

EFFECT OF INTENTIONAL INTELLIGENCE INTERVENTION PROGRAM ON THOUGHT CONTROL OF ADOLESCENTS IN RELATION TO THEIR LOCUS OF CONTROL

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Abstract

In this world of stress, anxieties and frustrations, one of the life's greatest challenges is to live peacefully. Spirituality rejuvenates a person and helps in controlling thoughts, feelings, emotions, behaviour and makes him capable enough to live happily in the society. This paper focuses on the effect of Intentional intelligence intervention program on thought control of adolescents with internal and external locus of control. Intentional intelligence is a new construct which lies in the womb of spirituality. Intentional intelligence is defined as one's ability to (a) identify one's current thoughts and (b) choose positive thoughts in one's mind. The purpose of this study was to examine the effect of 8 weeks Intentional intelligence intervention program on thought control of adolescents in relation to their locus of control. 80 adolescents in control and 80 in experimental group were randomly selected from government model schools of Chandigarh. The study used pre testpost test control group design. The results proved that the intervention has significantly improved the thought control of the students in the experimental group than the control group and further revealed that the group with internal locus of control has significantly higher scores than the external locus of control group.

Keywords: Adolescents, Intentional intelligence, thought control, Locus of control

A sizable body of research exploring the nature of consciousness, carried on for more than thirty years in prestigious scientific institutions around the world, shows that thoughts are capable of affecting everything from the simplest machines to the most complex living beings. This evidence suggests that human thoughts and intentions are an actual physical “something” with astonishing power to change our world. Every thought we have is tangible energy with the power to transform. A thought is not only a thing; a thought is a thing that influences other things (McTaggart, 2008). Mind is a captain of the ship if person explores the hidden corners of his uncontrolled mind, he will surely feel that it is an Alice in wonderland world of thoughts which may or may not have a ground reality. To make our lives free from irrelevant and negative thoughts, we need to work upon soul's food and that is a new awareness experience full of compassion and gentleness, yet stable path for our millions of thoughts. The path followed for this experience is a surprise and a boon as it helps to discover a new resourceful and blissful

world which helps in growth, healing and rejuvenation. The development of intentional intelligence in a person through this new relationship with thoughts can make a person's emotions, sensations, feelings and reactions to become less intense or at the best it makes a person well trained that he achieves a sort of detente with the uncontrolled thoughts in mind which will not interfere with the person's peaceful living (Orsillo and Roemer, 2011). Research has proved that brief daily meditation practices can lead to improved mental and cognitive functioning, and lower levels of depressive symptoms (Lavretsky 2013). White (1998) stated that the field of experiential education can be enhanced through the use of meditation. Meditation has clear health benefits related to stress reduction and has been recommended as an adjunct to or substitute for psychotherapy. Intentional intelligence can be operationalized as a dynamic cognitive process. A snapshot of one's mental interiority is categorized into positive, negative, and neutral thoughts. At any given time,

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we are capable of both identifying and evaluating – being mindful – of particular thoughts. While we maintain untold numbers of thoughts in our mind and memory, only a certain subset of these can enter our awareness at a particular moment. Of the universe of possible thoughts, we can choose particular thoughts upon which to focus our attention (Steingard 2008). Wallace (1999) proffers: “all things are preceded by the mind”. Intentional intelligence is controlling the mind by controlling inner and outer senses. Steingard (2008) states “Intentional Intelligence bridges the gap between “conscious awareness” and the “practical applications” of how the mind manifests successful or unsuccessful actions. Therefore it is essential that such experiences and interventions should be incorporated in the school programmes so that adolescents can train their minds to avoid the ill effects of uncontrolled mind and make the thoughts more positive. Waters, Barsky and Amanda (2015) state that schools need reliable evidence about the outcomes of meditation programs before they consider, if and how such programmes can influence learning agendas, curriculum and timetables. According to Tang et.al (2007) Styles of meditation differ, some techniques such as concentration meditation, mantra, mindfulness meditation, etc. rely on mind control or thought work, including focus on an object, paying attention to the present moment, etc. Mental training methods also share several key components, such as body relaxation, breathing practice, mental imagery, and mindfulness, etc., which can help and accelerate practitioner access to meditative states. This background raises the possibility that combining several key components of body and mind techniques with features of meditation and mindfulness traditions, while reducing reliance on control of thoughts, may be easier to teach to novices because they would not have to struggle so hard to control their thoughts. The eight weeks intentional intelligence intervention program of the present study incorporated meditative activities, yogic practices, mindfulness activities and indoor outdoor awareness games.

OBJECTIVES

- To study whether experimental and control groups differ in mean gain scores on variable of

Thought control.

- To study whether internal and external locus of control groups differ in mean gain scores on variable of Thought control
- To study whether there is any interaction between Intentional intelligence intervention program and Locus of control on thought control of adolescents.

METHOD

Pre-test post-test control group design was used for random allocation of 160 adolescents in experimental and control groups comprising 80 adolescents (40 with internal and 40 with external) in experimental and 80 adolescents (40 with internal and 40 external) in control group. Random sampling technique was used to select two schools of Chandigarh. 2x2 factorial design was computed by ANOVA for the mean gain scores on thought control.

PROCEDURE

The present study was conducted on ninth graders of two CBSE affiliated Government schools of Chandigarh. After administering locus of control test on students, they were allocated to two groups forming internal and external locus of control groups with 80 adolescents each. Further adolescents from these groups were randomly allocated to two groups forming experimental group (40 adolescents with internal and 40 with external locus of control) and control group (40 adolescents with internal and 40 with external locus of control). Pre test on thought control was administered on experimental and control groups. And then Eight weeks intentional intelligence intervention was given to the experimental group and the control group was debarred from any kind of intervention. After the experiment, thought control was again measured on both the groups.

MEASURES

- Intentional intelligence intervention modules (developed by the investigator).
- Test on thought control (developed by the investigator).
- Locus of control scale by Nowicki & Strickland, 1973 (adapted by the investigator).

Result and Discussions

Table 1 Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis values of thought control of students in Experimental and Control groups at the pre-test stage

Var.	Group	N	Mean	Std. Error. Of mean	Median	SD	Sk	St. error of sk.	Ku	Std. Error of Ku.
Thought control	Experimental	80	26.45	.67009	26.00	5.993	.242	.269	-.245	.532
	Control	80	22.60	.6667	22.50	5.963	.365	.269	-.306	.532

Table 1 shows that the mean scores on Thought control at the pre-test stage for experimental group is 26.45 and for control group is 22.60 respectively. The value of kurtosis was found to be -.245 for experimental and -.306 for control group. The value of kurtosis indicates that the curve is slightly platykurtic for both experimental and control groups. The value of Skewness of experimental

group was 0.242 and that of control group was 0.365. It shows that the value of skewness lies within the acceptable limits (-2 to +2) of normality of distribution (Gravetter and Wallnau 2014). Thus, the distribution of measure can be considered as normal within acceptable limits of normality of distribution.

Table 2: Homogeneity of variance on thought control of students in experimental and control group

	Levene statistic	Df1	Df2	Sig.
Pre test	.499	1	158	0.481

As shown in Table 2, the Levene statistic for pre-test score on thought control of students of adolescents is 0.499, with degrees of freedom (df1) for between the groups is 1 and degrees of freedom (df2) for within groups is 158. The p-value came out to be 0.481 which is insignificant. This implies that experimental and control groups are homogeneous

at the pre-test stage of assessment on the variable of thought control.

As, assumptions of normality and homogeneity of ANOVA were found to be satisfied for the data, so 2X2 ANOVA was computed through SPSS package to meet the desired objectives and to test the hypotheses.

Table 3. Descriptive statistics

Dependent variable: Dim III- Thought control mean gain scores				
group	Locus of control	Mean	Std. Deviation	N
experimental	internal	3.1750	1.99856	40
	external	1.8500	.94868	40
	Total	2.5125	1.69133	80
control	internal	.0750	.94428	40
	external	-.4500	1.19722	40
	Total	-.1875	1.10343	80
Total	internal	1.6250	2.20112	80
	external	.7000	1.57833	80
	Total	1.1625	1.96474	160

Table 4. Summary of 2X2 ANOVA for mean gain scores

Dependent variable: Dim III- Thought control mean gain scores					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	332.225a	3	110.742	61.359	.000
Intercept	216.225	1	216.225	119.805	.000
group	291.600	1	291.600	161.568	.000
Locus of control	34.225	1	34.225	18.963	.000
group * locus of control	6.400	1	6.4003.546	.062	
Error	281.550	156	1.805		
Total	830.000	160			
Corrected Total	613.775	159			

Main effect of Intentional intelligence intervention on Thought control was reported to be significant with F value equals to 161.568 as depicted in table 4. This proves that there exists a significant difference between experimental and control group. Hence hypothesis No. 1- "There exists no significant difference between control and experimental groups in mean gain scores on Thought control" is rejected. Moreover to find which group did better, the mean gain scores of the experimental and control group were compared. Table 3 reveals that the mean gain score on Thought control of experimental group is 2.5125 and of control group is -.1875. So based on these values it can be safely concluded that experimental group improved much better than control group and can also be visualised graphically in figure 1(a).

The main effect of locus of control was found to be significant with F value 18.963 as shown in table 4. This yields that there exists a significant difference between internal and external locus of control groups. Hence hypothesis no 2- "There exists no significant difference between internal and external locus of control groups of adolescents in mean gain scores on Thought control" is rejected. Now, to determine the performance of both the groups the

mean gain scores were compared from the table 3. The mean gain score of the group containing adolescents with internal locus of control is 1.6250 where as with external locus of control is 0.7000 which proves that the internal locus of control group overtook the other group in performance and exhibited higher scores than the other. Figure 1(b) presents it graphically.

As shown in table 3, F value for the interaction effect of intentional intelligence intervention and locus of control was found to be 3.546 which indicates that the interaction between the two was not significant. This further implies that the intervention and two types of locus of control did not interact to produce any significant effect on thought control. Hence the hypothesis no 3- "There exists no significant interaction between intentional intelligence intervention program and locus of control on Thought control" is accepted. Figure 2(a) presents the mean scores of main effect corresponding to Intentional intelligence intervention and Locus of control on Thought control and Figure 2(b) indicates the graph of interaction.

Figure 1: showing mean gain scores corresponding to main effect of (a) Intentional intelligence intervention and (b) Locus of control on Thought control

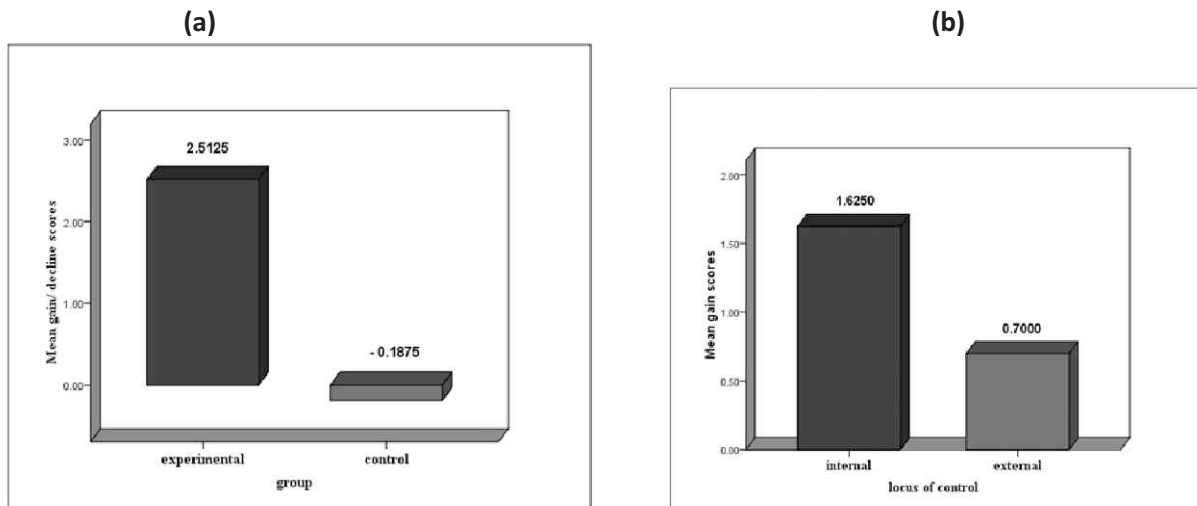
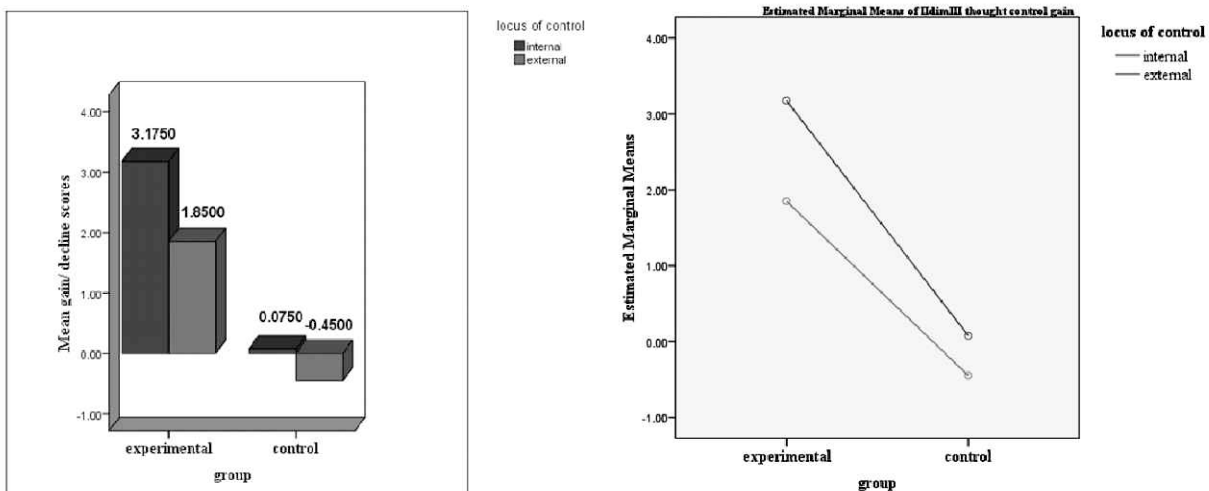


Figure 2: (a) showing mean scores of main effect corresponding to Intentional intelligence intervention and Locus of control on Thought control (b) graph showing interaction effect of Intentional intelligence intervention and Locus of control on thought control



Discussion

Figure 1(a) confirms that the mean gain score of experimental group is more than the mean gain score of the control group. The findings of the present study and of earlier studies are on the same base and can be analysed through the significant effect of the intervention on the thought control of the experimental group as compared to the control group (Bowen, Witkiewitz, dillworth, Marlatt (2007) and Kobasa 1982). There can be various explanations behind the experimental group doing

significantly better than control group on thought control. According to the researcher the major reason being, the regular practice of various meditation based activities during eight weeks Intentional intelligence intervention program made participants more aware of their thoughts and feelings hence helped them to manage. Various practices incorporated in intentional intelligence intervention helped the participants to become efficient in controlling and stopping the flood of thoughts wandering in mind that is primary

responsible in creating mental and physical sufferings. It helped the adolescents to focus on reality as per one's ability and to watch their thoughts non judgementally and let them go away while practicing various meditational activities.

Secondly the other major result of the study proved that the internal locus of control group showed significant higher scores than external ones on thought control (presented in figure 1(b) and 2 (a)). Consistent with this, evidence suggests that the controlled thoughts and better performance achieved by internals are associated with the use of particular types of coping strategies, specifically, more task centred behaviours and fewer emotion-centred behaviours (Anderson, 1977). Gohen, Rothbart and Phillips (1976) found that externals performed more poorly on certain tasks after experiences with uncontrollable situations than did internals. The reason behind this could be that the adolescents with internal locus of control visualize their experiences in a different way. Rotter (1966) suggested that individuals with internal Locus of control tended to repress failures and remember successes, and those with external locus of control demonstrated less of a need to repress failures because they attributed their failures to external forces of control and thus becomes the victim of uncontrolled thoughts about the failures. Argyle (2001) also argued that individuals with internal locus of control perceived their control over events and paid less attention to negative or bad events; individuals with external LOC tend to attribute negative events or negative feelings to fate or lack of ability to control their life's events. Thus the adolescents with internal locus of control have more control over their thoughts than the externals and thus are capable of finding solutions and generating many divergent solutions to the problems with their healthy minds.

The strength of the current study is its long term 8 weeks intervention, homogeneity of the large sample and the use of randomization technique. It is suggested that the future researches should test intentional intelligence intervention's effect on different population, like adults especially teachers, parents and college students.

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