

## **A study of enhancement of emotional competencies through intervention**

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**Abstract:** The objective of present study is ascertaining the impact of intervention on emotional competences enhancement of adolescence. A sample of 198 students were selected and tested for emotional competences. Half of the sample (n=98) treated as experimental group and were exposed to intervention and the other half control group didn't receive any kind of intervention. Both the groups were tested for emotional competences, the t test analysis showed that experimental group which received intervention showed significantly enhanced emotional competencies while the control group no effective changes in emotional competences were found.

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### **I. INTRODUCTION**

There is a substantive body of international evidence to indicate that social and emotional skills-based interventions, when implemented effectively in schools, can produce long-term benefits (Barry et al., 2013; Weare & Nind, 2011; Durlak et al., 2011; Payton et al., 2008; Jane-Llopis et al., 2005; Wells et al., 2003; Greenberg et al., 2001). A meta-analysis by Durlak et al. (2011) examined the impact of 213 universal school-based interventions, the majority of which were implemented in the United States. The review findings showed that compared to students in the control group, children participating in social and emotional learning programs demonstrated improvements in multiple areas including: enhanced social and emotional skills (mean ES = 0.57), improved attitudes towards self, school and others (mean ES = 0.23); enhanced positive social behavior (mean ES = 0.24); reduced conduct problems including misbehavior and aggression (mean ES = 0.22); and reduced emotional distress including stress and depression (mean ES = 0.24). The review also found that in addition to improving students' social and emotional skills, these programs significantly improved children's academic performance (mean ES = 0.27) yielding an average gain in academic test scores of 11-17 percentile points.

Durlak et al. (2011) found that the most effective programmes were those that incorporated four elements represented by the acronym SAFE (i) **S**equenced activities that led in a coordinated, connected way to the development of skills (ii) **A**ctive forms of learning (iii) **F**ocused on developing one or more skills (iv) **E**xplicit about targeting specific skills.

The analysis of 34 information team leaders of an Italian company called Svim Service showed a significant difference ( $t = -2.040$  with  $p < 0.05$ ) between the Emotional Intelligence measured before and after the EQ training (Fariselli et al, "Increasing Emotional Intelligence," EQ White Papers, Six Seconds, 2006) "We know from studies of normal learning that plasticity depends on repetition and attention. Focused attention stimulates release of neurotransmitters that encourage plasticity and learning" (Bridging Brain, Mind, and Behavior Research Award, James S. McDonnell Foundation)

**Objective:** To study the impact of intervention on enhancing emotional competences of adolescents.

### **II. METHODOLOGY**

The procedure was carried out in three stages i.e. Pre-test, Intervention and Post-test.

Demonstrating changes in the individuals attending the program generally involves looking at cause & effect relationships i.e. determining whether the program caused positive changes to occur in participants as a result of their participation in the program (Kettner, Moroney & Martin 1999).

In order to demonstrate that a change is a result of participation in a program, it is necessary to collect outcome data at two or more time intervals. Specifically, "baseline measurements" or "pre-tests" of emotional competencies will be taken on participants before they begin the program. After intervention, these "baseline" measurements or "pre-tests" of emotional competencies will be compared to "post-test" measurements. Demonstrating that post-test measures differ from pre-test measures is one way of documenting that a program has achieved a positive outcome.

In total the selected students were 199 in all three schools i.e. 98 in “C” school, 45 students in “A” school and 54 in “B” school. School “C” students are taken as an experimental group and students from “A” and “B” were taken as a control group; this was done as it was convenient taking permission from class teachers of 8<sup>th</sup> and 9<sup>th</sup> grades to allocate periods for intervention and for equal division of students in control and experimental groups. Control group was not exposed to the intervention group. Control group was not allowed to interact with experimental group by having control group from one school and experimental group from a different school.

Experimental group	control group	
School: “C”	“A”	“B”
Number: 98	49	49
boy/girls / \	/ \	/ \
55 44	31 18	27 22

### ***The intervention module:***

This intervention module is prepared by appropriate activities which are selected from the activities prepared and used by Joel Shaw, which can be downloaded from the website. The intervention module consists of activities ranging from simple to complex emotional experiences, developing mindful experience of emotion through emotional expression and mindful experience of antecedents and consequences of emotion through emotional expression on oneself and others. The underlying techniques used in this intervention are guided observation, mindful experiencing and analyzing the connections.

This intervention uses only guided cues of emotional words, emotional behavior patterns and situations connected to adolescents in which the situation occurs. The cues guide the person to show an expression and connecting the emotion to the expression. First step of recognizing emotion is through emotional expression. Here the person has to pick a given emotion card and has to show that emotion using his/her expression and ask others what that emotion is. In the next level the emotion and the situation cue is given, e.g. “sad” the situation could be “tell us when you felt like this when you are with your family.” Here the person focuses on his/her experiences and talks about a time when he/she felt sad. It starts focusing on past experiences of emotion and bringing it “here and now”. In the next level he/she has to build a story that resulted the emotion shown on the card picked. Here the focus is on the antecedent of the emotion in an interaction. Micro emotions and transition of one emotion to another are experienced when students have to continue the story as per the emotion shown on the card each one has picked in group. In the next level the he/she would experience not only the antecedent of emotion felt but also the consequences of emotional behavior and its impact on others during interaction. Further in depth experience of verbal and non-verbal emotional behavior on oneself and on others. Further they also experience how behavior appears silly when the intensity of emotion expressed through behavior is not appropriate to the situation, people or the relationships. Finally through roleplay they experience if emotion is altered in the thought how behavior changes and its impact on oneself and on relationships. Even assignments focus on mindful awareness of emotion, its’ expression, its’ impact on self and how it affects others at each level.

The purpose of this intervention are:

1. To help the individual to observe and recognize his/her emotions, his/her fears, his/her communication weaknesses and his/her inhibitions.
2. Guiding to experience mindfully an emotion in a situation, emotional communication through verbal and nonverbal expression, to experience the pain or pleasure resulting from the emotional communication on/of others, and to experience how emotion affects thought giving pain or pleasure.
3. To guide and facilitate the individual to connect emotion to physiological changes in the body while experiencing in a situation.
4. To connect facial expressions, postures, body movements and words, tone, pitch of voice the behavioral changes to emotion.
5. To connect emotion to thoughts and thoughts to behavior and emotion. Finally to understand outcome Impact on self-efficacy and resilience and happiness or unhappiness of an individual.
6. It helps to understand the power of emotional communication in relationship of oneself to others in any interaction.

Leading slowly through mindful experience of changing of emotional expression for better self-efficacy and resiliency.

The intervention is a slow training of emotional competencies like Emotional Awareness, Emotional self-control, Adaptability, Positivism, Empathy, Organizational orientation, Influence, and Teamwork through enjoyable roleplays and interactions with one another of day to day experiences.

### III. RESULTS & DISCUSSION

**TABLE 1** — show the Means, standard deviation of emotional competencies for experimental group Pre and post-test of adolescents.

Emotional competencies	N	pre-test				post-test			
		Min	Max	Mean	S.D	Min	Max	Mean	S.D
Emotional awareness	99	11	25	18.27	3.18	18	27	21.59	2.36
Achievement orientation	99	11	28	21.20	3.83	13	30	22.29	3.20
Adaptability	99	11	26	17.58	2.86	13	30	22.29	3.20
Emotional self-control	99	11	25	17.89	3.25	15	26	19.90	2.42
Positivity	99	11	28	19.96	3.77	16	30	21.44	2.75
Empathy	99	9	22	15.83	2.75	11	23	17.32	2.29
Organizational awareness	99	8	22	15.88	2.56	10	24	17.26	2.77
Conflict management	99	6	21	14.85	2.99	9	22	16.16	2.32
Coach and mentor	99	10	25	18.87	3.18	11	27	20.43	2.75
Influence	99	8	25	18.64	3.34	12	28	20.12	2.70
Inspirational leadership	99	8	24	15.78	3.42	11	24	17.97	2.59
Teamwork	99	11	30	21.28	3.43	15	30	22.37	3.24

The table 1 shows the means and standard deviations for the selected adolescents 99 for control group and 99 for intervention group out of 259 school going adolescents studying eighth and ninth classes who were given an intervention of 8 sessions to increase emotional competencies. Glancing at the table1b the adolescent students are found to have team work and achievement orientation and positivity are high, and conflict management low in the pre-test compared to other competencies.

There is a high increase in all the competencies and decrease in the standard deviation showing that variance is less in the post-test due to the intervention.

**TABLE 2**— shows the Means, standard deviation of emotional competencies for control group Pre and post-test of adolescent respondents.

Emotional competencies	N	pre-test				post-test			
		Min	Max	Mean	S.D	Min	Max	Mean	S.D
Emotional awareness	99	10	30	19.59	3.93	10	26	19.56	3.28
Achievement orientation	99	13	30	22.59	4.25	12	30	21.30	3.70
Adaptability	99	11	28	18.20	4.02	1	25	18.71	3.35
Emotional self-control	99	8	25	17.86	3.66	11	26	18.61	2.92
Positivity	99	11	30	21.31	4.65	12	30	20.45	3.36
Empathy	99	7	25	16.21	3.58	10	23	16.45	2.82
Organizational awareness	99	9	24	16.81	3.31	10	23	16.74	2.81
Conflict management	99	7	25	14.98	3.29	8	23	15.59	4.22
Coach and mentor	99	10	29	19.29	3.88	9	26	19.00	3.22
Influence	99	11	30	18.85	3.89	10	29	19.32	4.91
Inspirational leadership	99	9	25	16.55	3.64	9	23	16.33	3.15
Teamwork	99	13	30	22.02	4.03	14	30	21.66	3.25

The table 2 shows the pre and post-test means and standard deviations of the total scores for each competencies for the selected adolescents 99 for control group out of 259 school going adolescents studying eighth and ninth classes who did not have any treatment or intervention. These sample control group student adolescents are found to be low in conflict management, empathy, inspirational leadership and organizational awareness in the pre-test though there is a slight increase in conflict management competency from 14.98 to 15.59 with increase in the deviation also from 3.89 to 4.91 due to the natural learning of managing of conflicts.

Achievement orientation is found to be highest having a total of 22.59 in pre-test with a SD 4.25 though decreased to total of 21.31 and deviation also decreased to 3.70. Team work and positivity also are high in pre-test but decreased a little in post-test with decreased deviation as well. There is a gap of nearly five months and above between pre-test and post-test during which natural enthusiasm in a new higher class resulting in higher achievement orientation, team work and positivity but as study stress increases all competencies decrease slightly and that is the reason deviation also decreased. Whereas influence is increased with increase in deviation in the post-test as the connectivity between students increases.

#### **IV. CONCLUSION**

The study concludes that intervention helps to enhance the emotional competences. Such school based intervention programme should be a part of the curricular.

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