CHAPTER 10

PROPOSED EI TRAINING PROGRAMME FOR STUDENTS

Details of the proposed EI training programmes for the students are presented in this chapter. Duration and objectives of the programmes are specified with reasons. Emphasis is on EI awareness, its significance, developing EI competencies like optimism and self motivation through self reflection exercises, activities, case studies and group interaction.

10.1 Introduction to the Programme

Based on the findings of the students study in the present research and literature survey, the EI Training Programme proposed in this thesis for the students of medical and engineering colleges will include the following aspects:

i. Awareness about EI: informal interaction with the students during the data collection revealed that almost none of them were aware about EI.


iii. Applying EI competencies in learning and day today functioning.

iv. Feedback about the effectiveness of the programme.

v. Techniques: talks with power point presentations, self reflection exercises, activities, role plays, shared experiences and group interaction.

vi. Duration: Since students have to focus only on the significance of EI in learning and not in teaching the duration of EI training program for students can be limited to five sessions, each of 2 hours duration (Total 10 hours).

10.2 Specific Learning Goals for Each Session

Session 1: Same as session 1 of faculty training programme.

Session 2: Same as session 1 of faculty training programme.
Session 3: EI and its competencies in different professions, role of EI in conflict management, stress management and decision making with case studies.

Session 4: Significance of EI in learning, EI competencies relevant for students- Self Awareness and Managing Emotions, self evaluation exercises for recognizing anxiety factors and their effect on learning, exercises and activities for developing self awareness and self control.

Session 5: EI competencies (continued), developing Empathy and Self Motivation through role play, activities, exercises and group interaction.

10.3 Training Modules

Session 1, 2 and 3 are based on the details of sessions 1-3 of faculty training programme. Theoretical aspects of session 4 and 5 in students training can be incorporated from faculty training programme. In view of different requirements of students as compared to faculty members, some portions of trainer’s talk, self reflection exercises, activities and role play in students training programme are different from faculty training programme while other details are same. Therefore, only those aspects which are different in students programme are discussed in this section.

10.3.1 Session 4: EI in Learning

Trainer’s Talk: Through self reflection exercise in session 1 you analysed different emotions that you face as students. You also realized that positive and negative emotions affect you in different manners. Positive emotions like happiness and curiosity facilitate the storage of information and help us recall things better. Whereas, negative emotions like anxiety, anger, fear etc. lead to stress and cause the brain to downshift; this reduces the opportunity for neuron growth and causes learning to be inhibited (Ornstein & Sobel 1987). You are also aware that EI helps in recognizing and managing emotions. So now let us see how EI is useful in learning.

Slide 1: Why is EI important in Learning?
- Think Good – Feel Good, Feel Good – Learn Good
- High EI = Better Self Control = Delay of Gratification = Better Motivation = Better Focus = More Learning = Better Performance
- High EI = Realistic Optimism = Less Anxiety = More learning = Better Performance
- Overall EI contributes to cognitive performance in reasoning tasks.
- EI helps in Conflict Management, Stress Management and Decision Making

[Statements in Slide 1 can be explained with reference to Chapter 2, 3 and 4]

**Trainer’s Talk:** Stallard’s (2002) statement, ‘Think Good – Feel Good’ can be combined with Sharp’s (2001) statement of emotional literacy, ‘Feel Good – Learn Good’ to form a more useful statement ‘Think Good – Feel Good, Feel Good – Learn Good’. Students’ ability to recognize, use, and manage their emotions helps them in their academic achievement (Drago, 2004). Researchers have found that student with high EQ tend to be better learners, more confident, optimistic, creative, flexible, happier, successful at solving problems, are able to cope with stress with a higher self esteem and have fewer behavior problems (Abraham, 1999; Cooper & Swaf, 1997).

Researches indicate that people with high EI have better self control on emotions like anger, frustration, distress and anxiety. This helps to remain focused on their task with enhanced cognitive tasks like reasoning, understanding, analyzing, memorizing and recalling. Self control helps in resisting temptations keeping our minds focused towards our goals (The famous Marshmallow Experiment can be explained here). More Aggressive students fail to learn self control and their poor impulse control contributes to poor results. Self Discipline helps to motivate and guide oneself to perform well in studies. With better conflict resolution, better stress management and better decision making they are able to concentrate on their task.

**Slide 2: EI Competencies Relevant for Students**

1. Self Awareness
2. Managing Emotions (Self-Control)
3. Optimism
4. Self Motivation
5. Empathy

[Explanation and Self reflection exercises for Self Awareness, Managing emotions and Self-control can be incorporated from teachers’ training programme.]

**Slide 3: Developing Self-Awareness as a Learner**

1. Awareness of your feelings at any given moment in relation to learning
2. Awareness of your values and attitudes as a learner
3. Awareness of your behaviour and how others see them
**Trainer’s Talk:** It is important to recognize various emotions which you feel while studying like excited, happy, thrilled, frustrated, angry or anxious and why? If you are experiencing positive emotions it may help you in better understanding of the subject matter, but if you are experiencing negative emotions, try to convert them into positive ones. For example if you feel the topic is boring and uninteresting, find out how you can make it interesting, if you are feeling anxious or frustrated because you are not able to understand the topic, try to take help from others.

**Exercise 1: Self Awareness about Values and Attitudes as a Learner**

According to your perception write down at least five attributes of a good learner. Then on the scale of 1-5 rate yourself for those attributes. And give reasons for your ratings.

**Exercise 2: Awareness of your Attributes/Behaviour and how others see them**

Write any five good attributes and five not so good attributes of yours. Ask any five friends of yours, whether you have assessed your attributes correctly or not. You can even ask your teachers about it.

**Trainer’s Talk:** You will be surprised that quite often things may be different. You think your teacher does not like you because of your certain traits but when you actually ask his opinion you realize it is not what you were thinking and sometimes it may be other way round. You think you have a good impression upon your teacher, but his opinion may not be the same.

**Exercise 3: Self Awareness about Anxiety among students**

Arrange the following in descending order of most anxiety causing factor for you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Enormous syllabus</td>
</tr>
<tr>
<td>2.</td>
<td>Long studying hours</td>
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<td>4.</td>
<td>Lack of recreational activities</td>
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<td>5.</td>
<td>Mismatch between capability and expectation</td>
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<td>6.</td>
<td>Rigid authoritative and non encouraging faculty</td>
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<td>7.</td>
<td>Family problems</td>
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<td>8.</td>
<td>Victimization by crime</td>
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<tr>
<td>9.</td>
<td>Medical illness</td>
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<tr>
<td>10.</td>
<td>Examinations</td>
</tr>
</tbody>
</table>
1. Which all factors in the table given above can you ignore?
2. Is there something else you are worried about at the moment?
3. Describe the worst thing that might happen to you because of the thing you are worried about. Is there any good aspect also?
4. What do you think will probably happen? Are you sure it will really happen?
5. How will you cope with the likely outcome?
6. Is there someone you trust who you can talk to?

**Slide 4: Managing Emotions**
- Managing Anxiety
- Managing Anger
- Managing Frustration

**Trainer’s Talk:** Anxiety, anger and frustration/helplessness are the three feelings that cause most emotional ill health (Killick, 2006). When they are out of control they can cause violence, drug problems, panic attacks and sadness. They can seriously mess up your life. So we shall be focusing on managing these three emotions more in this training programme.

**Slide 5: Managing Anxiety**
- Facing the fear and evaluating the causes
- Feel as safe as you possibly can, take help if required
- Recognise the worry thoughts
- Divert your mind by doing something you enjoy
- Monitor yourself for physical cues
- Using positive self-talk & Avoiding negative self-talks

**i. Facing the Fear and Evaluating the Causes:** Managing anxiety often involves evaluating the causes of anxiety and if appropriate, facing up to and mastering the fear rather than avoiding anxiety provoking situations (Killick, 2006). Anxiety can be like throwing a ball up in the air, however high it goes it must come down. Facing situations helps people learn what they were most worried about is actually not likely to happen and also helps people learn the skills that they need to be accomplished. In this way it is like riding a bike. If you fear falling off you do not want to learn, but if you learn how to ride well you reduce the likelihood of hurting yourself if you fall.

**ii. Feel as Safe as you possibly can:** This is an essential element for dealing with anxiety. Anxiety can freeze the brain making it very hard to think. Seeking out help can be essential in creating a sense of safety. If you can soothe yourself do so, if not find someone who can
help. Similarly *Managing sadness* may involve being able to treat oneself kindly or to seek others who can give care. Being regular in studies from the beginning of the session may help you in feeling safe during the exams.

**iii. Recognise Worry Thoughts** as soon as possible (thought catching). When these thoughts are recognised then they can be evaluated: How likely is it that this will happen? If it does what can you do? How do you know the consequences will be as bad as you think? Are you catastrophising? What other things could you do? Does it help to ponder upon these thoughts over and over again? Sometimes, anxiety can lead to rumination so when you catch yourself doing this, make yourself stop and think of something else.

**iv. Divert your Mind:** In addition to disputation, distraction can be employed to stop the “loop” of these tapes of negative thoughts in your head. One suggestion to stop the chain of negative thoughts is saying “Stop” in a loud voice. Divert your mind towards doing something constructive. Finally, notice what happens to your energy and will to act when you dispute the negative beliefs. Over time, the disputation becomes rapid and effective as the energization from it rewards you for the effort. *Eventually, the positive explanatory style becomes your “default” response.*

**v. Monitor yourself for Physical Cues** of worry, such as a fast heart rate, pacing and sweating. *Take deep breaths and make positive statements* about yourself and what is happening, for instance, ‘My legs feel a bit wobbly and I am feeling restless because I’m nervous but this feeling will soon pass. I can do this.’ *Relaxation and breathing exercises* can be very helpful (Killick, 2006). Hobbies and activities of interest can be helpful. It can be useful for students to share what works for them with each other as this can stimulate ideas as well as giving the chance to discuss the values of relaxation. Two common ways people learn to be calm is through practicing relaxation and meditation on regular basis. How to really relax? You lie on the floor with your eyes closed. You begin with your toes. Tense them as tight as possible and then loosen them completely. Keep them loose. Then tense your feet as tight as possible and then loosen them. Keep them loose. Tense your calf muscles as tight as possible, and then loosen them. Keep them loose. Work up through your whole body, until you feel completely relaxed. This is called Progressive Muscular Relaxation.
vi. Being Optimistic and Using Positive Self-talk: Being positive, saying something reassuring and trying to look on the positive side like, ‘It is going to be alright… It’s understandable to feel worried but let me work out what can be done. I am sure I can handle it’, builds a person up and gives energy. If you are in the habit of saying positive things to other people, you are more likely to say positive things to yourself (Bellhouse et al. 2005). Avoid Negative Self-talks because saying negative things robs people of energy. If you say negative things to other people, you are more likely to say them to yourself (Killick, 2006). Eventually, people avoid negative types. They know negative people are energy sappers! Being positive requires effort, especially in some situations, like when you are scolded by your teacher in front of others or you are doing badly in your exams. Being positive does not come naturally. One has to practice. Sometimes it even needs encouragement. That is why you should encourage your friends to be positive. Challenge them if they are being negative about everything. Stop yourself from being too critical. At first it takes a lot of effort, but as time goes by, you will find that being positive comes more easily. Try it. You will feel better about life and amazingly, often life actually does get better.

Exercise 4: Anger Management

While teacher was teaching in the class, you laughed at a joke cracked by your friend sitting next to you, the teacher thought you laughed at him and told you to move out of the class.

1. Do you think his action was right?
2. What would you do in this situation?

Trainer’s Talk: In such situations where people are watching, there is an audience effect. It will matter to both sides; who looks like the ‘winner’. Such arguments can always be dealt with later when both parties are quieter. Moreover, teacher being elder to you would not like to bow down. You have a choice here to either escalate the situation by arguing or by giving a Time Out Period also called Cooling down Period (Killick, 2006). Which one do you think will be beneficial? To protect your self-respect you can discuss the matter with the teacher later when his mind is not emotionally hijacked. He will definitely understand you better at that point.

Anger is the most difficult emotion to manage and the main idea in anger management is to wait for the intensity of the feeling to pass. Calm people develop the skill of impulse control. Impulse control is the ability to control your urges, usually because if you don’t,
consequences are generally bad. For instance, a police officer stops you when you are walking along the street. He is suspicious. He asks questions hinting you have done something wrong. Your impulse is to tell him your feelings, perhaps coloured with a few expletives. But you realise that the police officer has more power than you. The short term satisfaction of telling the police officer your thoughts may cause more serious consequences. So you keep your thoughts to yourself. This is impulse control.

**Exercise 5: Managing Helplessness and Frustration**

You worked hard for the group project. But you were not appreciated for you work as you were not in the good books of you teacher. Credit for the work was given to the students who had good terms with the teacher. What would you do? [The response of the students can be discussed with the whole group so that they come to know different ways of handling a situation depending upon the perception of an individual].

**Trainer’s Talk:** There are many such situations in life which may frustrate us. Some people have a very low threshold for tolerating frustration and explode in response to such frustration. Tolerance of frustration is a skill that needs to be learnt and this is harder for some than others (Greene, 2001). Remember getting frustrated doesn’t solve the problem. We need to think out ways to solve the problem and for that we need to first recognize our thoughts. Sometimes when bad things happen you can make them better or worse by the way you choose to think. For example, in the given situation the following thoughts may come to your mind and their effects will be different-

**A)** Perhaps I was never serious in my studies so my impression upon the teacher is not good? If you thought like this how would you feel? Probably still disappointed, but you are already making a plan to improve the situation. You are solving the problem. The feeling of disappointment will not hang around and keep you miserable for too long. You are being positive and getting on with life! You may try to discuss the matter with the teacher and get the things clear. You may even take help of your friends who can convey it to the teacher how hard you have worked for the project and you are no more taking your studies casually.

**B)** No matter how hard I try, I can never be appreciated. If you thought this way, how would you feel? Probably, you would feel disappointed too. But you are blaming yourself. You are giving yourself a great big ‘put down’. You are blowing the teacher’s
response up into a full-blown catastrophe! Responding in this way, does not solve problems. It does not help you to control your disappointment. It makes it into something worse, a feeling of hopelessness.

C) I hate that teacher! If this was your thought, how would you feel? Once again, probably disappointed; But you are blaming the teacher, as if it was his fault. You are making yourself angry. When you are angry, you are more likely to do silly things, like behave aggressively or be non-co-operative. Next thing, you might find yourself in trouble for a whole lot of other things. Your thoughts have led you down a path to another full blown catastrophe!

10.3.2  Session 5: Learning EI Competencies

Trainer’s Talk: Continuing with the skills training for developing significant EI competencies, our next focus will be on empathy. As humans we cannot work in total isolation. There is always a requirement of interacting and working with others for which we need to have a healthy relationship with others and this is possible only when we understand them well. Empathy helps us in putting ourselves in place of the other person to be able to understand his/her views and feelings. As students you need to understand your peers, parents and faculty members to have a healthy relationship with them. So let us have some activity and role plays to understand empathy.

Activity 1: Understanding Others Emotions
Activity 2 of Session 5 mentioned in faculty training programme can be incorporated.

Role Play 1: Empathy towards Teachers
Imagine yourself as a teacher and handle the following situations-

1. A student of yours is not performing well.
2. A student of yours perpetually comes late to the class.

Role Play 2: Empathy towards Junior Students
You are a first semester student and a senior student forces you to wash his clothes.

Trainer’s Talk: We can understand other’s emotions only when we put ourselves in other person’s place. Empathy is different from sympathy. In sympathy we acknowledge that the
other person has a problem but we may not actually feel his emotions whereas in empathy we understand the problem of the other person by putting ourselves in his place and understanding what he is actually going through (Bar-On et al. 2007). Whenever we have problem with somebody we must try to put ourselves in that persons shoes.

**Slide 6: Self Motivation Techniques**
- Building intrinsic motivation
- Making Plans
- Delay of gratification and Self Control
- Painting Pictures in Mind’s Eyes or Creative Visualisation
- Expectation of success

**i. Building Intrinsic Motivation:** Another term for motivation is ‘willpower’ or self determination. Willpower is not something that we do or do not possess. It is based on a conviction of, ‘I can and I will, and I am determined to do so.’ It is a choice, although for some this is not an easy or clear choice (Killick, 2006). This indicates that being optimistic and believing in one’s ability is important for getting motivated to achieve the desired goals. The ability to motivate one-self is not fixed and varies over situations. Quite often we start underestimating our capabilities because of criticism and negative remarks from others (Alderman, 1999). We should take criticism in a positive stride and improve upon our capabilities because criticism doesn’t mean we don’t have that ability. There are many people like Amir Khan, M.F. Husain and R.K. Laxman who were initially rejected in their respective fields, but they believed in their capabilities and reached at the top.

**ii. Making Plans:** The difference between a dream and a goal is; a plan. Making a plan is like having a map to guide you. Plans help you to know where you are going in life. They help give the proactive person a sense of direction or purpose. They help you to look at a bigger picture and to control your emotions.

**iii. Delay of Gratification:** Motivation requires the ability to delay gratification. An essential ingredient for achieving a goal is delayed gratification, which is the ability to go without a reward now in order to gain a greater reward later. Delayed gratification is a remarkable skill which in turn requires self control. It is the ability to shape the future by doing something in the present. It is how we set and achieve goals. Impulse control and delaying
gratification are difficult skills to develop but they are necessary to achieving your goals. Students who are able to delay gratification are more popular and earn better grades (Shoda, Mischel & Peake, 1990)

iv. Painting Pictures in Mind’s Eyes (Creative Visualisation): To be motivated towards something it has to be imagined. You need to paint pictures in your mind’s eyes of the benefits of your efforts. This helps in having a clear goal (Denning & Phillips, 2006)). It is important to be able to visualise the success of achieving goals that can help this process. Focusing on positive achievable future is more useful than dwelling on past problems. Students vary in their capacity for thinking about the future. Creating visual images in the mind can help you learn planning skills and lessen the anxiety created by the unknown. It is about being clear about where you want to get to.

v. Expectation of Success: Many students work hard to fulfill their parents’ desires and expectations. At the same time there are students who have self expectation to succeed and this is more motivating than expectation of others (Eccles et. al.1998). This is called need for achievement. These students expect high achievements from themselves. They set their goals, visualize them, make plans and work upon those plans to achieve their goals.

Slide 7: Some Simple Tips to Develop your EQ [same as faculty training programme mentioned in Chapter 9]

Even if you are not able to follow everything you learnt in this training programme, these simple tips given in Slide 7 will help you in developing your emotional skills. Remember you have spent 17-18 years developing your IQ so you need substantial time to develop your EQ as well. A concentrated, disciplined, innovative and sustained thrust in this direction will yield incredible returns.

10.3.3 Feedback about the Programme

The participating students may be asked to rate the coaching experience as valuable, enjoyable and well presented on five point rating scale. They can also be encouraged to give their opinion and suggestions about EI and its training.
10.4 Conclusion

During the data collection it was observed that none of the students were aware about the concept of EI. Therefore, apart from the awareness about EI and its significance, students training programme in this thesis focuses on self awareness as a learner which includes awareness of feeling and emotions, values and attitudes, self attributes and behaviour and how others see them. It includes self reflection exercises to understand the factors causing anxiety because the best way to manage anxiety is to recognize the factors and then be prepared to face them. Role play, group interaction and activities are also included for managing strong emotions like anger and frustration and developing empathy towards teachers and junior students. Self motivation techniques like building intrinsic motivation, making plans, delay of gratification and self control, expectation of success and creative visualisation are also highlighted.

Structured programs that train students and teachers how to deal with the emotions (like anger, frustration, anxiety and depression) that arise from stress within themselves as well as from others is lacking. Most of the stress management programmes focus mainly on managing physiological aspects of stress. The emotional aspects of stress are mostly overlooked in such programmes even when emotions are inseparable aspects of stress (Lazarus, 1999; Spector & Goh, 2001)). Therefore, depending only upon stress management programmes may not be effective in long run. EI training programme may help students and the faculty members in understanding and managing the emotional aspects of stress in teaching-learning process. It is also important to note that having a high level of EI does not eradicate feelings of stress, as stressors are often external to the individual and generally individuals have little control over their occurrence. However, EI can help an individual to deal with stressors more effectively and prevent them from its adverse effect on their performance especially by understanding its emotional aspects and their effect on their performance.