

Emotional Intelligence group coaching for Irish junior cycle pupils: testing a new classroom-based program

Submission date 27/01/2020	Recruitment status No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 16/02/2021	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
Last Edited 27/09/2021	Condition category Other	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Current plain English summary as of 27/09/2021:

Background and study aims

Extensive research has confirmed that emotional intelligence (EI) - the ability to perceive, understand, regulate and use emotions to facilitate emotional and intellectual growth - can be improved for second level students, through classroom-based instruction and that enabling students to increase their EI can, in turn, positively impact their social and emotional skills, mental health, and overall wellbeing. This study aims at contributing to the body of evidence-based educational approaches to support students' overall wellbeing.

Who can participate?

Irish post-primary second-level schools in the great Dublin area. Schools need to be mixed gender. Participants in the trial will be classes of second-year junior cycle students.

What does the study involve?

A school will be selected through convenient sampling and participant students will be randomly allocated to either an active control or experimental group. Students in the active control group will receive Social, Personal and Health Education (SPHE) classes as usual; students in the experimental group will receive sessions designed to support the development of EI skills. Sessions will be held weekly for three months.

What are the possible benefits and risks of participating?

Participants will possibly benefit from learning about central aspects of emotional experience, key steps to identify where they are in that experience as well as what to do to regulate and address different types of emotions. Ultimately, participants will have a practical understanding on how to regulate emotions.

The intervention is intended to be a low-risk one. However, potential risks of participating include potential discomfort/distress arising from engaging in the activities being proposed.

Where is the study run from?

A second-level multi-denominational mixed-gender school in the Dublin area, Ireland.

When is the study starting and how long is it expected to run for?

October 2019 to May 2022.

Who is funding the study?

Technological University of Dublin (Ireland)

Who is the main contact?

Angelo Marques Simoes

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Previous plain English summary:

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Contact information

Type(s)
Scientific

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Additional identifiers

Clinical Trials Information System (CTIS)
Nil known

ClinicalTrials.gov (NCT)
Nil known

Protocol serial number
Nil known

Study information

Scientific Title
A randomised controlled trial of a new emotional intelligence classroom-based program for Irish junior cycle pupils: impact on emotional intelligence and mental health

Study objectives
Current study hypothesis as of 27/09/2021:

1. What is the impact of EI training on emotional intelligence scores both immediately and 3 months after intervention, for second-year junior cycle Irish students?
2. What is the impact of EI training on emotional distress scores both immediately and 3 months after intervention, in second-year junior cycle Irish students?

Previous study hypothesis:

1. What is the impact of EI training on emotional intelligence scores both 1 and 6 months after intervention, for second-year junior cycle Irish students?
2. What is the impact of EI training on emotional distress scores both 1 and 6 months after intervention, in second-year junior cycle Irish students?
3. What is the impact of EI training on mean English and Maths academic grades in second-year junior cycle students?

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 21/04/2020, TUDublin Blanchardstown Ethics Committee (Dublin, D15 YV78, Ireland; +353 18851000; pat.oconnor@tudublin.ie), ref: n/a

Study design

Single-site randomised controlled trial

Primary study design

Interventional

Study type(s)

Quality of life

Health condition(s) or problem(s) studied

Social and Emotional Learning (SEL)

Interventions

Current interventions as of 27/09/2021:

Experimental groups: 12 sessions of 45 minutes each (over a period of 3 months) designed to support the development of EI skills through experiential learning, group and individual work, implemented by the researcher during Social, Personal and Health Education (SPHE) classes.

Control groups: regular SPHE classes of 45 minutes each (over a period of 3 months), implemented by the respective teacher. The control groups are wait-list controls, which means that they will not receive the intervention at the same time as the experimental groups, only at a later stage.

Previous interventions:

Experimental clusters: 12 sessions of 40 minutes each (over a period of 3 months) designed to support the development of EI skills through experiential learning, group and individual work, implemented by the researcher during Social, Personal and Health Education (SPHE) classes.

Control clusters: regular SPHE classes of 40 minutes each (during 3 months), implemented by the respective teacher. The control groups are wait-list controls, which means that they will not receive the intervention at the same time as the experimental groups, only at a later stage.

Intervention Type

Behavioural

Primary outcome(s)

Current primary outcome measure as of 27/09/2021:

1. Emotional intelligence (measured before, immediately after the intervention and at 3 months)
 - 1.1. The Trait Emotional Intelligence Questionnaire - Adolescent Form (TEIQue-AF)
 - 1.2. The Situational Test of Emotion Management – Youth Version (STEM-Y)
 2. Emotional Distress (measured before, immediately after the intervention and at 3 months) using the Revised Anxiety and Depression Scale (RCADS)
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Previous primary outcome measure:

1. Emotional intelligence (measured immediately before and after the intervention at 1 and 6 months):
 - 1.1. The Trait Emotional Intelligence Questionnaire - Adolescent Form (TEIQue-AF)
 - 1.2. The Situational Test of Emotion Management – Youth Version (STEM-Y)
2. Emotional Distress (measured immediately before and after the intervention at 1 and 6 months) using the Revised Anxiety and Depression Scale (RCADS)
3. Academic achievement (measured 6 months after the intervention in both conditions) measured by end-of-year grades in English and Maths provided by the school administration

Key secondary outcome(s)

Current secondary outcome measures as of 27/09/2021:

1. Data regarding dose, coverage, frequency and content of the intervention will be gathered to assess the quality/fidelity of implementation
 2. Qualitative data will also be gathered by the implementer (researcher)
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Previous secondary outcome measures;

Implementation fidelity:

1. Data regarding dose, coverage, frequency and content of the intervention will be gathered to assess the quality/fidelity of implementation
2. Qualitative data will also be gathered in each of the 12 sessions by an observer (teacher), in addition to the information gathered by the implementer (researcher)

Completion date

15/05/2022

Eligibility

Key inclusion criteria

1. Irish post-primary second-level schools in the great Dublin area
2. Schools need to be mixed gender

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Child

Sex

All

Total final enrolment

80

Key exclusion criteria

Students who are not proficient in the English language (when compared with their age group)

Date of first enrolment

14/09/2021

Date of final enrolment

23/09/2021

Locations

Countries of recruitment

Ireland

Study participating centre

Second-level multi-denominational mixed-gender schools in the Dublin area

Dublin 15

Dublin

Ireland

Dublin 15

Sponsor information

Organisation

Technological University Dublin

ROR

<https://ror.org/04t0qbt32>

Funder(s)

Funder type

University/education

Funder Name

Dublin Institute of Technology

Alternative Name(s)

Dublin Institute of Technology, TU Dublin, Institiúid Telcneolaíochta Bhaile Átha Cliath, DIT

Funding Body Type

Government organisation

Funding Body Subtype

Local government

Location

Ireland

Results and Publications

Individual participant data (IPD) sharing plan

The current data sharing plans for this study are unknown and will be available at a later date.

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet	Participant information sheet	11/11/2025	11/11/2025	No	Yes