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EFFECTIVENESS OF INTERVENTION STRATEGIES IN THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS



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ABSTRACT

This study employed pretest posttest control group design to find out the impact of intervention strategies in the development of Emotional Intelligence of prospective teachers. The investigator prepared an Emotional Intelligence Scale and validated it through a pilot study and used it for conducting the pretest and posttest. The sample of the study consisted of sixty prospective teachers and were randomly assigned to the control group and experimental group based on their scores in the pretest to ensure group equivalence. Thus there were 30 prospective teachers in both the control group and experimental group.



KEYWORDS : *Intervention Strategies , Emotional Intelligence , pilot study , emotional management techniques.*

INTRODUCTION:

The investigator developed an Emotional Intelligence Training module based on which intervention strategies were given to the experimental group for about a week. The control group did not receive any treatment but a conventional lecture on emotional management techniques. A week after the completion of the experiment posttest was administered to both the groups. Percentage Analysis and t-test was employed for analyzing the results. From the analysis it was found that the gain scores of experimental group was significantly much greater than the gain scores of control group. Hence it was concluded that the use of intervention strategies as based on the training module prepared by the investigator has made a significant contribution in the development of Emotional Intelligence of prospective teachers.

When talking about intellect and how smart someone is, people mention the term "IQ". IQ stands for "intelligence quotient." It can help predict how well someone may do academically. IQ is a

measure of one's abilities. There are many other kinds of intelligence in addition to intellect. For example, spatial intelligence is the ability to think in 3D. Musical intelligence is the ability to recognize rhythm, cadence, and tone. Athletic, artistic, and mechanical abilities are other types of intelligence. One important type of intelligence is emotional intelligence. Studies of emotional intelligence initially appeared in academic articles in the early 1990's. By mid-decade the concept had attracted considerable popular attention and powerful claims were made concerning its importance for predicting success. Emotional intelligence is the ability to understand, use and manage emotions. Emotional intelligence is sometimes called Emotional Quotient (EQ) or EI. Just as a high IQ can predict top test scores, a high EQ can predict success in social and emotional situations. EQ helps us build strong relationships, make good decisions, and deal with difficult situations. One way to think about EQ is that it is part of being people-smart. Understanding and getting along with people helps one to be successful in almost any area of life. In fact, some research studies show that EQ is more important than IQ when it comes to doing well in school or being successful at work. Some people have naturally good EQ skills. Others need to work on them. The good news is that everyone can get better. Unlike IQ, people can actually improve their emotional intelligence - if they know what to do.

SIGNIFICANCE OF THE STUDY

Emotional Intelligence (EI) is a way of recognizing, understanding, and choosing how people think, feel, and act. Traditional education system has always focused on academic results, leading to elitism, and expecting children to be among the best which is synonymous with success, power and money. There are other factors that need to be taken into consideration for a holistic development and evolution of children. People tend to believe that successful people are gifted from birth, however it has been noted that over time, natural talent seems to emerge in some people and subside in others. EI, if instilled at an early stage, can positively affect the development of the children transforming them into better persons, showing respect for others' opinions and practicing positive interaction.

It is a well accepted fact that the quality of the nation depends on the quality of education imparted to its citizens which in turn depends on the quality of teachers. The success of an educational programme and the development of emotional intelligence of students depend a lot on the emotional intelligence and competencies of the teacher. Learning becomes a pleasure, student dropout decreases and children work from setbacks to success only in the presence of emotionally intelligent teachers. This research is undertaken to frame a few intervention strategies that would help to promote Emotional Intelligence among prospective teachers who are the budding teachers. It is the investigator's sincere hope that the results of the study will be of profound use to academicians which will help to restructure and reset the pre-service and in-service teacher education programmes that may suitably result in the proper development of emotional intelligence and emotional competencies of the teachers. Hence the title was structured as "Impact of Intervention Strategies in the Development of Emotional Intelligence of Prospective Teachers."

OBJECTIVES OF THE STUDY

MAJOR OBJECTIVE

1.To find out if the use of intervention strategies will significantly contribute to the development of Emotional Intelligence of prospective teachers.

MINOR OBJECTIVES

1.To construct a scale to assess the development of Emotional Intelligence before and after the

intervention training strategies.

2.To prepare training modules providing activities for developing Emotional Intelligence of prospective teachers.

3.To find out the level of Emotional Intelligence of prospective teachers before and after intervention training strategies

HYPOTHESES OF THE STUDY

In this study the following hypotheses was formulated for verification.

1.There is no significant difference between the control group and the experimental group in their pre-test scores.

2.There is no significant difference between the control group and the experimental group in their gain scores.

POPULATION AND SAMPLE

Prospective teachers studying in colleges of education were the population for the study. The investigator used simple random sampling technique for selecting the sample from the population. Among the various Colleges of Education in Thoothukudi District, the present study is confined to Annammal College of Education for Women, Thoothukudi. Out of the 130 prospective teachers of the college, 60 prospective teachers are selected using simple random sampling and they are assigned to either the experimental group or the control group by matching cases based on the pre-test scores.

METHODOLOGY

For the present study the investigator selected the Experimental method. The study employed pretest posttest control group design to find out the impact of intervention strategies in the development of Emotional Intelligence of prospective teachers. The investigator prepared an Emotional Intelligence Scale based on the Emotional Intelligence Scale developed by Schutte (1998) and Emotional Intelligence Questionnaire developed by Silver and Claret. The Scale consisted of 36 statements on the dimensions Self awareness, Self Management, Social Awareness and Relationship Management. The tool was also validated through a pilot study and was used for conducting the pretest and posttest. The sample of the study consisted of sixty prospective teachers who were randomly assigned to the control group and experimental group based on their scores in the pretest to ensure group equivalence. Thus there were 30 prospective teachers in both the control group and experimental group. The investigator developed an Emotional Intelligence Training module based on which intervention strategies were given to the experimental group for about a week. The control group did not receive any treatment but a conventional lecture on emotional management techniques. A week after the completion of the experiment posttest was administered to both the groups.

INTERVENTION

The investigator prepared an Emotional Intelligence Intervention training module for giving intervention to the Experimental group. The training module consisted of a variety of activities such as Name Game, Today I feel, Lay it on the Line, Most inspired self, Get a grip on Anger, Fishing for Compliments, Creating a positive treasure chest etc.

The intervention strategy designed for the participants of this study consisted of 8 training modules with several activities that develop the Emotional Intelligence of the participants. The module focused on the four dimensions of Emotional Intelligence such as

- Self Awareness: Knowing our own Emotions and motivate ourselves.
- Self Management: Managing our own Emotions.
- Social Awareness: Understanding other's Emotions.
- Relationship Management: Managing other's Emotions.

STATISTICAL TECHNIQUES USED IN THE STUDY

Percentage analysis and t-test was employed for analysis.

TABLE 1
Test of significant difference between the control group and experimental group
in their pre-test scores

Emotional Intelligence and its Dimensions	Group	N	Mean	S.D	Calculated t-value	Table value	Remarks at 5% level
Self Awareness	Control Group	30	21.13	5.07	0.75	1.96	NS
	Experimental Group	30	22.3	6.80			
Self Management	Control Group	30	18.7	6.02	1.07		NS
	Experimental Group	30	17.16	4.92			
Social Awareness	Control Group	30	22.33	7.26	0.09		NS
	Experimental Group	30	22.16	6.89			
Relationship Management	Control Group	30	20.86	6.36	0.02		NS
	Experimental Group	30	20.9	5.95			
Total Emotional Intelligence	Control Group	30	83.03	22.87	0.08		NS
	Experimental Group	30	82.53	22.97			

TABLE 2

Test of significant difference between the gain scores of control group and experimental group

Emotional Intelligence and its Dimensions	Group	N	Mean	S.D	Calculated t-value	Table value	Remarks at 5% level
Self Awareness	Control Group	30	1	1.46	7.61	1.96	S
	Experimental Group	30	11.2	7.19			
Self Management	Control Group	30	0.63	0.99	8.11		S
	Experimental Group	30	7.83	4.75			
Social Awareness	Control Group	30	0.93	1.25	10.77		S
	Experimental Group	30	13.1	6.05			
Relationship Management	Control Group	30	0.8	1.62	12.28		S
	Experimental Group	30	12	4.72			
Total Emotional Intelligence	Control Group	30	3.36	2.68	13.73		S
	Experimental Group	30	44.13	16.03			

FINDINGS

1. There is no significant difference between the control group and experimental group in their pre-test scores. This indicates that the Emotional Intelligence of control group and experimental group prospective teachers were at the same level before the intervention.

2. There is significant difference between the gain scores of control group and experimental group. It is also inferred that the Emotional Intelligence of Experimental group has developed better than the control group after the intervention in all its dimensions such as self-awareness, self-management, social-awareness and relationship management.

INTERPRETATION

The study was undertaken to find out the effectiveness of emotional intelligence intervention training module in the development of the emotional intelligence of prospective teachers. Analysis was made with the pre-test and post-test scores of the control group and experimental group before and after intervention.

1. Based on the analysis it is found that there is no significant difference between the control group and

experimental group in their pre-test scores. This indicates that the Emotional Intelligence of control group and experimental group prospective teachers were at the same level before the intervention. The investigator ranked the sixty prospective teachers based on their pre-test scores and assigned the prospective teacher with rank 1 to the control group, the one with rank 2 to the experimental group, the one with rank 3 to the experimental group, the one with rank 4 to the control group and so on. Thus there were 30 prospective teachers in the control group and 30 teachers in the experimental group. This may be the reason for the observed result. Thus there were no initial differences between the control group and experimental group.

2. Based on the analysis it is found that there is significant difference between the gain scores of control group and experimental group. It is also inferred that the Emotional Intelligence of experimental group has developed better than the control group after the intervention in all its dimensions such as self-awareness, self-management, social-awareness and relationship management. This may be attributed to the influence exerted by the intervention training given to the experimental group that has increased their emotional quotient considerably. Though significant difference is found in all the dimensions of emotional intelligence, a marked increase in the gain scores is found in the dimension social-awareness and relationship-management when compared to the other two dimensions self-awareness and self-management. This indicates that the activities in the training module has made the prospective teachers of the experimental group to understand other's emotions and thereby establish good relationships. The intervention training programme would have a positively impact on the prospective teachers leading to a substantial increase in their emotional intelligence. The analysis also reveals that the theoretical orientation on the components of emotional intelligence given to the control group was not as effective as the intervention strategies provided to the experimental group.

The investigator also collected a feedback about the Emotional Intelligence Training programme and the analysis of it revealed that the Emotional Intelligence intervention training given to the experimental group through the intervention training module prepared by the investigator was well received by the prospective teachers. The activities provided and the training given has certainly invited the attention and interest of the students.

LIMITATIONS OF THE STUDY

- A sample is only a very small proportion of the entire population of prospective teachers in the country. Generalization across geographical areas and demographical boundaries was not confirmed. Therefore, research studies with much larger sample size would be required to ensure appropriate generalization of the findings of the study.
- Since only self-report measures were used, common-method variance and response consistency effects might have biased the observed results.
- The present study has relied largely on quantitative methodology of data collection and is therefore restrictive. Therefore, more of qualitative methodology of data collection should be undertaken in future to provide wider perspective to the present study. For instance, the research design can employ case study methodology to provide a holistic picture of the participants.
- The presence of other unmeasured variables could also limit the inferences made from the analysis. The replication of the study at different regions and different samples involving larger sample size would enable better generalization of the findings of the study.
- Since this is an experimental study, the study is confined with two groups ie. the control group and the experimental group. The two equivalent groups are formed on the basis of their marks in the pre-test and the other factors are not considered.

CONCLUSION

The goal of this research study was to investigate the impact of intervention strategies in the development of emotional intelligence of prospective teachers. The analysis demonstrates that there is a significant increase in the emotional intelligence of prospective teachers of the experimental group when compared to the control group. This result shows that the emotional intelligence training module prepared by the investigator was very effective in enhancing the emotional intelligence of prospective teachers.

The results of the study can be further substantiated by various studies that proved the effectiveness of the intervention programme in developing the emotional intelligence of the group exposed to the intervention programme. The findings of the present study is aligned to the assertion of Tony, Marian and Melanie (2014) that by providing group based intervention programme it is possible to develop the socio-emotional health of vulnerable children through promoting positive outcomes as well as reducing socio-emotional deficits. Similarly Catillo, Salguero, Berrocal and Balluerka (2013) found that a two year intervention grounded in the ability model of emotional intelligence reported lower levels of physical/verbal aggression, anger, hostility, personal distress and fantasy among the experimental group when compared to the control group.

Preethi (2013) reported a significant impact of emotional intelligence intervention programme on the development of emotional intelligence of software professionals. Tarun (2013) reported that an intensive intervention programme on emotional intelligence made a positive impact on the pupil outcome and positive school climate. Along the same concord Krishnamoorthy and Ganesan (2008) reported that imparting experiential learning on emotional intelligence has a positive impact on the emotional intelligence of management students.

The results also indicate that the dimensions of emotional intelligence such as social-awareness and relationship-management are found to have increased substantially than the other two dimensions self-awareness and self-management. Accordingly it is understood that the training module prepared by the investigator has been well received in addressing these dimensions of emotional intelligence. Interaction with the prospective teachers after the completion of the training indicated that few of them had never talked about their emotions before. They also stated that the intervention programme made them to understand their own emotions and they have learned much about themselves during the course. A few of them pointed out that the activities such as Dear responsible friend, High five and Fishing for compliments made them enjoy and were much impressive.

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