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An investigation into the impact of emotional intelligence coaching on university lecturers' stress and work self-efficacy

Submission date 02/02/2021	**Recruitment status** No longer recruiting	[X] Prospectively registered [X] Protocol
Registration date 10/02/2021	**Overall study status** Completed	[_] Statistical analysis plan [_] Results
Last Edited 19/10/2022	**Condition category** Other	[_] Individual participant data [_] Record updated in last year

Plain English summary of protocol

Background and study aims
Lecturing is a job that requires emotional labour therefore making emotional intelligence (EI) an important factor in the work of lecturers. It is possible to improve EI through EI coaching. EI has also shown to be an effective means of tackling stress in certain contexts, as it may act as a stress buffer. It has also been shown to have a relationship with work self-efficacy which in turn impacts upon teaching practices. The aim of this study is to investigate the impact of EI coaching on university lecturers' stress and work self-efficacy. If successful the EI coaching may offer a way for lecturers to manage their stress and improve their work self-efficacy, potentially leading to improved teaching practices.

Who can participate?
Lecturers at Technological University Dublin City Campus

What does the study involve?
Participants will be required to complete a range of pre-tests before being randomly allocated into either the intervention group or the wait-list control group. Those designated to the intervention group will receive the emotional intelligence coaching intervention (four group coaching sessions and two individual sessions) before completing tests. Those designated to the wait-list will also complete the tests but they will not have received the coaching intervention, which will be offered to them at a later date.

What are the possible benefits and risks of participating?
The main possible benefit is that participants could increase their level of EI. This could help participants manage and cope with stresses as well as improving their work self-efficacy, thus benefiting their teaching practice.
The main possible risk is the psychological risk associated with the nature of the coaching process and the introspection that comes with it. Participants will be given details of the University's Employee Assistance Programme which is a confidential service that provides free 24-hour counselling and information for staff should it be required.

Where is the study run from?
Technological University Dublin Blanchardstown Campus (Ireland)

When is the study starting and how long is it expected to run for?
April 2018 to May 2021

Who is funding the study?
ITB (now TU Dublin Blanchardstown) Postgraduate Scholarship Initiative (Ireland)

Who is the main contact?
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Contact information

Type(s)
Public

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Additional identifiers

Study information

Scientific Title
A mixed-methods randomised wait-list controlled trial investigating the impact of emotional intelligence coaching on university lecturers' stress and work self-efficacy

Study objectives
Hypothesis 1a: If university level lecturers receive emotional intelligence coaching then their level of perceived stress will be reduced compared to those on a wait-list.
Hypothesis 1b: If university level lecturers receive emotional intelligence coaching then their level of work-related stress will be reduced compared to those on a wait-list.
Hypothesis 2. If university level lecturers receive emotional intelligence coaching, then their level of work self-efficacy will increase compared to those on a wait-list.

Qualitative research questions
What are the experiences of university lecturing staff who receive EI coaching?
1. How do lecturers believe their teaching practices were impacted by the EI coaching?
2. What are the perceived benefits and issues for lecturers who receive EI coaching?
3. How did the coaching fit into the context of the time in which it was conducted?

Ethics approval required
Old ethics approval format

Ethics approval(s)
Approved 05/12/2018, Technological University Dublin Blanchardstown Campus (formerly Institute of Technology, Blanchardstown) Ethics Committee (Blanchardstown Road North, D15 YV78, Republic Of Ireland; +353 (0)1 8851068; pat.oconnor@tudublin.ie), ref: not applicable

Primary study design
Interventional

Study design
Single-centre interventional randomized wait-list controlled trial

Study type(s)
Quality of life

Health condition(s) or problem(s) studied
Stress and work self-efficacy

Interventions
An emotional intelligence coaching intervention will be administered to the intervention group. There will be a wait-list control used to act as a benchmark of comparison for the intervention group. Blocked randomisation with stratification will be used to divide participants between the intervention and control groups while also stratifying for gender. The intervention will consist of 6 coaching sessions (4 group sessions and 2 one-on-one sessions). These sessions will be spread out over a period of approximately 6-8 weeks with roughly one per week. All sessions will take place virtually through Microsoft Teams. Each session will last approximately 1 hour. The group sessions will focus on; understanding emotions and their role in the work of lecturers, identifying emotion, using emotion and managing emotion. The individual sessions will allow for one-on-one coaching, the first of which will be a feedback session for participants based on their Trait Emotional Intelligence Questionnaire (TEIQue) scores and will also allow for the exploration of personal goals in relation to emotional intelligence. The second individual coaching session will be towards the end of the intervention and will act as a reflection and further discussion on what the participant can continue to change and develop to enhance their emotional intelligence.

Intervention Type
Behavioural

Primary outcome(s)
1. Perceived stress measured using the Perceived Stress Scale at baseline and post-intervention
2. Work stress measured using the Effort Reward Imbalance Questionnaire (ERI-Q) at baseline and post-intervention
3. Work self-efficacy measured using a slightly adapted Teachers Sense of Efficacy Scale (TSES)

at baseline and post-intervention
4. The experience of participants partaking in the intervention measured using a qualitative questionnaire at post-intervention

Key secondary outcome(s)
Emotional intelligence measured using the Trait Emotional Intelligence Questionnaire (TEIQue) at baseline and post-intervention

Completion date
19/05/2021

Eligibility

Key inclusion criteria
Lecturer at Technological University Dublin City Campus

Participant type(s)
Healthy volunteer

Healthy volunteers allowed
No

Age group
Adult

Sex
All

Total final enrolment
40

Key exclusion criteria
Lecturer at Technological University Blanchardstown Campus

Date of first enrolment
17/02/2021

Date of final enrolment
05/03/2021

Locations

Countries of recruitment
Ireland

Study participating centre
Technological University Dublin City Campus
North Circular Road

Dublin
Ireland
D07 EWV4

Sponsor information

Organisation
Technological University Dublin

ROR
https://ror.org/04t0qbt32

Funder(s)

Funder type
University/education

Funder Name
Technological University Dublin

Results and Publications

Individual participant data (IPD) sharing plan
To ensure FAIR (findable, accessible, interoperable and reusable) data, it is planned that the raw anonymised data will be published by Arrow at Technological University Dublin (https://arrow.tudublin.ie/) once it has been analysed for this research. The repository is a service of the Technological University Dublin Library Services and is publicly available. Publishing the data of the research allows for subsequent data and knowledge integration and reuse by the research community. Consent for this will be sought from the participants as part of the enrollment stage of the research.

IPD sharing plan summary
Stored in repository

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet			10/02/2021	No	Yes
Protocol file			10/02/2021	No	No