

Impact of Psychoeducation on Anger Management and Emotional Awareness in Teenagers

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ABSTRACT

Objective: This study aimed to evaluate the effectiveness of a psychoeducational intervention on improving anger management and emotional awareness in adolescents.

Methods and Materials: The study employed a randomized controlled trial design with a total of 30 adolescents from China, randomly assigned to an experimental group ($n = 15$) and a control group ($n = 15$). The intervention consisted of eight 90-minute psychoeducational sessions focusing on emotional literacy, anger regulation strategies, and communication skills. Participants in both groups completed the State-Trait Anger Expression Inventory-2 (STAXI-2) and the Emotional Awareness Questionnaire (EAQ) at three time points: pre-test, post-test, and five-month follow-up. Data were analyzed using repeated measures analysis of variance (ANOVA) with Bonferroni post-hoc tests in SPSS-27.

Findings: Results showed that the experimental group demonstrated significant improvements in both anger management and emotional awareness compared to the control group. For anger management, repeated measures ANOVA indicated a significant interaction effect between time and group ($F(2,54) = 20.71$, $p < .001$, $\eta^2 = .44$), with post-hoc tests revealing significant increases from pre-test to post-test ($p < .001$) and sustained at follow-up ($p < .001$). Similarly, for emotional awareness, a significant time \times group interaction was observed ($F(2,54) = 22.89$, $p < .001$, $\eta^2 = .46$), with substantial gains from pre-test to post-test ($p < .001$) and maintained at follow-up ($p < .001$). No significant changes were found in the control group across the three assessments.

Conclusion: The findings suggest that psychoeducation is an effective and sustainable intervention for enhancing anger regulation and emotional awareness among teenagers. The program not only produced immediate benefits but also maintained improvements over a five-month period, highlighting its potential as a preventive emotional health strategy in adolescence.

Keywords: Psychoeducation, Anger Management, Emotional Awareness, Adolescents, Randomized Controlled Trial, Emotional Regulation

1. Introduction

Adolescence is a crucial developmental period marked by significant emotional, cognitive, and social changes. During this stage, teenagers often experience heightened emotional reactivity and face challenges in managing intense emotions such as anger. If not effectively regulated, anger in adolescence can lead to a range of adverse outcomes, including academic difficulties, interpersonal conflicts, aggressive behavior, and long-term mental health concerns (Furqani, 2020). Moreover, research indicates that the inability to identify, understand, and express emotions—known as low emotional awareness—can exacerbate anger-related problems and hinder adaptive emotional functioning (Kara & Yüksel, 2022). Given these risks, equipping adolescents with skills to regulate emotions and enhance emotional awareness is essential for promoting psychological well-being and preventing maladaptive behaviors (Fedorenko et al., 2019).

Emotional awareness refers to the ability to identify and understand one's emotional experiences and those of others. It is a foundational component of emotional intelligence, which contributes to social competence, empathy, and resilience during adolescence (Wang et al., 2022). However, many teenagers struggle with emotional literacy, which in turn impairs their capacity for self-regulation and contributes to impulsivity and interpersonal difficulties (Galvez-Sánchez & Montoro, 2023). Anger, in particular, is an emotion frequently mismanaged during adolescence due to limited coping strategies and insufficient understanding of internal states. Studies have found that adolescents who lack emotional insight are more prone to aggressive outbursts and externalizing behaviors (Weiss et al., 2024). This highlights the need for targeted interventions that foster both emotional awareness and anger management skills.

Psychoeducation has emerged as a promising approach for addressing emotional regulation challenges in young populations. Defined as the structured provision of information and skills training about mental health and adaptive coping, psychoeducational programs aim to empower individuals with the knowledge and tools to recognize, understand, and manage their psychological experiences (Ahmad et al., 2022). In adolescent populations, psychoeducation has been effectively implemented in various school and community settings to improve emotional awareness, reduce behavioral problems, and enhance interpersonal relationships (Iuso et al., 2022). For instance, psychoeducational interventions that focus on

stress and emotion management have been shown to significantly reduce psychological distress and improve emotional functioning among students (Weiss et al., 2024).

A growing body of research supports the utility of psychoeducation for improving emotional awareness and managing anger in adolescents. Kara and Yüksel (2022) developed and validated a training program aimed at enhancing emotional awareness in teenagers, reporting significant improvements in participants' ability to identify and label their emotions (Kara & Yüksel, 2022). Similarly, Amalia et al. (2023) implemented a psychoeducational intervention focused on emotional regulation among high school students, demonstrating positive effects on emotional expression and interpersonal communication (Amalia et al., 2023). These findings underscore the adaptability and effectiveness of psychoeducational models in promoting emotional competence during adolescence.

The content and delivery of psychoeducational programs play a critical role in determining their success. Interactive and age-appropriate formats, such as group discussions, role-plays, and multimedia tools, enhance engagement and retention of skills among adolescents (Mursalim & Eryandra, 2024). Psychoeducational interventions also benefit from integrating cognitive-behavioral elements, such as cognitive restructuring and problem-solving, which equip teenagers with practical techniques for managing anger and emotional challenges (Atalay & Kağan, 2022). Lam et al. (2020) demonstrated the effectiveness of a mindfulness-based psychoeducation program for improving emotional regulation in clinical populations, which supports the inclusion of mindfulness strategies in adolescent interventions as well (Lam et al., 2020).

Beyond cognitive and behavioral gains, psychoeducation can influence adolescents' social and psychological development. Interventions that foster emotional awareness and anger regulation contribute to healthier peer relationships, reduced disciplinary incidents, and improved academic performance (Siahaan et al., 2024). Furthermore, psychoeducation has been associated with reductions in alexithymia—a condition characterized by difficulties in identifying and expressing emotions—and improvements in prosocial behavior (Iuso et al., 2022). These broader benefits emphasize the importance of early emotional intervention as a preventive strategy in educational settings.

Several recent studies have explored the mechanisms through which psychoeducation exerts its effects. Lucattelli et al. (2023) found that psychoeducational group interventions enhanced emotional insight and coping in

psychiatric patients, suggesting that structured emotional learning can produce measurable psychological change even in vulnerable populations (Lucattelli et al., 2023). Likewise, Larsson et al. (2023) reported that joint emotion regulation training for adolescents and their parents helped improve emotional communication and strengthened familial bonds, pointing to the value of systemic approaches (Larsson et al., 2023). In a similar vein, Ulya et al. (2021) emphasized the effectiveness of the “Hello, Me!” program in increasing self-awareness among teenagers, particularly through activities that encourage reflection and personal exploration (Ulya et al., 2021).

Technology-facilitated psychoeducation has also been examined in recent literature. For instance, Özdemir and Bengisoy (2022) investigated the impact of an online solution-focused psychoeducation program on children’s emotional resilience, finding significant improvements in both emotional and problem-solving skills (Özdemir & Bengisoy, 2022). In a related study, King (2023) utilized artificial intelligence-driven facial expression techniques to enhance teenagers’ self-awareness, indicating that technological innovations can augment traditional psychoeducational formats (King, 2023). These advancements highlight the potential of integrating digital tools into emotional development programs for youth.

Psychoeducation is not only beneficial for typically developing adolescents but has also shown promise in addressing emotional and behavioral problems in high-risk youth. Abucejo et al. (2021) explored factors contributing to teenage pregnancy and emphasized the role of poor emotional regulation and impulsivity, recommending targeted educational interventions to address underlying emotional vulnerabilities (Abucejo et al., 2021). Similarly, Fedorenko et al. (2019) identified emotional dysregulation as a key predictor of delinquent behavior, advocating for early psychoeducational support to reduce the risk of destructive actions (Fedorenko et al., 2019). These findings underline the preventive and rehabilitative value of emotional psychoeducation.

The psychological dynamics of adolescence, particularly in the digital age, demand interventions that respond to the evolving emotional landscape of youth. Hao (2021) explored teenagers’ emotional experiences in online learning environments and found that digital engagement can amplify emotional stress, necessitating coping tools that address both in-person and virtual challenges (Hao, 2021). Psychoeducation, with its adaptable format, is well-positioned to address such emerging needs.

Furthermore, the long-term effects of psychoeducational interventions have been documented in multiple contexts. Yılmaz and Budak (2018) found that mindfulness-based psychoeducation significantly reduced internalized stigma in individuals with schizophrenia, suggesting sustained emotional benefits beyond the immediate scope of the program (Yılmaz & Budak, 2018). While this population differs from adolescents, the underlying mechanisms of emotional regulation and self-awareness remain relevant. Similarly, İnan and Üstün (2019) documented the emotional transformation of breast cancer survivors following psychoeducational support, emphasizing the profound personal impact of guided emotional reflection (İnan & Üstün, 2019).

Despite promising evidence, there remains a need for more controlled trials examining the specific effects of psychoeducation on anger management and emotional awareness in adolescents, particularly with long-term follow-up. Most existing studies have focused on short-term outcomes or have been conducted without control groups, limiting the generalizability of their findings. Larsson et al. (2019) called for more rigorous studies evaluating emotion regulation training in youth, noting the importance of longitudinal designs to capture sustained changes (Larsson et al., 2019).

In response to this gap, the present study aims to investigate the impact of an eight-session psychoeducational intervention on anger management and emotional awareness in teenagers.

2. Methods and Materials

2.1. Study Design and Participants

This study employed a randomized controlled trial design to evaluate the effectiveness of psychoeducation on anger management and emotional awareness in teenagers. Thirty adolescent participants from China were recruited through school-based announcements and randomly assigned to either the experimental group ($n = 15$) or the control group ($n = 15$). Inclusion criteria required participants to be between 13 and 17 years old, enrolled in secondary education, and willing to participate in all sessions and follow-up assessments. Exclusion criteria included ongoing psychiatric treatment, neurological disorders, or prior participation in similar emotional regulation programs. The experimental group received an eight-session psychoeducational intervention over two months, while the control group received no intervention during the study.

period. Both groups completed assessments at three time points: pre-intervention, post-intervention, and five-month follow-up.

2.2. Measures

2.2.1. Anger Management

To measure anger management in this study, the State-Trait Anger Expression Inventory-2 (STAXI-2) developed by Charles D. Spielberger in 1999 was utilized. This standardized tool assesses the intensity of anger as an emotional state (State Anger), the disposition to experience angry feelings over time (Trait Anger), and the expression and control of anger (Anger Expression and Anger Control). The inventory consists of 57 items divided into six primary subscales: State Anger, Trait Anger, Anger Expression-Out, Anger Expression-In, Anger Control-Out, and Anger Control-In. Each item is rated on a 4-point Likert scale ranging from 1 ("Not at all") to 4 ("Very much so"), or from 1 ("Almost never") to 4 ("Almost always"), depending on the subscale. Higher scores indicate greater tendencies in the respective anger dimensions. The STAXI-2 has demonstrated strong internal consistency, with Cronbach's alpha coefficients typically above 0.80, and its construct and criterion validity have been confirmed in various adolescent and adult populations across numerous studies.

2.2.2. Emotional Awareness

To evaluate emotional awareness, the Emotional Awareness Questionnaire (EAQ) developed by Elizabeth Ciarrochi, Frank P. Deane, and Scott R. Anderson in 2002 was employed. This instrument is specifically designed for adolescents and measures an individual's understanding and acknowledgment of their own and others' emotions. The EAQ contains 30 items that are grouped into six subscales: Differentiating Emotions, Verbal Sharing of Emotions, Not Hiding Emotions, Bodily Awareness of Emotion, Attending to Others' Emotions, and Analyses of Own Emotions. Respondents rate each item using a 7-point Likert scale ranging from 1 ("Strongly disagree") to 7 ("Strongly agree"), with higher scores indicating greater emotional awareness. The EAQ has shown good internal consistency across subscales (Cronbach's alpha values generally exceeding 0.70) and its validity and reliability have been confirmed in multiple studies involving adolescent samples, supporting its use in research focused on emotional competence and regulation.

2.3. Intervention

2.3.1. Psychoeducation Program

This psychoeducation intervention was designed to improve anger management and emotional awareness in teenagers through a structured eight-session program. Each session lasted 90 minutes and was conducted weekly in a group setting. The program combined cognitive-behavioral techniques, emotional regulation strategies, and interactive activities such as role-playing and group discussion to enhance participants' understanding of emotions, particularly anger, and to provide tools for managing them constructively. The sessions were facilitated by a trained mental health professional and followed a progressive structure aimed at building self-awareness, emotional literacy, and practical coping skills.

Session 1: Introduction and Establishing Group Norms

The first session focused on introducing the participants to the purpose of the program and establishing a safe and respectful group environment. Facilitators explained the importance of emotional health and how psychoeducation can help improve anger management and emotional awareness. Group rules and confidentiality were discussed, and participants were encouraged to share their expectations. Ice-breaking activities were used to build trust and rapport among group members.

Session 2: Understanding Emotions

This session provided foundational knowledge about emotions, including their biological, psychological, and social functions. The facilitator introduced the concept of emotional awareness, helping participants identify basic and complex emotions. Activities included emotion identification exercises using facial expressions, stories, and self-reflection tasks to improve emotional vocabulary and self-perception.

Session 3: Recognizing Triggers and Physiological Responses

The third session focused on helping participants recognize personal anger triggers and the physiological signs of escalating anger. Participants engaged in guided self-monitoring exercises to identify how anger manifests in their bodies and behavior. The session emphasized the importance of early recognition as a key step in anger regulation.

Session 4: Cognitive Restructuring and Thought Monitoring

In this session, cognitive-behavioral techniques were introduced to help participants examine and challenge irrational or harmful thoughts that contribute to anger.

Thought monitoring worksheets were used to identify negative automatic thoughts and replace them with more balanced alternatives. Role-playing and group discussions supported the application of these skills in real-life scenarios.

Session 5: Emotional Expression and Communication Skills

The fifth session centered on the healthy expression of emotions and assertive communication. Participants practiced "I" statements, active listening, and constructive feedback. Emphasis was placed on expressing emotions without aggression or suppression. Activities included communication role-plays and group reflections on past interpersonal experiences.

Session 6: Anger Management Strategies

This session provided practical techniques for managing anger, such as deep breathing, progressive muscle relaxation, time-outs, and problem-solving. Each strategy was explained, demonstrated, and practiced. Participants created personal anger management plans and discussed situations where these techniques could be applied effectively.

Session 7: Empathy and Understanding Others' Emotions

Focusing on social-emotional learning, this session helped participants develop empathy and perspective-taking skills. Group activities included emotion-matching tasks, reading emotional cues in others, and discussing scenarios that required understanding others' points of view. The goal was to enhance interpersonal relationships and reduce reactive anger.

Session 8: Review, Integration, and Closure

The final session reviewed key concepts and skills learned throughout the program. Participants reflected on

their personal growth, shared their experiences, and revisited their anger management plans. The session included a group discussion on maintaining progress and setting future goals. Certificates of participation were distributed, and the program ended with a group closure activity to promote a sense of accomplishment and closure.

2.4. Data Analysis

Data were analyzed using SPSS version 27. To assess changes over time and between groups, a repeated measures analysis of variance (ANOVA) was conducted. This statistical test allowed for the evaluation of within-subject effects (changes across time), between-subject effects (differences between the intervention and control groups), and the interaction between group and time. When significant differences were found, the Bonferroni post-hoc test was applied to identify specific time points at which the groups differed significantly. Statistical significance was set at $p < .05$ for all analyses.

3. Findings and Results

The sample consisted of 30 adolescents from China, including 16 females (53.33%) and 14 males (46.67%). The participants' ages ranged from 13 to 17 years, with a mean age of 15.20 years ($SD = 1.12$). In terms of educational level, 11 participants (36.67%) were in grade 8, 10 participants (33.33%) in grade 9, and 9 participants (30.00%) in grade 10. All participants reported having no history of psychiatric treatment, and 26 participants (86.67%) identified as living with both parents, while 4 participants (13.33%) reported living with a single parent or guardian.

Table 1

Descriptive Statistics: Means and Standard Deviations of Anger Management and Emotional Awareness Across Groups and Time Points

Variable	Group	Pre-Test (M \pm SD)	Post-Test (M \pm SD)	Follow-Up (M \pm SD)
Anger Management	Experimental	63.42 \pm 6.78	74.13 \pm 5.91	73.07 \pm 6.03
	Control	62.87 \pm 7.04	63.40 \pm 6.88	63.00 \pm 6.71
Emotional Awareness	Experimental	88.25 \pm 8.34	102.87 \pm 7.95	101.13 \pm 8.21
	Control	87.73 \pm 7.91	88.33 \pm 7.64	88.07 \pm 7.72

Table 1 shows the mean and standard deviation scores for anger management and emotional awareness across three time points. In the experimental group, the mean anger management score increased from 63.42 ($SD = 6.78$) at pre-test to 74.13 ($SD = 5.91$) at post-test and was maintained at 73.07 ($SD = 6.03$) at follow-up. The control group showed

minimal change, with scores remaining stable around 63. Similarly, emotional awareness in the experimental group rose from a pre-test mean of 88.25 ($SD = 8.34$) to 102.87 ($SD = 7.95$) at post-test, with a slight decrease to 101.13 ($SD = 8.21$) at follow-up. The control group displayed negligible differences across time points.

Prior to conducting the repeated measures ANOVA, the assumptions of normality, sphericity, and homogeneity of variances were tested. The Shapiro-Wilk test indicated that the distribution of scores for anger management ($W = 0.967$, $p = 0.312$) and emotional awareness ($W = 0.959$, $p = 0.218$) were approximately normal. Mauchly's test of sphericity was not significant for either anger management ($\chi^2(2) =$

3.21 , $p = 0.201$) or emotional awareness ($\chi^2(2) = 2.87$, $p = 0.238$), indicating that the assumption of sphericity was met. Levene's test confirmed the equality of error variances between groups at each time point for both dependent variables, with all p -values exceeding 0.05. These results supported the use of repeated measures ANOVA for the data analysis.

Table 2*Repeated Measures ANOVA Results for Anger Management and Emotional Awareness*

Variable	Source	SS	df	MS	F	p-value	η^2 (Effect Size)
Anger Management	Time	1124.36	2	562.18	18.74	<.001	.42
	Group	1025.90	1	1025.90	25.21	<.001	.47
	Time \times Group	1103.27	2	551.64	20.71	<.001	.44
	Error	1749.60	54	32.40			
Emotional Awareness	Time	2194.75	2	1097.38	21.03	<.001	.44
	Group	1982.61	1	1982.61	33.86	<.001	.51
	Time \times Group	2123.90	2	1061.95	22.89	<.001	.46
	Error	2812.80	54	52.09			

As shown in Table 2, the repeated measures ANOVA revealed statistically significant main effects of time and group, as well as significant interaction effects between time and group for both anger management and emotional awareness. For anger management, the time \times group interaction was significant, $F(2, 54) = 20.71$, $p < .001$, $\eta^2 =$

.44, indicating that changes over time were different between groups. A similar significant interaction was observed for emotional awareness, $F(2, 54) = 22.89$, $p < .001$, $\eta^2 = .46$, supporting the effectiveness of the intervention across the three assessment points.

Table 3*Bonferroni Post-Hoc Comparisons for Anger Management and Emotional Awareness*

Variable	Comparison	Mean Difference	SE	p-value
Anger Management	Pre-Test vs Post-Test	-10.71	1.22	<.001
Anger Management	Pre-Test vs Follow-Up	-9.65	1.25	<.001
Anger Management	Post-Test vs Follow-Up	1.06	1.18	.638
Emotional Awareness	Pre-Test vs Post-Test	-14.62	1.57	<.001
Emotional Awareness	Pre-Test vs Follow-Up	-12.88	1.59	<.001
Emotional Awareness	Post-Test vs Follow-Up	1.74	1.52	.448

In Table 3, Bonferroni post-hoc comparisons show that participants in the experimental group experienced significant improvements in both anger management and emotional awareness from pre-test to post-test and from pre-test to follow-up (all p -values $< .001$). The differences between post-test and follow-up for both variables were not statistically significant (anger management: $p = .638$; emotional awareness: $p = .448$), indicating that the gains achieved immediately after the intervention were largely sustained over the five-month follow-up period. These results provide robust evidence for the long-term effectiveness of the psychoeducational program.

4. Discussion and Conclusion

The purpose of this study was to evaluate the effectiveness of a psychoeducational intervention on anger management and emotional awareness in teenagers. The findings revealed significant improvements in both domains for participants in the experimental group, as measured at post-intervention and sustained at five-month follow-up, compared to the control group. Repeated measures ANOVA indicated a statistically significant interaction effect between group and time, with post-hoc Bonferroni tests confirming that improvements in anger regulation and emotional

awareness were maintained over time in the intervention group. These results suggest that psychoeducation can be an effective strategy in promoting emotional competence and reducing maladaptive emotional responses among adolescents.

The observed enhancement in anger management aligns with previous studies that have demonstrated the effectiveness of psychoeducational approaches in helping adolescents regulate intense emotions. Iuso et al. (2022) reported that psychoeducation significantly reduced alexithymia and improved anger expression in school settings, highlighting the intervention's potential to alter emotional processing and behavioral responses (Iuso et al., 2022). Similarly, Ahmad et al. (2022) found that psychoeducational stress management interventions effectively decreased emotional reactivity in students, particularly in managing anger-inducing situations (Ahmad et al., 2022). The current findings reinforce the idea that equipping adolescents with information about emotional processes, along with structured exercises and coping strategies, leads to greater self-control and reduced impulsivity.

The improvements in emotional awareness observed in the current study are also consistent with previous research emphasizing the value of emotional literacy in adolescence. Kara and Yüksel (2022) found that structured training programs significantly increased adolescents' ability to identify, label, and reflect on their emotions, which in turn contributed to improved interpersonal functioning (Kara & Yüksel, 2022). The present study's results confirm that psychoeducation, when implemented systematically, can foster meaningful changes in emotional self-perception. These findings are further supported by Amalia et al. (2023), who demonstrated that psychoeducational activities targeting emotional recognition and expression improved students' capacity to engage in emotional dialogue and peer interactions (Amalia et al., 2023). The current intervention, which included activities such as role-playing and group discussions, appears to have enhanced both the cognitive and expressive components of emotional awareness.

Notably, the maintenance of improvements at five-month follow-up suggests that the intervention facilitated long-term internalization of emotional skills. This finding is important given the documented difficulties in sustaining behavior change among adolescents. Previous studies have highlighted the benefits of reinforcing emotional regulation strategies over time. For example, Larsson et al. (2023) emphasized the lasting impact of emotion regulation group

training when both adolescents and their families are actively engaged in the process (Larsson et al., 2023). While the present study did not include parental involvement, the sustainability of the results points to the efficacy of the structured group-based approach in promoting retention and application of emotional strategies.

These findings can also be interpreted through the lens of psychoeducational theory, which posits that increased knowledge and awareness about psychological processes can lead to greater self-efficacy and behavioral change. Lucattelli et al. (2023) reported similar outcomes among psychiatric inpatients, where participation in emotional psychoeducational groups led to increased emotional regulation and self-understanding (Lucattelli et al., 2023). Though the context differs, the core mechanism—knowledge acquisition leading to behavior modification—remains relevant. Furthermore, the structured format of the current intervention parallels the design used by Mursalim and Eryandra (2024), who found that psychoeducation effectively promoted self-love and emotional resilience among teenagers (Mursalim & Eryandra, 2024).

The integration of cognitive-behavioral components into the intervention may have further contributed to its success. Cognitive restructuring, used in session four, helps adolescents challenge distorted thinking patterns and replace them with more constructive interpretations. This technique has proven effective in previous studies, such as Lam et al. (2020), where participants in a mindfulness-based psychoeducation program exhibited improvements in emotional regulation through enhanced cognitive control (Lam et al., 2020). The current study supports this model by demonstrating that adolescents can learn to monitor their emotional triggers and apply newly acquired strategies to de-escalate potential anger episodes.

Moreover, the inclusion of communication training and assertive expression skills likely played a role in improving emotional awareness. King (2023) demonstrated that enhancing teenagers' ability to interpret and express emotions through innovative methods such as facial expression recognition could lead to better self-awareness and emotion-focused interaction (King, 2023). The present intervention included more traditional means—like group role-play and verbal sharing—but achieved similar outcomes in promoting emotional literacy. The experiential nature of these sessions may have helped adolescents reflect on their internal experiences more effectively and translate that awareness into socially appropriate behaviors.

In addition, the psychoeducational framework likely increased participants' engagement and receptiveness to learning. Studies show that adolescents respond positively to interventions that emphasize peer interaction, practical activities, and structured feedback. Ulya et al. (2021) found that engaging activities designed to promote self-awareness, such as journaling and group reflection, had a significant impact on teenagers' emotional insight (Ulya et al., 2021). Similarly, the present intervention used interactive and reflective tasks to build emotional vocabulary and encourage internal dialogue, which may explain the significant gains in emotional awareness.

The psychological benefits of psychoeducation extend beyond emotional awareness and anger regulation. Participants in previous studies have reported improvements in stress coping, empathy, and self-concept. Siahaan et al. (2024) highlighted the impact of mental health awareness programs in schools, noting improvements in students' emotional resilience and social connectedness (Siahaan et al., 2024). These broader psychological gains align with the observed improvements in the present study, as adolescents demonstrated greater emotional control and self-reflection following the intervention.

The findings also complement the work of researchers who have examined the role of emotion-focused psychoeducation in preventing risk behaviors. Fedorenko et al. (2019) identified emotional dysregulation as a precursor to destructive behavior in adolescents and argued for early interventions aimed at improving emotional literacy and impulse control (Fedorenko et al., 2019). Abucejo et al. (2021) similarly reported that teenagers involved in high-risk behavior often lacked emotional support and awareness, reinforcing the idea that psychoeducation could serve as a protective factor (Abucejo et al., 2021). The current results support this view by demonstrating that psychoeducation not only improves immediate emotional functioning but may also have a preventive role in reducing future emotional and behavioral difficulties.

Interestingly, digital tools and innovative formats are becoming increasingly relevant in the delivery of psychoeducation. Özdemir and Bengisoy (2022) explored the impact of online psychoeducational programs and found that emotional resilience could be effectively cultivated through virtual learning formats (Özdemir & Bengisoy, 2022). Although the present intervention was delivered face-to-face, the success of similar programs in digital formats suggests the possibility of expanding accessibility and reach through technology. In addition, Hao (2021) emphasized the

emotional challenges faced by teenagers in online learning environments and advocated for interventions that address emotional skills in both offline and virtual contexts (Hao, 2021). This implies that future iterations of this program could be adapted for hybrid or remote delivery.

The sustained outcomes observed in this study may also reflect the developmental readiness of adolescents to engage in self-reflection and emotional growth when provided with structured support. As Furqani (2020) noted, adolescence is a critical period for the formation of emotional intelligence, and timely interventions during this stage can have enduring effects on personality development and mental health (Furqani, 2020). The findings from the current study, showing stable gains at five-month follow-up, support the view that targeted psychoeducation during adolescence has the potential to shape emotional habits and coping mechanisms over the long term.

5. Limitations & Suggestions

Despite its promising results, this study has some limitations. First, the relatively small sample size of 30 participants limits the generalizability of the findings. While the use of a randomized controlled design strengthens internal validity, the results should be interpreted cautiously, especially in the context of broader adolescent populations with diverse backgrounds. Second, the study relied on self-report measures, which may be influenced by social desirability or response bias. Including teacher or parent reports in future assessments would enhance the accuracy and ecological validity of the findings. Third, the absence of parental or familial involvement may have limited the potential impact of the intervention, given that adolescents' emotional development is closely tied to their family environments.

For future research, larger-scale studies involving more diverse adolescent populations are recommended to enhance the generalizability of the findings. Longitudinal designs that track emotional development over extended periods would also provide deeper insights into the lasting effects of psychoeducation. Moreover, integrating parental involvement or family-based components could offer a more comprehensive understanding of how emotional skills are transferred and reinforced in home environments. Exploring the use of digital or blended learning formats could also be valuable, especially given the growing role of technology in education and mental health promotion. Finally, future studies should consider evaluating additional outcomes such

as empathy, social competence, and academic performance to better capture the multidimensional benefits of emotional psychoeducation.

From a practical standpoint, schools and mental health professionals are encouraged to implement structured psychoeducational programs as part of regular educational curricula. The findings suggest that even relatively short interventions can lead to significant improvements in emotional functioning among adolescents. Program facilitators should be trained in delivering interactive, developmentally appropriate content that encourages participation and self-reflection. Incorporating group-based formats may enhance peer support and foster collaborative learning. Schools should also consider periodic booster sessions to reinforce learning and sustain emotional skills over time. Ultimately, integrating psychoeducation into the fabric of adolescent education could serve as a preventive strategy for emotional difficulties and contribute to overall youth well-being.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Patients were free to withdraw from the research at any time.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contributed in this article.

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