CHAPTER - V

FINDINGS AND CONCLUSION

This study was carried out to identify, analyze and interpret the relationship between Emotional Intelligence and Effective Teaching.

THE FOLLOWING ARE THE FINDINGS:

1. Emotional Intelligence has a positive and significant influence on Teaching Efficiency ($\beta =0.348; \ CR=3.836, \ p<0.05$), thus, H1 could be fully asserted. The interpretation is that, for 1 unit increase in the rating scale of agreement on Emotional Intelligence construct, one could expect about 0.348 times (approximately one third times) increase in teaching efficiency given that the dimensions attached to Emotional Intelligence and Teaching Efficiency remains fixed or the same.

2. Emotional Intelligence in the teachers was tested under four dimensions with 24 questions (as indicators). It is found that teachers have scored high on the four dimensions, namely, Interpersonal Skills, Personal Leadership Skills, Self-Management Skills, and Intrapersonal Skills and possess high Emotional Intelligence.

3. Teaching Efficiency in the teachers was tested under five dimensions with 22 questions (as indicators). It is found that teachers who scored high on the five dimensions, namely, Analytical Ability, Clarity in Teaching, Teacher-Group Interaction, Teacher-Individual Student Interaction, and Enthusiasm hence possessed good Teaching Efficiency.

4. Teachers having a higher work experience (11 - 20 years) seem to have a higher degree of Interpersonal Skills as compared to teachers having (less than 10 years) of work experience.

5. Teachers comparatively having lesser work experience (less than 10 years) seem to have a higher degree of Personal Leadership Skills as compared to teachers having (11 to 20 years) of work experience and teachers with (more than 20 years) of work experience. In essence, it seems that new recruits have an edge over their senior colleagues with respect to Personal Leadership Skills.

6. Self-Management Skill does not differ significantly between teachers with (less than 10 years) of work experience and teachers with (11 to 20 years and above) of work experience.

7. Teachers comparatively having lesser work experience (less than 10 years) seem to have a higher degree of Intrapersonal Skills as compared to teachers having (11 to 20 years) of work experience.
experience. Also, teachers with (more than 20 years) of work experience have a slightly higher degree of Intrapersonal Skills as compared to teachers with (less than 10 years) of work experience.

8. Teachers comparatively having lesser work experience (less than 10 years) seem to have a higher degree of Analytical Ability as compared to teachers having (11 to 20 years) of work experience. Also, teachers with (more than 20 years) of work experience have a slightly higher degree of Analytical Ability as compared to teachers with (less than 10 years) of work experience.

9. Teachers comparatively having lesser work experience (less than 10 years) seem to have a higher degree of Clarity in Teaching as compared to teachers having (11 to 20 years) of work experience. Also, teachers with (11 to 20 years) of work experience have a slightly higher degree of Clarity in Teaching compared to teachers with (less than 10 years) of work experience.

10. Teachers comparatively having lesser work experience (less than 10 years) seem to have a higher degree of inclination towards Teacher – Group Interaction as compared to teachers having (11 to 20 years) of work experience.

11. Teachers comparatively having lesser work experience (less than 10 years) seem to have a higher inclination towards Teacher – Individual Student Interaction as compared to teachers having (11 to 20 years) of work experience.

12. Enthusiasm does not differ significantly between teachers with (less than 10 years) of work experience and teachers with (11 to 20 years) of work experience.

13. Teachers comparatively of higher age group (31 to 40 years) seem to have a higher degree of Interpersonal Skills as compared to teachers of lesser age group (20 - 30 years).

14. Teachers comparatively of lesser age group (20 to 30 years) seem to have a higher degree of Personal Leadership Skills as compared to teachers of 30 years of age and above.

15. Teachers comparatively of lesser age group (31 to 40 years) seem to have a higher degree of Self-Management Skills compared to teachers of 50 years of age and above.

16. Teachers comparatively of lesser age group (20 to 30 years) seem to have a higher degree of inclination towards Intrapersonal Skills as compared to teachers of 50 years of age and above.

17. Teachers comparatively of lesser age group (20 to 30 years) seem to have a higher degree of Analytical Ability as compared to teachers of 50 years of age and above.
18. Teachers comparatively of lesser age group (20 to 30 years) seem to have a higher degree of Clarity in Teaching as compared to teachers of 50 years of age and above.

19. Teachers of higher age group (41 to 50 years) seem to have a higher degree of inclination towards Teacher – Group Interaction as compared to teachers of 40 years of age and below.

20. Teachers of higher age group (41 to 50 years) seem to have a higher degree of inclination towards Teacher – Individual Student Interaction as compared to teachers of 40 years of age and below.

21. Enthusiasm does not differ significantly amongst teachers of all the Age Groups (20 - 60+ years) of age.

22. Interpersonal Skills does not differ significantly amongst the teachers of any educational qualification of the respondents, i.e., it remains the same across the respondents with different educational qualifications.

23. Teachers comparatively with lower qualification (i.e., only Post-graduate) seem to have a higher degree of Personal Leadership Skills as compared to teachers with a higher qualification (i.e., M. Phil, PhD, D. Lit, etc.).

24. Self-Management Skills remains almost the same amongst all the respondents with different educational qualifications.

25. Intrapersonal Skills does not differ significantly amongst all the respondents with different educational qualifications.

26. Teachers with lower qualification (i.e., Post-graduate) seem to have a higher Analytical Ability as compared to teachers with higher qualification (i.e., M. Phil, PhD, D. Lit, etc.).

27. Teachers with a M. Phil degree seem to have a higher degree of Clarity in Teaching as compared to teachers having relatively higher qualifications (i.e., PhD, D. Lit, etc.).

28. Teacher – Group Interaction does not differ significantly amongst the respondents with different educational qualifications.

29. Teacher – Individual Student Interaction does not differ significantly amongst the respondents with different educational qualifications.

30. Enthusiasm does not differ significantly amongst the respondents with different educational qualifications.
31. Female teachers have a better edge over Male teachers in the “Degree of Agreement” with regard to Intrapersonal Skills, but because the mean difference is very narrow, it indicates that male respondents also have a high degree of acceptance towards the Intrapersonal Skills, so it means both the genders, male and female teachers, have good intrapersonal skills.

32. When Teaching Efficiency is compared between the Male and Female teachers, it is statistically found that the various parameters do not have any significant effect on their Teaching Efficiencies, i.e., the gender does not affect the teaching efficiency of a teacher.

33. According to the sample respondents, the first and foremost important skill essential to be an effective teacher is the Communication skill, (91.2 percent of the total respondents chose this criteria). The second most essential skill chosen by the respondents is the presentation of the subject to the students, (76.2 percent of the total respondents chose this criteria). The third one in the hierarchy is the Body Language (62.4 percent of the total sample respondents chose this criteria). Attitude and Creativity ranked fourth and fifth in positions respectively from the sample respondents perspectives to be an effective teacher.

CONCLUSION

The research question for this study was what is the relationship between EI skills and teaching effectiveness? Overall, the findings of the study supported all hypotheses. In conclusion, the lecturers who achieved overall EI skills were found to score high on teaching effectiveness. Iskandar from University of Indonesia suggested that EI skills play an important role in teaching effectiveness and increase job performance of the lecturers. By acquiring EI, lecturers will undoubtedly enhance job performance as well as organizational performance another pertinent aspect of teaching called the emotional intelligence.

Various researches have re-iterated the importance of emotional intelligence in the professional wellbeing of individuals. Present research has highlighted this relationship in the less explored area of teaching. A high emotional quotient is highly desirable in the teaching and learning efficiency. In the increasingly challenging teaching field, high level of emotional quotient enables the teaching fraternity to maintain considerable emotional maturity inside and outside the classroom, which allows them to use their intelligence, knowledge and presence of mind in not
only disseminating quality education, but also acting as an ideal role model for students to learn and teach them to improve on their emotional intelligence in order to be successful.

RECOMMENDATION AND SUGGESTIONS

An education institution plays a major role in the development of the society. It has a strong commitment towards the society and keeps up its commitment by imparting quality education to the students. It is also committed to the University as it is a higher body of education which lays down the framework or structure of education required for the development of the nation. An education institution is also committed to the teaching community/teachers and hence should ensure implementation of appropriate training and development programs from time to time keeping pace with the ever changing societal scenario and its requirements.

For the overall development of the teaching faculty, it is suggested that an education institution conduct different kinds development programs for its „existing teachers” and the „newly recruited teachers”. One such program can be „development of emotional intelligence” of the teachers.

The suggested core model is to teach emotional intelligence and train the participants to implement the same in their day-to-day teaching profession. This model consists of three stages, namely; Planning and Development, Training and Development, and Assign and Review the Performance.

The model is designed with an aim to provide the governing and leadership concepts for the Policy Maker (Government, University, Colleges, etc.), Educators (Board of Studies, Teachers, Trainers, etc.), and Researchers to advance the science and practice of “effective teaching” and create a conducive learning environment in an educational institution.

The core model is modified to accommodate the requirements of the teachers with varied years of teaching experience.
Stage 1 - Planning and Development

Planning and Development is divided into three levels;

(a) Identify Needs of the Institution and Participants:

At this level, based on the educational institutions current and future needs, it has to assess its existing teachers’ “performance and EI skills” and decide on their participation in the training program. Similarly, the newly recruited teachers’ performance and EI skills are also to be assessed to mark them for their participation in the training program. This training and induction helps the new teachers understand/realize the goals of the institution and integrate themselves into the organizational framework as quickly as possible.
(b) Evaluation of the EI Quotient of the Participants.
At this level, the participant’s strengths and weaknesses for effective teaching with EI skills will be evaluated based on different parameters. “Performance” here is the teaching abilities and the effectiveness while the EI skills is the emotional quotient of the teachers. Similarly, the newly recruited teachers’ performance (during demonstration lectures) and EI skills (through a questionnaire or personal interaction with an expert) are also to be evaluated.

(c) Assessment. Giving feedback. Motivation to adopt and adapt
At this level, the participants will undergo a formative assessment of the existing EI skills and will be given a prompt feedback. They are made aware of their strengths and weaknesses in teaching. They are appreciated for their strengths and encouraged to undergo the training program to refine and improvise on their weaknesses.

Stage 2 - Training and Development
(a) Setting Targets and its structure/break-ups for trainers and learners.
At this level, in the actual training program the participants are introduced to various techniques to acquire EI skills. The trainer sets targets for the learner and designs a time-bound schedule towards the completion of the training program.

(b) Training with different techniques (Trial and Error)
At this level, various techniques used will be towards teaching the five important constructs of EI, i.e., self-awareness, self-regulation, motivation, empathy, and social skills. The teachers’ involvement is important to make the training effective.
Techniques include Lectures, Case studies, Group discussion, Demonstration, Expert talks, Role play and so on

(c) Self-Assessment. Peer-Assessment. Trainer-Assessment.
At this level, the participant is given the task of assessing themselves, i.e., to know the participants’ perception of themselves before and after learning of the EI skills during the training program. The participant’s will also be asked to share the areas they would be implementing it and how will they be doing it. Likewise, the participants’ peers are asked to assess each other. Finally, the trainer will assess and provide suggestions to the participants for effective teaching.

Stage 3 – Assign and Review the Performance
(a) Provide Platform/Classes to use acquired EI Skills.
At this level, the teachers are asked to handle actual classes and use their acquired EI skills during the training program.

(b) **Provide Periodical feedback and correction.**

At this level, the trained teachers are evaluated weekly, fortnightly, monthly, etc., and provided feedback about their teaching effectiveness. Any correction required in their techniques of teaching is suggested.

(c) **Evaluation of the Performance.**

At this level, after a fixed period of time, the trained teacher’s performance is evaluated and appraised about it.

**Follow up - EI Training Program Effectiveness.**

Based on the performance and suggestions of the participants, the effectiveness of the training program to teach EI skills can be assessed and necessary changes can be implemented to make it even more effective.

**Training for Different Levels of Designation (Based on Years of Teaching Experience):**

In this study, there are four categories of teachers based on their years of teaching experience, i.e., 0 – 10 years designated as “Lecturers;” 11-20 years designated as “Associate Professors;” 21-30 years designated as “Assistant Professors;” and 31 years and above designated as “Professors.” The model and duration of the training program is different for teachers with varied years of “teaching experience” and their “emotional quotient,” which are as follows:

- 0-10 years – Seven Days
- 11-20 years – Five Days
- 21-30 years – Three Days
- 31 and above – Two Days
Model 2 - (0-10 years of experience)

Stage 1: Planning and Development

1. Identify Needs of the Institution and Participants for the next 5 years: The needs of the existing teachers and the newly recruited teachers are different. The existing teachers can have objectives of establishing themselves as effective teachers and the newly recruited teachers would be keen on starting their teaching profession. Hence, both would be interested to learn better teaching skills. The institution as well as the teachers would have different goals for
themselves over the next five years and the planning and development should be attuned respectively.

2. Evaluation of the participant’s emotional quotient using Bar-On’s Measurement Model. Assuming the teachers with 0-10 years of teaching experience are „totally new to the profession” (fresher’s) or „comparatively new” (with 3-10 years of experience), the Bar-On”’s Measurement Model is used to measure their Emotional Quotient Inventory. “The model includes 133 questions based on 5 main components namely: (i) Intrapersonal EQ, (ii) Interpersonal EQ, (iii) Adaptability EQ, (iv) Stress Management EQ, and (v) General Mood EQ” (Bar-On, 2002).

3. Assessment of the Participant - Give and Take Feedback: Based on the EI scores from the Bar On”’s measurement model, the institution assesses their EI skills and the level of training required by the participant. The participants are given a chance to express their opinions upon their scores and the quality of the measurement model (For improvisation of the measurement model to the institution). Motivation to Adopt (Skills Training): The participants, based on their scores, are encouraged to acquire new skills offered through the „Training” program to augment their teaching abilities. Adapt (Use the Skills): The participants are asked to adapt themselves and assured that they will be provided sufficient time and appropriate classrooms to hone their newly acquired skills and enhance their teaching abilities.

Training and Development

4. Target : 7-day Training Period (Develop Training Structure) – The participants identified by the institution are accordingly assigned a trainer (Emotional Intelligence Skills Trainer). The trainer is to establish a good „working rapport” with the participant for the next 7 days. The trainer designs a training pattern (panning over 7 days) with the participants based on their scores or the participants’ strengths and weaknesses.

5. Lectures, Role-Play, Demonstrate, Enact (Trial and Error): The training is imparted through Lectures from (Trainer, Experts in the field of EI). Role-Play and Demonstration by the trainer implementing EI skills and teaching with EI skills. The participants are asked to enact the roles played by the trainer. To decide upon a particular method, all the above four methods are experimented by the trainer (trial and error) and one amongst it is suggested to the participant.

Goal Correction and Reset Goals: The goals of the participants for the coming five years are once again discussed here before the training begins and the level of their participation is decided upon. Over the next seven days, the goals are re-visited during the training program as and when
required and, if any corrections are required, are duly reset. Similarly, the „goals” for the training period of 7 days can also be set for effective learning and completion of the training program.

6. Self-Assessment: The participant assesses his level of learning during the training period and reports the same to the trainer.

Peer-Assessment: The participant’s peers are also requested to assess the level of learning of the participant (performance during enactment). Trainer-Assessment: The trainer assesses the participant’s level of learning and reports it to the institution. Feedback: The participants are also given their respective feedback. Guidelines to Adapt: Based on the feedback, certain guidelines are developed for the respective participant to adapt and improve the teaching abilities.

Design a Workbook: The trainer and the participant together will design a workbook (Self-help Workbook) based on the training model that was best suited to the participant during the training program. The participant will prepare his own guidelines to be followed in the class. As this workbook contains the same pointers to be adopted in the classroom, the participant will find it familiar and implement it with confidence. This also serves as a self-assessment tool over the agreed period of time.

**Stage 3: Assign and Review the Performance**

7. Provide Classroom to teach with the acquired skills: The participants are requested to implement all the information and skills learned during the training program. The workbook which the participant has prepared for himself (with the trainer) would help him rate his performance and improvise. He is asked to compare his teaching abilities in a real time classroom (unlike the training program where there are no real time students) before and after the training program.

Self-Evaluation in the Designed Workbook: The participant is asked to enter his self-assessment in the workbook promptly and identify the areas for improvisation.

8. Periodical feedback - Suggestions - Recommendations for correction: The participants are given feedback by the institution at the agreed periods of time about their performance with necessary suggestions and recommendations.

9. Post-Training Trainer-Evaluation, Peer-Evaluation, Self-Evaluation of the performance: The participant’s performance is evaluated post-training and implementation of his/her skills in the real time classroom by the trainer, the participant’s peers, as well as the participant itself. Certification and Recommendation of future Training Programs: Following the final assessment,
the participant is certified by the institution about the level of his/her success in the training program and suggests any further requirement of the training by the participant.

10. Follow up – EI Training Program Effectiveness: A due follow up by the institution is done by collecting the feedback from the participants from time to time with an aim to improvise and enhance the effectiveness of the emotional intelligence training program carried out by the institution.

Model 3 – (10+ to 20 years of experience)

Stage 1: Planning and Development

1. Identify Needs of the Institution and Participants for the next 5 years: The teachers can have objectives of establishing themselves as effective teachers. Hence, they would be interested to learn better teaching skills. The institution as well as the teachers would have different goals for
themselves over the next five years and the planning and development should be attuned respectively.

2. Evaluation of the participant’s emotional quotient using the Swineburne University Emotional Intelligence Test (SUEIT) Measurement Model. Assuming the teachers with 10+ to 20 years of teaching experience are comparatively better equipped emotionally after all these years of teaching and managing students in the classroom as well as outside the classroom, the Swineburne University Emotional Intelligence Test Measurement Model is used to measure their Emotional Quotient Inventory. The model includes 65 questions based on 5 main components namely: “(i) Emotional Recognition and Expression, (ii) Emotions Direct Cognition, (iii) Understanding of Emotions External, (iv) Emotional Management, (v) Emotional Control” (Palmer; Stough, 2001). The participant is asked to mark “True” or “False” the 65 questions from the measurement model.

3. Assessment of the Participant - Give and Take Feedback: Based on the EI scores from the SUEIT measurement model, the institution assesses their EI skills and the level of training required by the participant. The participants are given a chance to express their opinions upon their scores and the quality of the measurement model (For improvisation of the measurement model to the institution). Motivation to Adopt (Skills Training): The participants, based on their scores, are encouraged to acquire new skills offered through the „Training” program to augment their teaching abilities.

Adapt (Use the Skills): The participants are asked to adapt themselves and assured that they will be provided sufficient time and appropriate classrooms to hone their newly acquired skills and enhance their teaching abilities.

**Training and Development**

4. Target : 5-day Training Period (Develop Training Structure) – The participants identified by the institution are accordingly assigned a trainer (Emotional Intelligence Skills Trainer). The trainer is to establish a good „working rapport” with the participant for the next 5 days. The trainer designs a training pattern (panning over 5days) with the participants based on their scores or the participants’ strengths and weaknesses.

5. Lectures, Role-Play, and Demonstrate, Enact (Trial and Error): The training is imparted through Lectures from (Trainer, Experts in the field of EI). Role-Play and Demonstration by the trainer implementing EI skills and teaching with EI skills. The participants are asked to enact the
roles played by the trainer. To decide upon a particular method, all the above four methods are experimented by the trainer (trial and error) and one amongst it is suggested to the participant. Goal Correction and Reset Goals: The goals of the participants for the coming five years are once again discussed here before the training begins and the level of their participation is decided upon. Over the next seven days, the goals are re-visited during the training program as and when required and, if any corrections are required, are duly reset. Similarly, the „goals” for the training period of 5 days can also be set for effective learning and completion of the training program.

6. Self-Assessment: The participant assesses his level of learning during the training period and reports the same to the trainer. Peer-Assessment: The participant’s peers are also requested to assess the level of learning of the participant (performance during enactment).

Trainer-Assessment: The trainer assesses the participant’s level of learning and reports it to the institution. Feedback: The participants are also given their respective feedback. Guidelines to Adapt: Based on the feedback, certain guidelines are developed for the respective participant to adapt and improve the teaching abilities.

Design a Workbook: The trainer and the participant together will design a workbook (Self-help Workbook) based on the training model that was best suited to the participant during the training program. The participant will prepare his own guidelines to be followed in the class. As this workbook contains the same pointers to be adopted in the classroom, the participant will find it familiar and implement it with confidence. This also serves as a self-assessment tool over the agreed period of time.

Stage 3: Assign and Review the Performance

7. Provide Classroom to teach with the acquired skills: The participants are requested to implement all the information and skills learned during the training program. The workbook which the participant has prepared for himself (with the trainer) would help him rate his performance and improvise. He is asked to compare his teaching abilities in a real time classroom (unlike the training program where there are no real time students) before and after the training program.

Self-Evaluation in the Designed Workbook: The participant is asked to enter his self-assessment in the workbook promptly and identify the areas for improvisation.
8. Periodical feedback - Suggestions - Recommendations for correction: The participants are given feedback by the institution at the agreed periods of time about their performance with necessary suggestions and recommendations.

9. Post-Training Trainer-Evaluation, Peer-Evaluation, Self-Evaluation of the performance: The participant’s performance is evaluated post-training and implementation of his/her skills in the real time classroom by the trainer, the participant’s peers, as well as the participant itself. Certification and Recommendation of future Training Programs: Following the final assessment, the participant is certified by the institution about the level of his/her success in the training program and suggests any further requirement of the training by the participant.

10. Follow up – EI Training Program Effectiveness: A due follow up by the institution is done by collecting the feedback from the participants from time to time with an aim to improvise and enhance the effectiveness of the emotional intelligence training program carried out by the institution.
Model 4 – (20+ to 30 years of experience)

Stage 1: Planning and Development

1. Identify Needs of the Institution and Participants for the next 5 years: The teachers can have objectives of establishing themselves as effective teachers. Hence, they would be interested to learn better teaching skills. The institution as well as the teachers would have different goals for themselves over the next five years and the planning and development should be attuned respectively.

2. Evaluation of the participant’s emotional quotient using the Self-Report Emotional Intelligence Test (SREIT) Measurement Model. Assuming the teachers with 20+ to 30 years of teaching experience are comparatively better equipped emotionally after all these many years of teaching and managing students in the classroom as well as outside the classroom, the Self-Report Emotional Intelligence Test Measurement Model is used to measure their Emotional Quotient Inventory. The model includes 33 self-assessment questions designed by Schutte et al. in 1998. The participant is asked to answer these 33 questions from the measurement model.

3. Assessment of the Participant - Give and Take Feedback: Based on the EI scores from the SREIT measurement model, the institution assesses their EI skills and the level of training required by the participant. The participants are given a chance to express their opinions upon their scores and the quality of the measurement model (For improvisation of the measurement model to the institution). Motivation to Adopt (Skills Training): The participants, based on their scores, are encouraged to acquire new skills offered through the „Training” program to augment their teaching abilities.

Adapt (Use the Skills): The participants are asked to adapt themselves and assured that they will be provided sufficient time and appropriate classrooms to hone their newly acquired skills and enhance their teaching abilities.

Training and Development

4. Target: 3-day Training Period (Develop Training Structure) – The participants identified by the institution are accordingly assigned a trainer (Emotional Intelligence Skills Trainer). The trainer is to establish a good „working rapport” with the participant for the next 3 days. The trainer designs a training pattern (panning over 3 days) with the participants based on their scores or the participants’ strengths and weaknesses.
5. Lectures, Group Discussion, Audiovisual Material (Trial and Error): The training is imparted through Lectures from (Trainer, Experts in the field of EI). Group Discussion amongst the participants monitored by the trainer implementing points related to EI skills and teaching with EI skills in the discussion. The participants are shown the audiovisual material by the trainer. This may include the training pointers as well as the recordings of the participant’s performance during the training to improvise upon their performance. To decide upon a particular method, all the above methods are experimented by the trainer (trial and error) and one amongst it is suggested to the participant. Goal Correction and Reset Goals: The goals of the participants for the coming five years are once again discussed here before the training begins and the level of their participation is decided upon. Over the next seven days, the goals are re-visited during the training program as and when required and, if any corrections are required, are duly reset. Similarly, the „goals” for the training period of 3 days can also be set for effective learning and completion of the training program.

6. Self-Assessment: The participant assesses his level of learning during the training period and reports the same to the trainer. Peer-Assessment: The participant’s peers are also requested to assess the level of learning of the participant (performance during enactment). Trainer-Assessment: The trainer assesses the participant’s level of learning and reports it to the institution. Feedback: The participants are also given their respective feedback. Guidelines to Adapt: Based on the feedback, certain guidelines are developed for the respective participant to adapt and improve the teaching abilities.

Design a Workbook: The trainer and the participant together will design a workbook (Self-help Workbook) based on the training model that was best suited to the participant during the training program. The participant will prepare his own guidelines to be followed in the class. As this workbook contains the same pointers to be adopted in the classroom, the participant will find it familiar and implement it with confidence. This also serves as a self-assessment tool over the agreed period of time.

**Stage 3: Assign and Review the Performance**

7. Provide Classroom to teach with the acquired skills: The participants are requested to implement all the information and skills learned during the training program. The workbook which the participant has prepared for himself (with the trainer) would help him rate his performance and improvise. He is asked to compare his teaching abilities in a real time
classroom (unlike the training program where there are no real time students) before and after the training program. Self-Evaluation in the Designed Workbook: The participant is asked to enter his self-assessment in the workbook promptly and identify the areas for improvisation.

8. Periodical feedback - Suggestions - Recommendations for correction: The participants are given feedback by the institution at the agreed periods of time about their performance with necessary suggestions and recommendations.

9. Post-Training Trainer-Evaluation, Peer-Evaluation, Self-Evaluation of the performance: The participant’s performance is evaluated post-training and implementation of his/her skills in the real time classroom by the trainer, the participant’s peers, as well as the participant itself. Certification and Recommendation of future Training Programs: Following the final assessment, the participant is certified by the institution about the level of his/her success in the training program and suggests any further requirement of the training by the participant.

10. Follow up – EI Training Program Effectiveness: A due follow up by the institution is done by collecting the feedback from the participants from time to time with an aim to improvise and enhance the effectiveness of the emotional intelligence training program carried out by the institution.

Model 5: SUGGESTED MODEL FOR TEACHING AND TRAINING
EMOTIONAL INTELLIGENCE FOR TEACHERS WITH (30 and above)
YEARS OF TEACHING EXPERIENCE

Stage 1
Planning & Development
- Identify Needs of the Institution and Participants for the next 3 years
- Evaluation of Participants EI-Q using SELEI Measurement Model
- Assess the Participant – Give and Take Feedback
- Motivation to Adopt (Skills) and Adapt (Use the Skills)

Stage 2
Training & Development
- Target - Daily Training Period – Develop Training Structure
- Teacher – Day Training Period – Develop Training Structure
- Self-Assessment – Peer Assessment – Trainer Assessment – Feedback: Coordinate to Adapt – Design Workbook

Stage 3
Assign and Revise the Performance
- Provide Classroom to teach with the acquired skills
- Self-Check in Design Workbook
- Trainer Assessment – Suggestions – Recommendations
- Self-Assessment – Peer Assessment – Trainer Assessment – Feedback – Coordinate to Adapt – Design Workbook
- Follow up – EI Training Program Effectiveness

Certification and Recommendation for future Training Programs: Following the final assessment, the participant is certified by the institution about the level of his/her success in the training program and suggests any further requirement of the training by the participant.
Model 5 - (30+ years of experience)

Stage 1: Planning and Development

1. Identify Needs of the Institution and Participants for the next 5 years: The teachers can have objectives of establishing themselves as effective teachers. Hence, they would be interested to learn better teaching skills. The institution as well as the teachers would have different goals for themselves over the next five years and the planning and development should be attuned respectively.

2. Evaluation of the participant’s emotional quotient using the Self-Report Emotional Intelligence Test (SREIT) Measurement Model. Assuming the teachers with 20+ to 30 years of teaching experience are comparatively better equipped emotionally after all these many years of teaching and managing students in the classroom as well as outside the classroom, the Self-Report Emotional Intelligence Test Measurement Model is used to measure their Emotional Quotient Inventory. The model includes 33 self-assessment questions designed by Schutte et al in 1998. The participant is asked to answer these 33 questions from the measurement model.

3. Assessment of the Participant - Give and Take Feedback: Based on the EI scores from the SREIT measurement model, the institution assesses their EI skills and the level of training required by the participant. The participants are given a chance to express their opinions upon their scores and the quality of the measurement model (For improvisation of the measurement model to the institution). Motivation to Adopt (Skills Training): The participants, based on their scores, are encouraged to acquire new skills offered through the „Training” program to augment their teaching abilities.

   Adapt (Use the Skills): The participants are asked to adapt themselves and assured that they will be provided sufficient time and appropriate classrooms to hone their newly acquired skills and enhance their teaching abilities.

Training and Development

4. Target : 3-day Training Period (Develop Training Structure) – The participants identified by the institution are accordingly assigned a trainer (Emotional Intelligence Skills Trainer). The trainer is to establish a good „working rapport” with the participant for the next 3 days. The
trainer designs a training pattern (panning over 3 days) with the participants based on their scores or the participants” strengths and weaknesses.

5. Lectures, Educational Conversation (EC), Audiovisual Material (Trial and Error): The training is imparted through Lectures from (Trainer, Experts in the field of EI). Educational Conversation amongst the participants monitored by the trainer implementing points related to EI skills and teaching with EI skills in the discussion. The participants are shown the audiovisual material by the trainer. This may include the training pointers as well as the recordings of the participant’s performance during the training to improvise upon their performance. To decide upon a particular method, all the above methods are experimented by the trainer (trial and error) and one amongst it is suggested to the participant. Goal Correction and Reset Goals: The goals of the participants for the coming five years are once again discussed here before the training begins and the level of their participation is decided upon. Over the next seven days, the goals are re-visited during the training program as and when required and, if any corrections are required, are duly reset. Similarly, the „goals” for the training period of 3 days can also be set for effective learning and completion of the training program.

6. Self-Assessment: The participant assesses his level of learning during the training period and reports the same to the trainer. Peer-Assessment: The participant’s peers are also requested to assess the level of learning of the participant (performance during enactment). Trainer-Assessment: The trainer assesses the participant’s level of learning and reports it to the institution.

Feedback: The participants are also given their respective feedback. Guidelines to Adapt: Based on the feedback, certain guidelines are developed for the respective participant to adapt and improve the teaching abilities.

Design a Workbook: The trainer and the participant together will design a workbook (Self-help Workbook) based on the training model that was best suited to the participant during the training program. The participant will prepare his own guidelines to be followed in the class. As this workbook contains the same pointers to be adopted in the classroom, the participant will find it familiar and implement it with confidence. This also serves as a self-assessment tool over the agreed period of time.
Stage 3: Assign and Review the Performance

7. Provide Classroom to teach with the acquired skills: The participants are requested to implement all the information and skills learned during the training program. The workbook which the participant has prepared for himself (with the trainer) would help him rate his performance and improvise. He is asked to compare his teaching abilities in a real time classroom (unlike the training program where there are no real time students) before and after the training program.

Self-Evaluation in the Designed Workbook: The participant is asked to enter his self-assessment in the workbook promptly and identify the areas for improvisation.

8. Periodical feedback - Suggestions - Recommendations for correction: The participants are given feedback by the institution at the agreed periods of time about their performance with necessary suggestions and recommendations.

9. Post-Training Trainer-Evaluation, Peer-Evaluation, Self-Evaluation of the performance: The participant’s performance is evaluated post-training and implementation of his/her skills in the real time classroom by the trainer, the participant’s peers, as well as the participant itself.

Certification and Recommendation of future Training Programs: Following the final assessment, the participant is certified by the institution about the level of his/her success in the training program and suggests any further requirement of the training by the participant.

10. Follow up – EI Training Program Effectiveness: A due follow up by the institution is done by collecting the feedback from the participants from time to time with an aim to improvise and enhance the effectiveness of the emotional intelligence training program carried out by the institution.

FURTHER AVENUES FOR RESEARCH

Based on the findings from this research, there is scope for further research in the field of Education. This future research can be in the areas of:

1. EI and long-term mental health of teachers and students (which include the robots also with the advent of Artificial Intelligence).
2. EI and Emotional Regulatory skills and its impact on teachers and their teaching abilities.
3. EI and its effects on Leadership skills of a teacher.
4. EI and suitable type of training for teachers related to Current Social, Situational, and Economical factors influencing EI among teachers. The Education Institutions can also be involved in the future research on topics like The Desired Environment for effective use of EI skills.

5. An in-depth research can be carried out relating Interpersonal Skills dimension and age, qualification, work experience and gender.

6. An in-depth research can be carried out relating Personal Leadership Skills dimension and age, qualification, work experience and gender.

7. An in-depth research can be carried out relating Self-Management Skills dimension and age, qualification, work experience and gender.

8. An in-depth research can be carried out relating Intrapersonal Skills dimension and age, qualification, work experience and gender.

9. An in-depth research can be carried out relating Analytical Ability dimension and age, qualification, work experience and gender.

10. An in-depth research can be carried out relating Clarity-in-Teaching dimension and age, qualification, work experience and gender.

11. An in-depth research can be carried out relating Teacher – Group Interaction dimension and age, qualification, work experience and gender.

12. An in-depth research can be carried out relating Teacher – Individual Student Interaction dimension and age, qualification, work experience and gender.

13. An in-depth research can be carried out relating Enthusiasm dimension and age, qualification, work experience and gender.