CHAPTER V

ANALYSIS AND INTERPRETATION OF THE DATA

This gives the details of the analysis of the data collected in present study. It gives the details of both quantitative and qualitative analysis of the data collected on the Emotional Intelligence of D.Ed. Teacher Trainees, their reaction towards the intervention programme and observations of the researcher and the discussion of the findings of the study.

The details of the interpretation of the data are presented in two sections as given below.

Section I: Quantitative Analysis

Section II: Qualitative Analysis

SECTION 1

5.1 Quantitative Analysis

In this section, analysis has been done for the following three aspects of the study.

- Measuring the level of Emotional Intelligence in total and component wise, Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of D.Ed Teacher Trainees.

- Homogenizing the Experimental Group (EG) and Control Group (CG) for controlling their initial differences on Emotional Intelligence Level.

- Measuring the effectiveness of Emotional Intelligence Package in enhancing the level of Emotional Intelligence of D.Ed Teacher Trainees.

- Testing the hypotheses respect to moderate variables of the study.

5.1.1 Levels of Emotional Intelligence in total and component wise of D.Ed. Teacher Trainees.

For this purpose, Mean and Standard Deviation of the scores (total and component wise) obtained by the D.Ed Teacher Trainees on EI Scale were calculated.
Then Teacher Trainees are grouped into 3 categories- Above Average(AA), Average(AV) and Below Average(BA) based on the common criteria of $M+\sigma$ and $M-\sigma$ as detailed below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>$M+\sigma$ and above</td>
<td>AA (Above Average)</td>
</tr>
<tr>
<td>Between $M-\sigma$ and $M+\sigma$</td>
<td>AV (Average)</td>
</tr>
<tr>
<td>$M-\sigma$ and below</td>
<td>BA (Below Average)</td>
</tr>
</tbody>
</table>

The number and percentage of Teacher Trainees under each category are given in the Table No.5.1 and represented graphically in the vide Graph 5.1.

**Table: 5.1 Level of Emotional Intelligence in total and component wise of D.Ed. Teacher Trainees (total sample 66).**

<table>
<thead>
<tr>
<th>Level Above Average</th>
<th>Frequency &amp; %</th>
<th>Emotional Intelligence</th>
<th>Frequency &amp; %</th>
<th>Frequency &amp; %</th>
<th>Self Awareness</th>
<th>Frequency &amp; %</th>
<th>Frequency &amp; %</th>
<th>Self Regulation</th>
<th>Frequency &amp; %</th>
<th>Frequency &amp; %</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>10</td>
<td>15.15</td>
<td>09</td>
<td>13.63</td>
<td>17</td>
<td>25.75</td>
<td>14</td>
<td>21.21</td>
<td>13</td>
<td>19.69</td>
<td>13</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>65.15</td>
<td></td>
<td>62.12</td>
<td></td>
<td>46.96</td>
<td></td>
<td>66.66</td>
<td></td>
<td>48.48</td>
<td>66.66</td>
</tr>
<tr>
<td>Below Average</td>
<td>Frequency</td>
<td>13</td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>08</td>
<td>21</td>
<td>09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>19.69</td>
<td>24</td>
<td>27.27</td>
<td>12.12</td>
<td>31.81</td>
<td>13.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals the following points.

- 65.15% of Teacher Trainees possess Average level of Emotional Intelligence (in total) and 62.12%, 66.66%, and 66.66% of Teacher Trainees possess average level of Motivation, Social Skills and Self Awareness respectively. This indicated that majority of the Teacher Trainees exhibited average level of Emotional Intelligence and its components.

- 15.15%, 13.63%, 25.75%, 21.21%, 19.69% and 19.69% of Teacher Trainees possess above average level of Emotional Intelligence (in total) and its components (Self Awareness, Self Regulation, Motivation, Empathy and Social Skills).
• 19.69, 24%, 27.27%, 12.12%, 31.81% and 13.63% of Teacher Trainees possess below average level of Emotional Intelligence (in total) and its components (Self Awareness, Self Regulation, Motivation, Empathy and Social Skills).

It inferred that most of the Teacher Trainees lie at the average level of Emotional Intelligence in total and its components (Self Awareness, Self Regulation, Motivation, Empathy and Social Skills). The percentage of Teacher Trainees under below average level is higher than that of under above average category in the components Self Awareness, Self Regulation, Empathy and Emotional Intelligence in total.

Graph 5.1 Level of Emotional Intelligence in total and component wise of D.Ed. Teacher Trainees (total sample 66).

5.1.2 Homogenizing the CG and EG on their Emotional Intelligence

In order to homogenize the EG and CG on their Emotional Intelligence level, the data collected by administering Emotional Intelligence Scale (EIS) on sample of D.Ed Teacher Trainees are subjected to statistical analysis. For this purpose following null hypothesis was formulated and tested by applying ‘t’ test for significance of difference between means. The details are given vide table 5.2.
**H1:** There is no significant difference between EG & CG in the level of Emotional Intelligence at Pre-test level.

**Table 5.2: t-test details for the initial difference between CG & EG in Emotional Intelligence Level**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>33</td>
<td>145</td>
<td>12</td>
<td>64</td>
<td>0.342</td>
<td>Not Significant</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>33</td>
<td>144</td>
<td>11.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the above table shows that the obtained t-value is not significant at 0.01 level. Hence the null hypothesis was accepted and concluded that there is no significant difference between EG and CG in the level of Emotional Intelligence in the pre-phase of experimentation. This implies that both the groups are homogenous as far as EI is considered and are comparable on the variables of the study.

**5.1.3 Effectiveness of the Emotional Intelligence Package in enhancing the level of Emotional Intelligence.**

**5.1.3.1 Comparison of levels of Emotional Intelligence of D.Ed Teacher Trainees of experimental and Control Group at pre-test and post test.**

In order to test the effectiveness of the Emotional Intelligence Package in enhancing the level of Emotional Intelligence, of D.Ed Teacher Trainees of Experimental and Control Group at pre-test and post test level the number and percentage of Teacher Trainees in 3 different level- Above Average, Average and Below Average were calculated and compared. The details are presented in the table No. 5.3 and represented graphically in the graph No. 5.2. and 5.3.
Table 5.3 Comparison of levels of Emotional Intelligence of D.Ed. Teacher Trainees of Experimental Group and Control Group at the pre-test and post test levels.

<table>
<thead>
<tr>
<th>Group</th>
<th>Frequencies</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AA (156+)</td>
<td>AV (133-155)</td>
</tr>
<tr>
<td>EG</td>
<td>Frequency</td>
<td>04</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>12.12</td>
<td>69.69</td>
</tr>
<tr>
<td>CG</td>
<td>Frequency</td>
<td>07</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>21.21</td>
<td>57.57</td>
</tr>
</tbody>
</table>

Note: AA-Above Average, AV-Average, BA-Below Average.

The above table reveals the following points.

- Higher percentage of (69.69% & 57.57%) the Teacher Trainees possessed Average level of Emotional Intelligence both in the Experimental and Control Group respectively at the time of pre-test. The percentage of Teacher Trainees of Experimental Group at Average level is higher than that of Control Group.

- Highest percentage (81.81%) of the Teacher Trainees of Experimental Group have possessed Above Average level of Emotional Intelligence where as the percentage is higher (60.60%) at Average level of Emotional Intelligence in case of Control Group at the post test level.

- The Teacher Trainees of Experimental Group who have possessed average level (5) and below average level (1) of Emotional Intelligence at the post test have also gained higher scores on Emotional Intelligence after undergoing through the programme when compared to their pre-test level.

- 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 level.

This indicates that the programme is effective in enhancing Emotional Intelligence of D.Ed. Teacher Trainees in EG. The findings are supported by the analysis of responses of Teacher Trainees on Reaction Scale and from group discussion.
Graph 5.2 Comparison of the levels of Emotional Intelligence of CG and EG on Pre-test.

Graph 5.3 Comparison of the levels of Emotional Intelligence of CG and EG on Post-test.
5.1.3.2 Comparison of post means of CG and EG and mean gain scores of EG with respect to EI in total and its components.

In order to meet the objective 1, to study the effectiveness of the Emotional Intelligence Package in enhancing the level of Emotional Intelligence of D.Ed. Teacher Trainees the following research hypothesis was formulated.

- Treatment based on EIP is effective in enhancing Emotional Intelligence among D.Ed Teacher Trainees.

In order to test the above mentioned research hypothesis, the following null hypotheses are formulated and tested using t-test. The details are given in the table number 5.4 and 5.5.

**H 2:** There is no significant difference between the post mean scores of Teacher Trainees of EG and CG in Emotional Intelligence in total and its components.

**Table 5.4: Details of the t-test for the difference between EG and CG on post test.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>CG</th>
<th>EG</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI (total)</td>
<td>N 33, M 145.45, SD 12.46</td>
<td>N 33, M 160.84, SD 11.11</td>
<td>64</td>
<td>5.3097</td>
</tr>
<tr>
<td>SA</td>
<td>33, 33, 4.87</td>
<td>33, 38, 3.65</td>
<td>64</td>
<td>4.5116</td>
</tr>
<tr>
<td>SR</td>
<td>33, 30, 3.06</td>
<td>33, 34, 3.03</td>
<td>64</td>
<td>5.328</td>
</tr>
<tr>
<td>MO</td>
<td>33, 27, 3.64</td>
<td>33, 30, 4.39</td>
<td>64</td>
<td>2.990</td>
</tr>
<tr>
<td>EM</td>
<td>33, 23, 2.43</td>
<td>33, 25, 2.70</td>
<td>64</td>
<td>3.1605</td>
</tr>
<tr>
<td>SS</td>
<td>33, 32, 3.83</td>
<td>33, 35.5, 2.06</td>
<td>64</td>
<td>4.6232</td>
</tr>
</tbody>
</table>

As it is shown in the table 4.5, the obtained t-values for the means of post test scores of CG and EG on Emotional Intelligence in total and its components Self Awareness. Self Regulation, Motivation, Empathy and Social Skills are significant at 0.01 level. So the null hypothesis is rejected and it is concluded that there is significant difference between EG and CG in their Emotional Intelligence in total and its components Self Awareness. Self Regulation, Motivation, Empathy and Social Skills. It is also found that the EG exhibited the higher level of Emotional Intelligence in total and its components wise than CG. This implied that the mean of post-test scores in all the cases is higher than that of CG. The same details are represented in the Graph 5.4.
Graph 5.4 Difference between EG and CG on post test.

H3: There is no significant difference between mean gain scores of EG Teacher Trainees on Emotional Intelligence in total and its components.

Table 5.5 Details of the t-test for difference between mean gain scores of EG Teacher Trainees on EI in total and its components.

<table>
<thead>
<tr>
<th>Components</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>33</td>
<td>144</td>
<td>11.8</td>
<td>64</td>
<td>6.028 S</td>
</tr>
<tr>
<td>Post-test</td>
<td>33</td>
<td>160.84</td>
<td>11.1</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Self Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>33</td>
<td>33</td>
<td>3.96</td>
<td>64</td>
<td>5.333 S</td>
</tr>
<tr>
<td>Post-test</td>
<td>33</td>
<td>38</td>
<td>3.65</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Self-Regulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>33</td>
<td>30</td>
<td>1.6</td>
<td>64</td>
<td>3.896 S</td>
</tr>
<tr>
<td>Post</td>
<td>33</td>
<td>34</td>
<td>3.03</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>33</td>
<td>26</td>
<td>3.79</td>
<td>64</td>
<td>3.962 S</td>
</tr>
<tr>
<td>Post</td>
<td>33</td>
<td>30</td>
<td>4.39</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>33</td>
<td>21</td>
<td>3.59</td>
<td>64</td>
<td>5.1154 S</td>
</tr>
<tr>
<td>Post</td>
<td>33</td>
<td>25</td>
<td>2.70</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>33</td>
<td>32</td>
<td>4.49</td>
<td>64</td>
<td>4.072 S</td>
</tr>
<tr>
<td>Post</td>
<td>33</td>
<td>35.5</td>
<td>2.06</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

As it is shown in the above table 5.5 the obtained t-values for the mean gain scores of Emotional Intelligence in total and its components are significant at 0.01.
level. So the null hypothesis is rejected and it is concluded that there is significant difference between mean gain scores of Emotional Intelligence in total and its components.

It implies that the EG exhibited higher level of Emotional Intelligence in total and its components-Self Awareness, Self-Regulation, Motivation, Empathy and Social Skills at the post-test than at the pre-test level. This reveals that the EG Teacher Trainees got higher ability of EI (in total) and SA, SR, MO, EM & SS components of Emotional Intelligence. The same details are represented in the Graph 5.5.

![Graph 5.5 Difference between mean gain scores of EI in total and its components wise of EG Teacher Trainees.](image)

5.1.4 Testing the hypotheses with respect to moderate variables of the study.

In this section, an attempt has been made to study the difference in the level of enhancement of Emotional Intelligence among the different categories of Teacher Trainees in Experimental Group. In the present study, locale, area of specialization, Socio-Economic Status and General Intelligence of Teacher Trainees were considered as the moderate variables. On these variables the Teacher Trainees are categorized as given below:

- Teacher Trainees from urban and rural areas (Locale).
- Teacher Trainees from Arts and Science background (Area of Specialization).
- Teacher Trainees from High, Moderate and Low level of Socio Economic Status (SES).
- Teacher Trainees from Average, Above Average and Below Average level of General Intelligence (GI).

In order to meet the objectives 3,4,5 and 6 related to moderate variables, 4 null hypotheses were formulated and t-test, one-way ANOVA were used to test these hypotheses.

5.1.4.1 Difference between the enhancement level of Emotional Intelligence of EG Teacher Trainees belonging to rural and urban areas.

H 4: There is no significant difference between the post mean scores of rural and urban Teacher Trainees EG on Emotional Intelligence (in total and component wise).

Table 5.6 Details of the t-test for difference between the post mean scores of rural and urban Teacher Trainees of EG on Emotional Intelligence (in total and component wise).

<table>
<thead>
<tr>
<th>EI &amp; its components</th>
<th>Locale</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>R</td>
<td>14</td>
<td>37.5</td>
<td>3.43</td>
<td>31</td>
<td>0.117</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>37.6</td>
<td>3.02</td>
<td>31</td>
<td>NS</td>
</tr>
<tr>
<td>SR</td>
<td>R</td>
<td>14</td>
<td>33.07</td>
<td>3.22</td>
<td>31</td>
<td>0.584</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>33.73</td>
<td>3.24</td>
<td>31</td>
<td>NS</td>
</tr>
<tr>
<td>MO</td>
<td>R</td>
<td>14</td>
<td>30.21</td>
<td>3.86</td>
<td>31</td>
<td>0.470</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>30.89</td>
<td>4.28</td>
<td>31</td>
<td>NS</td>
</tr>
<tr>
<td>EM</td>
<td>R</td>
<td>14</td>
<td>24.64</td>
<td>2.89</td>
<td>31</td>
<td>-0.132</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>24.52</td>
<td>2.16</td>
<td>31</td>
<td>NS</td>
</tr>
<tr>
<td>SS</td>
<td>R</td>
<td>14</td>
<td>35.57</td>
<td>2.40</td>
<td>31</td>
<td>-0.251</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>35.31</td>
<td>3.19</td>
<td>31</td>
<td>NS</td>
</tr>
<tr>
<td>EI (Total)</td>
<td>R</td>
<td>14</td>
<td>161.00</td>
<td>11.33</td>
<td>31</td>
<td>0.277</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>162.11</td>
<td>11.33</td>
<td>31</td>
<td>NS</td>
</tr>
</tbody>
</table>
• From the above table 5.6 it is found that ‘t’ values for Emotional Intelligence in total and all the 5 components SA, SR, MO, EM and SS are not significant at 0.01 level.

Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between post means of Emotional Intelligence (in total and components wise) of rural and urban Teacher Trainees of EG.

It implies that Teacher Trainees from Rural and Urban areas do not differ in their level of Emotional Intelligence (in total and component wise) after treatment. This reveals that the Teacher Trainees from rural and urban areas have benefited to the similar extent by the treatment i.e. the programme is unbiased and effective in meeting the needs of both the groups. The same details were presented in the Graph 5.6.

Graph 5.6 Difference between the post mean scores of rural and urban Teacher Trainees of EG on Emotional Intelligence (in total and component wise).

5.1.4.2 Difference between the Enhancement level of Emotional Intelligence of Teacher Trainees from Arts and Science area of specialization.

H 5: There is no significant difference between the post mean scores of Arts and Science Teacher Trainees of EG in Emotional Intelligence (in total and component wise)
Table 5.7 Details of the t-test for difference between the post mean scores of Arts and Science Teacher Trainees of EG on Emotional Intelligence (in total and component wise)

<table>
<thead>
<tr>
<th>EI &amp; its Components</th>
<th>Subject</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
<td>27</td>
<td>37.51</td>
<td>3.41</td>
<td>31</td>
<td>-0.218</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>6</td>
<td>37.83</td>
<td>1.722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SR</td>
<td>A</td>
<td>27</td>
<td>33.25</td>
<td>3.51</td>
<td>31</td>
<td>-0.738</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>6</td>
<td>34.33</td>
<td>0.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MO</td>
<td>A</td>
<td>27</td>
<td>31.07</td>
<td>3.94</td>
<td>31</td>
<td>1.427</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>6</td>
<td>28.50</td>
<td>4.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EM</td>
<td>A</td>
<td>27</td>
<td>24.33</td>
<td>2.55</td>
<td>31</td>
<td>-1.208</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>6</td>
<td>25.66</td>
<td>1.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS</td>
<td>A</td>
<td>27</td>
<td>35.40</td>
<td>3.07</td>
<td>31</td>
<td>-0.071</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>6</td>
<td>35.50</td>
<td>1.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI (Total)</td>
<td>A</td>
<td>27</td>
<td>161.59</td>
<td>11.97</td>
<td>31</td>
<td>-0.047</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>6</td>
<td>161.83</td>
<td>7.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table 5.8 reveals the following findings.

The obtained t-values for the means of post test scores of Arts and Science Teacher Trainees of EG on Emotional Intelligence in total and all the five components- Self Awareness, Self-Regulation, Motivation, Empathy, Social Skills are not significant at 0.01 level. Hence the null hypothesis is accepted and concluded that the Teacher Trainees from Arts and Science background from EG do not differ in their level of Emotional Intelligence (in total and component wise). This implies that the programme is effective to the similar extent in reaching the needs of both the groups. The same details were represented in the graph 5.7
Graph 5.7: Difference between the post mean scores Emotional Intelligence (in total and component wise) of Arts and Science Teacher Trainees of EG.

5.1.4.3 Difference among the Enhancement level of Emotional Intelligence (in total and component wise) of Teacher Trainees belonging to High, Moderate and Low level of Socio Economic Status.

H6: There is no significant difference among the post mean scores of EG Teacher Trainees belonging to High, Moderate and Low level of Socio Economic Status on Emotional Intelligence in total and component wise. To test this hypothesis one way ANOVA was employed and the details are presented in the table No. 5.8
Table 5.8 Details of the one way ANOVA for the difference among the post mean scores of Teacher Trainees belonging to High, Moderate and Low level of Socio Economic Status Emotional Intelligence (in total and component wise).

<table>
<thead>
<tr>
<th>Components</th>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Awareness</td>
<td>Between Groups</td>
<td>10.805</td>
<td>2</td>
<td>5.403</td>
<td>0.527 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>307.256</td>
<td>30</td>
<td>10.242</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>318.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Regulation</td>
<td>Between Groups</td>
<td>5.326</td>
<td>2</td>
<td>2.663</td>
<td>0.247 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>322.856</td>
<td>30</td>
<td>10.762</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>328.182</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Between Groups</td>
<td>70.123</td>
<td>2</td>
<td>35.062</td>
<td>0.118 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>457.756</td>
<td>30</td>
<td>15.259</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>527.879</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>Between Groups</td>
<td>14.861</td>
<td>2</td>
<td>7.430</td>
<td>1.244 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>179.200</td>
<td>30</td>
<td>5.973</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>194.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>Between Groups</td>
<td>0.538</td>
<td>2</td>
<td>0.269</td>
<td>0.031 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>259.222</td>
<td>30</td>
<td>8.651</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>260.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>Between Groups</td>
<td>81.047</td>
<td>2</td>
<td>40.524</td>
<td>0.311 NS</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Within Groups</td>
<td>3910.589</td>
<td>30</td>
<td>130.353</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3991.636</td>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table 5.8 reveals that the obtained F-values for the means of post test scores of Emotional Intelligence in total and its all 5 components-Self Awareness, Self-Regulation, Motivation, Empathy, Social Skills of EG Teacher Trainees belonging to high, moderate and low socio-economic status are not significant at 0.01 level. Hence the null hypothesis is accepted and inferred that the Teacher Trainees with high, moderate and low socio-economic status of EG do not differ in their level of enhancements of Emotional Intelligence with reference to Emotional Intelligence in total and its all 5 components-Self Awareness, Self-Regulation, Motivation, Empathy, Social Skills.
These findings implies that the Teacher Trainees from different levels of Socio-Economic Status have benefited to the similar extent by the treatment i.e., package is effective to the similar extent in reaching the needs of Teacher Trainees from all the levels.

5.1.4.4 Difference among enhancement level of Emotional Intelligence (in total and component wise) of Teacher Trainees belonging to average, above average and below average level of General Intelligence.

H7: There is no significant difference among the post-mean scores of Emotional Intelligence (in total and component wise) of EG Teacher Trainees with above average, average and below average level of General Intelligence.

To test this hypothesis one way ANOVA was employed and the details are presented in the table No. 5.9

**Table 5.9 Details of the one way ANOVA for difference among the post-mean scores of Teacher Trainees of EG with above average, average and below average level of General Intelligence on Emotional Intelligence (in total and component wise).**

<table>
<thead>
<tr>
<th>Components</th>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Between Groups</td>
<td>42.128</td>
<td>2</td>
<td>21.064</td>
<td>0.160 NS</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Within Groups</td>
<td>3949.508</td>
<td>30</td>
<td>131.650</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3991.636</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Awareness</td>
<td>Between Groups</td>
<td>9.427</td>
<td>2</td>
<td>4.714</td>
<td>0.458 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>308.633</td>
<td>30</td>
<td>10.288</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>318.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Regulation</td>
<td>Between Groups</td>
<td>20.398</td>
<td>2</td>
<td>10.199</td>
<td>0.994 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>307.783</td>
<td>30</td>
<td>10.259</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>328.182</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Between Groups</td>
<td>24.095</td>
<td>2</td>
<td>12.048</td>
<td>0.717 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>503.783</td>
<td>30</td>
<td>16.793</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>527.879</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>Between Groups</td>
<td>6.277</td>
<td>2</td>
<td>3.139</td>
<td>0.501 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>187.783</td>
<td>30</td>
<td>6.259</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>194.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>Between Groups</td>
<td>3.902</td>
<td>2</td>
<td>1.951</td>
<td>0.229 NS</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>256.158</td>
<td>30</td>
<td>8.539</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>260.061</td>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table 5.9 reveals that the obtained F-values for the means of post test scores of Emotional Intelligence in total and its all 5 components-Self Awareness, Self-Regulation, Motivation, Empathy, Social Skills of EG Teacher Trainees belonging to Above Average, Average and Below Average level of General Intelligence are not significant at 0.01 level. Hence the null hypothesis is accepted and inferred that the Teacher Trainees with Above Average, Average and Below Average level of General Intelligence of EG do not differ in their enhancement level of Emotional Intelligence with reference to Emotional Intelligence in total and its all 5 components-Self Awareness, Self-Regulation, Motivation, Empathy, Social Skills.

These findings implied that the Teacher Trainees from different levels of General Intelligence have benefited to the similar extent by the treatment i.e., package is effective to the similar extent in reaching the needs of Teacher Trainees from all the levels.
SECTION II

5.2 Qualitative Analysis of the Results.

The quantitative results are supported by the qualitative analysis of the responses and reactions to Emotional Intelligence Package (EIP) by analyzing the day to day improvements of the Teacher Trainees and by recording the observation made by the researcher on participation of the Teacher Trainees.

The qualitative analysis is categorized into following sections.

5.2.1 Analysis of Teacher Trainees responses to Reaction Scale towards EIP.

5.2.2 Analysis of opinions of Teacher Trainees towards the programme (Feedback session).

5.2.3 Analysis of Teacher Trainees responses with respect to the strategies.

5.2.4 Analysis of Teacher observation of classroom teaching learning process during EIP intervention.

5.2.1 Analysis of Responses of D.Ed. Teacher Trainees to Reaction Scale towards EIP.

In this section the responses of Teacher Trainees on Reaction Scale towards EIP are analyzed and same is presented in the Table No.5.10
Table 5.10 Percentage Analysis of Responses of Teacher Trainees on Reaction Scale towards EIP.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Item</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>VE</td>
</tr>
<tr>
<td>1</td>
<td>Knowledge of Emotional Intelligence</td>
<td>72.72</td>
</tr>
<tr>
<td>2</td>
<td>Creating interest</td>
<td>60.60</td>
</tr>
<tr>
<td>3</td>
<td>Positive classroom environment</td>
<td>42.42</td>
</tr>
<tr>
<td>4</td>
<td>Applicable to personal life</td>
<td>45.45</td>
</tr>
<tr>
<td>5</td>
<td>Useful experiences to future teaching</td>
<td>30.03</td>
</tr>
<tr>
<td>6</td>
<td>Adopted teaching methods</td>
<td>84.84</td>
</tr>
<tr>
<td>7</td>
<td>Communication and interaction</td>
<td>66.66</td>
</tr>
<tr>
<td>8</td>
<td>Recognize emotions</td>
<td>45.45</td>
</tr>
<tr>
<td>9</td>
<td>Self assessment</td>
<td>30.3</td>
</tr>
<tr>
<td>10</td>
<td>Controlling emotions</td>
<td>24.24</td>
</tr>
<tr>
<td>11</td>
<td>Responsibility</td>
<td>30.3</td>
</tr>
<tr>
<td>12</td>
<td>Flexibility</td>
<td>24.24</td>
</tr>
<tr>
<td>13</td>
<td>Attitude of innovation</td>
<td>45.45</td>
</tr>
<tr>
<td>14</td>
<td>Attitude of hard work</td>
<td>45.45</td>
</tr>
<tr>
<td>15</td>
<td>Optimism</td>
<td>30.30</td>
</tr>
<tr>
<td>16</td>
<td>Empathy</td>
<td>45.45</td>
</tr>
<tr>
<td>17</td>
<td>Service orientation</td>
<td>15.15</td>
</tr>
<tr>
<td>18</td>
<td>Negotiation skills</td>
<td>15.15</td>
</tr>
<tr>
<td>19</td>
<td>Leadership qualities</td>
<td>45.45</td>
</tr>
<tr>
<td>20</td>
<td>Team building and co-operation</td>
<td>36.36</td>
</tr>
</tbody>
</table>

Note: VE- Very Effective, E- Effective, ME-Moderately Effective, SE- Slightly Effective, VUE- Very UN Effective.
The above table reveals the following points.

- All the Teacher Trainees of the EG opined that the teaching methods adopted in the programme are found to be effective (84.84% very effective and 15.15% effective).

- 72.72% and 15.15% of Teacher Trainees have opined that the programme is very effective in providing the knowledge of Emotional Intelligence.

- 66.66% of Teacher Trainees opined that the programme developed the skills of communication and interaction very effectively.

- 60.60% and 18.18% of Teacher Trainees opined that the programme is very effective and effective in creating interest in the class.

Hence, it is inferred that more than 80-90% of Teacher Trainees opined it is effective. These findings further supported by the opinions expressed by the Teacher Trainees during discussion, which is analyzed and presented, widen 5.2.2 infra.

5.2.2 Analysis of opinions of Teacher Trainees towards the programme (Feedback session).

At the end of the programme feedback session was arranged to get the opinion of the Teacher Trainees about the programme. The collected opinions are coded with alphabets instead of names. The opinions of Teacher Trainees are analyzed and categorized under the headings-learning outcomes, strengths and weakness, applicability, strategies and communication aspects of the intervention. The details are presented vide Table No. 5.11
Table 5.11 Categorization of the opinions of Teacher Trainees about the EIP

<table>
<thead>
<tr>
<th>Categories</th>
<th>Details of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Outcomes</td>
<td>Knowledge of Emotional Intelligence and its Importance.</td>
</tr>
<tr>
<td>2. Strengths and Weaknesses</td>
<td>Enough Knowledge of EI Strategies Relevant Useful Activities and Effective Simple Time was not enough Helped to improve personality</td>
</tr>
</tbody>
</table>

- **Applicability**
  - Applicable to both classroom and personal life
- **Strategies**
  - Applicable to future teaching
  - Relevant
  - Effective
  - Simple to understand and apply
  - Applicable to teaching

The above table reveals the following points.

1) **Learning Outcomes**

   Out of 33 Teacher Trainees, all the Trainees opined the programme is effective in providing knowledge about Emotional Intelligence and its importance to lead successful life. They expressed that the programme made them to know about their emotions, identification, and effect of it on the behavior. All of them have shared the same idea by saying that they gained useful emotional competencies for their future classroom teaching, to become effective teacher and for personal life also.

2) **Strengths and Weaknesses**

   Teacher Trainees expressed some weak and strong points related to the programme. All the Trainees opined favorably about the programme saying that the programme has provided enough knowledge of Emotional Intelligence and the strategies and activities are helpful in making them to introspect themselves. The programme provided opportunities to express opinions, views positively. They shared
the idea where the programme useful in improving their personality. Only two Teacher Trainees opined that sufficient time should be provided to this type of programme.

3) Applicability

Teacher Trainees expressed their views about the applicability of the programme also. All the Teacher Trainees considered that the strategies utilized in the programmes are applicable to the classroom teaching and personal life. It is also found that the programme provided knowledge of application of gained skills in the personal life. They also opined that they will apply the learnt skills to their future teaching.

4) Strategies

The Trainees expressed their views related to the strategies also. They found that the strategies used are relevant, effective, and simple to understand and apply and covered all the components of the Emotional Intelligence. They opined that the activities made them to involve enthusiastically in the programme.

5) Communication and Interaction

Teacher Trainees shared their views regarding the communication and interaction aspects of the programme. Teacher Trainees shared that the programme provided ample opportunities for them to communicate and interact with friends and researcher without any hindrances. A lot of opportunities to communicate their ideas, interact with friends was provided. Totally they had an idea that where the programme enabled them in terms of communication and interaction skills. They also opined that the communication between researcher and trainees were positive and impressing which made them to review their communication skills.

5.2.3 Analysis of researcher’s observation and Teacher Trainees responses with respect to the strategies.

The researcher has observed teacher trainees participation in each of the strategies including its components during intervention. The details of that observation are presented here strategies wise.
Self-Awareness: (SA)

Emotional Self-Awareness (SA-1)

As a part of the activities, the trainees were asked to express their experience they had for the day with action. They actively participated and expressed their feelings. They discussed about the feelings and effect of it on their behavior.

In the second activity, they are enthusiastic to identify the emotions in the pictures and list it. Again, in the third activity also, they identified emotions they are feeling from the given list and its effect on their behavior. They discussed their responses in the group and came out with the ability of identifying and naming emotions.

In addition to this, worksheets were also provided to record their emotions when they entered the college for the 1st week. Teacher Trainees have listed their emotions event wise, effects of it on behavior further categorized as pleasant and unpleasant emotions.

At the end of the strategy, group discussion was also held wherein the Teacher Trainees expressed their opinion about the strategy. They opined that all the activities have provided knowledge about emotions and helped them to identify and express their emotions leading to enhancement of Emotional Awareness.

In total, it is inferred that the Emotional Awareness competency helped participants to,

- understand about Emotional Awareness.
- Identify the different emotions both in themselves and others.
- Categorize them as pleasant and unpleasant emotions.
- Learn right way of expressing it.
- Identify effects of emotions on their behavior.
- Understand reasons for their emotions.
- To understand role of emotions in decision-making.
**Accurate Self-Assessment (SA-2)**

In connection to this, the researcher explained a situation and asked to analyze it, which expects them to introspect themselves in the first activity. In addition to this article from the magazine discussed to strengthen the understanding of self-assessment. In the second activity, they were asked to analyze their characteristics and achievement as because of their characteristics Teacher Trainees have in the columns provided in the worksheet.

After getting the responses, the researcher discussed the responses in the light of Self-Assessment and Emotional Awareness.

In total, it is inferred that the self-assessment competency has helped participants to,

- Identify situations which has provided opportunity for introspection
- Know about their strengths and limits.
- Understand Importance of Self Introspection as way for improvement.
- Understand in which level they are and in which area they have to put themselves for improvement.
- Accept feedback positively.

**Self Confidence (SA-3)**

The trainees were shown the video clipping of Kamalesh Patel dance, A man with no leg and no hands in the 1st activity to discuss how the confidence leads to achievement in life despite the obstacles. In the second and third activity, articles from the magazine were discussed to make Teacher Trainees to understand the them where there is a will there is way. The trainees were allowed for group discussion and express their opinions.

In total, it is inferred that the self-confidence competency has helped participants to,

- Know about their capacities.
- Develop the quality of self-assurance.
- Voice against wrong and go out on a limb for what is right.
- Face the critical situation.
- Understand role of self-confidence in developing personality.
• Face problems both within the classroom and out of the classroom and solve them successfully.

Component-II Self-Regulation (SR)

Self control(SR-1)

In the first and second activity, the situations were provided explained on the worksheet to analyze and interpret. The situations were analyzed by them, discussed, and brainstormed by the researcher to come out with alternative ways to overcome the anger. In the third activity, the case of Arushi was discussed.

Some clipping from the movies and photo clipping of self-control were shown as the fourth activity to explain how a girl attempt to have self control and ways of achieving Self control.

After going through all the activities the responses of Teacher Trainees are discussed by the researcher in the light of self-control and it is inferred that the activities related to self-control competency helped participants to,

Understand Emotional Self Control as a way to lead peaceful life in the society.

• Identify ways of controlling of emotions.
• Think about other alternative way of solving the problem.
• Understand relation between Emotional self-control and calm mind, which provides room for better and positive thinking.
• Stay composed, positive and firm even under stressing situations.

Innovation (SR-2)

The trainees were posed with some problematic situations to analyze and asked to work on it to come out with possible solutions in the first and second activity. The trainees were brainstormed to come out with variety of solutions. The solutions were recorded on the blackboard and discussed. In the third activity the trainees are also gone through some articles from the newspaper, analyzed it with reference to the traits of innovation, and discussed in the class as the third activity.
The discussion of responses inferred that strategies related to innovation competency helped the participants to,

- Understand Innovation as an act of both cognitive and emotional.
- Think creatively.
- Work collaborative than individual work.
- Seek new ideas from various sources.
- Entertain original solutions to problems
- Generating new ideas.
- Take fresh views, perspectives and risks in thinking.

**Trustworthiness (SR-4)**

Teacher Trainees were asked to write the names of their friends’, teachers and family members who they trust and give reasons why they considered them as trustworthy and asked to discuss in group about their responses. A test was given to convey the idea of the trustworthiness in the second activity. In the third activity some situations were provided to make Teacher Trainees to understand the Trustworthiness. Some photo clippings were shown to strengthen the understanding of the Trustworthiness in the fourth activity. The responses were discussed in all the activities. In total, it is inferred that the strategies helped the participants to,

- Understand trustworthy as a good quality in life.
- Maintain healthy interpersonal and intrapersonal relations through trustworthiness.
- Understand word and work should go hand by hand.
- Boost up his/her potentials to high level.
- Act ethically in turn contributing to build healthy society free from evils.

**Conscientiousness (SR-5)**

The trainees were asked to list about their duties and responsibilities as a teacher. The listed duties and responsibilities were discussed by them in the group,
presented to the whole group, and discussed. The researcher brainstormed trainees to come out with some strategies to meet their commitments.

The researcher also provided the examples of great personalities like Florence Nightingale, Mother Teresa, Radhakrishnan to explain their commitment to the duty, accountability and organized in their work.

The trainees were actively involved in Brainstorming session and came out with different strategies of meeting commitments. They appreciated the qualities of great personalities, enlightened and decided to follow their qualities. In the light of this, they analyzed their duties and responsibilities as a teacher and citizen of the nation. The responses were discussed in the group and it is inferred that the competency helped participants to,

- Understand Conscientiousness as a route to success both in personal and professional life.
- Do work carefully, self-disciplined, scrupulous in attending to responsibilities and maintain punctuality.
- Recognize Conscientiousness a taproot of success in any field.

Adaptability(SR-3)

Teacher Trainees were provided a situation where they have to assume a teacher role performing multiple roles. Teacher Trainees analyzed the situation and come out with different responses expressing their multiple roles in that situation. Video clippings of Kamalesh Patel, a man with no legs and no hands, silent national anthem were shown. All these clippings showed how an individual is able to adapt himself/herself to the challenging situations in the life. The trainees delighted and appreciated the quality of flexibility. Teacher Trainees recognized the importance of adaptability in their daily life situations.

They are asked to discuss about how they have adopted themselves to the new situations like entry to the college, hostel life. And they are asked to provide some situations where they have utilized the quality of adaptability. The Teacher Trainees were analyzed their flexible characteristics explaining how they adjusted to new situations and provided some situations which depicted the trait of adaptability.
Teacher Trainees felt that this trait helps the individual to handle multiple demands and be adjusted with society to lead a well-balanced life.

In total, it is inferred that the Adaptability competency helped Teacher Trainees to,

- Handle multiple demands of life.
- Understand change as the constant and essential quality to lead a balanced life.
- Set their mind to develop the trait of adaptability.
- Challenge new realities.
- Stay comfortable in ambiguous situations and remain calm in the face of the unexpected.
- Identify it as a supportive competence of self-confidence.

**Component – III Motivation (MO)**

**Achievement Drive (MO-1)**

The researcher explained about the characteristics of effective teacher. Then they are asked to set their objectives to become effective teacher and their tasks to achieve the goals. After having an understanding of effective teacher, the Trainees are motivated and showed an enthusiastic behavior to become effective teacher through setting objectives and tasks to achieve it by responding to the questions in the worksheets. Teacher Trainees discussed their objectives and tasks in the team and developed an attitude of achievement orientation.

In the second activity, some situations were provided following questions to answer. Teacher Trainees responded well and discussed their responses in team and come out with some strategies to achieve their goals. Newspaper and magazine articles were provided and asked to read and analyze it about the achievement of people with hard work.

Lists of statements were provided to select which statement is most suitable to achievement drive. The obtained responses were asked to discuss in the group, to justify selected statement. Some video clippings are also shown to strengthen the
understanding of achievement drive. After the completion of all activities the researcher discussed the responses to make clear Trainees about achievement drive.

In total, it is inferred that the competency of Achievement Drive helped participants to,

- Recognize Achievement Drive as demand to success.
- Take more calculated risks.
- To take enterprising innovations.
- Set challenging goals.
- Support the entrepreneurial ideas.

**Commitment (MO-2)**

The researcher provided situations to analyze and respond which shows the commitment of teachers in the first and fourth activity. The trainees were responded well and discussed in teams and presented to the whole group. In the third activity, some clippings from movies also shown to explain the idea of commitment. As a 4th activity researcher asked to identify the great personalities of the world who are committed to their work.

Trainees were involved in the activity enthusiastically and appreciated the quality of commitment. They are able to identify the persons committed to their work and decided to be committed to their teaching, students and society.

In total, based upon the observation and group discussion it is inferred that the competency of commitment helped participants to,

- Understand the nature of truly committed individuals,
- Make short-term sacrifices for the sake of good of the group.
- Understand the essence of making our and those of our organization goals one and the same.
- Identify Self-awareness as a building block of commitment.
- Recognize commitment as patriotism of an individual to an organization, profession and life at large.
**Initiation (MO-3)**

In the first activity, the situations were posed to the trainees and were brainstormed to come out different strategies and ways to initiate the team and grab the opportunities. The trainees were actively participated and came out with different ways of initiation and grabbing opportunities. Different tasks were provided to each team to observe the initiating behavior of Teacher Trainees as the 2nd activity. They have taken interest in conducting different activities. In the 3rd activity some situations are explained to elicit the character of initiation among the Teacher Trainees. Based upon the observation and group discussion it is inferred, that the competency of initiation helped participants to,

- Ready to grab the opportunity.
- Take part in unusual enterprises.
- Understand hard work is essential for initiation.
- Understand initiation as avenue for success.
- Understand Initiation as an essential potential of an individual to pursue goals beyond what is required.

**Optimism (M0-4)**

In the first activity photocopies of the articles from the newspaper were readout. The trainees were asked to follow it and analyze the article. The views of the trainees on analysis were discussed. A situation was posed and asked to analyze the situation with reference to the questions in worksheets and the responses were discussed in the team as a 2nd activity.

Some photo clippings and video clippings of silent national anthem were shown and asked to record their views. The trainees are also asked to provide some situations in their life which demonstrates optimism. Examples of great achievers Alva Edison, Gandhi etc., are discussed who have seen positive side of everything to make trainees to understand the concept of optimism in the 4th activity.

Based on the discussion, responses and observation it is inferred that the competency helped participants to,

- View everything positively.
• Find out positive side even in the negative ones.
• Keep a ray of hope and perseverance.
• Recognize optimism as a primary motivating force.
• Understand it as a supportive of initiation.
• See a setback as a result of factors, but not because of some flaw or deficits in themselves.

Component-IV Empathy(EM)

Understanding others EM-1

In the 1st activity some situations are provided and asked to analyze and draw out the empathetic factors in them. Trainees were also given an activity of listing of acts of Empathy they see around them. As a third activity articles from the magazine was discussed to interpret the characteristic of understanding others feelings. Trainees were asked to discuss about their responses in teams in each activity and present it to the whole group. The trainees were actively involved and able to identify and understand the empathetic acts and Empathy through their discussion in groups.

Based upon the discussion and observations it is inferred that the competency helped participants to,

• Read others feelings and needs.
• Develop skill of listening well and deeply.
• Understand others needs and finding a way to meet those needs.

Developing others (EM-2)

In the first activity writing a letter to someone whom they trust was given with instructions.

A situation is explained, to interpret as teachers how they will make the student to understand his\her capabilities. Trainees were able to understand how they could sense the developmental needs of their students and the society where they are living and how to foster it. The responses discussed and it is inferred that the competency helped participants to,
• Understand developing others is person-to-person art.
• Recognize it as heart of coaching and developing.
• Identify it as act of counseling.

Service Orientation (EM-3)

Different situations were posed to the trainees and were asked to analyze in the first activity. The lives of Mother Teresa, Florence Nightingale discussed to throw light on the quality/characteristic of service to the society. In addition to this, the article from the magazine provided to interpret the service oriented mind of the great poet D.V.Gundappa. Teacher Trainees were brainstormed to come out with solutions and strategies to satisfy the academic expectations of their students in the second activity. The responses were discussed in the class with the researcher. The researcher explained the service orientation quoting examples from daily life situations.

The observation and discussion lead to infer that the competency helped participants to,

• Understand attitude of service is a long term perspective.
• Understand satisfaction of others is essential feature to shine at service.
• Recognize as Foundation for a trusting relationship.
• Develop skill of finding way to increase customer’s satisfaction and offering assistance gladly.

Leveraging Diversity (EM-4)

The researcher explained about individual differences and diversities in the classroom. In relation to this, the Trainees were asked to list and discuss about the strategies to bring out solidarity in the diverse classroom with students from different cultural, religious, lingual background. Trainees came out with variety of strategies to maintain solidarity and discussed about the appropriateness of these strategies.

A pick and speech was organized on different cultural backgrounds. The Teacher Trainees were actively participated and expressed diverse views about the culture. Trainees were asked to provide ways of creating an environment where
diverse people can thrive in the third activity. Wide varieties of responses were obtained.

The observations and discussion lead to infer the following views. Leveraging Diversity is ability to,

- Live in a multicultural, religious, linguistic society.
- Understand diverse world view.
- Bring solidarity in diversity.

**Organizational Awareness (EM-5)**

The researcher asked Teacher Trainees to write about their institution with reference to Mission, Vision, Achievement of the institution, suggestions to improve the institution to test what extent they are aware of their institution i.e. organization in the first activity. In the second activity different topics are given to discuss on teacher’s different role to make them to understand the different roles of teachers in an organization and its importance in creating a social network.

Some photo clippings were shown explaining the consequences of lack of organizational awareness. The trainees actively participated in all the activities and came out with their views by discussing in the teams.

The group discussion and observation lead to infer the following views. The competency of organizational awareness helped participants to,

- Understand the relationships in an organization.
- Balance the multitudinous perspectives of peers, head of the institutions, colleagues, subordinates and students.
- Maintain rich personal network in an organization.
- Understand factors/realities affecting the organization.

**Component-V Social Skills (SS)**

**Influence (SS-1)**

Different activities were carried out to make Teacher Trainees to understand the trait influence.
In the first activity, Teacher Trainees are asked to give a small talk on some selected topics. The other members of the class asked to note down their observation regarding each presentation while one of their friend is presenting. After the completion of talk by all the members of the class, discussion was carried out to know who influenced them more and why giving reasons. All the Teacher Trainees were eager and actively participated and presented the talk on given topic. They had also discussed in teams about the trainees who influenced them.

In the second activity, Teacher Trainees asked to list some names that have influenced them from their surroundings giving reasons. Some photo clippings and articles from magazines also read to explain the trait influence.

The trainees listed the names of individuals who influenced them and discussed in the team reasons for the influence. The responses are discussed and it is inferred that the competency helped the participants to,

- Understand how to handle emotions effectively in other people.
- Develop the art of sending of emotional signals.
- Tune responses to create interaction effectively.
- Sense or anticipate other’s reaction to their message and effectively inspire everyone toward an intended goal.

**Communication (SS-2)**

The researcher has delivered a lecture on communication skills to make trainees to understand about it in the first activity. In the 2nd activity a topic was provided and asked to present a talk on it. Other teams and members were asked to observe the talk and record it with reference to different aspects of communication and give feedback. Every Teacher Trainee given talk observed and provided the feedback.

A debate was organized on different statements and teams were asked to share their feelings, beliefs, thoughts, and views on it in third activity. Other team members asked to record their observation. The recorded observations were discussed with reference to the communication.
The researcher discussed the responses of teacher trainees and it is inferred that the competency helped participants to,

- Build a consensus among team members.
- Recognize it as a way to resolve dilemma
- Understand as Keystone to all Social Skills.
- Understand as best way to getting best of people, their energy, and creativity.
- Exchange and transfer information.
- Maintain relationship.

**Conflict Management (SS-3)**

As a first activity the researcher posed a problematic situation to the trainees on challenges youth community encounter like, parents siblings, generation gap, unrest and asked to list challenges, reasons for that and better ways to resolve the challenges. Researcher asked trainees to discuss about their responses in teams and to present their views. The trainees came out with a number of challenges and ways to resolve it and presented their views to the whole group. The views were consolidated and discussed by the researcher with reference to conflict management.

In the second activity the researcher explained about the negotiation using a chart. After the explanation asked trainees to practice the negotiation through enacting a situation. The trainees practiced the negotiation steps through a small role play and they were encouraged to act out different opinions. The researcher discussed about how to negotiate the conflict situations and to come up with win-win solutions. The trainees understood about the negotiation and tried to apply the skill in their activity.

In the third activity another situation was provided which is encountered in the teaching. Trainees were asked to discuss about the situation and to come out with solutions to the problem. Trainees actively participated in the discussion and came out with different solutions to handle difficult people and tense situations. The solutions were discussed with reference to conflict management.
The researcher discussed the responses of trainees from each activity and made them to understand about the skill of conflict management as an important skill to live harmoniously and peacefully in the society.

Based upon the observation and discussion, it is inferred that the competency helped the participants to,

- Solve the tense situations and handle people.
- Build a harmonious society.
- Solve the conflict.
- Behave diplomatically.

**Leadership (SS-4)**

In the first activity the researcher asked Teacher Trainees to explore the qualities of a leader. Teacher Trainees actively participated and understood about the leadership and its qualities. In the second activity the researcher asked to list the great leaders of the world and list their characters. Trainees listed and presented their reports to the group, which shown their understanding of leadership qualities.

The researcher showed pictures of great leaders discussing their characters, which made them to be great leaders. In the fourth activity, different situations were posed and asked to interpret. They analyzed the situations, recorded the responses, discussed about it in teams and presented to the whole group.

The discussion was held at the end of the each activity and based upon the discussion, observation it is inferred that the competency helped the participants to,

- Pervade a group.
- Read the impact of leader’s own actions on group members.
- Sense collective, unspoken feelings of group and articulating them for the group.
- Move an entire group towards a goal.
- Inspire group to move in a desired direction.
- Understand leadership as a higher power to motivate and lead.
**Change Catalyst (SS-5)**

In the first activity the researcher provided a situation regarding as a teacher how the Teacher Trainees will try to change the status quo of the school. The teacher trainees as a future young teachers came out with their own strategies to solve status quo of the school.

Examples of great personalities like Swami Vivekananda, Mahatma Gandhi, and some articles from the magazine, newspaper were discussed to make them to understand the trait of change catalyst. The trainees appreciated the competence and changed their mind to become change catalyst in their own field.

In the third activity researcher provided a list of questions regarding the trainees to identify the areas they want to change their personality, reasons for the change, barriers to change, and strategies to overcome barriers. In the fourth activity the researcher asked to think on issue of “as a citizen of the nation” how will they bring about change to take nation in the path of progress?

The trainees were involved deeply with the provided situations, discussed and presented their views to the whole group. The group discussion was held at the end of the each activity. The discussion and observation shown that the competency helped the participants to,

- Bring a change/modification in the status quo.
- Identify the areas of need for change and remove barriers.
- Inspire to bring about change.
- Understand change catalyst as an essential quality of leadership.
- Transform an organization.
- Mobilize people for organizational change by arousing their emotions about the work they follow.

**Building Bonds (SS-6)**

In the first activity, Sociometry was conducted to find out relationship among the trainees. The results were discussed around the star of class found from the sociometry technique analyzing reasons for considering identified teacher trainee as
star of the class. In the second activity, trainees were asked to come out with some strategies to build bond between India and Pakistan. In the third activity, trainees were asked to write the ways they adapted to build bond with fellow friends, teachers, principal and staff of the college at their first entry to the college.

The trainees gone through the activities, noted down their strategies and ways to build a bond. The strategies were discussed and came out with best strategies to build a bond.

In the fourth activity trainees were asked to analyze whom they think as their best friend and why. The reasons provided by Teacher Trainees are discussed in the light of competency, building bonds. In the further activity, trainees were brainstormed to provide strategies to build rapport with students and teachers in their practice teaching school.

The trainees actively participated and came out with strategies which made them to follow the strategies in their future teaching and personal life.

Based upon the observations and discussion it is inferred that the competency helped participants to,

- Create a web of relationships.
- Identify as essential ability for outstanding performance in all the fields.
- Develop bonds.

Collaboration, Co-operation and Team Capabilities (SS-7)

In the first activity, a word was given to each team asking to construct a story on it. Teacher Trainees discussed in the team, and came up with a story. The story was presented to the whole group. The second activity is related to formulating a story using given picture cuttings, which are unrelated. Teacher Trainees from each team constructed four different stories by discussing in the group. They were eager to put their ideas, opinions and constructed a story in consensus with team members.

In the third activity, trainees were asked to think of a situation and role-play on it. Opportunity was provided to assign roles, prepare dialogue on their own. Each team came up with 4 different role plays and demonstrated. The role-plays were observed by other teams and noted for discussion.
An activity of creating a logo for their team with an emblem and statement related to logo was given. The trainees participated actively in creating logo; they discussed in the team and created logos.

An activity of constructing a meaningful sculpture with the things teacher trainees have was carried out. The teacher trainees also instructed to explain that. The teacher trainees collected the things they have like book, pen, pencil, etc. and using these objects, they created sculptures and explained about the sculpture.

In the next activity some statements were written on slips and asked one trainees from each team to come and go through the statement. The teacher trainee was asked to present the written statement to other members of their team non-verbally. Team members were asked to identify what their friend is telling and state the statement. Trainees from other team were instructed to observe the activities of team members regarding their active participation, co-operation, encouragement in this process.

The observations were discussed with reference to the competency of collaboration, co-operation and team capabilities.

The trainees were asked to demonstrate 4 different role plays providing 4 different situations. Opportunities were provided to Teacher Trainees to assign roles, prepare their own dialogues so to observe their cooperation and team capabilities. Teacher Trainees were also instructed to observe and record while one team is enacting the situation.

All the activities were discussed with reference to collaboration, co-operation and team capabilities, while the role plays were discussed with reference to Emotional Intelligence in total i.e. considering Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills.

Based upon the observations and discussion it is inferred that the competency helped participants to,

- Share ideas, plans, information and resources.
- Create and promote friendly, cooperative climate.
- Understand Quality of finding and nurturing opportunities for collaboration.
• Encourage all members to participate actively and enthusiastically in team work.
• Build team identity, spirit and commitment.
• Protecting the group and its reputation.
• Share the credit.
• Develop Mutual respect, helpfulness and co-operation among team members.

Apart from these activities, the following activities were carried out to make teacher trainees to understand the Emotional Intelligence.

A lecture on meditation was given explaining its importance in maintaining high level of Emotional Intelligence. An activity of practicing meditation also carried out.

An activity of communicating in different ways i.e. when we are in status of different emotions how we wish others was carried out. Teacher Trainees are instructed to wish their friends with different emotions like, happy, sad, depressed, joy etc. moving around the class.

An activity of mirror image was done. In these activities, teacher trainees were paired instructed to act one of them as mirror image and other as real. The teacher trainee acting as mirror image was instructed do as their partner was performing.

All the activities were discussed with reference to Emotional Intelligence and its components. Based upon the observations and discussion from all the activities it is inferred that the competency helped participants to, understand Emotional Intelligence is a tool to excellence although the intellect and expertise contribute, but the success has much to do with Emotional competence. Highly effective teams distinguish themselves from mediocre ones with the above explained emotional competencies in total which conveys the meaning of Emotional Intelligence.

5.2.4 Analysis of the researcher and teacher educator observation:

As support to the above qualitative and quantitative results, the researcher and teacher educators’ observation on the involvement of Teacher Trainees in the
programme and their behavioral change was also recorded. The researcher maintained the dairy and recorded the day today experience in the class and changes in the teacher trainees behaviour in day to day classes. The collective report of this observation is presented below.

- The trainees of Experimental Group showed a greater interest to participate in the activities.
- From the day of starting of the programme they were eager to know what activities will given tomorrow.
- The trainees were very curious and eager to know about the programme.
- The trainees took much interest participating in the activities, involved actively and enthusiastically in the provided activities and games.
- Though some trainees show negligence in the beginning, in due course they also get involved actively in the activities.
- The activities made the classroom learning lively and learning was found to be meaningful.
- Trainees involved actively in the discussion part.
- It is also noticed that the trainees behaviour was also changed with reference to their way of talking with their friends, teachers, co-operation, helping others, listening to others, thinking widely, listening to their class leader etc.,
- Trainees were free to express their opinion without any hesitation which was observed at the beginning of the programme.
- The teacher educators of the colleges of education also opined that the trainees were very much interested in the programme and informed about changes in their students. They were interested to know about the programme and discussed with the researcher and asked to provide details of the programme to implement in their classroom teaching in future. Their interest was observed to the extent that some of the teacher educators used to be attend classes and get involved in some activities.
• It is also observed that trainees were to able to identify the situations similar to the researcher provided from their daily life and they used to discuss in the class and after the class.

• To note, that the trainees used to ask researcher about the next activities, which shows their active interest.

• The trainees also opined that they were enjoying this different type of classroom teaching which made them to come out of the circle of boredom and traditional method of teaching.

In essence to mention the trainees of Experimental Group showed improvement in their Emotional Intelligence from one class to another. By the end of the programme most of Teacher Trainees were found to be developed the competencies of Emotional Intelligence. The researcher also gained a new experience as it made researcher to think creatively to provide newer and newer different situations, activities to the trainees. Totally, the programme provided a different kind of experience to the researcher and Teacher Trainees.

5.3. Discussion of the Findings of the Study

The effectiveness of Emotional Intelligence Package on the enhancement of Emotional Intelligence of D.Ed. Teacher Trainees was examined both quantitatively and qualitatively.

Quantitative Analysis.

The results of the study proved that there is a significant difference between the post means of the Teacher Trainees belong to Experimental Group and control Group with reference to the components of Emotional Intelligence in total and its components Self Awareness, Self -Regulation, Motivation, Empathy and Social Skills.

Hence, it is concluded that the Emotional Intelligence Package is effective in enhancing the level of Emotional Intelligence of D.Ed. Teacher Trainees.

The Emotional Intelligence Package intervention programme provided an opportunity to Teacher Trainees to know about themselves and to express their emotion. Majority of the student felt that various types of activities conducted in the
class really developed self confidence in them to learn actively and to have better, clear knowledge of Emotional Intelligence.

The finding is on par with the findings of:

Innumerable empirical studies validating the intervention programmes to enhance Emotional Intelligence designed by many researchers. The emotional knowledge workshop was effective in increasing the emotional knowledge skills of novice teachers (Byron, 2001); implementation of an in-service training programme consisting of counseling skills, rational emotive therapy and transactional analysis helped teachers to look at their own behavior and the impact of it on their students (Rao, 2001); educating the emotions, effect of a psycho educational training program on the development of Emotional Intelligence in pre-school and elementary educators and caregivers (Kaplan and Fran Beth (2003); Qualitative evaluation of Emotional Intelligence in in-service program for secondary school teachers, (Sevel Fer, 2004); enhancement of Emotional Intelligence of graduates of business school through experiential learning a specially developed training and development module on Emotional Intelligence (Krishnamurthi R and Ganesan S, 2005), enhancement of Emotional Intelligence of B.Ed. students through Ennaegram Educational program (Romould E.J. 2007), impact of intervention package an Emotional Intelligence skills of school teachers (Duhan, Chhikara and Sangwan, 2009); Enhancement of Emotional Intelligence and Spiritual Intelligence among B.Ed. students (Joy S.T. 2011) were found to be effective.

There was no significant difference between the post means of rural and urban, arts and science Teacher Trainees. This means that the level of Emotional Intelligence do not differ in the teacher trainees belonging to rural and urban Arts and Science Teacher Trainees. It implies that the programme has similar effect irrespective of the locale and area of specialization of Teacher Trainees enhancement of Emotional Intelligence.

Similarly, it is also found that the Teacher Trainees belonging to different categories of General Intelligence level and Socio Economic Status do not differ significantly in the level of enhancement of Emotional Intelligence. The findings infers that the enhancement of Emotional Intelligence do not influenced by any demographic and social variables like, locale, area of specialization and Socio-
Economic Status. These finding are in congruence with the findings of Joseph & Patel 2010, Jacques 2009, Gowdhaman and Murugan., 2009, Panda, K.S and Singhal, N, 2009. It means that the Emotional Intelligence Package is effective among all the Teacher Trainees irrespective of their level of General Intelligence and Socio Economic status.

Statistically no difference was found among the teacher trainees belonging to different levels of General Intelligence, but improvement in the level of Emotional intelligence of teacher trainees was found at the post test in comparison to the pre test. It is interesting to note that most of the Teacher Trainees Emotional Intelligence was enhanced to above average level (81.81%) after undergoing the treatment. The Teacher Trainees who are at the below average level at the pre experimental phase is 18.18% was decreased to 3.03% at the post experimental phase. Similarly,69.69% of Teacher Trainees who are at the average level at the pre-experimental stage was decreased to 15.15% at the post experimental phase.

Qualitative Analysis.

Analysis of the Teacher Trainees reaction to the reaction scale revealed that the Trainees of Experimental Group found the programme is effective and provided an opportunity to know about them.

It is found that the programme is effective in making Teacher Trainees to know and understand about their abilities, emotions and how to express them. The activities carried out in the classroom made them active, curious and they involved in all the activities with interest. They opined that it is a different method of teaching in the classroom which provided opportunity to each one to understand the concept practically also.

The teacher educators opined that the programme is effective in attracting the attention of the students and provided opportunity to learn. They opened that the programme made them know about their emotions and it has changed their way of teaching. In support to the results of the study, teacher educator’s observations, student involvement in the programme and their day-to-day observation of Teacher Trainees is also recorded. It was also observed that the students took interest in identifying the situations, which they have experienced both in the classroom and in
daily life. They were able to identify and classify emotions, its effects on their behavior. It was also noted that the method followed in the classroom to teach Emotional Intelligence made the classroom teaching active, lively and meaningful. It was also observed that the experiential learning activities are effective in making students to understand Emotional Intelligence. It is also found that the behavior of the trainees from the Experimental Group was modified to some extent at the end of the programme.

The result of the qualitative analysis of the opinion of the Teacher Trainees about the program suggests that the package worked well for the Teacher Trainees. It provided opportunities for the Teacher Trainees to synthesize information and skill derived from the various activities. It helped them to gain useful information and encouraged them to implement ways to enhance Emotional Intelligence through activities in the classroom. The importance of Emotional Intelligence in teaching learning process was realized. A similar view was expressed by Tucker, Sojka, Barone, and Mc Carthy (2000), Sevel Fer (2004) emphasizing that EQ training program is essential and important for the improvement with success of teaching learning process. Ross (2000) also opined in his study that the most principals view social and emotional learning as an essential issue for themselves and teachers. The findings of the study also implies that integration of EQ programs in service programs is beneficial to teachers.

The results of the study showed that the teacher trainees are interested in enhancing their level of Emotional Quotient (EQ). Earlier studies by Byron (2001), Dinatale (2001) revealed the similar points. Byron (2001) investigated Emotional Intelligence as a factor in the training of novice teachers and found that the emotional knowledge workshop is effective in increasing the emotional knowledge and skills of novice teachers. Dinatale (2001) suggests that an emphasis should be given to curriculum of peer support programmes to enhance EQ of teachers. Rao (2001) found that an in service training program help teachers to look at their own behavior, its impact on the students.

The analysis of the opinion of the Teacher Trainees showed that the use of Emotional Intelligence activities essential not only for their teaching learning process but also for their personal and daily life. Based upon the findings of the study it is
inferred that the EQ should be implemented in the curriculum which can be taught through teaching-learning activities. The studies conducted by Finley, Rettinger, Rutherford and Timme (2001), Gore (2000) supports the same view.

Finley, Pettinger, Rutherford and Timme’s (2001) conducted a action research project on modified integrated curriculum for students in a multiage classroom aimed to develop students personal and Social Skills. The study revealed that an improvement was found in transferring of Social Skills in daily life situations and an improvement in resolving conflicts, along with an increase in their ability to work co-operatively. An action research project by Gore, Scott (2000) implemented and evaluated a curriculum designed to help students to with varying degrees of Emotional Intelligence to improve their social adopt ness. The data indicated an overall improvement in the number of students displaying exemplary interpersonal Social Skills in the classroom setting. The studies conducted by Andrew Dainty (2006), Zikudar et al (2005), Romould (2007) Maria (2007), Amudhadevi and Velayudhan (2007), revealed the similar points.

In conclusion, the results of the study suggest that the program is effective and useful for the Teacher Trainees to implement both in personal and professional life. The programme can help to adopt suitable ways of implementing the activities in the classroom. The study also reveals that the program is helpful in providing considerable knowledge of Emotional Intelligence to the Teacher Trainees in turn in opening opportunities to use different approaches of instruction to teach and practice the Emotional Intelligence and its enhancement.