

The Effectiveness of Life Skills Training Program in Improving Both Emotional Intelligence and Academic Intelligence Outcomes in Adolescents

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Abstract

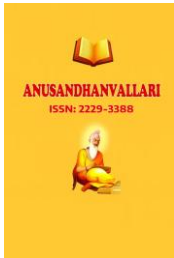
Emotional intelligence was the focus of the study's need survey. The purpose of the research was to find out how an intervention program affected the EQ of college-aged people. The present investigation made use of a pre-post test design. Adolescents, both male and female, ranging in age from eighteen to twenty years old, made up the present research. Both the pre- and post-tests were administered using the following instruments: Cooper Smith Self Esteem Inventory, Sevenfold Emotional Intelligence Scale, and Generalized Self Efficacy Scale. A three-month EQ development program was offered to pupils who scored below the norm on the tests. A statistically significant improvement in EQ scores was found when a paired sample t test was used to compare the pre- and post-test means. Everyday living was much more difficult for young women, and they struggled greatly to build careers and families. Young women have a lot of emotional and social issues due to these discrepancies. An individual's capacity to cultivate adaptive and constructive behavior in response to the obstacles and demands of daily life is known as a life skill. These fundamental abilities are critical for empowering young women to thrive in today's world and meet the challenges it brings. To be healthy is to have "full physical, mental, and social wellbeing," according to the World Health Organization. Hormonal shifts cause constant emotional highs and lows for adolescents, who may find adulthood's lack of experience daunting and lead them astray. An adolescent's emotional intelligence—defined as the ability to understand and manage one's own and other people's emotions, as well as those in interpersonal relationships—is crucial to their personal and professional growth.

Keywords-Mayer-Salovey Model, Emotion Regulation, Motivation, Social Functioning, Academic Achievement, Adolescent Development, Psychological Well-Being, and Self-Efficacy

Introduction:

Adolescence is a pivotal time in a person's life since it is when they are growing and developing into adults. At this juncture, the teen's choices will have long-lasting effects on their lives. Adolescents' interpersonal skills are evolving to meet the demands of modern society, particularly in regards to the importance of being able to interact effectively across gender, religion, and ethnic lines (Larson et al., 2002). Ensuring the psychological well-being and life satisfaction of teenagers is of the highest significance as they develop into responsible adults. This is because they will be the leaders of the future.

According to Larson, Wilson, Brown, Fursternberg, and Verma (2002), how well this preparation is determines the fate of any society. Now more than ever before, today's youngsters are bombarded with options and expectations. Although it grants them more freedom, it also increases conflict and frustration, which impacts their mental health, whether it's with emotion regulation, coming into one's own, avoiding peer pressure, forming relationships, or learning about educational resources. These young people need support in developing their sense of self and their emotional intelligence so that they may thrive in their relationships and adapt to their new environments.



Emotional intelligence and life skills, including self-esteem, health, and confidence, are the focus of this research. In order to gauge college students' emotional intelligence requirements, this research surveyed them. In order to help college students improve their adjustment, the research uses a life skills based intervention method based on the outcomes. The current study draws on three key theoretical frameworks, including those put forth by Erikson (1959), Zeman (2007), and others who have discussed the significance of emotional expressiveness and the development of an individual's identity. This research builds on the work of Bandura (1977), a social theorist who examined how teaching teens practical skills affected their emotional growth.

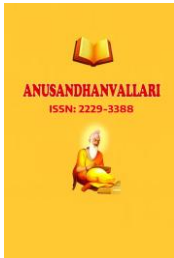
According to him, the social learning theory—which emphasizes the importance of modeling, behavioral repetition, and social reinforcement—provides a theoretical framework for life skill training. The current study's concept is that developing one's sense of self and one's emotional intelligence are both necessary during adolescence. For college students, emotional intelligence (EQ) means being able to transition freely from a state of distrust to one of trust, from a state of self-doubt to one of self-empowerment, from a state of following to one of leading, from a state of incompetence to one of competence, from isolation to synergy, and from hopelessness to optimism (Singh, 2006). A number of studies have shown a strong correlation between students' emotional intelligence (EQ) and their academic performance and psychological well-being. These include the work of Adeyemo (2007), Bartlett (2005), and Vela (2003), among others. There are seven sides to it:

Being emotionally intelligent is being in tune with and in control of your own emotions and those of others around you. The following elements are shared: the ability to perceive, comprehend, use, and control one's emotions. Everyday practice relies on seeing, using, and controlling emotions. Emotional intelligence (EI) is very valuable since it promotes several admirable qualities, such as the ability to bounce back from setbacks, communicate effectively, stay motivated, and control one's stress. These qualities are crucial for thriving in one's personal and professional lives. As a whole, young women are the backbone of the family and community, taking care of everyone else's wants and needs before focusing on their own.

Women suffer unnecessary stress and harm as a result of society's high expectations for them. When women are under constant pressure, they may not be able to identify their own needs, which can lead to physical and mental health problems. Their sense of self-worth and personal development might be stunted as a result. Conflicts between job and family life are a major source of stress for young women, according to a number of studies. It could be related to juggling personal and work responsibilities. Achievement in higher education, an uncertain work environment, uneven pay and treatment, and other forms of stress are all products of today's competitive society. Reddy et al. (2018), Iwasaki et al. (2004), Sulsky and Smith (2005), and others have shown that young women experience high levels of stress due to the many demanding personal tasks and obligations they have, such as those of a spouse, daughter, parent, and managing their own finances.

Compared to males, women had higher levels of emotional anguish. Women gain confidence and the ability to handle the stresses of job and family life via life skills education. The ability to think critically and creatively, to adjust one's interpersonal behaviors to different situations, to be self-aware and empathetic, and to deal with stressful and unpleasant emotions are all essential life skills. Intelligence in the emotional domain benefits from these abilities. Because of this, they are better able to manage the tension and annoyance. In addition, it aids in the development of resilience and negotiating abilities, both of which are vital for the management of intrapersonal and interpersonal relationships.

Dealing with life's challenges and developing one's social and personal abilities to make one's life better and contribute to the comfort of one's community is something that people do at all times and in all forms. People nowadays require psycho-social skills to handle the many challenges, stresses, and pressures they encounter on a daily basis. These include adapting to changing family structures, navigating a vast and complex web of human relations and diversity, and keeping up with the ever-increasing flow of information. An individual's susceptibility



to a range of mental, social, and behavioral illnesses increases when they lack the emotional, psychological, and social skills and talents necessary to cope with challenging situations. when a result, they should acquire the knowledge and abilities to manage these challenges when they arise. In order to make the most of one's life, it's important to acquire a set of transferable skills that may help one deal with the ups and downs of daily life, navigate new areas of knowledge, and connect with others.

Methods

As a kind of semi-experimental research, this study used a nonequivalent control group design. Nonequivalent control group design is the most used quasi-experimental method in educational research. In this plan, there is a pre- and post-test for both the experimental and control groups, and the participants' assignment to the two groups is not random. Aside from not using random assignment of individuals, these designs are identical to pilot projects (18). Because research using random sampling of persons has its disadvantages, this pattern is chosen. Emotional intelligence and its components are the dependent variables in this study, whereas life skills training is the independent variable. The impact of life skills training, particularly communication skills, on emotional intelligence is the primary focus of this research. Multivariate analysis of covariance was used with descriptive statistics to examine the gathered data.

Here you may see the results of the participants' scores on a motor intelligence scale that measures their motivation, self-awareness, empathy, and social skills. The distributions of the responses provide information on the averages, standard deviations, and scoring trends among the teenagers. Using comparison answer summaries of demographic categories, the first trends may be found. Areas of strength and need for improvement may be identified based on response patterns in the emotional intelligence domains. Based on these findings, motional intelligence is now the center of academic-life skills relationships.

The 58-item scale assessed self-evaluation in four domains: social, intellectual, familial, and personal. Khera, Ahuja, and Kaur's (1999) Sevenfold Emotional Intelligence Scale (SFEIS) was used for this purpose. There are 63 items total on the scale; 7 pertain to self-awareness, 11 to self-regulation, 7 to acceptance and empathy, 7 to interpersonal interactions, and 15 to social skills. The Generalized Self-Efficacy Scale (Sud, Schwarzer, & Jerusalem, 1998) in Hindi was used for the purpose of evaluating self-efficacy. The optimism scale is a 10-item psychometric tool for gauging one's capacity to deal with life's inevitable challenges. The usual range of alpha values for the resulting internal consistencies is 0.75 to 0.90. Both the size and its reliability are parsimonious. Both its convergent and discriminant validity have been confirmed.

Results and Analysis

The following goals were established for this study:

Adolescents' happy and healthy growth is greatly aided by intervention programs, as previously mentioned. Thus, interventions have beneficial effects on education, society, psychology, cognition, and the economy. Adopting a health policy and fostering a pleasant school environment are two examples of intervention programs that significantly impact student outcomes. Accordingly, it offers substantial proof of the possibility of interventions (Cortina et al., 2007). The good impacts of the systematic supply of basic services or resources to young children have been validated by interventions on adolescents, as have the positive results of well-planned and executed programs (Manning, Homel & Smith, 2006).

Table 1: Descriptives

	N	Mean	SD
I know when to speak about my personal problems to others.	400	3.86	1.096
Other people find it easy to confide in me.	400	3.87	0.799
I understand the non-verbal messages of other people.	400	3.93	1.137
I am aware of my emotions as I experience them.	400	3.69	0.883
I am aware of the non-verbal messages I send to others.	400	4.33	1.208
By looking at their facial expressions, I recognize the emotions people are experiencing.	400	3.79	0.787
I know why my emotions change.	400	4.20	0.898
I easily recognize my emotions as I experience them.	400	4.30	1.157
I am aware of the non-verbal messages other people send.	400	3.94	1.109
I know what other people are feeling just by looking at them.	400	4.14	1.331
I can tell how people are feeling by listening to the tone of their voice.	400	3.78	0.848
I understand why people feel the way they do.	400	4.22	0.868
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	400	4.30	1.179
When my mood changes, I see new possibilities.	400	4.04	0.753
When I experience a positive emotion, I know how to make it last.	400	4.20	1.264
When I am in a positive mood, solving problems is easy for me.	400	3.91	0.770
When I am in a positive mood, I am able to come up with new ideas.	400	4.19	0.920
I have control over my emotions.	400	4.45	0.982
When I feel a change in emotions, I tend to come up with new ideas.	400	4.22	0.852

When I am faced with a challenge, I take up because I believe I will succeed.	400	4.26	1.204
I use good mood to help myself keep trying in the face of obstacles.	400	3.87	0.963
I expect that I will do well on most things I try.	400	4.15	1.195
Some of the major events of my life have led me to re-evaluate what is important and not important.	400	4.04	1.044
Emotions are one of the things that make my life worth living.	400	3.92	1.136
I expect good things to happen.	400	3.62	0.947
I like to share my emotions with others.	400	3.81	1.234
I arrange events so others enjoy.	400	3.78	1.090
I seek out activities that make me happy.	400	3.88	0.797
I present myself in a way that makes a good impression on others.	400	3.86	0.730
I motivate myself by imagining a good outcome to tasks I take on.	400	4.03	1.177
I compliment others when they have done something well.	400	3.70	0.847
When another person tells me about an important event in their life, I almost feel as though I have experienced it myself.	400	3.90	0.779
I help other people feel better when they are down.	400	3.97	1.070

In the table under "Descriptives," we can see the average and standard deviation (SD) of 400 participants' responses to statements measuring their self-awareness, empathy, and emotional intelligence. Overall, respondents' emotional awareness and management skills are quite strong, with mean scores ranging from 3.62 to 4.45.

The respondents are extremely agreeable that they can well regulate their emotions, as seen by the highest mean score of 4.45 with the statement. Other items that scored highly indicate that I am very self-aware and resilient. For example, "I am aware of the non-verbal messages I am sending to others" (M=4.33), "I can easily recognise my emotions as I experience them" (M = 4.30), and "When I am faced with obstacles, I must remember that I have had similar obstacles and have been able to overcome them" (M=4.30), also indicating that I am very self-aware. Good interpersonal and intrapersonal abilities are shown by average to high evaluations of items such as non-verbal signals comprehension, empathy with others, good moods to solve issues, and so on (about 3.8 to 4.2 on average).

A modest disparity between optimism and the other emotional elements is shown by the variable I anticipate positive things to happen, which has the lowest mean of 3.62. Response variability ranges from moderate to mild, with a standard deviation typically falling between 0.73 and 1.33. Emotional intelligence is defined as the capacity to recognize and appropriately react to the feelings of others, as well as to control one's own emotional responses; yet, there was a discrepancy in the results when it came to optimism and expressiveness.

Table 2 : I know when to speak about my personal problems too thers

Statement	Counts	% ofTotal
Strongly Agree	117	29.3%
Agree	186	46.5%
Neutral	46	11.5%
Disagree	27	6.8%
Strongly Disagree	24	6.0%

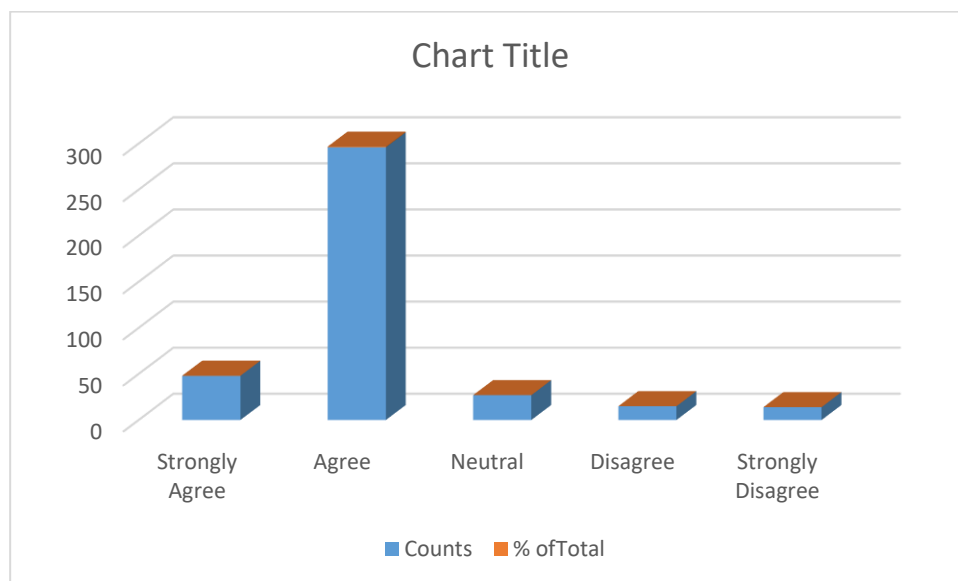


Figure 1 : When it's appropriate, I can also talk about my own issues with them.

The distribution of the respondents' opinions regarding their knowledge of when to discuss personal difficulties is shown in the table, which is labeled I know when to share my personal issues with others. Most respondents have a good sense of emotional awareness and prudence when it comes to situations involving personal information, as shown by the data. 186 (46.5%) persons agreed with the statement, and 117 (29.3%) strongly agreed. Just 11.5 percent of the sample, or 46 people, were undecided or indicated that their answer changed depending on the circumstances. Also, 27 people (6.8% of the total) did not agree and 24 people (6.0%) strongly disagreed that they have good self-understanding and are able to control their emotions. This suggests that some people may struggle to know when to talk to others about their problems.

Table 3 : Other people find it easy to confide in me

Statement	Counts	% ofTotal
Strongly Agree	48	12.0%
Agree	296	74.0%
Neutral	27	6.8%
Disagree	15	3.8%
Strongly Disagree	14	3.5%

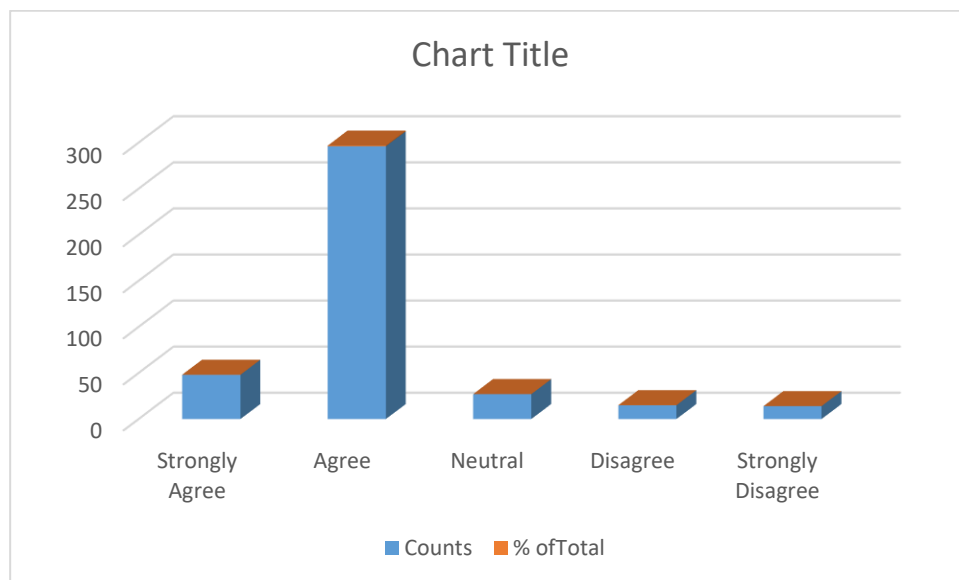


Figure 2 I am someone others feel comfortable confiding in.

Views on respondents' approachability and trustworthiness are shown in the table titled Other people find it simple to confide in me. According to the data, 296 people (or 74.0% of the total) agreed with the statement, and 48 people (12.0% of the total) strongly agreed, indicating that the majority of participants believe they can provide a safe space where others may open up about their struggles. There was a small percentage that was unsure of how others see their approachability; 27 people (6.8% of the total) were indifferent. Meanwhile, there may have been a tiny subset of respondents who do not necessarily see themselves as confidants, as the number of respondents who disagreed (3.8) and strongly disagreed (14) is quite low. All things considered, the findings show that most people see the responders as trustworthy, accessible, and empathic individuals who are able to form friendly and welcoming connections with others.

Table 4 : I understand the non-verbal messages of other people

Statement	Counts	% ofTotal
Strongly Agree	143	35.8%
Agree	157	39.3%
Neutral	60	15.0%
Disagree	9	2.3%
Strongly Disagree	31	7.8%

The second table, "I understand the non-verbal messages of other people," records the respondents' ratings of their own abilities to pick up on non-verbal clues. It seems that the majority of respondents are confident in their capacity to read non-verbal clues such as body language and facial expressions, as 157 respondents (39.3%) and 143 respondents (35.8%) respectively, agreed and strongly agreed with the statement. Just sixty people, or fifteen percent, expressed uncertainty about their ability to correctly read non-verbal communication by choosing the "neutral" option. Although this is a tiny number, 9 respondents (2.3%) disagreed and 31 (7.8%) strongly disagreed; these individuals may have difficulty understanding non-verbal cues. The majority of respondents seem to possess a high degree of self-awareness regarding non-verbal communication, an important component of emotional intelligence and proper social interaction, according to the overall findings.

Table 5 : I am aware of my emotions as I experience them

Statement	Counts	% ofTotal
Strongly Agree	28	7.0%
Agree	297	74.3%
Neutral	10	2.5%
Disagree	55	13.8%
Strongly Disagree	10	2.5%

What follows is a table labeled "I am aware of my emotions as I experience them" that details the instances in which respondents were cognizant of their emotions. It turns out that a lot of people thought the statement was OK; 297 people (74.3%) said as much, and 28 people (7.0%) said as much more, suggesting that most people are aware of their emotional states when they occur. On occasion, there was confusion in emotional awareness among the small number of responders (2.5) who remained neutral (10). However, the minority might be aroused and fail to pay any attention to their emotions since 55 respondents (13.8%) agreed with the contrary and 10 respondents (2.5) strongly agreed. While most respondents seem to have a good grasp of their own emotional states, the data does show that a sizeable minority may benefit from guidance in identifying and making sense of their feelings.

Table 6 : I am aware of the non-verbal messages I send to others

Statement	Counts	% of Total
Strongly Agree	278	69.5%
Agree	50	12.5%
Neutral	25	6.3%
Disagree	20	5.0%
Strongly Disagree	27	6.8%

The table shows that I am aware of the non-verbal cues that other people pick up on from my body language, facial expressions, and other non-verbal cues. The respondents rate their own self-perception in relation to these cues. The majority of the individuals who answered to the statement were in agreement with it. Out of 278 respondents, or 69.5%, and 50 respondents, or 12.5 percent, agreed that most people are very conscious of the non-verbal cues they use. Twenty respondents (5.0%) were not in agreement and twenty-seven (6.8%) were strongly against; this is a minority group that may not be fully conscious of the effect of their non-verbal communication. Twenty-five (6.3% of the total) were neutral, suggesting that they are sometimes unsure about how they perceive themselves. Overall, the findings suggest that the majority of participants are highly self-aware when it comes to their non-verbal behavior, a crucial component of emotional intelligence and successful interpersonal communication.

Table 7 : By looking at their facial expressions, I can recognize the emotions people are experiencing

Statement	Counts	% of Total
Strongly Agree	24	6.0%
Agree	322	80.5%
Neutral	10	2.5%
Disagree	33	8.3%
Strongly Disagree	11	2.8%

In the table under "By looking at their facial expressions, I can tell what emotions people feel," the respondents' ability to deduce other people's emotions from their facial expressions is shown. The results show that a majority of the participants feel confident in their ability to understand people's emotions from their facial expressions, as 320 respondents (or 80.5% of the total) highly agreed with the statement and 24 respondents (or 6.0%) strongly agreed. A small percentage of respondents may have trouble accurately interpreting facial expressions; just 10 (2.5% of the total) were neutral, suggesting some degree of uncertainty on their side; 33 (8.3% of the total) disagreed, and 11 (2.8%) strongly disagreed. Overall, the findings demonstrate that the majority of respondents had highly developed empathy and perceptual abilities, enabling them to accurately read and interpret non-verbal facial signals that convey emotions.

Table 8 : I know why my emotions change

Statement	Counts	% ofTotal
Strongly Agree	165	41.3%
Agree	182	45.5%
Neutral	30	7.5%
Disagree	13	3.3%
Strongly Disagree	10	2.5%

This table displays the respondents' level of self-awareness on the factors that contribute to their emotional unpredictability. The majority of participants had a good understanding of what influences their emotions, as shown by the statistics: 182 respondents (45.5%), who agreed with the statement, and 165 respondents (41.3%) who strongly agreed. In the following group, 30 respondents (7.5%) were indifferent because they were unsure of what exactly sets off their emotions. On the other hand, 13 respondents (3.3%) disagreed and 10 respondents (2.5%) strongly disagreed, making up a small but significant minority that may have difficulty identifying the specific things that cause their emotions to shift. The majority of responders demonstrate high levels of emotional insight, a key component of emotional intelligence, by being able to identify and explain the factors that influence the way their emotions vary in different contexts.

Table 9 : I easily recognize my emotions as I experience them

Statement	Counts	% ofTotal
Strongly Agree	277	69.3%
Agree	24	6.0%
Neutral	51	12.8%
Disagree	38	9.5%
Strongly Disagree	10	2.5%

Using the "I easily identify my feelings as I feel them" table, respondents may assess their own capacity to perceive their emotions in the present moment. The highest rate of quick emotional identification was seen among the 277 respondents, who were in the majority (69.3% to be precise) and strongly agreed with the statement.

Individuals who participated in the poll. Although 24 individuals (6.0%) were in agreement, 51 (12.8%) were either unclear or said that emotional awareness varied. People may have problems recognizing their feelings in the here and now, according to a tiny minority of 38 respondents (9.5%) and 10 respondents (2.5%) who answered negatively considerably. In sum, the results show that the majority of respondents have a high degree of intrapersonal awareness, which allows them to be aware of and cognizant of their own feelings at all times.

Table 10: I am aware of the non-verbal messages of other people

Statement	Counts	% of Total
Strongly Agree	141	35.3%
Agree	177	44.3%
Neutral	14	3.5%
Disagree	55	13.8%
Strongly Disagree	13	3.3%

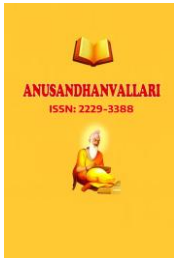
In the table under "I am aware of the non-verbal messages other people send," the respondents rate their own ability to read other's non-verbal cues. The majority of participants are perceptive to and attentive to non-verbal cues, as 177 respondents (or 44.3% of the total) agreed with the statement and 141 respondents (or 35.3% of the total) strongly agreed. The fact that just a small percentage of respondents (3.5–14) were ambivalent suggests that some of them sometimes struggle to decipher non-verbal signs. Meanwhile, a minority of 55 respondents (13.8%) disagreed and 13 strongly disagreed; these people may have trouble reading non-verbal cues. Overall, the findings show that a lot of people have good sensitivity that lets them pick up on and understand other people's non-verbal cues.

Conclusion

The results demonstrate that the life skill training had an effect on urban adolescents' emotional intelligence, as the mean values were higher on the post-test than the pre-test. Joseph (2014) investigated the impact of life skills training on the improvement of emotional intelligence in eleventh-graders, which provided support for the present research. The researchers used a t-test to analyze the data, and the measure of emotional intelligence was the Mangal Emotional Effect of Life Skills Training on Resilience among School Adolescents 30 Inventory developed by Mangal and Mangal (2009). Adolescents' emotional intelligence was shown to be significantly enhanced by life skills training. Life skills impact well-being, self-efficacy, confidence, and self-esteem, according to the research.

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