

Emotional Intelligence
Prof. R. K. Pradhan
Department of Humanities and Social Science
Indian Institute of Technology, Kharagpur

Module No # 5
Lecture No # 24
EQ Skills for Students Success

Welcome back let us continue from our discussion empathy and the next level of you know another important EQ skill is called social responsibility we need to nurture how to me a person socially responsible and that will generate lot of responsibility in the minds of the students that he understand the rules and regulations before you will think thrice before violating any rules or norms of the society.

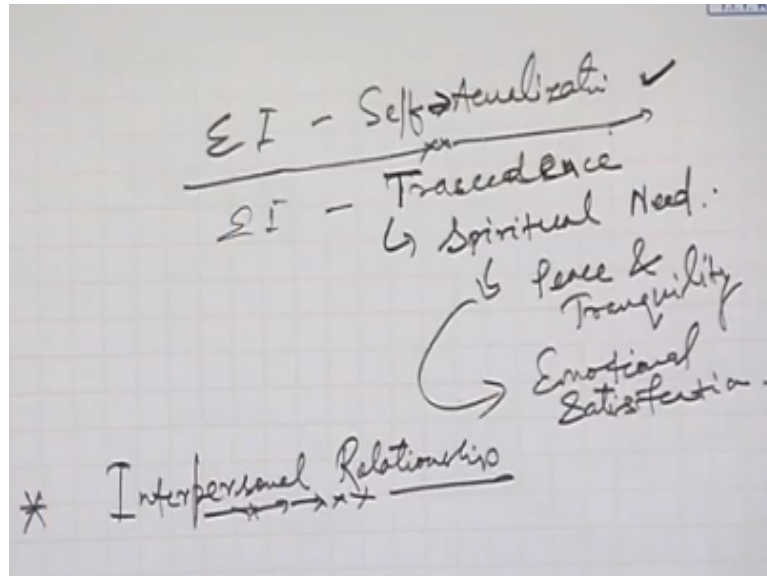
(Refer Slide Time: 00:22)

**Identifying skills successful students
have or need to develop**

Emotional self-awareness
Self-regard
Assertiveness
Independence
Self-actualization
Reality testing
Flexibility
Problem solving
Stress tolerance
Impulse control
Empathy
Social responsibility
Interpersonal relationship

So EI sometimes not sometimes always enhances the aware awareness that you are a responsible citizen of the country you have abide the rules and regulations. And you have to take of not only yourself you need to take care of others.

(Refer Slide Time: 01:11)



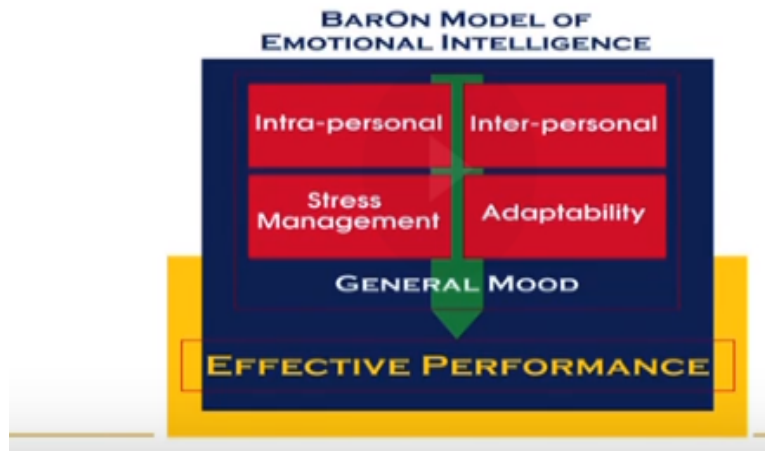
Then another characteristic is called interpersonal relationship, so this is one of the important social emotional skills you can say very important for survival for individual as well as others.

Because when you talk to others when you interact with others if it is not pleasant it is not emotionally satisfying. People will instantly reject you, people will not care you and that will reduce as a person your own values and you will be odd man out in this society. So not in education even we have seen in education systems those students who lack interpersonal skills isolated by the main stream of society.

And that is why we often say that try to interact with more and more with others so that you get along with others you know people you know your colleagues and you will be able to develop better friendship and that will help you to make a smooth transition during your education. And that is the value of interpersonal relationship in education

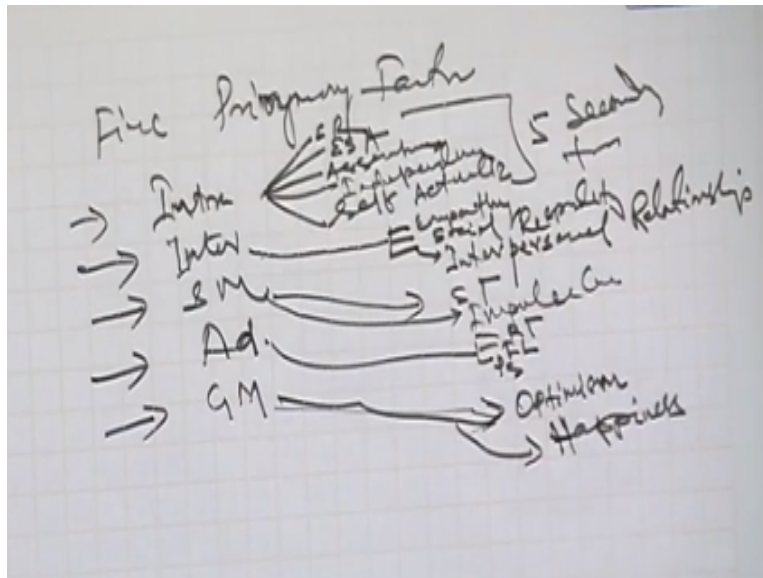
(Refer Slide Time: 02:28)

What is the BarOn Model?



Well we are talking about this skills impact this skill is all are in the main domain of Baron Model of emotional intelligence. This is a mainly focused on four important domains intrapersonal, interpersonal, stress management, adoptability and general mood. There are five important primary factors of Baron’s EQ.

(Refer Slide Time: 02:52)



So five primary factors these are called intra, inter stress management, adaptability and the fifth one called general mood. So and each dimension has several secondary factors and this is the right model to be applicable in education setup.

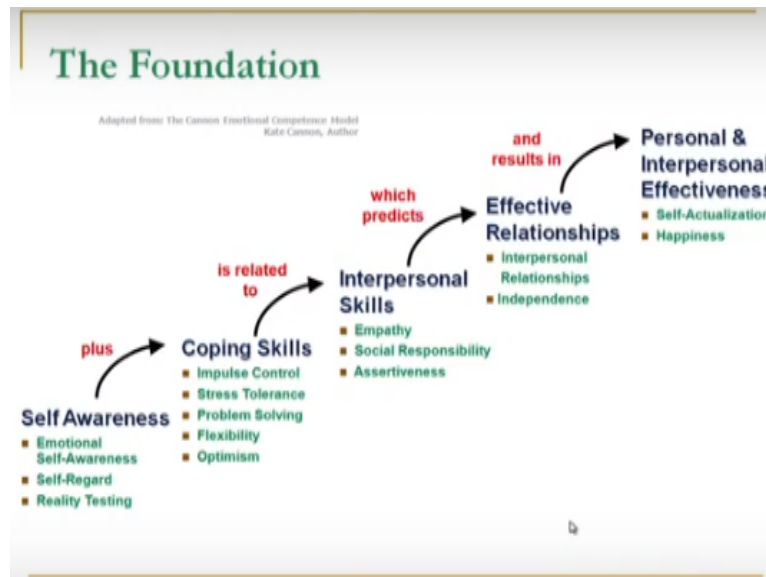
(Refer Slide Time: 03:34)



So the self-regard comes under intrapersonal the intrapersonal scale has five important dimensions one is called self-regard, second is called emotional self-awareness assertiveness, independent and self-actualization. So these are called five secondary factors and the interpersonal skills are empathy, social responsibility and interpersonal relationship. There are three secondary factors empathy social responsibility and third one is what we call interpersonal relationship.

The third primary factor also adopts stress management, stress tolerance and impulse control. Adaptability has three sub factors reality testing, RT then flexibility FL and problem solving PS and the general mood measures your optimism and happiness. Will be talking about happiness in detail in the domain of how EI is related to health happiness and prosperity. That is a different domain of discussions, but if these factors are nurtured in students and students are likely to develop a very harmonious personality development.

(Refer Slide Time: 06:12)



That will make them to prosper and grow in their life and they will be able to you know very smoothly to meet the different challenges of modern life that is coming out of the global stress. So this is framework taken from one of the research foundation this is adopted from Canon emotional competency model and developed by author is the Cathy Canon.

So he shows it is just like you know barber of friction Rodan and Bill theory just like. How by developing difference skills and competencies we enrich our domain of emotional intelligence. You know self-actualization creates development how we can better cope with how you can better enhance our coping skills and this self-awareness to coping skills which is enhanced or which results in intrapersonal skills such as empathy, social responsibility.

How social skills and competencies in terms of interpersonal skills predicts however effective relationship what we call interpersonal relationship and independence and the overall outcome is called the personal and interpersonal effectiveness that we realize in terms of self-actualization and happiness. So that is why it is very much important to develop a frame work of emotional intelligence Baron Model of emotional intelligence.

(Refer Slide Time: 08:01)

Some recent Findings Examining the Impact of EQ on Student Success

- Higher achieving students demonstrated higher Total EQ, Intrapersonal Skills, Stress Tolerance and Adaptability
- Students who are anxious or depressed get lower grades/lower achievement scores
- Students who can delay gratification earn better grades and have an average of 210 more points on their SAT tests
- Students who respond to setbacks with hope and resilience vs. anger and hopelessness achieve higher academic and social success
- Low levels of empathy are associated with poor achievement
- Resiliency training can improve the resiliency of students
- EQ skills can be enhanced in a college transition course

Which is very effective in school education? Particularly for the development in EI student population and some of the recent finding that has been come out of research on emotional intelligence and academic achievement. Even many of my students who are doing master program in human resource management they have also tried the relationship between emotional quotient and IQ factors and academic success.

And they have found that EQ has immense has immensely predicted their academic success people those who are high on their EQ scores upper from very well in academics. And this is a surprising finding that is coming up so this is an indication that there is a urgent need that EQ needs to be nurture. Because it is the only skills that make students to be regular to be sincere in the class and this is the only need that they realize there is a brighter aspect of attending classes.

And they realize the future goals and there are able to develop a vision of their life. So that is how the EQ as an impact on academic success of any student so higher education higher achieving students demonstrated higher total EQ, interpersonal skills, stress tolerance, adoptability. Students who are anxious or depressed get lower grades, lower achievements course also and we have also found similar kind of finding in our studies also.

Those people who are having low EQ factors have a large number of absenteeism and the reason being they are afraid of coming to class they are under stress tension. When they prepare for exam they suffer from lot of academic anxiety. So this is how the EQ has affected

their academic life but students who can delay gratification earn better grades and have an average of you know two one zero more points on their SAT tests.

Are likely to show higher level of emotional intelligence students who respond to set back with hope and resilience Vs anger and hopelessness achieve higher academic and social success. Even we have seen in learn optimism a emotional intelligence people those who are having high level of emotional intelligence. Their learn optimism is quite high they are likely to be more optimistic than the counter parts.

(Refer Slide Time: 10:47)

How Does EQ Differ From IQ?	
MHS 2005	
EQ	IQ
<ul style="list-style-type: none"> • Focus: developing an understanding of and an ability to manage emotions 	<ul style="list-style-type: none"> • Focus: developing one's cognitive abilities; more academically oriented
<ul style="list-style-type: none"> • <u>Can be enhanced throughout one's life</u> 	<ul style="list-style-type: none"> • Generally thought to be largely established at birth and cannot be enhanced
<ul style="list-style-type: none"> • Recently understood to be an important predictor of one's potential for success 	<ul style="list-style-type: none"> • Has been traditionally used to predict potential for one's success
<ul style="list-style-type: none"> • Fosters understanding and management of own emotions 	<ul style="list-style-type: none"> • Allows development of needed knowledge base
<ul style="list-style-type: none"> • Promotes positive relationships 	<ul style="list-style-type: none"> • Enables development of technical skills and abilities
<ul style="list-style-type: none"> • Increases self-motivation and drive 	<ul style="list-style-type: none"> • Enables conceptual thinking

So these are some of the findings that are labeled students success due to EQ factors. Then how does EQ differs from IQ this are some of the focus that one need to emphasize in class situations developing an understanding of an inability to manage situations while IQ emphasizes on developing one's cognitive abilities or more academic oriented. The second comparison may be you know EQ can be enhanced thought out one's life. This is what I have been highlighting one's IQ develops to a particular age limit.

Thereafter it does not go much but EQ can be enhanced any point of life. Recently understood to be an predictor of one's protector for success as we have seen in work and text also there are fine is emerging that EQ predicts one's success in life at work also. But IQ has been traditionally used predict potential for one's success. EQ fosters understanding and management of one's success while IQ allows development of need knowledge base.

So IQ factor are always knowledge oriented while EQ always focus on effective management of one's emotions. EQ promotes positive relationship while IQ enables development of technical skills and abilities. So that is why we often say that IQ is not enough to get success in one's life. So therefore we need to nurture positive relationship to make our life happier, healthy and phosphorus. Then another comparison could be the EQ increases self-motivation and drive. It created will and zeal within a person to achieve more and more while IQ enables conceptual thinking,

(Refer Slide Time: 12:48)

Skills First-Year (and beyond) that Lead to Student Success?

- What are the skills they need to develop?
- Can we identify the skills and teach them?
- Can we asses the skills?

So particularly those people who are new to higher education may be the first year and second year students this EQ is important because they are away from their home environment particularly in Indian settings. I would like to say that after passing out from their twelve classes they are entering into the new zone, new community, new environment they are isolated completely from their parents and closed one's.

They are likely experience in emotional turmoil's so that is a right time to nurture or to inject emotional intelligence into their blood, so that they come up very assertively, very maturely for a new life that they are going to face after their education. These are certain questions that I need to ask what the skills they need to develop are. Can we identify the skills and teach them? Can you asses the skills? Yes these three questions can be possible. Once we administer an emotional intelligence test whether it is Baron or it is Mayor Salavey test.

(Refer Slide Time: 14:05)

Opportunities to teach or assess skills

- Orientation groups
- Class
- Academic Advising
- Students on Academic Probation
- Department
- Team
- Institution
- Service Unit
- Wellness
- Housing
- Office of Students with Disabilities
- Judicial Affairs
- Campus Activities

There is lot of opportunity to teach and assess skills like you know orientation groups. While orienting different students groups we can also enhance these emotional skills among themselves. It can be enhance during classrooms situations by administering emotional intelligence test and give me the feedback in which areas they are lacking. Then academic advising nominating a academic advisor who is a senior students or TAT teaching assistance who can guide them properly emotionally.

Students and academic probation at departmental level of training emotional intelligence training could be held up so that the assessment and innervation can go in a smooth way. Even at team level institution level, service unit level we can organize the N number of wellness program like in between you know our Institute of IIT Kharagpur. The student's activity center what we call GYMKHANA they conduct lot of meditation program, yoga program.

So these are certain programs happens to be under the wellness program framework that is likely to create peace and tranquil within the minds of students and so that they can control that anger they can regulate their emotions and so that they can focus on their study and do well in their academics.

(Refer Slide Time: 15:46)

Developing skills are limitless:

- Common readings
- Films
- Literature
- Cultural issues
 - Diversity
 - Religion
 - Gender
 - Identity
- Case studies-your text
- Service Learning
- Campus events
- Current events
- Clubs, sports, organizations
- Code of conduct
- Student concerns
 - Drugs and alcohol
 - Dating
 - Making friends
 - Time management

In addition you know there are certain other common methods you know you can develop limitless a skills. Like common readings watching films like the way we see Tare Zameen Par where student who is very emotionally very week unable to understand the simple algebra but his potential is very creative its endless potential he possess. Which can be dis which can be extracted to non-verbal forms so a psychologist when enters into to the school identify his real potentialities and counsel is parents and teachers.

How this student is going to prosper in this life? So this is how we can enhance or cherish emotional intelligence in students. We can connect various campus events current event clubs sport organization we can develop EI skills say for examples like code of conduct. By code of conduct we can make our students socially responsible these are certain code and conduct of the campus you need to abide by this.

Student concerns like drugs alcohol these kind of behavior can be minimized through conduct of different kind of awareness programs. These are the side effects of alcohol drugs and what is the outcome of dating? What should be the limit of it? How one can make friends what is the how to choose the good friend? And how to enhance the time management skills These are certain ways that you know we can enhance the emotional intelligence skills in students.

(Refer Slide Time: 17:40)

Opportunities to assess skills are limitless

- Student Surveys
- Focus Groups
- Internships
- Grades
- Service Learning Evaluation
- Reflective Journals
- Group Projects
- Portfolios
- Student writing
- Pre and Post Evaluation
- Course Exams
- Videotape of Performance

And this are some of the opportunities to assess skills like students surveys very simply we can conduct a survey on EI and give them feedback and we can identify focus group these are the students they are weak in their emotional intelligence and we can give them special treatment we can concentrate on that group. And try to give them different capsules of enhancing emotional intelligence.

Then internship one can undergo also certain internship like technic training on emotional intelligence. Service learning evaluation group projects, pre and post evaluations, video tape of performance. We can conduct certain activities that a person is doing and we can project in the video form. That yes this is how you are performing your emotional intelligence this are the grey areas you like to develop on this sides right.

(Refer Slide Time: 18:43)

Points to consider

- Multiple measures embedded
- Ongoing Feedback
- Build in self, peer and instructor assessment
 - Rubrics

And this are some of the points to be considered multiple measures embedded on going feedback build in self-peer and instructor assessment. So these are some of the way that we can develop in our students.

(Refer Slide Time: 19:01)

Emotional Intelligence in a college transition course-embed and assess in all that we do

- Students will understand how emotional intelligence is connected to college success
 - Readings
 - Writings
 - Presentations
 - Students will identify specific emotional intelligence traits of successful individuals
 - Analyze readings and film for character analysis
-

Emotional intelligence in a transition course assess in all that we do. Students will understand how emotional intelligence is connected to college success. So once we make a survey compare EQ and IQ and also their academic achievement give them feedback they will understand yes. My emotional intelligence is enhancing my academics success. So gradually focus on reading writing and presentations skills this will build up their overall personality that is vital for their future success.

(Refer Slide Time: 19:33)

- Students will use their MBTI and BarOn EQ-i results to describe their strengths and weaknesses
 - Feedback Sessions
 - Presentation
 - Based on their MBTI and BarOn EQ-I results students will choose one or two goals and describe how they will develop them over the semester
 - Goal Setting Activity
 - At the end of the semester, students will describe if they achieved their goals, why or why not, and what impact it had, if any, on their success during the first year.
 - End of Semester Meeting
 - Final Reflective Assignment
-

There are other methods you know like mere bricks type indicator can be a map down and compare with Baron's EQ profile and when you give a comparative assessment that will give them any insight were need to be developed within themselves.

(Refer Slide Time: 19:55)

Forms of Assessment

- **Quantitative** (number based) scores, percentages
- **Qualitative** (words, art forms) opinions
- **Direct measure** -observing a student, scoring an essay, journal, analysis or discussion of an event, response to a film, portfolios
- **Indirect measure** –satisfaction and self perception surveys, focus groups, interviews

Qualitative and quantitative measures can be direct or indirect

Well EI can be as you all can discuss there are projective techniques there are objective techniques subjective techniques. So one need to approach both quantitative and qualitative methods likes qualitative in terms of words art forms opinions are you can simply ask them can you write a letter of thanks.

Thanks giving to you parents that are how we examine even I use to examine my class when I ask ok can you express a can you write a letter to gratitude expressing to your parent's wonderful expression I have seen how positive they are? How indebted they are towards the parents? And parents feel so illiterate it is by doing this it is not that they are developing they are also trying to enhance the EI profile of parents.

Making them realize that yes their kids are also realizing their contribution, there are direct measures like contribution. There are direct measures like observing students scoring an essay journal analysis etc. Indirect measures may be satisfaction and self-perception survey, focus group, interview face to face discussion.

(Refer Slide Time: 21:10)

Findings Examining the Impact of EQ enhanced FYS sections of student success at Gallaudet University (Andersen and Moses 2006)

- All first-year students enrolled in FYS (First-Year Seminar) took the BarOn EQ-i in Sept. and December 2005.
- Half of the students were enrolled in EQ enhanced sections.
- Post test results indicated students in the EQ enhanced sections had significantly higher ($p < .05$) General Mood.
- Two additional EQ factors approached significance: Interpersonal Skills and Total EQ-i.
- While not statistically significant, students in enhanced sections had higher FYS course grades and semester GPAs.
- Students in enhanced sections were less likely to be on academic probation
- Student narrative supported the results
- EBI First Year Initiative number one mean question "The course improved understanding of the impact of establishing personal goals."

So these are some of the studies have also shown that how EQ has enhance first year student academic success in University and the same thing we also found in our IIT
(Refer Slide Time: 21:20)

T-tests

BarOn EQ-I

Traditional vs. Enhanced FYS

Intrapersonal	.785
Interpersonal	.078
Stress Management	.478
Adaptability	.702
General Mood	.042 *
Total EQ-I	.070

* $p < 0.05$

And this shows the difference between the traditional and enhanced EI profile.

(Refer Slide Time: 21:30)

Student voices:

- "I looked back at my midterm and I wrote that I need to look at my impulse control – I do everything at the last minute." In fact I was doing my midterm at the last minute (sorry). I also had a hard time saying "no" – my stress was up. I really thought about it and made some changes like telling my roommate I didn't want him to use my car. It was not easy – or not jumping at any chance to go out forgetting about homework. Well I did it – I am not perfect but my post EQ says my stress is down and it is. My General Mood is better too. I feel better."

Well some of the student voices we have seen these are some of the example like I look back at my midterm and I wrote that i need to look at my impulse control.

I do everything at the last minute in fact I was doing my midterm at the last minute sorry. I also had a hard time saying no my stress was up. T really thought about it am made my changes like telling my roommate I did not want him to use my car it was not easy or not jumping at any chance to go out of to go out forgetting about homework.

Well I did it I am not perfect but my post EQ says my stress is down and it is my general mood is better too I feel not better. So this is how we have seen students developing in their emotional intelligence sites.

(Refer Slide Time: 22:29)

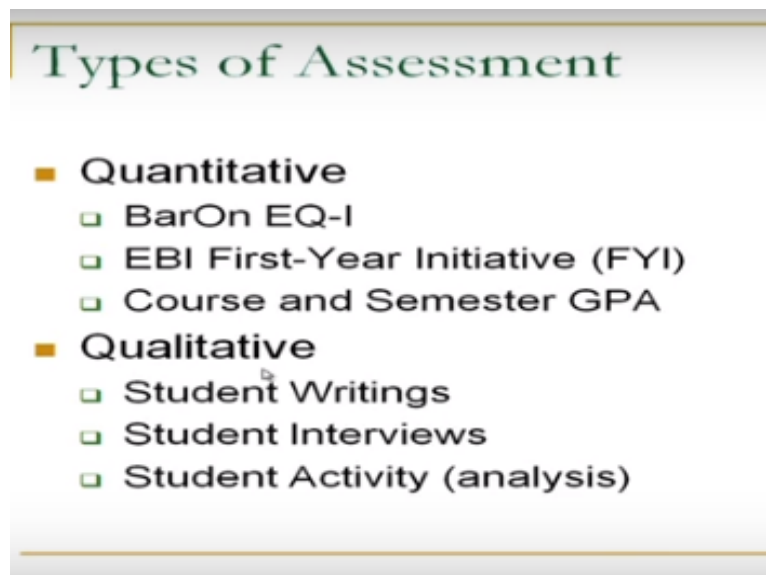
Student voices: (Teaching Assistant)

- "In the beginning of the semester interpersonal was one of my lowest scores. It includes empathy, social responsibility and interpersonal relationships. A person with low interpersonal scores can be too blunt without realizing that it hurts someone. When I was first working with students who were failing FYS I was kind of mean. It's really better to be gentle at first then become firmer later. They just need the chance."

So another student was that was taken by one teaching assistant this is a report in the beginning of the semester interpersonal was one of the my lowest score it includes empathy social responsibility and interpersonal relationships. A person with low interpersonal scores can be too blunt without realizing that it hurts someone. When I was first working with students when we were failing first year student I was kind of mean.

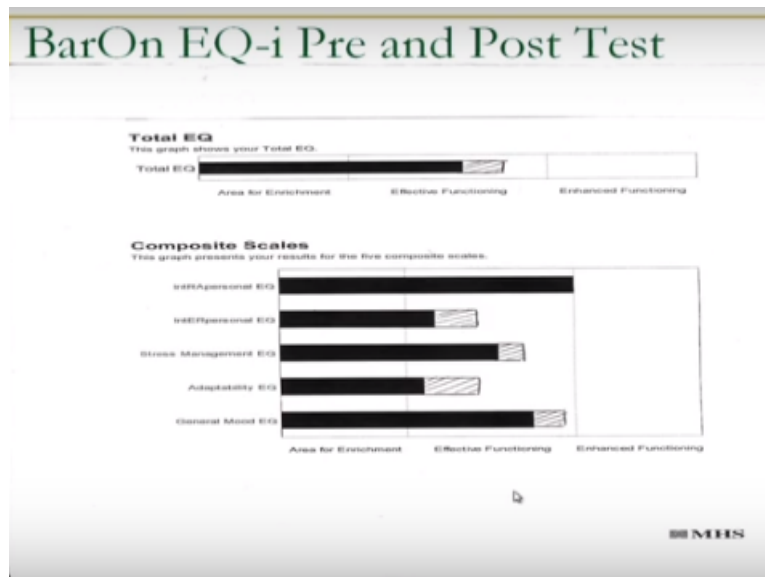
It is really better to be gentle at first then become formal later. They just need the chance this is the statement that coming out of teaching assistant. How he feels about the students initially you know this very difficult to control their behavior. But latter on when we feel concern about themselves their prospective changes.

(Refer Slide Time: 23:31)



Well as you all know that there are various ways of making EQ assessment students writing interview students activity or understanding test scores.

(Refer Slide Time: 23:41)



These are some of the comparative EI scores areas of enrollment affecting functioning and enhance functioning on EQ pre and post-tests.

(Refer Slide Time: 23:53)

“Bull’s Eye”

EQ skills: reality testing, problem solving, self-actualization

**The center of the bull’s eye represents success in achieving a goal.
For example, “I will pass all of my classes.”**

Steps:

- 1. Ask group members to put their names on or outside the bull’s eye to represent their level of success in achieving the goal.**
- 2. Ask each individual:**
 - to explain her/his choice of placement
 - to explain her/his satisfaction with the placement
 - to explain what she/he needs to do to move to a more desirable placement
 - To reflect in writing about the experience

These are some of the sample evaluations just I am showing in that how important is EQ skills and this is some of the steps that EQ skills can be developed. Ask group members to put their names on or outside the bull’s eye to represent their level of success in achieving the goals. So this is how we can talk about the plan of action enhancing emotional intelligence or developing a curriculum of EQ for enhancing one’s emotional intelligence.

(Refer Slide Time: 24:22)

Bull's Eye Activity and Assessment



See initially your target is I will pass all my courses you know then here this must initially then you grow up and by the midterm on the final you have covered the whole domain of your EI.

(Refer Slide Time: 24:41)

Student Narrative

- Goal Setting
- Journals
- Mid and Final Reflective Writings
- Workshop Reflections
- Movie Analysis
- Activities
- Presentations
- Group work

So student's narrative may be helpful you just ask how you feel. How do you express in awkward situations? That the narratives of situations can be a right way of evaluation their current status and according you can even advice and counsel for future improvements.

Goal setting, journals, mid and final reflective writing, workshop reflections, movie analysis like the way we project Tare Zameen Par like ways many emotional movies can be projected and that can be analyzed their content can be analyzed to create a platform for analysis of

emotional intelligence. Ask people to do certain activities give presentation and certain group work by the help of we can enhance their emotional intelligent skills.

(Refer Slide Time: 25:31)

How Will Your E-Portfolio Be Graded?

Completed all 7 steps of the project requirements	25%
e-Portfolio *followed project criteria * accurate, complete, informative * reflective (have I met my goals)	50%
Presentation skills * smooth, practiced delivery, included everyone * appropriate dress	25%

How will your portfolio can be graded?

(Refer Slide Time: 25:37)

The Majors/Careers Portfolio Project-Assessment Form

Completed all 7 steps of the project requirements Comments:	25%
e-Portfolio presentation * accurate, complete, informative, project criteria Comments:	50%
Presentation skills * smooth, practiced delivery, appropriate dress Comments:	25%

Name:

/ Grade:

This are some of the ways one can check out this completed all seven steps comments then provide useful feedbacks.

(Refer Slide Time: 25:44)

Rubric to score group participation (Empathy, interpersonal skills, Assertiveness)				
Points	3	2	1	0
Participation	Actively Participates Shows evidence of supporting group goals Helps group achieve goals			
Communication	Shares ideas, reinforces others	Shares ideas Listens to others	Shares ideas when encouraged	Does not share ideas

This is called the rubric to score group participation where they have student's empathy interpersonal skills and assertiveness has been mapped. Points, participation and communications so you can evaluate the this skills on the basis of 0,1 2 and 3 where they stands and then you can make evaluate comparatively analysis of different groups.

(Refer Slide Time: 26:07)

- ## Ways to Assess
- Institutional Data
 - Pre- Post Measures
 - BarOn EQ-i
 - Goal setting and end of the semester analysis
 - Art
 - Student Narrative (writing, focus groups, interviews)
 - Student Reflection
 - Activities
 - The Bull's Eye
 - E-Portfolios
 - A collection of artifacts with feedback
 - Rubrics
 - Measure student writing and presentations by self, peers and others

And pretest posttest measures can also give an indication of their development of emotional intelligence. The final thoughts is that assessment should be best on curiosity for examples what do students do based on our efforts is it making a differences ? That is very important we need to see is there any change happening to them the pretest and posttest emotional intelligence is there any change? What for this change? Why it has happened? Who are the changes then?

(Refer Slide Time: 26:48)

Final thoughts

- Assessment should be based on curiosity
 - What do students do based on our efforts
 - Is it making a difference?
- There is nothing worth teaching that should not be assessed

The whole analysis can give an indication that there is a change of emotional intelligence in their behavior. There is nothing worth teaching that should not be assessed. So this is what we learn from our teaching of emotional intelligence in general we often say that we do not realize the value of teaching that could not be assessed that could not be compared that could not be convey to participants. So the real challenge lies in the assessment procedures then we can think that yes he teaching of emotional intelligence is effective.

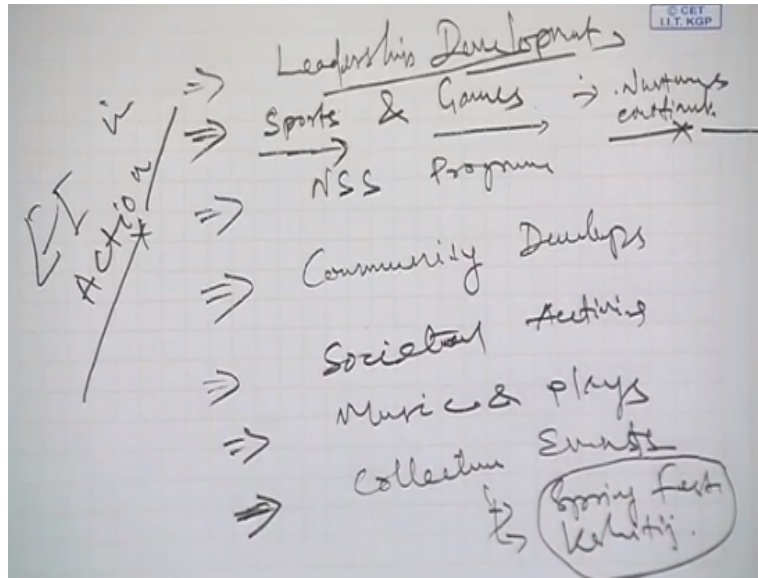
(Refer Slide Time: 27:30)

Assignments

- Q1. Examine the importance of emotional intelligence in Education.
- How to incorporate EI in Education?
- Prepare a module to impart EI training for teachers and students separately?

So these are some of the assignment would like you to do like say for examples examine the importance of emotional intelligence in education. Like what are the areas that emotional intelligence which is going to create an impact is it just the academics success of an individual or students or is there any other areas that the EI is going to impact.

(Refer Slide Time: 28:04)



Yes there are many other areas in education systems like you know sports and games NSS programs community development programs, societal activities, music and plays any collective events. Say for examples like spring fest in our institute Kritis so these are some of the group events how they are prospering and yes in leadership development program.

So these are certain quality and certain areas where EI in action you can say this EI in action EI means emotional intelligence in action. So the moment you participate in different sports and games it enhances your leadership skills, it enhances your collective skills, it enhances your participation skills, it enhances your inter personal skills. You learn how to lead a team; you learn how to get along with others so I will be playing in a team.

So this sports and events this sports and games are very much important events that nurtures emotional intelligence. By participating in this the students develops the leadership programs we have seen in NSS program when the students go for any kind of attending campus.

They display various skills and competencies that are reflected in the leadership and team works how we can develop a positive community in our locality this EI that can come out of the nurturing positive value and virtues in the students are as a whole. So this is in a nutshell shows that is very important for our education we need to make it a part and parcel of our curriculum thank you very much