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Qualitative Evaluation of Emotional Intelligence In-Service Program for Secondary School Teachers

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Abstract

This paper is an attempt to evaluate the Emotional Intelligence (EQ) In-Service Program on the basis of experiences of 20 secondary school teachers who attended the program in a private school in Turkey. A phenomenological approach, with a focus group method was used. The first objective of this study was to evaluate EQ program on the basis of teachers' experiences. The second was to explore the teachers' perceptions about the implications of EQ skills in classroom situations. The results were discussed in terms of the evaluation of the EQ program and its implications for learning and teaching activities in the classroom.

Keywords

Emotional Intelligence, In-Service Program, Teacher Research, Teacher Experiences, and Secondary School

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Qualitative Evaluation of Emotional Intelligence In-Service Program for Secondary School Teachers

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This paper is an attempt to evaluate the Emotional Intelligence (EQ) In-Service Program on the basis of experiences of 20 secondary school teachers who attended the program in a private school in Turkey. A phenomenological approach, with a focus group method was used. The first objective of this study was to evaluate EQ program on the basis of teachers' experiences. The second was to explore the teachers' perceptions about the implications of EQ skills in classroom situations. The results were discussed in terms of the evaluation of the EQ program and its implications for learning and teaching activities in the classroom. Key Words: Emotional Intelligence, In-Service Program, Teacher Research, Teacher Experiences, and Secondary School.

Introduction

"No single truth is ever sufficient, because the world is complex. Any truth, separated from its complementary truth, is a half truth." (Pascal as cited in Tashakkori & Teddlie, 2003, p. 61).

Being so close to teacher education and curriculum, I have noticed that the dominant paradigm for past research has traditionally been that of the quantitative tradition of positivism on teacher and program research. However, there has been an increasing interest in the use of qualitative approaches to study teacher experience and development (Cohen, Manion, & Morrison, 2000; Fraenkel & Wallen, 2000; Mertens, 1998; Worthen, Sanders, & Fitzpatrick, 1997). Researchers are more interested in the qualitative studies, involving an interpretive approach to its subject matter to provide an in-depth description of a particular situation or setting in a particular classroom, school, or practice. The key words in qualitative research are complexity, contextual, exploration, and inductive logic. Many different types of research are suitable to be practiced in education such as ethnographic research, case studies, grounded theory, participative inquiry, clinical research, and phenomenological research (Cohen, Manion, & Morrison, 2000; Fraenkel & Wallen, 2000; Mertens, 1998). Interpretive approaches such as phenomenology focus on understanding the nature of reality through people's experiences via subjectively constructed processes and meanings. It tends to generate an epistemology where phenomena have defined realities. Phenomenological approach emphasizes the subjective processes of the situation. The aim of this approach is to determine what an experience means for those who have had the experience and are able to provide a comprehensive description of it. This approach is interested in ways in which a phenomenon is experienced, rather than in the nature of the phenomenon itself (Altricher

& Somekh, 1993; Cohen, Manion, & Morrison, 2000; Mertens, 1998; Morgan & Drury, 2003; Pring, 2000; Scott & Usher, 1996).

A literature search showed that although much of the work on EQ is on the measurement of EQ with different constructs by quantitative studies (e.g., Jaeger, 2001; Mayer & Cobb, 2000; Reiff, 2001; Schreier, 2001; Woitaszewski, 2001), no qualitative research has so far attempted to explore the experience of teachers about EQ program. First we may ask, what then are IQ and EQ? IQ is "intelligence referring to a capacity to learn" (p. 177), relating to rational or analytical intelligence (Mayer & Cobb, 2000, p. 177). IQ is a "psychometric" test, meaning that it measures mental ability, particularly in verbal and analytic forms. There are a number of different methods to measure intelligence, the most famous of which is perhaps the IQ, or 'Intelligence Quotient' test. Intelligence can be captured by a number obtained by an IQ test (Schlingen, 2003; Schwartz, 1997; Sternberg & Wagner, 2002; Yekovich, 1994). On the other hand, EQ is about perceived emotions, about accessing and generating emotions so as to assist thought, to understand and reflect emotions. It is the capacity to perceive, express, understand, use, and manage emotions in oneself and other people (Mayer & Salovey, 1995). EQ is a set of abilities to define and develop emotional and social skills, which combine feelings with thinking. Thus, the concept of EQ provides a framework that allows the identification of specific skills needed to understand and experience emotions, and to facilitate providing help in emotional and personal growth and development.

From the literature review, it can be seen that much of what is known about program evaluation has been generated by studies that are large-scale, objectives and management orientated and also based on quantitative evaluation. The perceptions and evaluations of teachers' on EQ program have not yet been explored in depth. Although the teachers were involved in the implementation of EQ program, there have been no attempts made to explore their experience of such program. These studies point to two assumptions that were used to guide the design of this study. First, as Mayer and Cobb (2000) argue, programs about EQ have been implemented in schools, but a question raised by all these study is whether these programs makes sense on EQ. Therefore, research is a critical element that may be a direct impact upon the evaluation of EQ program in education. Second, experience of teachers in their careers has become a powerful tool for educational researchers, providing insights into the processes of EQ program.

With these issues in mind, teachers' experience to evaluate EQ program was used to guide decisions on methodology and data collection of this study. In this context, this study required an interpretive approach, which, in turn, required close collaboration with the teachers, a common agenda in order to understand teachers' EQ experience. The interpretive paradigm emphasizes that experience are formed by people actively taking part in the research process, and that researchers try to understand the experience from the point of view of those who have had the experience. It also emphasizes that research is a product of the values of researchers and participants and cannot be independent of them. Therefore, I took the ontological assumption associated with interpretive paradigm that multiple realities exist in teachers' experience in terms of EQ program. Then, as a researcher and instructor for EQ In-Service Program, I chose to carry out this study using qualitative methods from the phenomenological point of view so that I can gain an understanding of the experience obtained by teachers in the context of an EQ program.

From the phenomenological point of view, this research is advocated to a study of teachers' direct experience in an EQ program; and the researcher of this study sees behavior as determined by the phenomena of teachers' experience rather than by external, objective, and physically described reality (Altricher & Somekh, 1993; Cohen, Manion, & Morrison, 2000; Mertens, 1998; Pring, 2000; Scott & Usher, 1996). I based this research on the premise that the experience and perspectives of school teachers are a crucial source in providing an adequate evaluation of an EQ program, not only for increasing the number of EQ teachers, but also of EQ students as well. My in-depth involvement as a participant researcher afforded me an opportunity to seek evidence of perceptions and evaluations of teachers in the EQ program settings.

The phenomenon of my interest in this research was to explore high school teachers' perspectives and evaluation on EQ program in a secondary school setting, in Istanbul. I purposefully chose the school due to teachers' willingness, support, as well as the ease of access to participate this research. The participants in this study constituted the teachers who were interviewed and purposively selected from volunteers in the staff. While these teachers had a variety of experience and training, none had a specific EQ experience in an in-service program. I used face-to-face, semi-structured interviews to select 20 teachers to form focus groups. Focus group was the most appropriate research method due to the intense nature of the research issue. This form of qualitative research offered the advantages of focusing on the specific experience and evaluation of teachers on EQ program. I analyzed the data from the perspective of the phenomenological paradigm. My purpose of this approach was to gain an understanding of the situation from the perspective of participants and within EQ consciousness and subjectivity.

This study can provide fresh insights in terms of teachers' perspectives on EQ especially through to study the unique experience of teachers. Due to the fact that the approach is affected by the subjectivity of phenomena of teachers, this type of research offers studying the nature and essence of such phenomena, in particular from the nature of teacher reality as a means of understanding the teachers' own lived experience. With proper and deeper understanding about EQ, teacher educators and policy makers may be able to consider contextual influences in designing and applying EQ program. By understanding more thoroughly the teachers' reality on EQ program, schools may implement more effective programs to better prepare teachers and their students to study efficiently and provide them with better access to teaching facilities and give enough support to enable a better teaching and learning environment.

The article is divided into five parts. The first is a background of the study with a review of literature concerning EQ. The second is a description of the research method and the procedures of this research. The third part states the results obtained from the data. The fourth is a discussion of the study in the context of this qualitative research. The final is a conclusion derived from the results of this research.

What is the Concept of EQ?

Over the past century, intelligence has played a central role in illuminating our understanding of human performance (Schulte, Ree, & Carretta, 2004). Moreover, educational institutions have focused primarily on two types of intelligence: logical and linguistic (Fatt & Howe, 2003). Sternberg distinguishes between intelligence and

intelligent behavior. Intelligence is thought to be a set of mental processes that are stable, and are used to produce intelligent behavior (Sternberg & Wagner, 2002). Although IQ tests may assess analytical and verbal aptitude well, they are not an accurate test of creativity, of practical knowledge, and other skills involved in problem solving.

Our mind operates in three ways: cognition, affect and motivation. The cognition includes functions such as memory, reasoning, judgment, and abstract thought. The affect includes emotions, moods, evaluations, and other feeling states. The motivation is the sphere of personality, which includes a biological urge or learned goal-seeking behavior. The cognition and affect together make up EQ. The concept of EQ derives partly from earlier ideas about social intelligence, which was first identified by Thorndike who defines social intelligence as the ability to understand people (as cited in Fatt & Howe, 2003). EQ was also included in Gardner's inter-and intra-personal intelligences in his theory of multiple intelligences in 1983. Gardner (1983) presented seven types of intelligence, namely; verbal, musical, logical, spatial, kinesthetic, interpersonal and intra-personal in 1983. Afterwards, he added naturalist and existential dimensions. The interpersonal intelligences consist of the ability to understand others. Intrapersonal intelligence is the ability to develop an accurate model of the self and use it effectively to operate throughout life. Moreover, he described these skills as necessary for social interaction and the understanding of one's own emotions and behaviors. However, Salovey and Mayer (1995) re-conceptualized inter-personal and intra-personal intelligences under a broader label of EQ and proposed a more comprehensive framework on EQ, in 1990.

Salovey and Mayer's (1990) ability model described EQ the ability to monitor one's own and others' feelings and emotions, to process emotional information to recognize the meanings of emotions and relationships, and to reason and solve problems. EQ is a subset of social intelligence, a set of mental abilities separate from personality. According to them, the emotionally intelligent person is skilled in four abilities: (1) perception, appraisal, and expression of emotion, (2) emotion's facilitation of thinking, (3) understanding and analyzing emotions or employing emotional knowledge, and (4) reflective regulation of emotions to promote emotional and intellectual growth (Mayer & Cobb, 2000; Mayer & Salovey, 1995; Salovey & Mayer, 1990). However, in 1995, EQ went through a phase of popularization by Goleman's (1995) work which was loosely based on the ability model of Mayer and Salovey.

Goleman's (1995, p. 34) "notion of EQ includes knowing what you are feeling and using that knowledge to make good decisions". Goleman's EQ has five components: self-awareness, self-regulation, motivation, empathy, and adeptness in relationship. In fact, he breaks down emotional competency into two abilities: empathy and social skills although his framework does not appear to be much different from that of his predecessors.

Bar-On (1997) defined EQ as "an array of non-cognitive… skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14), in 1997. Bar-On broke down EQ into five skills: intra-personal, inter-personal, adaptability, stress management, and general mood (as cited in Reiff, 2001). Bar-On expanded the EQ concept much further into the construct domain of personality traits, involving an array of personal, emotional, and social abilities. Generally speaking, Bar-On and Goleman have broadened the EQ by incorporating various personality characteristics such as empathy,

motivation, persistence, social skills, and warmth as mixed models, which seems to be derived from a review of personality characteristics.

Critics of EQ claim that it is a type of personality miscast as intelligence. Still others would argue that EQ, if it were to be taken as a form of intelligence, would be subsumed by general intelligence (Graves, 2000). However, as it can be easily seen, the concept of EQ is a broad umbrella term that refers to inter- and intra-personal skills, being aware of emotions and using emotional and social abilities. Most of the authors on this topic note that in order to function fully as a member of society, one has to possess both IQ and EQ (Gardner, 1983; Goleman, 1995; Mayer & Salovey, 1995; Salovey & Mayer, 1990). Moreover, it is EQ that might be as important as IQ for people to succeed in school and in life. It is important, then, for us as educators to consider if we need EQ skills to be applied into the classroom environment for the enhancement of the academic, social and emotional success of learners. However, the literature appears to contain a mixture of different types of EQ. Although each taxonomy differs in composition, emotional and social skills and empathy seems to be key skills that appear in most lists. Indeed one of the key questions that have emerged is that how in particular; could the concept of EQ be used in an EQ program? With these issues in mind, the content of the EQ program, which I developed and implemented with teachers, is based upon the concept of EQ explained above as outlined under 'the program objectives and contents' headings of this study.

Do We the Need Use EQ Skills in the Classroom?

In contrast to IQ, which is considered relatively to be stable and unchangeable, research (Ashforth, 2001; Cherniss & Goleman, 1998; Cooper, 1997; Goleman, 1995) indicated that EQ is acquired and developed through learning and repeated experience at any age. In this context, EQ skills are becoming more important as society creates new challenges for youth (Ross, 2000). We can shape our EQ by our learning (The heart Skill Coach, 1999) to be not only well-developed in intellectual abilities, but also in social and emotional skills as well (Pfeiffer, 2001). As Hamachek (2000) writes that intellectual ability is essential for being successfully educated and being a contributing member of society. EQ is also equally essential, which can help people study toward their potentials and develop healthy interpersonal relationships. According to Byron (2001), understanding one's own emotional processes can have far-reaching effects for social functioning and the quality of life. However, Richardson (2000) indicates that young people who lack social and emotional competence might end up becoming self-centered and unable to empathize and relate to others. According to Goleman (as cited in Brown, 1996), the most troubling findings were in national surveys in the USA, in which more than 2.000 children were rated by parents and teachers in a longitudinal study. The results indicated that children had become more impulsive, disobedient, angry, lonely and depressed. Parents had less time to spend with children, children spend more time in front of a TV or computer, and they were not getting the basic needs for the emotional foundation that they needed. The teen crime rates, drug-abuse rates and so on are only now helping us realize that this situation makes the young emotionally more at need. Moreover, longitudinal studies indicated that children with social deficiencies suffered both socially and academically (Abraham, 1999).

Ideally, home is the most appropriate setting to develop social and emotional competence. Accordingly, schools are also in a position to enhance these competences (Richardson, 2000). For example research suggests that learner's ability to regulate emotion is affected by parents and teachers, who influenced them indirectly via observational learning and directly by teaching and coaching (Hein, 2001b). Therefore, teachers also have an influence on students through communication with them or with other students. Teachers are a role model for students on how to regulate emotion appropriately in the classroom.

Many teachers have a habit of believing that the most important thing is the lesson plan and the lesson plan and learning are more important than any feelings in general. The usual attitude is that the lesson plan should be followed, no matter at what emotional cost. Furthermore, learners with unmet emotional needs are usually seen as disruptions to the class and to the attainment of the lesson plan. While keeping strict adherence to the lesson plan, the needs of students tend to be ignored (Hein, 2000). If, on the contrary, the feelings of young students were to be consistently addressed and validated and their emotional needs met, they may tend to be much more cooperative and respectful in class. This is important since the young need both emotional and intellectual development.

Similarly, a positive relationship between the instructor and the learner is crucial if students are to be successful. When students perceive their teachers' motivation as a sincere interest in helping them to succeed, the motivational and emotional impact of the feedback tends to be more positive (Tucker, Sojka, Barone, & McCarthy, 2000). A research was undertaken to examine the development of empathy and role-taking skills of sixth and ninth-grade-Finnish students. According to the data collected, the most common conflict theme identified by ninth graders was that of unjust teacher behavior. Conflicts over friendships and interpersonal social behavior were typical of sixth grade girls. At sixth grade, conflict was usually between the peers, whereas at ninth grade conflicts were generally between teachers and students (Tirri, 2000). As Hein (1996) indicates that EQ level of the teachers and students are an important variable in creating a classroom in which EQ skills can be developed healthily. Another important variable in teacher's EQ is how they handle their own emotions, especially the negative ones. Effective and successful teachers are mainly those who can handle negative feelings in a healthy way.

Researchers found that student with high EQ tend to be better learners, more confident, optimistic, creative, as well as being flexible, happier, successful at solving problems, being able to cope with stress with a higher self esteem, with fewer behavior problems, and also being able to handle emotions much better (Abraham, 1999; Cooper, 1997; Hein, 1996). There are many benefits of using EQ at school both for teachers and for students. Using EQ helps students learn emotional vocabulary and feel cared for rather than controlled. On the other hand, it helps teachers identify the feelings and fears of students, recognizing their feelings and see to their unmet emotional needs (Abraham, 1999; Hein, 2001a). Furthermore, EQ might have significant relevance in the dynamic preparation and training of both novice teachers and constituents (Byron, 2001). Teachers thereby may improve their potential to reach students with the socio-emotional learning activities during growth and development, and can also provide the necessary support to enhance learning activities and educational experience. In addition, clearly, many research (Jaeger, 2001; Mayer & Cobb, 2000; Reiff, 2001; Schreier, 2001; Woitaszewski,

2001) indicated the need for educators in education to explore the role of EQ for students and for teachers.

 While many teachers do some activities in an emotional literate manner, bringing emotional literacy into school means having commitment and consistency since, as any teacher knows, the emotion of teenagers has an important affect on them and also tends to vary from one to another in terms of degree and intensity of their emotions through time (Hein, 1996). Moreover, classrooms are becoming inclusive settings, and students need to learn to appreciate and accept differences since the composition of classrooms in today's schools tends to be more heterogeneous than ever before. All students have special needs, and they all need to cultivate strong EQ skills to be brought up healthily in an environment that stresses materialism and individualism (Richardson, 2000). To assist students in developing skills, educators need to incorporate EQ skills along with academic skills into the curriculum. Because social and emotional learning is processed differently than that of cognitive learning, it thus necessitates a different training approach. If the current interest in promoting EQ is to be taken seriously, it is important for practitioners to maintain a sustained effort in following guidelines based on the best available research. Only when the training is based on sound methods will its promise be realized (Cherniss & Goleman, 1998). For example, some schools have curricula in emotional skills. The results in these programs are that students get into fewer fights, are sent to the principal's office less often, they have better empathy, and they also learn better (Brown, 1996). Social and *emotional* competence can be taught and learned when school districts adopt a coordinated strategy and through a program of staff development, by training teachers and parents to implement a coordinated EQ program (Richardson, 2000).

 Research has argued that EQ might be as important for success in both school and life as IQ (i.e., Brown, 1996; Goleman 1995; Hamachek, 2000; Mayer & Cobb, 2000; Reiff, 2001; Salovey & Mayer, 1990). Researchers above indicated that EQ affects not only how the individuals get along with others, but also how they succeed in life, including personal and professional success as well as academic achievement. The decisions taken now are not only determined by what has happened in the past, but also by our projections into the future. EQ skills can help people accept their limits, work towards their potentials, and develop healthy interpersonal relationships. In this context, teachers have an important role in helping learners and in expanding both IQ and EQ potentials. Moreover, the roles of teachers in emotional development of students are important since socio-emotional learning helps the young both academically and socially. It is important, then, for us to consider ways to integrate EQ skills into each student for increased success. With students developing EQ skills more effectively, this would also help create a society that is more caring, supportive, and successful. In this sense, we need EQ skills in our classrooms, both for us as teacher and for our students. Then, the EQ program might be useful in the role of emotions in the classroom and in everyday life as well as being useful for personal development and gaining insight thereof. However, one question remains to be addressed: what and how EQ skills should be utilized within the context of an EQ program. This question is addressed in the EQ In-Service Program that was developed and implemented for this study and was particularly concerned with the specific kinds of competencies to be developed and implemented. The first objective of this study, therefore, was to evaluate the EQ program on the basis of teachers'

experiences. The second was to explore the teachers' perceptions about the implications of EQ skills in classroom situations.

Methods and Procedures

Participants

Twenty high school teachers participated in this study. Twelve and eight of the participants were female and male, respectively. The age of the participants ranged between 25 and 44. Teaching experiences of the subjects varied between 8 to 13 years. Of these 20 participants, 15 held undergraduate degrees and five had graduate degrees, two of them also holding PhD degrees. Subjects that the teachers taught were as follows: music, English language, Turkish language and literature, art studies, ceramics, home economics, mathematics, sculpture, religious and moral studies, and psychology. Demographic characteristics of participants are also illustrated in Table- 1. Participants were purposefully selected; the only criterion applied was their willingness to attend the EQ program.

Table 1

Demographic Characteristics of Participants

Gender		N	%
	Female	12	60.0
	Male	8	40.0
Age			
	25-29	3	15.0
	30-34	8	40.0
	35-39	6	30.0
	40-44	3	15.0
Marital Status			
	Single	6	30.0
	Married	14	70.0
Education			
	An undergraduate degree	15	75.0

	A graduate degree	3	15.0
	Ph.D. degree	2	10.0
Teaching Experiences			
	8 years	7	35.0
	9 years	1	05.0
	10 years	6	30.0
	12 years	2	10.0
	13 years	4	20.0
Subject Taught and Code Names			
	Music (A) (H) (M)	3	15.0
	English Language (Y)	1	05.0
	Turkish Language and Literature (B) (O)	2	10.0
	Art Studies (P)	1	05.0
	Ceramics (C)	1	05.0
	Home Economics (I)	1	05.0
	Mathematics (T) (L)	2	10.0
	Sculpture (N)	1	05.0
	Religious and Moral Studies (G)	1	05.0
	Psychology (D) (E) (F) (J) (K) (R) (S)	7	35.0

Materials and Procedures

An EQ in-service program was developed and implemented by the researcher in a private school in Istanbul, Turkey, in the year 2001 in order to collect experiences of teachers. In this context, the researcher offered the teachers an in-service training program entitled "EQ Curriculum for Teachers". The teachers spent 15 hours attending the program that comprised of theoretical and practical parts put together, to evaluate this

program according to their experiences with a phenomenological approach, with a focus group method.

Program description

The EQ program was a voluntarily attended 15-hour course, which offered an opportunity for teachers to gain EQ skills. It was designed to provide knowledge and skills in EQ in order to apply them to classroom environment to enhance learning and teaching activities and improve learners' EQ skills, thus providing teachers with more opportunities to explore their experiences. It was also to offer learning activities, which could be delivered via cooperative activities and shared experiences.

Program objectives and content

The primary objective of the EQ program was to help teachers put the ideas on EQ into practice. Each part of the program aimed to provide teachers opportunities to perform specific emotional and social skills. The skills in each of the areas were often overlapping in some aspects. Thus, main headings of the content of the program for teachers included the following areas: (1) importance of emotions; (2) components of EQ; (3) personal and social skills; (4) socio-emotional learning; (5) helping students to increase EQ; and (6) creating positive learning environment using EQ skills.

Learning activities

The program included a wide variety of activities for real life and classroom situations. These activities provided active participation through specific and various strategies to be carried out such as lectures, games, brainstorming, questions and answers, music, team work, storytelling, drawings, discussing scenarios and cases, presentations, sharing experiences, feelings, and ideas.

Evaluation of the program

Evaluation was seen an integral part of learning and teaching process. The teachers therefore, evaluated how worthwhile the activities and learning experiences on EQ were, and their implications to learning and teaching processes. These evaluations of the teachers were recorded through interviews that were held at the end of the program.

Focus group interview

At the end of the program, a set of semi-structured group interviews with the teachers who participated in the EQ program were performed by the researcher to gather data for this research. I did not use individual interview, rather, I utilized focus groups to gather each teachers' own perspectives in a more in-depth manner. Also due to the fact that the teachers did not have enough time to be interviewed individually, this approach also helped to save time while increasing the efficiency via group interaction.

According to Fraenkel and Wallen (2000), "interviews are best conducted toward the end of a study, however, rather than at the beginning, as they tend to shape responses to the researcher's perceptions of how things are." (p.510). A focus group is a semi-structured method of group interviewing design to yield contextually rich information about a topic in an efficient and quick manner. Focus group is particularly useful in monitoring studies, in needs assessments, and program evaluations, which provide an exploratory approach and may be more effective in certain research processes than the more traditional ones. In comparison to an individual interview, first, greater amounts of information can be collected in shorter and more efficient time spans. Secondly, the focus group provides access to gather experience and interaction of participants on topics that are difficult to observe or rare in occurrence. Thirdly, focus group can offer several alternatives at various steps of the research process, from hypothesis generation to hypothesis testing (Cohen, Manion, & Morrison, 2000; Fraenkel & Wallen, 2000; Mertens, 1998; Worthen, Sanders, & Fitzpatrick, 1997). Being consistent with the above-mention writers, focus group was selected as a tool to collect data of this research due to its advantages related to the nature of this study.

Because the focus group method requires that participants be assembled, rather than the groups forming on their own, the teachers' experiences are recorded in an unnatural setting. Perhaps one of the most intriguing aspects of working with focus groups is that, as yet, there are no definite rules in using focus groups. Being consistent with the suggestions of above-mention writers, I gave a careful thought to the development of the questions to be offered to the focus group. Therefore, questions posed to group participants were open-ended so as to allow participants to address the issues from various points of views and dimensions. I constructed an interview guide, which consisted of 12 questions (see Appendix 1) for the evaluation of the EQ program. This interview guide was useful in making sure that the focus on main points was not lost and the important relevant questions were asked during the group assemblies, thus serving as an outline of the focus groups. Prior to the start of the interview, I asked to teachers their willingness to participate in the interview section and their intention to contribute time and input to a focus group activity. All participants were willing to participate in the interview. Each teacher also received an interview guide and was also informed verbally about its contents. They were also informed that any findings arising out of the interviews would be kept in complete confidentiality.

Finally, I had to address the question of how to construct the focus groups, as well as deciding how many groups to form. In order to comprise a focus group study consistent with consistent with the above-mention recommendation, I decided that inter-group heterogeneity and intra-group homogeneity with regard to teachers' gender, age, and the subjects taught would be best, so that each group could focus on the same issues; a total of four focus groups were formed, each with five teachers. Interviews lasted approximately three hours with the four groups, each group taking 40 minutes approximately.

Following the suggestion of Worthen, Sanders, and Fitzpatrick (1997), the focus groups were led by the researcher, whose main task was to facilitate group discussions. Therefore, I served as the moderator for each focus group. I introduced the purpose and topic of the focus group, posed questions verbally. Participants were also given an explanation in terms of suitable ways to respond to questions and interact with others in

the group. With the permission of the participants, each focus group interviews were type recorded to avoid any mistakes, thus making sure that there was no mix ups in the transcription phase, as well as not knowing which participants was speaking at a particular time and issue. Interviews were intended to enable the teachers to express their individual experiences as freely as possible regarding the EQ phenomenon and to talk spontaneously with the moderator and with each the participants were also free to supplement additional questions to clarify and probe relevant issues. Care was taken not to direct, judge, or impose any effects to the participants in the interview process. All of the four group results were subsequently incorporated into data analysis. While the interview most directly elicited participants' perceptions and evaluations about the EQ program; all parts of the interview helped to yield useful data.

Data Analysis

The purpose of this study was to explore experiences of teachers as well as to provide information about their meaning on EQ program. Therefore, a phenomenological approach and analysis was necessary. A phenomenological approach takes its departure from each teacher's own experience of the EQ phenomenon and seeks to identify both similarities and dissimilarities within and between EQ phenomena, with regard to what, how, and why these occur. There are varieties of methods for phenomenological research that are moderately similar in that each implies an inductive thematic process of analysis, in order to obtain data (Cohen, Manion, & Morrison, 2000; Mertens, 1998; 2003; Pring, 2000). The interview transcripts were the main source of data because of length and coverage of the questions. I analyzed data by utilizing the work of Miles and Huberman (1992) to identify the categories and themes from the transcripts materials (cited in Mertens, 1998). These steps ought not to be conceived as strict rules to be followed but rather be adapted according to the phenomenon of this study and under the condition of the focus groups.

The transcripts were read word for word while listening to the audiotapes to assure accuracy of the transcripts of the interviews on a line-by-line basis. Then, each teacher's responses in the transcripts were coded into categories by manual methods in accordance with the data derived from the interviews of teachers. Then, they were coded into subcategories and categories to determine themes. The subcategories were grouped into categories. Then, I examined the linkages between themes and categories, thereby forming reporting which were descriptive or interpretive. In this manner, I developed various understandings into the phenomena of teachers' experiences on EQ under study, such as concepts, causal linkages, and processes. These understandings were used to inform data analysis, through which they were tested and challenged. Iteration thus formed an integral part of the research. I analyzed the transcripts in a continuous process of reading and re-reading the transcripts to identify patterns of understanding, while maintaining the integrity of teachers' perceptions and evaluations. Then similar perceptions were grouped together and iteratively compared to each other in order to identify similarities and differences among perceptions of teachers. The idea behind all these comparisons was to explore experiences shared by teachers. As well as all these, the interview data was examined repeatedly in order to search for inconsistencies between

descriptive accounts so that any negative evidence could be taken into account in the analysis process.

The collected data was presented using descriptive and interpretive reporting methods (Cohen, Manion, & Morrison, 2000; Mertens, 1998). As shown also in Table 2, 27 categories under seven themes were derived from the analysis of interview materials and were described together with representative quotations taken directly from the raw material in the result section, and along with interpretation on what the results meant in the discussion section.

Quality Control of Research Design

To enhance the quality of my research design, I took some relevant actions for the validity and reliability of the findings. In this context, alternative terms for traditional measures of validity and reliability as defined by Lincoln and Guba (1989) were used: "credibility" rather than internal validity, "transferability" rather than external validity, 'dependability' rather than reliability, and 'conformability' rather than objectivity (as cited in Mertens, 1998).

For credibility and conformability, a member checked the raw data to determine if the study was undertaken in a careful and systematic manner, and also checked if the analysis and constructions of the researchers made sense. A peer also analyzed the transcripts for themes, categories and descriptive phrases of teachers and established a high level of reliability in the reported results. In terms of the credibility, however, focus group member checks were not conducted to guard against subjectivity and bias since teachers did not find a need to do this step, this being another limitation of this study.

For dependability, a thick description provided in detail in reporting procedures and analysis of this study to enable the reader makes a judgment. However, transferability of findings is also limited due to the purposive sampling technique was used to select participants and the interdependent nature of the collected data.

Results

Each teacher was interviewed in order to get her opinions about the EQ program through the interviews. Information gathered from the interview was analyzed with code names being given to each participant instead of using them by names and the results were presented in this section. Seven main issues were organized and discussed according to responses of participants of the research in the preliminary part aimed at finding the main themes. Furthermore, a table of teachers' responses was presented in Table 2. The surfaces of favorable findings, which comprised of the seven themes, including 27 categories resulting from the analyses, are presented below.

Table 2

A Table of Teachers' Responses of the Program and of EQ Skills

Learner outcomes from this program	**N**	**Teachers who hold this idea***

Gaining skills both for classroom and for life	10	(A) (C) (E) (F) (H) (K) (L) (M) (N) (S)
Skills on socio-emotional learning	4	(G) (0) (R) (T)
Importance of EQ competencies	2	(I) (Y)
Using empathy	2	(B) (J)
More positive attitude to life	1	(D)

Weaknesses and strengths of the program	*N*	*Teachers who hold this idea**
Useful experiences both for classroom and for life	8	(A) (C) (F) (L) (M) R) (T) (Y)
Program was good	4	(E) (H) (K) (N)
Useful activities and good materials	2	(J) (S)
Enough knowledge and activities	2	(D) (P)
Time was not enough	1	(B)
Activities were not sufficient	1	(G)
Social skills were not enough	1	(I)
Group was too crowded	1	(0)

Activities applicable to classroom	*N*	*Teachers who hold this idea*
All activities	8	(E) (F) (H) (I) (K) (L) (M) (T)
Empathy	5	(B) (D) (J) (P) (Y)
Socio-emotional learning	4	(A) (G) (0) (R)
Developing positive classroom environment	2	(G) (N)
Emotional awareness	1	(C)

Environmental conditions of class	*N*	*Teachers who hold this idea*
Everything was nice but the room was hot	17	(A) (B) (D) (E) (F) (G) (H) (I) (J) (K) (M) (N) (0) (P) (S) (T) (Y)
Hotness	3	(C) (L) (R)

Communication and interaction	*N*	*Teachers who hold this idea*
Positive	13	(B) (C) (E) (F) (H) (I) (L) (M) (N) (P) (R) (T) (Y)
Efficient	G	(A) (D) (G) (J) (K) (0) (S)

Future direction of experiences	*N*	*Teachers who hold this idea*
Apply what I learnt to my students	9	(C) (E) (F) (H) (L) (M) (N) (R) (T)
Apply what I learnt to my whole life	7	(A) (B) (D) (I) (J) (P) (Y)
Need to learn more on social-emotional learning	3	(K) (0) (S)

Facilitating EQ to students	*N*	*Teachers who hold this idea*

Within the course	11	(B) (D) (E) (F) (H) (I) (J) (M) (N) (R) (T)
Both with courses and school curricula	9	(A) (C) (G) (K) (L) (0) (P) (S) (Y)

* Code names in parenthesis represented the participants; each was given a code name instead of using their names.

Learner outcomes from this program

As shown in Table 2, teachers held different ideas about the outcomes of the program. However, half of the teachers, 10 out of 20, shared almost the same idea by saying that they gained useful skills both for their classroom and life in terms of the outcomes of the EQ program. For example, a music teacher (H) indicated that: "the most important outcome for me from this program is to use EQ skills to use in my private life and in my classroom." Accordingly, a ceramics teacher (C) also had similar opinion and expressed his view in the following way:

> I have already been using some of these skills in my life without recognizing that they were EQ skills and not being conscious of them. Now, I am better equipped to apply these skills to my life and to my students.

On the other hand, the mathematics teacher (T) stated that: "The outcomes of this study for me are recognizing some skills especially related to socio-emotional learning". However, the English language teacher (Y) believed that her outcome was recognizing the importance of EQ skills for both private and professional life. The Turkish language and literature teacher (B) stated that her outcome in particular was learning useful empathy skills both for her professional and private life. Moreover, a psychology teacher (D) indicated her view that her outcome from the program was recognizing how positive feelings towards life are important.

Weaknesses and strengths of the program

Participants of this study held different ideas about the strengths and the weaknesses of the program. Eight participants considered that the more favorable concept was gaining useful EQ experiences for them to apply both in class and in life. For example, a music teacher (M) indicated her perception by saying that:

> The strongest part of EQ program for me to gain useful and unique experiences. This is very important. Because I can apply these skills to my students in my classroom… as well as to my professional and private life. These skills make my whole life, I think, easier… more efficient.

Similarly, a psychology teacher (R) showed her favor saying that:

> I have already known some of these skills before attending this program.
> But now I am better in applying EQ skills to my professional life… for
> example, to my classrooms… to my all life. Because EQ skills can be
> easily applicable not only for professional but also private life.

On the other hand A sculpture teacher (N) expressed his idea by saying: "It was as if I
was at a new party and met new friends…everything was wonderful in the program…and
I was really impressed with this program… however, the party is finished…" Three more
teachers also expressed similar ideas to that of the sculpture teacher, saying that
everything was good enough in the program. However, a psychology teacher (S)
described her perception in the following way:

> I had not seen the weak side of the program…. To me, the strongest aspect
> of the program was in recognizing useful activities applicable for both my
> students in my classroom and my private and social life… all such
> activities are useful for me. Another strong point was about the materials
> for the activities… they were suitable for the relevant activities.

On the other hand, the art studies teacher (P) held a different opinion saying that the
strongest part of the EQ program was its inclusion of sufficient knowledge, as well as
sufficient activities in terms of EQ. As shown in Table 2, looking at the participants, a
total of three teachers emphasized the three critical characteristics of the program, the
activities, social skills and the time allocated, as being insufficient. Another participant,
the Turkish language and literature teacher (B), also had a complaint saying that the
group was too crowded.

Activities applicable to classroom

As seen from the information in Table 2, participants' views on this issue showed
a wide variation. Almost half of the participants, that being eight teachers, considered that
all of the activities of this program could be applicable to the classroom. One of them, a
psychology teacher (K) described her idea in the following way: "All of the activities can
be applicable to the students, and also to private life." A mathematics teacher (T) had a
similar view and expressed his idea by saying: "All the activities could be applied to
classroom environment since they can help to enhance the learning process of learner."
On the other hand, a psychology teacher (J) indicated her view that the idea of skills
related to empathy might be applied to the students "because empathy in the classroom
makes communication healthier." However, the Turkish language and literature teacher
(O) expressed her idea in the following way: "Skills on socio-emotional learning are
applicable to the students, since it is associated with learning in a direct way." On the
contrary, the teacher of religious and moral studies (G) considered that only activities
related to developing a positive environment might be applicable in the classroom. On the
other hand, ceramics teacher (C) responded, by saying: "Emotional awareness is the most

important one since it might serve as a good basis for EQ skills. Therefore, this one might be applicable to the students"

Environmental conditions of the class

As shown in Table 2, the teachers held similar ideas relating to the environmental conditions of the classroom. Almost all of the teachers complained about the climate of the classroom as a music teacher put forward (A): "Everything was nice and comfortable in connection with the program such as location and situation of participants, and of the instructor, of materials etc… But the classroom was very hot, and I think this situation affected outcomes of the program in a negative way."

Communication and interaction

The teachers held similar ideas about the communication and interaction between participants as well as between the instructor and the participants. As presented in Table 2, the mathematics teacher (T) reported, "Communication and interaction between the instructor and participants were wonderful, which really was impressing…. And I suppose this helps me to take a second look at relationships especially in terms of that with my students" An art studies teacher (P) shared a similar idea and expressed it in the following way: "It was very positive…. I will use these skills both with my students and in my private life… Because I found similarities and connections to use these knowledge and skills in a positive manner." Accordingly, a psychology teacher (K) said: "efficient communication and mutual understanding made me reconsider the importance of EQ … and the influences this could have on people."

Future direction of experiences

Of the 20 participants in this study, nine teachers indicated that they would apply what they gained from the program. For example, the ceramics teacher (C) showed his favor saying that: "I consider connecting these skills with the content of my program… If I do so, it might be easier for a learner to succeed in my course." Accordingly, another teacher, the music teacher (H), preferred the use of EQ skills expressing his comment saying:

> Respectively, for meeting the needs of a group and also for the needs of individual students, we need to evaluate the existing curriculum periodically in terms of what is being done and how well it meets the requirements… Moreover, making use of EQ skills in the classroom environment, such as the activities of the program towards process and product, as this program suggests, would help the learners of my courses gain better outcomes.

On the other hand, seven out of 20 participants considered EQ skills to be so useful that they wished to apply them to their whole life, that is, both to their private life and to their

teaching careers. One of them, the home economics teacher (I), mentioned her ideas in the following way:

> Respectively, in respect of the needs of today and of the future, and the opportunity for students and teachers to develop an understanding of EQ, or of socio-emotional learning, it might become a preferable characteristic of the school curricula and also be useful for private life in general.

However, 3 out of 20 teachers, as shown in Table 2, felt that they need to learn more about the subject, especially about socio-emotional learning to enable them to apply these skills to classroom environment and also to their private lives. As one Turkish language and literature teacher (O) reported: "This program has not been enough for us to use EQ skills neither in the class nor in our life in general. Therefore, I need to learn more… especially in areas associated with socio-emotional learning."

Facilitating EQ skills to students

Eleven of the teachers wanted their students to gain EQ skills in an EQ course. For example, one of the psychology teachers (D) stated that: "when I consider connecting these skills with the content of any course, it will be easier for learners to absorb things…" Accordingly, another psychology teacher (F) also preferred the use of EQ skills in the classroom environment and she expressed her ideas by saying: "in the classroom… It will help to organize learning through good communication between teacher and student…" The Turkish language and literature teacher (B) expressed her ideas with a broader aspect, by saying:

> If I give EQ skills in my courses and with my students, it will be more efficient… and moreover, if I give this in a separate course, students might perceive EQ as a typical course and they might be worried about grade etc. Therefore, I might not manage to get success.

On the other hand, nine of the teachers believed that students could gain EQ skills in the courses and in the school curricula together in an integrated approach. For example, one of them (Y), the English language teacher, mentioned this:

> EQ skills should be gained as a part of the course and within the entire curricula of the schools. In addition, EQ skills should be reflected to the school atmosphere… and should be supported with a counseling service…if we support the program like this it will be more effective.

Discussion

Through the application of the EQ program, the exploration has resulted in 27 different categories under the seven themes. These different themes and categories provide a certain amount of information when described singularly but can provide even more if one views them as a whole whereby one can compare them with each other.

The results of this study suggested that the program structure worked well for most of the teachers. It provided the opportunities for integration of most of the strands of the program, allowing participants to synthesize information and skills derived from the various EQ activities. It helped them to gain useful information and encouraged them to adopt ways of using EQ activities in the classroom. The importance of the necessity of EQ training in learning-teaching activities has been realized. A similar view is expressed with the findings of an earlier study by Tucker, Sojka, Barone, and McCarthy (2000), in which EQ training program with the help of an instructor is seen to be essential for the improvement as well as for assuring the success of any teaching and learning activity.

Based on the data in the present study, it would seem that the program design was successful in combining theory and practice related to EQ skills. It might also be said that the teachers in general indicated a positive attitude towards EQ. Earlier studies also pointed out similar issues. For example, Byron (2001) investigated the EQ of novice teachers. The results indicated that an emotional knowledge workshop is effective in enhancing emotional knowledge and skills of teachers. These findings are also similar to Walker's (2001) findings in his research. Furthermore, DiNatale (2001) suggests that an emphasis should be given curriculum of peer support programs to enhance EQ of teachers. Ross (2000) also indicates that most principals view social and emotional learning as an essential issue for themselves and for the teachers. Findings in the present study also suggest that teachers might well gain considerable benefits from in-service programs focusing on EQ and socio-emotional learning. Thus, although neither of these programs should be relied in themselves as being a sufficient, final, and perfect method, it can be said that different approaches to instruction can open a variety of opportunities in helping teachers to shape the nature of the ideas and practices relating to EQ.

As the responses organized from individual interviews were categorized, an interesting pattern seemed to emerge, which showed that almost all the participants interviewed regarded the use of EQ activities as being necessary not only for their classroom, but also for their own private and daily life. Nature of the data also reinforced the fact that not all the teachers considered the same methods to facilitate EQ for their students. Some teachers believed that it might be possible to improve student achievement using EQ skills and it would also help their studies inside the classroom. There is a resemblance, related to EQ activities for the classroom, between some of the perceptions of the teachers of the current study and those of Tucker et al. (2000) study which supported the argument that, although lectures and readings can promote an understanding of EQ, it is the practical activities and the experience gained that helps to enhance students' social and emotional learning.

From the findings, it can be inferred that an EQ program may be effective for teachers in order to drive implications for their students for teaching and learning process in terms of EQ knowledge and skills; but no single way is effective even though the teachers differed in their preferences on which EQ skills to be used in their classroom. This range of preferences of teachers in using EQ activities and skills in their classroom is similar to that found by Hamachek (2000) who said that there were many ways to promote the idea of EQ among learners according to where and when it is appropriate. In a holistic view, this perception of teachers in current research are broadly consistent with the view of Tucker et al. (2000), in which they suggested specific courses throughout the

curriculum that should be designated as EQ courses and integrated exercises for learners to practice EQ skills in classroom.

Based upon the findings of this study, it can be inferred that teachers prefer EQ activities in order to use in the classroom environment through learning and teaching activities. Other research supports this preference of teachers. For example Finley, Pettinger, Rutherford, and Timmes's (2000) action research project was undertaken to investigate a modified integrated curriculum for students in a multi-age classroom aimed to develop students' personal and social skills. Their data indicated an improvement in students' transfer of social skills in daily life situations, as well as an improvement in resolving conflicts, along with an increase in their ability to work cooperatively. Another action research project (Gore, 2000) was implemented and evaluated a curriculum designed to help sixth-grade students with varying degrees of EQ to improve their social adeptness. The data revealed an improvement in the number of students displaying exemplary interpersonal social skills in the classroom setting. On the basis of this finding, it can be inferred that, if teachers are serious about widening access to classrooms that empower their students' EQ, it is critical that teachers should be offered opportunities to influence factors that affect their teaching and the quality of education. However, this opinion of teachers is not consistent with the findings of Hargreaves's (2000) study, in which interviews with teachers in order to investigate emotions of teaching and educational change indicated that elementary teaching was characterized by creating greater emotional intensity, while secondary teaching was characterized by distance leading teachers to treat emotions as intrusions in the classroom.

In the present study, the findings are consistent with the assumptions on socio-emotional learning as well as on the relationship between curriculum and the learning-teaching process. Teachers shared a belief in the usefulness and effectiveness in EQ activities by emphasizing the view that EQ skills needed to be understood to enable a better understanding of individual students. They also supported the idea that EQ skills were needed through curriculum for teaching and pursuing their students' individual needs. In a holistic view, the findings were broadly consistent with the view of Richardson (2000). According to him, the program might be presented as a separate curriculum or incorporated into academic subjects such as social skills, language arts, or health education. However if the program is integrated into the school schedule, it is preferable to have it with social skills instruction in the classroom. Elias and Weissberg (2000) also noted that research and field experiences confirm that social and emotional learning can be powerful with school-based programs. This suggestion also is in agreement to Lee and Ursel's (2001) findings of research.

In conclusion, the results of this study suggest that the program structure worked well for most of the teachers. They reflected both their previous experiences and the experiences related to the EQ program in terms of the use of EQ in education. Such useful information of EQ training in learning-teaching activities can help us adopt suitable ways of using these activities in the classroom. Based upon the findings, EQ activities are applicable and can be used in the classroom environment. Results of the present study also suggest that teachers might well gain considerable benefits from in-service programs focusing on EQ and socio-emotional learning. Thus, different approaches to instruction can open opportunities in shaping the nature of the ideas and practices that EQ could develop.

Conclusion

It is the practitioner, rather than the researcher, who is in a better placed to judge the applicability of the researcher's findings and conclusions, and whether such findings are suitable to her situation. As Fraenkel and Wallen (2000) make clear the transferability (generalization) of any qualitative research: "the researcher might say something like this: This is what I did and this is what I think it means. Does it have any bearing on your situation? If it does…how did it get it that way and what can be done to improve it?" (p.508).

There are several strengths as well as limitations to this study. Certainly, this study is not transferable in the usual quantitative sense; however, experiences of teachers may have transferability or suitability to other settings (Lincoln & Guba, 1985, as cited in Callahan, Maldonado, & Efinger, 2003). There are some limitations inherent in the data from focus groups. One is the limited scope of generalization of these results, due to a higher interdependency of participants' responses, as well as the higher possibility of bias through the focus group participants. Limitations of this analysis technique also include a possibility for subjectivity and bias that may be introduced by a sole analyst, but to enhance the quality of my research design, I took some relevant actions as mentioned in the quality control of research design section (Cohen, Manion, & Morrison, 2000; Fraenkel & Wallen, 2000; Kiger, 2002; Nassar-McMillan & Borders, 2002). However, these limitations overall contributes to the limited transferability of the results of this study. On the positive side, the somewhat heterogeneous nature of the participants in terms of their age and the subjects taught may be considered strength of this study, as well as the willingness and openness of participant teachers to discuss their experiences. Moreover, none of the participants dominated the discussions, thereby minimizing a possible bias of the opinions of other group members.

Nevertheless, the results of the present research offer some implications for in-service and pre-service programs, and for curriculum developers, educational psychologists, researchers, educators, and policy makers. Given these limitations and strengths, the following implications can be developed from the findings of this study:

(1) This study offered insights into developmental relationships from a qualitative methodological perspective. It also drew attention to the need to continue this vein of research towards a better understanding of teacher perceptions that offer the potential to lead to successful EQ programs. In terms of support and development of education through EQ program, teachers may be a critical element in evaluating such program in an effective manner. Determining the EQ program implementation has to go hand in hand with teachers' perspective on how an effective EQ program should be as well as their evaluation on the effectiveness of such programs.

(2) The EQ program can be used both for educators and policy-makers when devising policies aimed at maximizing educational attainments for all socio-cultural groups.

(3) Conducting EQ in-service programs for teachers is useful for both teachers and students since the data from this research indicates that teachers do need EQ skills. And they also see the usefulness of these skills in the classroom environment to enhance the learning process.

(4) The data from this study also indicated that facilitating EQ for students can be done with the help of an additional course or within the already existing courses in the school curricula.

The information obtained from this study is of a holistic nature since the only data gathered from participants were via focus group interviews. More in-depth studies through triangulation of data collection are also needed. In any case, both EQ and the experience of teachers thereof offer a highly beneficent area for further research, such as: (1) A wider data analysis could include teachers and students contributions to the sample and a more thorough examination in terms of socio-emotional learning. This inclusion would provide a more specific content for teachers to use as well as enabling a more thorough consideration of the ways in which teachers and students shape the curriculum and (2) A study might be conducted with participants who are primary school teachers. Experience could then be compared regarding the two studies. This would provide a more comprehensive understanding of the experience of teachers on EQ program.

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Appendix A

Interview Guide (Key questions)

Dear Colleague,

I am very happy to be with you in EQ program. As I mentioned before, here are the open-ended key questions that I will ask you in the group interview to identify your experience related to EQ program you attended. Your name and all specific responses to personalized questions will be confidential. Thank you for your time and contribution to this study.

Sincerely,
Seval Fer

Open-ended Questions

1. What are your experiences relating to the program? Why? From which points of view?
2. What are your opinions in terms of the extent to which this program would not satisfy your expectations? From which points of view? Why?
3. What benefits do you think you are likely to gain by participating in this program? Why?
4. In relation to your thoughts on EQ, what differences have you noticed before and after the program? Why?
5. Of the activities, which ones, according to your opinion are applicable and which ones are not applicable? How? Why?
6. How did you find the usefulness of the EQ activities and skills in terms of their comprehensibility and their applicability? Why?
7. Do you think that EQ skills should to be developed in your students through existing course curricula, or by implementation of an additional curriculum? Why?
8. For EQ activities to be effective and applicable in your classroom, do you feel the need for additional information? How? Why?
9. How did you regard the interaction between participants as well as instructor and participants? Why?
10. What aspects of the program did you like and dislike? What are the strengths and the weaknesses of the program? Why?
11. If you were to carry out this program, which aspects or parts of the program would you have altered? How? Why?
12. What are your suggestions for the development of a possible EQ program in the future? Why?

Author's Note

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