

A study on Effectiveness of Emotional Literacy for a quality life

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Abstract

The aim of this study was to examine the effectiveness of emotional literacy towards quality of life. An interdisciplinary review of literature revealed that this aim could be met by framing a structured questionnaire and administering to various respondents to analyse their views and opinions towards various situations, events, part of life, etc which helps to draw the solution to the problem. The raw data was tabulated and analysed with various statistical tools such as correlation, regression analysis, bar graphs, pie chart, etc to arrive at accurate solution and to suggest various measures to enhance the quality of life.

Keywords

Emotional Literacy, Quality of life, Relationships, Emotions

Introduction

Emotional Literacy is the ability to read one's own emotions and act accordingly so that one's own behaviour is controlled. Persons can read their own emotions only when they are able to make self analysis through the process of communication with other person or a thing or a situation. It is a positive preventive tool, which if properly understood, can assist society in solving many of its ills. An emotional literacy is important from the life cycle of infant to death which has to be realised by an infant to understand itself more precisely with respect to various situations. Parents play a vital role in controlling the emotions of their child. They should only guide the child in various situations neither pressurising the child. If a child is able to control its own emotions it would be able to lead a quality life and overcome the various situations. Once parents are able to guide to identify their child's emotions, simultaneously the emotions of parents are also controlled. So that the parent as well as the child can lead a healthy life. Emotional abuse is any sort of behaviour that is designed to control and subjugate another human being emotions through the use of fear, humiliation, intimidation, guilt, coercion, manipulation, etc. Emotional abuse victims can become so convinced that they are worthless that they believe they have nowhere else to go. Their ultimate fear is being all alone.

Emotional Literacy Education is the teaching of basic language elements. These elements are the Emotional Literacy Vocabulary. When these words are learned, they are used to interpret the emotional content of any situation. With Emotional Literacy Education, students are taught the skill of understanding the meaning of words in the Emotional Literacy Language. They are also taught how these words are connected together. By connecting the

words together, they form a larger emotional picture. They help the student understand why they are experiencing emotions.

Emotional literacy involves factors such as people understanding their own and others' emotional states; learning to manage their emotions and to empathize with others. It also includes the recognition that emotional literacy is both an individual development and a collective activity and is both about self-development and the building of community so that one's own sense of emotional well-being grows along with that of others, and not at their expense. Emotional literacy involves connections between people and working with their differences and similarities while being able to handle ambiguity and contradiction. It is a dynamic process through which the individual develops emotionally and involves culture and empowerment. For example, it includes understanding how the nature of social class, 'race' and gender (sexism and homophobia) impinge on people's emotional states to lead to an understanding of how society could change. Hence it incorporates an understanding of power exchanges between people and a challenging of power differentials. On this view emotional literacy is developed to help people understand themselves, others and the power connections between them. Matthews links emotional literacy to equality and social justice. Emotional literacy is not just to be 'nice', but also to know when to stand up for viewpoints and fight for a case. It is not about more control over people, but less. As McIntosh and Style argue schools are always involved in social, emotional and power relations, yet 'power relations are a taboo subject in K-12 schooling and in the majority culture of the United States. Power relations are therefore little understood systemically. Students, however, learn about power by watching, by imitating, by avoidance of what they fear'.

Emotional Literacy is a profound and beautiful language available to everyone. It can be implemented rapidly, safely, and with lasting effect. Learning how to become emotionally literate is one of the best investments that human beings can make for themselves, their children, and the future.

Emotional Literacy Resources

According to Daniel Goleman, Emotional literacy is the ability to recognize and label emotions. Researchers have found evidence that emotional intelligence, along with the ability to empathize with others, is almost as important as cognitive abilities in determining success in life. The early evidence for this was so compelling that by the mid-1990s many school systems began integrating social and emotional learning into the curriculum. Businesses have also encouraged emotional literacy within their organizations. Individuals who possess emotional literacy generally have higher self-esteem, a better ability to control and manage emotions, and are better able to handle conflict resolution.

Emotional literacy is a prerequisite for building a peace culture in which the management of conflict through non-

violent means is the norm and violent conflict becomes the exception. This involves giving equal importance to meaning making through intuitive understanding and cultural narratives on the one hand and to the rational systemic analysis of biological evolution and the structural organization of societies on the other. Cultural narratives draw on mythos and imagination and rational analyses draw on logos and argumentation. Political movements are in danger of misusing mythos to justify *realpolitik* solutions on the one hand and of misusing rational argumentation to justify emotionally laden value judgements on the other.

Emotional literacy therefore requires that we first distinguish between and then endeavour to integrate four ways of knowing: subjective knowing through personal experience; collective knowledge generation through shared inquiry and interpretation; objective study of biological determinants of individual development and functioning; and objective research and theory building regarding the ecological context and the wider determinants of our social, economic and political organization.

Types of Emotional abuse:

1. Emotional Blackmailing:
 - a. The other person plays on your fear, guilt, compassion, values, etc to get what they deserve.
 - b. This could include threats to end the relationship, totally reject you by using other fear tactics to control you.
2. Unpredictable responses:
 - a. Drastic mood changes or sudden emotional outbursts. Whenever someone in your life reacts very differently at different times to the same behaviour from you, tells you one thing one day and the opposite the next, or likes something you do one day and hates it the next day, you are being abused with unpredictable responses.
 - b. This behaviour is damaging because it puts you always on edge. You can never know what's expected from you. You must remain hypervigilant, waiting for the other person's next outburst or change of mood.
3. Constant Chaos:
 - a. The other person may deliberately start arguments and be in constant conflict with others.
 - b. The person may be addicted to drama. Since, it creates excitement.
4. Denying:
 - a. It can be particularly damaging. In addition to lowering self-esteem and creating conflict, the invalidation of reality, feelings and experiences can eventually lead you to a question and mistrust your own perceptions and emotional experience.

- b. Denying a person's emotional needs, especially when they feel that they need the most, and done with the intent of hurting, punishing or humiliating the human race.

Lack of Emotional Literacy

❖ Teen Suicide:

The characteristics of suicidal teens are as follows:

1. **Afraid:** Afraid of their parents, teachers, police, mental health professionals and peers.
2. **Intelligent:** They question things. They want real answers. Too many times, though, they do not get answers which satisfy them.
3. **Sensitive:** They care about others. They take on the pain from others.
4. **Responsible for other's feelings:** They feel guilty for things which are not actually their fault.
5. **Full of thoughts:** They are full of fears. They feel trapped in their thoughts and fears. They lay awake at night trying to figure things out.
6. **Emotional Support:** They need more caring, understanding, emotional support and acceptance, but their parents give them less.
7. **Forgiveness:** Their parents are not forgiving so they are not self-forgiving either. Even when others forgive them, they can't forgive themselves.

Teens tend to commit suicide when they have learned that it is dangerous to tell the truth to anyone in their own cities, towns and villages. They have learned not to trust adults. Finally they commit suicide because they could not express their emotions.

S. Hein, "Teenagers around the world are killing themselves to put an end to their intense emotional pain."

Society as a whole does not place much value on emotions. Through emotional literacy, a new society has to be created which would place much value on emotions where suicidal teens could be reduced.

Relationships have no value:

Emotional Literacy can contribute to health, to positive relationships, to success, and to quality of life. It is universally relevant. For adults, emotional literacy is fundamentally different than the education of children in emotional literacy. Because during their own emotional development as children, they have constructed automatic behaviors in response to their needs; and in relationship to acquiring those needs through others. Parents have cultivated a habit out of their negative emotions. And it's extremely difficult to change these habits. It's much easier to teach children before their habits have formed, but once their emotional habits have taken up, it's very hard to change those emotions, though

it is possible. It is possible through the process of education. It is possible for them as adults to modify their own behaviors, and to modify the way they feel, and to change their perception.

Peter Sharp states "That the most important aspect of Emotional Literacy is that it nurtures the development of our relationships."

Relationships are incomparable with money. They are not in the same category. Relationships are not priceless, because it implies to put a value on them, a monetary value. And there is no monetary value that can be placed on relationships. So Western culture has been barking up the wrong tree, has been walking down the wrong alley, and has found itself pursuing the object that ultimately becomes the cause of its own misery. Because when value of money is placed over relationships, people become property, commodities, Sell/buy/Trade.

A recent poll by USA Today showed that, when asked what they most wanted to change in their children's schools, a full 75% of all parents asked for emotional literacy - though not by name. Parents' most frequent request (36%) was the desire for more school counselors - a need alleviated by Emotional Literacy education. The second greatest request (33%) was the desire for emotional diagnosis of our kids before it was 'too late.' The third most prolific desire was to insure our kids are taught not to hate (18%). Emotional Literacy will never become a part of the lives of children, until it becomes a part of the lives of adults. Parents must find a way to nurture Emotional Literacy in one another as adults.

Corrupt the language of feelings:

a) **Same word:** A human uses the same word for different context where it has to be differentiated. Consider the word "love." We love to have chat, ice-cream, pizza and our mothers. Doesn't it seem there should be a different word for the way we feel about our parents as opposed to food?

b) **Low usage of feelings/Lack of clarity in expression:** Humans minimize their feelings especially when they are worried, depressed or upset. Such people typically are either too proud, too stubborn, too scared or feel too unworthy to share their feelings. They desperately need to be connected with others, but they will not allow others to get close to them. They effectively push people away by withholding their true feelings.

Example: I am fine or I am ok or there is nothing wrong

c) **Masking True Feelings:** Human being is not able to express his/her true feeling because of fear of the outcome/reaction of other which differs from his/her expectations. So they try to mask their true feeling by just plain lie about them, for example when someone says he/she is fine, though he/she is obviously is irritated, worried, or stressed.

Basic Needs in Relationships

If you have been involved in emotionally abusive relationships, you may not have a clear idea of what a healthy relationship is like.

- ♦ The need for good will from the others.
- ♦ The need for emotional support.
- ♦ The need to be heard by the other and to be responded to with respect and acceptance
- ♦ The need to have your own view, even if others have a different view.
- ♦ The need to have your feelings and experience acknowledged as real.
- ♦ The need to receive a sincere apology for any jokes or actions you find offensive.
- ♦ The need for clear, honest and informative answers to questions about what affects you.
- ♦ The need to for freedom from accusation, interrogation and blame.
- ♦ The need to live free from criticism and judgment.
- ♦ The need to have your work and your interests respected.
- ♦ The need for encouragement.
- ♦ The need for freedom from emotional and physical threat.
- ♦ The need for freedom from angry outburst and rage.
- ♦ The need for freedom from labels which devalue you.
- ♦ The need to be respectfully asked rather than ordered.
- ♦ The need to have your final decisions accepted.
- ♦ The need for privacy at times.

Promotion of Emotional Literacy:

The Emotional Literacy Campaign is a not-for-profit initiative driven by a group of parents and their organizations committed to rising a healthy new generation. The initiative is under the auspices of a 501(c) 3 charitable nonprofit called "Six Seconds EQ Network" an all donations are tax deductible.

The Emotional Literacy Campaign was initiated by Ayman Sawaf, a father, businessman and author. Mr Sawaf began promoting emotional literacy in 1993 by creating the Foundation for Education and Emotional Literacy (FEEL). The co-chair of the project is Joshua Freedman, a father and a leading expert on emotional intelligence training and development.

The Emotional Literacy Campaign will gather one million signatures from across the social spectrum of parents, celebrities, business leaders, teachers, therapists, judges, and concerned individuals — all of whom are committed to bringing Emotional Literacy to the next generation.

A compiled petition with individual comments will be presented to representatives in the US Government, the United Nations, and in all nations with over 1000 signatories requesting funding and support for emotional literacy and education.

In addition to the million signature drive, the Emotional Literacy Campaign will raise public awareness through extensive media outreach, and lobby for political action.

Research Design

Research is "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." In this case questionnaire was prepared and respondent views are collected. These tabulated data is used for testing the hypothesis with the help of statistical tool.

Statement of Problem

This problem is chosen to understand the importance of emotional literacy in a human life. It help him to identify various emotions and to manage it. It helps to balance the personal and work life. The modern era ensures to comprehend the emotional literacy of every member of a family. Emotional literacy has to be started from home and it has to be added as a courseware at schools. The study helps to overcome academic, emotional, behavioral and social problems.

The **objectives** of study are as follows:

1. To identify the key elements of emotional literacy.
2. To understand the awareness level of emotional literacy.
3. To analyse the various roles played by various personalities.
4. To establish the capacity to transform each person and their relationships.
5. To suggest the measures to prevent failure than to tackle the crisis.

The **scope** of study is stated as:

1. It will be fruitful to manage their own emotions.
2. By implementing the suggestions, a human being could lead a quality life.
3. It can be used for further research works.
4. This study would be fruitful for upcoming generation.

Hypothesis:

H0: There is no relationship between emotional literacy and quality life

H1: There is relationship between emotional literacy and quality life

Methodology of the Study

To study the effectiveness of emotional literacy for a quality life an analysis was done through a comparative study between the various journals. Various statistical techniques were used such as Karl Pearson's Correlation Coefficient, Spearman's Rank correlation, Standard deviation & coefficient of variation, Percentages, Bar graphs and Pie charts. Sample size 100 respondents. The type of Non probability sampling, convenience sampling is used in finding samples.

Primary data: The simple structured questionnaires were distributed among Students, Parents & professionals.

Secondary data: The data is collected from secondary sources such as book of Peter Sharp, Nurturing Emotional Literacy, journals and websites.

Literature Review

Emotional Literacy is a term that was used first by **Steiner (1997)** who says:

Emotional Literacy is made up of ‘the ability to understand your emotions, the ability to listen to others and empathise with their emotions, and the ability to express emotions productively. To be emotionally literate is to be able to handle emotions in a way that improves your personal power and improves the quality of life around you. According to **Matthews**, emotional literacy is a social process that takes place in a social setting, is something that is never really achieved, and has to be seen in conjunction with others. This indicates that key components of emotional literacy, which is a continual process, that includes dialogue, acceptance of ambiguity and the ability to reflect.

Matthews classifies emotional literacy into 5 parts:

1. Knowing your feelings.
2. Having a sense of empathy.
3. Learning to manage our emotions.
4. Repairing emotional damage.
5. Putting it all together: emotional interactivity.

The organization Antidote defined emotional literacy as:

“The practice of interacting with others in ways that build understanding of our own and others’ emotions, then using this understanding to inform our actions.”

Boler researched four of the emotional programs in America. She pointed out that the programs tended to view pupils as individuals who are in need of development through enabling them to control their impulses. This can mean that pupils are to become responsible for their own control and that other social factors can be ignored. It is possible that these programs can open the way for greater control of pupils with even their emotions being assessed. On the one hand the development of emotional literacy programs can be seen as progressive, but on the other the focus seems quite inward, as there is little reference leading to any broader concept of social and political reform. Emotion play a crucial role in one’s life which has to be expressed and clearly stated, so that others can understand them. An emotion has to be communicated to others. To communicate it, a person should be able to identify and express the feelings like Joy, Love, Jealous, Anger, Fear, Tension and Freedom. It is to convey the emphasis of the feeling of human race. If a human race either over emphasize or shrug off the feeling, the result would be affected during communication with other. Human life are comprises of Parents, Teachers, Elders, Peer Groups, Friends, Society, etc. Where these groups have to be satisfied and our emotions are affected. Habitually, it is socially offensive to express certain emotions instantly. A person tend to hide his/her true feelings inner and he is not able to be successful rightly.

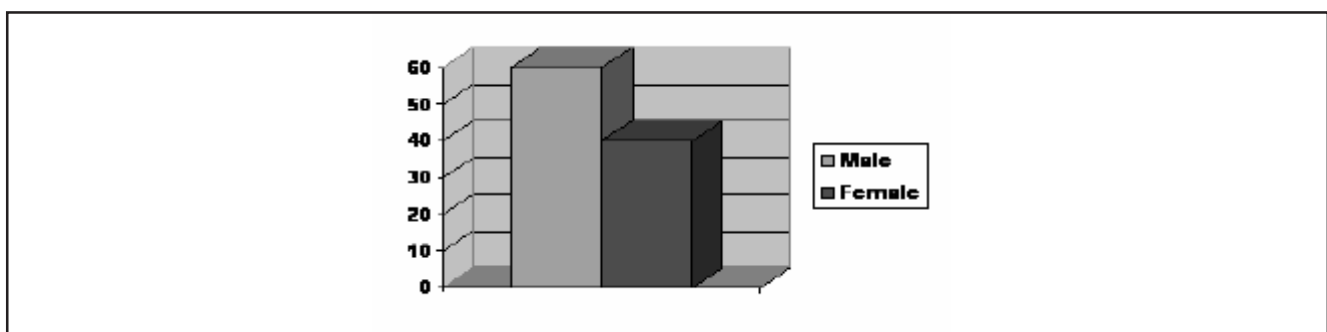
Limitations of the study:

- ♦ The study is restricted to only 100 respondents.
- ♦ The study adopts convenience sampling.
- ♦ It is restricted to bangalore city.
- ♦ The information provided by respondents may be biased.
- ♦ While selecting a sample size, sample error would have occurred.

Analysis & Interpretation

Table showing Gender profile of respondents

SI No	Sex	No of Respondents	Percentage
1	Male	60	60
2	Female	40	40
	Total	100	100



Observation:

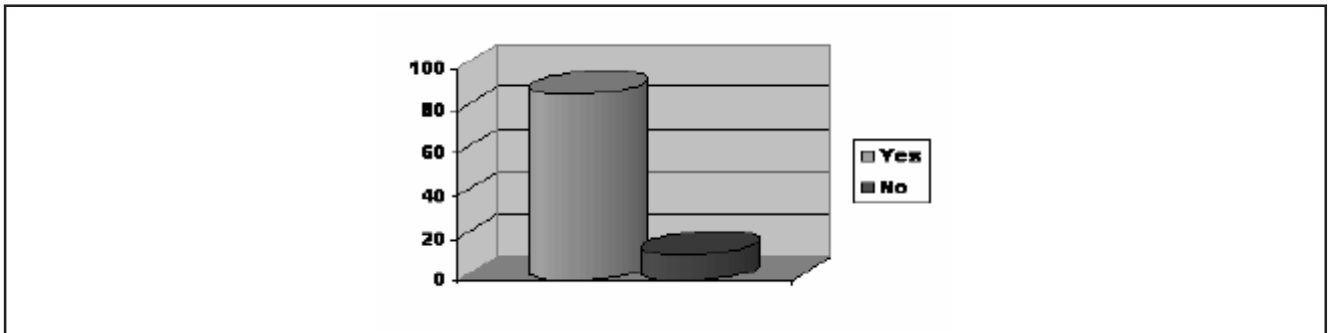
The above table & graph reveals that respondents considered for study are 60% of males & 70% of females.

To analyze the views towards emotional literacy both genders play vital role in providing accurate information.

Table showing Awareness of Emotional Literacy

SI No	Awareness Level	No of Respondents	Percentage
1	Yes	88	88
2	No	12	12
	Total	100	100

Source: Primary Data



Observation:

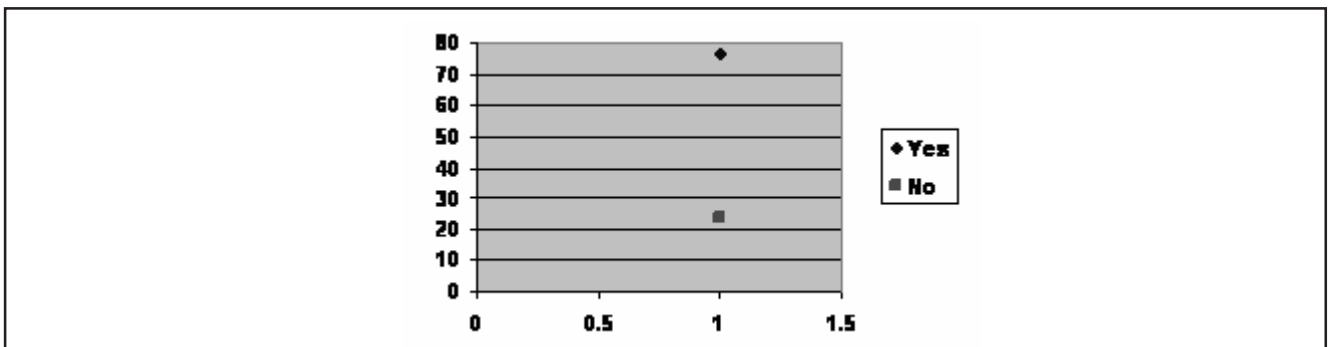
From the table & graph, it is clear that the respondents are aware of emotional literacy. 88% of respondents revealed that they are aware of emotional literacy & other

12% revealed that they are not aware of emotional literacy. This would help the study to draw the right conclusions.

Table showing Emotional Literacy as a Course Ware

SI No	Response to Educational System	No of Respondents	Percentage
1	Yes	76	76
2	No	24	24
	Total	100	100

Source: Primary Data



Observation:

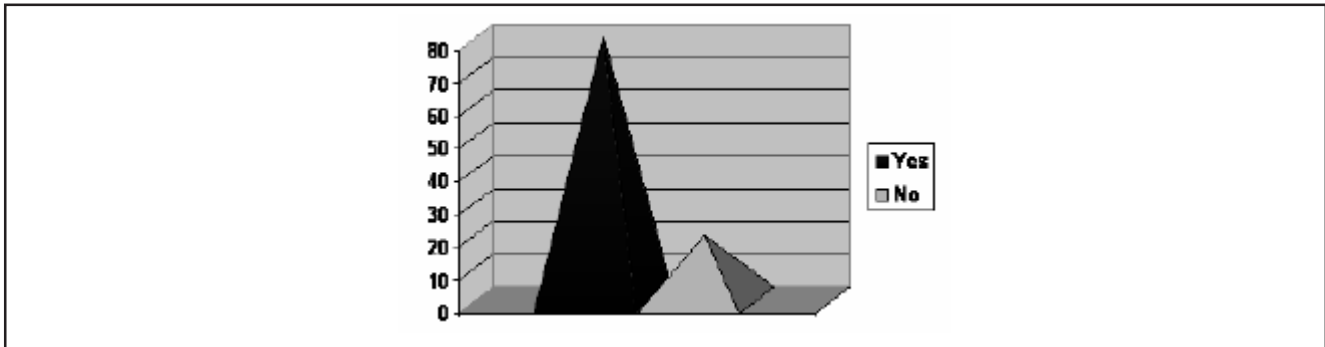
76% of respondents revealed that emotional literacy has to be added as a courseware & other 24% revealed that not necessary to add as a courseware.

Education plays a crucial role for the formation of emotions in a human life. From their personal experience and day to day interaction with various environments and groups influenced the respondents to add emotional literacy as a courseware so that the human being would be cautious and his / her response towards the emotions in the environment were they belong.

Table showing Response to various situations

SI No	Options	No of Respondents	Percentage
1	Yes	80	80
2	No	20	20
	Total	100	100

Source: Primary Data



OBSERVATION:

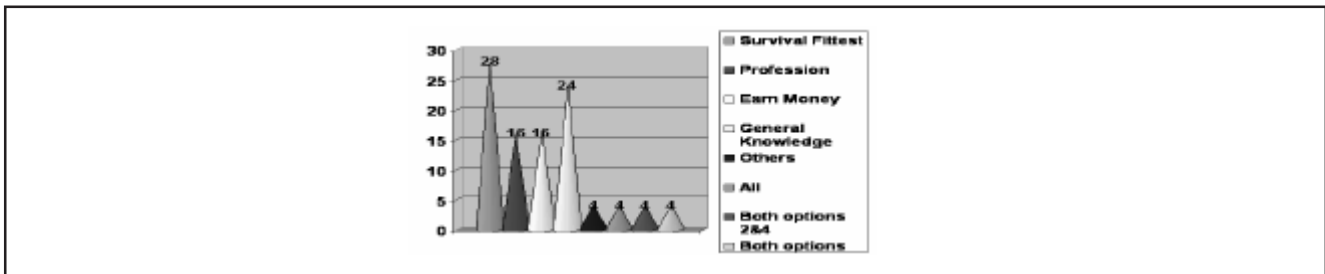
80% of respondents revealed that they could respond rightly to the various situations. Other 20% revealed that response to situation is not possible. This is because of the environment, society; culture, etc are the factors affecting to express their emotions rightly. He/she creates

such a kind of environment were they cannot respond to the situation and not satisfied with the task which is done by them and quality of life of these persons are negative in nature.

Table showing Priority of Education

SI No	Elements	No of Respondents	Percentage
1	Survival of Fittest	28	28
2	Profession	16	16
3	Earn Money	16	16
4	General Knowledge	24	24
5	Others	4	4
6	All	4	4
7	Both options 2&4	4	4
8	Both options 1&4	4	4
	Total	100	100

Source: Primary Data

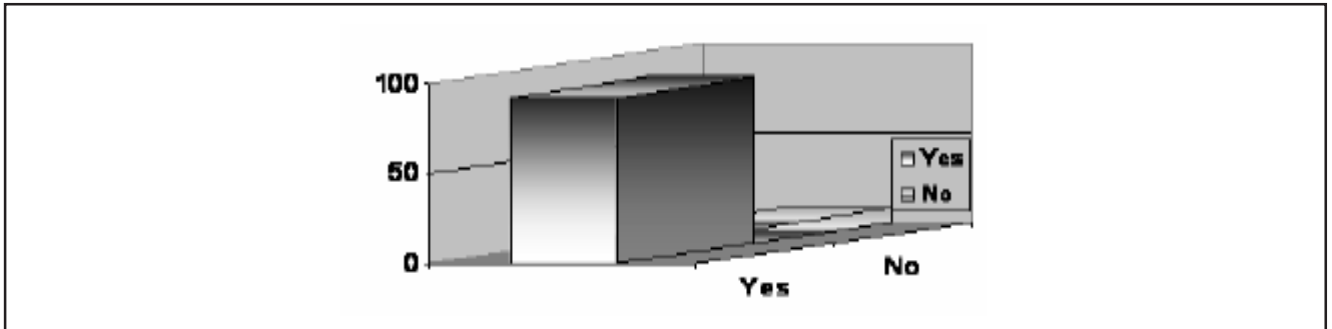


Observation:

This reveals that 28% of respondents stated that education is for survival, 24% of respondents revealed that the education is given priority to gain general knowledge. Other 16% of respondents revealed that education is for profession & other 16% of respondents revealed that education is to earn money. 4% of respondents revealed that education is given priority for survival, to earn money, for profession & to gain general knowledge. 4% of respondents revealed that it is only for profession & general knowledge. Finally 4% of respondents revealed that education is only to gain general knowledge & for survival of fittest. 4% of respondents revealed that education is for social status, unhealthy competition, etc.

Table showing Opportunity to choose education

Source: Primary Data



Observation:

Role of education is highly important because, it helps a person to form emotions. From his school, he/forms a group and sharpens or strengthens his/her behaviors. This helps him to develop his attitude towards an object or a situation or an environment. Some of the persons do not have option to choose their education due to the inducement of their parents &

society.92% revealed that, there was option to choose their education whereas other 8% revealed that there is no option to choose education. This would provide a platform for a person to develop enmity, fear, stress, frustrations, etc. They would try to create a negative environment. Therefore, a person should be provided an opportunity to choose their own education.

Table showing Sources for Formation of Emotions & Solution to problems through emotional literacy

SI No	Sources(x)	Solution to problems(y)	No of Respondents(x)	No of Respondents (y)	Rank (X)	Ran k (Y)	D = X-Y	(d) 2
1	Parents Behavior	Violence	12	12	8	8	0	0
2	Entertainment	Illness	0	0	1	1	0	0
3	Educational Institution / Work Place	Drug Abuse	16	4	10	2	8	64
4	Friends/Peer Group	Dysfunctional relationship	8	8	6	6	0	0
5	Others	Global Conflicts	4	12	3	8	-5	25
6	All	Suicidal Attempts	16	16	10	11	-1	1
7	Both options 1& 3	Combination of options 1,4,5&6	4	16	3	11	-8	64
8	Both options 2& 4	Both options 1&6	8	8	6	6	0	0
9	Both options 1& 4	Both options 1&2	12	4	8	2	6	36
10	Both options 3& 4	Combination of options 1,2,3&6	4	12	3	8	-5	25
11	Combination of 1,3&4	Combination of options 3,4&6	16	4	10	2	8	64
12	Combination of 1, 2 & 4	Combination of options 1,,2,&4	0	4	1	2	-1	1
	Total		100	100			2	280

Source: Primary Data

OBSERVATION:

With the help of spearman’s rank correlation, the value is **0.021**. This reveals there is a positive correlation between the sources of formation of emotions and solution to problems through emotional literacy.

Table showing Benefits of emotional literacy

Source: Primary Data

OBSERVATION:

Standard Deviation obtained is **14.95** & Coefficient of variation is **104.69**.

Table showing Age profile of respondents & Elements influencing Emotional Literacy

SI No	Age Group (X)	Elements (Y)	No of Respondents (X)	No of Respondents (Y)	(XY) 2	(X)2	(Y)2
1	Less than 20 years	People understanding their own & others' emotional state	20	20	400	400	400
2	20 years-25 years	Learning to manage their emotions & to empathize with others	36	40	1440	1296	1600
1	25 years-30 years	Good Health	0	0			
2	30 years-35 years	Positive relationship	44	28	224	64	784
3	35 years-40 years	Quality Life	24	24			
4	40 years-45 years	Others	0	4	64	256	16
5	45 years-50 years	Both options 2 & 3	20	20			
6	Above 50 years	Combination of 1, 2 & 3	8	8	160	400	64
7	Total	Combination of 2, 3 & 4	4	4			
	Total	Total	100	100	2288	2416	

Source: Primary Data

Observation:

As per Karl Pearson’s correlation coefficient the value obtained is **0.48**. The value shown reveals a good amount of positive correlation between age group elements influenced emotional literacy.

Summary Of Findings

- Expressing the intensity of feelings, Indirect communication, miscommunication of feelings, predictions are done instead of expressing the feelings, resistance to reporting abuse, self harms and society and leading to decisions early are the elements of emotional literacy which has to be clearly identified by a human race.

- To analyze the views towards emotional literacy both genders play vital role in providing accurate information.
- 88% of respondents revealed that they are aware of emotional literacy.
- 76% of respondents revealed that emotional literacy has to be added as a courseware.
- 80% of respondents revealed that they could respond rightly to the various situations.
- 28% of respondents stated that education is for survival of fittest & other 24% of respondents revealed that the education is given priority to gain general knowledge.92% revealed that, there was option to choose their education. The

correlation between the sources of formation of emotions and solution to problems through emotional literacy is **0.021**.

- ♦ Standard Deviation obtained for benefits of emotional literacy is **14.95** & coefficient of variation is **104.69**.
- ♦ The correlation value obtained between age group elements influenced emotional literacy is **0.48**.

Suggestions

- ♦ Parents must find a way to nurture emotional literacy in their life.
- ♦ Emotional literacy should be added as a courseware to identify their emotions rightly and to form right emotions as a base.
- ♦ Various awareness programs with reference to emotions should be introduced so that, it would help for self development and to interact with one another and the society. This could be accurately attained by implementing programs rightly to the society by government.
- ♦ Right from birth, if the child is aware about the importance of emotions in his/her life would help to communicate the things rightly to persons and in the right situations. This helps to reduce the suicidal attempts and also helps to develop a positive relationship among others. It enhances for a quality life.

Conclusion

This study helped to understand each and every element of emotional literacy and to suggest the right measures to express their emotions rightly which would help enhance the quality of life. It also helps to establish a good relation between various elements influencing emotional literacy and his/her behaviors.

The study accepted Hypothesis (H1) i.e., there is a relationship between emotional literacy and quality life and rejected null hypothesis (H0).

Therefore study reveals there is a positive relationship between emotional literacy and quality life of a human being.

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QUESTIONNAIRE

1. Are you aware about emotional literacy?
 - a. Yes ()
 - b. No ()

2. According to you, what are the elements to be considered to control your emotions?
 - a. People understanding their own and others' emotional states ()
 - b. Learning to manage their emotions and to empathize with others ()
 - c. Self Development ()
 - d. Building Community ()
 - e. Both self development and building community ()
 - f. Others, specify.....

3. Do you agree that emotional literacy should be added as a course ware?
 - a. Yes ()
 - b. No ()

4. Are you able to express your emotions rightly in various situations? If No, Why?
 - a. Yes ()
 - b. No ().....

5. Are you able to solve your own behavioral, emotional, academic and social problems?
 - a. Yes ()
 - b. No ()

6. Education is important for:
 - a. Survival of the fittest
 - b. Profession
 - c. Earn Money
 - d. General Knowledge
 - e. Others.....

7. Do you have option to choose your education?
 - a. Yes ()
 - b. No ()

8. If you agree emotional literacy helps to solve below problems, please tick the relevant option.
 - a. Violence ()
 - b. Illness ()
 - c. Drug Abuse ()
 - d. Dysfunctional relationships ()
 - e. Global Conflicts()
 - f. Suicidal Attempts ()

9. How does emotional literacy benefit you?

- a. Good Health ()
- b. Positive relationships()
- c. Quality Life()
- d. Others, Specify.....

10. Sources for formation of your emotions. Please tick the relevant.

- a. Parents Behavior ()
- b. Entertainment ()
- c. Educational Institution/Work Place ()
- d. Friends/Peer Group ()
- e. Others, Specify.....