept. The current study can provide a good support to inculcate psychoeducation programs for school going children.

**Keywords:** *Rational Emotive Education, High School Children, Self-Concept.*

Rational Emotive Education is based on Rational Emotive Behavior Therapy developed by Dr. Albert Ellis in 1955. Dr. Ellis had a thought that if we are able to teach REBT to school going children then it will be beneficial for them in their future life stressors. Keeping this perspective Dr. Ellis and his colleagues started a Rational living school where Rational emotive education was given to children. This psychoeducation was consisted with activities, games, stories and discussion grounded on a theme of REBT that events do not disturb us but the views we take towards them. It was a play way method to teach core REBT principles to school going children. Such kind of emotional management program targets the individual's perception about himself or herself first. As children in school age phase learn to readjust their egocentric view of the world through gaining self-perception and objectivity. Because of such psychoeducation programs, school going children get an opportunity to have different perspective towards self. The

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Received: January 18, 2023; Revision Received: January 30, 2023; Accepted: February 02, 2023

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term Self concept has been defined by Helen Markus, as the self-concept is neither a 'singular, static, lump-like entity' nor a simple averaged view of the self – it is complex and multi-faceted, with a relatively large number of discrete self-schemas (Markus, 1977; Markus & Wurf, 1987).

The current research attempts to highlight the importance of introducing rational emotive education for school going children.

### ***Statement of the problem***

To study and analyze the effectiveness of Rational Emotive Education on High School Children with reference to their Personality Traits, Self Concept & Mental Health.

### ***Purpose of the study***

Emotional disturbance of school going children is increasing day by day. Mental health professionals like school counsellors, school psychologists are giving services to them, apart from that irrational thinking of school going children is one of the measure causes of emotional disturbances. Therefore, the researcher has developed a psychoeducational module based on Rational Emotive Behavior Therapy. The researcher tries to study the effectiveness of Rational Emotive Education of higher secondary school going children with reference to Self concept.

### ***Significance of the study***

The study may explore the importance of inclusion of psychoeducation programs with regular academic curriculum as student's psychological well-being is becoming a major barrier to learning in schools. In India, very few studies have been done regarding the same topic. Therefore, this can be a step toward the children psychological health which may support them to live a more productive life.

### ***Objectives of the study***

- To study the physical self concept of high school children participated in rational emotive education.
- To study the social self concept of high school children participated in rational emotive education.
- To study the temperamental self concept of high school children participated in rational emotive education.
- To study the educational self concept of high school children participated in rational emotive education.
- To study the moral self concept of high school children participated in rational emotive education.
- To study the intellectual self concept of high school children participated in rational emotive education.
- To study the Self concept of high school children participated in rational emotive education.

## **REVIEW OF LITERATURE**

**Darvyosh Ghasemian, Lancy D'Souza and Sedigheh Ebrahimi in Mysore (2009)** studied the effectiveness of Rational Emotive Behavior Therapy (REBT) on shyness among male and female adolescents. Ninety-six adolescents participated in the study who had high levels

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of shyness (who scored more than 72) were chosen for the intervention of the study, forty-eight students as experimental group and forty-eight students as control group. The experimental group received the REBT intervention for ten sessions. A posttest was given to both experimental and control groups after two weeks. Repeated measure ANOVA was used to see the effectiveness of REBT on shyness of adolescents. The results showed a significant decrease in the total shyness scores from pre to posttest situation irrespective of the groups. Gender wise comparison discovered that male adolescents had significantly reduced shyness than female adolescents. Male adolescents in the experimental group reduce more shyness than any other groups.

**Rudish and Millice (1997)** studied a cognitive restructuring program for children and adolescents between the age group of 10 to 17 years. This educational environment was constantly changing and varies based on in-take diagnosis, ranging from an overnight stay to as long as 3 months. Researcher's use of cognitive behavior interventions in an educational setting was to teach the skills of acquiring clearer beliefs, affective stability and decisive acts to work against the heightened psychiatric problems that their students presented. The researchers presented a systematic approach to integrating cognitive behavioral interventions into their current therapeutic curriculum. A variety of strategies were presented like social skills, relaxation techniques, diagnostic teaching, art therapy and reality therapy. The stated objective was to develop a comprehensive psycho-educational program for children and adolescents by teaching students terminology used in their curriculum, Clear Thinking (Nichols 1999), which was based on combined tenets of Rational Emotive Behavior Therapy and cognitive therapy (Nichols and Shaw 1999).

### ***Introduction of Design***

It was a pre-post experimental research and comparative in nature.

### **Hypothesis**

- There would be significant difference in Physical self concept level of high school children who participated in before and after rational emotive education.
- There would be significant difference in social self concept level of high school children who participated in before and after rational emotive education.
- There would be significant difference in temperamental self concept level of high school children who participated in before and after rational emotive education.
- There would be significant difference in educational self concept level of high school children who participated in before and after rational emotive education.
- There would be significant difference in moral self concept level of high school children who participated in before and after rational emotive education.
- There would be significant difference in intellectual Self Concept level of high school children who participated in before and after rational emotive education.
- There would be significant difference in Self Concept level of high school children who participated in before and after rational emotive education.

### ***Sample***

The data of 80 students from 8<sup>th</sup> and 9<sup>th</sup> std. (40 students in each std.) high school going children were taken from a Marathi medium school. There were 45 Boys and 35 Girls.

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### *Procedure*

Rational Emotive Education intervention was the core part of the research. It was designed for 6 months. 24 weeks were planned to implement the same program. The sessions were divided into two separate school hours; 30-35 minutes each. Similarly, entire program was implemented twice in a week in the school. Every week some specific themes and purposes were set as what to teach to school going children. It was mainly focusing the idea that instead of events it is the views which makes us emotionally disturbed. So, understanding our perception, thinking pattern, having more emotional awareness and ability to direct our behavior in a more rational manner. The core REBT therapeutic principles and techniques were taught, to high school children, with the help of interesting group activities, games, role plays and discussion method.

### **RESULT AND INTERPRETATION**

*Table no. 1: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their Physical self concept.*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Physical Self Concept Level)	28.40	3.36	0.37	80	3.1265*
After REE intervention (Posttest of Physical Self Concept Level)	30.00	3.10	0.34	80	

*Table no. 2: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their Social self concept.*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Social Self Concept Level)	30.00	3.28	0.36	80	1.75
After REE intervention (Posttest of Social Self Concept Level)	30.97	3.71	0.41	80	

*Table no. 3: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their temperamental self concept.*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Temperamental Self Concept Level)	29.18	3.38	0.37	80	2.67*
After REE intervention (Posttest of Temperamental Self Concept Level)	30.67	3.64	0.40	80	

*Table no. 4: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their educational self concept.*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Educational Self Concept Level)	30.21	4.19	0.46	80	1.93
After REE intervention (Posttest of Educational Self Concept Level)	31.52	4.39	0.49	80	

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*Table no. 5: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their moral self concept.*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Moral Self Concept Level)	30.70	2.69	0.30	80	5.78*
After REE intervention (Posttest of Moral Self Concept Level)	27.76	3.65	0.40	80	

*Table no. 6: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their intellectual self concept*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Intellectual Self Concept Level)	25.75	2.90	0.32	80	3.81*
After REE intervention (Posttest of Intellectual Self Concept Level)	27.76	3.65	0.41	80	

*Table no. 7: Descriptive statistics of the difference between pre test and post test of Effectiveness of Rational Emotive Education on high school children with reference to their Self concept.*

Group	Mean	SD	SEM	N	t score
Before REE intervention (Pretest of Self Concept Level)	174.27	13.18	1.47	80	3.53*
After REE intervention (Posttest of Self Concept Level)	182.36	15.67	1.75	80	

## **DISCUSSION**

According to table no:1, high school children participated in rational emotive education have high level of physical self-concept. There is a significant difference in Physical self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:1 is proved. One of the reasons could be REBT helps the individual to accept oneself unconditionally. Physical self concept means individual's view of their body, health, physical appearance and strength.

Therefore, with the help of REE (Rational Emotive Education) high school children were able to accept themselves the way they are. Rational thinking helped them to understand that instead of giving too much importance to only bodily appearance is it sensible to think rationally about one's strength. During the REE intervention they realized that physical appearance is one of the aspects of our personality but it does not mean the entire identity. Therefore, Rational emotive education teaches the individual as how to think objectively rather than thinking more emotionally in nature. Davies, M.F. in 2007 studied the relationship between rational and irrational beliefs with unconditional and conditional acceptance.

According to table no:2, there is a no significant difference in social self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:2 is not proved. Individual sense

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of worth in social interaction. It may be because of the present study was done during the pandemic period. Therefore, it was difficult like adults even for high school children to adapt social interactions in an easy manner. Another reason can be as REE emphasizes more on what we think personally is important rather than going with others in a flow. Therefore, they are high chances that they might perceived social participation as less important.\*

According to table no:3, high school children participated in rational emotive education have high level of temperamental self-concept. There is a significant difference in temperamental self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:3 is proved. Temperamental self-concept is the individuals view of their prevailing emotional state or predominance of a particular kind of emotional reaction. And, REE intervention teaches the individual as how responding is more important than reacting impulsively. As a part of REE, high school children were able to understand and bifurcate between factors within control and factors out of control. Specially, emotional speedometer technique and role play technique of REE reduced their frequency, duration and intensity of getting emotionally upset. Supporting study was done by Rosenbaum et al. (1991), in which they hypothesized that the effects of a Rational Emotive Education program with students would increase their level of understanding rational concepts and their perception of emotional and behavioral self-control, therefore enhancing internal locus of control. The study emphasized student involvement and group interaction as essential components of learning. Students were taught how to evaluate their feelings using the “feelings thermometer.” Following sessions were focused on the connection between thinking and feelings.

According to table no:4, there is a no significant difference in educational self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:4 is not proved. Educational self concept is the individual’s view of themselves in relation to school, teachers and extracurricular activities. Possible reason could be that the intervention was given only to students and not for teachers. Therefore, as teachers, in maximum time period interact with students, were not much acquainted with the core concepts of REBT. So that effect can be seen in educational self concept level of high school children. Another factor can be considered as extracurricular activities. Because of pandemic period, there was very less scope for high school students to organize and participate in extracurricular activities.

According to table no:5, high school children participated in rational emotive education have high level of moral self-concept. There is a significant difference in moral self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:5 is proved. Moral self concept is considered as individual’s estimate of their moral worth; right and wrong activities. Specially, the rational ladder and snake game was found to be more useful in developing morality among high school children. Some rational slogans like “Treat others they you want to be treated” were quite appealing for them.

According to table no:6, high school children participated in rational emotive education have high level of intellectual self-concept. There is a significant difference in intellectual self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:6 is proved. Intellectual self-concept is the individual’s awareness of their intelligence and capacity of

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problem solving and judgment. Bernard (2004) found that Rational Emotive Education methods help promote student critical thinking skills to reduce the negative effects of such self-talk. As Wechsler, D., (1944, p. 3) defined intelligence an aggregate and global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment. This definition clearly explains that the term intelligence is quite parallel to being rational. Because of REE high school children were able to understand their own pattern of reasoning, as what they are thinking whether it is really based on some evidence, facts or whether their thoughts really having some logic or not. REE made them realize as rational thinking should be 'Goal oriented'.

According to table no:7, high school children participated in rational emotive education have high level of Self-concept. There is a significant difference in self-concept level of high school children who participated in before and after rational emotive education. The significance level is at 0.05 level. Hence the hypothesis no:7 is proved. There are many studies supporting to this finding. According to Dr. Ellis REBT is an intervention that incorporates cognitive restructuring with behavioral techniques in order to reduce self-defeating emotions and behaviors (Ellis 1991). LaConte et al. (1993) and Morris (1993) have found REBT to be successful in improving self-concept and coping capabilities. Similarly, Sapp and Farrell (1994) described how special and general education teachers who teach academically at-risk students can apply REBT educational strategies to help students improve academic self-concept, control anger, reduce anxiety and stress, and reduce test anxiety.

### CONCLUSION

1. There is a significant difference in Physical self-concept level of high school children who participated in before and after rational emotive education.
2. there is a no significant difference in social self-concept level of high school children who participated in before and after rational emotive education.
3. There is a significant difference in temperamental self-concept level of high school children who participated in before and after rational emotive education.
4. There is a no significant difference in educational self-concept level of high school children who participated in before and after rational emotive education.
5. There is a significant difference in moral self-concept level of high school children who participated in before and after rational emotive education.
6. There is a significant difference in intellectual self-concept level of high school children who participated in before and after rational emotive education.
7. There is a significant difference in self-concept level of high school children who participated in before and after rational emotive education.

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### **Acknowledgement**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Joshi, T. L. & Bhardwaj, M. A. (2023). Effectiveness of Rational Emotive Education on High School Children with Reference to their Self Concept. *International Journal of Indian Psychology*, 11(1), 238-245. DIP:18.01.026.20231101, DOI: 10.25215/1101.026