



**"ENHANCEMENT OF EMOTIONAL INTELLIGENCE OF DIPLOMA IN EDUCATION
TEACHER TRAINEES THROUGH EMOTIONAL INTELLIGENCE PACKAGE (EIP)**

Sakshee Rastogi¹, Dr. Manoj Agarwal²

1. Research Scholar, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.
Associate Professor, Teerthanker Mahaveer University, Moradabad,
2. Uttar Pradesh.

Abstract

The purpose of this research study was to evaluate the influence that receiving an Emotional Intelligence Package (EIP) had on the Enhancement of Emotional Intelligence exhibited by D.Ed Teacher Trainees throughout the course of their professional growth. More specifically, the investigation sought to determine whether or not the receipt of an EIP had any bearing on this enhancement. Prior to embarking on this specific research endeavor, the following objectives and aims were laid forth as potential results. The purpose of this research is to investigate the level of emotional intelligence possessed by D. Ed. Teacher Trainees, both in its entirety and broken down into its component parts. The amount of emotional intelligence exhibited by those pursuing a doctorate in education will be investigated in this study. This project's objective is to develop an emotional intelligence package (EIP) that integrates a variety of different strategies for enhancing the following aspects of emotional intelligence in prospective educators: self-awareness (SA), self-regulation (SR), motivation (M), empathy (EM), and social skills (SS). This package will be referred to as a "emotional intelligence package" (EIP).

keywords: Emotional, Intelligence, Teacher, Trainees

Introduction

The interactions that take place between a teacher and a student in a variety of classrooms and other settings, both official and informal, are the primary focus of the educational process. This is true whether the setting is official or not. There are a variety of settings in which these exchanges might take place. Education is commonly viewed not only as a valuable pursuit in its own right but also as an important instrument for the personal and societal development of individuals and societies in today's modern society. This view is supported by the fact that education is largely regarded as a worthy endeavor in its own right. UNESCO, 1996. UNESCO, 1996. In addition to the academic parts of education, the majority of educators, notably beginning in the 20th century and continuing on into the future, place an emphasis on the social aspects of education. This trend is expected to continue. It is anticipated that this pattern will carry on. They contend that education is a process that a person engages in during their whole life in order to gradually and elegantly adapt themselves to the many settings that are accessible on several levels, including intellectually, emotionally, socially, and spiritually. This is because education is a process that an individual engages in over their entire life. This is due to the fact that education is a process that is carried

out by an individual throughout their whole life. Learning to know, learning to do, learning to be with others, and learning to live together are all aspects of learning. According to the International Commission on Education for the Twenty-first Century - UNESCO, 1996, the four essential parts of education that should be addressed throughout the entirety of a person's life are learning to know, learning to do, learning to live together, and learning to be. Learning to know, learning to do, and learning to live together are all aspects of learning.

- A) Acquiring the ability to know, also known as becoming an authority in one's own field of specialty, which is both a means and an end during the course of one's life. Acquiring this capacity is synonymous with becoming an authority in one's own area of specialization. The ability to learn how to learn, sometimes referred to as learning for life, is a crucial component of this endeavor.
- B) Learning by doing, or learning the skills necessary to adapt to the ever-changing needs of society and to perform well within an environment that fosters cooperation. This may be accomplished by obtaining the abilities necessary to adapt to the ever-changing demands of society. It implies giving students opportunities for social involvement in addition to work in situations that might be formal or casual.
- C) Acquiring the ability to coexist peacefully with other people, also known as socialization, which is the process of preparing a child for life in society by teaching the child skills such as cooperation, tolerance, and mutual respect; this is referred to as the process of acquiring the ability to coexist peacefully with other people. Socialization, which is the process of preparing a child for life in society by teaching the child skills such as cooperation, tolerance, and mutual respect.
- D) Acquiring the ability to be, or the development of one's whole personality, as well as the ability to behave appropriately in society while attaining increasing self-sufficiency and judgment. Growing one's capacity to judge and make decisions for oneself.
- E) improve one's own capacity for self-sufficiency and the quality of decisions that one is able to make. Learning to be a person is exactly what is meant by the phrase "learning to be." In light of this, it is absolutely necessary for educational practices to take into account all elements of a person, including their physical development, intellectual progress, and emotional maturation.

When it comes to the acquisition of information and skills, our conventional educational system places a higher value on learning to know rather than learning to do, which comes at the price of other types of learning. It is of the utmost importance that an ideal educational system be conceived of in a more all-encompassing manner. It is as important for a person's growth to learn how to coexist with others as it is to learn how to be oneself. The most pressing problems facing today's educational system are related to the methods used in the classroom. In today's modern culture, unfortunate occurrences such as mortality, drug addiction, violent behavior, children running away from home, and many others take place as a direct result of neglect. One must pay attention to their feelings in order to properly grow. This vision should influence future modifications to the substance of education as well as the methods used. The Continuous and Comprehensive

Evaluation movement was encouraged by the National Policy on Education from 1986. These papers were written according to the National Curriculum for Elementary and Secondary Education: A Framework that was published in 1998. In order to quantify the effectiveness of teaching and learning, the evaluation has to take into account changes in behavior across all three domains: cognitive, conative, and emotional. Evaluation needs to take place not just during, but also before and after the attainment of instructional learning goals. Approaches of teaching and learning will need to be modified in order to accommodate Continuous Comprehensive Evaluation. These shifts are made possible by teachers who are knowledgeable, effective, and capable. It is impossible to transform education or accelerate student growth without the participation of teachers. Therefore, educators should be afforded every opportunity to develop into prominent people so that education may realize its full potential and realize its aims. To put it another way, an educator has to be well-prepared not only intellectually, but also emotionally, socially, and ethically. The education of future teachers ought to place an emphasis on this.

Education and Emotional Intelligence (EI)

Today's education system focuses too much on the cognitive domain and too little on the emotional domain, one of the most crucial. Even though the cognitive realm is crucial. We can observe that our community's parents are pressuring their children to be ideal without recognizing their skills or hobbies. The daily newspaper shows individuals hurting themselves, becoming hooked to narcotics, and doing immoral and illegal acts. Our school reform efforts and public education's overall criticism have focused on low test scores and accountability. The greater accountability has been linked to poor test outcomes. Education's basic goal—holistic development—is either obscured or totally dependent on standardized test scores. This circumstance hinders education. Standardized test scores better reflect schooling's narrow focus than education's broad goal. Standardized tests measure topic knowledge. To maintain a healthy school culture that emphasizes academic, professional, leadership, and personal growth for each student, affective and cognitive learning must be given equal weight. Maintaining a school that emphasizes student success in all of these areas requires this. Academic achievement at the state and national levels is one of several measures for education system transformation, reform, and renewal. Current issues include student dropout and retention, classroom safety, and abuse.

As a result, one of the biggest challenges facing the education sector is creating safe, conducive learning environments and rigorous academic programs taught by trained instructors to motivated students. Secure and healthy learning environments help kids and instructors reach their full potential. The global economy requires further restructuring and reform due to changes in work and productivity. Global economy necessitates these efforts. Schools and colleges produce responsible, efficient, and productive citizens, therefore emotional aspects of the learning community have been given more emphasis.

Emotional intelligence is a set of skills that help people succeed in school and work. Learn and apply emotional intelligence. It is clear that education is plagued by a lot of severe issues and questions that have been waiting for attention and solutions for a long time. The book *Excellence* asked "Is It Possible for Us to Also Achieve Excellence?" The question was similar. In a free and competitive society, this problem deserves serious consideration. This is a great subject that needs careful thought. Gardner's 1961 study on equality and brilliance is still important, if not more so. Excellence and egalitarianism share human values like fairness and competitiveness, equality and

individual difference, hard work and performance, commitment and production, and so on. These human values and ideals underpin both ideologies.

Emotional Intelligence at Higher Education level:

Colleges should prioritize intellectual development. College students cannot graduate if they focus primarily on cognitive growth and ignore emotional development. To accomplish 21st-century educational goals, students, instructors, faculty, staff, and administrators in all academic disciplines must be healthy, responsible, and productive. Implement intellectual, behavioral, and emotional responsibility." Leading research has demonstrated that emotional intelligence and other non-traditional measures of intellect and human performance are equally predictive of success as IQ testing and other conventional academic ability and accomplishment measurements. Multidisciplinary studies link emotional intelligence and talents to workplace success, personality, adjustment, mental and physical health, self-efficacy, well-being, and leadership. Colleges that want to improve their pupils should examine this research. Basic concepts like,

- Recognition of the preeminence of the academic purpose of the institution;
- Respect for the integrity and well-being of each student;
- Commitment to develop a healthy and safe learning environment;
- Equality and justice in serving all students; A celebration of diversity.

These guiding principles should be a component of the institution's commitment and obligation, since they are aligned with the academic aims of higher education and reflect best practices in the field. Universities are obligated to present data that demonstrates how their academic and student development programs improve the levels of academic accomplishment, retention, professional growth, and leadership among their student body. It is absolutely necessary that duty and dedication go hand in hand with one another. According to student development programs that use "an education and research-based model of Emotional Intelligence abilities and skills," "an institutional commitment and accountability must be demonstrated" to individual and community values, and "an education and research-based model of Emotional Intelligence abilities and skills must demonstrate emotional intelligence abilities and skills." The development of a student's sense of individuality was the first factor that was absolutely necessary for their overall progress. In order for healthy individuation to take place, Gardner said that "what we need to aspire for is a vision of continual self-discovery, perpetual reshaping to achieve one's best self, to be the person one could be." Bennett was a supporter of "intellectual self-direction" and emotional self-control, both of which he felt were crucial for success in college and in life. He was a proponent of both of these concepts. These concepts put a focus on healthy emotional learning and development as being essential to the individuation process. Student development also values community. Students in colleges and universities learn via the development of meaningful relationships with one another as a result of the fact that education is given in and for society. Students gain a sense of their own value and of belonging in the classroom as a result of these interactions, which adds to the formation of a good and successful learning environment. Students who have healthy relationships with their peers are more likely to do well in school, both in terms of their conduct and their emotional well-being. Students' individuation into unique individuals and the development of their capacity to contribute to communities depends on their emotional knowledge, talents, and competences.

Learning that affects students' lives is vital to their development as individuals. dependable The best way for a student to learn about themselves and their feelings is via direct experience and independent research. It is essential for educational institutions to be able to demonstrate to their staff members, students, and the larger academic community how the courses, programs, services, and resources that they offer contribute to the professional and personal growth of their customers. It is up to the educational organization to guarantee that the student development programs are adequate in order to fulfill this requirement.

Emotional Intelligence and Teachers

With the help of educational institutions, students have the opportunity to go from a state of ignorance to one of knowledge. It is impossible to place an adequate amount of emphasis on the part that instructors play in the process. Educators who are enlightened, liberated, and empowered are more likely to guide their pupils, communities, and nations toward a more desirable way of life. The driving force behind social cohesiveness, national unity, and a community that placed a high priority on education was the nation's teachers. In addition to that, they aid in the process of information diffusion. They infuse the educational system with their culture. When it comes to ensuring that educators have access to knowledgeable guidance and the proper level of status, no nation can afford to exhibit even the tiniest amount of laxity. According to the NCTE (1998) publication *Quality Concerns in Secondary Teacher Education*, the teacher is the component of any educational program that is considered to be the most important. The onus of leading and supervising the whole learning process rests squarely on the shoulders of the instructor. It is absolutely necessary for educators to have a solid foundation of knowledge in order to safeguard the future of their nations. It is essential to have teachers who are capable of maintaining a healthy mental and emotional balance, who are well-prepared, and who exude self-assurance in order to build and educate nations utilizing new technology. Educators need to have a high emotional intelligence and a strong sense of self-assurance if they want to be successful in their careers. Because they are role models for students in all elements of personality, including conduct, interest, attitude, skills, and emotions, which all impact student behavior, teachers should have a high degree of emotional intelligence. This is because teachers are role models for students. During the process of teaching and learning, this indicates that teachers should understand not just their own emotions but also the emotions and characteristics of the pupils they are working with. (2003) It is essential to educate future generations of people on the importance of community.

They are exemplary citizens who are devoted to the political, social, and economic resurgence of their nation. They ensure that the nation will continue to be prosperous. Because of this, it is the obligation of instructors to instruct their pupils attentively. In the realm of education, the teacher, the pupil, and the curriculum are all connected. The faculty of a certain institution has a direct impact on the reputation of that institution. Teachers are the most important factor in determining a child's potential for future success. It is common for a person's social and emotional struggles to be the root cause of their dissatisfaction with their academic achievement, as well as their failure in school and their decision to quit altogether. According to Elias and Arnold (2006), instructors quit for reasons that are unrelated to the methods they use in their classrooms. These factors have more to do with the conduct of the students, the culture of the classroom and the school, as well as character. Teaching is about so much more than simply imparting knowledge to students. Educators who are emotionally competent have the notion that they can manage their feelings,

behaviors, and thoughts. This is a necessary component of emotional competence. Educators that are able to read their students' emotions and respond appropriately make for the most effective guides. The level of emotional intelligence possessed by a sector's instructors is likely to emerge as the most significant source of competitive advantage for that industry. Training those who will ultimately take on the role of educator is essential if we are to produce society's next generation of emotionally knowledgeable and physically healthy citizens. The generations who are currently alive must contend with a new set of challenges. It is necessary for instructors to have the capability of finding unique and complicated solutions to challenges. Dear Professor, in this day and age, a book of knowledge serves absolutely no purpose at all.

He has not just to be knowledgeable, but also to possess the abilities that are connected with Emotional Intelligence, such as emotional awareness, self-assessment, self-control, optimism, stress tolerance, self-regard, adaptability, social skills, and more. It is difficult to provide children a decent education without also instilling in them the traits of emotional intelligence. This precludes the possibility of such a possibility. It assists in the management of a person's feelings and actions, as well as in the smoothing out of his connections with others through the regulation of their feelings. Additionally, it aids in the smoothing out of his connections with others. Our educational system instills national as well as worldwide concepts like as equality, fraternity, democracy, freedom, collaboration, and so on in its students. Everything from the past, including history and culture, as well as religion, and more. Students in today's schools don't read nearly as much as they should, particularly in art classes where they should be learning about culture, tradition, value system, brotherhood, social life, adjustment, adaptations, and so on. This is especially true in art classes. Religion, religious practices, cultural traditions, and values are ignored by contemporary scientific research. What are some ways that we may make up for this loss? Because Emotional Intelligence encompasses all of the skills required for social success, it is very vital for our educational institutions to provide classes in the topic. The most current iteration of the NCERT's National Curriculum Framework (NCF,2000 and NCF,2005) not only places a focus on critical life skills, but it also sets high standards for intellectual capacity, emotional intelligence, and social intelligence (SQ). In addition to IQ testing, the NCF (2000) recommends evaluating a person's emotional intelligence and social intelligence as well. EI or SEL can reportedly increase academic success, as stated by Elias and Arnold (2006), Parker, Creque, Barnhart, Harris, and others (2005), and Parker (2004). Teachers are able to reclaim their role as socially responsible role models by participating in SEL and EI programs. Socioemotional learning and emotional intelligence help teachers address social and educational issues such as shorter attention spans, aggressiveness, challenges faced by children with only one parent, issues related to instant gratification, anger management, difficulty relating to structure or problems, difficulty maintaining relationships with peers and adults, and pent-up negative emotions. In addition, socioemotional learning and emotional intelligence help teachers address issues related to instant gratification, which can lead to issues such as anger management. A rise in the quantity of research points to a rise in the number of training programs for educators in the classroom and those who educate educators. Teacher educators are responsible for shaping future teachers, who are then faced with the responsibility of promoting a culture that is more tolerant, responsible, and compassionate on a national scale. The potential teachers need to go through a variety of training

experiences in order to be able to nurture youngsters who are capable both intellectually and emotionally. asks for the education of teachers to be centered on morals and principles.

REVIEW OF LITERATURE

Sevel Fer (2017) Following the completion of a qualitative study of an emotional intelligence in-service training program for secondary school teachers, the researchers came to the realization that the structure of the program was effective for the great majority of the educators. This was the conclusion reached by the researchers following the presentation of their findings. Participants were had the opportunity to synthesize the new knowledge and skills gained from their involvement in the numerous EQ-related activities. This allowed them to fully benefit from the experience. Because of this, the majority of the various aspects of the program that had been discussed during the course of the program were able to be incorporated into it. They were able to acquire practical information as a result of it, and they were encouraged to apply strategies that would make use of EQ exercises in the classroom. The recent events that have taken place have drawn to everyone's attention how important it is for educational activities to incorporate courses on emotional intelligence (EQ). Training in emotional intelligence was provided to teachers, which resulted in significant improvements to the teachers' support of students who were having difficulties, management of students' participation in activities, and the manner in which they accompanied students while participating in these activities.

Reilly (2018) In his article, he suggests that students should be educated to perceive emotion and develop their Emotional Intelligence by attending negotiation lessons that combine traditional lectures with role plays and simulated exercises. He thinks that this would be the best way for students to learn how to train their emotional intelligence. The article gives a definition of emotion as well as emotional intelligence, as well as a description and analysis of a particular simulated exercise that has been demonstrated to be particularly effective in the classroom for teaching both the theory and practice of emotional intelligence. Additionally, the article provides a definition of emotion as well as emotional intelligence, as well as a description and analysis of a specific emotional intelligence test. In it, the fundamental components of a possible curriculum for training in emotions are laid out. Additionally, the article concludes with a discussion of the reasons why law schools and other professional degree-granting programs can and should make training in emotions a standard component of their educational offerings.

Li-chuan Chu (2020) Researchers carried out a variety of research, some of which were experimental and some of which were cross-sectional, to study the influence that meditation has on aspects of emotional intelligence (EI), perceived stress, and poor mental health. Some of the studies were experimental, while others were cross-sectional. They came to the conclusion that those persons who had more experience meditating displayed higher levels of emotional intelligence in addition to reduced levels of perceived stress and poor mental health when compared to those participants who had either less experience or none at all. Researchers came to the conclusion that adolescents of both sexes are loving, giving, supportive, and enriching based on the findings of a study that was conducted by Singh Chaudhary and Asthana (2021). This study indicated that male and female teens display the same degree of Emotional Intelligence.

Tatawadi (2019) investigated the ways in which male and female students in management programs at a variety of universities differ in their emotional development throughout the course

of their academic careers. The findings indicate that the capacity for emotional resilience is substantially higher in females than it is in males. This difference is significant. The scores of females are much higher than those of males when it comes to considerations of empathy, social responsibility, and interpersonal interactions. This is especially true in the context of one's place of employment. They are intensely conscious of the significance of the bonds that they share with their parents, friends, and siblings, and they place a great deal of value on those ties. Because of each of these characteristics, women have the potential to achieve a higher level of emotional intelligence than males do.

Objectives of the Study

1. To explore the level of emotional intelligence possessed by D. Ed Teacher Trainees (both as a whole and broken down into its component pieces), as this is the primary goal of this study.
2. To research the usefulness of the Emotional Intelligence Package on D. Ed Teachers Trainees who have varied levels of general intelligence (such as above average, average, and below average), with the goal of determining which level of general intelligence is most advantageous.
3. To develop an Emotional Intelligence Package (EIP) that includes many strategies for fostering a complete level of emotional intelligence that includes the following components among Teacher Trainees as a whole: a self-awareness (SA) component, a self-regulation (SR) component, a motivation (M) component, an empathy (EM) component, and a social skills component.
4. To conduct research on the efficacy of the EIP in fostering a complete level of emotional intelligence. (SS).

Research Methodology

The current study was an experimental study with two groups, and its goals included the construction of an emotional intelligence package as well as the assessment of the effectiveness of the package (experimental and control Group). The experimental group received training in emotional intelligence, while the control group received training in a different area. The performance of the experimental group was compared to that of the control group, which allowed for the successful completion of these objectives. Throughout the entirety of the study project, the methodology was divided into two distinct components all the way through.

(a) The Design and Implementation of a Curriculum for Emotional Intelligence Training

(b) Performing tests and analyzing the results to determine how well the Package operates.

(a) The "Emotional Intelligence Package" (often abbreviated as "EIP") is a set of tactics that may be used to assist teacher candidates in increasing their emotional intelligence. These strategies can be used alone or in combination. These methods are included in a package that is also known as the "Emotional Intelligence Package." You can get your hands on it here. These techniques centered on the idea of emotional intelligence and its component parts, which, according to the description provided by Daniel Goleman (1995), are self-awareness, self-regulation, motivation, empathy, and social skill. Additionally, these tactics emphasized the need of cultivating positive

relationships with others. In addition, the notion of emotional intelligence served as the foundation for these various techniques. These components serve as the foundation for the development of the strategies, which in turn necessitate contact and collaboration between the researcher and the participants in order to be produced.

b). Experiments were conducted on the produced package, which was mentioned in the study, in order to assess whether or not it was effective in boosting the D.Ed Teacher Trainees' emotional intelligence. Participants in the study were D.Ed. Teacher Candidates in Training.

Sample

The method of sampling at one's most convenient location was used in the process of selecting the sample for the inquiry. The extremely low number of students enrolled in D. Ed programs required the adoption of the convenience sample strategy to pick each of the four D. Ed institutions that are located within the city of Kanpur. This was necessary since the number of students enrolled in D. Ed programs was extraordinarily low. Because the students who were in their second year at the time of the experiment had a substantial amount of work to accomplish in addition to getting ready for their internships and practice teaching, it is difficult to maintain track of the students who are participating in the experiment. This is because the students who were in their second year at the time of the experiment were in the experiment. As a direct result of this, the researcher went to each of the universities that had been chosen and chose first-year students from each of those institutions to take part in the study as a representative sample. In all, there were 66 students included in the sample, and of them, there were 38 female students and 15 male students allotted to the Experimental Group and the Control Group, respectively. There were 66 people that took part in the activity.

Result And Discussion

It provides the specifics of a quantitative as well as a qualitative analysis of the data collected on the Emotional Intelligence of D.Ed. Teacher Trainees, as well as their reaction towards the intervention program and observations made by the researcher, as well as the discussion of the findings of the study. Additionally, it discusses the implications of the findings of the study.

The overall and individual levels of emotional intelligence possessed by those studying to become teachers at the doctoral level.

In order to accomplish this goal, the Mean and Standard Deviation of the scores that the D. Ed Teacher Trainees obtained on the EI Scale were computed. The D. Ed Teacher Trainees were given the EI Scale as part of their training. These numbers were divided into an overall score and individual component scores, accordingly. The Teacher Trainees are then categorized into one of three categories: Above Average (AA), Average (AV), or Below Average (BA) based on the attributes that are shared by M+ and M-, which are explored further on in the following paragraphs. AA stands for Above Average, AV stands for Average, and BA stands for Below Average. The letters AA, AV, and BA all stand for "Above Average," "Average," and "Below Average," respectively.

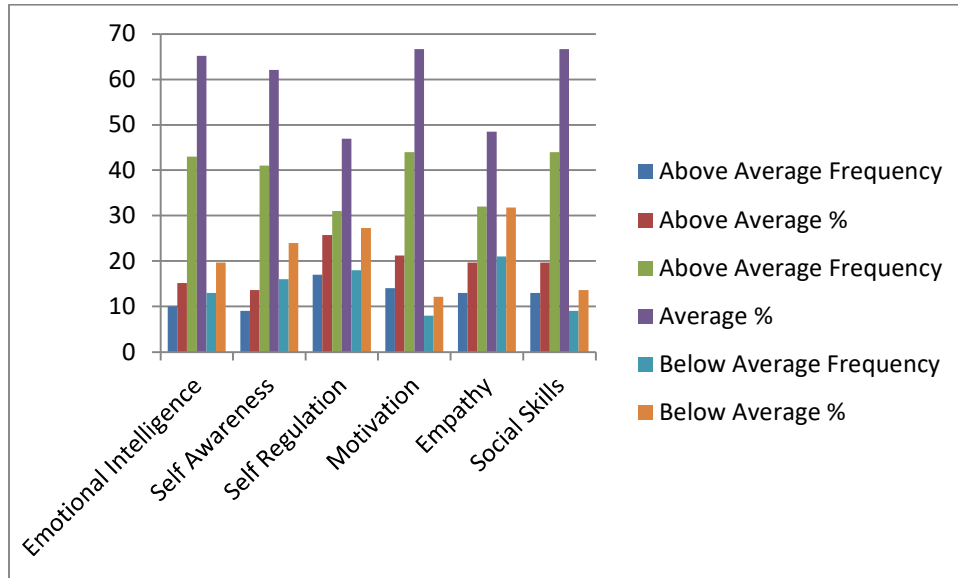
Criteria	Category
M+ and above	AA(AboveAverage)
Between M-and M+	AV(Average)
M-and below	BA(BelowAverage)

The number of Teacher Trainees who fall into each category is listed in Table No. 1, and Graph No. 1 offers a graphical depiction of the percentage of the total number of Teacher Trainees who fall into each group. You'll be able to acquire both of these statistics from the same location.

Table: 1 The Level of Emotional Intelligence Exhibited by D.Ed. Teacher Trainees, Both as a Whole and Broken Down Into Its Components (total sample size of 66).

Level	Frequen cy&%	Emotion alIntellig ence	Self- Awarene ss	Self- Regulatio n	Motivatio n	Empath y	Social Skills
Above Average	Frequency	10	09	17	14	13	13
	%	15.15	13.63	25.75	21.21	19.69	19.69
Average	Frequency	43	41	31	44	32	44
	%	65.15	62.12	46.96	66.66	48.48	66.66
BelowAver age	Frequency	13	16	18	08	21	09
	%	19.69	24	27.27	12.12	31.81	13.63

The table data may be categorized as follows.65.15% of teacher trainees have average emotional intelligence. 62.12%, 66.66%, and 66.66% of teacher trainees show average motivation, social skills, and self-awareness. This suggested that most Teacher Trainees have similar emotional intelligence and subfactors to the general population. 15.15%, 13.63%, 25.75%, 21.21%, 19.69%, and 19.69% of Teacher Trainees have above-average emotional intelligence and its components (Self Awareness, Self-Regulation, Motivation, Empathy, and Social Skills). 19.69%, 24%, 27.27%, 12.12%, 31.81%, and 13.63% of teacher trainees had below-average emotional intelligence and its components, self-awareness, self-regulation, motivation, empathy, and social skills. Thus, the majority of Teacher Trainees had emotional intelligence that was comparable to the average for both the characteristic as a whole and its components (self awareness, self regulation, motivation, empathy, and social skills). The percentage of Teacher Trainees who scored below average in Self Awareness, Self-Regulation, Empathy, and Emotional Intelligence as a whole was substantially greater than the percentage who scored above average.



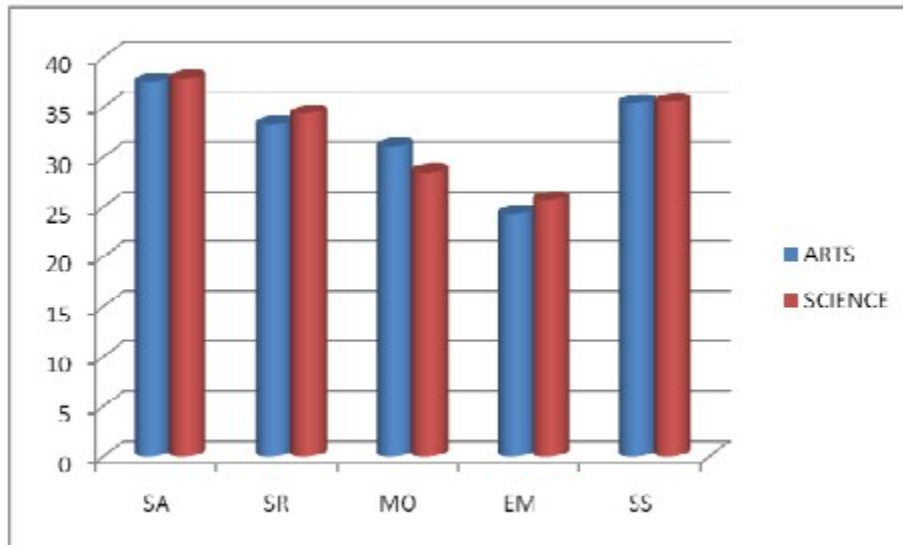
Graph 1 The Overall Level of Emotional Intelligence Displayed by D.Ed. Teacher Trainees as Well as the Level of Emotional Intelligence Displayed When It Is Broken Down Into Its Components (total sample size of 66).

Table 2 The details of the t-test used to determine if there was a statistically significant difference between the before and after mean scores of EG Arts and Science Teacher Trainees on the Emotional Intelligence Scale (both as a whole and in their individual components).

Component	Subject	Before Mean	After Mean	t-value	p-value
Emotional Intelligence	A	31	32	0.18	0.85
	S	33	32	0.18	0.85
Self Awareness	A	35	36	0.38	0.69
	S	33	36	0.38	0.69
Self Regulation	A	37	38	0.7	0.48
	S	40	38	0.7	0.48
Motivation	A	33	34	0.8	0.42
	S	36	34	0.8	0.42
Empathy	A	40	41	0.71	0.47
	S	40	41	0.71	0.47
Social Skills	A	59	60	0.17	0.86
	S	63	60	0.17	0.86
Total		359	367	0.17	0.86

Table 2 data suggests the following.

The averages of post-test scores of EG Arts and Science Teacher Trainees on Emotional Intelligence in total and all five components—Self Awareness, Self-Regulation, Motivation, Empathy, and Social Skills—were not significant at 0.01. This applied to all five emotional intelligence components. Thus, EG Teacher Trainees from Arts and Science disciplines have similar Emotional Intelligence. Thus, the null hypothesis is correct in its totality and in its parts. This suggests that the software meets the requirements of each category to a similar extent. Both graphs show the same data.



Graph 2: The difference, in both total and component scores, between the post-mean scores of Arts and Science Teacher Trainees on EG's Emotional Intelligence as compared to their respective groups. These scores were taken after the trainees had completed the assessment.

An Analysis of the D.Ed. Teacher Trainees' Reactions to the EIP Reaction Scale.

In this section, the responses of Teacher Trainees to EIP on the Reaction Scale are analyzed, and the findings of that analysis are shown in Table No. 3.

Table 3 Analysis of the Number of Responses Obtained from Applicants for Teaching Positions Utilizing the EIP Reaction Scale.

Item	%OfResponses				
KnowledgeofEmotionalIntelligence	2	5	2		
Creatinginterest	0	3			
Positiveclassroomenvironment	2	2	5		
Applicabletopersonallife	5	5			
Usefulexperiencetofutureteaching	3	0			5
Adoptedteachingmethods	4	5			

Communication and interaction	6	5	1		
Recognize emotions	5	5	2		3
Self-assessment	3	5	4		5
Controlling emotions	4	1	5		3
Responsibility	3	9	5		9
Flexibility	4	3	2		
Attitude of innovation	5	9	1		
Attitude of hard work	5	9	1		
Optimism	0	5	5		3
Empathy	5	9	1		5
Self-orientation	5	0	1		5
Negotiation skills	5	5	5		9
Leadership qualities	5	5	1		
Team building and co-operation	6	9	1		3

Note: Very Effective, Effective, Moderately Effective, Slightly Effective, Very Effective on the UN Scale, and Very Effective on the UN Scale.

The above table reveals the following points.

- A breakdown of the proportion of responses that were gathered from prospective teachers using the EIP reaction scale.
- 72.72% of Teacher Trainees believe that the program is highly effective in imparting the knowledge of Emotional Intelligence, whereas 15.15% of Teacher Trainees do not share this perspective.
- 72.72% of Teacher Trainees believe that the program is extremely successful in imparting the knowledge of Social Intelligence.
- According to the feedback provided by Teacher Trainees, the program did an outstanding job of assisting in the development of skills related to communication and interaction, which was one of the program's primary goals.
- A total of 60.60 percent of individuals who are currently in the process of becoming teachers believe that the program is extremely successful and effective in terms of its potential to stimulate pupils' interests in the classroom, respectively.

As a direct consequence of this, one may draw the conclusion that more than 80–90% of Teacher Trainees considered it to be an effective strategy. These findings are validated even further by the perspectives that were expressed by the Teacher Trainees during the discussion, which was then evaluated and presented.

Discussion

In order to investigate the subject of whether or not the Emotional Intelligence Package was successful in raising the levels of emotional intelligence held by D.Ed. Teacher Trainers, research of a quantitative and qualitative type was carried out. The findings of the study demonstrated that there is a statistically significant disparity between the post-test means of the Teacher Trainees who were a part of the Experimental Group and the control Group with regard to the aspects of emotional intelligence that make up the whole, such as self-awareness, self-regulation, motivation, empathy, and social skills. The findings also demonstrated that there was no statistically significant difference between the post-test means of the Teacher Trainees who were a part of the control Group. This was proved by the fact that there was a statistically significant divergence between the post-test mean scores obtained by the Experimental Group and the control Group. Teacher Trainees were the subjects of the study. These Teacher Trainees had previously participated in both the research and experimental aspects of the study. As a result of this, one could be able to reach the conclusion that the Emotional Intelligence Package is successful in raising the degree of emotional intelligence possessed by D.Ed. Teacher Trainees. Teacher Candidates were given the chance to learn about themselves and to express their feelings as part of an intervention program that was based on the Emotional Intelligence Package. This program was designed to help Teacher Candidates develop their emotional intelligence. This action was carried out as a component of the Emotional Intelligence Package. The overwhelming majority of students were of the opinion that the several types of activities that were done in the classroom helped them build the essential degree of self-confidence to actively study and to have a deeper, more accurate understanding of emotional intelligence. These benefits were achieved as a result of the students participating in the activities that were done in the classroom. The fact that the activities took place in the classroom was cited as the primary contributor to these positive outcomes. The conclusion is consistent with the findings of a number of empirical studies that have confirmed the intervention programs to promote emotional intelligence that have been created by a large number of academics. The findings of these studies can be found in a variety of academic journals, including the Journal of Applied Behavioral Analysis. These studies' findings are consistent with the conclusion that has been drawn as a result of previous research. The participants' capabilities as beginner instructors with regard to emotional knowledge were greatly increased as a consequence of the emotional knowledge workshop, which was a successful undertaking in and of itself. The installation of an in-service training program that includes counselling skills, rational emotive therapy, and transactional analysis enabled instructors look at their own conduct and the influence it had on the emotional education of their children. This was made possible thanks to the implementation of the program. Kaplan and Qualitative evaluation of Emotional Intelligence in in-service prog. published a study on the effect of a psycho educational training programme on the development of Emotional Intelligence in pre-school and elementary educators and carers. This study was published in Kaplan and Qualitative evaluation of Emotional Intelligence in in-service prog. In-service training programs must to incorporate Kaplan as well as qualitative tests of emotional quotient.

Conclusion

The study found that the program benefits Teacher Trainees in their personal and professional lives. The program's benefits support this. The application's success supports this. The program

helps create practical classroom plans to achieve assignments. The study found that the program helps Teacher Trainees learn about emotional intelligence. The research examined this. Teacher Trainees can use several instructional methods to teach, practice, and improve emotional intelligence in their pupils. Teachers face many emotional and psychological pressures, including accountability, political pressures, community pressure, higher authority pressure, the implementation of new policies and plans, classroom management issues, the pressure to implement new theoretical models in classrooms they don't fully understand, and other overwhelming tensions, both real and imagined. Accountability, political, communal, and authority pressures are among these. Emotional intelligence and competency can help teachers avoid these issues.

Reference

1. Atkins, P. & Stough, C. (2016). Does emotional intelligence change with age? Paper presented at the Society for Research in Adult Development annual conference, Atlanta, GA.
2. Bansal, A.K. (2017). How EQ and SQ affects the science achievement of the secondary level students. *Indian Journal of Psychometry and Education*, 38(1),92-93.'
3. Ekman, P. (2018). Universal and cultural difference in facial expression of emotions. *Nebraska Symposium on Motivation*. Lincoln, NE: University of Nebraska Press. P.207-283.
4. Elivayassinallu Yeru Sadhane, (2019), *Viveka Prakashana*, Udupi, 18(3), PP-48-49.
5. Gowdhaman K, Bala Murugan M (2020). Emotional Intelligence among the B.Ed. Teacher Trainees. 41(2) 137-142, *Indian Journal of Psychometry & Education*,
6. Maria da Glória Franco. (2021). Teachers and emotional intelligence: How a Training in emotional intelligence can Help. 9^o European Congress of Psychology.
7. National Council of Educational Research and Training, (2019). *National Curriculum Framework for School Education*, New Delhi.
8. Anukool H, Sanjyot D. & Upinder D. (2018). *Manual for Emotional Intelligence Scale*. Lucknow: Vedandta Publications.
9. Atkins, P. & Stough, C. (2020). Does emotional intelligence change with age? Paper presented at the Society for Research in Adult Development annual conference, Atlanta, GA.'
10. Salovey, P. & Mayer, J. D. (2016). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
11. Uma Devi, L. &Rayal, U.T.R. (2018). Adolescence's Perception about family environment and emotional intelligence. *Indian Psychological Review*, 62(3), 157-167.
12. Walker, A. E. (2019). Emotional intelligence of the classroom teacher. *Spalding University, Kentucky, USA*. Cited in *Dissertation Abstract International*, 61(11), p. 4293.