



# REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



## ROLE OF METAEMOTIONAL STRATEGIES IN THE PERSPECTIVE OF PSYCHOLOGICAL WELLBEING OF ADOLESCENTS

Enu Sambyal<sup>1</sup> and Dr. Anjali Puri<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Panjab University, Chandigarh.

<sup>2</sup> Associate Professor, Government College of Education, Sector 20, Chandigarh.

### ABSTRACT:

*During adolescent phase, there are rapid physiological, psychological, emotional, social changes as well as demands for new social roles take place. Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their daily life. Many problems are face by the students in this stage .With the application of Metaemotional strategies adolescents will able to understand their emotions as well as will able to regulate and control them which can further lead them to regulate and control the emotions according to situations for a good psychological well-being. The purpose of this paper is to do review of the studies which are already done in the field of metaemotional strategies and psychological wellbeing of the adolescents.*



**KEYWORDS:** *Teaching adolescents , metaemotional strategies and psychological.*

### INTRODUCTION

Emotions are the important aspect of adolescents within the school and society as a whole that has been overlooked. Adolescent is period of emotional instability and imagination. An adolescent is highly emotional and most of his actions and decisions are based upon emotions rather on rational judgment. Without proper education and support adolescents lack the knowledge and confidence to make decisions. They experience the emotion of joy, elation, love and affection in their most powerful

form. Similarly, they experience the unpleasant emotions like fear, anger, jealousy, sadness, etc. in their most violent form. It is this stage in which emotions run very high but without having the power of sufficient control of them such excessive emotions may very often cause unhappy situation resulting in emotional maladjustment. (Webb, 2012) .In India, adolescents are put under pressure to perform well in school examinations, vocational pressure, expectations of parents, aspirations, identity confusion, adjustment and relationship with peer groups

for students, academic stress, and relationship with peer group leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems. Students are measured in terms of their performance and goals. They are observed on how well they can play, sing, act, draw and so forth. Adolescents, in their quest of forming their own identities, realize that they need to incorporate and resolve these challenges as part of themselves. Risk aspects that undermine adolescents' socio emotional development include

delinquency, substance abuse, unprotected sex and adolescent pregnancy (Gembeck & Skinner, 2016).

### MEANING AND DEFINITION OF METAEMOTION AND METAEMOTIONAL STRATEGIES

Meta-emotion is "an organized and structured set of emotions and cognitions about the emotions, both one's own emotions and the emotions of others." Meta-emotion refers to the idea that whenever we elicit a certain emotion, we also deal with subsequent emotions regarding how we experienced the primary emotion. According to Mitmansgruber et al. (2009) broadly define metaemotion as emotional reactions about one's "emotional self." They claim that metaemotion has a regulatory function, and that its phenomenological quality (e.g., anxiety, anger, compassion) reflects qualities of self-regulation, for example, it is associated motivation and action tendency.

In discussing metaemotion and reflexivity, Mendonça (2013) also addresses the regulatory aspect of metaemotions. This aspect of metaemotions can be seen as parallel to the concept of metacognitive strategies, and could be labelled metaemotional strategies. Metaemotional strategies involve the application of strategies for the control of current emotion. However, metaemotional self-regulation may sometimes occur at a more superordinate level. First, they may relate to the prediction and control of future emotions (e.g., being anxious about one's future anxiety). Second, they may involve identification of current emotions, monitoring of changes in one's emotional state, planning of strategies to be applied later, regulating one's emotions in case they deviate from predicted emotions, and evaluating the outcome of emotional regulation attempts.

### COMPONENTS OF METAEMOTION

While Yeh (2002) has extended the interpretation of meta-emotion beyond feeling and cognition to behaviours. He further divided and labelled the components of meta-emotion into six finer dimensions

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

### MEANING AND DEFINITIONS OF PSYCHOLOGICAL WELLBEING

Psychological wellbeing of adolescents means being content with life and understanding an abundance of positive emotions, when joined with the absence of psychopathology, is linked with greatest academic function, social skills and support and physical health, being a stage that lays strong foundation for future personality, and a critical period during human development in which life goals, values, direction and purpose in life are created. Well-being is more than just happiness. As well as feeling satisfied and happy, well-being means developing as a person, being fulfilled, and making a contribution to the community. Stable wellbeing is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice-versa.

According to Huppert (2009) "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively."

Shek (1988) defined psychological well-being as "that state of mentally healthy person who process a number of positive mental health quality such as active adjustment to environment and unity of personality."

## STUDIES DONE ON METAEMOTIONS

Researchers conducted various studies on metaemotions in various disciplines. One of the studies was done on predicting emotions and meta-emotions at the movies: The role of the need for affect in audiences' experience of horror and drama in Media Psychology. The article discusses a field study of moviegoers who attended the regular screening of a drama or a horror film. Results support the assumption that individuals high in need for affect experience higher levels of negative and ambivalent emotions and evaluate their emotions more positively on the level of meta-emotions (Bartsch et al., 2010). Many studies have been done on Maternal Meta-Emotion Philosophy and Emotion Regulation in Mothers and their Children (Katz, 2007 & Najafi, 2014). The purpose of the present study was to relate mothers' perception of child emotion regulation to mothers' regulation of emotions as assessed in a portion of the MEI that had not previously been scored. The data included 31 mothers with at least one child between ages 3 to 5. As predicted, mothers' regulation scores were positively associated with their children's regulation. In addition, mothers' regulation of their least favoured emotion had a significant correlation with parental rejection,  $r(31) = -.36, p = .025$ , and parental acceptance of emotions,  $r(31) = .35, p = .025$  (Yan, 2010, Cho and Shin, 2015). Many studies done on maternal metaemotions with various variables showed the impact on the wellbeing of the students as well as on the learning outcome of students (Srinivasan, 2016).

## STUDIES DONE ON METAEMOTIONS, EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELL BEING

Many researchers have done various studies to check the relationship between psychological well-being, emotional intelligence and personality on various samples. The analyses of the data demonstrated significant relationships between EI and measures of Well-Being as well as a number of relationships between 'Big 5' personality factors and Well-Being measures (Higgs, 2007, Leersnyder, 2015) explored the research on Feeling right is feeling good: psychological well-being and emotional fit with culture in autonomy - versus relatedness-promoting situations. Researchers tested this hypothesis with samples from three cultural contexts that are known to differ with respect to their main cultural mandates: a European American (N=30), a Korean (N=80), and a Belgian sample (N=266). Cultural fit was measured by comparing an individual's patterns of emotions to the average cultural pattern for the same type of situation on the Emotional Patterns Questionnaire. Another researcher did a study on Profile of Adolescents' Positive Emotions: An Indicator of their Psychological Well-being. The study adopted a simple retrospective design with one group of 160 male and female adolescent students with an age range of 16 to 18 years. The results of the study posited that positive emotions were found to play as an indicator of the psychological well-being of the adolescent students irrespective of their genders (Rana, 2016). Few have done research work on emotion regulation strategies and psychosocial well-being in adolescence. The findings overall show that adolescents' well-being is related to preferred EmR strategies, mirroring associations found in the adult population (Verzeletti, 2016, Jebraeili, 2016). One of the studies was done on a comparative study of resilience, meta-emotional beliefs, and psychological well-being in fertile and infertile women. The findings which imply lower levels of resilience, meta-emotional beliefs, and psychological well-being in infertile women than in fertile women, closer attention to infertile women's mental health and devising interventions to help them is warranted.

## CONCLUSION

In order to encourage and smooth transition from adolescence to adulthood a good understanding of emotions for adolescence is important in determining their psychological well-being (Verzeletti, 2016, Rana, 2016). Students need to be trained to have control over their thoughts and feelings and not be simply led by the wind. As children get mature, they require better skills for understanding, expressing, and regulating emotions in order to adapt to an increasingly complex world. So, it is necessary to invest in adolescents as the future leaders and guardians of nation's development. Mental well-being is fundamental to good quality of life. Happy and confident adolescents are most

likely to grow into happy and confident adults, who in turn contribute to the health and well-being of nations.

In the present study certain researches in the review section indicate that psychological wellbeing has various factors which are mostly associated with family economic conditions, stress, meaning of life and family environment (Siddique, 1984, Rathi and Rastogi, 2007, Da Silva, 2007). In another study it was found that emotional intelligence, self-esteem, socio demographic factors and personality are positively correlated with the psychological wellbeing (Higgs, 2007, Salami, 2011, Winfield, 2012, Sarkova, 2014, Khan, 2015) whereas with anxiety it is negatively correlated (Raphael, 2014). It was also observed the effect of emotional regulation strategies on adolescents have positive impact on psychological wellbeing (Verzeletti, 2016, Jebraeili, 2016) as well as degree of metaemotional beliefs have its impact on Psychological wellbeing of mothers.

## REFERENCES

1. Bartsch, A., Vorderer, P., Mangold, R., & Viehoff, R. (2008). Appraisal of Emotions in Media Use: Toward a Process Model of Meta-Emotion and Emotion Regulation. *Media Psychology*, 11(1), 7-27. doi:10.1080/15213260701813447
2. Mendonça, D. (2013). Emotions about Emotions. *Emotion Review*, 5(4), 390-396. doi:10.1177/1754073913484373
3. Mitmansgruber, H., Beck, T. N., Höfer, S., & Schüßler, G. (2009). When you don't like what you feel: Experiential avoidance, mindfulness and meta-emotion in emotion regulation. *Personality and Individual Differences*, 46(4), 448-453. doi: 10.1016/j.paid.2008.11.013
4. Rana, S., & Nandini, D. (2016). Profile of Adolescents' Positive Emotions: An Indicator of their Psychological Well-being. *Psychological Studies*, 61(1), 32-39. doi:10.1007/s12646-015-0347-1
5. Salami, S. O. (2011). Personality and Psychological Well-Being of Adolescents: The Moderating Role of Emotional Intelligence. *Social Behaviour and Personality: an international journal*, 39(6), 785-794. doi:10.2224/sbp.2011.39.6.785
6. Skinner, E. A., & Zimmer-Gembeck, M. J. (2016). *The Development of Coping: Stress, Neurophysiology, Social Relationships, and Resilience During Childhood and Adolescence*. Basingstoke, England: Springer.
7. Srinivasan, P., Pushpam, M. (2016). Exploring the influence of metacognition and metaemotion strategies on the outcome of students of IX Std. *American Journal of Educational Research*, 4(9), 663-668. doi: 10.12691
8. Verzeletti, C., Zammuner, V. L., Galli, C., & Agnoli, S. (2016). Emotion regulation strategies and psychosocial well-being in adolescence. *Cogent Psychology*, 3(1). doi:10.1080/23311908.2016.1199294
9. Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: A meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. *Psychological Bulletin*, 138(4), 775-808. doi:10.1037/a0027600
10. Webb, T. L., Lindquist, K. A., Jones, K., Avishai, A., & Sheeran, P. (2017). Situation selection is a particularly effective emotion regulation strategy for people who need help regulating their emotions. *Cognition and Emotion*, 32(2), 231-248. doi:10.1080/02699931.2017.1295922
11. Zimmer-Gembeck, M. J., & Skinner, E. A. (2015). Adolescent vulnerability and the distress of rejection: Associations of adjustment problems and gender with control, emotions, and coping. *Journal of Adolescence*, 45, 149-159. doi: 10.1016/j.adolescence.2015.09.004