Title and Code of Course: Personality Development in School Settings			

Instructor's Name: Dr. István ZSIGMOND, PhD			

Instructor's Email Address: zsigmond.istvan@kre.hu			

Credit Point Value: **6**	Number of Lessons per Week: 1	Type of Course: **Seminar** ☐ **Lecture** ☒	Method of Evaluation: **Oral Examination** ☐ **In-Class Group Presentation** ☒ **Other** ☐

Course Description:

Social and emotional competence is important for academic and occupational success. Healthy social and emotional skills can reduce the chances of risky behaviors and prepare the child for the challenges of life.

Schools are the second home for children. The way in which their personalities mould depends not only on the parental upbringing but also on the way they are evolved in their school lives. The students who are encouraged to merely focus on academics are dumb and under confident. Students can never be trained to beat the competition of the real world only by imparting bookish knowledge. Along with education, personality development holds significance to run in the race of life. The early years of education may ultimately define the development of personality for these young children.

Attendants of the course will acquire methods for influencing young student's personality development. Students will also learn methods of fostering emotional intelligence skills like active listening, how to teach young students about managing their emotions and how to develop their self-awareness. Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially.

Bibliography:

Baumert, A., Schmitt, M., Perugini, M., Johnson, W., Blum, G., Borkenau, P., . . . Grafton, B. (2017). Integrating personality structure, personality process, and personality development. *European Journal of Personality, 31*(5), 503-528.

Corcoran, R. P., & O'Flaherty, J. (2016). Personality development during teacher preparation. *Frontiers in Psychology, 7*, 1677.

Ilmarinen, V. J., Vainikainen, M. P., Verkasalo, M., & Lönnqvist, J. E. (2019). Peer sociometric status and personality development from middle childhood to preadolescence. *European Journal of Personality, 33*(5), 606-626.

Mattingly, V., & Kraiger, K. (2019). Can emotional intelligence be trained? A meta-analytical investigation. *Human Resource Management Review, 29*(2), 140-155.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review, 8*(4), 290-300.

Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M.-J., Furnham, A., & Pérez-González, J.-C. (2016). Developments in trait emotional intelligence research. *Emotion Review, 8*(4), 335-341.