CHAPTER – III

METHODOLOGY

This chapter deals with the procedural details such as the statement of the problem, objectives, hypotheses, variables, operational definitions of terms, design of the study, tools used in the study, sampling procedure and experimentation details.

3.1 Statement of the Problem

Teacher in today’s world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. She/he must have knowledge along with a set of skills that Emotional Intelligence provides, such as empathy, self-control, optimism, stress tolerance, self-regard, flexibility, Emotional Awareness and so on which influences his/her teaching and students’ achievement.

It is also observed that the teachers are lagging behind in understanding their students and in achieving the aim of all-round development of students. As such, it is attempted to develop a package to enhance the Emotional Intelligence of teachers and try it over Elementary Teacher Trainees who are getting prepared to enter teaching profession and the study is entitled as given below.

“Enhancement of Emotional Intelligence of D.Ed Teacher Trainees through Emotional Intelligence Package”

3.2 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 and to see the effectiveness of the package.

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) and Emotional Intelligence in total.

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).

3.3 Hypotheses formulated

3.3.1 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 among D. Ed Teacher Trainees belonging to high, moderate and low Socio-Economic Status in the effectiveness of Emotional Intelligence Package on Emotional Intelligence (in total and component wise).

5. There is a significant difference among D. ED Teacher Trainees having above average, average and below average level of General Intelligence in the effectiveness of Emotional Intelligence Package (in total and component wise).

3.3.2 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 Teacher Trainees of Experimental Group and Control Group in Emotional Intelligence (in total and component wise).

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

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 arts and science Teacher Trainees of Experimental Group in Emotional Intelligence (in total and component wise).

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

6. There is no significant difference among mean gain scores of Teacher Trainees of Experimental Group having above average, average and below average level of General Intelligence in their Emotional Intelligence (in total and component wise).
3.4 Variables of the Study

The variables used in the study are categorized as Dependent Variables, Independent Variables and Moderate Variables.

**Dependent variable**

The level of enhancement of Emotional Intelligence is dependent upon the effectiveness of Emotional Intelligence Package used in the study. As such Emotional Intelligence (EI) and its components viz., Self-Awareness (SA), Self-Regulation (SR), Motivation (M), Empathy (EM) and Social Skills (SS) are considered as dependent variables.

**Independent variable**

- Emotional Intelligence Package (EIP)

  The developed Emotional Intelligence Package consisted of different strategies to enhance Emotional Intelligence in total and component wise. Hence EIP is considered as an independent variable.

**Moderate Variables**

The research studies which investigated the factors affecting level of EI have shown that locale, gender, area of specialization (Patil A.B, 2006; Amirtha M & Kadhiravan S, 2006; Narain S & Vijayalakshmi, 2010), Socio-Economic Status (Darsan, 2007), teaching experience, personality are going to influence the level of EI of teachers. The studies have shown that the cognitive intelligence and emotional intelligence are significantly related (Nesrin Hisli Sahin, 2009). In the present study the researcher selected locale, area of specialization, Socio Economic Status and level of General Intelligence of D. Ed Teacher Trainees as moderator 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).
3.5 Operational Definitions of the Key Terms

**Emotional Intelligence:** In this study, Emotional Intelligence is defined as per the Mixed Model of Emotional Intelligence described by Goleman (2001). 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, 15, 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.

- **Emotional Intelligence Package.** It is a set of planned tasks, activities or strategies developed by the researcher to enhance Emotional Intelligence among D.Ed Teacher Trainees. The package included various activities /strategies like lecturing, discussion, situation analysis, role-play, videos and picture clippings.
etc., focusing on different components of Emotional Intelligence and its components SA, SR, MO, EM, SS.

- **D. Ed Teacher Trainees**: are those students studying in 1st year Diploma in Education (D. Ed) course in D. Ed institutions in Mysore City.

- **Locale**: In the present study type of place from where the Teacher Trainees are brought up is considered as the locale of the Teacher Trainees i.e., rural and urban. An **urban area** is a place with a municipality, corporation, cantonment board or notified town area committee, etc. and minimum population of 50,000.

  A rural area is a place with a population density of up to 400 per square kilometer (minimum 5,000) and the places where the Panchayat takes all the decisions.

- **Area of Specialization**: refers to the group of elective subjects studied by Teacher Trainees at Pre-University Level i.e., Arts and Science. In the present study the students Area of Arts includes subjects like History, Geography, Economics, Political Science and Area of Science includes subjects like Physics, Mathematics, Chemistry, Biology, Computer Science, Electronics.

- **Socio-Economic Status** (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

  In the present study Socio Economic Status of Teacher Trainees is represented by the scores obtained on the Laxminaryan (2004) Socio-economic Status Scale.

- **General Intelligence** is the capacity of a person to apprehend meaningless figures, related them, conceive the nature of the figure completing each system of relations and develop a systematic method of reasoning. In the present study, general intelligence is represented by the norms based on the scores obtained by Teacher Trainees on Raven's Standard Progressive Matrices (1956).
3.6 Design of the Study

The study is experimental cum descriptive in nature. Two group Pre-Test and Post-Test design was employed for the study. The diagrammatic representation of the design is given below.

P1-Pre-Test , P2 –Post-Test

The details of the design are presented schematically as given below.

<table>
<thead>
<tr>
<th>Steps</th>
<th>EG</th>
<th>CG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>Administration of Emotional Intelligence Scale</td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>Treatment with Emotional Intelligence Package</td>
<td>Traditional Teaching</td>
</tr>
<tr>
<td>Post-Test</td>
<td>Administration of Emotional Intelligence Scale</td>
<td></td>
</tr>
</tbody>
</table>

To make the design more meaningful and effective the researcher employed the following measures.

- It was ensured that there was no occurrence of any other programme except the intervention of the package to the Experimental Group. The principals of the colleges rendered their support in this regard.
- There was a time gap of nearly 3 months between pre-test and post-test, therefore pre-test had no effect on the Teacher Trainees while responding to the post-test.
• The experimentation was conducted during the second half of the academic year, which ensured no dropouts from the groups during the experimentation.

• The Experimental and Control Group had no opportunity to come into contact with each other, as both the groups were selected from different D.Ed colleges.

3.7 Tools and techniques used for collection of data

In the present study, the following tools and techniques were used to collect the required data.

Personal Data Sheet was used to collect general information about Teacher Trainees regarding their Name, Gender, Area of Specialization and Socio-Economic Status, locale. The data sheet was prepared by the researcher and scrutinized by the Guide.

Emotional Intelligence Scale (2013) was used to assess Emotional Intelligence of Teacher Trainees. The scale was constructed by the researcher and details were given in vide Page Nos.72-75 and under supra 3.7.1 infra and a copy of the tool is appended vide appendix-C.

Raven’s Standard Progressive Matrices (1956) is a test of a person’s capacity at the time of the test to apprehend meaningless figures presented for his observation, see the relations between them, conceive the nature of the figure completing each system of relations presented, and, by so doing, develop a systematic method of reasoning.

The scale consists of 60 problems divided into five sets of 12 each. Each item has a large design in which a portion is missing. Below each item six alternative answers with numbers are given, the candidates is required to identify the correct answer and record it in a separate answer sheet provided for this purpose. The answers can be scored with the help of the scoring key given in the manual and interpreted based on the norms developed for test (Page No. 12 in the manual). Specimen copy of the tool is provided in the appendix-E.

The scale was found to possess Test-Retest reliability reported by the authors Stinissen, Dolke, Sheppard and Goetzinger range from 0.80 to 0.93.
Cronbach Alpha reliabilities reported, range from 0.87 to 0.97 (Blansk & Sinha, Elley & Mac Arthurking, Laroche & Bruke).

The tool possesses concurrent validity- the correlations of the scale with Binet and Weschler Scale range from to 0.54 to 0.86. Predictive validities of the scale with Scholastic achievement range up to 0.70. Factorial validity the scale has been described as one of the purest and best of the available measures of general intellectual functioning(g). Factor analytic studies reveal high loading up to 0.83 on ‘g’.

**Socio-Economic Status Scale** constructed by Laxminarayan (2004) the scale consists of 3 components- educational qualification, occupation pursued and annual income of the respondents and also their family members. The component annual income of the family has ten categories, Occupation pursued has 24 categories and the component Education has 15 categories. Different weight ages are given to each category. The total score of an individual on the scale is the sum of the scores obtained by the respondent on all the components of the scale.

The scale was found to possess test-retest reliability of 0.71 and content validity. A copy of the tool was provided in the appendix-F.

**Reaction Scale towards Emotional Intelligence Package** was used to get feedback of the programme i.e., to what extent it helped Teacher Trainees to understand the concept of Emotional Intelligence and its components- Self Awareness, Self Regulation, Motivation, Empathy, Social Skills.

In consultation with guide and subject experts, 35 items related to the following components were drafted.

- Items related to EIP and activities provided in the package.
- Items related to learning of competencies.

The draft items were checked for the content validity with the consultation of the guide and subject experts. Some items were modified and some items were deleted which are found to be unnecessary based on the suggestions. Total of 20 items were retained for the final form.
Instructions were clearly given to the teacher trainees to give their reactions related to each component and the trainees have to respond by putting a tick mark one among the five options (Very Effective, Effective, Moderately Effective, Slightly Effective and Un Effective) provided. No marks were allotted to the items. The reactions of the teacher trainees were measured in terms of percentage.

A copy of the reaction scale was provided in the appendix-G.

**Casual Observation**

A keen perceptive observation to have a very accurate knowledge of what is going on with people's behavior is termed a casual observation and taking mental notes.

Casual Observation is a technique used to collect qualitative data, supplementary to the data collected through other tools. Through this technique, the researcher gets the feedback about the package in terms of Teacher Trainees behavioral changes. The researcher observed the behaviour of the Teacher Trainees casually without any schedule of observation or a scoring system. The aim was just to have an overview of what was happening among the Teacher Trainees. The researcher observed the actual behaviour of Teacher Trainees, non-verbal communication, interaction between the researcher and the Teacher Trainees, and between themselves. The researcher also collected the opinion of Teacher Educators observation about Teacher Trainees in the college during the course.

**Group Discussion**

Informal and voluntary gathering of individuals (in person, through a conference call, or website) to exchange ideas, information, and suggestions on needs, problems, subjects, etc., of mutual interest.

Discussions were conducted after the completion of the each activity with regard to different characteristics of Emotional Intelligence and its components. The discussion was focused on the understanding of the Emotional Intelligence. It involves sharing their experiences, thoughts about the activity, clarification about the concept and criticism, etc.

This technique was used to know the effectiveness of the package through Teacher Trainees interactions.
Table 3.1: 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>Test-retest 0.71</td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Status Scale (2004)</td>
<td>Laxminarayan</td>
<td>Content</td>
<td></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>

3.7.1 Development of Emotional Intelligence Scale

- **Need for development of the tool**

  The review of the literature related to the measures of Emotional Intelligence has shown that only few have been found to measure Emotional Intelligence. Majority of the tests which are developed and standardized are found to be suitable to the foreign countries. Some of the tests were listed below.

  - Emotional Competency Inventory (ECI; Boyatzis, 1994).
  - The Emotional Intelligence Appraisal (EIA; Bradberry, Greaves, Emmerling, et al., 2003).
  - Work Profile Questionnaire - Emotional Intelligence Version (WPQei; Performance Assessment Network, 2000).
  - Emotional Quotient Inventory, Bar-on, 2006.
  - Emotional Competency Inventory, wolf, 2006.
  - Emotional Intelligence Scale for Medical Students, Srivastava et al.,
• Emotional Intelligence Scale, Anukool Hyde, Sanjyot Pethe and Upindher Dhar, 2004.

Review of these scales indicated the following points.

• The scales available to measure Emotional Intelligence do not suit Indian situations.
• The few available scales developed by Indian researchers do not suit the present study.
• Most of the available situational tools are related to business field and not suitable to the teachers.
• Few scales are self-rating scales where the respondent could give a favorable response which may not be in reality.

Thus, the researcher decided to develop a scale to measure Emotional Intelligence of D.Ed Teacher Trainees with situational type of items.

**Drafting the test**

Based on the available literature and studies the scale was developed using systematic procedure of collecting, writing and screening of items.

Situational type of items were prepared under each component of Emotional Intelligence, viz., Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills as defined by Goleman. The items prepared included the situations which occur / happen usually in daily life of the individuals both at personal level and in social context including classroom situations.

The items indicating the situations prepared were subjected to scrutiny by ten experts and the guide. Based on their suggestions certain items were deleted and certain items were refined and restructured for clarity of situations, language and alternative responses. Thus, the numbers of items was reduced to 46 from 60 and draft scale (English versions) was finalized.

Then the finalized scale was translated into Kannada in consultation with the guide, scrutinized and validated giving it to 4 Teacher Educators who are well versed both in Kannada and English language.
Scoring procedure

The responses of participants are scaled down on a 4 point scale 1, 2, 3 and 4 based on the criteria of ‘best acceptance’, ‘Good Acceptance’, ‘Moderate Acceptance’ and ‘Least Acceptance’. Total score thus obtained on the whole scale and component wise represents the level of Emotional Intelligence in total and component wise.

Pilot Study

A pilot study was conducted for both the versions (Kannada and English) on two different groups of 50 Teacher Trainees randomly selected from 04 D.Ed colleges in Mysore city. The scale was scored as per scoring key and scores obtained by the teacher trainees were subjected to analysis using SPSS #16.0 Statistical Package for item analysis. Results indicated that all the items possess high level reliability from 0.672 to 0.730. As all the items possessed high level of reliability; hence, all the 46 items were retained for the final scale.

Description of the Emotional Intelligence Scale (Final Form)

The scale consisted of 46 items, distributed over 5 components Self Awareness, Self Regulation, Motivation, Empathy and Social Skills. Each item consisted of stem explaining the situations followed by 4 alternatives. As there is no right and wrong responses, the respondents are required to respond on 4 point scale with the corresponding weightage as given below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Acceptance</td>
<td>4</td>
</tr>
<tr>
<td>Good Acceptance</td>
<td>3</td>
</tr>
<tr>
<td>Moderate Acceptance</td>
<td>2</td>
</tr>
<tr>
<td>Least Acceptance</td>
<td>1</td>
</tr>
</tbody>
</table>

There is no exact time limit for scale; however, it could be completed by 30-45 minutes by majority of respondents.

Both the scales were found to have content validity as the items of both the English and Kannada versions of Emotional Intelligence Scale were examined by the experts from the field of Education and Psychology to determine whether the items
constructed measure the Emotional Intelligence in total and component wise of D.Ed Teacher Trainees.

Reliability (Cronbach Alpha) of the scale was also calculated through SPSS Package 16.0 and it was found to be 0.708 for English version and 0.696 for Kannada version. Hence, the scale found to have both validity and reliability. Further, the results of the pilot study were also considered to finalize the scale.

Details of the Emotional Intelligence Scale constructed was provided in the vide Table No. 3.2

Table 3.2: Details of the Emotional Intelligence Scale (Total Items 46).

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Components</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self Awareness</td>
<td>3, 8, 9, 11, 19, 24, 29, 35, 38, 39, 40</td>
</tr>
<tr>
<td>2.</td>
<td>Self Regulation</td>
<td>14, 15, 21, 1, 5, 28, 30, 41, 45</td>
</tr>
<tr>
<td>3.</td>
<td>Motivation</td>
<td>5, 12, 18, 2, 25, 27, 36, 37, 42</td>
</tr>
<tr>
<td>4.</td>
<td>Empathy</td>
<td>7, 16, 22, 31, 32, 33-</td>
</tr>
<tr>
<td>5.</td>
<td>Social Skills</td>
<td>10, 13, 17, 20, 23, 26, 34, 43, 44</td>
</tr>
</tbody>
</table>

3.8. Sampling procedure

The sample for the study was selected employing convenience sampling technique. The procedure of selection of the sample is as follows.

Selection the College

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. In other words, colleges were selected keeping the following points in view to facilitate experimentation.

- The willingness of the head of the institution and members of the staff to cooperate for experimentation.
- The adequate strength of students in 1st year D. Ed class.
- Regularity of the students attending the class.
- Similarity in educational facilities in the colleges.
Selection of Class

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.

Selection of students

All the students in 1st year D.Ed class in the selected 4 colleges were considered as sample for the study (N=66). By matching the Mean and Standard Deviation for the scores on Emotional Intelligence Scale administered to students of all the four groups, the students were divided into Experimental and Control Group. As such totally 33 Teacher Trainees from 2 colleges (eliminating absentees and irregular students) were grouped as Experimental Group(EG) and 33 Teacher Trainees from other 2 colleges (eliminating absentees and irregular students) were grouped as Control Group(CG).

In total, the sample consisted of 66 students-33 in Experimental Group, 33 in Control Group out of which 51 were 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 table No. 3.3.

Table 3.3: Details of the sample selected for the study

<table>
<thead>
<tr>
<th></th>
<th>EG</th>
<th></th>
<th>CG</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College 1</td>
<td>College 2</td>
<td>College 3</td>
<td>College 4</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>02</td>
<td>05</td>
<td>02</td>
<td>06</td>
<td>15</td>
</tr>
<tr>
<td>Girls</td>
<td>20</td>
<td>06</td>
<td>18</td>
<td>07</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>11</td>
<td>20</td>
<td>13</td>
<td>66</td>
</tr>
</tbody>
</table>

3.9 Methodology of the Study

Methodology of the study consisted of two parts.

Part-1 Development of the Emotional Intelligence Package. The details are presented separately in the chapter-IV.

Part-2 Experimentation and testing the effectiveness of the Package.
3.9.1 Experimentation and testing of the effectiveness of the Package:

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

A. Pre-Experimental Phase

In the 1st phase of the study i.e., prior to experimentation the following actions have been taken up by the researcher.

- Rapport was developed with the Teacher Trainees of Experimental Group through informal personal interaction.
- Personal data of Teacher Trainees of both the Experimental and Control Group was collected through Personal Data Sheet developed by the researcher.
- Emotional Intelligence Scale developed by the researcher was administered to as pre-test to both the Experimental and Control Group.
- Brief discussion with the Experimental Group was held informally to clarify the information about Emotional Intelligence and its enhancement.

B. Experimental Phase

In this phase, the Experimental Groups were subjected to experimentation with the Emotional Intelligence Package developed by the researcher, in addition to the regular classroom teaching by their teachers. The Control Group was exposed to regular classroom teaching in different subjects. The duration of the experimentation was 3 months with 60 sessions of 60 minutes duration, at the rate of 01 session per day. The sessions were conducted as per the time table and the instructions provided in the package. During the sessions provision was made for group sharing, discussion, feedback session. At the end of the every session home assignment were given to strengthen their learning. These assignments were discussed in the beginning of the next session. The researcher tried her level best to provide a new and better session every time than the previous one. The experiential learning method was used in the sessions.
The researcher had not given any prior lecture or explanation regarding the concept under study. Instead of that, it was illustrated through relevant and suitable demonstrations, situations, role-play and videos.

At the end of each session, discussion was carried out based on the activities done and their responses regarding their learning experience was considered. Apart from this, the researcher observed the behavior of the Teacher Trainees regarding their participation and interest in the activities, taken photographs and also collected opinion of teacher educators.

C. Post-Experimental Phase:

After successful implementation of the package, same Emotional Intelligence Scale was administered as post test to both the control and Experimental Group. A Reaction Scale was also administered to the Experimental Group to get the information regarding the package and its effectiveness.

A group discussion was also held with the Experimental Group regarding the experimentation.

3.10. 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 one-way 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. The details are presented in the chapter-5.