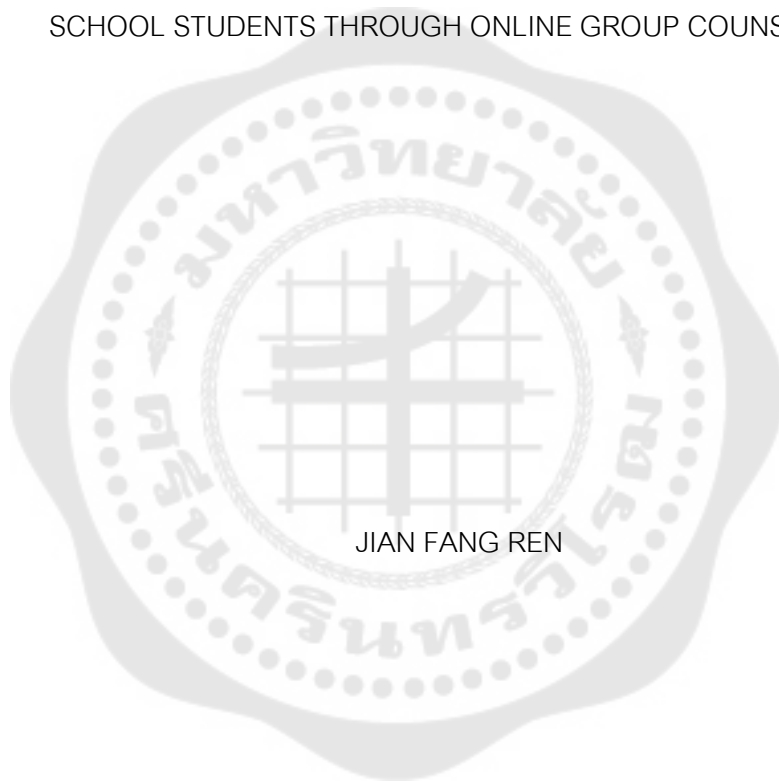




ENHANCEMENT OF EMOTIONAL INTELLIGENCE OF SECONDARY VOCATIONAL
SCHOOL STUDENTS THROUGH ONLINE GROUP COUNSELING



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ENHANCEMENT OF EMOTIONAL INTELLIGENCE OF SECONDARY VOCATIONAL
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A Thesis Submitted in Partial Fulfillment of the Requirements
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THE THESIS TITLED

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SCHOOL STUDENTS THROUGH ONLINE GROUP COUNSELING

BY

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The research was conducted to investigate the emotional intelligence of secondary vocational school students and to examine the effect of online group counseling on emotional intelligence of secondary vocational school students. The sample of this study was 170 secondary vocational school students by Yamane Taro table. The samples for experiment were used to select the sample group for enhancing emotional intelligence through purposive sampling. Eighteen students with lower emotional intelligence scores and who were willing to participate in the experiment were selected. Then 18 students were randomly divided into experimental group and control group (9 students in each group). The experimental group received online group counseling, while the control group did not. WLEIS scale with good reliability (0.95) and validity (0.67-1) was used to evaluate emotional intelligence, and online group counseling program guided by experts was used to intervene the emotional intelligence of secondary vocational school students. The results showed that the emotional intelligence of secondary vocational students was higher ($M=79.55$, $sd=17.06$). The dependent t-test data analysis of the pretest and post-test emotional intelligence scores of the experimental group shows that the post-test emotional intelligence scores of the experimental group were significantly higher than the pretest scores. After the independent t-test data analysis of the post-test emotional intelligence scores of the control group and the experimental group, the results showed that the post-test emotional intelligence score of the experimental group was significantly higher than that of the control group. Conclusion: online group counseling can effectively improve the emotional intelligence of secondary vocational school students.

Keyword : Emotional intelligence, Secondary vocational school students, Online group counseling

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TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	H
LIST OF FIGURES	I
CHAPTER 1 INTRODUCTION.....	1
1.1 Background of the research	1
1.2 Research Questions.....	6
1.3 Research Objectives.....	7
1.4 Significance of the study.....	7
1.5 Research Scope	8
1.6 Definition of terms	8
1.7 Conceptual Framework of Research	10
1.8 Hypothesis of the Study.....	11
CHAPTER 2 LITERATURE REVIEW.....	12
1. Concept of emotional intelligence	13
2. Concept of Online group counseling.....	23
CHAPTER 3 RESEARCH METHODOLOGY	37
3.1 Research Design	37
3.2 Participants in the research	38
3.3 Research Instruments	38

3.4The validity and reliability of the measurement	45
3.5 Research procedures	46
3.6 Data Collection.....	47
3.7 Data Analysis	47
CHAPTER 4 RESULTS.....	49
4.1 Symbols and meanings of the table	49
4.2 Analysis	49
CHAPTER 5 CONCLUSION DISCUSSION AND SUGGESTION	54
5.1 Results.....	55
5.2 Specific advantages and limitations on online group counseling	57
5.3 Suggestions for the application of this study:	58
REFERENCES.....	59
APPENDIX	74
APPENDIX A.....	75
APPENDIX B.....	83
VITA	111

LIST OF TABLES

	Page
TABLE 1 WLEIS	39
TABLE 2 Sessions of online group counseling	41
TABLE 3 Number and percentage of general data for students in secondary vocational schools (n=170).....	50
TABLE 4 Mean and standard deviation of emotional intelligence of first-year students in secondary vocational schools (n=170).....	51
TABLE 5 Mean and standard deviation of emotional intelligence between the control group and the experimental group after secondary vocational students participated in online group counseling (n=18).....	52
TABLE 6 Comparison of emotional intelligence of experimental group students before and after online group counseling (n=9)	53
TABLE 7 Comparison of differences in emotional intelligence between the control group and the experimental group after Internet group counseling (n=18).....	53

LIST OF FIGURES

	Page
FIGURE 1 Framework of Research	11



CHAPTER 1

INTRODUCTION

1.1 Background of the research

China's Vocational and technical education had received much attention and flourished over the past years, and vocational education in Northwest China where the researcher was based, had also undergone significant changes. But as a result of the examination and enrollment system, most of the secondary vocational school students in the country came from the group of students who were not admitted to high schools because of the junior high school graduation examination (Duan and Xiao, 2022). According to the researcher's years of work in secondary vocational school, these secondary vocational school students' learning attitudes and motivation need to be improved. Most of these students had a weaker foundation in elementary and junior high school, had psychological anxiety or came from single-parent divorced families, and were often in cases of pushing back against teachers and fighting. In recent years, the school order proposes to give severe punishment for the situation of bumping and fighting, and although the bad behavior had been restrained, but fear that the problem was buried in the depths. In addition, the new crown epidemic that occurred in October 2021 in the researcher's area, a few months of school closure of online classes, also had a certain impact on secondary secondary vocational school students, some students' psychological anomalies were further highlighted.

According to the literature review, secondary vocational school students had different and more serious problems than regular high school students. In the study of three researchers, including Li (2022), it was talked about that school students must to enter secondary vocational school because they could not get into high school, and they were weak in academics, and disobedience; studies also wrote that students' behaviors would show weary of learning, civilized habits of speech and behavior were completely capricious, uncontrolled and weak sense of self-discipline when they enter secondary vocational school stage. The overall manifestations were firstly, Interest in learning needed to be improved; secondly, confidence needed a boost; and thirdly, tended to

react impulsively (Liang and Lei,2023). Local researchers (Wang and Zhang , 2019) for the situation in Gansu Province talked about the self-confidence of secondary vocational students in terms of academics, psychological sensitivity and anxiety, rebellion and depression, etc.; a survey with secondary vocational students in the Sichuan area as the object of the study showed that the level of the psychological health of secondary vocational school students was much lower than that of the norm (Song , 2022); the current psychological health education in secondary vocational schools was also faced with a lack of professional psychological teachers lack of professional theory leadership, etc. (Song , 2022).

Zou (2019) said that Chinese education placed special emphasis on intelligence while emotional education was less valued .The National Education Conference proposed the simultaneous development of the five education, emotional intelligence education was forgotten, the purpose of education in each period was to serve the national talent training specifications and standards, emotional intelligence education had not been paid attention to for a long time. Jiang(2017) showed that half of secondary vocational students had low emotional intelligence. According to the author's analysis, there were two reasons, one was the reason of students. Students were in the middle and late adolescence, and their psychological development was not mature. Among them, it was common for them to not be well aware of their emotions, temporarily unable to form an objective evaluation of themselves, and they were impulsive, irritable and extreme when things happen. Self-centeredness in interpersonal communication led to bad interpersonal relations and other problems. Second, the classroom education neglected the cultivation of students' emotional intelligence. Although schools offer psychological health courses, they were generally theoretical courses, and students' participation was not high, and they could not have more and better emotional experiences .

Bar-On et al. (2007)in the book said that children in America and many other developed countries began to appear a series of problems, such as violence, drug abuse, dropping out of school and unwanted pregnancy a period of time. A series of

initiatives had taken place in many schools to deal with the problem, but when Salovey and Mayer in 1990 laid out the framework of emotional intelligence and what it meant to teach children with it, educators in the United States took this idea of the field and experimented with it. The results proved to be substantial, with lower drop-out rates, improved school discipline, and more pro-social student behavior.

Emotional intelligence was a part of positive psychology (Bar-On , 2006), an area of research that had received a lot of attention in education, management, etc. It was a subset of social intelligence, which meant an individual's ability to aware and express ones own as well as other person's moods, to manage and utilize moods to promote rational behavior and thought (Salovey and Mayer, 1990 ;Salovey and Mayer, 1997). It had four dimensions: detecting emotions, applying emotional information, knowing emotions, and adjusting emotions (Mayer and Salovey, 1997). Research had shown that emotional intelligence performed an important and vital role in overall intelligence and was positively correlated with good psychological health and happiness (Anand, N.et al., 2023).Bar-On believed that people with high emotional and social intelligence were able to be aware what moods they had and to express their moods to others, were sensitive to others moods, to connect well with others, successfully adapt and get through each day (Bar-On, 1997b; 2000; 2005a). In other words, it had direct impact on one's overall physical health and mental well-being (Bar-On, 2000).Wu Yushen et al. argue that good emotional intelligence competencies enable an individual to discern more sunshine moods and have a beneficial effects on individual creativity (Wu Yushen et al., 2021). The study claimed that emotional intelligence can reinforce good actions such as improve task performance from an empirical perspective(O'Boyle et al., 2011), increased engagement in their work(Yan et al., 2018). wong, C.-S., Law, K.s. argued that emotionally intelligent person would effectively utilize this emotion capacity create more positive emotions that drive emotional and intellectual growth.

Study had recognized the importance of developing and improving students' emotional intelligence in education (Bar-On , 2006). In China,most of the relevant literature research on emotional intelligence education focused on the university and

graduate levels. For secondary vocational education, it was significant but relatively less research to develop or enhance the emotional intelligence of secondary vocational school students. Many studies had shown that emotional intelligence was positively correlated with psychological health (Salaxera et al., 2019; Zhao , 2022; Yco, et al., 2023), and that the psychological health education of secondary vocational school students was one factors affecting the level of education (Duan and Xiao , 2022; Song , 2023). In addition, according to Tang et al. higher perceived emotional intelligence in the adolescent population may improve adolescents' post-traumatic growth and better regulate their emotions (Tang et al. ,2022). The current study coincided with the after of the COVID-19 impact in Gansu, and higher emotional intelligence may also improve post-traumatic growth among adolescents in this region.

Research evidence showed that emotional intelligence could be improved in both adults and children through training interventions. Several published studies of pretest and post-test, control, and following evaluation had also displayed enhancement in emotional intelligence in both adults and children (Boyatzis and Saatcioglu, 2008; Cherniss et al., 2010; Kirk et al., 2011; Kotsou et al., 2011; Nelis et al., 2011; Slaski and Cartwright, 2003; Wing et al., 2006; Durlak et al., 2011). To enhance emotional intelligence, some training programs had positive effects on psychological health, life satisfaction, social relationships, and job performance (Nelis et al., 2011; Slaski and Cartwright, 2003).

Zhou(2022) believed that the "Internet +" online psychological counseling had emerged with the speed of the Internet. Online counseling had contributed to the psychological counseling of the public in the post-epidemic era. Some studies also believed that for secondary vocational school students, when they faced psychological confusion or psychological problems, they would subconsciously hide themselves and rarely take the initiative to seek help from counselors in the real world in China . While psychological counseling on the Internet just provided a secret platform for psychological counseling, so that secondary vocational students could open their hearts to seek help (Meng , 2023). Some foreign studies had also pointed out that online

counseling was effective, counseling could be conducted anywhere, at any time, and cheap in price (Bolier et al.,2014; Herrero et al., 2019; Kazdin,2015; Rodda & Dan,2014). According to various surveys and studies abroad, most college students prefer online counseling to offline counseling and hold a positive attitude to it (Adebowale,2014; Awabil & Akosah,2018). According to research, undergraduates in a Thai university had a high level of attitude to online psychological counseling (Phamompun & Thapanee,2022).From the above , we believed that online psychological counseling would be effective and be welcomed by Chinese secondary vocational students.

Groups was a very beneficial approach. Groups could be used in many professions, such as counselors, psychology researchers, teachers, etc., to help individuals with the same problems cost-effectively and efficiently. The group approach provided an additional option for individual counselors, and many school and institutional administrators require their counselors to lead groups (Jacobs et al.,2010)

Compared to individual counseling, group counseling was more efficient , using the theory of group dynamics, person who asked for help were also the person who help others, making up for the limitations of individual counseling (Corey,2016). Group counseling provided a relaxed, safe, and shared kind of atmosphere that brought persons in the same situation together and provides them with a sense of belonging, and mutual support among group members can be facilitated through the sharing of experiences or confiding of problems by members helping members (Jacobs et al.,2010). There were a number of interventions that were also increasingly using group counseling, groups could be used for therapeutic or educational purposes or a combination of both, groups could help people to fundamentally change the way they thought, felt and behaved(Corey ,2016). Groups had particular strengths in school counseling.

Chinese researchers had conducted many studies on group counseling interventions, and some studies had used group counseling to improve emotional intelligence. In a study to improve the emotional intelligence of sixth-grade elementary

school students, Wang(2020) used Goleman's model of emotional intelligence to design the intervention and conducted 10 group sessions with elementary school students, and the results showed that good results were showed. Yang et al. (2015) used Mayer& Salovey's model of using group counseling on serving youth to improve the emotional management ability of adolescents serving a sentence, the table showed that the total mean score of emotional intelligence scale was significantly improved compared to the result before group counseling .

There were numerous research literature on emotional intelligence, and many methods to improve emotional intelligence of secondary vocational students had been proposed. According to the literature research on online psychological counseling, the literature research on group counseling, and the reality of the research subjects studied in Thailand and China, this study intended to adopt online group counseling to enhance the emotional intelligence of secondary vocational school students.

Summarily, considering the opportunities faced by secondary vocational schools at present and the problems encountered by secondary vocational school students in terms of psychology , study and life, combined with the importance of emotional intelligence and online psychological counseling and group counseling, this study adopt online group counseling to discuss enhance the emotional intelligence of secondary vocational school students.Promote secondary vocational school students' awareness and recognition of self and others' emotions, and use emotions so as to enhance empathy for others and motivation for learning and life,finally change their learning attitude. Understanding emotions, promoting self-adaptability through emotion regulation and management, and promoting the development of rational emotions. At the same time, it enables secondary vocational school students to establish good interpersonal relationships, so that they can study normally in school and devote themselves to learning and life with a healthier mindset.

1.2 Research Questions

1. What is the emotional intelligence level among secondary vocational school students ?

2. Can online group counseling enhance emotional intelligence among secondary vocational school students?

1.3 Research Objectives

The objective of the research is as follows:

1.To explore the level of emotional intelligence among the secondary vocational school students.

2.To compare the emotional intelligence among experimental group before and after participated online group counseling.

3.To compare the emotional intelligence between control group and experimental group after participated online group counseling.

1.4 Significance of the study

Academic benefits

1.This is an applied exploration study on the hottest research theory of emotional intelligence at present.

2. This study also further explored the use of WLEIS emotional intelligence assessment tool in Chinese secondary vocational school students, and perfected and explored the application of this tool in this group.

3. This is also a research exploration on how online group counseling can enhance the emotional intelligence of Chinese secondary vocational school students.

Application benefits

1. psychological health teachers in Chinese secondary vocational schools can apply the counseling program to provide online group counseling for newly enrolled secondary vocational school students to enhance emotional intelligence, which is not limited by region and time, can well protect the privacy and other concerns of secondary vocational school students.

2.Administrators of secondary vocational schools can arrange such counseling courses for secondary vocational school students to help them improve their emotional intelligence, so that they can reap the benefits of high emotional intelligence.

1.5 Research Scope

1. Research design

This is a quasi-experimental design with online group counseling intervention and pretest and post test assessment.

2. Population and samples

2.1 The objects of this study was 408 students from the first grade of a secondary vocational school in Jiuquan City, Gansu Province. Specific majors include child care, computer application, computer graphic design, Chinese cooking, accounting affairs, tourism and hotel management, mechanical and electrical technology application, construction engineering construction, automobile application and maintenance.

2.2 Samples of investigate the emotional intelligence among secondary vocational school students were 170 secondary vocational school students in the first year. The sample were random from the Taro Yamane formula. And the samples to examine the effect of online group counseling on emotional intelligence were 18 students with lows emotional intelligence scores, who were willing to participate in the experiment, were chosen, Then, 18 students were randomly assigned to the experimental group and control group. The experimental group received online group counseling, while the control group did not receive any intervention.

3. Study variables

3.1 The independent variable is the online group counseling to enhance the emotional intelligence of secondary vocational school students .

3.2 The dependent variable is emotional intelligence.

1.6 Definition of terms

1. Secondary vocational school students refer to the students are in grade 1 in secondary vocational school in Suzhou District, Jiuquan city, Gansu province, China. Most of them are 15 years old, and a few are 16, 17 and 18 years old. They mainly learn various practical application techniques. Examples include accounting, computers, mechanical and electrical technology applications, child care, and so on.

2. Emotional intelligence is a human's comprehensive ability to relate to their emotions.

Discern a person's own moods refers to the capacity of an individual to begin to realize that a person is an emotional individual. In other words, it is the capacity to discern that a person have moods and what moods he has.

Recognize the emotions of others refers to the capacity to discern the feelings of others. The capacity of an person to recognize and detect the feelings of others through observation, listening, contacting with others, or interpersonal communication.

Recognize the moods of others refers to the person's capacity to accept emotions, reflect on emotions and deeply understand emotions.

Moods accepting and reflecting refers to the person's positive capacity to deal with moods after accepting and reflecting on emotions. This ability can lay the foundation for good social skills. Solve the problem of individuals getting along well with themselves and others and everything around them.

3. Online group counseling refers to online group counseling developed to improve the emotional intelligence of secondary vocational school students based on the psychological concept of emotional intelligence. This group counseling will take place online. The sessions of group counseling includes:

3.1 Session 1 is getting to know and building relationship. The main task is to build relationships.

3.2 Session 2 is recognizing emotions, is designed to enable group members to know each others further, recognize emotions, and emotional vocabulary through emotional traversal activities.

3.3 Session 3 is about recognizing ownself's emotions. Designed to encourage group members to recognize their own emotions. The use of emotional words to express emotions, and then further practice writing an emotional awareness diary to initially improve the emotional intelligence of group members.

3.4 Session 4 is about recognizing ownself's emotions. Designed to encourage group members to recognize their own emotions. The use of emotional words to express emotions, and then further practice writing an emotional awareness diary to initially improve the emotional intelligence of group members.

3.5 Session 5 is about recognizing others' emotions. It is compiled to help group members recognize the necessary of interpersonal communication and feel friendly and loved.

3.6 Session 6 is about understanding own emotions and the emotions of others. It is designed to help group members understand common forms of communication and to help group members get along with others.

3.7 Session 7 is to adjust their emotions. The objective of the design is to help group members learn to adjust their emotions by learning rational emotive behavior therapy.

3.8 Session 8 is the end of the group. The purpose of the design is to summarize and evaluate the group's gains and then complete the post-experimental testing.

1.7 Conceptual Framework of Research

The purposes of this research were to investigate level of emotional intelligence and explore the effect of the online group counseling on enhancement of emotional intelligence among secondary vocational school students.

Group counseling had been used and applied to enhance emotional intelligence by Wang (2020) in a primary pupils study, Fang (2015) in a secondary vocational school students in Nanjing city in east of China, Yang et al. (2015) on study on the effect of group counseling on emotional management ability of incarcerated adolescents in China. Wechat group counseling was used as online group counseling to alleviate college students' social anxiety, and research results showed that online group counseling could alleviate college students' social anxiety (Xu et al., 2019).

The independent variable is online group counseling which is conducted online to enhance the EI of secondary vocational school students and the dependent variable is EI based on Mayer and Salovey's four dimensions conceptual Model .

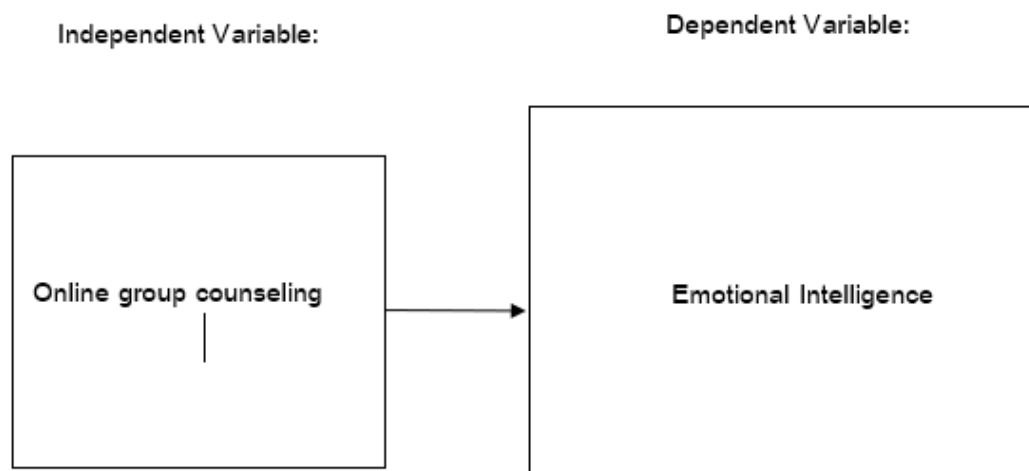


FIGURE 1 Framework of Research

1.8 Hypothesis of the Study

For the target of the study, these following hypotheses will be used.

1. After online group counseling, the post-test scores of the samples in the experimental group were higher than that of the pretest scores of the experimental group.

2. After online group counseling ,the post-test scores of emotional intelligence of the experimental group was higher than that of the post-test scores of the control group.

CHAPTER 2

LITERATURE REVIEW

This study used online group counseling to improve the emotional intelligence of secondary vocational school students. This chapter reviews the literature on emotional intelligence, online group counseling, and the enhancement of emotional intelligence by group counseling. Here is an outline of these literature:

1. Concept of emotional intelligence
 - 1.1 Definition of emotional intelligence
 - 1.2 The significance of emotional intelligence
 - 1.3 Conceptual framework of emotional intelligence
 - 1.4 Measures of emotional intelligence
 - 1.5 Relevant research on emotional intelligence
2. Concept of online group counseling
 - 2.1 Definition of online counseling
 - 2.2 Advantages of online psychological counseling
 - 2.3 The use of online psychological counseling
 - 2.4 The foundation of group counseling
 - 2.4.1 Definition of group counseling
 - 2.4.2 Purpose of group counseling
 - 2.4.3 Selection of group counseling members
 - 2.4.4 Number of group counseling members
 - 2.4.5 Duration and frequency of group counseling
 - 2.4.6 Group counseling process or steps
 - 2.4.7 Benefits of group counseling
 - 2.4.8 Theories and techniques of group counseling
 - (1) Person-centered theory
 - Concept
 - Techniques
 - Objective

(2) Transactional analysis

Concept

Techniques

Objective

(3) Rational emotive behavior therapy

Concept

Techniques

Objective

(4) Other techniques

2.4.9 Research of online group counseling and emotional intelligence

1. Concept of emotional intelligence

1.1 Definition of Emotional Intelligence

Since emotional intelligence (EI) researchers and psychologists had come up with a variety of theories of EI, the following would talk about the concept and meaning of EI in terms of the best known and most plausible theories and models.

Most researchers on emotional intelligence take the concept proposed by Mayer and Salovey as their starting point (Cherniss, C., & Goleman, D., 2000). The researcher said that many EI popularizers misuse and abuse the term (Cherniss, C., 2000). Mayer et al. (1990) were very rigorous in their research on emotional intelligence. They believed that the connotation of emotional intelligence was mainly the ability to recognize emotions and deeply understand the relationship between emotions and emotions, and use emotional information to regulate or manage emotions. The name was added to intelligence, which was thought to be the kind of intelligence missing from the theory of multiple intelligence (Mayer et al., 1999).

Mayer et al. had conducted continuous and scientific research on emotional intelligence since 1990, as evidenced by their numerous studies on emotional intelligence and MSCEI. Their emotional intelligence was known as a theory of "intelligence" (Caruso, D., 2003).

Bar-On (1998) defined it as to 'emotional-social intelligence' or, simply, 'emotional intelligence' introduced the concepts of emotional functioning and social functioning in 1988 that are similar to the current emotional intelligence, but he rarely used the concept of emotional intelligence; he used the term emotional quotient(EQ) more . He believed that emotional intelligence was a person's non-cognitive ability. This ability helped individuals adapt to their environment.

Joseph and Newman (2010) in an article of Emotional intelligence meta-analysis and cascading model believed that emotional intelligence referred to the ability of people to use the processed information to adjust their own and others' emotions after they were aware of and distinguish emotions, and to use the information to guide their thoughts and behaviors. It was also the ability of people to use emotions to get along with others in life.

Xu (2004) believed that emotional intelligence was about emotional information processing and the power to deal with emotional problems .His theory about emotional intelligence consists of three independent dimensions: operation, object, and content. Each dimension contains several components, including expression and evaluation, perception and experience, and regulation and control in the operational dimension; self, others and the ecological environment in the object dimension; and positive and negative emotional information in the content dimension. These components constitute 18 different emotional processing abilities .

Lu (2005) identified the components of emotional intelligence in terms of object and operational dimensions from the purpose of scientific and psychological system integration. He believed that emotional intelligence was a human ability to operate with emotions as an object. The object dimension of emotional intelligence includes: the individual's own emotions, the emotions of others, the emotions between oneself and others, the emotions between others and others, etc.; and the operational dimension includes: observation, evaluation, anticipation, understanding, experience, expression, and regulation .

The general definition of EI was a person's ability to perceive, discern his or her emotions and to defeat problems, sympathize with others, evade disagreement or conflict (Anand, N. et al., 2023).

In short, according to the literature study and personal understanding of researchers, EI referred to the persons' capacity to distinguish and feel moods in every day life, especially in the face of some emotional problems, such as impatience, anger, sadness and other negative emotions, and use the information obtained by distinguishing feelings and emotions to guide their thinking and actions. Individuals with high emotional intelligence would control and regulate these emotions in a positive way, relieving stress and solving problems through positive communication and emotional control.

1.2 The Significance of EI

In the book *Emotional Intelligence in Daily Life*, Mayer said that emotional intelligence was very important in daily life, and emotional intelligence played an important mediating role in life events and life outcomes. In particular, he proposed very rigorously that a higher level of emotional intelligence predicts a lower level of fighting and other rough behaviors (Ciarrochi, 2001).

Goleman (1995) believed that high emotional intelligence was important for most roles in workplace. The higher emotional intelligence individuals had the qualities of confidence and optimism which helped them overcome obstacles. They also had a stronger ability to delay gratification and to adjust pressure, anger, jealousy and other negative emotions helped them build productive relationships and accomplish tasks.

According to Bar-On (2000), his thought influenced by Darwin about emotion expression to survival and adaptation and Wechsler's observations to "intelligent behavior" in book of *Educating people to be emotionally intelligent*, people who were emotional and social excellent were available to know themselves and know their emotions, sensitive aware of and able to understand others also well-connected, and successfully adapt and get through each day. In other words, emotional-social

intelligence was an important determinant for humans success in daily life, and it directly affected humans overall health (Bar-On, 2000).

Wu et al. (2021) said good emotional intelligence ability enabled individuals to use positive emotions and to overcome negative emotions so that they could have a sunshine state to be able to innovate.

Studies claimed that in empirical terms emotional intelligence could intensify positive behaviors take individual performance(O'Boyle et al.,2011),and increased engagement in their work(Yan et al.,2018) as examples.

Wong and Law (2002) argued that excellent EI people could effectively utilize this emotion regulation mechanism to create sunshine emotions and facilitate their better development of emotions and intellects. Then people with low emotional capacity do not effectively utilize emotion regulation and their emotional growth was slower.

As a researcher and learner of emotional intelligence, the researcher also strongly agreed with the research and understanding of the importance of emotional intelligence. Emotional intelligence was very important for everyone, it was related to physical health, mental health, work, study and personal happiness.

1.3 Conceptual framework of EI

Mayer and Salovey et al. had been studying EI in a scientific spirit, and they had developed from the initial three-factor model to a four-factor model. Finally, it was concluded that EI consists of four parts. Perceive emotions, enhance thinking, deeply understand emotions and adjust their own emotions and mobilize the emotions of others.(Mayer, J. D. et al.,1999).

Goleman(1998) proposed the Emotional Competency Model. It corresponded to five factors, which were knowledge of ego, self-discipline, encouragement of self, empathy and compassion for others, and social communication ability.

Bar-On (2006)model of EI , included these constituent parts:(a) The ability to feel, discern, perceive and speak out emotions; (b) The capacity to empathize and understand the feelings of others and to get along with others; (c) The ability to adjust

one's own emotions and to respond to the emotions of others; (d) capacity to respond to change, adapt to the environment and solve problems; And (e) the ability to transform negative emotions into positive ones with more sunny moods and self-encouragement.

Chinese researcher Xu (2004) had also proposed a model of emotional intelligence. Xu did research on the construction of combination theory of emotional intelligence in his doctoral dissertation of Beijing Normal University. He studied from three dimensions: "object" (self, others and environment), "operation" (experience and perception, evaluation and expression, regulation and control), and "content" (positive emotion and negative emotion). This model combined a total of 18 basic emotional abilities. These 18 basic emotional abilities could be viewed as a whole or as 18 relatively independent parts .

Wong and Law were researchers in Hong Kong, China, who also adopted Mayer and Salovey's theory and model of EI in their 2002 study (Wong, C.-S. & Law, K.S., 2002). The four dimensions of EI, which they conceptualized as:

1. Individuals' assessment and expression of their emotions (An assessment of own emotions). This was humans capacity to deeply feel emotions, recognize them, express those emotions. Individuals who were more capable in this respect would get their own feelings more sensitive than someone else (Wong, C.-S. & Law, K.S., 2002).

2. Individuals' assessment and expression of other person's emotions ("Other person's emotional Evaluation [OEA] "). It was the ability to be sensitive to the emotions of others. In other words, a person with strong ability to perceive the emotions and feelings of others could have more sympathy, empathy and compassion for others (Wong, C.-S. & Law, K.S., 2002).

3. The management and control of emotions. It meant to the capacity of humans to recognize their own emotions , manage and regulate their own emotions and respond to the emotions of others. People with this ability can recover quickly from psychological distress (Wong, C.-S. & Law, K.S., 2002).

4. The ability to use emotion . It was the capacity of emotional information to be used, and people with this ability would use this emotional information to help their situation and constructive activities to improve personal performance (Wong, C.-S.& Law, K.S., 2002).

1.4 Measures of EI

Mayer and Salovey, researchers of EI, put forward their conceptual theoretical model and developed corresponding test tools to verify each dimension of the conceptual model, and carried out follow-up research.

MSCEIT

From 1990, Mayer, Salovey and their colleagues continued to study emotional intelligence and refined their model (Mayer & Salovey, 1997), and continuing their efforts for the measurement of EI .MSCEIT was a empirical research and outcome of their theory(Mayer, et al., 1999, 2000, 2002a, 2002b).

MSCEIT was designed to measure the four branches of Mayer and Salovey's model of EI.MSCEIT consists of 141 items with a completion time of 30-45 minutes.MSCEIT offered 15 main scores,Total EI Score, 2 area scores, 4 branch scores, and 8 core problem scores. In addition to these points, there are three additional points(Marc A. Brackett and Peter Salovey,2006).The MSCEIT V.2.0 was a shorted version of the MSCEIT v.1.1. The scores measured were called emotional intelligence quotients (EIQs)(Marc A. Brackett and Peter Salovey,2006).

The Emotional Competence Inventory

Goleman based on the 5-factor model created the Emotional Competence Inventory (ECI). This was a multi-measurement tool .Individual reports, Expert's report and other report were available for several behavioral indicators of emotional competence (Nikhilesh Anand et al., 2023).

The Bar-On Emotional Quotient Inventory

Emotional Quotient Inventory which was believed to be based on the original scale used to test psychological well-being in 1988 (Ciarrochi et al. 2001).It was later continued by Bar-On was originally designed to test aspects of Bar-On's model of

emotional-social intelligence theory. EQ-i uses self-report measured that focus on estimating a person's ability to cope with stress and challenges(Anand et al., 2023).

WLEIS

WLEIS was a brief measure of EI .Using Mayer and Salovey's theory ,involving individuals' assessment and expression of their emotions, Individuals' assessment and expression of other person's emotions, the management and control of emotions, and the capacity to use emotion, and WLEIS EI Scale contained 16 items (Wong, C.-S.& Law, K.S., 2002;).

All items were graded on seven scales from 1 to 7.One represents total disagreement, and seven represents strong agreement (Wong, C.-S.& Law, K.S., 2002).The WLEIS was conceptualized within a cultural framework of Chinese , and research had shown that this scale could be used in Chinese populations aged 13--40 years (Kong, 2017 ;Pong, H. K., & Leung, C. H. 2023). Higher test scores indicated higher levels of perceived EI, and it was considered to be a reliable instrument for measuring emotional intelligence in Chinese, showing good reliability and validity (Shi, J., & Wang, L., 2007), and good reliability and validity among adolescents in China (Shi, J., & Wang, L., 2007 ; Kong, 2017 ;)WLEIS had been used in studies to estimate EI in Chinese (Tan ,2021;Tang et al.2022;Huo& Liang ,2023)

1.5 Relevant research on emotional intelligence

Bar-On (2006) believed that the method to prove the importance of emotional intelligence was perceived by people that the people who had a higher Emotional Quotient (EQ) tend to perform better in all aspects of life than those who had low EQ.

With the help of measurement ,too many researchers had examed what the EI predicted and how well in many studies.

El and psychological health .

Individuals with high EI have better psychological health

All studies had been showed that there was a negative correlation with the conclusion that individuals with higher emotional intelligence had less negative psychological symptoms. Only took the three studies as examples.

In a Spanish study (Salavera et al., 2019) of 1,358 middle school students (12-17 years), internalization problems were found to be inversely related to emotional intelligence and social interaction. Internalization problems in this study referred to depression, anxiety, social anxiety, somatic complaints, sense of somatic discomfort, and obsessive-compulsive disorder (OCD). It stated that these problems could be related with people who were in the state of lower level of EI.

A foreign research studied EI and psychological health of 152 students in a private high school. According to statistical analysis, the r coefficient was 0.82, indicating that EI was closely related to students' psychological health (Nerissa S. Yco et al., 2023).

In a study about children's EI and mental health, it was shown that the mental health level of more kindergarten teachers was slightly lower than the national adult norm, and the emotional intelligence of kindergarten teachers was significantly negatively correlated with the total score of mental health (Zhao, 2022).

EI and academic performance

In the past few decades, researchers had conducted a lot of research on the phenomenon of factors affecting students' academic success. Much of the earlier research had focused on intelligence factors, but there were still a large number of unknown variables in student academic achievement to study. In further studies, researchers' attention was drawn to EI and academic achievement (Barchard, 2003; Newsome et al. 2000; Parker et al. 2004). Literature studies had shown that emotional intelligence was beneficial to children's cognitive awareness and social ability development (Denham, 2007), and that emotional intelligence constituted an advantage in many cases, especially in educational settings. On the one hand, emotional intelligence was associated with students' better learning adjustment and achievement, prosocial behavior, less annoyance, and better test scores (Greenberg et al., 2003). On

the other hand, high EI score students set higher learning objective and perform self-management skills, be motivated to learning, self-stress regulation, strong autonomy in doing homework and achieve well in performance (Duckworth & Seligman, 2005; Elliot & Dweck, 2005).

One study (Tam et al., 2021) found that students' academic performance improved after emotional intelligence was improved. By improving students' emotional intelligence level, their learning motivation would be correspondingly improved, and ultimately improve their academic performance (Tam et al., 2021).

EI and job performance

A large number of studies had shown that improving employees' emotional intelligence would also lead to positive changes in employees' job performance (Wong & Law, 2002). In a study, 79 articles on the relationship between emotional intelligence and task performance were studied. EI showed a highly significant positive correlation with task performance, and played an important role in predicting job performance (Wei Ge, 2019). Therefore, many enterprises paid special attention to training employees' emotional intelligence, and even some enterprises such as L'Oreal use emotional intelligence testing as a method of selecting employees (Gottman, J., 2014).

EI and blessedness

Bar-On (2005) believed that blessedness was defined as a ego state that came from our whole requirements in these situations (our health and ourselves, our relationships, our career and financial). In a study of 300 students from different universities in Pakistan on the relationship between emotional intelligence and subjective well-being and mental health, the study showed that students with higher emotional intelligence scores showed greater subjective well-being than their peers (NAJAM & ALI RAZA, 2022).

Enhancement of EI

In Goleman's (2014) book, he wrote that emotional intelligence could be learned and improved (Gottman, J., 2014). Like other types of intelligence, EI was also

affected by genetic factors and acquired factors. Through adequate EI training, enterprises can obtain more employees with high EI capacity (Gottman, J.,2014).

According to other researchers, emotional intelligence could be improved in both adults and children through training interventions of certain methods (Cherniss, C., & Goleman, D., 2000).

In a study it claimed , there were three types of training programs that were considered effective to improve the EI of adults (Cherniss, C., & Goleman, D., 2000). The first was to conduct lectures, discussions, teaching, simulate characters and scenarios for training and exercise activities in a group (Cherniss,C. and Adler,M.,2000); The second was take some courses on a voluntary basis(Boyatzis,2002; Cherniss,C. and Adler,M.,2000); The third approach was to use specially designed group training(Cherniss,2010b; Cherniss et al.,2010).

Chinese researchers had also conducted some studies on improving emotional intelligence (Wang, 2020; Yang et al., 2015; Fang, 2015). In a study on improving the EI of sixth grade students, Wang adopted Goleman's EI model to design an intervention plan and conducted 10 group counseling sessions for primary school students, and the results showed that they received good results (Wang, 2020). Yang et al. (2015) adopted the Mayer& Salovey model to conduct group counseling for incarcerated adolescents to improve their emotional management ability, and the results showed that the total average score of the EI scale of incarcerated adolescents was significantly improved compared with that before group counseling (Yang et al., 2015). Fang conducted a self-designed group counseling program for 7 times of group counseling emotional intelligence research on first-year secondary vocational students in a higher vocational and technical college in Nanjing, and concluded that the intervention effect was obvious(Fang , 2015).

In summary, there were some literature studies on improving emotional intelligence through psychological counseling, and the improvement effect was good. Therefore, this study intended to adopt the method of psychological counseling to study the improvement of emotional intelligence.

2. Concept of Online group counseling

2.1 Definition of online counseling

Foreign studies had pointed out that all aspects of human life had been greatly affected by the Internet, including the impact on mental health (Sukmawati et al.,2019). Foreign studies had shown that the combination of the Internet and psychological counseling can treat mental health problems. Online psychological counseling was a concept that comes into being with The Times. It was the treatment or counseling provided through the Internet through the combination of technology and therapy. The definition of this term was also more in the world, and the commonly used words were online counseling, electronic counseling, remote counseling and so on. Online psychological counseling meant that psychological counselors, as online service providers, provide guidance services to clients or counselors in different locations through the channel of information technology systems (Yurayat and Seechaliao,2022). Zhou argued in his paper that online psychological counseling had made contributions to public mental health under the Covid-19 situation, and online psychological counseling had its unique advantages. He believed that online psychological counseling refers to the process in which counselors conduct psychological counseling to visitors with psychological counseling needs through online communication platforms (Zhou , 2022).

2.2 Advantages of online counseling

In Thailand, Microsoft Network Messenger online chat rooms were used to provide psychological services to people, such as children , adolescents and adults (Vongtangswad,2010). Later, with the development of the Internet, counseling on the web page also began to appear ,which provided the counseling though online chat rooms (Fusikul,2012). Vongtangswad(2016) said that some counselors used the Internet to give counseling to young groups, college students was included. Yurayat and Seechaliao (2022) showed that undergraduates had a relatively high attitude towards online psychological counseling.

Zhou(2022) believed that in the post-epidemic era, the advantages of privacy, safety, intelligence, and freedom from time and space limitations of online

psychological counseling effectively make up for the shortcomings of traditional counseling and provide new channels for visitors. At the same time, he said that some individuals were reluctant to accept face-to-face counseling because of fear or shyness, fearing that their privacy would be revealed, and worrying about the eyes of others in China. Psychological counseling on the Internet enabled visitors to have no such concerns, and can talk about their troubles more easily, alleviating the face-to-face pressure. Some foreign studies had also pointed out that online psychological counseling reduces the sense of shame in accessing psychological counseling services, compared with Western societies, Asian people were not likely to disclose own affairs and seek psychological counseling (Heflinger & Hinshaw,2010; Wong,Bonn,Tam,& Wong,2018; Haroz et al.,2017; Youssef et al.,2014).

Zhao (2022) said in his thesis that psychological counseling or psychotherapy belonged to the modern service industry, which had also been impacted and affected by the convenience of the Internet. At present, China's psychological service industry was in the developing stage, and the public had not yet established the habit of seeking one-to-one psychological counseling when encountering difficulties, but they must to face the Internet + era with complex information. The establishment of online psychological services was necessarily. Online psychological counseling can make the counselee in a convenient, real-time, continuous, traceable situation to obtain a good sense of efficacy. The characteristics of online group counseling were summarized: (1) "security and openness". Allow members to be true to themselves, allow members to make mistakes, expose inner vulnerability and confusion, be seen and supported by other members, and promote different inner experiences. (2) "supportive and interactive", that was, they would find that others had the same experience as themselves, repressed feelings could be understood, thus eliminating loneliness, and then could discover new ideas and solutions to problems from other members. (3) "creative and portable". Online groups were also a microcosm of society. Interpersonal communication between groups could promote the reproduction of old behavior patterns, make group members aware of their own fixed patterns, stimulate creativity,

and change the inherent patterns. (4) "guiding and controllable" meant that the group leader had certain sensitivity and the ability to control the speech, to comment and affirm the speech of the members in time, to pay attention to and involve the members in real time, so that the emotions of the members can be reasonably vented. (Zhao , 2022).

2.3 The use of online counseling

The counseling in China started relatively late,due to various reasons, counseling and treatment gradually gained attention after the opening-up policy in 1978 (Ye, 2006). Online counseling had also gradually begun to develop in recent years under the influence of the Internet development and the Covid-19 epidemic(Meng, 2023;Zhao, 2022). At the end of Meng's study, he wrote: "We need to make use of the advantages of the Internet to actively explore new ways to optimize and innovate mental health education", which shows that online counseling may be in the initial stage (Meng , 2023). However, in a research interview on the "digital psychological counseling in progress", Cao , founder of One Psychology, said that the future of psychological counseling will be mainly online, and they will be a comprehensive service plan provider (Sun, 2023).

In the literature study, a report on a patient with acute stress disorder during the Covid-19 showed that counselors used narrative therapy on an online platform for psychological counseling, and achieved significant effects in stages (Ding and Shi , 2023). A study of wechat group counseling alleviating college students' social anxiety empirically applied online group counseling. As a result, social anxiety among group members improved (Xu et al.,2019). Wechat group video call was used to conduct group counseling on career direction, during which members could discuss enthusiastically according to rules and receive good feedback from members (Zhao , 2022).

In short, online psychological counseling was a more popular form of psychological counseling under the current situation of Internet development.

2.4 The Foundation of Group counseling

2.4.1 Definition of Group Counseling

Groups was a very beneficial approach. Groups could be used in many professions, such as counselors, psychology researchers, teachers, etc., to help individuals with the same problems cost-effectively and efficiently. The group approach provided an additional option for individual counselors, and many school and institutional administrators require their counselors to lead groups (Jacobs et al.,2010). Group counseling was a kind of psychological counseling in which counselors use group methods to help individuals economically and efficiently with the same problems and concerns.

Xiao and Fan (2016) were influential researchers in China, believed that,group counseling was a widely used form of counseling, which was a process of helping people in a group situation.Individuals perceived egos, recognized themselves, identifid themselves, got along with others, learned and exercised new skills and ability though interactions with each other in a group situations . They developed a well-adjusted ability of helping people through listening, observing, exercising, speaking and ding in their interactions in the group.

2.4.2 Purpose of Group Counseling

Jacobs et al (2010) believed that a group without a purpose could not be called a group, and could only be a social gathering at most. The purpose of the group was very important, and the leader's clear understanding of the purpose of the team was also vital. The explicit purpose was for the leader to suggest relevant activities, ask relevant questions to engage members, and cut off irrelevant discussions to maintain the basis of the group. Groups were confused, bored, and unaccomplished when leaders were unclear, goals were not clearly defined, or when the lead do not follow established goals. The purpose of the group was a map for the leader to lead the counseling, and members and leaders must be clear about the general purpose of the group and the purpose of each session.When starting a group, the leader must assess the needs of potential members, gather information about the needs of the members, then determine what kind of group would be helpful, determine which needed can be

met by the team, and then conceptualize the group that would ideally meet those needs, thus, clarifying the leader's purpose (Jacobs et al., 2010).

Through literature study, the group in this study was students with low EI in secondary vocational schools, and the main research was the improvement of their EI. They were in the stage of rapid physical and mental development, leaving their families to live and study in the school, and facing various pressures of information and future employment. This group was an educational group. The purpose of group counseling was to enhance the emotional intelligence of the experimental group students by designing an emotional intelligence improvement program from four aspects (self-emotional assessment, others' emotional assessment, emotional use, and emotional regulation).

2.4.3 Selection of group counseling members

Jacobs et al (2010) believed that the selection of group members was also very important, because not everyone was suitable for every group. Because some inappropriate or unwilling members can disrupt the entry of other members into a beneficial group. The selection of group members can be done through several methods, such as individual interview and recommendation by others .

2.4.4 Number of members in group counseling

Jacobs et al. (2010) believed that the size of the group would affect the dynamics of the group, and the size of the team depended on the purpose of the group, the duration of each meeting, the available environmental conditions and the experience of the leader. 5-8 people was the ideal number. The education group usually consisted of 5 to 15 members. Discussion groups usually consisted of 5-8 people.

In order to conduct the experiment accurately, considering the experience of lead and online, 9 students would be selected as group guidance members in this experiment.

2.4.5 Duration and frequency of group counseling

Jacobs et al (2010) stated in their book that in order to group members to be more engaged with each other in the group, adequate time must be allocated to

each session. If the time was too short some members would feel that there was no time and opportunity to share, if not enough time, some members would feel that nothing had really been done. For some education and discussion groups usually last 1-2 hours, in some cases even longer. The frequency of sessions depended on many different factors, the most important being the purpose of the group and the composition of its members. Most were once a week, and leaders could adjust the frequency according to the impact of the meeting interval, making the session frequency a positive force.

Depending on the purpose and environment of the counseling and the expected results, the group counseling was scheduled to be conducted twice a week for 1.5 hours each time for a total of 8 times and 9 hours.

2.4.6 Process or steps of group counseling

Jacobs et al. (2010) made some comments on the group process as follows:

They said that a team consists of three phases, the beginning phase, the work phase, and the end phase.

The beginning phase was used to discuss the rules, purpose, expectations, and content of the group. It could be part of the first session or the whole session, as well as the first and second sessions, so that members felt enough trust and comfort to develop a productive atmosphere.

The working phase was the stage in which the group achieves its purpose. It was the core stage of the team. This was the stage when members began to benefit from joining the group. There were many different dynamics that could occur at this stage when various purpose-related topics, learning materials, etc., begin to be discussed. Members decided at this stage how much to engage and share, and leaders must pay attention to how members interact with each other and their attitudes.

The ending phase was dedicated to the end of the group, where members shared their gains, changes, and how they used what they've learned. The length of the end phase depended on the type of group meeting and how long it was growing, and most of the time this phase only required a session.

According to the literature, the group counseling process of this study was as follows:

The beginning phase: The main task in this phase was to establish a trust relationship.

Under the organization of the group leader, built a safe and confidential platform for the group through the Internet to achieve the establishment of trust relationship. Group leaders and group members introduced each other, and group members got acquainted each other. The group leader then introduced that the group was a education group and rules need to be set to ensure that the activities promote the growth of the group members and do not get hurt. There were mainly confidentiality rules and consultants abide by the ethical principles of counseling. The oriented ice-breaking phase allowed members to be willing to communicate and understand the purpose of the activity.

The working Phase: the goal of the work phase was to enhance the student's emotional intelligence in these four dimensions of the scale by improving the ability to regulate of emotion, self-emotion appraisal, others' emotion appraisal, and use of emotion in these four dimensions of the scale .

The closing phase: The closing stage of group counseling was the stage where the elevated emotional intelligence activity ended, allowing members to review the elevation and share their experiences and close the counseling.

2.4.7 Benefits of group counseling

Group counseling provided a relaxed, safe, and communal atmosphere that brought people in the same situation together and provides them with a sense of belonging, and promotes mutual support among group members through the sharing of experiences or the confiding of problems by members helping members(Jacobs et al.,2010).

Group counseling had a great advantage over individual counseling in that it was a form of counseling in which members with similar problems can be brought together under the role of a group leader to bring about problem solving through the

dynamics of the group members, which was highly effective and gave the group members a sense of belonging (Jacobs et al.,2010).

There were a number of interventions that were also increasingly using group counseling. Some therapy or education could use group methods. Groups could help people to fundamentally change the way they think, feel and behave (Corey,2016).

Groups had special advantages in school counseling. Group counseling could be used to address issues such as educational, vocational, personal, or social problems of students in schools. The contents and forms of group counseling in the school environment were diverse. There was substantial evidence that group psychotherapy was effective with a wide range of people and issues (Brabender, 2011). Group work was one of the more beneficial and cost-effective therapeutic approaches (Corey, 2016).

Chinese researchers had conducted some studies on the intervention of group counseling, in a study to improve the emotional intelligence of sixth grade students in elementary school, Wang used Goleman's model of emotional intelligence to design the intervention and conducted 10 group counseling sessions with primary school students, and the results showed that good results were received (Wang, 2020). Yang et al. used Mayer & Salovey's model of using group counseling for serving youth to enhance the emotional regulation ability of serving youth, and showed that the average score was improved compared to the period before counseling (Yang et al.,2015).

2.4.8 Theories and techniques of group counseling

(1) Person-centered theory

Rogers adhered to the philosophy of humanism, firmly believing that people are trustworthy, capable of self-understanding and guidance, and capable of leading productive lives. When the therapist was able to demonstrate and communicate their sincerity, support, caring and unbiased understanding, the client was most likely to experience significant change.

Key concept

Rogers believed that the three attributes of a therapist can create an atmosphere that promoted growth and enabled individuals to make progress and be the person they could be. Three qualities were (1) sincerity or authenticity (2) unconditional love and acceptance (3) transpositional consideration. He believed that if the therapist conveyed these attitudes, the client would let his guard down and open his heart and he would be friendly to others and act in a way that was beneficial to others.

Technique

Reflective technique, Rogers originally emphasized understanding the client's world through emotional reflection. But as his views on psychotherapy developed, he placed particular emphasis on the therapist-client relationship. No technique was fundamental, or set in stone, to the practice of person-centered therapy. Being with the visitor and entering imaginatively into their perceived and felt world was enough to facilitate the process of change.

Objective

Rogers believes that the purpose of therapy was not only to solve problems, the purpose of therapy was to help patients achieve a greater degree of independence and integration. So that they can better deal with problems when they found them. The therapist does not choose specific goals for the patient.

(2)Transnational analysis(Corey,2016)

TA is a personality theory, a behavioral language, and an organized interactive therapy system. It is widely used in interpersonal interactions between group therapists and members and among group members. Its exercises are perfect for groups.

Key concept

TA believed that human beings consisted of three states of self: ego state of parent, ego state of adult, and ego state of child. A collection of relational beliefs, moods, actions and what he did called self state, in which part of a person's nature was expressed at a specific time.

The ego state of parent included the ideas, experiences, notions, practices, or social morals and constraints of people like the parent or some person in authority. Parental ego states were divided into nurturing parents and controlling parents.

The ego state of adult was a rational, objective and mature state of human self state. This state was independent of chronological age.

The ego state of child was instinctive and emotional ,it was the state of our human childhood .Ego state of child consisted of sensation, impulse and spontaneous behavior. Children's self-states were divided into natural children and adaptive children.

TA identified four basic life coordinates, which contained people's judgment of self and others and the evaluation results of self-value and others' value, which ultimately affected the individual's understanding of self and determine the individual's attitude and behavior toward others.

- | | |
|---------------------------------|--------------------------------------|
| 1. I am okay -- you are okay | 2. I am okay-- you are okay |
| 3. I am not okay-- you are okay | 4. I am not okay -- you are not okay |

Technique

we mainly talk about contract techniques. It refereed that group members joined in actively and cooperatively design treatment contracts. The contract needs them to speak out their thoughts and determine the direction of personal action. The contract was very crucial all treatment in TA and the central and vital of the initial stages of a group. Despite the contracts was emphasized in TA, its purpose was to help people to change, in other words ,it was a tool, it was not fixed and could be modified.

Objective

The objective of TA was to help the client to develop a better positive self-state , so as to stimulate the client's self-efficacy, promote the client's self-improvement, and finally achieve the objective of improving social functioning(Vos & Rijn,2021).

(3).Rational emotive behavior therapy(Corey,2016)

This theory was applied to group. It was believed that the interaction or trust between group leaders and group members was crucial, and the main purpose was to obtain good results of treatment. So building a good relationship was also a way and method. The theory believed that the best outcome of therapy was lasting changes in mood and behavior that ultimately made group members to change the way they think about and solve problems.

Key concept

Some basic assumptions

1) Feelings of human, thoughts and acting were constantly changing, and they would have an effect on people in the change, and then affect each other in the change. This led us to know or think, feel or sense and action or practice in a contradictory state, so that people were troubled.

2) When we were in trouble, we would produce irrational beliefs about them. These irrational beliefs were absolute, dogmatic. The mood disorders were not caused by the event itself; in fact, irrational thoughts about the event ultimately cause the mood disorders.

3) If humans wanted to break through emotional barriers and wanted to be better, we could do like this (1) recognizing and perceiving that we were responsible for our own mood disorders; (2) To recognize and identify what we thought, how we felt and act when we bothered ourselves with mood disorders; (3) Work diligently and persistently to break through mood barriers.

The origin of mood disorders

The core concepts of REBT are absolutist "should" and "must".

Ellis believed the thoughts that most of us were prone to mood disorders could be summed up in three kinds of must :

I have to do things well in order to be recognized by important people!

Others must be considerate, kind, gracious and fair to me in all circumstances and at all times.

My living conditions must absolutely be comfortable and must provide me with everything in my life.

A-B-C theory

A-B-C theory argued that when we encountered mood disorder which was represented by C, A represented the event, and it was not the event itself (A) that caused the outcome (C), although it was ostensibly associated with causing the mood disorder. But the truth was B, B represented the thought, which led to C. For example, you had a mood disorder called anger.

You did not win the first prize in the competition (A), which caused you to feel very angry (C), and it was not the fact that you did not win the first prize (A) that caused you to be angry, but your thought of it (B). In your head, you were thinking that the judges had given you an unfair score, that your performance was the best, and that you deserved the first prize. What causes your anger was not the fact that you didn't win the first prize. It's your thoughts on the matter (B).

Ellis believed that we had the potential to change our perceptions, feelings, and behaviors. We could achieve this possibility by not allowing ourselves to focus too much on event A, and by recognizing the futility of endlessly focusing on C.

Learn to refute irrational beliefs

REBT group leaders first teach the A-B-C theory to group members. As they began to realize that their incorrect, irrational thoughts were causing their mood and behavioral disorders, they need to refute or disprove those thoughts. This process of overturning or refuting involves: (1) perceiving absolute, dogmatic, and incorrect ideas and truly recognizing that they were illogical and unrealistic, (2) debating these irrational notions and thoughts and allowing oneself to figure out how they were not supported by evidence, and (3) distinguishing between irrational and reasonable ideas.

Technique

REBT incorporates multiple techniques to change how customers think, feel, and behave. REBT focuses on changing self-changing beliefs, and REBT

counselors were flexible and active in their approach, adapting their skills to the special needs of their team members.

Objective

Group leaders made great efforts to facilitate members thinking clearly and engage them in problem-solving activities, and minimize mood disorders among group members.

(4)Other techniques

Other techniques used include active listening, asking questions, clarifying, observing, summarizing, and encouraging(Corey,2017).

As a group moderator, active listening not only referred to listening to the content, voice and body language of the group members, but also to listening to other group members, in the process, the group leader was able to understand what other members were thinking or feeling when they were not speaking (Jacobs et al.,2010)

Question technique. This referred to the questions that the group counselor asked in order to encourage the group members to cooperate and learn more about the situation and the emotional state of the group members. Common questions include what do you want to talk about today? How do you feel when we talk about this?

Clarification skills referred to understanding what the group members were saying and confirming what the group members were trying to say.

Observation skills referred to capturing the expressions of group members and understanding their confusion or problems. Through movement, expression, word choice and speech style, you could capture the emotions of the group members and understand the current problems and puzzles of the group members.

Encouragement techniques were designed to allow group members to express their emotions and bring out their potential. The goal was to let the group member know that someone understood him, reduced the group member's frustration, and allowed the group member to recognize or discover their own potential.

2.4.9 Research of online group counseling and emotional intelligence

Through the keyword online group counseling and EI literature search, There was no literature directly related to online group counseling and emotional intelligence. The relevant literature about online learning and online training programs improving emotional intelligence was found. In the literature of online learning and online training programs found, the total score of emotional intelligence through online learning and training programs has increased.

In a study on the improvement of emotional intelligence through online training courses for adults, participants in the emotional intelligence training group improved their overall emotional intelligence scores after attending online training courses (Alkozei et al.,2019).

Another study that used online emotional intelligence training to improve emotional intelligence found an increase in average scores across all variables in the study, and the results showed encouraging and recommended this type of training to improve students' emotional intelligence (Junca & Almeida, 2023).

In the relevant research in China, there is no relevant research on the use of online group counseling to improve emotional intelligence. But there are studies that use offline group counseling to improve emotional intelligence. For example, Fang (2017) 's research on improving emotional intelligence by using group counseling shows that group counseling has a good effect on improving emotional intelligence. Yang et al.(2015) studied the use of group counseling to improve the emotional management ability of incarcerated adolescents, and the results showed that the effect of group counseling was effective.

There were also some studies using online group counseling in other areas. For example, Xu et al. (2019) studied the use of wechat group counseling to alleviate college students' social anxiety.

CHAPTER 3

RESEARCH METHODOLOGY

This study was aimed to explore the EI of secondary vocational school students and to examine the effect of the enhancement of EI of secondary vocational school students through online group counseling. The independent variable was online group counseling, and the dependent variable was emotional intelligence of students in secondary vocational schools.

3.1 Research Design

This research was mainly an experimental study which explored the effect of online group counseling on EI of secondary vocational students. The study consisted of testing the EI of a sample population and then selected participants for further study, the pretest of EI was included. After the pretest, 18 participants were selected from the lowest scores of EI from the sample population, 9 participated in the control group and 9 participated in the experimental group. After online group counseling of the experimental group, 18 participants were tested emotional intelligence again as the post-test. The data (include the pretest and the post-test) about scores of EI of the two groups were analyzed.

For the self-assessment experiment of emotional intelligence, in order to make the experiment more close to the real situation, the participants of the experiment would be determined through the form of lottery. After the participants were identified by lottery, the researcher would contact the administrators of these participants, including the grade director and the head teacher of the corresponding class, to obtain their approval. Then the researcher joined the corresponding class group to send the QR code or test link online and guide the students to complete the online test.

After completing the self-assessment of emotional intelligence, the researchers would proceed to the second phase of the experiment. The researchers first had to identify the participants in the experiment. According to the results of the self-

assessment of emotional intelligence, the lowest 10% of students would be selected as participants. The final selected group of participants would be assigned to 2 groups.

In the second stage of the study, online group counseling would last for four weeks, with eight sessions held twice a week.

3.2 Participants in the research

Population

The objects of this study was 408 students from the first grade of a secondary vocational school in Jiuquan City, Gansu Province. Specific majors include childcare, computer application, computer graphic design, Chinese cooking, accounting affairs, tourism and hotel management, mechanical and electrical technology application, construction , automobile application and maintenance.

Samples

The sample of this study was 170 students randomly selected from 408 students, who were first assessed by WLEIS, and then selected 18 students with the lowest EI according to their emotional intelligence assessment scores from the sample using purpose sampling, and then randomly assigned to the experimental group and the control group (9 students in each group).

The experimental group received group counseling, while the control group did not receive group counseling and continued to live and learn according to the original teaching and living conditions.

3.3 Research Instruments

Two tools were used in the study, one was emotional intelligence self-assessment tool and the other was online group counseling. According to the literature review and research object, WLEIS was used in this study. Online group counseling refereed to the group counseling content self-compiled by the researcher under the guidance of experts based on literature research.

3.3 Emotional intelligence self-assessment tool was WLEIS,which was a brief measure of EI . Using Mayer and Salovey's Framework , involving individuals'

assessment and expression of their emotions, Individuals' assessment and expression of other person's emotions, the management and control of emotions, and the capacity to use emotion, and WLEIS EI Scale contained 16 items. (Wong, C.-S.& Law, K.S., 2002;).

Below was the WLEIS used in this study after experts review and modification.Ex.table 1 WLEIS

TABLE 1 WLEIS

Items	1	2	3	4	5	6	7
1.I have a good sense of why I feel certain feelings most of the time.							
2.I have good understanding of my own emotions.							
3.I really know about myself so what I am feeling.							
4.I always know whether I am happy or not.							
5.I always know my friends' emotions from their behavior or expression.							
6.I can accurately determine other people's emotions through observation.							
7.I am sensitive to the feelings and emotions of others.							
8.I have good understanding of the emotions of people around me.							
9.I always set goals for myself and then try my best to achieve them.							
10.I am a competent person to control my emotion and behavior.							
11.I am a self-motivating person.							
12.I would always encourage myself to try my best.							
13.I am able to control my temper so that I can handle difficulties rationally.							
14.I am quite capable of controlling my own emotions.							
15.I can always calm down quickly when I am very angry or upset.							
16.I can adjust my emotions so that I can adapt to them in a positive way.							

Online group counseling : Group counseling to improve students' EI was a kind of psychological counseling carried out under the guidance of experts. This kind of group counseling mainly adopted the person-centered theory, based on the self-actualization and used the person-centered theory of Carl Rogers and the transnational analysis of Eric Born, and rational emotive behavior therapy of Albert Ellis.

In the group, we could communicated with students equally. By helping other members, we could improve the EI of the members and promote the awareness of their own emotions, the awareness of others' emotions, the use of emotions and the adjustment of emotions.

In group counseling, listening skills, observation skills, summary skills, clarification skills, encouragement skills, questioning skills and other skills were used to make members interact in a more relaxed and comfortable environment. Improve the enthusiasm of students as much as possible, so that students could take the initiative to participate in interaction, through mutual understanding, improve the EI of the four dimensions and the final summary activities, to achieve the purpose of improving the EI.

In this counseling, I aimed to create a safe, relaxed atmosphere where students could actively communicate and exercise their emotional intelligence in group dynamics. Through group participation, group members would be able to perceive their own emotions and the emotions of others, and recognize their own potential for autonomy.

Group counseling would use a self-designed group counseling program under the guidance of experts. The program would be planned to be completed through eight group counseling with eight sessions: building trusting relationships, recognizing emotions, recognizing their own emotions, expressing their own emotions, recognizing the emotions of others, understanding own emotions and the emotions of others, adjusting own emotions, and ending counseling.

This study would explore the effect of group counseling on the emotional intelligence of the first-year students in secondary vocational schools.

TABLE 2 Sessions of online group counseling

Session #1 Getting to know and building relationships	
Key concept	Rogers believed that the three attributes of a therapist can create an atmosphere that promoted growth and enabled individuals to make progress and be the person they could be. Three qualities were (1) sincerity or authenticity (2) unconditional love and acceptance (3) transpositional consideration. He believed that if the therapist conveyed these attitudes, the client would let his guard down and open his heart and he would be friendly to others and act in a way that was beneficial to others.
Objectives	<ol style="list-style-type: none"> 1. Establishing group rules so that each group member has the opportunity to share and so that group members are treated with respect and dignity. 2. Group members get to know each other. 3. Building mutual assistance and trust among members.
Techniques	Reflective ,question,summary ,encouragement ,active listening
Evaluation	Group members are willing to type or speak in the chat box and participate in the group's sharing activities.Participate in at least one interaction per group member.
Session #2 Recognizing emotions	
Key concept	<p>Emotional intelligence is a human's comprehensive ability to relate to their emotions.</p> <p>Discern a person's own moods refers to the capacity of an individual to begin to realize that a person is an emotional individual. In other words,it is the capacity to discern that a person have moods and what moods he has.</p> <p>Recognize the emotions of others refers to the capacity to discern the feelings of others. The capacity of an person to recognize and detect the feelings of others through observation, listening, contacting with others, or interpersonal communication.</p> <p>Recognize the moods of others refers to the person's capacity to accept emotions, reflect on emotions and deeply understand emotions.</p> <p>Moods accepting and reflecting refers to the person's positive capacity to deal with moods after accepting and reflecting on emotions . This ability can lay the foundation for good social skills. Solve the problem of individuals getting along well with themselves and others and everything around them.</p>
Objectives	<p>Further build close relationships among group members.</p> <p>To enable group members to recognize emotions (emotion crossing), emotion vocabulary.</p>

TABLE 2 (CONTINUE)

Techniques	Question,encouragement ,active listening ,summary
Evaluation	Group members have a stronger familiarity and are able to share more than they did the first time around. Increased participation of group members
Session #3 Recognize own's emotions (share their stories)	
Key concept	Discern a person's own moods refers to the capacity of an individual to begin to realize that a person is an emotional individual. In other words,it is the capacity to discern that a person have moods and what moods he has.
Objectives	Help group members learn and practice recognizing themselves' emotions. Help group members learn and practice write their emotional diaries.
Techniques	Question,encouragement ,active listening ,summary
Evaluation	Group members are further bonded and willing to express themselves. Group members are more engaged and able to share their stories and emotions.
Session #4 Expressing One's Own Emotions	
Key concept	Express one's own feelings,pointing out that there are 3 intensities of each emotion - low, medium, and highest. Some emotions at the highest intensity can be harmful to self and others. We need to recognize and accept emotions objectively, express them when they are mild, and we need to be honest with ourselves about being responsible for expressing our emotions. The group leader utilizes "I information technology" (Morganet, 1990), explaining that each person is responsible for his or her own feelings, which tells us that our feelings are our own and that no one is forcing us to feel a certain way. Have each student say how he or she felt that day and add "I am responsible for my feelings" at the end.
Objectives	Help group members to recognize the necessary to express one's own feelings in interpersonal relationships honestly. Help group members learn and practice expressing their own emotions.
Techniques	Question,encouragement ,active listening ,summary
Evaluation	There is more interaction and further closeness among group members. There was an increase in the level of sharing and trust among group members to honestly share their feelings and gains.

TABLE 2 (CONTINUE)

Session #5 Recognizing Other Person's Emotions	
Key concept	Recognize the emotions of others refers to the capacity to discern the feelings of others. The capacity of an person to recognize and detect the feelings of others through observation, listening, contacting with others, or interpersonal communication.
Objectives	<p>Help group members realize that each of us needs to be with the others around us.</p> <p>Help group members feel friendly and loved.</p>
Techniques	Observation, active listening,summary
Evaluation	<p>Group members are able to express gratitude to each other and group members can feel loved and helped by others.</p> <p>Comfort level in the group increases and group members enjoy the group.</p>
Session #6 Understanding One's Own Emotions and the Emotions of Others	
Key concept	<p>Recognize the moods of others refers to the person's capacity to accept emotions, reflect on emotions and deeply understand emotions.</p> <p>The ego state of parent included the ideas, experiences, notions, practices, or social morals and constraints of people like the parent or some person in authority. Parental ego states were divided into nurturing parents and controlling parents.</p> <p>The ego state of adult was a rational, objective and mature state of human self state. This state was independent of chronological age.</p> <p>The ego state of child was instinctive and emotional ,it was the state of our human childhood .Ego state of child consisted of sensation, impulse and spontaneous behavior. Children's self-states were divided into natural children and adaptive children.</p> <p>TA identified four basic life coordinates, which contained people's judgment of self and others and the evaluation results of self-value and others' value, which ultimately affected the individual's understanding of self and determine the individual's attitude and behavior toward others.</p> <p>1.I am okay -- you are okay 2. I am okay-- you are okay 3. I am not okay-- you are okay 4. I am not okay -- you are not okay</p>
Objectives	<p>Help group members recognize common forms of communication.</p> <p>Help group members to be friendly and apply friendliness outside the group.</p>

TABLE 2 (CONTINUE)

Techniques	Active listening,reflective,question,summary
Evaluation	Group members are able to help each other and express gratitude, and group members can feel loved and helped by others. Comfort level in the group increases and group members enjoy the group.
Session #7 Adjusting one's own emotions and mobilizing others emotions	
Key concept	<p>Moods accepting and reflecting refers to the person's positive capacity to deal with moods after accepting and reflecting on emotions . This ability can lay the foundation for good social skills. Solve the problem of individuals getting along well with themselves and others and everything around them.</p> <p>A-B-C theory argued that when we encountered mood disorder which was represented use C , A represented the event, and it was not the event itself (A) that caused the outcome (C), although it was ostensibly associated with causing the mood disorder. But the truth was B ,B represented the thought , which led to C. For example, you had a mood disorder called anger.</p> <p>Ellis believed that we had the potential to change our perceptions, feelings, and behaviors. We could achieve this possibility by not allowing ourselves to focus too much on event A, and by recognizing the futility of endlessly focusing on C.</p> <p>REBT group leaders first teach the A-B-C theory to group members.As they began to realize that their incorrect, irrational thoughts were causing their mood and behavioral disorders, they need to refute or disprove those thoughts. This process of overturning or refuting involves: (1) perceiving absolute, dogmatic, and incorrect ideas and truly recognizing that they were illogical and unrealistic, (2) debating these irrational notion and thought and allowing oneself to figure out how they were not supported by evidence, and (3) distinguishing between irrational and reasonable ideas.</p>
Objectives	<p>Help group members recognize the REBT theory.</p> <p>Help the group practice the ABCde and be able to apply them outside the group.</p>
Techniques	Question ,active listening ,summary,Identify and looking for unreasonable and unrealistic ideas,beliefs though REBT SELF-HELP FORM
Evaluation	<p>Group members are able to express their true thoughts, help each other, and express gratitude.</p> <p>Comfort level in the group increases and group members enjoy the group.</p>

TABLE 2 (CONTINUE)

Session #8 Saying goodbye	
Key concept	The closing stage of group counseling was the stage where the elevated emotional intelligence activity ended, allowing members to review the elevation and share their experiences and close the counseling.
Objectives	<ol style="list-style-type: none"> 1. Summarize what group members gained from group counseling. 2. Complete a post test of group counseling. 3. Continue the relationship between group members after the group counseling has ended. 4. Conclusion of group counseling.
Techniques	Active listening, feedback, summary
Evaluation	<p>Group members are willing to actively participate in group sharing activities.</p> <p>Group members were able to summarize what they gained from the group activity.</p> <p>Comfort level in the group increases and group members enjoy the group.</p>

3.4 The validity and reliability of the measurement

The emotional intelligence assessment scale and online group counseling of emotional intelligence intervention would be checked by three authorities to ensure that the wording of each assessment question was correct and clearly expressed and reflected the definition of each emotional intelligence dimension, that the content of each group counseling was consistent with the emotional intelligence assessment scale dimension, that the group counseling process was complete, and that the group counseling was effective.

In order to ensure the reliability, software was used for reliability analysis to produce the Cronbach's alpha of each factor and the Cronbach's alpha of 16 items in the emotional intelligence assessment. The total reliability of emotional intelligence assessment had the Cronbach's alpha at 0.95.

The emotional intelligence self-assessment was also done with IOC. Results of IOC are shown in the following table 4.

To sum up, WLEIS has good reliability and validity.

Online group counseling using self-designed group psychological counseling program, carried out under the guidance of experts, planned through eight group psychological counseling, eight links to complete: establish a trusting relationship, recognize emotions, recognize their own emotions, express their emotions, recognize others' emotions, understand their own and others' emotions, adjust their emotions, end the consultation. As for the specific group counseling attachment C, the online group counseling used in this study has good effectiveness.

3.5 Research procedures

This study used an experimental research method and would divided into three phases: pretest, online group counseling intervention and post-test. The process was as follows.

Step 1: Pretest

Before the experiment began, the students in the sample were given a pretest to understand their basic level of emotional intelligence. WLEIS were used to assess emotional intelligence.

The scale was a 7-point Likert scale that requires students to rate each question on their own measure based on their actual situation and emotional state.

The items were scored according to their reality on a scale of 1-7. The higher the score, the stronger the emotional intelligence in that dimension. After all subjects completed the pretest, the 16 students with the lowest scores joined in the next stage.

Step 2: Emotional intelligence group online counseling

In this stage, students in the experimental group would receive online group counseling on emotional intelligence to explore the impact of online group counseling on students' emotional intelligence.

The online group counseling intervention on emotional intelligence lasted for 4 weeks, and the students in the experimental group were required to attend the group counseling on emotional intelligence twice a week for 90 minutes each time.

Step 3: Post-testing

After the emotional intelligence group counseling intervention, all experimental and control students were given a post-test to assess their emotional intelligence.

The post-test was measured using WLEIS .

Participants were asked to rate each question on a scale of 1-7, depending on their actual situation. The higher the score, the higher the EI in this dimension.

3.6 Data Collection

Experiments and data collection:

The researchers collected the self-assessment results of emotional intelligence of the sample population, and used the popular questionnaire star in China as a data collection tool. The questionnaire was delivered and collected online. Specifically, the questionnaire QR code or link was sent to the QQ class group or wechat group where the sample group was located.

3.7 Data Analysis

The study used statistical software for data analysis. For quantitative data, descriptive statistical analysis, t-test were used by comparing and analyzing the emotional intelligence data of the experimental and control groups.

First, the researchers analyzed the collected data of the sample group to analyze the average level of emotional intelligence of the students in the sample group.

Then analysis was conducted on the pretest data of the experimental group and the control group to obtain the mean value and T-value of emotional intelligence of the two groups. After the experiment, the two groups of data were retested, and the two groups of data were independent t-tested to obtain the mean emotional intelligence of the control group and the experimental group.

The researchers compared the mean of the two groups before and after the test, and found that after the experiment, the mean of the experimental group was higher than that of the control group, and the mean of the experimental group was higher than the mean of the pretest.

Through the t test analysis, it was concluded that the experimental group would have significant differences before and after the experiment, and the experimental group and the control group would have significant differences in the post-test scores.



CHAPTER 4

RESULTS

The research objective was to explore the emotional intelligence of secondary vocational school students and to examine the effect of online group counseling on enhancing the EI of secondary vocational school students.

This result of the study consists of 5 parts.

The first part was the general data analysis of secondary vocational school students.

The second part was the EI level of secondary vocational school students.

The third part was a comparative study of emotional intelligence between the control group and the experimental group before and after students take part in online group counseling.

The fourth part was the difference of emotional intelligence before and after online group counseling.

The fifth part was the difference of emotional intelligence between the control group and the experimental group after online group counseling.

4.1 Symbols and meanings of the table

n	Samples Size
m	Mean Score
S.D.	Standard Deviation
MD	Mean difference
t	t-value
p	p value

4.2 Analysis

The first part was the general data analysis of secondary vocational school students.

A sample of 170 first-year secondary school students was included in the study. The number and percentage of generic data for the sample were shown in Table 4.

TABLE 3 Number and percentage of general data for students in secondary vocational schools (n=170)

General data of secondary vocational school students	Number of Students	Percentage
1. Gender		
Male	122	71.80
Female	48	28.20
Total	170	100.00
2. Age		
Fifteen-year-old	30	17.60
Sixteen-year-old	46	27.10
Seventeen-year-old	35	20.60
Eighteen-year-old	59	34.70
Total	170	100.00
3. Class		
Childcare class	30	17.65
Computer graphic design	46	27.06
Construction class	35	20.59
Mechanical and electrical technology application	59	34.71
Total	170	100.00

According to the general data in Table 4, in the first year of secondary vocational school students, boys accounted for 71.80% and girls accounted for 28.20%; Students aged 18 accounted for 34.70%, followed by 16-year-old with 27.10%, 17-year-old with 20.60% and 15-year-old with 17.60%. The class of mechanical and electrical technology application in 2023 had the largest number of students, accounting for 34.70%, followed by the class of computer graphic design in 2023, accounting for

27.06%. 2023 architecture class students, accounting for 20.59%; The proportion of students in the 2023 nursery class was 17.65%.

The second part was the EI level of secondary vocational school students.

In Table 4, the mean and standard deviation of emotional intelligence of first-year students in secondary vocational schools were analyzed, as shown in Table 5.

TABLE 4 Mean and standard deviation of emotional intelligence of first-year students in secondary vocational schools (n=170)

Emotional Intelligence	M	S.D.	Levels
Emotional Intelligence	79.55	17.06	High

Table 4 The mean emotional intelligence of first-year students in secondary vocational schools was 79.55, and the standard deviation was 17.06, which was at a high level.

The third part was a comparative study of emotional intelligence between the control group and the experimental group before and after secondary vocational school students participate in online group counseling.

The researchers tested the hypothesis of normality through Shapiro-Wilk, and the p-value was between 0.06 and 0.07. The mean emotional intelligence of secondary vocational students before and after participating in online group counseling was between the control group and the experimental group. Descriptive statistical analysis was performed on the relevant samples and t-tests were performed.

TABLE 5 Mean and standard deviation of emotional intelligence between the control group and the experimental group after secondary vocational students participated in online group counseling (n=18)

Emotional Intelligence	Group	Before Experiment			After Experiment		
		M	S.D.	Level	M	S.D.	Level
Emotional Intelligence	Experiment (n=9)	49.00	11.70	Medium	77.89	10.15	High
	Control (n=9)	48.67	15.27	Medium	49.56	15.50	Medium

Table 5 The mean emotional intelligence of secondary vocational students in the experimental group before the experiment was 49.00, which was in the middle level, and the standard deviation was 11.70. After the experiment, the mean of emotional intelligence was 77.89, and the standard deviation was 10.15, which was at a high level. In the control group, the mean emotional intelligence before the experiment was 48.67, and the standard deviation was 15.27, which was in the middle level. After the experiment, the mean of emotional intelligence was 49.56, and the standard deviation was 15.50, which was at the medium level.

The fourth part compared the difference of emotional intelligence before and after online group process.

The researchers compared the difference of emotional intelligence of the experimental group students before and after taking online group counseling in the form of a table.

TABLE 6 Comparison of emotional intelligence of experimental group students before and after online group counseling (n=9)

Emotional Intelligence	Before Experiment		After Experiment		MD	t	p
	M	S.D.	M	S.D.			
Emotional Intelligence	49.00	11.70	77.89	10.15	28.89	11.39*	.001

*p<.05

Table 7 The experimental experimental group of vocational students' emotional intelligence was significantly improved at 0.05 level.

The fifth part compared the difference of emotional intelligence between the control group and the experimental group after participating in online group counseling

The researchers compared differences in emotional intelligence between the experimental group and the control group after participating in online group counseling.

TABLE 7 Comparison of differences in emotional intelligence between the control group and the experimental group after Internet group counseling (n=18)

Emotional Intelligence	Before Experiment		After Experiment		MD	t	p
	M	S.D.	M	S.D.			
Emotional Intelligence	49.00	11.70	77.89	10.15	28.89	11.39*	.001

*p<.05

Table 7 After the experiment, the emotional intelligence of secondary vocational students in the experimental group was significantly higher than that of secondary vocational students in the control group, at the level of 0.05. The researchers

CHAPTER 5

CONCLUSION DISCUSSION AND SUGGESTION

The first objective of this research was to explore Emotional intelligence of secondary vocational students. The second was to compare the Emotional Intelligence of the experimental group students before and after participating in online group counseling. The third objective was to compare the otherness in emotional intelligence between the control group and the experimental group after attending online group counseling. The study was a quasi-experimental design study. The study involved 408 first-year secondary vocational school students. According to Taro Yamane's formula, 170 students were selected as the sample population of this study. Participants were screened a second time at the time of the specific experimental study. Finally, according to the sampling purpose and participants' voluntary participation, 18 students were selected as the participants of this quasi-experimental study. Eighteen participants signed study informed consent forms and agreed to confidentiality terms. Nine participants were then assigned to the experimental group and another nine participants to the control group according to their individual wishes.

The emotional intelligence assessment tool used in the study was WLEIS(Wong, C.-S., & Law, K.S., 2002). The original WLEIS scale was available in Chinese and English. The English version was further modified under the guidance and review of 2 professors and 3 experts to make the semantic expression more complete and clear. On the basis of the English version, the Chinese version had been professionally translated and modified many times, and finally became the emotional intelligence assessment tool of this experiment. The emotional intelligence assessment results were graded from 1 to 32 as low, 33 to 65 as medium, and 66 to 112 as high. Emotional intelligence assessed a person's capacity to discern their own emotions, recognize the moods of others, understand the emotions of others, and use emotions. Three experts evaluated the content validity of the scale. Then, through the pretest and analysis, the Cronbach's alpha value of the final overall reliability evaluation of the scale was 0.95.

The online group counseling program quoted the four dimensions of WLEIS(Wong, C.-S., & Law, K.S., 2002) emotional intelligence structure, namely, recognizing one's own emotions, recognizing others' emotions, understanding others' emotions, and using emotions. With the aim of improving emotional intelligence, we used the techniques and theories of group counseling and combine the dimensions of WLEIS assessment tool to design a counseling program. After the guidance of the professor and several modifications, the guidance program was finally formed. After the guidance program was formed, it was reviewed by three experts to check the effectiveness of the process and content. After the final version was passed, it was further improved and modified according to the opinions of experts. The final form of online group counseling was 8 sessions.

Data from all tests were processed using SPSS software, and descriptive statistics were used to analyze the overall average level of emotional intelligence. The data of the experimental group and the control group were analyzed using the independent sample T test.

5.1 Results

The average result of overall emotional intelligence showed that the average total emotional intelligence of grade one students was at a higher level ($M=79.55$, $SD=17.06$). The average score of EI in this study was basically consistent with the results of the study of 929 secondary vocational students in Fuzhou by Wang (2022), who reported that the average score of emotional intelligence of secondary vocational students was higher than the theoretical middle. (Wang , 2022). Her study used the 33-question Emotional Intelligence Scale revised by Wang (2002). This study used WLEIS (Wong, C.-S.& Law, K.S., 2002), a total of 16 questions.

The results of emotional intelligence before and after online group counseling were as follows: before the experiment ($M= 49.00$, $SD=11.70$) and after the experiment ($M=77.89$, $SD=10.15$). The emotional intelligence of the experimental group was significantly improved at 0.05 level. The results of emotional intelligence in the experimental group ($M=77.89,SD=10.15$) and the control group ($M=49.56,SD=15.50$)

were obtained. After the experiment, the emotional intelligence of the experimental group was significantly higher than that of the control group at 0.05 level. Online group counseling had a positive effect on the enhancement of emotional intelligence of secondary vocational students. Yang Hong et al. 's study on enhancing the emotional management ability of incarcerated adolescents by means of group counseling showed that the average score of EQ was significantly enhanced compared with that before counseling (Yang et al., 2015).

From the results, it concluded that online group counseling had a good effect on enhancing the emotional intelligence of secondary vocational school students. Combined with this group counseling, the emotional intelligence of the experimental group was enhanced compared with that before the experiment. After the experiment, the experimental group scored significantly higher than the control group. According to feedback from members, after participating in the online group counseling, members began to recognize their emotions and become aware of their emotions, pay attention to themselves, and then use methods to regulate their emotions. They were angry and tense, but were able to calm down and adjust themselves. The ability to identify own emotions was significantly enhanced. Most importantly, by participating in group sharing, they felt a sense of belonging and could get support from the group by expressing their emotions, thus expanding the expression of emotions and obtaining social support. Through online group counseling, group members opened their hearts, eliminate resistance, and guide members to learn and grow.

From the use of techniques and theories to discuss, I thoroughly adopt person-centered theory. This theory held that the relationship between client and counselor was the key to therapeutic change. The primary goal of the first counseling was to establish a relationship with the members, an atmosphere of security and trust was established during the counseling. I also used unconditional acceptance. By respecting group members and helping them to explore themselves, they could have a better experience, stimulate individual potential, and finally realize their self-knowledge and self-emotional knowledge (Corey,2016, Li,2016).

In addition, I used Transnational Analysis (TA). TA could also promote the growth and change of individuals, and it was especially suitable for group counseling, which could help group members rebuild and enhance their mental health functions, help individuals better understand themselves, guide the communication between members, promote interpersonal relations and harmony (Peng, 2022; Huang, 2019). To recognize others' emotions, this theory was used to make group members recognize others' emotions by analyzing four ways in interpersonal communication. In order to learn interpersonal communication in the group, and apply it outside the group, to improve this aspect of emotional intelligence.

Finally, REBT was used in the seventh counseling. REBT believed that human instinct had the potential of rational thinking and irrational thinking, that was, there were two innate mental states, positive and negative (Hu, 2019). Use this theory in counseling to help group members identify these irrational thoughts and beliefs, intervene in these thoughts, and enable members to form new rational thoughts. So as to intervene the symptoms and improve the emotional management ability of group members (Corey, 2017; Hu, 2019).

On the whole, an important result of this study was to draw the essence from many EI theories and outline a new concept of emotional intelligence, namely the concept of four dimensions of emotional intelligence. Then the emotional intelligence assessment tool of the theoretical model was used to improve and verify the emotional intelligence assessment tool again, so as to make it more convenient for Chinese secondary vocational students to use. And designed the online group counseling program. And a good verification effect had been obtained.

5.2 Specific advantages and limitations on online group counseling

Compared with face-to-face group counseling, online group counseling in this study is a new form of psychological counseling with the help of communication technology and computer or mobile phone technology. The advantages of online group counseling are prominent. First, for example, especially during the COVID-19 pandemic, it can effectively protect the health of counselors and clients, avoid close social contact

and reduce face-to-face interaction. Second, online group counseling is less limited in the arrangement of time and place, which brings a lot of convenience to secondary vocational school students with academic pressure, saving the time cost of traveling for a long time. Third, the counseling is more convenient, visitors only need to log in to the appropriate counseling platform according to the appointment time, with the help of a mobile phone to get the help of professional counselor. Fourth, it can give visitors more personal privacy and convenience to avoid other students and teachers to discuss the need for this.

5.3 Suggestions for the application of this study:

For this study, it is mainly applicable to school counselor who use online methods to serve some secondary vocational school students who have biased consideration of offline counseling. It can fully publicize the benefits of high emotional intelligence for secondary vocational school students and their future life and study, improve their awareness of emotional intelligence, enhance their awareness of the benefits of participating in online group counseling to enhance emotional intelligence, and enable secondary vocational school students to actively participate in activities to enhance emotional intelligence, so as to improve their emotional intelligence. In addition, for the application of this study, in actual online group counseling, students need to learn these technologies and theories in the group, such as learning active listening skills, learning TA and REBT theories and using them, which requires students to make efforts.

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APPENDIX



APPENDIX A

IOC of the emotional intelligence counseling program

Stage or time	Process	Expert Name			Result	IOC
		Assist. prof. Phuride d Pahuyut , Ph.D	Monthira Charuphen g	SATORN JAITRONG		
1.Getting to know and building relationships	Objectives are appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept
2.Recognizing emotions	Objectives are appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept

	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept
3.Recognizing emotions	Objectives are appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept
4.Expressing One's Own Emotions	Objectives are appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept

5. Recognizing Other Person's Emotions	The overall of session is appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept
6. Understanding One's Own Emotions and the Emotions of Others	Objectives are appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept
7. Adjusting one's own emotions and mobilizing	Objectives are appropriate	1	1	1	1	Accept

others emotions						
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept
8.Saying goodbye	Objectives are appropriate	1	1	1	1	Accept
	Beginning stage	1	1	1	1	Accept
	Working stage	1	1	1	1	Accept
	Closing stage	1	1	1	1	Accept
	Activities and techniques using in group	1	1	1	1	Accept
	The overall of session is appropriate	1	1	1	1	Accept

IOC of WLEIS

Question of Items	Expert Name			Result	IOC
	Assist. prof. Phurided Pahuyut, Ph.D	Monthira Charupheng	SATORN JAITRONG		
1.I have a good sense of why I feel certain feelings most of the time.	1	1	1	1	Accept
2.I have good understanding of my own emotions.	1	1	1	1	Accept
3.I really know about myself so what I am feeling.	1	1	1	1	Accept
4.I always know whether I am happy or not.	1	1	1	1	Accept
5.I always know my friends' emotions from their behavior or expression.	1	1	1	1	Accept
6.I am a good observer of others' emotions.	0	1	1	0.67	Adjustment
7.I am sensitive to the feelings and emotions of others.	1	1	1	1	Accept
8.I have good understanding of the emotions of	1	1	1	1	Accept

people around me.					
9.I always set goals for myself and then try my best to achieve them.	1	1	1	1	Accept
10.I am a competent person to control my emotion and behavior.	1	1	1	1	Accept
11.I am a self-motivating person.	1	1	1	1	Accept
12.I would always encourage myself to try my best.	1	1	1	1	Accept
13.I am able to control my temper so that I can handle difficulties rationally.	1	1	1	1	Accept
14.I am quite capable of controlling my own emotions.	1	1	1	1	Accept
15.I can always calm down quickly when I am very angry or upset.	1	1	1	1	Accept
16.I have good control of my own emotions.	0	1	1	0.67	Adjustment

After adjustment,

6.I can accurately determine other people's emotions through observation.

16.I can adjust my emotions so that I can adapt to them in a positive way.





APPENDIX B

Session #1 Getting to know and building relationships

Key concept:

Rogers believed that the three attributes of a therapist can create an atmosphere that promoted growth and enabled individuals to move forward and become the person they were capable of becoming. These three attributes were (1) sincerity or authenticity (2) unconditional positive attention (acceptance and caring) (3) accurate empathic understanding. He believed that if the therapist conveyed these attitudes, the person being helped would become less defensive and more open to themselves and their world, and they would act in a pro-social and constructive manner. He placed particular emphasis on the therapist-client relationship.

Grades: Grade one in secondary vocational school students (mainly 15 years old)

Time of duration: 90 minutes

Objectives

1. Establishing group rules so that each group member has the opportunity to share and so that group members are treated with respect and dignity.
2. Group members get to know each other.
3. Building mutual assistance and trust among members.

Beginning step

1. Create a safe and comfortable environment with Tencent Meetings for events. Simply chat and interact to build familiarity.
2. The group leader briefly states that in order for everyone to have time to share and be respected and honored by others, common rules for the group are established.

Working step

1. The group leader briefly introduces herself and briefly describes the purpose of the group. Remind group members to support each other and work together. For example, show sympathy and support when a group member is grieving.
2. Ask each group member to greet the group and introduce their name, nickname, and class.

3.The group leader asks group members to give their strengths, identify at least 1 strength, share it with the group, and then say what their expectations to the group and what they plan to contribute to the group.

4.Ask group members to think over what group members said and then identify commonalities in what was shared. Ask a volunteer to summarize the commonalities. Other group members make additions.

Closing step

1.Ask group members to summarize what the group is about.

2.Ask group members to talk about what they have learned.

3.Ask group members to talk about their feelings.

4.Thanks to group members for sharing and agree on when, where and what the next one will be. Conclude by reminding group members of the rules of confidentiality.

Evaluation

Group members are willing to type or speak in the chat box and participate in the group's sharing activities.

Participate in at least one interaction per group member.

Session #2 Recognizing emotions

Key concept:

Emotional intelligence is a human's comprehensive ability to relate to their emotions.

Recognize one's own emotions refers to the ability of an individual to begin to realize that a person is an emotional individual. In other words,it is the ability to recognize that one person have emotions and what emotions he has (ROOE).

Grades:Grade one in secondary vocational school students (mainly 15 years old)

Time of duration:90 minutes

Objectives

1.Further build close relationships among group members.

2.To enable group members to recognize emotions (emotion crossing), emotion vocabulary.

Beginning step

1. Create a safe and comfortable environment with Tencent Meetings for events. Simply chat and interact to build familiarity.

2. The group leader reviews the nickname of the group members and has a review of the group rules.

3. The group leader asks group members to talk about how they are feeling today.

4. The group leader encourages members to generalize words that express mood.

Working step

1. The group leader introduces meditation and asks group members to meditate for 3 minutes, paying attention to their physical reactions, emotions, and thoughts while meditating.

2. The group leader asks group members to think of the following questions and type the answers in the chat area.

What physical reactions, behaviors, feelings, thoughts do you have when uncomfortable

3.The group leader encourages the group members to talk about the above questions and then explains to the group members that emotions are the result of long term evolution and evolution of human beings, all of us have emotions, and our conscious thinking about the above questions is the first key to recognizing our emotions and using them. Our goal is to increase our emotional intelligence.

4.Emotional experience activity. The group leader explains that we are going to have an emotional experience.

5. The group leader asks everyone to close their eyes and then put themselves into the situation. The group leader dictates the story.

(You imagine that you have traveled back in time to the time of Primitive age, and that you are standing on the edge of a cliff, and then you see in the distance a

group of primitive men dressed in animal skins who are gathered around a fire. They are eating the food they have hunted and keeping warm around the fire. The women are feeding their small children, and because there are so many dangers around them, they must always have someone standing sentry. Their home is in the hole at the bottom of the cliff where you are standing.

Not far away, a tiger with terrible fangs, much larger than it is now, smelled the odor of the people eating around the campfire. This hungry tiger began to rush at these primitive people. A man standing guard at the outermost part of the group of primitive people spotted the tiger running at them. He shouted and screamed at the campfire gang that the tiger was coming. The men were terrified! Their lives were in danger. What should they do? What could they do to protect them from danger? The only tools they had were not enough to deal with the ferocious tiger. They had only two choices to save them. They could either fight the tiger with their tools or run into the cave and hide.

You stand at the top of the cliff and see the panicked people, some of them fighting the tiger, others running and climbing as hard as they can, their hearts beating faster, accompanied by large amounts of blood and oxygen into their legs.)(S.Morganett,1990)

6. The group leader asks group members to slowly open their eyes.

7. The group leader guides the group members to think about what kind of physical reactions, behaviors, feelings, and thoughts would you and the primitive people have respectively?

8. The group leader explains that some of these feelings and some of the physical changes such as increased heart rate are called emotional responses. This emotional response allowed the primitive human to reach its maximum potential. This emotion is called fear. Fear caused primitive men to start running away and fighting and was an important emotion. Emotions are a signal from our body, just as we are thirsty for water and our stomach grumbles to indicate hunger. Different emotions send different signals. Recognizing emotions and the signals they send helps us to know ourselves

better and improve our emotional intelligence. Emotional intelligence has to do with emotional management.

9. Summarize the meaning of emotions. Simply put emotions are human instincts, a survival ability inherited from our ancestors. Nervousness and fear make us choose to fight or run away from danger, thus allowing humans to survive.

10. The group leader explains that emotional intelligence is the ability to recognize and use emotions.

11. The group leader explains that the first step in improving emotional intelligence is recognizing our own emotions and expressing them, which requires knowledge of some emotional vocabulary.

12. The group leader adds a vocabulary of emotions with 3 emotional intensities. Ask group members to look at the glossary and think about which emotional words you have experienced and pick one to talk about.

Closing step

1. Ask for volunteers to summarize what the group is about.
2. Ask group members to talk about what they have learned.
3. Ask group members to talk about their feelings.
4. Ask group members to try to discover and record outside the group what kind of physical reactions, behaviors, feelings, and thoughts occur when they feel uncomfortable. Share with the group at the next meeting.

5. Thank group members for sharing and agree on when, where and what the next one will be. Conclude with a reminder of the rules of confidentiality.

Evaluation

Group members have a stronger familiarity and are able to share more than they did the first time around.

Increased participation of group members

Work Sheet

3 emotion vocabulary of emotional intensity (S. Morganett, 1990, p24)

Feelings Chart					
Happiness	Sadness	Anger	Love and Friendship	Fear	Distress
High level of feeling					
elated	miserable	fuming	adoring	dreadful	anguished
giddy	crushed	furious	devoted	panicky	disgusted
overjoyed	worthless	outraged	passionate	horrified	speechless
radiant	humiliated	incensed	amorous	terrified	tormented
ecstatic	depressed	burned up	tender	petrified	sickened
jubilant	helpless	hateful	ardent	desperate	afflicted
Moderate level of feeling					
tickled	forlorn	disgusted	caring	alarmed	badgered
glowing	burdened	irritated	dedicated	fearful	bewildered
excited	slighted	aggravated	generous	jittery	confused
joyous	abused	biting	loving	strained	disturbed
bubbly	defeated	hostile	empathic	shaky	impaired
delighted	dejected	riled	considerate	threatened	offended
Low level of feeling					
amused	resigned	peevish	warm	uneasy	silly
cheerful	apathetic	bugged	amiable	tense	foolish
pleased	blue	annoyed	civil	timid	unsure
relieved	gloomy	ruffled	polite	anxious	touchy
glad	ignored	nettled	giving	nervous	lost
serene	glum	cross	kindly	puzzled	disturbed

Session #3 Recognize own's emotions (share their stories)

Key concept:

Recognize one's own emotions refers to the ability of an individual to begin to realize that a person is an emotional individual. In other words, it is the ability to recognize that one person has emotions and what emotions he has (ROOE).

Grades: Grade one in secondary vocational school students (mainly 15 years old)

Time of duration: 90 minutes

Objectives

1. Help group members learn and practice recognizing themselves' emotions.
2. Help group members learn and practice write their emotional diaries.

Beginning step

1. Create a sharing environment that can be safe and comfortable to conduct in Tencent meetings. Simply chat and interact to build familiarity.
2. The group leader reviews the nickname of the group members and has a review of the group rules.
3. The group leader asks group members to share what kind of physical reactions, behaviors, feelings, and thoughts occur when they feel uncomfortable.

Working step

1. The group leader asks group members to meditate for 3 minutes, paying attention to their physical reactions, emotions, and thoughts during the meditation.
2. The group leader asks group members to use an emotion word to express their emotions. For example, the group leader asks the group members to use an emotional word to describe the emotions they feel when they have certain feelings.

The group leader asks group members to express emotions using emotion words. For example fear, I feel fear in what scenario.

What physical reaction, why fear, anger, what one is feeling, what physical reaction, what behavior, what thoughts.

4. The group leader asks group members to choose an emotional word to share about an event. (Happy, sad, angry, nervous, etc.) Each person can share for 3-5 minutes. (The group leader asks the group members to show sympathy and care for the sadness that they share).

5. The group leader asks group members to summarize what everyone has shared.

6. The group leader encourages thinking about what is similar about everyone.

7. The group leader thanked the members for sharing. Then said that we conducted 2 methods of recognizing our emotions in summary. The first is to feel the body reactions. The 2nd is to consciously use emotional vocabulary to discover your emotions. The 3rd method is keeping an emotion journal. Recognizing one's emotions is one of the most basic steps of high emotional intelligence, and one of the most difficult.

8. The group leader instructs group members to write an emotional diary.

The group leader shows members a sample emotion diary and an emotional diary blank sheet, explaining the main things to record. Ask group members if they would like to write an emotion diary and agree with group members to write an emotional diary once a day. And at the next group activity share an emotion diary that you are most willing to share.

Closing step

1. Ask group members to talk about what they have learned.

2. Ask group members to talk about their feelings.

3. Thanks to the group members for sharing and agree on the time, place and content of the next one. Conclude with a reminder to keep an emotional diary and rules of confidentiality.

Evaluation

Group members are further bonded and willing to express themselves.

Group members are more engaged and able to share their stories and emotions.

Name : Li Ming

Date: 2024.3.12

Sample Emotional Awareness Diary

What happened?

What do you think?

How do you feel?



Name : Li Ming

Date: 2024.3.12

Emotional Awareness Journal

What happened?

What do you think?

How do you feel?



Session #4 Expressing One's Own Emotions

Key concept:

Express one's own feelings, pointing out that there are 3 intensities of each emotion - low, medium, and highest. Some emotions at the highest intensity can be harmful to self and others. We need to recognize and accept emotions objectively, express them when they are mild, and we need to be honest with ourselves about being responsible for expressing our emotions.

The group leader utilizes "I information technology" (Morganet, 1990), explaining that each person is responsible for his or her own feelings, which tells us that our feelings are our own and that no one is forcing us to feel a certain way. Have each student say how he or she felt that day and add "I am responsible for my feelings" at the end.

Grades: Grade one in secondary vocational school students (mainly 15 years old)

Time of duration: 90 minutes

Objectives

1. Help group members to recognize the necessary to express one's own feelings in interpersonal relationships honestly.
2. Help group members learn and practice expressing their own emotions.

Beginning step

1. Create a sharing environment that can be safe and comfortable to conduct in Tencent meetings. Simply chat and interact to build familiarity.
2. The group leader reviews the group members' nicknames and leads the members in reviewing the group rules.

Working step

1. The group leader asks group members to meditate for 3 minutes, paying attention to their physical reactions, emotions, and thoughts during the meditation.
2. The group leader asks group members to share their emotional awareness diaries. (Each member shares for 3 minutes).

3. The group leader leads the group in sharing the Emotional Awareness Diaries. Encourage and thank members for their sharing. Elicit that there are emotions in our daily lives that trouble us. Ask a group volunteer to read out the following story.

Your dad said he would pick you up at 8:00 a.m. on Sunday. So on Sunday you got up early and got ready for your dad to pick you up. At 8:00 a.m., your dad didn't come, so you called him, but he couldn't get through. Then you waited him still. As a result, 9 o'clock came and he still didn't come. Then it was 10 o'clock, but your dad still hadn't come. At first, you were looking forward to him coming, then you wondered if he had forgotten, then you started to get annoyed because you had gotten up so early for nothing, and finally, you were already angry because the whole day seemed to be for nothing, and as the hours passed, you got angrier and angrier, but you didn't say anything to anyone - you just watched TV. Finally, he arrives at three in the afternoon. He said he had forgot to pick you up. At this point, you and your anger, but you still didn't say anything - you just followed him out. (S. Morganett, 1990)

4. Think about the following questions

What do you think would have been the result if the anger hadn't been expressed at the end?(S. Morganett, 1990)

What would have happened if you could have expressed yourself when you were angry in the first place? (S. Morganett, 1990)

5. The group leader asks group members to share their ideas. The group leader encourages the members to share and finally thanks them.

6. Group Leaders Review the table of the 3 intensities of emotions (used in the second group counseling session), pointing out that there are 3 intensities of each emotion - low, medium, and highest. Some emotions at the highest intensity can be harmful to self and others. We need to recognize and accept emotions objectively, express them when they are mild, and we need to be honest with ourselves about being responsible for expressing our emotions. (S. Morganett, 1990)

7. The group leader gives an example of how to express this. The group leader utilizes "I information technology" (Morganet, 1990), explaining that each person

is responsible for his or her own feelings, which tells us that our feelings are our own and that no one is forcing us to feel a certain way. Have each student say how he or she felt that day and add "I am responsible for my feelings" at the end.

The leader of the group said to the members, "I'm sad today because our pet cat ran away over the weekend, and I'm responsible for how I feel."

8. The group leader asks group members to practice expressing their emotions.

Closing step

1. Ask group members to talk about what they have learned.

2. Ask group members to talk about their feelings.

3. Ask group members to practice using emotional expression outside of the group by expressing their emotions with relevant friends or family members with whom you interact. Record them in your emotion journal and share your feelings and effects after expressing them at the next group meeting.

3. thank group members for sharing and agree on when, where and what the next one will be. Conclude with a reminder of the rules of confidentiality.

Evaluation

There is more interaction and further closeness among group members.

There was an increase in the level of sharing and trust among group members to honestly share their feelings and gains.

Session #5 Recognizing Other Person's Emotions

Key concept:

Recognize the emotions of others refers to the ability to recognize the emotions of others. The ability of an individual to recognize and detect the emotions of others through observation, listening, contacting with others, or interpersonal communication(REO).

Grades:Grade one in secondary vocational school students (mainly 15 years old)

Time of duration:90 minutes

Objectives

1. Help group members realize that each of us needs to be with the others around us.
2. Help group members feel friendly and loved.

Beginning step

1. Create a sharing environment that can be safe and comfortable to conduct in Tencent meetings. Simply chat and interact to build familiarity.
2. The group leader reviews the group members' nicknames and leads the members in reviewing the group rules.

Working step

1. The group leader leads the group members to release stress. Meditate for 5 minutes. During the meditation, guide the group members to take deep breaths and use stress-relieving language to make positive suggestions to relax themselves. (The group leader explains that nowadays society is developing rapidly and everyone feels stress at a time . Stress affects us in all aspects of our bodies and minds. Research has shown that stressed people are not able to pay attention to others. In times of stress, we hope to get support from those around us, but the results are not satisfactory. One reason for this is that we are unable to recognize the emotions of those around us and are prone to conflict or unwillingness to communicate.)

Positive Cues for Relaxation

Take a deep breath in and then exhale slowly, focusing on the sensation of your breath.

Too much stress is bad for our physical and mental health.

I can try to adjust my emotions.

I can, I can do it.

Take a deep breath and exhale slowly.

2. The group leader guides the group members to feel the love and help from others and then share. Finally summarize together, we need to be with the people around us.

3. The group leader asks group members to share how you did it.

4. Have each member turn on the camera to get everyone's attention and then guess what he or she is feeling or thinking at the moment.

5. The group leader asks the group members to take a photo that everyone posture with two hands as a love.

Closing step

1. Ask group members to talk about what they have learned.

2. Ask group members to talk about their feelings.

3. Ask group members to practice feeling the love and help of others for group members outside the group. And insist on doing one good deed every day. Then share their stories of doing good deeds in the next group counseling session.

4. Thank group members for sharing and agree on the time, place and content of the next one. Conclude with a reminder of the rules of confidentiality.

Evaluation

Group members are able to express gratitude to each other and group members can feel loved and helped by others.

Comfort level in the group increases and group members enjoy the group.

Session #6 Understanding One's Own Emotions and the Emotions of Others

TA Theory

Key concept:

Recognize the emotions of others refers to the individual's ability to accept emotions, reflect on emotions and deeply understand emotions (ARUE).

The parent ego state contains values, morals, core, beliefs, and behaviors derived from important authority figures. Parental ego states are divided into nurturing parents and controlling parents.

The adult ego state is the objective, non-emotional state of our personality that is oriented towards the present reality. This state is independent of chronological age.

The child ego state is our original state and our most natural identity. Children's ego state consists of sensation, impulse and spontaneous behavior. Children's self-states are divided into natural children and adaptive children.

TA identifies four basic life positions, all of which determine how people feel about themselves and how they relate to others.

1. I'm okay -- you're okay
2. I'm okay-- you're okay
3. I'm not okay-- you're okay
4. I'm not okay -- you're not okay

Grades: Grade one in secondary vocational school students (mainly 15 years old)

Time of duration: 90 minutes

Objectives

1. Help group members recognize common forms of communication.
2. Help group members to be friendly and apply friendliness outside the group.

Beginning step

1. Create a sharing environment that can be safe and comfortable to conduct in Tencent meetings. Simply chat and interact to build familiarity.
2. The group leader reviews the group members' nicknames and leads the members in reviewing the group rules.

3. The group leader asks the group members to share stories and feelings about the good things that the group members themselves have done from the last end of counseling to this one.

Working step

1. The group leader leads the group members to release stress. Meditate for 5 minutes, guiding the group members to take deep breaths while meditating and using stress-relieving language to make positive cues to relax themselves.

Positive Cues for Relaxation

Take a deep breath in and then exhale slowly, focusing on the sensation of your breath.

Too much stress is bad for our physical and mental health.

I can try to adjust my emotions.

I can, I can do it.

Take a deep breath and exhale slowly.

2.The group leader briefly introduces the content and the objectives.

3.The group leader introduces 5 communication gestures and asks the group members to look at these gestures and ask them to think about these communication gestures(Goldenberg et al.2017). Which of these gestures were you in your communication situations with your family members, your teachers, and your classmates around you? In the communication situation between your family members, teachers, and students around you, which of these gestures are you being treated? Is this gesture good? Do you like it?



3.The group leader explains that everyone is effected by their family. Each person plays a state in communication, i.e., the parent ego state, the adult ego state, and the child ego state.

4.Explain the three patterns

1.)The group leader will explain PAC in the group

2.) The group leader asks the group members to draw on a piece of paper the corresponding mode of communication with others (make a chart for them to connect), and then ask them to feel what their emotions are like and what the emotions of the other party are like.



P P
A A
C P

There are four scenarios in communication.

I'M OK-YOU'RE OK.

I'M NOT OK-YOU'RE OK.

I'M NOT OK-YOU'RE NOT OK.

I'M OK-YOU'RE NOT OK.

5.The group leader leads the group in practicing I am OK-You are OK.

The group leader asks the group members to find the strengths of a group member and express them to the other person, who then expresses his or her gratitude to the group member who found the strengths.

Closing step

1. Ask group members to talk about what they have learned.
2. Ask group members to talk about their feelings.
3. Ask group members to practice using I am OK-You are OK outside the group.

4. Thank group members for sharing, agree on the time, place and content for the next time, and remind members to prepare their emotion journals. It will be needed for the next content sharing. Conclude with a reminder of the rules of confidentiality.

Evaluation

Group members are able to help each other and express gratitude, and group members can feel loved and helped by others.

Comfort level in the group increases and group members enjoy the group.



Session #7 Adjusting one's own emotions and mobilizing others emotions

Key concept:

Emotions accepting and reflecting refers to the individual's positive ability to deal with emotions after accepting and reflecting on emotions . This ability can lay the foundation for good social skills. Solve the problem of individuals getting along well with themselves and others and everything around them(DWE).

The A-B-C theory states that when we have an emotional response (emotional outcome) in C, some activating event occurs at A, and it is not the event itself A that causes the emotional state C, although it may contribute to it. Belief system B, which leads to C. For example, you feel depressed C Not getting A promotion at work A it's not the fact that you didn't get a promotion that's causing you frustration; It's your belief in the event B.

Ellis argues that we have the power to change our cognition, emotions, and behavior. We can best achieve this by avoiding allowing ourselves to focus too much on the activation events of A and acknowledging the futility of endlessly focusing on the emotional consequences of C.

REBT group leaders first teach the A-B-C theory to group members. As they begin to understand how their irrational beliefs contribute to their emotional and behavioral disorders, they are ready to refute D those beliefs. This argument process involves three more D's: (1) spotting irrational beliefs and finding them illogical and unrealistic, (2) debating these irrational beliefs and showing yourself how they are not supported by evidence, and (3) distinguishing between irrational and rational thinking.

Grades:Grade one in secondary vocational school students (mainly 15 years old)

Time of duration:90 minutes

Objectives

1. Help group members recognize the ABC law.
2. Help the group practice the ABC's and be able to apply them outside the group.

Beginning step

1. Create a sharing environment that can be safe and comfortable to conduct in Tencent meetings. Simply chat and interact to build familiarity.

2. The group leader reviews the group members' nicknames and leads the members in reviewing the group rules.

Working step

1. The group leader leads the group members to release stress. Meditate for 5 minutes, guiding the group members to take deep breaths while meditating and using stress-relieving language to make positive cues to relax themselves.

Positive Cues for Relaxation

Take a deep breath in and then exhale slowly, focusing on the sensation of your breath.

Too much stress is bad for our physical and mental health.

I can try to adjust my emotions.

I can, I can do it.

Take a deep breath and exhale slowly.

2. The group leader briefly introduces the objectives and learning content.

3. The group leader asks group members to share their experiences and what they have learned from using I am OK-You are OK from the last end of counseling to this one (Corey, 2016). The group leader introduces the REBT SELF-HELP FORUM and records on the spot what the members say on the form.

A(activating event)

B(belief)

C(consequence)

Events

Thoughts

Emotional results

D and E can be left out for now

4. After the group leader has finished recording the content, ask the group members to think about whether it is the thing we recorded that caused us to reap the

emotional results or our thoughts that caused us to reap the emotional results. That is, did A lead to C or did B lead to C.

5. The group leader asks group members to share their answers.

6. The group leader asks the group members to pay attention to their own ideas. Look for the irrational, irrational, arbitrary, absolute content of the idea.

7. Look for new ideas to replace the old ones.

Group leader's conclusion: Positive thoughts often produce happy emotions and results. That's the power of positive thinking.

8. Group leader invites group members to apply ABC DE rules (Corey, 2016)

Example: My parents chastised me for losing my keys through carelessness on weekends.

A(activating event)

B(belief)

C(consequence)

Events

Thoughts

Emotional results

Lost my keys Hate blame and punishment I can't go out to the movies
Frustrated, angry, fuming, annoyed

After changing my mind it was my own carelessness and this incident was my fault. I am sad, regretful, and will not be careless next time

Closing step

1. Ask group members to talk about what they have learned.

2. Ask group members to talk about their feelings.

3. Ask group members to practice using the ABC's outside the group.

4. Ask group members to prepare in advance what they will share for the next group activity and share one of the group members' favorite group activities.

5. Thank group members for sharing and agree on when, where and what the next one will be. Conclude with a reminder of the rules of confidentiality.

Evaluation

Group members are able to express their true thoughts, help each other, and express gratitude.

Comfort level in the group increases and group members enjoy the group.



REBT SELF-HELP FORM

A (activating event or adversities)

C (consequences)

	Major unhealthy negative emotions: Major self-defeating behaviors:
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Briefly summarize the situation you find disturbing (what would a camera see?)

Unhealthy negative emotions include:

Anxiety, depression, anger, jealousy.

This A can be internal or external or real or imagined

Shame, anger, hurt, guilt, pain.

This A can be a past, present or future event.

B Irrational Beliefs

D Disputing IB'S

E Effective New Philosophy

E Effective Emotions and Behaviors

New healthy negative emotions:

New constructive behaviors

To identify IB'S ,look for:

- Dogmatic demands (must, absolutely, shoulds)
- Pain (it's agonizing, horrible, terrible)
- low frustration

To dispute ask yourself:

How would holding this belief make me feel? Is it beneficial or self-defeating?

Where is the evidence supporting

To think more rationally and work hard to

Non-dogmatic, non-arbitrary priorities (hopes, ideas, aspirations)

Assessing the bad (it's bad,

Healthy negative emotions include

disappointed

scared

bearable

sorrowful

repress (anger etc)	the existence of unreasonable ideas?	unfortunate)	
I can't stand it.		high frustration	repent
● oneself		tolerate	
/others		(I don't like it	Moderate
(I am/he is/she is bad and useless)	Is it really bad? Can I really not stand it?	but I can live with it)	frustration
		Not a comprehensive evaluation of myself or others (I and others are failed human beings)	



Session #8 Saying goodbye

Summary: The end of a group is an important part of a group activity. As an educational group to improve emotional intelligence, group members are provided with such an opportunity to summarize their gains in the seven sessions, which can give group members a positive feedback, and further improve their emotional feeling ability and emotional expression ability through language expression and group interaction. More importantly, through such closure activities, the group members can end the group activities and gradually transition to the study and life after the group, so that they know that they can continue to contact each other and the group leader after the group is over.

Grades: Grade one in secondary vocational school students (mainly 15 years old)

Time of duration: 90 minutes

Objectives

1. Summarize what group members gained from group counseling.
2. Complete a post test of group counseling.
3. Continue the relationship between group members after the group counseling has ended.
4. Conclusion of group counseling.

Beginning step

1. Create sharing environments that can be safe and comfortable to conduct in Tencent meetings. Simply chat and interact.
2. The group leader reviews the group members' nicknames and leads the members in reviewing the group rules.

Working step

1. The group leader leads the group members to release stress. Meditate for 5 minutes, guiding the group members to take deep breaths while meditating and using stress-relieving language to make positive cues to relax themselves.

Positive Cues for Relaxation

Take a deep breath in and then exhale slowly, focusing on the sensation of your breath.

Too much stress is bad for our physical and mental health.

I can try to adjust my emotions.

I can, I can do it.

Take a deep breath and exhale slowly.

2. The group leader briefly describes the main objectives of the group activity.

3. The group leader asks group members to share their feelings.

4. The group leader asks group members to share their favorite group activity.

5. The group leader asks group members to share how they feel after and before they attend group counseling.

Closing step

1. The group leader asks the group members to give feedback on the 8 group counseling sessions and what other suggestions and comments they have for the group counseling and the group leader.

2. Ask group members to complete the Post Emotional Intelligence Self-Test.

3. Invite group members to remain contactable after the group has ended and to have ongoing contact with the group leader.

4. Thank the members of the group for their participation.

Evaluation

Group members are willing to actively participate in group sharing activities.

Group members were able to summarize what they gained from the group activity.

Comfort level in the group increases and group members enjoy the group.

Notes: The procedures described in the Session 6, session 7 and session 8 are based on the principles of rational emotive therapy and transactional analysis from Theory and Practice of Group Counseling the ninth edition of Corey (Corey, 2016).

VITA

