CHAPTER VI

Summary and Conclusion

6.1 Nature and scope of the study:

The process of education focuses primarily on the transactions between teacher and learner in various kinds of formal and informal settings. Being a value in itself and viewed as an instrument of personal and societal development education constitutes one of the main concerns of contemporary societies. Education, all the way through life, is based on the four key pillars: “learning to know, learning to do, learning to live together and learning to be”, which all together shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996). Our formal educational system tends to lay emphasis on “learning to know” and to a lesser extent on “learning to do” (Sharma, 2005). i.e., on the acquisition of knowledge and skills, to the detriment of other types of learning, but an ideal educational system should be vitally conceived in a more encompassing manner. Both “learning to live together” and “learning to be” should also be stressed for the all-round development of an individual. These types of learning are the chief issues to be dealt with, in today’s educational structure. In support of this view, the National Policy on Education 1986 introduced the concept of Continuous and Comprehensive Evaluation. As a follow up the National Curriculum for Elementary and Secondary Education: A Framework (1998) and National Curriculum Framework 2005 strongly emphasized the need of replacing traditional system of evaluation with scheme of new one i.e., continuous and comprehensive evaluation. The evaluation needs to be comprehensive in the sense that we have to assess or evaluate the teaching learning outcomes in terms of behavioural changes brought about in all the three domains - cognitive, conative and affective. Teachers play an important role in bringing any change in the education system and also in promoting all round development of the students. Hence, teachers should be endeavored with all potentialities required to be an influencing personality to achieve the goals of education. In other words, teacher should be equipped mentally, emotionally, socially, morally etc., for which importance should given in pre-service teacher education programmes too.
The broader mission of education is all-round development of the individual but which was clouded or solely dependent upon the basis of performance on standardized assessment tools. Test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on academic, career, leadership and personal development of an individual requires an emphasis on affective or emotional learning as much as on academic or cognitive learning. Learning and applying Emotional Intelligence skills contribute to academic and career success. The importance of Emotional Intelligence skills can be seen at all the levels of education primary, secondary and higher education.

Schools are much more than settings for producing specific learning outcomes. A healthy school climate is much more than an environment conducive for teaching academic content. It is also a learning environment for teaching personal and social development, successful career strategies, and healthy emotional development. Emotional Intelligence skills and competencies are keys to creating and maintaining a healthy and productive school climate.

To achieve the educational aspirations of the 21st century, there is an increasing need to develop healthy, responsible, and productive students, teachers, faculty, staff, and administrators in all academic disciplines. Accountability needs to be embraced and in effect in academic, behavior, and emotional development.

In the educational process, a good and effective teacher occupies a place of tremendous importance. (NPE,1986). The quality of teacher determines the quality of education. The success of all efforts in education depends upon the educational qualifications and professional competencies of the teacher. The modern technological world demands well balanced, well equipped and resourceful teachers for effective schooling, for national prosperity and productivity. Only effective teachers can materialize policies and plans of education in the classrooms at grassroots level. In order to perform his role effectively, a teacher should be intelligent in emotion and satisfied with profession because a teacher is the hope for an individual and the nation. Since teacher's personality, behaviour, interest, communication skills, attitudes and emotions affect the children's behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching
learning process. So teachers are to be emotionally mature enough to deal with the emotional needs of the students.

Teaching is a profession; it requires conscious organization of learning activities and deliberate creation of a conducive and supporting learning environment. It is a creative and adventurous profession where passion cannot be an option. Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with children, young people and adults alike. This passion is essential to achieve high-quality in teaching. As such, teachers are the torch bearers in creating social cohesion, national and global integration, and a learning society.

At present the Teachers are always under tensions and emotional pressures accountability, political pressures, pressure from the community, higher authority, implementation of new policies and plans, classroom management problems, the pressure to implement new theoretical models in classrooms which they do not fully comprehend, and other overwhelming tensions both real and imagined. A teacher can keep away from these tensions by raising her/his EI and emotional competence powers. Therefore it is essential to provide, appropriate education to the student-teachers, not only in their academic aspects but also in their overall development facets i.e., with respect to their cognitive, psychomotor dimensions, and affective dimension so that they will be able to take care of development of emotional competencies of their students.

6.2 Need for the Study:

Almost in all important Global, National Educational documents, Curriculum Frame Work including the recent ones for School Education, Teacher Education, as well as for Higher Education a very special emphasis has been laid on Affective Domain – emotional aspects, in addition to Cognitive and Psychomotor Domains.

Research findings (Ornstein, 1997; Epstein, 1998; and Nelson and Low, 2003) also indicated that the focus of current education is on rational and cognitive processes and that little emphasis has been placed on the important contributions of the emotional mind.
The focus of education on developing cognitive and emotional mind is key in enhancing Emotional Intelligence. Emotionally intelligent behavior is reflected in the ability to think constructively and behave wisely. Intentional and self-directed behavior requires reflective thoughts. Wise and effective behavior requires the ability to regulate and express emotions in healthy ways. Emotional Intelligence skills harmonize the cognitive and emotional minds and are essential to effective behavior.

We know that the NCFSE, (NCERT, 2000) stresses that the assessment should based on emotional aspect also not only on IQ. If the teachers have to be assessing these, first they have to be thoroughly familiar with these concepts and fully develop their own EI. It is very well assumed that those who come for Pre-Service elementary school Teacher Education Programme do possess normal IQ to deal with their schoolchildren effectively as far as the cognitive domain is concerned. Moreover, some of them come with pressure from their family and some of them only for the sake of job security, which makes them to neglect their teaching and disinterest towards students.

The Research studies clearly shows that EQ can be learned (Eva Justina Romould 2007, Maria da Glória Franco 2007, Karahan T.F., Yalçın B.M. 2009, Reilly 2005, Duhan, Chhikara and Sangwan 2009, Joy,2012). EQ training not only improves performance, but such gains are retained over many years.

The teaching profession demands teachers to be innovative in their attitudes, flexible in their approach always updating themselves with the day-to-day developments in their subject area, which makes them effective teachers. At the same time, they should be capable of recognizing the value of human potentials, understand the diverse needs of learners and provide enriched environment for their growth. In essence the dream of a learning society becomes real only when the teachers are well equipped with emotional skills in addition to professional, intellectual, practical and communicational skills.

The above discussed points confirms that Emotional Intelligence plays an important role in the field of education that to especially with teachers, students and their academic achievement, psychological factors which necessitates to include the emotional competencies among the students. As the teachers at the primary level are agents and role models in transferring these skills at first they should be emotionally
intelligent. Hence it is essential to train them at their initial stage i.e., at pre service education about the Emotional Intelligence competencies which in turn leads them to inculcate and develop these competencies among their children ultimately in building up a healthy and prosperous Nation.

Moreover as one could see from the literature review carried out by the investigator, in general there are only a very few studies available, in India related to the area of enhancement of Emotional Intelligence in the field of education which are conducted with the industrial, business, healthcare field. The studies are very rare in the field of teacher education.

As a teacher the researcher hoped that the present study would bring some meaningful professional satisfaction with some humble contributions to the field of ‘research and development in Teacher Education’. With this background the study aiming at enhancement of Emotional Intelligence among pre-service Teacher Trainees at Elementary level was taken up and it is entitled “Enhancement of Emotional Intelligence of D.Ed Teacher Trainees through Emotional Intelligence Package (EIP)”.

In the present study, it is attempted to answer the following research questions relating to Emotional Intelligence.

1. What is the status of Emotional Intelligence among the sampled D.Ed. Teacher Trainees?

2. Does the existing D.Ed programme attempt to develop Emotional Intelligence among its Teacher Trainees?

3. Will the developed package is effective in enhancing Emotional Intelligence among D.Ed Teacher Trainees?

4. Will there be any difference in the effectiveness of the package among different categories of D.Ed Teacher Trainees- rural, urban, Arts and Science, different levels of General Intelligence (above average, average, below average) and different levels of socio-economic status (high, moderate, low)?
6.3 Objectives of the Study:

The main aim of the study is to develop Emotional Intelligence Package (EIP) with various strategies for enhancement of Emotional Intelligence among the D.Ed Teacher Trainees.

The specific objectives of the study are,

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).
6.4 Research Hypotheses.

The following research hypotheses were formulated in relation to the objectives of the study.

1. Treatment based on Emotional Intelligence Package is effective in enhancing Emotional Intelligence (in total and its component wise) among D. Ed. Teacher Trainees.

2. There is a significant difference between Rural and Urban D. Ed Teacher Trainees in the effectiveness of Emotional Intelligence Package on Emotional Intelligence (in total and component wise).

3. There is a significant difference between Arts and Science D. Ed Teacher Trainees in the effectiveness of Emotional Intelligence Package on Emotional Intelligence (in total and component wise).

4. There is a significant difference between D. Ed Teacher Trainees in the effectiveness of Emotional Intelligence Package on Emotional Intelligence (in total and component wise) belonging to high, moderate and low Socio-Economic Status.

5. There is a significant difference between D. ED Teacher Trainees in the effectiveness of Emotional Intelligence Package having above average, average and below average level of Intelligence.

6.5 Statistical Hypotheses.

For testing the research hypotheses formulated, following null hypotheses were formulated.

1. There is no significant difference between the post mean scores of Emotional Intelligence (in total component wise) of Teacher Trainees of Experimental Group and Control Group.

2. There is no significant difference between mean gain scores of Emotional Intelligence (in total component wise) of Teacher Trainees of Experimental Group.
3. There is no significant difference between mean gain scores of Emotional Intelligence (in total and component wise) of rural and urban Teacher Trainees of Experimental Group.

4. There is no significant difference between mean gain scores of Emotional Intelligence (in total and component wise) of arts and science Teacher Trainees of Experimental Group.

5. There is no significant difference between mean gain scores of Emotional Intelligence (in total and component wise) of Teacher Trainees of Experimental Group belonging high, moderate and low socio-economic status.

6. There is no significant difference between mean gain scores of Emotional Intelligence (in total and component wise) of Teacher Trainees of Experimental Group having above average, average and below average level of Intelligence.

6.6 Research Design and Methodology:

The present study, aiming at the development of Emotional Intelligence Package and studying its effectiveness, was an experimental study with two groups (experimental and control Group). Methodology of the study consisted of two parts.

(a) Development of the Emotional Intelligence Package

(b) Experimentation and testing the effectiveness of the Package.

(a) The package entitled “Emotional Intelligence Package (EIP)” consists of different strategies to enhance Emotional Intelligence of teacher trainees. These strategies were 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 co-operation 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, and Story Construction.

(b). The package prepared as detailed in chapter 4 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 following 3 phases.

- Pre-Experimental Phase - Phase – I
- Experimental Phase - Phase -II
- Post Experimental Phase - Phase – III

6.7. Sample of the study

Following the convenience sampling technique the sample was selected for the study. As the strength of the students in D.Ed colleges was very less, totally 4 D.Ed colleges in Mysore city were selected using convenience sampling technique. As the 2nd year students had lot of work in connection with practice teaching preparation and preparation for internship, it is found difficult to keep track of the students for experimentation. Hence from each selected college, the researcher selected 1st year students as the sample for the study. In total, a sample of 66 students 33 in Experimental Group, 33 in Control Group out of which 38were girls and 15 boys. It is interesting to note that majority of the students constituting the sample are Girls. The details are presented in the following table.

Table 6.1: Details of the sample selected for the study.

<table>
<thead>
<tr>
<th></th>
<th>EG</th>
<th>CG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College 1</td>
<td>College 2</td>
<td>College 3</td>
</tr>
<tr>
<td>Boys</td>
<td>02</td>
<td>05</td>
<td>02</td>
</tr>
<tr>
<td>Girls</td>
<td>20</td>
<td>06</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>11</td>
<td>20</td>
</tr>
</tbody>
</table>
6.8 Variables of the Study:

The variables used in the study are,

6.8.1 Dependent variables:

- Emotional Intelligence (EI) and its components viz., Self-Awareness (SA), Self-Regulation (SR), Motivation (M), Empathy (EM) and Social Skills (SS).

6.8.2 Independent variable:

- Emotional Intelligence Package (EIP)

6.8.3. Moderate Variables:

- Locale of Teacher Trainees (Rural and Urban)
- Area of Specialization (Arts and Science)
- Socio Economic Status (High, Moderate, Low)
- General Intelligence (Above Average, Average, Below Average).

Hence, in the present study the researcher selected locale, area of specialization, Socio Economic Status and level of Emotional Intelligence of D. Ed Teacher Trainees as moderator variables.

6.9 Operational Definitions of the Key Terms:

6.9.1 Emotional Intelligence: In this study, Emotional Intelligence is defined as per the Mixed Model of Emotional Intelligence described by Goleman (1995). He defines Emotional Intelligence as the ability to know, manage one’s own emotions, recognize them in other and to handle relationships. It consists of five different components Self Awareness, Self Regulation, Motivation, Empathy and Social Skills and is represented by the total scores obtained by the Teacher Trainees on the Emotional Intelligence Scale constructed by the researcher.

- Self Awareness (SA): is the knowledge of one’s own internal status, preferences, resources and intuitions and is represented by the total scores obtained by the Teacher Trainees on the Items No. 3, 8, 9, 11, 19, 24, 29, 35, 38, 39, 40, in the Emotional Intelligence Scale Constructed by the researcher.
• Self Regulation (SR): is the managing one’s internal status, impulses and resources and is represented by the scores obtained by the Teacher Trainees on the Items No. 14,15,21,1,5, 28, 30, 41, 45 in the Emotional Intelligence Scale constructed by the researcher.

• Motivation (MO): is the emotional tendency that guide or facilitate reaching goals and is represented by the scores obtained by the Teacher Trainees on the items No. 5, 12, 18, 2, 25, 27, 36, 37, and 42 in the Emotional Intelligence Scale constructed by the researcher.

• Empathy (EM): is capacity to know how another feel and is represented by the scores obtained by the Teacher Trainees on the items No. 7, 16, 22, 31, 32, and 33 in the Emotional Intelligence Scale constructed by the researcher.

• Social Skill (SS): is the ability to adept at inducing desirable responses in others and is represented by the scores obtained by the Teacher Trainees on the items No. 10,13,17,20,23, 26, 34, 43, 44 in the Emotional Intelligence Scale constructed by the researcher.

• General Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment (Wechsler). In the present study the scores obtained by Teacher Trainees on Raven’s Standard Progressive Matrices represents the Intelligence of D.Ed Teacher Trainees.

6.9.2 Emotional Intelligence Package means, a set of planned tasks, activities or strategies developed by the researcher to enhance Emotional Intelligence among D.Ed Teacher Trainees. The package includes various activities like lecturing, discussion, situation analysis, role-play, videos and picture clippings etc., focusing on different components of Emotional Intelligence.

6.10 Tools used in the study

In the present study, the Emotional Intelligence was considered as a dependent variable, Emotional Intelligence Package as independent variable and area of specialization, locale, socio-economic status and level of Emotional Intelligence of
Teacher Trainees are considered as moderate variables. The tools used to collect data are,

- Raven’s Standard Progressive Matrices.
- Personal Data Sheet was used to collect general information about Teacher Trainees regarding their Name, Gender, Area of Specialization and, locale.
- Emotional Intelligence Scale was used to assess Emotional Intelligence of Teacher Trainees.
- Reaction Scale was used to get feedback of the programme i.e., to what extent it helped Teacher Trainees to understand the concept of Emotional Intelligence.
- Casual Observation is a technique used to collect data which qualitative and supplementary to the data collected through other tools.
- Discussions were done after the completion of each activity with regard to different characteristics of Emotional Intelligence and its components.

**Table 6.2: Details of the tools used for the study:**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Tool</th>
<th>Author</th>
<th>Validity</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standard Progressive Matrices (1956)</td>
<td>J.C.Raven</td>
<td>Concurrent 0.54 to 0.86</td>
<td>Test retest 0.80 to 0.93</td>
</tr>
<tr>
<td>2</td>
<td>Emotional Intelligence Scale (2013)</td>
<td>Researcher</td>
<td>Content</td>
<td>Cronbach Alpha 0.708 (English) 0.696 (Kannada)</td>
</tr>
<tr>
<td>3</td>
<td>Reaction Scale towards EIP</td>
<td>Researcher</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Status Scale (2004)</td>
<td>Laxminarayan</td>
<td>Content</td>
<td>Test-retest 0.71</td>
</tr>
<tr>
<td>5</td>
<td>Group Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.11 Data Analysis and Statistical Techniques used:

In this study, the data was analyzed both quantitatively and qualitatively. Descriptive statistical measures, Mean and Standard Deviation are calculated to find out the level of Emotional Intelligence in total and in its components -Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of Teacher Trainees.

To test the hypotheses 1,2,3 and 4 about the difference between Experimental and Control group, Arts and Science, Rural and Urban Teacher Trainees from Experimental Group the t-test was employed and to test the hypotheses numbered 5 and 6 about difference among Teacher Trainees Belonging to high, moderate and low Socio-Economic Status, Above Average, Average, Below Average level of General Intelligence ANOVA was employed.

To analyze practicality and effectiveness of the package quality wise the data gathered through the Reaction Scale, Observation, and Group Discussion was subjected to qualitative analysis.

6.12 Findings of the Study

Analysis of the collected data revealed the following findings.

- 65.15% of Teacher Trainees found to possess average level of Emotional Intelligence.
- 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.
- 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.
• The level of Emotional Intelligence of D.ED Teacher Trainees of experimental group is better than that of the Teacher Trainees of control group. 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.

• 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.

• 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.

• 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.

• 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.

• 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.
6.13 Educational implications and recommendations.

The detailed analysis of the data convincingly implied that the Emotional Intelligence package is found to be effective in enhancing the Emotional Intelligence of D.Ed Teacher Trainees. It is also observed that the D.ED Teacher Trainees gained more with reference to their Emotional Intelligence in total and component wise. The level of Emotional Intelligence was enhanced from average level to above average level. Based on the findings of the study the following educational implications are drawn and suggestions are provided.

It is evident from the results of the study that 65.15% of Teacher Trainees possess average level of Emotional Intelligence in total and component wise. Since the teaching profession demands high level of Emotional Intelligence among the teachers, it is essential to provide training to Teacher Trainees at the preparation level. As the programme found to be effective, implementation of programme in teacher training institutes is essential.

It is also found that the 24% of Teacher Trainees possess below average level of self awareness which is the basic competency of Emotional Intelligence helps the individual to know about them, their strengths and weaknesses, their emotions. The competency found to essential to the Teacher Trainees to understand the learners and improve the teaching by analyzing and understanding them. Hence, it is implied that the Teacher Trainees should be trained upon emphasizing more on self awareness.

27.27% of Teacher Trainees found to possess below average level of self regulation. The competency is main factor which makes the individual to adjust with the changing demands of the society. If the Teacher Trainees who are future teachers lack or possess low level of self regulation they can’t achieve their goals as destructive emotions block the way of thinking. Hence, it is implied that while training self regulation should be emphasized.

31.81% of Teacher Trainees found to possess below average level of empathy. The competency is found to be main factor in the profession of teaching which deals with the human beings. To deal with human beings the teachers should be in a condition to understand and sense feelings of others, to achieve the goal of effective teaching. If the teacher lacks this competency it may lead to conflict between students
and teachers. Hence, it is essential to train the teachers at preparation level itself to teach children at the primary level.

The present study shows that the Emotional Intelligence Package is effective in enhancing the Emotional Intelligence of Teacher Trainees of D.Ed. The programme is effective in making Teacher Trainees to know and understand about their abilities, emotions and how to express them and also to implement both in personal and professional life. The finding implied that while preparing teacher trainees, importance should be given to train them with reference to the Emotional Intelligence and its components, which plays an important role in effective teaching in turn producing future citizens of the nation. Hence, the study suggests that, an in-service training programme consisting of counseling skills, rational emotive therapy and transactional analysis to introspect the behaviour of teachers and its impact on students to be implemented. The programmes which allow participants to synthesize information and skills attained from different Emotional Intelligence activities to gain useful information and encourage them to adopt ways of using EQ activities in classroom.

It was found that EIP is equally effective in enhancing Emotional Intelligence of D.Ed Teacher Trainees from rural and urban background, Arts and Science area of specialization, from different levels of intelligence and belonging to different socioeconomic status. Hence, the package can be effectively used with Teacher Trainees from different background.

The study highlights the importance of learner-centered classroom than teacher centered classroom wherein the Teacher Trainees are given complete freedom to explore and express their views on their own without any hindrances and hesitations. The role of a teacher is to be facilitator and guide. The Teacher Trainees should be well trained, encouraged and motivated to adopt strategies to enhance Emotional Intelligence among the students.

It is found that the EIP is more effective in enhancing the Emotional Intelligence. The package is mainly emphasizes the utilization of daily life situations to teach Emotional Intelligence. It emphasizes analysis and interpretation of individual’s daily life experiences to enhance the Emotional Intelligence. So these
strategies can be practiced in colleges of education to facilitate enhancement of Emotional Intelligence among future teachers.

It is found that the EIP is more effective in enhancing Emotional Intelligence. The package mainly emphasizes the utilization of daily life situations to teach Emotional Intelligence. Hence while teaching about the Emotional Intelligence analysis and interpretation of daily life experiences of individuals should be emphasized. So these strategies can be practiced in colleges of education to facilitate enhancement of Emotional Intelligence among future teachers.

EIP creates an innovative and democratic classroom wherein priority is given to interaction among Teacher Trainees and teacher, among Teacher Trainees themselves and trainees’ opinion is also valued. It was revealed that the Teacher Trainees really enjoyed the classroom experiences. The package paved way for development of healthy classroom, which led to healthy co-operative relationship among students themselves, and with the teacher, which is essential characteristic of Emotional Intelligence.

The study also revealed that the Teacher Trainees liked the activities and expressed that they got ample opportunities to express, discuss and share their emotions, feelings, opinions with each other. Since the activities based on experiential learning methods found to develop the characteristics of Emotional Intelligence like, self assessment, innovative attitude, empathy, cooperation, ability to work in team, and social skills. Hence it is implied that while training the Teacher Trainees it is essential to give importance to group work in turn enabling the prospective teachers to plan about development of their students Emotional Intelligence in future.

EIP found to promote Emotional Intelligence by creating positive classroom environment, which emphasizes collaboration, teamwork, mutual respect, exchange, and sharing of ideas. Teacher Trainees learn how to articulate their ideas clearly as well as to collaborate and cooperate on tasks effectively by sharing group work. They will also learn to negotiate with others and evaluate their characteristics in a socially acceptable manner. This is essential to lead successful life in the real world, since they are exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others. Hence as a prospective teachers D.Ed Teacher
Trainees should be trained about these to enhance their Emotional Intelligence in turn too develop Emotional Intelligence of their students in future.

It is evident from the study that the Emotional Intelligence can be enhanced through EIP, which implies that the curriculum planners should involve the aspects of Emotional Intelligence in the curriculum. As such it is known that, there are no such subjects which teach Emotional Intelligence. Moreover, the standard education of teachers, which prepares teachers, does not involve issues related to socio emotional skills. Hence, it is implied that while redesigning the curriculum, the competencies of Emotional Intelligence are to be clearly articulated in curriculum activities.

While designing the curriculum, apart from specific curriculum, importance should be provided to utilization of opportunities in and out of class to help Teacher Trainees to identify and change moments of personal crisis into lessons of emotional competency.

The lessons of the teacher education should be coordinated with daily life which happens in Teacher Trainees homes and surroundings and should be reinforced in their practice teaching and other activities like, community living training camp, sports.

Curriculum planners need to consider infusion approach as the best practice and provide for a more balanced approach in training Emotional Intelligence.

While designing the pattern of evaluation tools which measures the developmental skills reflecting Emotional Intelligence to be constructed.

The environment and culture of the colleges of education should be reshaped in such a manner that which should be a caring community, a place where Teacher Trainees feel respected cared and bonded to classmate, teacher educator and college itself.

EIP is found to be effective in producing Teacher Trainees with well-honed levels of Emotional Intelligence. Hence, it is a prime responsibility of teacher educators to prepare such teacher trainees. Therefore, it is necessary to emphasize the training of teacher educators about Emotional Intelligence. Teacher educators in particular have the responsibility to provide their Teacher Trainees with a strong
foundation in both professional and emotional training. Hence, a special training should be provided to teacher educators to prepare effective teachers.

A flexible training programme should be utilized by the teacher training institutions with due modifications suiting their demands. Thus, training in Emotional Intelligence, using the EIP should become a part of the teacher education program.

The EIP used in the present study has the potential to train even the in-service teacher with little modification suiting the demands of the context who have not had similar exposure during their training.


- Similar studies could be taken up to investigate the effectiveness of the package on Secondary Teacher Trainees.
- Studies to develop Emotional Intelligence of students at primary and secondary level using the package could be taken up.
- Studies to develop training program to enhance Emotional Intelligence of teachers through the Emotional Intelligence Package could be taken up.
- The sample considered for the study involves majority of the female teacher trainees. The experiment can be tried on male students.
- Similar study could be conducted with a larger sample.