The role of EI in the development of adolescents’ social and emotional abilities and skills

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Setting the scene....

Transition from Primary to Secondary School

- Changing schools can lead to frustration, anxiety, disruptive behaviour (Cohen & Smerdon, 2009)
- Emotional dysfunctions may trigger other difficulties such as drug/alcohol abuse, anti social behaviour, etc.
- 2/5 pupils fail to make the expected progress during the year following a change of school (Galton et al 2003)
- Therefore, for a successful passage through adolescence, average young person must develop additional competencies
Emotional Intelligence

- Ability Model
- Trait Model
- Mixed Model

- Self Perception
- Learning Academic Outcomes and Social Competence
This Study

Study 1
Explorative

Qualitative

Observations
Interviews

Study 2
Experimental
Findings from Study 1

Thematic analysis was used to analyse the data (Braun and Clarke, 2003)

Themes

- Challenges in the context
- EI and the students
Theme 1: Challenges in the context:

Sub Themes:

- Coping with change and novelty
- Flexibility; dealing with diversity in interactions and environment
- Sense of belonging
- Separating the academic from the social
Theme 2: EI and the students

Sub Themes

- Motivation
- Empathy
- Self confidence
- Self awareness
- Self Control
This Study

Study 1
Explorative

Study 2
Experimental

Quantitative

Pre
Post
EI AND INTERVENTIONS
EI and interventions cont.

**SEAL Programme (2005)**

- Whole school intervention programme promoting social and emotional aspects of learning
- Mixed results due to various limitations namely ineffective implementation and undefined constructs

- So how will this research extend the knowledge?
Self awareness:
“conscious knowledge of one's own character, feelings, motives, and desires”

Empathy:
“the ability to understand and share the feelings of another”
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<tr>
<th>1. <strong>Introduction Session</strong>: Perception and Thinking - Self-Awareness</th>
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<td>Aim: Explore students’ thoughts and beliefs about themselves (to get to know oneself better)</td>
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<th>2. <strong>It's my life</strong> - Self-Awareness</th>
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<td>Aims: To make students aware of what emotions in others may look like and how different situations may elicit various emotional outcomes.</td>
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<th>3. <strong>You're worth it</strong> - Self-Confidence</th>
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<td>Aims: To build self-confidence and enable students to know how to build their confidence explicitly.</td>
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<th>4. <strong>Talking to others: put yourself in another's shoes</strong> - Empathy</th>
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<td>Aims: To be able to see situations in a different perspective. Students will know how important and difficult it is to try to see things from other people’s viewpoints.</td>
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<th>5. <strong>Communicate and co-operate for success</strong> – Communication and Teamwork</th>
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<td>Aims: The lesson continues from empathy and is about being good at teamwork and interacting well with others.</td>
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<th>6. <strong>Goals for Life</strong> – Self-Awareness/Motivation</th>
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<td>Aims: Students will understand how important it is to have long term and short term goals in school and life</td>
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**Intervention Theme: Self Confidence. Session No.3 Class Duration: 40mins.**

1. **Welcome and Check-in:** Researcher provides induction to session, with a reminder of previous sessions and classroom rules.

2. **Warm-up Activities:** Paired mirror game: initially mirroring actions, then emotions, followed by naming the emotion. Activities should increase group cohesion, listening, talking, and turn-taking to establish a free sharing environment.

3. **Review of previous week:** The group reviews the week and developments throughout the week. This includes discussing any specific actions agreed at the previous meeting. It will also provide an opportunity for the children to review how they have applied learning from previous sessions.

4. **Plan for session:** Initial confidence score recorded, followed by session introduction focusing on self confidence construct. Researcher elicits initial impressions of SC and moves on to demonstration video. Group initiated aim and respective learning outcomes for future sessions discussed. This includes understanding and building one's self confidence then measurement of it.

5. **Core activity:** SC related activity. Self assessment of 5 positive points shared and discussed with a friend, who may agree or disagree or add to it. Self assessment of 3 negative points again discussed with a friend. Then form role play groups of 4 to discuss the results of the previous assessment and how to improve. The groups will include 3 allocated life coaches and 1 client. Rotating roles at the end of discussion. Researcher, TA and Tutor will demonstrate what is expected from this activity.

6. **Review and reflection:** Students review skills learned and future application. Students will then provide scenarios requiring self confidence.

7. **Plans for the coming week:** Brief outlook on next lesson.
Research Outcomes

Contribution

Impact

Gap

Gap

Impact

Contribution
Thank you very much for listening.

Any questions?