Faculty of Cognitive Sciences and Human Development

THE EFFECTIVENESS OF PSYCHOEDUCATIONAL GROUPS INTERVENTION ON IMPROVING EMOTIONAL INTELLIGENCE AMONG ADOLESCENT GIRLS

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THE EFFECTIVENESS OF PSYCHOEDUCATIONAL GROUP ON IMPROVING EMOTIONAL INTELLIGENCE AMONG ADOLESCENT GIRLS

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The project entitled 'The Effectiveness of Psychoeducational Group on Improving Emotional Intelligence among Adolescent Girls' was prepared by Tan Mei Jian and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Counselling with Honours.

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TABLE OF CONTENTS / JADUAL KANDUNGAN

Acknowledgement/Penghargaan		iii
Table of Contents/Jadual Kandungan		iv
List of Figure/Senarai Gambar Rajah		vii
List of Table/Senarai Jadual		viii
Abstract/ Abstrak		x
Abstrak/Abstract		xi
Chapter 1	**Introduction**	
1.0	Introduction	1
1.1	Background of Study	2
1.2	Statement of Problem	4
1.3	Objectives	6
	1.3.1 General Objectives	6
	1.3.2 Specific Objectives	6
1.4	Conceptual Framework	7
1.5	Research Hypotheses	8
1.6	Significance of Study	9
1.7	Definition	10
	1.7.1 Group	11
	1.7.2 Psychoeducational Group	11
	1.7.3 Effectiveness	11
	1.7.4 Emotional Intelligence	11
	1.7.5 Perception of Emotion	12
	1.7.6 Managing Own Emotion	12
	1.7.7 Managing Others' Emotion	13
	1.7.8 Utilization of Emotion	13
	1.7.9 Adolescents	13
1.8	Limitation of Study	14
1.9	Conclusion	15
Chapter 2	**Literature Review**	
2.0	Introduction	16
2.1	Psychoeducational Group	17
2.2	Module	21
2.3	Emotional Intelligence (EI)	24
2.4	Adolescents	27
2.5	Previous Studies on Psychoeducational Group	29
2.6	Previous Studies on Emotional Intelligence	32
2.7	Previous Studies on Emotional Intellugence and Adolescents	36
2.8	Conclusion	38

Chapter 3 Methodology
3.0 Introduction 39
3.1 Research Design 40
3.2 Population and Sample 42
3.3 Treatment Group and Control Group 43
3.4 Number of Session 43
3.5 Research Location 44
3.6 Research Instruments 44
3.6.1 Schutte Self-Report Inventory (SSRI) 44
3.6.1.2 Administration of SSRI 45
3.6.1.3 Psychometric of SSRI 45
3.6.1.4 SSRI Measurement 46
3.6.1.5 Pilot Test of SSRI 47
3.6.2 Module Reliability Inventory 47
3.6.2.1 Validity of Module Reliability Inventory 48
3.7 Treatment Instrument 48
3.7.1 Module for Developing Emotional Intelligence 49
3.7.1.1 Session 1: Ice Breaker 50
3.7.1.2 Session 2: Perception of Emotion (Part 1) 51
3.7.1.3 Session 3: Perception of Emotion (Part 2) 52
3.7.1.4 Session 4: Managing Own Emotion (Part 1) 53
3.7.1.5 Session 5: Managing Own Emotion (Part 2) 53
3.7.1.6 Session 6: Managing Others' Emotion (Part 1) 54
3.7.1.7 Session 7: Managing Others' Emotion (Part 2) 55
3.7.1.8 Session 8: Utilization of Emotion (Part 1) 55
3.7.1.9 Session 9: Utilization of Emotion (Part 2) 56
3.7.1.10 Session 10: Termination 56
3.8 Data Analysis 57
3.8.1 Microsoft Office Excel 2007 57
3.8.2 Descriptive Data Analysis 57
3.8.2 Statistical Package for the Social Sciences (SPSS) 58
3.8.4 Content Validity Analysis for Module for Developing EI 59
3.8.5 Reliability Analysis for Module for Developing EI 60
3.12 Conclusion 61

Chapter 4 Results and Discussion
4.0 Introduction 62
4.1 Descriptive Data Analysis 63
4.1.1 Effectiveness Improving EI 63
4.1.1 Effectiveness Improving Perception of Emotion 64
4.1.1 Effectiveness Improving Managing Own Emotion 65
4.1.1 Effectiveness Improving Managing Others Emotion 66
4.1.1 Effectiveness Improving Utilization of Emotion 67
4.2 Inferential Data Analysis 68

4.2.1 Effectiveness Improving EI 68
4.2.2 Effectiveness Improving Perception of Emotion 70
4.2.3 Effectiveness Improving Managing Own Emotion 72
4.2.4 Effectiveness Improving Managing Others Emotion 74
4.2.5 Effectiveness Improving Utilization of Emotion 76
4.3 Summary of the Findings 78
4.4 Findings of Group-Focused Interview 79
4.5 Findings Discussion Based on Group-Focused Interview 80
4.6 Findings Discussion Based on Theoretical Perspective 83
4.7 Findings Discussion Based on Previous Studies 86
4.8 Validity of Module for Developing EI 90
4.9 Validity of Module Reliability Inventory 92
4.10 Reliability of Module for Developing EI 93
4.11 Justification of Sampling 94
4.12 Limitation of the Findings 95
4.11 Conclusion 96

Chapter 5 Summary, Conclusion and Recommendation
5.0 Introduction 97
5.1 Summary 98
5.2 Conclusion 100
5.3 Recommendation 101
5.3.1 Recommendation for *SMK Kota Samarahan* 101
5.3.2 Recommendation for Future Researchers 101
5.3.3 Recommendation for Counseling Department, UNIMAS 101
5.4 Conclusion 103

Bibliography xii

Appendix/*Lampiran*
Appendix A Schutte Self-Report Inventory (SSRI) xx
Appendix B Evaluation Form to Test Content Validity for the Module xxvii
Appendix C Module Reliability Inventory xxviii
Appendix D Inform Consent xxxi
Appendix E Module for Developing EI xxxiii
Appendix F Pair-sample *t*-test (Treatment Group) 1xiii
Appendix G Pair-sample *t*-test (Control Group) 1xv
Appendix H Content Validity of Module for Developing EI 1xvii
Appendix I Validity of Module Reliability Inventory 1xxiv
Appendix J Reliability of Module for Developing EI 1xxvi

LIST OF FIGURES / SENARAI RAJAH

Figure 1.1
Conceptual Framework 7

Figure 2.1
Model Module Creation Sidek 23

Figure 3.1
Non-Equivalent Group Design 41

Figure 3.2
The Validity Formula 60

Figure 4.1
Comparisan of Mean Score – Overall EI 63

Figure 4.2
Comparisan of Mean Score – Perception of Emotion 64

Figure 4.3
Comparisan of Mean Score –Managing Own Emotion 65

Figure 4.4
Comparisan of Mean Score – Managing Others' Emotion 66

Figure 4.5
Comparisan of Mean Score – Utilization of Emotion 67

LIST OF TABLES / SENARAI JADUAL

Table 2.1
Marcia's Four Statuses of Identity 28

Table 3.1
Psychoeducational Group Session Planning 38

Table 3.2
Total Score and Level of EI 46

Table 3.3
Reliability statistic for SSRI 47

Table 3.4
Number of Item According to the Components 48

Table 3.5
UART Script 54

Table 4.1
Pre-test and Post-test Mean Score – Overall EI 63

Table 4.2
Pre-test and Post-test Mean Score – Perception of Emotion 64

Table 4.3
Pre-test and Post-test Mean Score – Managing Own Emotion 65

Table 4.4
Pre-test and Post-test Mean Score – Managing Others' Emotion 66

Table 4.5
Pre-test and Post-test Mean Score –Utilization of Emotion 67

Table 4.6
Overall EI Pre-test and Post-test Mean and Standard Deviation 68

Table 4.7
Pair-sample *t*-test Output – Overall EI 69

Table 4.8

Perception of Emotion Pre-test and Post-test Mean and Standard Deviation 70

Table 4.9
Pair-sample *t*-test Output – Perception of Emotion 71

Table 4.10
Managing Own Emotion Pre-test and Post-test Mean and Standard Deviation 72

Table 4.11
Pair-sample *t*-test Output – Managing Own Emotion 73

Table 4.12
Managing Others' Emotion Pre-test and Post-test Mean and Standard Deviation 74

Table 4.13
Pair-sample *t*-test Output – Managing Others' Emotion 75

Table 4.14
Utilization of Emotion Pre-test and Post-test Mean and Standard Deviation 76

Table 4.15
Pair-sample *t*-test Output – Utilization of Emotion 77

Table 4.16
Summary of the Findings 78

Table 4.17
Summary of the Contents of Group-Focus Interview 80

Table 4.18
Percentage of Content Validity of Module for Developing EI 90

Table 4.19
Internal Consistency Correlation 92

Table 4.20
Correlation Relationship 92

Table 4.21
Reliability of Sub-Module 93

ABSTRACT

THE EFFECTIVESS OF PSYCHOEDUCATIONAL GROUP ON IMPROVING EMOTIONAL INTELLIGENCE AMONG ADOLESCENT GIRLS

Tan Mei Jian

The aim of this study is to examine the effectiveness of psychoeducational group on improving emotional intelligence (EI) among adolescent girls. Quasi-experimental design had been selected by researcher to investigate this study. 12 seventeen years old adolescent girls from *Sekolah Menengah Kebangsaan Kota Samarahan* who possess of moderate level of EI through the pre-test had been select randomly to be the sample in this study. 6 of them categorized as treatment group and participated in psychoeducational group intervention, whereas another 6 of them were consider as control group and did not received any intervention. 10 modules had been developed from researcher and another five colleges as the treatment tools for the psychoeducational group intervention. The findings indicated that respondents had significantly improved level of overall EI performance, but did not had significance improvement for the four components of EI (perception of emotion, managing own emotion, managing others' emotiona and utilization of emotion) performance. For control group, the overall EI and four components of EI performance was remain and did not have significant improvement.

\

ABSTRAK

KEBERKESANAN PSYCHOEDUCATIONAL GROUP UNTUK PENINGKATAN KECERDASAN EMOSI REMAJA PEREMPUAN

Tan Mei Jian

Tujuan kajian ini diadakan ialah untuk menguji keberkesanan psychoeducational group *untuk meningkatan kecerdasan emosi (EI) remaja perempuan. Bentuk kajian kuasi-eksperimet digunakan oleh pengkaji untuk menjalankan kajian ini. 12 orang remaja perempuan berusia 17 tahun dari Sekolah Kebangsaan Kota Samarahan yang dikenal pasti mempunyai tahap EI yang rendah telah dipilih secara rawak untuk jadi sampel untuk kajian ini. 6 orang tergolong dalam kumpulan rawatan dan perlu menjalankan rawatan daripada pengkaji dan 6 orang tergolong sebagai kumpulan kawalan yang tanpa menerima sebarang rawatan. 10 modul telah dibina oleh pengkaji dan rakan-rakan lain yang menjalankan kajian yang sama dan digunapakai sebagai bahan rawatan untuk kajian ini. Keputusan kajian menunjukkan kumpulan rawatan mempunyai kemajuan keseluruhan EI yang signifikan selepas menerima rawatan, tetapi tidak signifikan untuk kemajuan sub komponen EI iaitu persepsi emosi, menangani emosi diri, menangani emosi orang lain dan penggunaan emosi. Untuk kumpulan kawalan, keamjuan untuk keselurulan EI dan sub-komponen adalah tidak signifikan.*

CHAPTER 1
INTRODUCTION

1.0 Introduction

This chapter comprises about the background of the study and the research problem that arises in investigates the effectiveness of psychoeducational group on improving adolescent girls' emotional intelligence (EI). The research problem enhanced the objective to study on psychoeducational group and EI. Prediction of outcome was stated as hypotheses. Finally, definition of variables, significance and limitation of the study were discussed.

1.1 Background of Study

Based on the view of Johnson and Johnson (2000, as cited in Glading, 2003), a group is form by two or more individuals, who meet in face-to-face interaction, interdependently, with the consciousness that each belongs to the group and for the reason to achieve mutually agreed-on goals.

Wilson, Rapin and Haley-Banez (2000), the members of the Association for Specialist in Group Work (ASGW), a national division of the American Counselling Association, defines group work as "a broad professional practice involving the application of knowledge and skill in group facilitation to assist an interdependent collection of people to reach their mutual goals which may be intrapersonal, interpersonal, or work-related. The goals of the group may include the accomplishment of tasks related to work, education, personal development, personal and interpersonal problem solving, or remediation of mental and emotional disorders."

Jacobs, Masson and Harvill (2005) had created seven categories of groups which based upon their different goal: educational group, discussion group, task group, growth group, counselling group, support group and self help group. For ASGW, they only focus on four types of group work, which are psychoeducational group, counselling group, psychotherapy group, and task and work group (Wilson et al., 2000).

Group work is identified as an important modality because it does not only enable the clients to develop feelings of belonging and awareness of others, but also to increase their communication skills and self-confidence. Besides, work group

provides the opportunities for clients to exchange their idea and feedback (Nelson, Mackenthum, Bloesch, Milan, Unrein & Hill, 1956; as cited in Posthuma, 2002). Compared with individual counselling, group work is more efficient than individual counselling because it consists of several clients who meets for common purpose and are able to save considerable time and effort. When a group was made in a group setting, the commitment to work on specific concerns often has become strength (Jacobs et al., 2005).

According to Posthuma (2002), groups have been effective in manyhelping professions such as short-term psychiatric setting (Bradlee, 1984; McLees, Margo, Waterman & Beeber, 1992; Prazoff, Joyce & Azim, 1986), long-term psychiatric setting (Waldinger, 1990), counselling for special populations (Akos, 2000; Firth, 2000) and with the chronically physically ill (Gonen & Soroker, 2000; Levine, 1979).

Variety of group work are believed to be helpful to adolescent in making a successful development and growth which were related topsychological and social issues (Glading, 2003). During this transition period from childhood to adulthood, adolescent grow up psychically and mentally. They struggle with various psychological and social issues such as coping with identity crisis, extraordinary peer pressures, dramatic physical changes, impending career decision, the desire for independence and self doubt (Wasielewski, Scruggs & Scott, 1997; as cited in Glading, 2003). From a group, adolescents have the opportunity to identify their conflicting feeling, realize that they are not unique in their struggles, honestly questioning the values that they decide to adjust, learn to communicate with peers and adults, learn from the modelling provided by the leader, and learn how to accept what others recommends and to give of themselves in return (Corey & Corey, 2002).

In this study, the psychoeducational group is used by the researcher to promote adolescent girls' emotional intelligence (EI). The term "Emotional

Intelligence" was first introduced by Mayer and Salovey at arose in 1990 (Ciarrochi, Forgas & Mayer, 2001). The initial ability definition of EI as "A type of emotional information processing that includes accurate appraisal of emotion in oneself and others, appropriate expression of emotion, and adaptive regulation of emotion in such a way as to enhance living." (Mayer, DiPaolo & Salovey, 1990; as cited in Ciarrochi, Forgas & Mayer, 2001).

Daniel Goleman, a science journalist, published the best-selling book, *Emotional Intelligence* at 1995. His popular book lead to an unusual turn of event as the field of EI become popularized and broadened. Theoretical and research modification in the area was taken place roughly since 1998 until present. At the same time, some new measures of EI have been developed.

1.2 Statement of Problem

Based on the information from American Psychological Association (APA) (2002), emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and at the same time learning to cope with stress and manage emotion. Adolescents' self-concept and self-esteem are the two major concepts that involved in the developing a sense of identity. In the EI perspective, they need to be aware of self and possess effective relationship skills. Emotional skills are necessary for the adolescents to master in for their stress management and be sensitive and effective in relating to others. The four important skills that identified as part for adolescents' emotional development are: recognizing and managing emotions, developing empathy, learning to resolve conflict constructively and developing a cooperative spirit.

Recently, there are numerous studies provided some indication of the predictive nature of EI in adolescents. The studies found that the adolescents with high EI score were inversely related to aggression (Rubin, 1999; as cited in Woitaszewski, Scott, Mattew & Roeper, 2004) and related to lower admission of smoking and alcohol use (Trinidad & Johnson, 2002; as cited in Woitaszewski et al, 2004). Mayer (2001; as cited in Woitaszewski et al, 2004) suggested that EI was apparently related to the capacity to organize emotions that can occur in peer relationships. These evidences showed that emotional intelligence is related to positive behavioural and social outcomes.

Psychoeducational group is a type of group that originally developed for use in educational settings. Recently, young people who join in developmental psychoeducational group out of sense the needs and desire to gain experience and knowledge that will help them better handle their concern such as identity, sexuality, parents, peer relationship, career goals and educational problems (Carty, 1983; as cited in Glading, 2003).

There are some examples showed the positive outcome for the adolescent who received in developmental psychoeducational group. Baker, Thomas & Munson (1983, as cited in Glading, 2003) showed that cognitive restructuring group enabled the students learn skills related to resolving problematic situation. Besides, the study of Hudson, Doyle & Venezia (1991, as cited in Glading, 2003) showed the effectiveness of communication skills group to improve their interpersonal relationship. The study of Jenau Anak Pawan (2007) and Siti Hawa Mohd Yusof (2007) showed that strcutured group enable improved the self-concept of orphans, who age of range from 12 to 17.

Thus, in this study, the researcher would like to investigate whether psychoeducational group enable on improving the EI among adolescents girls, who ages from 16 to 17 and have low or moderate level of EI score.

1.3 Objective

1.3.1 General Objective

The general objective of this study is to assess the effectiveness of psychoeducational group on improving EI among adolescent girls.

1.3.2 Specific Objectives

i. To identify the different score of EI between pre-test and post-test for treatment group and control group after psychoeducational group take place.
ii. To identify the different score of four elements of EI (perception emotion, managing own emotion, managing others emotion and utilization of emotion) for Schutte-Self Report Inventory (SSRI) between pre-test and post test for treatment group and control group.
iii. To assess the validity and reliability of Module for Developing EI, as the treatment tool for psychoeducational group.

1.4 Conceptual Framework

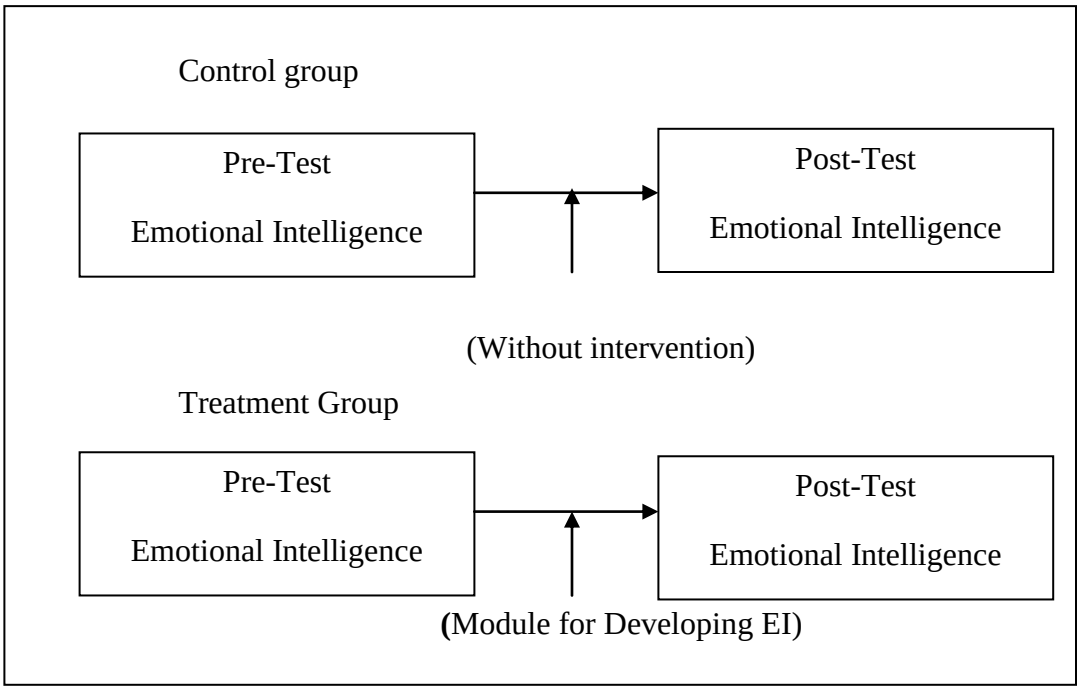

Figure 1.1: Conceptual Framework

This study consists of two sample group, which are control group and treatment group. The sample of both group are identified to have low or moderate level of SSRI score. Each group will be given SSRI during pre-test, to identify their EI level. For control group, no any intervention is given. For instance, the treatment group will form a psychoeducational group with the used of module which will develop their EI level. After 10 sessions of treatment, both groups will be given SSRI to answer again as post-test. The score between of pre-test and post-test for both groups will be compared.

1.5 Research Hypotheses

Ho1a : There is no significance difference between overall score of emotional intelligence for pre-test and post-test of treatment group after psychoeducational group intervention.

Ho1b : There is no significance difference between overall score of emotional intelligence for pre-test and post-test of control group after psychoeducational group intervention.

Ho2a : There is no significance difference between score of perception of emotion variable for pre-test and post-test of treatment group after psychoeducational group intervention.

Ho2b : There is no significance difference between score of perception of emotion variable for pre-test and post-test of control group after psychoeducational group intervention.

Ho3a : There is no significance difference between score of managing own emotion variable for pre-test and post-test of treatment group after psychoeducational group intervention.

Ho3b : There is no significance difference between score of managing own emotion variable for pre-test and post-test of control group after psychoeducational group intervention.

Ho4a : There is no significance difference between score of managing others emotion variable for pre-test and post-test of treatment group after psychoeducational group intervention.

Ho4b : There is no significance difference between score of managing others emotion variable for pre-test and post-test of control group after psychoeducational group intervention.

Ho5a : There is no significance difference between score of utilization of emotion variable for pre-test and post-test of treatment group after psychoeducational group intervention.

Ho5b : There is no significance difference between score of utilization of emotion variable for pre-test and post-test of treatment group after psychoeducational group intervention.

1.6 Significance of Study

The study provides the contribution from the view of theoretical aspect and practical aspect. From the theoretical aspect, this study is viewed as an academic research that study about group work. Besides, the study showed the potential of psychoeducational group as an appropriate group work approach to promote clients' socioemotional development.

This study is an experiment that assesses the effectiveness of psychoeducational group. Thus, the outcomes of the study are able to serve as an evidence of the ability of group work to promote EI. This is the chance to promote the group work approach for the community of Malaysia to gain their trust on the group work's effectiveness.

Besides, this study provides the opportunity for researcher to assess the validity and reliability of the module that had been developed. This is significance

and necessary for this study since the validity and reliability of the module able to guarantee its quality and effectiveness.

From practical aspect, the study provides the module that had been developed to promote the development of EI for adolescents through group work. The modules are flexible and able to make modification according to the needs of the group. For those helping professions who have interest to implement the group for developing EI, the modules can be as the references.

The effectiveness of module enables to generate the adolescent who possess with good EI. It will lead them to gain self-awareness, not only able to make perception of their own emotion and managing their own emotion, but also able to guide them thave a better interpersonal relationship.

1.7 Definition

1.7.1 Group

Conceptual Definition

A collection of two or more individuals who meet in face-to-face interaction, interdependently, with the awareness that each belongs to the group and for the purpose of achieving mutually agree-on goals. (Johnson and Johnson, 2000; as cited in Glading, 2003)

Operational Definition

A team that form by six members who meet in face-to-face interaction, and lead by the researcher, with the purpose of improving their EI performance.

1.7.2 Psychoeducational Group

Conceptual Definition

A specialist group work with members who are relatively well-functioning individual but who may have lack of information in a certain area, with the specialization deals with importing, discussion and integrating factual information. New information is integrated through the use of planned skill-building exercises (Gladding, 2003).

Operational Definition

A structured group with focus on EI theme and work with adolescent girls who have low or moderate levels of EI, with the aim of increase their awareness of their emotional problems in daily life and use the appropriate strategies and skills to better cope with it.

1.7.3 Effectiveness

Conceptual Definition

An outcome which has production of intended result (Hornby, 1997).

Operational Definition

Creation of positive effect for the group members to help them improves their EI development through psychoeducational group approach.

1.7.4 Emotional Intelligence

Conceptual Definition

The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively

regulate emotions so as to promote emotional and intellectual growth. (Salovey, Peter & David Sluyter, 1997; as cited in Wikipedia, 2007*)*

Operational Definition

The ability of an individual to perceive emotion accurately, master the skill in managing own and others' emotion, and utilize his emotion for creative thinking, flexible planning, mood redirected attention and motivation.

1.7.5 Perception of Emotion

Conceptual Definition

The ability to recognize one's own and others' emotion base on "situational and expressive cues that have some degree of cultural consensus as to the emotional meaning" (Saarni, 1999; as cited in Ciarrochi, Chan & Bajgar, 2000).

Operational Definition

The ability identify own and others' emotion and perceive such verbal and nonverbal cue that express emotion accurately.

1.7.6 Managing Own Emotion

Conceptual Definition

The capacity for adaptively coping with aversive or distressing emotions by using self-regulatory strategies that rearrange the passion or duration of such emotional starts (Saarni, 1999; as cited in Ciarrochi et al., 2000).

Operational Definition

The ability to manage and coping with own strong positive or negative emotion and restructure such emotion steadily.