

Psychology of Learning

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Lecture – 29

Emotional Intelligence and Learning (Contd.)

Hello viewers, welcome back to this NPTEL course on Psychology of Learning. So, in the last class, we were discussing about emotional intelligence, how to develop different kinds of competencies for enhancing our social competency, emotional awareness etcetera. Now, to continue with this emotional intelligence topic itself. So, we will be discussing some new components which are one way or other way related to emotional intelligence.

So, similarly that next topic is the emotional labour, what does it mean? What is emotional labour? Actually in a simple way if you analyze it that the effort we are putting in emotional expressions ok. So, emotional labour it is like to manage their feelings in accordance with the organizational defined rules. Like suppose we are visiting the visiting a new country or maybe that suppose for example, we are going for appearing at an interval. So, what is expected from their from their from the board members? So, in a different situation or means maybe in the workplace, when in the workplace in the group set in the group context where the our seniors are there and we are supposed to be a part of it and participate in their activity. So, it is that thing that how skillfully we have we can express our self our emotions, how much effort we are making to manage our feelings and holding on some positive feelings and expressions all these things.

So, that is the emotional labour in a simple way: how much effort we are putting in emotional expressions as it is desired by the situation. So, here emotional labour actually it is defined by the process in which the workers the employees are expected to manage their feelings. Like for example, in the workplace even though we are not feeling good, even though we are suffering from fever, but still we have to be very positive very you know with a smile in our face that we have to show that no it is ok I am I can work I can deal with the things to manage their feelings in accordance with the organizationally defined rules and regulations. So, like as because it is expected that in the workplace everybody should have a smile face have a positive gesture and posture etcetera to work together, then we have to pose we have to express we have to behave like that in spite of our internal or inner feelings at the moment ok. So, therefore, it is the process it is the term used for process process of the moving emotional management from the private realm to the public world.

Like emotional you know emotional management we have we have already discussed how we can monitor regulate and manage our own emotion. Now, emotional labour is that how can we extend how can we extend our this emotional management skill from the private domain from the private sphere to the public sphere public sphere. Like in the personal life how are you how are we dealing with the emotions managing our emotions maintaining emotions in our private domain in the private sphere, but when we get into the public space in the work workplace, in the classroom or in the gatherings etcetera. So, how should we take over how

should we display it ok. So, the process of moving emotional management from the private realm that means, in a in at home.

So, for example, whenever we are at home we are very in a very leisurely and very casual, but whenever we now we step into the workplace we step into the classroom we step into a gathering then we have to carry forward carry our emotions and our emotional expression in that way. So, that we can deal with the situation and that is expected from us. So, when someone suggest engages in emotional labour they can regulate their emotions to ensure that others feel more comfortable. So, when we get into especially in the group work especially in the group projects team projects gatherings etcetera. So, we have to regulate our emotion in such a way that the others will feel better and comfortable ok.

So, that is why so, it is that means, individuals they manage their emotion by actively shaping and directing their feelings. So, we have discussed in you know in learning behaviour we have to shape our behaviour our cognitive reframing our thoughts etcetera as per the requirement of the situation. Here we have to shape our feeling our own emotion and directing our feeling and emotions as the social approval as to adopt ourselves in the social structure on the institutional requirements to fulfill the institutional requirements. So, that is actively shaping and directing our feelings recognizing that the social structure like in which place whether we are in the hospital, whether we are in the in the airport, whether you are in the office, whether you are in the you know in the any in the market or in the any kind of any kind of situation maybe some emergency situation. So, how should we behave, how should we express, how should we conduct our self.

So, directing our feelings understanding the social structure and demand of the situation and also sometimes what happens in the workplace. Also you know when in the workplace in the organizations also there are some protocols, there are some code of conduct, there are some ethics. Similarly in the protocol sometimes it is also even though it is I do not know whether it is written or not they say that crying in the like crying, crying or showing of your personal things in the workplace is prohibited. Crying especially you know it is the crying for example, in especially in the for female workers, female workers if they suddenly cry out or something because upset or crying cry before some seniors etcetera it is taken as a you know embarrassing situation, it is taken as a unprofessionalism. So, some organizations actually they spell out they clearly market that these these kind of behaviors prohibited and not desirable actually. So, the management of emotion is essentially private act actually it is a private act, but it is a culture specific because it has the cultural norms, social norms and what is appropriate to, but we have to understand what is appropriate to feel and express before others, but we are not here we are not regulating others behavior we have to conduct we have to regulate our own emotions, emotional expressions.

So, it is beyond stretching out from the emotional management to expressing in the new situations as per the demand of the organization. So, this is an example you can say primarily you can say flight attendants, flight attendants you know attendants and even in the hospitality industries you know the you know the you can say the in the hotels, in the hotels, in the restaurants, in the healthcare institutes etcetera or even most best example is the common example in the flight flight attendants those who are you are who are for serving the passengers etcetera. So, whenever they are coming up with the you know snacks and drinks etcetera always they have to have a smiling face, courteous smiling face. So, they in that that kind of job this in case of the jobs of the flight attendants their emotional labor is very high because they have to consciously put more effort to show up as if they are happy in order to making

others happy, making the passengers feel very good. So, this kind of jobs actually demands the high emotional labor.

So, some organization as we have discussed some organizations they have the feeling rules you know to control like to control the employees inner lives and thoughts and feelings that should not that is that are usually private. So, like in the in the professional protocol professional code of conduct ethics behaviors and protocols sometimes organization it is written that you cannot reveal and express your personal things before others in this situation is that. That means, they do not they do not want that the organization does not want that the one individual's emotions feeling etcetera should not impact, should not should not influence others or others should not get disturbed by some personal things or personal bias or personal feelings and emotion. So, you can say in the in the organization also there is called the it is a part of the communication also in the communication grapevine is that grapevine is that informal communication where all these kind of you know all these kind of gossips takes place. So, gossips so, here the organizations are organization communication officer organization employee employer is well aware of what is there going on in the grapevine.

If it is something positive something constructive etcetera and in favor of organizational development then it is ok. But otherwise all these you know all these political issues all these biases all these things that is why they want to curb it ok. Similarly, this feeling rules that it has to be any individual personal feeling bias or private thing should not should not affect others it should be kept personal it should not be expressed before others ok. To not to not to disturb others not to disturb the work culture. So, therefore, organizations commercialize employees feelings by requiring them to display the emotion as a part of their work and duties as because you are the employee of these institutions these organization and you are supposed to do these things.

Hence you should also you are you are you are you are supposed to behave in this way you are supposed to conduct carry yourself in this way. So, these are some of the requirements. So, jobs requiring more emotional labor are performed primarily by women that is why you might have observed in hospitality industries receptionist especially the receptionist in health health organizations and in airport and or in consumer service sector. Primarily women are being kept women are being employed because you know they and because they are thought to be there they are thought to be very efficient in conducting themselves or carrying forward these positive things etcetera that is a primarily though it is these are women related jobs. So, the jobs typically involve creating the feeling of well being and affirming in others that means, you create even though the person is is a you know is very is very tensed is very you know under pressure or so, is very is in a hurry.

How can you how can you create how can you create the environment, how can you console him, how can you resolve his things, how can you compassionate. So, the compassionate behavior to the person so, that he can take it easy and he can he can he can settle down all these things. So, that is the hospitality industry, healthcare industry in even the you know customer service also customer service in the flight in the airport flight management it is everywhere. So, these things are this type of emotional labor the pressure of emotional labor is very high. So, jobs that involve the interaction with others especially when you are working in a public platform and the and your stakeholders or you the consumers your consumers response or their command their impression their feedback is very very important for for the organization.

So, which requires a high emotional labor and such as and to some degree and such considerations are also related for the workers power dynamic status and gender. So, jobs that involve this kind of things of emotional labor actually it has the relevance it has some implications you know for equating the power dynamics that social status, employment status and gender factor also. So, now the next like for example, this is link you can go through it to further know about emotional labor.

So, there are two types of emotional labor. So, emotional labor there are two types one is a surface acting another is a deep acting ok. Surface acting is that it focuses on the public displays of emotional expression even though you are feeling something else, but you are showing off you are showing off something different. So, this is the public display of your expression especially you can see as you can see especially in the flight attendant case. So, this is when the workers change their outward emotional expression, but do not attempt to feel the emotion that they are displaying. So, they are they actually suppose that the this flight attendant is showing off as if he is very happy very very delighted very happy to you know to serve you etcetera like and, but internally he has he may not feel like that, but forcibly effortfully they are showing it. So, that is called the surface acting that means, they are whatever they are displaying actually they are not feeling like that or they are not getting affected by that ok.

Deep acting is that emotional labor involving deep acting it is an effort to truly feel the emotions one is expected to display. So, it is actually whatever you are showing you are expressing you internally you are also feeling the same that is deep acting. So, this is just like you know intentional effort to showcase empathetic emotional expression. Suppose for example, suppose you are you witnessing any kind of disaster any kind of accident or any kind of you know any kind of traumatic or pathetic or sad events like these things. So, there you are going to going there as a you know as a as a may be as a as an audience or maybe as a member maybe as a family member so, many things.

So, there you are supposed to supposed to showcase that empathetic emotional expression. So, expression because and feeling of the same feeling the same thing internally as well as expressing the same thing. That means, it is actually inside inside within you are also feeling the same thing you are making more effort, effort emotional that is the degree of emotional labor is more in actually feeling the same thing and expressing the emotional expression also before others. So, here it is just like you know it is just very much resembles with a sympathy and empathy. Here it is more empathetic because you are also feeling bad about it and you are showing the same emotion especially highly emotionally charged situations.

And surface acting is that you are showing it exhibiting it, but actually is not you are not feeling the same thing. So, it is more of kind of you know it is more of kind of you know sympathetic, but thing is the sympathy means, but primarily we are we are engaged in surface acting when the incidents when the events and the occasions and the public domain is more of neutral or happy kind of things or neutral or normal situation. But deep acting actually we adhere to especially in case of a very tensed very emotionally charged situation especially in empathetic any sad events on any you know when serious hazards something like that they are actually we deep acting. Deep acting primarily is a it puts more emotional labor especially to showcase the empathy and to showcase empathetic emotional expression primarily in the tragic events of the situations which are fully charged with high emotional stress and stress and tension ok. So, now in the domain of learners now let us see how we can apply it in the domain of learning.

So, in the domain of learning also significant amount of emotional labor takes place during teaching. So, during teaching when the teachers are engaged in classroom teaching etcetera. So, both the cognitive component and the emotional component. The cognitive component when the teacher tries to explain the things certain things and the emotional component like the behavioral or the facial expressions behavioral activities behavioral manifestations all these things. So, both the cognitive and emotional components with the teachers engaging in emotional labor like that means, here the thing that the teacher not only explains the difficulty label or the content or whatever carry for carrying the lessons delivery, but at the same time his behaviors his expressions and his response reaction patterns should also be you know it should be normal, it should be positive, it should be appealing, it should be it should be very compassionate showing the compassionate thing.

So, that is here they are they are they are putting more pressures the degree of emotional labor is very high in case of the teaching jobs. Because the teachers are consciously engaged engaging in emotional labor because they are teaching not they are teaching, but with the critical with the you know with the some remarks with the some you know questions, with some queries, with some things they have to maintain that maintain that composure they maintain that emotional expression as if as if they are neutral as if they are they are not getting affected there. So, even though internally they are feeling something else, but they have to maintain that balance. So, therefore, achieving the teaching goals and positive learning outcomes are also very difficult like for example, a teaching situation especially in the school education you can see the teachers like when the teachers are expected to expected to expected to bring the positive best outcome, best result, best thing not just for the school not just for the school management for the headmaster or the principal etcetera, but the parents also expect the same thing. So, there they have to face both the teachers school teachers or the management and principals expectation yes I am our school class students results should be outstanding at the same time they have to satisfy the satisfy the parents as well.

So, how much under pressure there and moreover they have to and that they are not just dealing with the 1 or 2 students, but 30 or 40 students and so, they are accountable to please everybody as well as with the result. So, not that they are explaining the how skillfully, how competently they are explaining, narrating everything how much effort they are putting for the for the learning effective learning of the students and learners, but at the same time they have to satisfy the expectations of others like the parents and the management at the principal all these things. So, here the job is very much you know pressurize under pressure and it requires high intensity of the emotional level especially for the school teachers school teachers job. So, some researchers also found that surface acting displayed a positive relationship and with emotional exhaustion and depersonalization psychological ill health and negative relations with the job satisfaction like surface acting like superficially you are showing off ok. So, superficially you are showing up you are happy, but internally we are something else.

So, if you continue over a period of time suppose you are like in the organizations and the workplace somewhere you are continuously you are standing there showing off that happiness that displaying that kind of emotion for 3 4 hours or long hours then automatically you get exhausted. So, that is the surface acting a surface acting displaying of the surface acting actually it results in emotional exhaustion you get tired of and displayed a positive relationship with positive relationship with emotional exhaustion and you get tired of depersonalize yourself you actually do not feel just for the sake of something. That means, there is a kind of you know fake relationship depersonalization. That means, you do not own that kind of

situation you do not you know think that is a part of my job responsibility or you do not think that I am responsible. So, depersonalize detached from that situation psychological ill health because you get exhausted you think of as if it is unnecessary burden something like that a negative relationship with job satisfaction because you are not it is not satisfying yourself in term in the front of job satisfaction or job responsibility etcetera and similarly though it also you are also detached from the job attachment job commitment etcetera.

So, surface acting it results in emotional exhaustion depersonalization and psychology causes the psychological ill health. And deep acting whereas, presented a positive association with the emotional performance. So, deep acting when the person is engaged in deep acting like suppose in in in critical situation emotionally critical situation tense situation suppose we are witnessing some you know accident some disaster some mishaps some tragic moments etcetera. So, by empathizing with others by acting or putting labor emotional labor for deep acting automatically after sometime we also feel bad about it automatically a kind of empathetic feeling comes in. So, with the regular this kind of thing automatically kind of positive association gets builds off in this deal with the deep acting and the emotional performance automatically positive association get also developed.

So, literature of review of literature say that teachers burn out teachers burn out why the teachers are exhausted burned out over burden with all over burden with this emotional labor over workload and you know less time for the less time to take rest of or to deal with the personal matters or to you know to express to channeling to channel out to their own emotions their to think about their own problems and get the resolution resolved solutions all these kinds are you know. So, the teacher burn out takes place teacher burn out takes place over exhaustion because of the over exhaustion both emotional both cognitive both physical all kinds of thing. So, that surface acting is associated with increasing level of burn out if you go on superficially doing showing off all these things automatically teacher burn out increases. So, then so, here the emotional labor is likely to become even more intense in teaching profession just now as we have discussed higher expectation of the service both the students and the parents as the as the students also expects a lot and parents are also expecting lot to satisfy everybody students parents as well as the management according management or the boss that is very very difficult and who experiences more emotional labor are more likely to be emotionally exhausted the more like if you are unless until you are in the natural self. So, unless and until you are in a natural safe and under pressure every time you are under pressure to showcase this superficial things and you are under pressure to exhibit that kind particular kind of emotional expression that is the experience more emotional labor more effort.

So, definitely they are more exhausted very quickly they get exhausted. So, deep acting actually seems to be positively it seems to positively affect the teachers by increasing the sense of personal accomplishment deep acting seems positively affect teachers by increasing the sense of personal accomplishments. For example, when the teacher they are actually engaged in emotional labor for in a deep acting way they empathize for example, they empathize for the students poor performance they empathize for the students mental health issues they empathize for students you know low economic that is unaffordability for kind something. So, while acting deeply deep acting deeply with more and emotional labor when they empathize it slowly and steadily they also feel a kind of you know responsibility of you know responsibility of helping out the children helping out the students helping out and how to then resolve their issues a kind of more compassionate feeling develops. So, they also by helping out others by guiding something by giving mentoring some students and helping out

in resolving their personal problems the teacher also feel a kind of self satisfaction on the compassionate ground and a kind of sense self satisfaction also like some giving extra guidance in academics also it gives a sense of personal accomplishment.

So, emotional regulation strategies also seem to have the most significant effect on how the emotional labor affects their well being. So, whether you are engaged in surface acting or the deep acting and how much emotional labor you are putting and the strategies that you form it has a significant impact on the individual's own mental health happiness and well being. So, therefore, the effects of emotional labor at workplace depend on the and the employment of the job employment of the job nature of the job actually the nature of the job. So, how pleasant the workplace is and what the individuals ability to regulate the emotions in the healthy ways or not. So, that is the factor like there are the organizations where there are the different you know outlets different outlets for positive emotion for recreation for sharing the information for you know getting the especially kind of creating the happiness you know by sense of humor by some regular cultural activities all these things.

So, it creates it actually it this kind of mechanism these are the outlets for managing emotions that is to create the more happy moments enjoyable things. Whereas, some of the jobs some of the employment which demands more emotional labor like the you know hospitality job health receptionist job health sectors and the other kinds of things which are in direct contact of the customer consumer patient etcetera that requires a lot of emotional labor. So, in that context in that kind of organization how to release how to give some relaxation or how to that means, give some opportunity to you know to experience positive emotion to relax to think about the individuals self growth etcetera the organization must make some arrangement of relaxation some kind of you know some kind of freedom some kind of liberty some kind of openness. So, that the balance will be maintained.

There after another is an emotional contagion emotional contagion is by looking at something somebody some people are whatever they are expressing we are also doing we are also starting the same thing. So, emotional contagion is that is the kind of expression that occurs when someone emotion related to behaviors led to the similar emotion and behaviors in others, especially in case of the children. So, when they are observing that the others are fighting with each other they also started same thing same thing. So, by imitating by observing others there is a tendency to behave or to express the behavior in that way. So, that is the emotional contagion that is it is like the get contact contagious that means, it get it is more of contagious affect starting affecting the other domain also. So, contagious in nature in the time contagious means if one observes one kind of activity gets replicated by observing it.

So, that gets it is a kind of contagious. So, for example, awareness of emotional contagion is important for example, managing our own emotion and related actions like for example, suppose the children when they are fight they are playing and observing the others are fighting or snatching some things from others. So, they also started something. Similar temper tantrums temper especially in case of children temper temper. If the child has observed that in the neighborhood in some other places some somebody is a room the child is another child has a stored the temper tantrum he got the toffee and got pacified by with a reinforcement incentive then he tried to copy it in the in the copy it in the in his own home. That means, he thinks as if he is getting the positive feedback he wants to replicate it. So, similarly it creates a kind of you know similar kind of reactions and response.

So, the examples like for example, suppose this is the suppose this is the party when one is

smiling one started smiling then others they automatically they started smiling laughing at laughing at the things. So, cracking with the cracking of jokes or with the mimicry doing some mimicry you know mimicry. So, if when one started laughing at then others automatically things that means, it percolates it gets connected it gets percolates it gets connected and then it is contagious in nature that is why. Emotional yes both the positive emotion and the negative emotion both are contagious ok. So, here example like if someone approaches us with a smile definitely we have a tendency to smile smile at even at towards the at the stranger also.

So, when people are on street to anger and violent acts by the by the you know public demonstration all this public demonstration political rights etcetera what has happening in the political critical situation or the riots especially in the riots political riots. If one or two people they started with you know firing cracking the cracking the bombs there is all kinds of things crackers and fire things that are fighting with each other shooting all kinds of thing. Automatically other people also they get connected to and they also started behaving in that way all kinds of political riots etcetera these are the similar similar that is emotional contagion I mean but in a negative sense. So, but and the positive example is no if when somebody else smiles at us automatically we smiles and with the cracking up jokes of the mimicry when once one member in the group started starts laughing at and others automatically get affected and started laughing at together. So, this is a kind of contagion how much it is it get contagious connected to affecting at affecting the other situation others people also.

So, that is the contagion emotional contagion. So, as you can see why it happens the biological thing why it actually happens. So, early research says that person to person contact and mimicry all this for example, mimicry. So, all it all includes others nonverbal cues such as the tone, voice, gesture, facial expression. So, you know mimicry also in mimicry one person observes the others nonverbal things along with the verbal non some nonverbal gestures cues etcetera and try to copy it and try to copy it copy it and started mimicking the others. So, that means, he can quickly captured that nonverbal cues and it get reflected in his mind and he can quickly express it ok.

So, it is a person to person contact like suppose when you are to so, that why it is happens because of some you know some neurons. So, the neurons who can easily catch this nonverbal cues and start replicating all these things is called as the mirror neurons. So, research say that mimicry actually comes naturally to human and other social creatures based on the existence of mirror neurons there are some mirror neurons in our cerebral cortex and when the person suffers the person to say two person thinking in the same way or observes or one person observing the person and he quickly catches that that nonverbal cues, voice, gesture etcetera and quickly replicated and reflected. So, that is happening because of the mirror neurons. So, mirror neurons mirror neurons and actually the marketing people they take the advantage of this mirror neuron and started advertising that things in that way.

So, that it can be easily catching. So, that is the target to the children's advertisement, the target to the old age people's advertisement. So, that it can be quickly catch up. So, the mirror neuron in the cortex actually it made it possible to quickly catch hold of the things and replicate it. So, especially in case of mimicry and in case of positive emotion like laughing at, laughing at and the sad and the negative emotions like the you know showing the anger, showing the aggression all these things these are the actually the result of the mirror neuron. So, Italian neuroscientist they say that same neurons in the even same neurons are there in the monkeys also, when the monkey's brain.

So, that is the monkeys when this observed that somebody is scratches snatching and grabbing some objects they also started also same thing of grabbing the objects. So, that is the that is it is kind of you know monkeying the gestures. So, similar mirror neurons also takes place it happens in case of the humans also. So, that is a you might have observed the people who can easily you know demonstrate exhibit you know not only mimicry, but copycat and you know comedy kind of things. So, there that this kind of you know observation power this kind of mirror neurons are very strong enough to quickly catch it and reflect it.

So, the specialized neurons these specialized neurons and their networks help in explaining how the humans can also mirror each other including our own emotions including our own emotions. So, mirroring and spreading. So, mirroring means copying the exactly the same thing replicating and spreading both the positive and negative emotions has the real world implications also. So, that is the you know for motivating people for exhibiting some you know authenticity like suppose by you know that is a you know for showcasing your emotional emotionally charged expressions behavior. You can you know that is usually that you can also you can also tempt motivate others know to feel like that to feel especially you know in different political events in different kinds of you know social events.

So, these things also affect the general public the commoners and similarly in the comedy shows in the in the humor in the humor in the you know comedies in the earlier life situation when we are using the positives this kind of mimicry for the for creating the you know positive emotions like you know happiness for enjoying enjoyment all these things. These are these are the situation where this emotional you know contagion actually functions properly.

So, negative emotional contagion like showing the anger in the workplace rate to the more cognitive error and the workplace accident. So, in the workplace actually especially if this negative emotional contagion takes place if somebody gets you know charged negatively charged or get angry or showing off the tantrums and start schooling others and showing them some random behaviors etcetera. So, the person who is engaged in this kind of activity not only affects the workplace negatively, but also is more susceptible more vulnerable to commit the more cognitive error or causing the some accidents because of the un-mind on mindfulness over emotionally overcharged things and lack of emotional intelligence lack of control over emotion all these things.

Similarly, positive emotional contagion however, positive emotional contagion led to the fewer cognitive errors. So, that is why when the person is happy relaxed he commits less error. So, he commits lesser in the in the educational situation also that is why we always advise our students and the learners not to be not to get tense before the exam or to relax and not to be get over straight or you know not to not to be not to that means, not to get stress before the exam not to be very tense just be casual relax all this can take a good enough sleep all these things. So, that this positive impact positive contagion can make them feel easy and feel easy and they can and they can be very active in thought processes and therefore, can may not commit that much of cognitive error etcetera. So, it enhances the positive emotional content actually it can say it enhances the cognitive processes the thought processes.

Then so, and there can be, but here another two things is one is empathetic that is deep acting being empathetic another is the emotional contagion. So, these two are almost similar you can say empathetic when we are showing the deep acting towards somebody being empathetic showing the empathetic expression at the same time adopting some positive emotions through

emotional contagion. So, these are very close there is a very thin line between these two being empathetic being engaged in deep acting deep deep emotional level and emotional contagion with a positivity. So, see it has some thin line actually. So, the emotional states like empathy it requires some psychological distance here.

So, when the person who is in the emotional empathy deep acting empathy emotional level situation and the person who is in the distance which in the emotional contagion. So, emotional contagion actually takes place unknowingly unconsciously automatically ok, but when the person is engaged in deep acting empathetic acting. So, he must at the same time he must be conscious enough and he must maintain here actually he maintains a psychological distance. Even though I know even though I am empathizing with the person who is at stress who is at discomfort who is in the very pathetic situation I am empathizing I am equally free, but somewhere in my mind it is that I am not the same person I am somebody else and my personal public life personal life personal space is different I am not equal as the victim. So, here the emotion it requires it requires some sort of psychological distance that even though I am empathizing with somebody else experiencing the same thing, but there is a psychological distance within me that that is even though I am showing all these things I am participating I am empathizing etcetera, but I am not the actual victim I am somebody I am away from it or my personal space is something different.

Whereas, in emotional contagion the person lacks all these things understanding. So, when he gets affected by the emotions or this emotion etcetera he usually forgets that 'yes I am not the actual person and I am I am not the I am not actually the true person or the same person that is I am doing at the it might have started with somebody else, but I am doing repeating it without any logic without any you know without any funda or something like that'. So, it is not the same. So, the persons like that is why the political you know political writers for political violence and political you know mob etcetera when they started all these kind of events. So, and when they gather first first intention is to gather the people gather the people take the take the you know take the that gather people for having the strength for showing off their strength.

So, they try to impress who the audience so, that they get the support to seek the support. So, in this way what happens. So, they engage the prompt they induce they provoke others to they provoke others to follow that kind of, but the followers who support the supporters they may actually feel the same way. So, here the emotional contagion is there. The person who is affected by this emotional contagion is not actually conscious of that what he is doing is what is his original thing whether he is truly feeling the same thing or not. So, that is the thing the difference between empathy empathy or deep acting empathy and the emotional contagion.

In deep acting empathy the person actually knows or have the in their subconscious the psychological distance that I am not the actual victim I am even though I am behaving expressing and compassion and consoling him, but I am the different person. But in emotional contagion actually the participants the supporters the individuals they forget it. So, that is the thin line between and in the in the classroom implications you can say the satisfied you know the satisfied instructors mostly expect the students to mirror their own emotions mirror their behaviors in the classroom. The satisfied instructors expect the students to mirror their own behaviors in the classroom through being non-verbally responsive. So, that is why for example, in the classroom usually what happens the teachers when they are enjoying their studies enjoying their teaching delivering the best and feeling happy and created they have created a

kind of very many of positive and constructive environment.

They think that they think that and if they expect that the students whether the students are very attentive to them or not. So, they expect that the students also respond to them in the same way in non-verbal like with by giving showing the attention by listening to her to her a very sincerely. So, by from by showcasing the non-verbal response non-verbal behavior actually the instructors they expect that who are very much you know who are very much involved engaged and very positive and very you know very sincerely effortfully teaching others and with the positive attribute the positive expressions they also expect that that should be reflected through the non-verbal behavior of the students also. So, here we can say the teachers' perception of their own confirmation behavior most strongly predict their perception how non-verbally expensive the students are. That is why the moment the teacher feels very happy, very positive, very constructive etcetera automatically it it gets reflected from it gets reflected in their perception of how non-verbally responsive the students are.

If suppose he is he is making his maximum effort and the students non-verbal responses are not appropriate then she, he or she gets irritated. Like for example, the teacher is going on explaining the things narrative things and putting her maximum effort, but at the same time in the classroom the two students are just playing with the mobiles or the playing the games and distracted or writing something. So, that inattentive that creates a kind of you know negative results. So, that is why so, instructor in the classroom also in the classroom situation also instructors who are more expressive ok, a likely in due likely they will likely induce the students to be more expressive. So, though that means, here the engagements how since an engagement the engagement of the or the behavior the deliberations of the engaged teachers sincere teachers etcetera it also expects the same thing from the students.

He or she always encourage the students or the learners to be expressive to be open up, to open up with their problems, to open up about their ideas, to give them a kind of democratic environment to come up with the new ideas. So, this kind of it is a reciprocal kind of as the teacher instructor is very happy, very free, very open he also he or she also expect the same thing from the students also. So, expressive instructor will be more attuned to the students interactions because they may subconsciously expect the students to mirror their actions. So, here how emotional contagion that mirror neurons function whatever the way the teacher behaves expresses and delivers and puts her heart and puts her heart and soul in making them understanding the whole things he also at the same time he also expect that the same thing should be reflected from the students behavior especially from the normal non verbal aspect. So, the satisfied instructors view their students as satisfied primarily through non verbal response behaviors and so, that is why the exercising, volunteering, showcasing, showing the kindness, mindfulness, meditation and positively high quality connection with others all these things are you know positively either virtually or physically they were positively increase our moods.

So, that is you can say these are the reinforcement this showing the positive positive non verbal response, the cues, the appreciation, the attention this is a kind of you know it is a kind of reward, it is a kind of reinforcement reward or your feedback or the incentive for the teachers as well. So, feeling of hope has been found to be very important feeling of hope because it is related to purposely, purposefully expressing optimism, gratitude etcetera with the explicit goals and understanding the feeling better and relate to the long term welding. So, feelings of hope have been found to be more important in this case that is when it when it is about the emotional contagion. So, it is a positive emotion positive emotion of feeling of hope. It

automatically creates you know it encourages it creates a new spirit energy or you know energy or enthusiasm before the among the students, among the listeners, among the participants, among the individuals and prompt them and activate them and motivate them towards the explicit goal or and also it also affects their mental health, well being, feeling better and long term well being and results.

So, now, I am stopping it here. I think in the next class, we will start another topic. Thank you very much.