The Influence of Intrapersonal Skills Intervention Program on Happiness State of Adolescents

RabiyaAnees, M.Sc. and Dr. Vijayalaxmi A.H.M, M.H.Sc, Ph.D.
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Abstract

Intrapersonal skills are talents or abilities that reside within the individual and aid an individual to know, understand and mange one's emotions, behaviour and helps in problem solving. These skills are very important for every individual to enable setting personal goals and achieve personal empowerment, but more so for an adolescent because he/she is in a transition face and if learned at this stage can shape the overall personality. Hence the study was taken up to find out "The Influence of Intrapersonal Skills   Intervention Programme on Happiness State among Adolescents". A total of 100 adolescent girls and boys in the age group of 13-15 years were identified for the study, of which, 35 respondents were selected for the intervention programme. Modified version of Susyn and Joan, et.al. (2009) "Intrapersonal skill questionnaire" and Peter Hills , (1998) "Oxford Happiness Questionnaire were used to elicit information from the respondents. A basic data sheet was used, to collect information regarding demographic details. The data was concluded, tabulated and analysed. Statistical analysis was done using Student t test (two tailed, independent), chi-square test, paired t test. The experimental group was exposed to an intervention programme for fostering intrapersonal skills. The intervention programme was focused on three major intrapersonal skills dimensions, self-esteem, self-control and assertiveness. The intervention effect was expected on the total intrapersonal skills score and improvement in the dimensions identified, as well as the happiness state of the respondents. The study concluded that, the modules and the intervention programme were very effective in enhancing the intrapersonal skills and happiness state among adolescents

Keywords: Adolescents, Intrapersonal Skills, Self-Esteem, Self-Control , Assertiveness Happiness.

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Introduction

Adolescence is the period of transition between childhood and adulthood that involves biological, cognitive and socio emotional changes. It is also a stage of rapid growth and development. All the domains undergo a remarkable change during this period. The changes that take place at this stage are particularly important as they have future implications on an individual's behavior and interaction with the society.

Adolescents during this stage are expected to build social relationships. To build social relationships, adolescents need to possess strong interpersonal and intrapersonal skills. Interpersonal skills are the skills needed to interact with others. Most of the adolescents may have developed interpersonal skills but these skills are greatly influenced by intrapersonal skills. Intrapersonal skills are talents or abilities that reside within the individual and aid an individual to know, understand and mange one's emotions, behaviour and helps in problem solving.

Without intrapersonal skills, adolescents are less likely to be able to develop good interpersonal, presentation and leadership skills. These skills are needed to enable setting personal goals and achieve personal empowerment.

According to **Baron's Emotional Inventory (1997),** some of the intrapersonal skills are self image, self awareness, self regard, self regulation, self confidence and assertiveness. A person's internal monologue or inner critic impacts intrapersonal skills. The inner is the somewhat consistent voice in a person's head that reflects positive or negative thinking. Someone with strong intrapersonal skills tends to have a more positive internal monologue, such as a "can do" attitude. Intrapersonal abilities also enable a person to sense when someone is upset, offended or sad, and to react appropriately.

Examples of intra-personal skills include such things as self-esteem, self-confidence, self-discipline, self-motivation, being persistent, having a positive attitude, and being a good manager of time, to name but a few.

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Hence these skills are very important for every individual but more so for an adolescent because he/she is in a transition face and if learned at this stage can shape the overall personality.

In view of the above discussion, the present study has made an attempt to study the **"Influence of Intrapersonal Skills Intervention Program on Happiness State among Adolescents in Bangalore city".**

Objectives of the Present Study

The broad objective of the research study was to provide a comprehensive need based **intervention programme** which would help **adolescents** to nurture their **intrapersonal skills and to find out its influence on happiness state.**

➢ To profile the intrapersonal skills of the selected adolescents.

➢ To design and develop appropriate modules for fostering intrapersonal skills.

➢ Administration of the developed modules for the selected experimental group adolescents.

➢ To assess the influence of the intervention program on the intrapersonal skills and happiness state of the adolescents

Hypotheses

1. There is no significant difference in the pre and post assessment of the intrapersonal skills in the experimental group.

2. There is no significant association between intervention program and the happiness state of the respondents.

Research Design

The entire study was divided into 7 phases:

Phase I – Identification of appropriate tools

The tools identified and selected for the present study are:

1) Modified version of **Susyn and Joan et.al, (2009) "Intrapersonal skill questionnaire"**

2) **Peter Hills, (1998) Oxford Happiness Questionnaire.**

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Phase II – Identification and Selection of Centre for the Intervention Programme

The institutions that showed keen interest in the study were enlisted. The researcher for the present study, needed similar respondents with similar socio-demographic characteristics to maintain homogeneity in the research. After considering all the factors, an institution which showed keen interest, namely, Udaya High School, Kilari Road, Bangalore was selected. The school showed keen interest and willingness and also was eager that their students benefit from the intervention programme. The management of this school was very encouraging and supportive in providing their infrastructure, and time to the researcher (first author) for conducting the programme.

Phase III - Selection of the Sample

For the experimental group, the respondents belonging to the age group of 13-15 years studying in class 8 of state syllabus from Udaya High School, Kilari Road Bangalore were identified for the intervention programme. Among these, 35 respondents 17 boys and 18 girls who were falling in the moderate and inadequate intrapersonal skill levels were selected with purposive random sampling method. The sample selected for the study belonged to middle income group.

Phase IV – Pre-Test

The 35 adolescents identified in the phase III for the intervention programme were administered with Modified version of Susyn and Joan et.al, (2009) Intrapersonal questionnaire and Peter Hills , (1998) Oxford Happiness Questionnaire .

The socio-demographic information of the respondents was obtained using the simple questionnaire developed by the researcher (first author).

Phase V– Implementation of the Intervention Program

➢ The respondents in the experimental group received an interactive intervention program for duration of one and half month, wherein the designed modules were executed to foster the intrapersonal skills.

Phase VI– Development of Intervention Modules

The modules developed were focused on 3 intrapersonal skills dimensions namely, self-esteem, self-control and Assertiveness.

Phase VII: Post-Test

The post-test data collection was carried out for the experimental sample after the completion of the intervention program. The same tools used for the pre-test data collection were re- administered during the post test.

Results and Discussion

TABLE – 1

Classification of Respondents by personal Characteristics

n=35

Characteristics	Category	Respondents			
		Males		Females	
		N	%	N	%
Age group (years)	13 years	6	35.29	12	66.67
	14 years	8	47.06	4	22.22
	15 years	3	17.65	2	11.11
Ordinal position	First	6	35.29	5	27.78
	Second	6	35.29	7	38.89
	Third	5	29.42	6	33.33
Number of Sibling	No	3	17.65	1	5.55
	One	7	41.18	5	27.78
	Two	6	35.29	7	38.89
	Three+	1	5.88	5	27.78
Total		17	100	18	100

Table 1 depicts the demographic characteristics of the experimental group respondents namely, age, education level, ordinal position and number of siblings.

Majority of the male respondents (47.06%) were 14 years old, while majority of the female respondents (66.67%) were 13 years old.

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When the ordinal position was considered, majority and equal percentage of the male respondents (35.29% each) were either first born or second born, while majority of the female respondents (38.89%) were second born.

Regarding the number of siblings of the respondents, majority of male respondents had one sibling (41.18%), whereas majority of female respondents (38.89%) had two siblings.

TABLE-2

Classification of Respondents by Family Characteristics

Characteristics	Category	Respondents			
		Males		Females	
		N	%	N	%
Type of family	Nuclear	9	52.94	13	72.22
	Joint	8	47.06	5	27.78
Religion	Hindu	17	100	18	100
	Muslim	0	0	0	0
Family income/month	Below Rs.10,000	2	11.76	1	5.56
	Rs.10,001-20,000	5	29.42	2	11.1
	Rs.20,001-30,000	3	17.65	1	5.56
	Rs.30,001-40,000	4	23.52	1	5.56
	Above Rs.40,001	3	17.65	13	72.22
Total		17	100	18	100

n=35

Table 2 depicts the family characteristics of the experimental group respondents. Majority of both the male and female respondents (52.94% and 72.22% respectively) belonged to nuclear family. Regarding religion of the respondents, cent percent of both the male and female respondents were Hindus.

With respect to the respondents' family income, majority of the male respondents (29.42%) belonged to the income range of Rs.10,001-20,000 per month, while majority of the female respondents (72.22%) belonged to the income range of Rs.40,000 and above.

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TABLE – 3

Pre- and Post-assessment of Intrapersonal Skills Level

n=35

Intrapersonal skill Level	Category	Respondents			
		Pre test		Post test	
		Number	Percent	Number	Percent
Inadequate	≤ 50 % Score	0	0.0	0	0.0
Moderate	51-75 % Score	26	73.8	8	22.9
Adequate	> 75 % Score	9	25.7	27	77.1
Total		35	100.0	35	100.0

Table 3 depicts the influence of intervention programme on intrapersonal skills level. It is evident that, majority of the respondents (73.8%) belonged to the moderate level during the pre-test, where as in the post-test majority of the respondents (77.1%) moved to adequate level of intrapersonal skill, indicating a strong influence of the intervention programme in nurturing intrapersonal skills.

TABLE – 4

Influence of Intervention Programme on Intrapersonal Skills Level by Gender

Intrapersonal Level	Respondents							
	Males				Females			
	Pre test		Post test		Pre test		Post test	
	N	%	N	%	N	%	N	%
Inadequate	0	0.0	0	0.0	0	0.0	0	0.0
Moderate	14	82.4	5	29.4	12	66.7	3	16.7

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Adequate	3	17.6	12	70.6	6	33.3	15	83.3
Total	17	100.0	17	100.0	18	100.0	18	
χ^2 Test	9.66*				9.26*			

* Significant at 5% level, χ^2 (0.05, df) = 3.841

Table 4 depicts the influence of intervention programme on intrapersonal skills level by gender. The table clearly shows that in the pre-test, majority of both male and female respondents (82.4% and 66.7% respectively) belonged to the moderate level of Intrapersonal skills. Whereas the post-test results reveal that majority of both male and female respondents (70.6% and 83.3%) belonged to adequate level of Intrapersonal skills.

When the above data was subjected to statistical analysis, a significant association was observed (3.841) between the male and female respondents with respect to intrapersonal skills at 5 % level.

TABLE – 5

Pre- and Post- tests' Assessment of Total Intrapersonal Skills Scores

n=35

Aspects	Max. Score	Scores				Paired 't' Test
		Mean	SD	Mean (%)	SD (%)	
Pre test	210	144.40	14.5	68.8	6.9	14.96*
Post test	210	172.63	14.7	82.2	7.0	
Enhancement	210	28.23	11.1	13.4	5.3	

* Significant at 5% level.   t (0.05,34df) = 1.96

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Table 5 reveals the overall average intrapersonal skills scores of the pre-test and post test of the experimental group respondents.

The post-test mean score (82.2%) was found to be higher than the pre-test mean score (68.8%). Further, the analysis also reveals an enhancement of 13.4% mean score. Hence , the statistical analysis of the above data shows significant difference between the pre-test and post-test scores of the respondents at 5 % level.

TABLE – 6

Gender wise Pre- and Post- tests' Assessment of   Intrapersonal Skills Scores

n=35

Gender	Aspects	Scores				Paired
		Mean	SD	Mean (%)	SD (%)	't' Test
Males (n=17)	Pre test	136.94	13.5	65.2	6.4	11.10*
	Post test	166.29	9.4	79.2	4.5	
	Enhancement	29.35	11.0	14.0	5.2	
Females (n=18)	Pre test	151.44	11.6	72.1	5.5	10.04*
	Post test	178.61	16.2	85.1	7.7	
	Enhancement	27.17	11.2	12.9	5.3	

* Significant at 5% level,   t (0.05,34df) = 1.96,   Max. Score = 210

Table 6 represents the overall average intrapersonal skills score of pre-test and post-test by gender. The pre-test and post-test scores of the female respondents (72.1% and 85.1%), was higher than that of the male respondents (65.2% and 79.2%). Further, when the effect of intervention programme in nurturing intrapersonal skills was analysed, it is evident that the average post test scores for both male and female respondents was higher than that of the pre-test score.

When the enhancement in the intrapersonal skills was analysed, the table clearly shows that both the male and female respondents have benefitted from the intervention programme. However, male respondents (14%) have benefitted more than the female

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respondents (12.9%). The paired 't' test values for the pre assessment and post assessment shows 11.10* for males and 10.04* for females, indicating there is significant difference at 5 % level.

TABLE – 7

Pre- and Post- Assessment of Intrapersonal Skill Dimensions

n=35

No.	Aspects	Response (%)						Paired 't' Test
		Pre test		Post test		Enhancement		
		Mean	SD	Mean	SD	Mean	SD	
I	Self Esteem	72.2	9.6	85.5	8.2	13.3	7.3	10.78*
II	Self Control	65.3	9.3	81.9	9.4	16.5	8.8	11.09*
III	Assertiveness	68.1	7.9	79.2	7.5	11.1	7.4	8.87*
	Combined	68.8	6.9	82.2	7.0	13.4	5.3	14.96*

* Significant at 5% level, $t (0.05, 59df) = 1.96$

Table 7 depicts the average pre and post assessment of intrapersonal skills dimensions. The table clearly shows that the mean scores of the post test for all the dimensions of the intrapersonal skills considered for the study were higher than the pre test scores, indicating significant improvement in the dimensions after the intervention programme. However, the highest enhancement was observed for the self-control dimension (16.5%). This was followed by self-esteem (13.3%) and assertiveness (11.1%) respectively.

It was hypothesized that there is no significant differences in the pre and post assessment of the intrapersonal skills dimensions in the experimental group. The statistical paired 't' test value showed a significant pre-test and post-test difference for all the dimensions of the intrapersonal skills. Hence, the hypothesis was rejected.

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TABLE – 8

Influence of Intervention Programme on Happiness Level

Happiness Level	Category	Respondents				χ^2 Test
		Pre test		Post test		
		Number	Percent	Number	Percent	
Inadequate	≤ 50 % Score	16	45.7	0	0.0	42.13*
Moderate	51-75 % Score	19	54.3	11	31.4	
Adequate	> 75 % Score	0	0.0	24	68.6	
Total		35	100.0	35	100.0	

* Significant at 5% level, χ^2 (0.05, 2df) = 5.991

Table 8 depicts the influence of intervention programme on happiness state level of the respondents. It is evident that in the pre-test, majority of the respondents belonged to the moderate level of happiness (54.3%).the next highest percentage (45.7%) belonged to inadequate happiness state level. The analysis of the post-test assessment shows that the majority of the respondents belonged to the adequate level (68.6%) when compared the respondents observed in the pre-test, which were none.

The number of respondents was found to decrease in the moderate level of happiness state (31.4%), when compared to pre-test results (54.3%).

The statistical value for the association was found to be 42.13*, which clearly indicates that the intrapersonal skills intervention programme has an influence on the happiness state of the respondents.

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TABLE – 9

Pre- and Post-assessment Mean Happiness Scores

n=35

Aspects	Max. Score	SCORES		
		Mean	SD	Paired 't' Test
Pre test	145	76.09	8.7	19.80*
Post test	145	114.00	12.1	
Enhancement	145	37.91	11.4	

* Significant at 5% level,   t (0.05,34df) = 1.96

Table 9 reveals the Pre and Post   assessment Mean Happiness scores. It can be observed from the table that, the average post-test scores of happiness state (114.00) was higher than that at the pre-test (76.09).   Hence, an average enhancement of 37.91 was observed.

The paired 't' test value was found to be noted 19.80* which indicates that there is significant difference in the pre-test and post-test scores of the respondents, signifying the effectiveness of the intrapersonal intervention programme on the happiness state of the respondents.

TABLE – 10

Over all Pre-test and Post-test Mean Happiness Scores

n=35

Gender	Aspects	SCORES		
		Mean	SD	Paired 't' Test
Males (n=17)	Pre test	72.76	9.0	17.56*
	Post test	111.06	9.7	

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	Enhancement	38.29	9.0	
Females (n=18)	Pre test	79.22	7.1	12.08*
	Post test	116.78	13.3	
	Enhancement	37.56	13.2	

* Significant at 5% level,   t (0.05,59df) = 1.96,   Max. Score = 145

Table 10 represents the overall average happiness scores of pre-test and post-test by gender. It is evident that the average post test scores for both the male and female respondents was higher than that of the pre-test, (males = 111.06 > 72.76; females = 116.78 >79.22) respectively. However, the average enhancement of the scores was higher among male respondents (38.29) when compared to that of female respondents (37.56).

When the above data was subjected to statistical analysis, paired 't' test value shows 17.56* for males and 12.08* for females, indicating significant difference in the average happiness scores of the pre-test and post-test, represents the effectiveness of the intervention programme. When male and female respondents' scores are compared, it can be observed that the intrapersonal skills intervention programme was more influential on male respondents.

Conclusion

The intervention programme was very effective in nurturing the intrapersonal skills among the respondents considered for the study. The modules developed for the intervention programme have brought significant improvement in the intrapersonal skills level as well as the happiness state of the respondents, and the statistical results of the post-test representing significant differences in the respondents' intrapersonal skills level and happiness state are noteworthy.

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