

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

<b>Submission date</b> 27/01/2020	<b>Recruitment status</b> No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 16/02/2021	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 27/09/2021	<b>Condition category</b> 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

angelo.simoes@tudublin.ie

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Previous plain English summary:

Background and study aims

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## Contact information

**Type(s)**  
Scientific

**Contact name**  
Mr Angelo Marques Simoes

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## Additional identifiers

**EudraCT/CTIS number**  
Nil known

**IRAS number**

**ClinicalTrials.gov number**  
Nil known

**Secondary identifying numbers**  
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?

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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

### **Secondary study design**

Randomised controlled trial

### **Study setting(s)**

School

### **Study type(s)**

Quality of life

### **Participant information sheet**

Not available in web format, please use contact details to request a participant information sheet

### **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.

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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 measure**

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

## **Secondary outcome measures**

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)

**Overall study start date**

02/03/2020

**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

**Age group**

Child

**Sex**

Both

**Target number of participants**

80 participants: 4 groups (20 participants per group)

**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

**Sponsor details**

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Ireland

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+353 (01) 885 1000

claire.macnamee@tudublin.ie

**Sponsor type**

University/education

**Website**

<https://tudublin.ie/>

**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**

**Publication and dissemination plan**

Publication and dissemination of results in educational/psychological journals:

- Baseline results of students' emotional intelligence and emotional distress will be gathered, levels and correlations before intervention will be analysed with the intent to publish.
- Overall results of effectiveness post-intervention will be analysed and organised for publication.
- The process of building a program (intervention) and implementing it will also be separately reported and compiled with the intention of further publication.

**Intention to publish date**

01/05/2023

**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