“ENHANCEMENT OF EMOTIONAL INTELLIGENCE OF D.ED TEACHER TRAINEES THROUGH EMOTIONAL INTELLIGENCE PACKAGE (EIP)”

Abstract

The research study was undertaken to investigate the effect of Emotional Intelligence Package (EIP) on the Enhancement of Emotional Intelligence of D.Ed Teacher Trainees. The present study was undertaken with the following objectives. 1. To study the level of Emotional Intelligence (in total and component wise) of D.Ed Teacher Trainees. 2. To Develop Emotional Intelligence Package (EIP) with different strategies to enhance the following components- Self Awareness(SA), Self-Regulation (SR), Motivation (M), Empathy (EM), Social Skills (SS) and Emotional Intelligence in total among Teacher Trainees. 3. To study the effectiveness of Emotional Intelligence Package (EIP) in enhancing Emotional Intelligence of Teacher Trainees in terms of its components- Self-Awareness (SA), Self-Regulation (SR), Motivation (M), Empathy (EM), Social Skills (SS). 4. To study the effectiveness of Emotional Intelligence Package on the Emotional Intelligence (in total and components wise) of D.Ed Teacher Trainees from different locale (Rural and Urban areas). 5. To study the effectiveness of Emotional Intelligence Package on Emotional Intelligence (in total and components wise) of D.Ed Teacher Trainees from different areas of specialization (Arts and Science). 6. To study the effectiveness of Emotional Intelligence Package on Emotional Intelligence (in total and components wise) of D.Ed Teacher Trainees from different Socio Economic Status (High, Moderate, Low). 7. To study the effectiveness of Emotional Intelligence Package on D.Ed Teachers Trainees with different levels of General Intelligence (Above Average, Average and Below Average). The study is experimental cum descriptive in nature. The sample was selected following the convenience sampling technique. The sample consists of 66 D.Ed Teacher Trainees from 4 D.Ed colleges divided in Experimental and Control Group. In the present study Emotional Intelligence is considered as the dependent variable and Emotional Intelligence Package (EIP) is considered as the independent variable. The locale, area of specialization, Socio-Economic Status and General Intelligence level of D.Ed Teacher Trainees are considered as moderate variables of the study. The level of Emotional Intelligence was assessed with the help of the Emotional...
Intelligence Scale constructed by the researcher. The package entitled “Emotional Intelligence Package (EIP)” consists of different strategies to enhance Emotional Intelligence of participants. These strategies are focused around the concept of Emotional Intelligence and its components- Self Awareness, Self-Regulation, Motivation, Empathy and Social Skill as defined by Goleman, D.(1995). The strategies are formulated according to these components, which require interaction and cooperation of both the researcher and participants. Considering the attributes of each component of emotional intelligence, the strategies that involve interactions and cooperation of both the teacher (researcher) and the students (participants/teacher trainees) were identified. They were Picture Interpretation, Scenario Interpretation, Situation Analysis, Story Interpretation, Debate, Game, Role Play, Problem Solving, Brain Storming, Question Answer, Case Study, Justification, Co-operative Learning, Pick and Speech, Lecture, Sociometry, Story Construction. The strategies are developed based on Experiential learning methods and co-operative learning. The package prepared was subjected to experimentation to test its effectiveness in enhancing Emotional Intelligence of D.Ed Teacher Trainees selected for the study. The experimentation was divided into 3 phases, Pre-Experimental Phase, Experimental Phase and Post Experimental Phase. The obtained data was analyzed using the statistical measures -Percentage Analysis, t-test, and One Way ANOVA. The major findings of the study are,1. 65.15% of Teacher Trainees found to possess average level of Emotional Intelligence. 2. 69.69% & 57.57% of the Teacher Trainees possessed average level of Emotional Intelligence both in the Experimental and in Control Group respectively at the time of pre-test. 3. 81.81% of the Teacher Trainees have possessed above average level of Emotional Intelligence in case of Experimental Group which has undergone programme i.e. Emotional Intelligence Package. On the other side, the Teacher Trainees from the Control Group have possessed same level of Emotional Intelligence with little amount of enhancement in comparison to Experimental Group, at the post-test phase. 4. The level of Emotional Intelligence of D.ED Teacher Trainees of experimental group is better than that of the Teacher Trainees of control group. 5. the Teacher Trainees of experimental group who have possessed average level of Emotional Intelligence(69.69%) at the time of pre-test, possessed above the average level of the Emotional Intelligence(81.81%) after the treatment i.e. Emotional Intelligence Package. 6. The newly developed Emotional
Intelligence package to enhance Emotional Intelligence of Teacher Trainees is found to be more effective in enhancing the level of Emotional Intelligence of D.Ed Teacher Trainees. 7. Teacher Trainees of experimental group from Rural and Urban areas do not differ in their level of Emotional Intelligence(in total and component wise) after treatment. 8. Teacher Trainees of experimental group from Arts and Science area of specialization do not differ in their level of Emotional Intelligence(in total and component wise) after treatment. 9. Teacher Trainees of experimental group from high, moderate and low socio economic status do not differ in their level of Emotional Intelligence(in total and component wise) after treatment. 10. Teacher Trainees of experimental group with average, above average and below average level of General Intelligence do not differ in their level of Emotional Intelligence(in total and component wise) after treatment.