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The role of trait meta-mood scale on academic achievement among adolescents

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Abstract---Although emotional intelligence is related to psychological and social adjustment, currently there is not any tool that enables valid and reliable measurement of such construct in the adolescent population. The TMMS is a well-established assessment tool of perceived emotional intelligence in adolescence that measures peoples beliefs and attitudes about their own emotional experience. We examined the psychometric properties of TMMS in a sample of 300 participants (ages ranging between 12 to 16 years). The results corroborated the three – factor structure of the scale (Attention to feelings, Clarity of feelings, and Mood repair). Moreover, these dimensions showed adequate internal consistency and temporal stability and correlated among themselves in the expected direction. In the Pre-test finding, the impact of TMMS on Academic achievement of adolescents was studied. Those adolescents who were found low in TMMS in Pre-test were given intervention and after that its impact w.r.t academic achievement was studied. We found that intervention have positive impact on academic achievement.

Keywords---adolescents, trait meta-mood scale, emotional intelligence, academic achievement, intervention.

Introduction

Adolescence is the interdisciplinary stage of growth between childhood and adulthood. It is a critical period of life in which abilities to express and understand emotions, to assign meaning to emotional experience, and to regulate

feelings may be particularly helpful for psychological and social adjustment (Mavroveli, Petrides, Rieffe, and Bakker, 2007). The aforementioned abilities are thought to form the basis of the Emotional Intelligence (EI) construct (Mayer and Salovey, 1997). Since Mayer, Perkins, Caruso, and Salovey (2001) demonstrated that adolescents with higher EI were more successful in managing their emotions (i.e., identify their own and others' emotions in different situations, use that information to guide their actions, and resist peer pressure), several studies have been conducted to examine the predictive capacity of EI on adolescent emotional and social development and adjustment.

Background

The Trait Meta-Mood Scale (TMMS; Salovey, Mayer, Goldman, Turvey, and Palfai, 1995) is one of the most widely used instruments. The TMMS was the first instrument developed by the authors who originally identified the EI construct. It was designed to assess individual differences in the process of emotional regulation, involving what is called emotional meta-knowledge, which combines the monitoring, appraisal and regulation of one's own feelings and emotions (Salovey et al., 1995). It is, therefore, a measure of people's beliefs and attitudes about the importance of paying attention to their emotions and feelings, their capacity for understanding their own emotions, and their ability to regulate negative emotional states and prolong positive ones. It is an index of perceived EI dealing with basic aspects of it from an intrapersonal perspective (Salovey, Stroud, Woolery, and Epel, 2002).

Studies examining the psychometric properties of the TMMS have shown adequate reliability and validity in its original version (Salovey et al., 1995) as well as in different adaptations to other populations (Li, Yan, Yin, and Wu, 2002; Palmer, Gignac, Bates, and Stough, 2003). TMMS is a measure of individual differences in the ability to reflect upon and manage one's emotions. Our measure i.e. TMMS indexes the degree of attention that individuals devote to their feelings, the clarity of their experiences of these feelings and their beliefs about terminating negative mood states or Prolonging positive ones. (TMMS; Salovey, Mayer, Goldman, Turvey, and Palfai, 1995) believe it has ability in helping us to identify core individual differences that may characterize emotionally intelligent individuals capable of disclosing their feelings to themselves and other people.

Trait Meta-Mood Scale (TMMS)

is Well-established measure of perceived emotional intelligence. The results of the confirmatory factor analysis corroborated the three-factor structure of the original scale i.e. Attention to feelings, Clarity of feelings and mood repair. These dimensions in sample of adolescents showed adequate reliability and correlated among themselves in the expected fashion. On a common sense level it is readily apparent that people differ in their emotional as well as intellectual ability. Such abilities have been conceptualized under umbrella term - Emotional intelligence Defined as "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. Moreover, there has been little empirical investigation into what emotional

intelligence may predict. TMMS was developed to provide an index of individual differences in a mood regulation process termed as the 'Meta-mood experience' that involves monitoring evaluating and regulating feelings and emotions. The TMMS is to measure three cognitive components of the emotional intelligence construct.

- Attention to feelings: i.e. how much attention individuals pay to their inner feelings and emotional state.
- Clarity in discrimination of feelings: The ability to understand and discriminate among feelings.
- Repair: The ability to regulate moods and repair negative emotional experiences.

Academic Achievement

is considered as a key to judge one's potentialities and capacities. Hence, educators give paramount credence to the intellectual attainment of the adolescents in the form of grades and scorings, and have often equated education to the age old idea of imparting knowledge to the disciples. The generally accepted individual factors conducive for academic achievement are intelligence, personality, study skills, and motivational level of the concerned adolescent. In the yester years, education was primarily for learning. But today the main purpose of education is for earning. In this world of industrialization and globalization, education has become highly commercial and academic excellence has gained through tough competitions. The educational status of an individual is highly depicted through the academic achievement. Although the academic achievement of adolescents has been a great concern to educationist since time immemorial. Now days, this trend has been intensively felt by the academicians, parents and students. Strikingly, academic grading has become a detrimental index in determining a child's future. Going higher up in the social status by means of academic achievement is universally accepted and the most important determinant of a person's adult status is his career. From crayons to career, the academic grading speaks a lot about one's academic achievement.

Aim

The aim of the current research was to enhance academic achievement among adolescents. Also, to find the effect of trait meta mood as parameter on academic achievement including the intervention.

Sample and Design

The sample of study comprised of 300 adolescents (150 males and 150 females) in the age range of 14 – 17 years. They have been randomly selected from 03 CBSE affiliated schools. Hence, Pre test-Posttest design was used in the study along with intervention on 62 adolescents who are low in TMMS i.e. those who are low in its dimensions i.e. Attention, clarity, repair. After this post test was conducted for all independent variables i.e. well-being, resilience, self-esteem, trait meta-mood and their impact on academic achievement. However, in this study we focused on trait meta mood and its impact on academic achievement.

Procedure

In Study all tools have been administered on a sample of 300 randomly selected adolescents (150 males, and 150 females) in the age range of 14 – 17 years. Appointments with schools for the same were taken before hand to select the strategies. For the purpose of assessing academic achievement, report cards (% or grade) of adolescents were taken into account. Pre test-Post test design was used in the study along with intervention on 62 adolescents found low in TMMS and its impact on academic achievement. Trait meta mood scale (Salovey,1985) was used with 48 items with 3 dimensions i.e.Attention, Clarity, Repair and to find out the impact of TMMS on academic achievement among adolescents. The pilot study was conducted on adolescents to check the suitability of tools on Indian population. Statistical analysis was done as per the requirement with the help of SPSS. The researcher had made changes in the research procedure as and when required.

Table 1
Group statistics

Institution	Dependent variable	Gender	Gender Code	N	Mean	Std. Deviation	Std. Error Mean
A PS LUCKNOW CODE -01	AAS	MALE	1.00	49	65.7551	17.00433	2.42919
		FEMALE	2.00	51	63.9412	18.83126	2.63690
LPC,LUCKNOW CODE-02	AAS	MALE	1.00	45	72.2000	7.91891	1.18048
		FEMALE	2.00	55	69.1273	10.24163	1.38098
UP SS ,LUCKNOW CODE-03	AAS	MALE	1.00	67	69.7164	14.71734	1.79801
		FEMALE	2.00	33	72.6970	10.97294	1.91014
For Pre-Test Pilot study				300			

*p<.05 level of significance

**p<.01 level of significance

Table 2
Gender differences
Independent samples test

Institution			t-test for Equality of Means
			t
A PS LUCKNOW CODE -01	AAS	Equal variances assumed	.505
	attention	Equal variances assumed	-.161
	clarity	Equal variances assumed	-1.037
	repair	Equal variances assumed	-.142

LPC,LUCKNOW CODE-02	AAS	Equal variances assumed	1.649
	attention	Equal variances assumed	.833
	clarity	Equal variances assumed	-.794
	repair	Equal variances assumed	.531
UP SS ,LUCKNOW CODE-03	AAS	Equal variances assumed	-1.030
	attention	Equal variances assumed	2.477
	clarity	Equal variances assumed	1.074
	repair	Equal variances assumed	-.618

*p<.05 level of significance

**p<.01 level of significance

Table 3
T-Test
Group statistics

	Experimental Condition	N	Mean	Std. Deviation	Std. Error Mean	t
TMMS	Post Test	62	157.6774	15.39190	1.95477	7.962**
	Pre Test	62	140.8387	6.35608	.80722	

Conclusion

In the original study, while Pilot Testing was conducted 300 adolescents were taken, out of these 62 adolescents found low in TMMS were identified and supposed to be given intervention. As we see from above table 2 and table 3 that T-test values are significant if mean scores are high of post -test group after intervention. As we see from table that it has improved significantly for TMMS. Similarly in table 1, Academic achievements have improved after intervention. So, in overall the present study will be beneficial for the parents, educators, counselors and adolescents both at home and school after intervention for adolescents low in TMMS and improving their academic achievement. It will also help the parent to become a better parent, educators to adopt suitable instructional strategies for the overall development of the adolescents. In overall, it is necessary to make and develop programs that, besides educating about emotions, increase the individual's awareness of their emotional abilities and give them correct feedback about their emotional behaviors in day-to-day life situations. Relevant recommendations for the parents, educators, counselors in contact with adolescents have been offered in the paper, which may help in enhancement of Academic Achievement and Emotional Intelligence (EI) among adolescents.

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