



## International Journal of Home Science

ISSN: 2395-7476  
IJHS 2018; 4(1): 09-12  
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www.homesciencejournal.com  
Received: 06-11-2017  
Accepted: 07-12-2017

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### Intervention program to enhance intrapersonal intelligence of teachers

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#### Abstract

Intrapersonal Intelligence also known as Self Intelligence plays an important role in teaching. Teachers with high level of intrapersonal competencies, experience more satisfaction with their work and are found to be more effective in working with students. Such teachers are characterised to encourage their learners' self-awareness and autonomy. They create a classroom culture that is both safe and inviting and are able to effectively manage their classrooms. As a result they foster a deep sense of stability which promotes greater student learning. However many teachers are not trained in this aspect. Hence it becomes imperative to nurture intrapersonal intelligence skills among teachers. Hence present study was envisaged to impart intrapersonal intervention program among the teachers. Experimental research design was used in the present study. BarOn's emotional quotient inventory (1999) was administered to both the experimental (N=45) and control group (N=45) respondents before and after the intervention program. The results of the study revealed that there is a strongly significant difference in the pre test and post test scores within the experimental group respondents in overall intrapersonal intelligence and all the dimensions. Strongly significant difference was observed between the experimental and control group respondents in the post test scores of overall intrapersonal intelligence, emotional self awareness, assertiveness, self actualization and independent dimensions.

**Keywords:** intrapersonal intelligence, emotional self awareness, self regard, assertiveness, self actualization, independence

#### Introduction

Intrapersonal intelligence is the subset of emotional intelligence that influences the abilities and skills needed to interact with others. Intrapersonal skills have also been called self-management abilities, are the foundation on which careers are built. These skills play an important role in teaching.

Teachers with high level of intrapersonal competencies, experience more satisfaction with their work and are found to be more effective in working with students. Such teachers are characterised to encourage their learners' self-awareness and autonomy. In general these skills helps teachers to exhibit a willingness to use and continuously improve practices that reshape and expand the role of the educator such as Engaging in flexible facilitation of learning, Fostering student independence by building student confidence, Providing frequent and timely feedback to students, long-term educational and professional goals, etc (Jobs for the Future & the Council of Chief State School Officers, 2015).

Intra-personal Emotional intelligence competencies, in particular emotional self-awareness, are key to successful teaching and handling of challenges faced by teachers (Stein & Book, 2000), Increased self-awareness in teachers involves a more accurate understanding of how students affect their emotional processes and behaviours and how their behaviour affects students (Richardson, 2001).

Teachers with high intrapersonal skills create a classroom culture that is both safe and inviting and are able to effectively manage their classrooms. As a result they foster a deep sense of stability which promotes greater student learning. However many teachers are not trained in this aspect. Hence it becomes imperative to nurture intrapersonal intelligence skills among teachers. Hence present study was envisaged to impart intrapersonal intervention program among the teachers.

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## Methodology

### Aim of the study

The aim of the research study is to find out the Influence of an intervention program on intrapersonal intelligence of teachers

### Objectives

- To profile intrapersonal intelligence skills among the teachers
- To design and develop appropriate modules for fostering intrapersonal intelligence in teachers
- Administration of the developed modules for the selected teachers
- To assess the influence of an intervention program to nurture intrapersonal intelligence of the respondents

### Hypotheses

1. The intervention program will not have any influence on the overall intra personal intelligence of teachers
2. The intervention program will not have any influence on the following dimensions of intrapersonal intelligence
  - a. emotional self awareness
  - b. assertiveness
  - c. self regard
  - d. Self actualization
  - e. independence

### Sample

It is not possible to collect data from entire population. For the purpose of study, a total of 90 secondary school/high school teachers from Bangalore city were selected. There

were two groups that participated in the research, viz. Control group and experimental group. Experimental group consisted to 45 secondary school/ high school teachers from 2 schools located in western part of Bangalore city. The control group consisted of 45 secondary school/ high school teachers from 2 schools located in northern part of Bangalore city to avoid any spill over effect of the intervention program on control group participants.

### Instrument and modules

BarOn's (1999), Emotional Quotient Inventory- Intrapersonal subset was identified as the suitable instrument to assess Intrapersonal competencies of the participants. Intervention modules were prepared based on Intrapersonal competencies enlisted in BarOn's socio emotional model.

### Procedure

The participants of control group and intervention group were administered the EQ-i- Intrapersonal subset simultaneously. Then the intervention modules were introduced to the experimental group in a phased manner. After the completion of the intervention program, the participants were reassessed to find out the influence of intervention program. Whereas the control group participants who were not exposed to any such intervention program were reassessed after six months to see if there is any change in the intrapersonal scores. The obtained scores were tabulated and analysed using student ' t '.

### Results and Discussion

**Table 1:** Basic data of the respondents

Socio demographic variable	Experimental group		Control group	
	No	%	No	%
Age				
20-29	8	17.8	4	8.9
30-39	19	42.2	13	28.9
40-49	16	35.6	17	37.8
50+	2	4.4	11	24.4
Gender				
Female	40	88.9	39	87.7
Male	5	11.1	6	13.3
Qualification				
Bachelor degree	28	62.2	25	55.6
Master degree	12	26.7	20	44.4
Professional course (BE, MBA)	5	11.1	-	
Working Experience				
Less than 5years	16	35.6	9	20
5-10 years	16	35.6	11	24.4
11-20years	9	20	17	37.8
20+ years	4	8.8	8	17.8
Marital status				
Married	42	93.3	42	93.3
Unmarried	3	6.7	3	6.7
Type of school				
Govt.				
Aided				
Unaided	45	100	45	100
Type of curriculum				
State syllabus	45	100	45	100
CBSE			-	

Table 1 provides the demographic details of the respondents considered for the study. From the table it can be inferred that;

### Age

Majority (42.2%) of experimental group respondents were in the age group of 30-39 years, followed by 40-49 years (35.6%). Whereas majority (37.8%) of the control group

respondents were in the age group of 40-49 years followed by 30- 39 years (28.9%). Majority of both the experimental and control group (88.9% and 87.8% respectively) respondents were female. This could be due the cultural beliefs of men ‘naturally’ wanting to go into technical careers in science and technology, and career roles being viewed as a “natural female” trait (Drudy *et al*, 2005). This has led to a social construction of the primary teacher being synonymous with constructs of ‘female’ and ‘mother’ (Smith, 2004).

**Education and Experience**

The Table reveals that majority of both the experimental group and control group (62.2% and 55.6% respectively) respondents had bachelor degree level education. With regard to the experience majority (71.2%) of the experimental group respondents had less than 10 years of experience while majority (37.8%) of the control group respondents had 20-25 years of experience.

**Marital status**

Majority (93.3%) of the respondents both in the experimental and control group were married.

**Type of curriculum taught**

With respect to type of school and curriculum, all the experimental respondents as well as control group respondents were teaching State syllabus in unaided schools.

**Table 2:** Assessment of Total Intrapersonal Intelligence

Overall Intra personal intelligence	Experimental group	Control group	P value	Effect size
Pre Test	90.96±10.63	92.00±10.53	0.6422	0.098298
Post test 1	100.32±8.42	92.02±10.50	0.0001**	0.872124
P value	<0.001**	0.192	-	

The Table 2 reveals a strongly significant difference with a large effect in intra personal dimension among experimental and control group respondents. The post test scores revealed a strongly significant difference between experimental and control group respondents. Within the experimental group also, a strongly significant difference (<0.001\*\*) was observed between pre and post test data scores.

**Validation of Hypothesis**

The hypothesis (1) stating that the intervention program will not have any influence on the Overall Intrapersonal intelligence of teachers has been rejected.

**Table 3:** Assessment of Emotional Self awareness

Emotional self awareness	Experimental group	Control group	P value	Effect size
Pre Test	95.83±11.43	95.35±13.86	0.8582	0.037786
Post test 1	103.82±7.58	95.36±13.84	0.0005**	0.7582
P value	<0.001**	0.068+		

It can be observed from Table 3 that there is a ‘Strongly significant’ difference with medium effect in the emotional self awareness dimension among the experimental and control group in the post test scores whereas there is no significance difference noted in the pre test scores between them. The statistical analysis of the data shows a strongly significant difference on the emotional self awareness of the respondents both between the experimental and control group respondents as well as within the experimental group respondents in the

pre and post test data statistical scores.

**Validation of Hypothesis**

The hypothesis (2a) stating that the intervention program will not have any influence on the emotional self awareness dimension of intra personal intelligence of teachers has been rejected.

**Table 4:** Assessment of Assertiveness

Assertiveness	Experimental group	Control group	P value	Effect size
Pre Test	91.36±14.40	86.64±10.50	0.0791	0.37455
Post test 1	99.08±10.73	86.65±10.48	<0.001**	1.172007.
P value	<0.001**	0.542		

The reveals that there is no significant difference in the pre test scores among the experimental and control group in assertiveness dimension and there is a strongly significant difference with very large effect in the post test scores among experimental and control group indicating that the intervention program was effective on the respondents in the experimental group.

Within the experimental group respondents also, a strongly significant differences was observed.

**Validation of Hypothesis**

The hypothesis (2b) stating that the intervention program will not have any influence on the assertiveness dimension of intra personal intelligence of teachers has been rejected.

**Table 5:** Assessment of Self Regard

Self Regard	Experimental group	Control group	P value	Effect size
Pre Test	100.19±10.98	102.84±9.36	0.2212	0.259748
Post test 1	105.23±9.05	102.87±9.36	0.2273	0.256346.
P value	<0.001**	0.077+		

Table 5 reveals that there is no significant difference in the pre and post test scores among experimental and control group respondents in the self regard dimension but the table indicates a strongly significant difference between the pre and post test scores within the experimental group respondents.

**Validation of Hypothesis**

The hypothesis (2c) stating that the intervention program will not have any influence on the self regard dimension of intrapersonal intelligence of teachers has been rejected.

**Table 6:** Assessment of Self Actualization

Self Actualization	Experimental group	Control group	P value	Effect size
Pre Test	86.61±10.76	89.00±12.31	0.3295	0.206729.
Post test	94.52±10.31	89.02±12.31	0.0239*	0.484406.
P value	<0.001**	0.064+		

The table above shows that there is a moderately significant difference in the post test scores among the experimental and control group in the self actualization dimension and there was no significant difference noted in the pre test scores among the experimental and control group. A strongly significant difference (<0.001\*\*) was observed within the experimental group respondents. The data above indicates that intervention program had a small effect on the self actualization component of Intrapersonal intelligence of the respondents.

### Validation of Hypothesis

The hypothesis (2d) stating that the intervention program will not have any influence on the self actualization dimension of intra personal intelligence of teachers has been rejected.

**Table 7:** Assessment of Independence

Independence	Experimental group	Control group	P value	Effect size
Pre Test	88.19±17.13	85.50±12.36	0.3953	0.180094
Post test 1	97.50±13.19	85.58±12.35	< 0.001**	0.932933
P value	<0.001**	<0.001**		

Table 7 shows the influence of intervention program on independence dimension of intrapersonal intelligence. It can be inferred from the table that there is a strongly significant differences in the post test scores among the experimental and control group in the independence dimension and no significant difference was observed in the pre test scores among the experimental and control group. A strongly significant difference was observed between pre and post test data of the experimental group respondents. This indicates that the intervention program had large effect on the independence component of the intrapersonal intelligence of the respondents.

### Validation of Hypothesis

The hypothesis (2e) stating that the intervention program will not have any influence on the independence dimension of intra personal intelligence of teachers has been rejected.

### Conclusion

Intrapersonal emotional intelligence which is also termed as knowing oneself helps an individual to be aware of one's strengths and limitations, inner moods, intentions, motivations, temperaments and desires, and the capacity for self discipline, self-understanding, and self-esteem. The present study focussed on improving the intrapersonal intelligence of teachers through an intervention program. The results of the study reveals that the intervention program has strongly influenced intrapersonal competencies of the respondents thereby, helping them to have better understanding and knowledge of oneself. Teachers having high intrapersonal competencies like self awareness and assertiveness are better able to instil discipline in students and are able to guide their students to manage/ channelize their emotions effectively. According to Tom McIntyre intrapersonal skills like assertiveness helps to build positive and trusting relationships with their students and teach appropriate classroom behaviour.

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