CHAPTER I

IMPORTANCE AND DEVELOPMENT OF TOPIC

1.0.0 Introduction

"Education to be complete must be humane, it must include not only the training of the intellect but also the refinement of the heart and the discipline of the spirit" (Radhakrishna 1938).

"Education directs his actions inspires his behaviour in all his contacts with human mind, and helps him to master himself. Education gives him the unalterable foundation of his life" (Le comte Du Noyv).

Ruskin describes Education as, "The entire object of true education is to make people not merely to do the right things, but enjoy them; not merely industrious, but to love industry, not merely learned, but to love knowledge, not merely pure, but to love purity; not merely just, but hunger and thirst after justice". What does really happen in the class room?

"Education is bringing about modification of behaviours". "Education has for its object the formation of character" (H. Spencer 19th century). Do we notice these changes in the class rooms?

Education is supposed to be a preparation for life. How
many of our students coming out of our educational institutions can face life?

Investigator's experiences with the youth and their problems aroused her curiosity to go deeper into these apparent exterior distortations, that men and women, youth and adolescents, children and infants all alike exhibit, through symbolic language and actions.

"A child is only a child, and people don't know how very much a child knows. Or is it because people won't listen to a child or even to an adult? Because they don't want to know, other than what they already know. Or is it because they just can't, won't understand? May be because they won't believe whatever doesn't come within their experiences" (Rothenberg 1977).

Scientific advancement and technological progress have brought about, a revolution in the living process of humanity. It has made the world shrink. All that is happening in any part of the world at any time, can be viewed from our drawing rooms. "Mass media are flooding the minds of our school children with values that are often dangerous to self and humanity" (Paul 1994).

The violence, crime and suicides (Malayala Manorama 1994); theft murder and rape (Chand and Narendra 1995), occurring in our country are viewed by our youth. Adolescents
are very strongly affected, by what they see and hear continuously. "Everyday we hear the news about communal violence and clashes among different religious groups in every nook and corner of the country "(Satyavan, Jyoti 1995). The primary duty of the elders is to sow the seeds of love and tolerance in the minds of children and give them proper guidance. Who will do this work for our adolescents? The tensions and violence the adolescents witness in the mass media are causing tensions, conflicts and value deterioration. As a result, a number of our youths are exhibiting emotionally disturbed behaviours (EDBs). Some of them get paralysed and are a problem to self and others in the community. "Communal harmony would remain the goal for tortured, afflicted, wounded soul and psyche of the individual man, woman and child across the globe. Only good natured, well meaning people who are above the constraints and pressures of their particular civilizational double-mind could make life for people, irrespective of religious caste, province, language, culture, race, tribe and ethnic group tolerable and pleasant in their earthly pilgrimage" (Alexander 1995). An idealistic thinking and 'how' of this in the school system is not mentioned.

Many of our adolescents feel lonely, rejected and are drifting away, from the normal life stream through self defeating behaviours (SDBs) that are destructive to self and others. How do we bring these youth to face the reality without destroying themselves?

"India today is faced with grave crises. Destructive and divisive forces are threatening to devour this great nation. Mother India is crying out for brave and strong sons and daughters who will take up the duty of rebuilding her, even at the cost of their own lives. As new vision alone can
save this great nation” (Sachidanand 1995). And what is this vision Sachidanand is talking about?

"The present day education world over gives least importance to human values, such as service to others, non-violence, truth, simplicity, contentment etc. Hence the world suffers due to corruption, terrorism, consumerism and other menaces” (Kaliappan 1995). "Services does develop personality, but quicker, better and multiplier effect can be achieved through well formulated personality development training" (Kalliappan 1995). What this well formulated personality development training is, has not been explained by Kalliappan.

Humans have always fascinated the investigator. The more she got involved with people of different age groups, the more she saw and listened to them and to their pains, shared their dreams and fears, their doubts and inhibitions, their insecurities and hopelessness, of their rationalizations and struggles for survival the questions in her mind took deep roots. She finds it difficult to understand why the same event has different impacts on different people. The misery and sufferings of people turned one lady to Mother Theresa and another man to Baba Amte, while others turn violent, still many remain indifferent. How could concentration camp experiences become so meaningful to Mira and Viktor? Mira's sufferings became a reservoir from which she drew strength and courage to enter into the lives of others, who were battered and shattered through the experiences of concentration camps to heal and build. And Viktor came out with a new approach in counselling,
namely 'logotherapy'. How do the same experiences enrich and ennoble one, but crush and destroy another?

These basic questions have played a role in the choice of the topic.

"No insanity is incurable. It is just that they don't know how to cure some forms of it. No insanity is so frightening as to make it untouchable and hence incurable. If touched with understanding and compassion, it becomes curable" (Rothenburg 1977). If only one could enter into that mysterious world and see what he/she sees, if only one could understand how and why the other sees what he/she sees, then it becomes evident that it is only a drifting from the main road, the common way. "What is mental illness if not getting lost of the self for whatever reason" (Rothenberg 1977).

1.1.0 Significance Of The Study

The increase of emotionally disturbed behaviours (EDBs) among high school students and teacher trainees over years is one of the reasons for taking up this study. It is observed that these EDBs are exhibited by practically all the school children in one form or the other, the increase of indiscipline, violence, crime, cruelty among the student population and destruction of public and private property (News paper reports).

Increase of drug addicts among the youth of Goa and the
cities of India is also an indication of restlessness, unhappiness and incapacity to face life's reverses courageously. This in turn is affecting the student population in their poor academic performance as well as in self destructive behaviours (SDBs). Visits to counselling centres and department of psychiatry and human behaviour highlight the fact that there is an increase in the number of mental breakdowns among the youth namely school children as well as college students (Kumar, Kaur and Kaur 1993).

Education is expected to bring about allround development of the individual physical, mental, emotional and spiritual. "It is a man-making process" (Vivekananda 19th Century). Yet a glance at the products of our present education system give an entirely different picture (Zainuddin 1993).

A good number of our youth coming out of our educational institutions lack a sense of direction and purpose in life. They seem to suffer from identity crisis and show signs of low frustration tolerance (LFT) and some of them even wonder why they live. "Education has for its aim formation of Character" (Spencer 19th century). We see a contradiction here.

If education is to be relevant, then these emotionally sick students need to be helped. "A sound mind in a sound body" is as old as (Aristotle 4th century BC). If we want to have a future society with healthy people, then we cannot
ignore this increase of EDBs in our school children.

Observation of our Indian society today brings to light, without any trace of doubt, that man is becoming more and more sick emotionally. His/her incapacity to forgive, to love, to respect, to unite, to rebuild a new world, where man and woman would be respected as persons, remains an idealistic far off dream. Would educationists remain as silent spectators? Are we not supposed to touch the most important domain of man the very core of his existence, his heart, his feelings and emotions? (Bloom 1967).

If anything is urgent in education today, it is enabling the emotionally crippled youth of ours, to break off from the fetters, that are oppressive like fear, timidity, aggression, anxiety, nervousness and depression. Freeing youth means, freeing them from self downing, self defeating behaviours and helping them to be creative nation builders through accepting the reality of themselves, people and the world (Powel 1984).

"Mankind makes his own heaven or hell, during his life time upon the earth by the way in which he moulds his life. The negative emotions of fear, hate, jealousy selfishness are all destroying emotions, as opposed to courage, love, selflessness, which are creative forces within the spirit of man if he will seek them out" (Deheuter 1970; Kohlberg 1950). RET seems to give an answer.

"Our Schools, at present time, are some what proficient in teaching children how to read, write, do arithmetic and comprehend various other subjects. But they as yet do little to help them in their emotional growth and development.... Children can be taught in the regular classroom situation to think clearly about themselves and others, as well as to think about eternal reality" (Ellis 1968). RET can teach children how
to go through life without unduly upsetting themselves about anything and how to maximally enjoy themselves. It is the investigator's observation that this element of the 'joy of living' is often taken away in most of our classroom teachings. Could RET bring this joy back into the classroom?

1.1.1 Historical Development Of RET

"The greatest discovery in our generation is that the human beings by changing the inner attitudes of their minds can change all the other aspects of their lives" (James 1984). Such thinking was not foreign in our motherland. "As a man thinks so is he. All that we are is the result of our thoughts" (Gotama BC 600). "Overcome anger by forgiveness, conquer vanity by humility, treachery by uprightness and vanquish desires through contentment. Right knowledge, right belief, right conduct, these together constitute the path of freedom" (Mahavir B.C.600). And yet the teachers and educators have not succeeded in bringing this freedom into our classrooms. This is exactly what the RET-therapists are trying to do.

"Ignorance was conquered, the light came, and I felt myself to be the master" (Gotama B.C.600). He left his palace, child and wife to achieve enlightenment. Is there a better way of self mastery and enlightenment?

"What disturbs people's minds is not the events but their judgements of events, you choose to over react to the obnoxious behaviour of others, while you could more wisely choose to treat it in very different manner" (Epictetus 1st
Century AD). We saw these thoughts in Gotama and Mahavir. We see the same importance given by sufis to thoughts. "My brother you are only thought; the rest of you is but bone and sinew. If thy thoughts bear the likeness of a rose, thou art a rose garden, if that of thorn, thou art fuel for the oven" (Sufis).

The good news preached by all these people is that, we are free to change our attitudes and consequently change our lives. "Attitudes are no more than practical habitual ways of perceiving some part of reality. We can break old habits and make new ones" (Powel 1984).

"RET has been my method of personal therapy ever since I have learnt about this method. My depressions have vanished, I only suffer mild pangs ... of guilt and no inferiority at all. RET your secrets are divine. Your great charm is this ability to provide us with self help" (Hauck 1984). What is the aim of education if not to provide self help?

The Investigator has classified the development of RET as follows:

a) Precursor of irrational beliefs (iBs)
b) Identification of iBs
c) Diagnosis of iBs and related emotional problems
d) Critical study of RET
e) Personality of the therapist.
f) The Effect of RET
g) Miscellaneous
a) Precursor of irrational beliefs (iBs): Dysfunctional thought is considered as a precursor of iBs by (Beck 1970), while (Lazarus 1972) considered dichotomous reasoning and culturation and our socialization as precursor of iBs.

b) Identification of iBs: "RET has found that by following the age old wisdom of the philosopher Epictetus and combining it with the most modern methods of psychotherapy anyone can learn to reduce or eliminate self defeating behaviours" (Ellis 1987). "The fault dear Brutus is not with our stars, but with ourselves" (Shakespeare 16th century AD) (Ellis 1978; Jung, Ferne, Frank 1969; Leslie and Powel 1984) all believe that man can break old and crippling habits of perception and cultivate new life giving habits. Studies conducted by (Don Yuhee, Hallberg, Hasse, Richard 1979; Diguisepppe and Kasinove 1968) showed that iBs as causal agents for emotional problems in children, while (Maltzer 1933; Bernastein and Allen 1969; Hurlock 1969' Lohr, Bonge and Jones 1993) also confirmed the ideas of iBs as responsible for emotional problems in adolescents as well. (Charles, Cook, Flerking 1973) made the same discovery with reference to adults through their studies. It was also interesting to note how their iBs helped shoplifters in their delinquent behaviour (Soloman and Rays 1984). The presence of iBs were noticed by (Loraine 1984) at all levels in school going children.

c) Diagnosis of iBs and related emotional problems: "We live according to our beliefs" (Varkey 1993). Our happiness depends not so much on what happens to us, as on what happens in us" (James 1984). The researches show that iBs are related
to specific types of anxiety (Ellis 1962; Greigner 1962; Charles, Mark, Flerking and Cook 1973; Fried and Sobanki 1975). Study of Dispositional optimism and life, meaning and purpose of the elderly by (Guasnera and Sharon 1992) also support Ellis’ theories.

d) Critical Study of RET: "We must assume responsibility to what happens to us and for our attitudes, only if we accept this responsibility can we grow through various circumstances of life" (James 1984). Ellis and his methods were scrutinised in the test tube of laboratory experiments by researchers like (Mark 1972; Don Yulee, Hallberg and Hasse 1976; Webster and James 1988).

e) Personality of the RET therapist: "In every child who is born under any circumstances and no matter of what parents, the potentiality of human race is born again and in him too, once more and in each of us, the terrific responsibility towards human life" (Iyer 1991). "Beliefs are caught than taught" (Ellis 1968; Hauck 1984) enumerate a number of personality traits of RET therapists from their research findings.

These are risk taking, confident, rational, logical, empathetic, practical, taking a stand on issues, knowledge of RET methods and theory, straight forward, hard hitting, neat, clean, reasoning persons and logical in their approach to life, healthy respect for intellectualizing, have faith in RET-Theory, not other pitier, doesn't discourage mild degrees of disturbances, always encourage self debate and above all love
for the clients.

f) Effect of RET: "Our distorted perceptions become our merciless tyrants. We become the tortured prisoners of these crippling attitudes which will torment us as long as we tolerate them" (Powel 1984). RET has the ability for relieving, releasing and enabling the subjects to relearn, relate and to relive a more fuller and happier lives (David and Robert 1953; Becker and Rosenfields 1976). Studies show maladaptive, narcissistic behaviours were replaced by more positive self regard. RET and RET-Methods are very useful in developing mental health in normal children as well as to eradicate and reduce tensions and self defeating behaviours in emotionally disturbed (Eileen 1974; Ellis 1982; Seldon, John, Singer 1989). Studies of battered women and their defeating beliefs prove significantly Ellis' definition of IBs and rBs on coping strategies, stress and self-esteem (Meerts and Kin 1973). Effects of RET-Methods on adult impatient alcoholics helped them (Palmer, James, Morton 1985).

g) Miscellaneous: (Forman and Forman 1978) applied RET to parents and school personnel as well. Application of RET in different branches like marital, educational, clinical and health education and counselling reveal the magic touch of RET.

1. Research findings of the samples of IBs observed in subjects "Humans tend to self rate (Freud 1965; Berne 1964; Branden 1968; Roger 1971; Ellis and Harper 1975; Ellis and
Knaus 1977).

2. It is awful and catastrophic when things don’t go the way you want. "Cognitive defensiveness depends on self-damning" (Ellis 1950; Jurejevick 1974; Regan, Gosselink, Hubsch and Ulsh 1975).

3. The idea that human unhappiness is externally caused (Kelley 1968; Cook, Pallak and Sogin 1976; Whlen and Henker 1976).


5. It is easier to avoid than to face certain life difficulties and self responsibilities. Humans have a tendency to low frustration tolerance (LFT) (Adler 1927; Freud 1965; Ellis 1962, 1975; Ellis and Harper 1975; Patterson, Michael, Whitehill, De Mayer, Gaspin and Scott 1976).

The research questions that have emerged integrate the major aspects of RET. The society does not change unless the individuals change as mentioned earlier. An attempt is made in this research, to deal with High School Girls Exhibiting Emotionally Disturbed Behaviours through RET and enabling them to choose "fulfilling, life giving and long range satisfaction oriented behaviours" (Ellis 1987).
The review of Educational Research literature in India showed that no mention of RET is made in the field of Education, Psychology or Guidance and Counselling. Therefore the investigator feels that a study of this type is of great importance in our country today.

"We may be guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the fountain of life. Many things we need can wait, the child, adolescent cannot. Right now is the time, his bones are being formed, his blood is being made and his senses are being developed. To him we cannot answer 'tomorrow'. His name is today". In these words of (Mistrat 1991) the investigator expresses the urgency and the need of this study.
Matrix 1.1.1 Conceptual Framework

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<tr>
<th>Research Questions</th>
<th>Objectives</th>
<th>Hypotheses</th>
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<tr>
<td>1. What factors have contributed in the origin &amp; development of iBs and EDB's in High School Girls?</td>
<td>1. To identify the origin &amp; development of irrational beliefs (iBs) responsible for emotionally disturbed behaviours (EDBs) like fear, anger, depression, nervousness, withdrawal and anxiety in High School Girls through knowledge of RET.</td>
<td>1. Knowledge of RET will enable the investigator to identify the origin and development of iB's responsible for EDBs.</td>
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<tr>
<td>2. How far can knowledge of RET help the High School Girls in seeing the relationship between iBs and EDBs?</td>
<td>2. To study the relationship between irrational beliefs and Emotionally Disturbed Behaviours.</td>
<td>2. Knowledge of RET will enable the cases to identify the relationship between IB's and EDBs.</td>
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<tr>
<td>3. How effective is RET through individual and group sessions to reduce EDBs.</td>
<td>3. To study the impact of RET in bringing about positive changes in cognitive and effective domains by reducing or replacing 'iBs' with 'rBs' thus reducing EDBs.</td>
<td>3. Treatment of RET will enable the cases to remove or reduce 'iBs' and 'EDBs.</td>
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<tr>
<td>4. To study the effect of RET in a group of 56 in the classroom situation.</td>
<td>4. Treatment of RET will enable the group to reduce or remove their EDBs by replacing 'iBs with 'rBs'.</td>
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1.2.0 Definition of Key Words.

The key words defined in the following paragraphs are Rational Emotive Therapy, ABCDE'S of RET, Rational Emotive Education, Rational Emotive Imagery, Irrational Beliefs, Rational Beliefs, Emotionally Disturbed Behaviours, self Defeating Behaviours, Cognitive Effect, Behaviour Effect and Countering iBs. All these terms are directly connected with RET. The other terms defined are cognitive Behaviour Modification, Progressive Relaxation Exercise and Awareness Exercise.

a) Rational Emotive Therapy (RET) is basically an educational psychotherapy showing the cause of an individual's self defeating behaviours as irrational Beliefs or their offshoot, and enabling the subject to replace these beliefs with Rational beliefs through detection of iBs, disputing, debating and destroying iBs.

![Figure - 1.2.1 Model Of RET](image)
b) ABCDE's of RET: ABCD are the different steps used by RET - Therapists to counter iBs 'A' stands for activating agent, 'B' for the beliefs both rational and irrational 'C' for consequences of these beliefs on the subject and 'D' for debating through detection of rBs iBs and disputing iBs and destroying or reducing iBs and 'E' stands for the effect on the subjects' thinking and acting as a result of RET.

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Figure - 1.2.2 Interactive Model Of RET-Steps

Fig 1.3.2 Interactive Model of RET-Steps shows the different steps that are involved in the treatment of RET. Presence of EDBs leads to the discovery of iBs, treatment of RET through RET-Steps reduce iBs and introduce rBs. The steps for individual and group sessions are presented in the figure.

c) Rational Emotive Education (REE): It is education that leads the subject to reality. It Helps them (subjects) to look at life more objectively and realistically, thus helping them to break off from their self defeating, self downing, emotionally disturbed behaviours. REE encourages the subjects
to think for themselves logically in the given situation and to look at the different factors responsible for one's disturbances. At times it is "hard hitting", often bringing insight to the subject.

d) Rational Emotive Imagery (REI): It is a process by which the subject is helped to overcome his/her self defeating behaviours or ESDB's by imagery either through self winning behaviours or through increasing the intensity of EDB's through word imagery. It has been used to overcome, fears, nervousness, aggression, anger, timidity, anxiety and depression.

e) Irrational Beliefs (iBs):- These are considered to be responsible for emotionally disturbed behaviours (EDBs) by RET -Therapists. Ellis was the first one to identify these in his patients. The simplified list of iBs used for high school girls is given below:

1. I must be loved and accepted by everybody in my neighborhood.
2. I must be perfect in everything I do.
3. Some people are bad and wicked and they need to be punished.
4. It is terrible and bad when things don't go the way you want to go.
5. What we think or do now is because of what happened to us in the past and we cannot get away from this.
6. Bad and unhappy events are caused by others and other things. So we cannot do anything about them.
7. We need others to help us and we must have somebody strong to get us out of trouble.
8. When we have some difficult tasks to be done, it is much easier to run away from them than to face them.
9. There is always a right and perfect answer to every problem and it is a terrible thing if we cannot find their answer.
10. If something is painful, frightening or sorrowful, I
must keep on thinking about it.
11. I must be upset over others and other's problems.
12. This world should be just and fair to all.

f) Rational beliefs (rBs): These are beliefs that enable the subject to face the reality objectively and realistically. These beliefs help to see the world, others, things and ourselves as we really are and help one to find peace and contentment. Rational beliefs help subjects to choose, Self Winning Behaviours (SWBs) and to give up self defeating behaviours (SDBs) and emotionally disturbed behaviours (EDBs).

g) Emotionally Disturbed Behaviours (EDBs): Those behaviours that cause emotional disturbances. The EDBs dealt within this study are anxiety, depression, aggression, anger, withdrawal, fear and nervousness. These affect the normal functioning, growth and development of the person adversely by blocking his/her emotional life.

h) Self Defeating Behaviours (SDBs): These are behaviours that come in the way of progress, and personal maturity. These behaviours are often the result of emotional, mental or social disturbances. Lying, cheating, laziness, procrastination, fighting, quarrelling, destructions of life and property are examples of SDBs. These lead the subjects to worse problems.

i) Cognitive Effect (cE): It is the effect produced on the thinking level as a result of RET. The changing of iBs into rBs.
j) Behaviour Effect (bE): It is the effect produced by the treatment of RET in behaviour. These behavioural changes are brought about by changes in ce.

k) Countering iBs: This is a way of attacking the iB's through 'hard hitting' or through debate. First iB's are detected and these are reduced or destroyed by disputing and debating.

1.2.1 Cognitive Behaviour Modification (CBM):

CBM involves the application of a set of procedures to teach subjects to gain better personal control over a learning situation by use of self statements or directions which guide their thinking and actions. "Inner language is" seen as very important for Cognitive development and the learner is taught to use language to control his or her own responses. CBM consists of five steps 1. Modelling - the teacher performs the new behaviour. 2. Overt external guidance - the student copies the teacher. 3. Overt and Self guidance - the learner repeats the behaviour using the verbal instructions as modelled by the teacher. 4. Faded self guidance - the learner repeats by whispering the instructions. 5. Covert self instruction - individual performs the task using inner speech.

1.2.2 Progressive Relaxation Exercise (PRE)

It is an exercise that enables the cases to relax
completely. Either through the use of audio tape or verbal instructions the case is allowed to relax progressively from toes to head. The format of the same is in the appendix. PRE was given before the Counselling sessions. All the individual cases were taught this exercise. It takes about 20 minutes. RET-Therapists use these methods as a pre-condition for RET.

1.2.3 Awareness Exercise (AE)

This exercise was used as a substitute for PRE for class VIII 8. Here the students were asked to become aware of the sounds around them, their body posture, breathing and
concentration on different parts of the body. The format is the same.

Being a qualitative study the data collection, data reduction and analysis and data display were done at every stage of the study.

The investigator was the major tool and her personality as RET therapist was of great importance in the treatment of RET. She like other therapists was risk taking, taking stand for issues, not feeling sorry for the cases, neat, clean, practical, had healthy respect for intellectualizing, rational and respected rational approach. She had faith in the RET-theory, the ability to listen and not other pitier. She also did not discourage minor degrees of disturbances and encouraged self-debate and had love for clients. The delimitations of the study are given below.

1.3.0 Delimitations

1. The final study was restricted to High School Girls of age group 12-15 years.

2. The number of individual cases studied was five, each case for specific emotionally disturbed behaviour.

3. Group Counselling sessions for class VIII 6 was conducted during their free periods. Therefore the whole hearted co-operation was missing at times.
4. Since the investigator was the major tool in the collection of data, her knowledge, skills, personality and attitudes have influenced the data collection, data reduction and data display.

5. One day outdoor activity organised for class VIII B was not attended by all the students. Therefore absentees missed some important group sessions. One or two students were absent for most of the sessions.

6. Interest, participation and co-operation with reference to assignment, activities, group discussions, awareness exercise and counselling sessions varied from individual to individual as the group was very heterogeneous with reference to religion, caste, community, economic background, scholastic performance, curricular activities and intelligence.

7. All the cases chosen for the final study were from the same school as the investigator was as the main tool and the technique was mainly Participant Observations.