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## **Influence of an Emotional Intelligence Program towards Fostering Holistic Life Approach among Adolescents**

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### **Preparation for Adulthood**

Adolescence is a stage for the preparation for adulthood, whatever type of adulthood they are likely to encounter. The future of society hinges on this preparation. Society is also looking for a different kind of perspective to assess achievement and success. The whole personality of a student has become the center of concern, not only his or her reasoning capacities, but also his/her creativity, emotions, and interpersonal skills. A failure to master these tasks appears to be one of the most common reasons for school dropout, depression, lack of purpose, and feelings of inadequacy among adolescents.

### **Emotional Health and Emotional Intelligence**

Researchers on emotional health have revealed the present generation of adolescents to be more troubled emotionally than the in earlier generations. Increasingly, researchers (Mayer and Ciarrochi -2001, Choubey, Singh and Pandey-2009) are acknowledging the role of emotional intelligence in students in enhancing their ability to be more successful in dealing with their emotions and the ever-changing circumstances of their lives as they grow through adulthood.

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Emotional intelligence has been found to increase achievement, motivation, optimism, joy, and purpose, while decreasing violence, depression, and isolation helping adolescents to develop holistic approach towards the life.

Although researches show that emotional intelligence can be developed at any age, recent research on brain development suggests that adolescence is a critical period for the development of emotional intelligence.

### **Objectives of the Present Study**

The present study was taken up with the following objectives:

- Identify an appropriate scale to assess the Emotional Intelligence of the adolescents selected for the study.
- Develop a scale to assess adolescents approach to life.
- Develop modules to enhance emotional intelligence skills in adolescent.
- Assess the influence of an emotional intelligence program on the holistic life approach among adolescents

### **Hypotheses**

- There will be no significant difference in the pre and post assessment for the different dimensions of emotional intelligence in the experimental group.
- There will be no significant difference between the experimental and control groups in the Holistic Life Approach among adolescents after the intervention program.

### **Research Design**

The research was conducted in IX phases:

#### **Phase I: Identifying the dimensions of (a) emotional intelligence and (b) dimensions of Holistic Life Approach**

a) The researcher found Dr Bar-On's model to be the most appropriate for the present study since it was a mixed model, focusing on the emotional intelligence skills rather than on developing the ability of the individual's emotional intelligence dimensions. Also while the other models focused on adult's emotional intelligence, Dr.Bar-On's model focused on adolescent's Emotional intelligence.

Hence this model was identified and the following dimensions from Dr. Bar On's model were considered for the present study.

➤ Intrapersonal dimension:

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- Self- awareness
- Self-image
- Self-regulation
- Self-regard
- Independence
- Self-actualization
- Interpersonal dimension
  - Empathy
  - Social responsibility
  - Interpersonal relationship
- Stress management
  - Stress Tolerance
  - Impulse control
- Adaptability dimension
  - Reality testing
  - Flexibility
  - Problem solving
- General mood
  - Happiness
  - Optimism

b) Self-acceptance/Esteem; Control of self and events; Positive emotional interaction; Negative emotions; Achievement Attitude; Interaction with family; Interaction with peers; Interaction with school; Self Transcendence were the dimensions identified to assess the Holistic life approach among adolescents . These dimensions were short listed after an extensive survey of adolescent life satisfaction scales available in the market.

Bar-On's model of emotional intelligence was found to be the most appropriate for the present study. The dimensions of the Holistic Life Approach scale were short listed after an extensive survey of adolescent life satisfaction scales available in the market.

## **Phase II: Identification/Development of appropriate tools**

### **a) Tool to assess Emotional Intelligence:**

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Bar-on Emotional Quotient Inventory - Youth version (2000) was identified as the most appropriate instrument for the present study. Bar-On Emotional Quotient Inventory (EQ-i) Youth Version (YV) is the first scientifically developed and validated measure of emotional intelligence. It is an easily administered, self-report instrument designed to measure emotional intelligence in young people aged 7-18 years. The Bar On EQ-I; YV measures a cross section of abilities and competencies that constitute the core features of Emotional Intelligence.

**b) Tool to assess the Holistic life approach of adolescents:**

The researchers developed and standardized the Holistic Life Approach Scale for this Study. The Holistic Life Approach Scale assessed the respondents for the following dimensions namely: Self-acceptance/Esteem; Control of self and events; Positive emotional interaction; Negative emotions; Achievement Attitude; Interaction with family; Interaction with peers; Interaction with school; Self Transcendence.

**c) Tool to obtain socio-demographic information:**

To obtain the socio-demographic information from the respondents selected for the present study, a simple questionnaire was self-developed by the researchers.

**Phase III: Identification and selection of the schools**

Logistic convenience, wholehearted cooperation from the administrators/management of the school and similarities in the type of schooling offered (syllabi followed, fee structure, location etc) and the socio demographic characteristics of the schools, were the ground rules for selecting the schools to participate in the research design.

Initially a survey of the different schools in Bangalore city was carried out. When all the factors were considered, two schools, lent itself as the most appropriate for the present study, which was close enough for the researcher to collect data, but far enough to avoid spillover effects. The schools identified were, Tirumala Vidya Niketan, Gayathri devi Park Extension, Vyalikaval, Bangalore-560003 and St.Lourdes, Mathikere-560022.

Through lottery method Tirumala Vidya Niketan School was identified as the school for drawing out the experimental group sample and carrying out the intervention program, and St.Lourdes was identified for drawing the control group sample.

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#### **Phase IV: Sample selection**

Initially a sample of 200 adolescents (both male and female) who volunteered to participate in the experimental program with parental consent was identified from the two schools shortlisted in the previous phase.

100 adolescents, each aged between 14-16 years studying in classes 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> at Tirumala Vidyaniketan School and St.Lourdes High school were **thus** identified. From this sample, a sub-sample of 50 adolescents each, from both the schools was drawn for the intervention program and as a control group.

#### **Phase V: Pre-Test**

The 200 adolescents identified in the previous phase, were administered the Bar-On Emotional Quotient Inventory (EQ-i) - youth version, after obtaining their socio demographic information.

To maintain homogeneity within and between the experimental and control groups the researcher set certain norms, **namely**, the socio demographic characteristics of both the groups should be similar and the respondents' EI for the different dimensions and total EQ should preferably fall in the "Average" category.

#### **Phase VI: Development of modules**

The modules on various dimensions of Emotional Intelligence were designed in a very systematic way to create interest and avoid monotony among the group and, focused on Introduction, Narrative, Objectives and Strategies.

The modules were developed around the following emotional intelligence dimensions.

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E.I.DIMENSIONS	The EI Competencies and Skills to be developed
Intrapersonal	Self-awareness and self-expression:
Self-Awareness	To be aware of and understand one's emotions.
Self- Image	To have a belief in self and a respect for self.
Self-regulation	To control or redirect disruptive impulses and moods.
Self-Regard	To accurately perceive, understand and accept oneself.
Independence	To be self-reliant and free of emotional dependency on others.
Self-Actualization	To strive to achieve personal goals and actualize one's potential.
Interpersonal	Social awareness and interpersonal relationship:
Empathy	To be aware of and understand how others feel.
Social Responsibility	To identify with one's social group and cooperate with others.
Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others.
Stress Management	Emotional management and regulation:
Stress Tolerance	To effectively and constructively manage emotions.
Impulse Control	To effectively and constructively control emotions.
Adaptability	Change management:
Reality-Testing	To objectively validate one's feelings and thinking with external reality.
Flexibility	To adapt and adjust one's feelings and thinking to new situations.
Problem-Solving	To effectively solve problems of a personal and interpersonal nature.
General Mood	Self-motivation:
Optimism	To be positive and look at the brighter side of life.
Happiness	To feel content with oneself, others and life in general

### **Phase VII: Implementation of the intervention program**

The respondents in the experimental group received the interactive intervention program. It spanned for a period of six months covering 31 sessions. The sessions were held twice a week on Fridays and Saturdays.

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Each session lasted on an average three hours approximately. The sessions were followed by discussions, clarifications and planning for the forth-coming sessions. Home assignments were also given. The researcher was always available for individual counseling on issues raised by the students during the sessions. The sessions were planned in contrast to the regular classroom setting. The adolescent's opinion was sought on seating arrangements and location of sessions. By popular demand the school auditorium was predominantly used for the sessions.

Several subject experts were invited as resource persons for the different sessions. To motivate active and alert participation from the respondents, rewards were planned for each session.

### **Phase VIII: Post test**

The Post Test data collection was carried out after the completion of the intervention program. The same tool used for the pretest data collection was re administered during the post test.

### **Phase IX: Administration of the Holistic Life Approach Scale**

To assess the Approach to life among the respondents in the experimental and control group, the Holistic life approach scale self-developed by the researchers was administered.

### **Phase X: Statistical analysis**

The responses were scored, systematically tabulated and statistically analyzed. A comparative evaluation two-arm study, consisting of 90 adolescents randomized into two groups with 45 respondents in experimental group, and 45 respondents in control group was undertaken-

- To study the differences in experimental group responses during the pre test - posttest
- To study the differences in the experimental and control group responses after the holistic life approach scale administration.

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Statistical software:

The statistical software namely SPSS 15.0, Stata 8.0, MedCalc 9.0.1 and Systat 11.0 were used for the analysis of the data and Microsoft word and Excel have been used to generate graphs, tables etc.

Statistical Methods:

Descriptive statistical analysis has been carried out in the present study. Student t test (paired) has been used to find the significance of study parameters between pre and post intervention in each group. Student t test (Two tailed, Independent) has been employed to test the significance of study parameters between the two groups of subjects. Multivariate Regression Analysis has been used to establish socio-demographic characteristics for the pre-assessment scores and difference scores of each dimension. Effect size due to Cohen has been used to compute the effect of intervention based on study parameters. Effect size (Bias corrected effect size due to Hedges) has been used to find the effect of intervention. Analysis of Variance has been used to find the significance of changes of study parameters with various socio-demographic characteristics. Paired proportion test has been used to find the significance of proportion between pre and post assessment.

## Results and Discussion

**Table-1: Basic information of the respondents in the control and experimental groups.**

	Control		Experimental	
	No	%	No	%
<b>Gender</b>				
Male	20	44.4	20	44.4
Female	25	55.6	25	55.6
<b>Age in years</b>				
12	9	20.0	8	17.8
13	5	11.1	5	11.1
14	17	37.8	17	37.8
15	14	31.1	15	33.3
<b>Ordinal position</b>				
	No	%	No	%

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1	20	44.4	21	46.7
2	20	44.4	20	44.4
>2	5	11.1	2	4.4
<b>Number of siblings</b>				
0	6	13.3	3	6.7
1	30	66.7	31	68.9
2	7	15.6	5	11.1
3	2	4.4	4	8.9

Table1 shows that the samples in both the control and experimental groups are more or less evenly matched in terms of gender, age, ordinal position and number of siblings to get statistically significant results when comparing the control and experimental group data.

**Table -2: Basic Information of the respondent's parents in the control and experimental groups**

	Control		Experimental	
	No	%	No	%
<b>Family type</b>				
<b>Joint</b>	7	15.6	5	11.1
<b>Nuclear</b>	37	82.2	40	88.9
<b>Extended</b>	1	2.2	0	0.0
<b>Father's education</b>				
<b>Below SSLC</b>	0	0.0	4	8.9
<b>SSLC+PUC</b>	25	55.6	28	62.2
<b>Graduates+</b>	20	44.4	13	28.9
<b>Mother's education</b>				
<b>Below SSLC</b>	1	2.2	5	11.1
<b>SSLC+PUC</b>	32	71.1	34	75.6
<b>Graduates+</b>	12	26.7	6	13.3
<b>Father's occupation</b>				
<b>Business</b>	9	20.0	10	22.2
<b>Contractors</b>	4	8.9	5	11.1
<b>Pvt./Govt employment</b>	31	68.9	23	51.1
<b>Skilled laborers</b>	1	2.2	7	15.6
<b>Mother's occupation</b>				
	No	%	No	%
<b>House wife</b>	37	82.2	34	75.6
<b>Working</b>	8	17.8	11	24.4

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Table 2 reveals that the samples in both the control and experimental groups are more or less evenly matched in terms of type of family, parent's education and parent's occupation to obtain statistically significant results when comparing the control and experimental group

<i>Dimensions</i> (n=200)	<b>Guidelines based on standard scores</b>						
	<b>Markedly High</b>	<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>	<b>Markedly low</b>
<b>Intrapersonal scale</b>	-	<b>4</b> (2.0%)	<b>54</b> (27.0%)	<b>115</b> (57.5%)	<b>18</b> (9.0%)	<b>8</b> (4.0%)	<b>1</b> (0.5%)
<b>Interpersonal scale</b>	<b>1</b> (0.5%)	(1.0%)	<b>13</b> (6.5%)	<b>96</b> (48.0%)	<b>61</b> (30.5%)	<b>26</b> (13.0%)	<b>1</b> (0.5%)
<b>Stress management scale</b>	<b>1</b> (0.5%)	<b>2</b> (1.0%)	<b>4</b> (2.0%)	<b>116</b> (58.0%)	<b>56</b> (28.0%)	<b>21</b> (10.5%)	-
<b>Adaptability :scale</b>	<b>4</b> (2.0%)	<b>5</b> (2.5%)	<b>31</b> (15.5%)	<b>125</b> (62.5%)	<b>30</b> (15.0%)	<b>4</b> (2.0%)	<b>1</b> (0.5%)
<b>General Mood scale</b>	-	<b>4</b> (2.0%)	<b>5</b> (2.5%)	<b>129</b> (64.5%)	<b>60</b> (30.0%)	<b>2</b> (1.0%)	-

data.

**Table-3: Assessment of emotional Intelligence dimensions**

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<b>Positive Impression Scale</b>	<b>2</b> (1.0%)	<b>56</b> (28.0%)	<b>48</b> (24.0%)	<b>87</b> (43.5%)	<b>4</b> (2.0%)	<b>2</b> (1.0%)	<b>1</b> (0.5%)
<b>Total EQ</b>	<b>3</b> (1.5%)	<b>4</b> (2.0%)	<b>18</b> (9.0%)	<b>144</b> (72.0%)	<b>20</b> (10.0%)	<b>9</b> (4.5%)	<b>2</b> (1.0%)

The data presented in Table-3 shows the Emotional Intelligence dimensions based on standard scores for the 200 respondents (100 from Tirumala Vidya Niketan and 100 from St. Lourdes High school) who volunteered to participate in the program. The data reveals that for all the dimensions of EI considered, a majority of the respondents Scored Average results. When the total EQ is considered, those with average dimensions have scored 72%, which is also the majority. As can be seen there are individual variations between the dimensions.

From this sample, a further sample of 50 respondents each was drawn for the experimental and control group. The responses of individuals with scores of 10 or greater on the inconsistency index were not recruited into the research program.

**Table: 4 Pre and post assessment Comparison of emotional intelligence dimensions**

<i>Dimensions(n=45)</i>	<i>Pre-assessment</i>		<i>Post-assessment</i>		<i>P value</i>	<i>Effect size</i>
	<i>Mean</i>	<i>Sd</i>	<i>Mean</i>	<i>Sd</i>		
<b>Intrapersonal skills</b>	15.58	2.8	16.47	2.5	0.094+	0.33
<b>Interpersonal skills</b>	37.11	3.6	38.24	6.1	0.218	0.23
<b>Stress management skills</b>	30.67	4.3	31.58	5.5	0.360	0.19
<b>Adaptability skills</b>	29.02	3.7	30.89	4.5	0.006**	0.46
<b>General Mood</b>	44.58	3.4	45.09	6.6	0.636	0.10
<b>Total EQ</b>	55.64	4.9	58.82	5.0	<0.001**	0.64

Table 4 presents the assessment of emotional intelligence dimensions both before and after the Intervention program for the overall population in the experimental group (both boys and girls combined) of the present study. A comparison of the pre and posttest assessment indicates that the intervention program has been effective in all the dimensions of EI. The effect size varies from negligible to a moderate effect. When all the dimensions are considered and the total EQ is worked out, it is seen that the intervention program has had a moderate effect, with the effect size being 0.64.

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It was hypothesized that, there will be no significant difference in the pre and post assessment for the different dimensions of emotional intelligence.

Based on statistically significant results (<0.001\*\*, 0.006\*\* and 0.094+) the hypothesis is rejected. It was, therefore, concluded that, there is a significant difference in the pre and post assessment for the different dimensions of Emotional intelligence.

**Table 5: Comparison of the Holistic Life Approach dimensions between experimental and control groups**

Holistic scale Dimensions	Experimental group	Control group	P value	Effect size
Self-acceptance	21.62±1.66	16.22±5.44	6.376**	1.33(VL)
Control of self and events	31.07±2.69	24.11±5.97	7.121**	1.49 (VL)
Positive emotional interactions	27.04±2.06	20.16±3.81	10.667**	2.23 (VL)
Negative emotions	5.73±2.08	6.93±1.14	3.393**	0.71 (M)
Achievement Attitude	14.33±1.23	10.98±3.36	6.293**	1.31(VL)
Interaction with family	10.98±0.99	8.69±1.56	8.299**	1.74(VL)
Interaction with peers	19.80±2.46	16.00±3.61	5.837**	1.22(VL)
Interaction with school	13.53±1.38	10.49±2.89	6.369**	1.33(VL)
Self-Transcendence	27.33±5.56	20.00±8.85	4.709**	0.98 (L)

Analysis of the data for the individual dimensions of Holistic Life approach revealed very significant differences in the responses between the experimental and control group respondents.

It is observed that, all the dimensions of the Holistic life approach have statistically strongly significant results indicating, that there is a difference in the responses of the respondents in both the groups.

When the effect size of this difference is considered, it is observed that the dimensions of self-acceptance, control of self and events, positive emotional interactions, achievement attitude, interaction with family, interaction with peers, interactions with school have recorded a very large effect size. Self-transcendence has recorded a large effect. Negative

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emotions have recorded moderate effect. Thus it can be seen that all the dimensions have recorded significant effect size between the two groups.

It was hypothesized that, there will be no significant difference between the experimental and control groups in the Holistic Life Approach for the nine dimensions considered.

Statistical analysis of the data leads to the rejection of the hypothesis. Hence it was concluded that, there is a significant difference between the experimental and control groups in the Holistic Life Approach for the dimensions mentioned above.

### **Conclusion**

The study concludes that, if adolescents are trained to enhance their emotional intelligence skills, their approach to life would be more holistic as they enter the adult years.

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among Adolescents