

# Summary of the report of UGC Minor Research Project

## DEVELOPING CERTAIN STRATEGIES FOR ENHANCING EMOTIONAL INTELLIGENCE AMONG PROSPECTIVE TEACHERS

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The study on “Developing certain strategies for Enhancing emotional Intelligence among prospective teachers” was undertaken with the main objective of developing and improving the emotional intelligence level of B.Ed. trainees.

### Major objectives of the study are:

- To understand the level of emotional Intelligence among prospective teachers.
- To develop strategies in enhancing emotional Intelligence among teacher trainees
- To develop an Emotional intelligence Package.
- To find the effectiveness of emotional Intelligence Package in developing emotional Intelligence among prospective teachers.
- To understand the effectiveness of various elements of Emotional Intelligence like self-awareness, self-regulation, Motivation and Empathy

### Method adopted

Experimental cum Normative survey method.

### Sample for the study

100 Teacher Trainees

### Tools for the study

The tools used for the present study were:

- Emotional Intelligence Scale
- Emotional Intelligence Package

### Summary

- The newly developed Emotional Intelligence package to enhance Emotional Intelligence of Teacher Trainees is found to be effective in enhancing the level of Emotional Intelligence of B.Ed. Trainees.
- It is found that before the treatment 22% of student teachers belong to above average emotional Intelligence level, 56% belongs to average level and the rest 22% falls in below average level of emotional Intelligence.
- It is found that the mean scores of emotional Intelligence before the treatment(Pre-test control group mean score is 77.23 and pre-test experimental group score is 76.13)
- Test of significance of difference between the means of pre-test scores in the experimental and control group with regard to their Emotional Intelligence is found to be 0.37 which is not significant at 0.05 level of significance. This shows that the two groups were more or less identical before the experiment.
- Test of significance of difference between the means of post-test scores in the experimental and control group with regard to their Emotional Intelligence is found to be 2.66 which is significant at 0.05 level of significance. Thus after the treatment with the emotional intelligence package the

post -test group differs significantly with respect to control group. Thus the emotional intelligence package is found to be effective.

- When the gain scores of experimental and control groups were computed it is found that the t-value is 6.79 which is significant at 0.01 level of significance. This implies that there is significant difference in the mean gain scores of emotional intelligence in the experimental and control group after the experiment. This implies that emotional intelligence package is effective in developing emotional intelligence among prospective teachers.
- Test of significance of difference between the means of elements of pre-test scores in the experimental and control group with regard to their Emotional Intelligence is found to be 0.72(Self-awareness),0.94 (Self-regulation),0.19 (Motivation) and 0.19 (Empathy) which is not significant even at 0.05 level of significance. This shows that the two groups were more or less identical before the experiment with respect to elements of emotional Intelligence.
- Test of significance of difference between the means of elements of post-test scores in the experimental and control group with regard to their Emotional Intelligence is found to be 2.09(Self-awareness),1.39 (Self-regulation),2.21 (Motivation) and 2.77 (Empathy) .The obtained t-value for elements of Emotional Intelligence are significant at .05 level of significance except for the element Self-regulation. This reveals that there is significant difference between mean Post-test scores of all elements of Emotional Intelligence among prospective teachers in the experimental and control groups except for the element Self-regulation. The mean scores shows that the experimental group trained using Emotional Intelligence Package possess better Emotional intelligence than Control group who has no training.
- When Gain scores of elements of emotional intelligence of B.Ed. students were compared with respect to experimental and control group, it is found that the mean gain scores for the elements of emotional intelligence shows significant differences. The obtained result shows that significant difference was found for all the element wise gain scores of emotional intelligence of students in the experimental and control groups. This implies that emotional intelligence package is effective in developing the elements of emotional intelligence among prospective teachers.

### **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 B.Ed. Teacher Trainees. It is also observed that the B.Ed. Teacher Trainees gained more with reference to their Emotional Intelligence in total and element 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. 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. The package 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. Through the development of emotional intelligence among prospective teachers our future generation also will be benefitted in gaining good self-awareness, self-confidence, empathy and self-regulation to develop as a good citizen.