

Effectiveness of an Emotional Intelligence Program for the Prevention of Bullying In Primary Education

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Abstract.

Bullying is now a public health problem because of its high incidence and the wide impact it has on the psychological problems of those involved. That is why we are seeking to reduce the incidence of this problem through preventive interventions. In the present work, a prevention program based on the Reuven Bar-On model of Emotional Intelligence was implemented to train students to identify what bullying is and to provide them with social-emotional skills to combat it. The objective was to analyze the effectiveness of this program. Method: A pre-test and post-test experimental design with a control group was proposed for students between 8 and 10 years old from a primary school and a total sample of 50, for whose evaluation the Bull-S questionnaire was used. Results: an improvement of group cohesion was observed, that aggression behaviors were reduced in frequency after the implementation of the program, a variation in the type of perceived aggressions and change of the place where they occur. Discussion: In the school context, the great relevance of implementing prevention program based on emotional competences is evident. The limitations of the sample size, although it has not obtained a statistical significance, give hopeful data that raise the path of work for future studies. We have seen an increase in cohesion and how acts of harassment have decreased in the spaces of the center with greater supervision.

Keywords: bullying, group cohesion, prevention, emotional intelligence