

Chapter 5

Data Analysis, Interpretation and Discussion

CHAPTER – V

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

5.0. INTRODUCTION

The present Chapter presents the analysis and interpretation of the data, which was collected through various data collection tools and techniques, outlined in Chapter III. The data collected are quantitative and qualitative in nature; therefore the investigator has used quantitative and qualitative techniques for the analysis of data. The data collected include: -

- (i) Data obtained through the administration of Emotional Intelligence Scale (Schutte)
- (ii) Data obtained through the administration of EQ Map Questionnaire.
- (iii) Data obtained through casual observation and Anecdotal Records.
- (iv) Data obtained through the unstructured interview.
- (v) Data obtained through Reaction Scale for feedback.

The main objective of the present study has been to determine the effectiveness of Enneagram educational programme in enhancing the emotional intelligence of student-teachers with respect to some components of EQ. The effectiveness of the educational programme for enhancing EQ of the student-teachers was measured with the help of statistical technique, known as Analysis of Covariance (ANCOVA). The best statistical method to be used for pretest-posttest control-group design is analysis of covariance, in which posttest means are compared using the pretest means as the covariate. With the application of ANCOVA technique, the influence of uncontrolled variable is usually removed by simple linear regression method and the residual sums of squares are used to provide variance estimates which in turn are used to make tests of significance.

ANCOVA is used in two major ways, as a technique for controlling extraneous variables and as a means of increasing power. ANCOVA adjusts posttest scores for initial differences on a variable and compares the adjusted scores; groups are equalized with respect to the control variable and then compared. Use of ANCOVA assumes that participants have been randomly assigned to the treatment groups and the groups are homogeneous in variability. A second function of ANCOVA is that it increases the power

of a statistical test by reducing within – group (error) variance. Power refers to the statistical ability to reject a false null hypothesis. i.e. to make a correct decision to reject the null hypothesis. The power- increasing function of ANCOVA is directly related to the degree of randomization involved in formation of the groups. Because of all these reason this technique has been selected to be used in the experimental design of the present study.

In the first part of this chapter the data are analyzed and interpreted to determine the effectiveness of the Enneagram educational programme in terms of seventeen components of emotional intelligence as mentioned in earlier chapter. The second part of this chapter deals with the qualitative analysis of the data obtained through Casual Observation, Unstructured Interview, Anecdotal Records and Reaction Scale for feedback of the intervention programme, as an accompaniment and support of the quantitative data. And the third part of the chapter deals with discussion about the result.

5.1. ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED THROUGH EMOTIONAL INTELLIGENCE SCALE

To assess the effectiveness of the Enneagram educational programme in terms of the enhancement of emotional intelligence, hypothesis H1 was formulated. To test this hypothesis the following data were collected. The Table 5.1 presents the primary data of pretest and posttest administered on Experimental and Control Group taking the tool, Emotional Intelligence Scale, which assesses the overall aspects of emotional intelligence as conceptualized by Salovey and Mayer's (1990). Items assess the ability to adaptively recognize, express, regulate and harness emotion in the self and in others. The mean scores and percentage of the mean scores were calculated and are presented graphically and further to test the significance in the difference of the mean scores ANCOVA was applied.

TABLE 5.1: EMOTIONAL INTELLIGENCE

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	120	138	127	126
2	86	133	130	127
3	127	147	128	128
4	122	148	134	138
5	123	145	120	119
6	130	142	87	89
7	132	151	105	110
8	127	151	130	131
9	140	154	128	132
10	129	153	133	133
11	125	154	127	125
12	132	146	104	105
13	147	154	124	125
14	127	148	126	127
15	123	143	123	120
16	120	141	153	151
17	126	144	149	146
18	120	136	133	134
19	105	138	137	138
20	135	146	127	129
Mean	124.80	145.60	126.25	126.65
% of Mean	75.6	88.2	76.5	76.8

5.1.1. Graphical Presentation of the Data

Figure 5.1. presents the results of the pretest and posttest of the experimental and control group in graph form. The magnitude of the relationship between pretest and posttest of experimental group and control group can be seen pictorially represented by

Bar- Graph. The abscissa indicates the different groups, namely the experimental group and the control group, who were administered the pretest and the post test, and the ordinate indicates the percentage of the mean scores of pretest and posttest obtained by the experimental group and control group in emotional intelligence scale. The first pair of bar-graph in Figure 5.1. shows the relationship between the pretest and posttest of the experimental group while the second pair shows the relationship between the pretest and posttest of the control group.

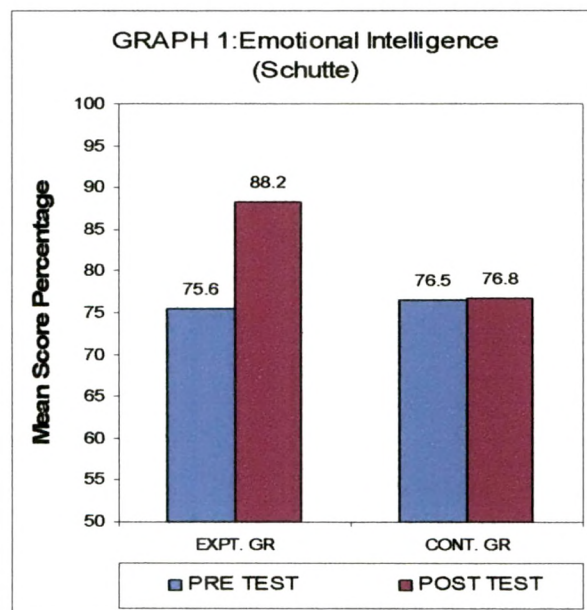


Figure 5.1. Graph 1: Emotional Intelligence

The graph clearly shows the difference between the pretest (75.6%) and posttest (88.2%) of the experimental group, while this difference is not seen in the pretest (76.5%) and post test (76.8%) of the control group, who were not given any treatment like the experimental group.

As referred to the Table 5.1.; in the experimental group, the mean score ranged from 124.8 to 145.6 and in control group the mean score ranged from 126.25 to 126.65 in pretest and post test. This mean score of experimental group was compared with the control group by considering the pretest scores of the same variable as covariate. The data were analyzed using ANCOVA and the results of analysis are presented in the following table.

TABLE 5.2.
Summary of ANCOVA for Emotional Intelligence

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	21.02	3591.02	-274.78	3974.94	1	3974.94
Within Groups	7050.95	4395.35	4945.15	927.09	37	25.06
Total	7071.97	7986.37	4670.37	4902.03	38	-

$$F = \frac{3974.94}{25.06} = 158.61 \text{ (significant)}$$

From Table F $\left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$
df 1/37

Where the symbols represent the following meaning

SS_(x) → Sum of squares for pretest scores
SS_(y) → Sum of squares for post test scores
SS_(xy) → Sum of squares for product of pretest & post test scores
SS'_(y) → Adjusted Sum of squares for post test scores
df → Degrees of freedom
MS'_(y) → Final adjusted mean for post test score
F → Value of analysis of covariance

The table 5.2. shows that the F-value calculated is 158.61, which is significant at .01 level, because it is greater than the expected value of F. It can therefore be said that the adjusted mean scores of the control group and of the experimental group do differ significantly. Thus the null hypothesis H₁, that there will not be a significant difference

between the mean scores for emotional intelligence of experimental group and control group, is rejected. So it can be said that the intervention program had significant impact on the emotional intelligence of the student teachers of the Experimental Group.

5.2. ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED THROUGH EQ MAP SCALE

To assess the effectiveness of the intervention programme on the various components of emotional intelligence seventeen other hypotheses were formulated and the data were collected separately for each component. The investigator has tried to present first the graphical form of the data separately for each components of EQ and then ANCOVA was applied to test the hypotheses formulated for each components of EQ. The table 5.3 indicates the actual scores of pretest and post test administered on Experimental and Control group of EQ Map, which assesses the life event of emotional intelligence. The mean score of this component of EQ was taken to test the hypothesis H₂ and ANCOVA was applied. The details are in Table 5.4.

TABLE 5.3: EQ MAP SCALE 1, LIFE EVENT

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	22	16	33	29
2	24	20	21	22
3	29	25	23	24
4	23	20	23	23
5	30	25	30	33
6	33	20	28	30
7	34	29	36	35
8	35	30	34	34
9	24	20	26	26
10	25	22	25	24
11	30	16	32	33
12	15	14	07	10
13	32	30	31	32
14	29	25	36	36

15	29	19	28	29
16	40	30	29	29
17	16	12	44	40
18	29	22	16	17
19	32	13	29	29
20	36	16	29	30
Mean	28.35	21.20	28.00	28.25
% of Mean	47.5	60.7	48	47.7

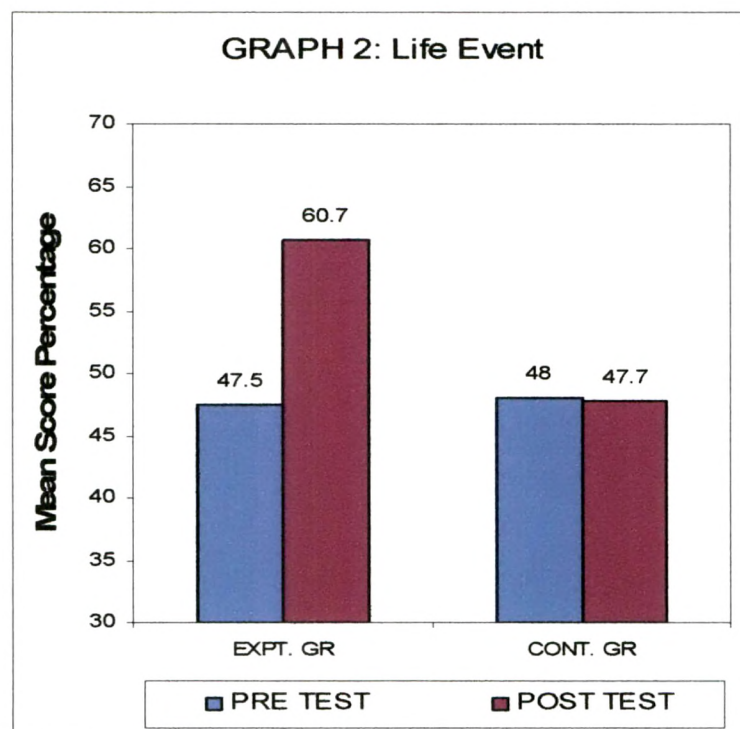


Figure 5.2. Graph 2: Life Event

As referred to the table 5.3, in the Experimental group, the mean score ranged from 28.35 to 21.20 and in Control group the mean score ranged from 28 to 28.25 in pre test and post test. This indicates that there is a difference between the mean scores of Experimental group of Pretest and Post test, while there is not much difference seen in the control group. There is a difference of 7.15 in the mean scores of Experimental group. The pre test score indicates that the stress level of the participants was high which came down after the intervention programme; while control group does not show any of such

difference. The ANCOVA analysis supports this observation, which is presented in the following table.

TABLE 5.4: SUMMARY OF ANCOVA FOR LIFE EVENTS

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	1.23	497.03	-24.67	533.63	1	533.63
Within Groups	1948.55	1544.95	1432.60	491.68	37	13.28
Total	1949.78	2041.98	1407.93	1025.31	38	-

$$F = \frac{533.63}{13.28} = 40.18 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} \text{F at .05 level} = 4.08 \\ \text{F at .01 level} = 7.31 \end{array} \right.$$

Table 5.4 reveals that the calculated value of F is 40.18, which is greater than the expected value of F at .01 level. Therefore difference occurred can be attributed to significant difference. Statistically it can be said that the true difference exists between the pre test and post test scores of experimental group. Hence the hypothesis H₂, that there will not be any significant difference between the mean scores for stress level, one of the components of EQ, seen in the life events of the person, of experimental group and control group, was rejected. High score in the inventory of Life events shows the high stress level and low score indicates less stress condition of the person.

To test hypothesis H₃ the following data were collected on the EQ map; scale on emotional self-awareness.

TABLE 5.5: EQ MAP SCALE 2, EMOTIONAL SELF – AWARENESS

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	22	27	24	25
2	25	28	16	17
3	28	28	26	26
4	22	25	25	26
5	31	22	15	16
6	23	27	27	25
7	21	23	22	21
8	23	31	28	29
9	22	30	25	25
10	23	26	21	22
11	21	25	17	17
12	25	27	25	26
13	27	30	24	24
14	27	29	18	18
15	25	30	21	22
16	24	26	25	26
17	23	24	24	25
18	17	20	27	28
19	21	27	13	14
20	31	32	14	14
MEAN	24.05	26.85	21.85	22.30
% of Mean	72.9	81.4	66.2	67.6

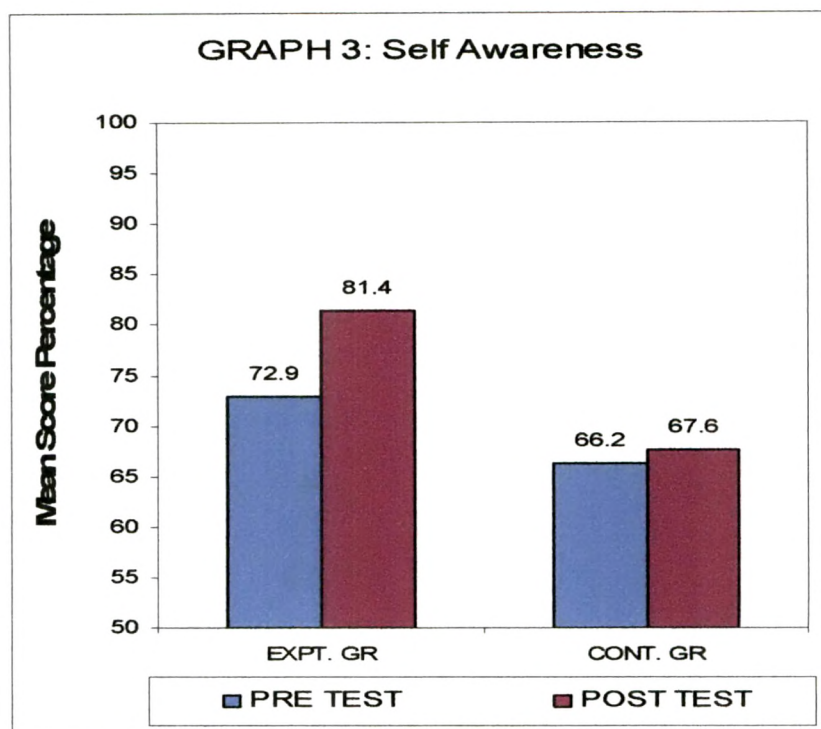


Figure 5.3. Graph 3 : Emotional Self Awareness

The mean score of Experimental group in the table 5.5, ranged from 24.05 to 26.85 and in control group from 21.85 to 22.30. These scores were compared with the help of ANCOVA technique. The summary is present in the following table5.6.

TABLE 5.6.: SUMMARY OF ANCOVA FOR SELF-AWARENESS

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	48.40	207.03	100.10	75.57	1	75.57
Within Groups	649.50	600.75	502.05	212.67	37	5.74
Total	697.90	807.78	602.15	288.24	38	-

$$F = \frac{75.57}{5.74} = 13.16 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The above table reveals that the calculated F value is 13.16, which is greater than the expected value of F at .01 level, and therefore significant. It can, therefore be said that the mean score for emotional self-awareness of experimental group and control group differ significantly. Thus the null hypothesis H₃, that there will not be any significant difference between the mean scores for emotional self-awareness, one of the components of EQ of the experimental group and control group, was rejected. And the conclusion drawn from this is that the intervention programme had significant impact on the emotional self-awareness of the student – teachers of the experimental group.

To test the hypothesis H₄, the following data were collected and subjected to ANCOVA for analysis.

TABLE 5.7.: EQ MAP SCALE 3, EMOTIONAL EXPRESSION

Participants	Experimental Group		Control Group	
	Pre test	Post test	Pre test	Post test
1	16	20	12	13
2	18	21	11	11
3	22	25	10	10
4	14	20	18	17
5	14	21	12	12
6	16	20	13	13
7	13	21	18	17
8	16	18	18	18
9	16	18	15	15
10	16	22	13	13
11	16	20	13	12
12	21	25	23	20
13	25	25	19	19

14	19	21	17	17
15	17	20	15	16
16	18	21	17	17
17	20	25	20	20
18	14	20	23	21
19	11	20	07	10
20	25	26	12	12
Mean	17.35	21.45	15.30	15.15
% of Mean	64.3	79.4	56.7	56.1

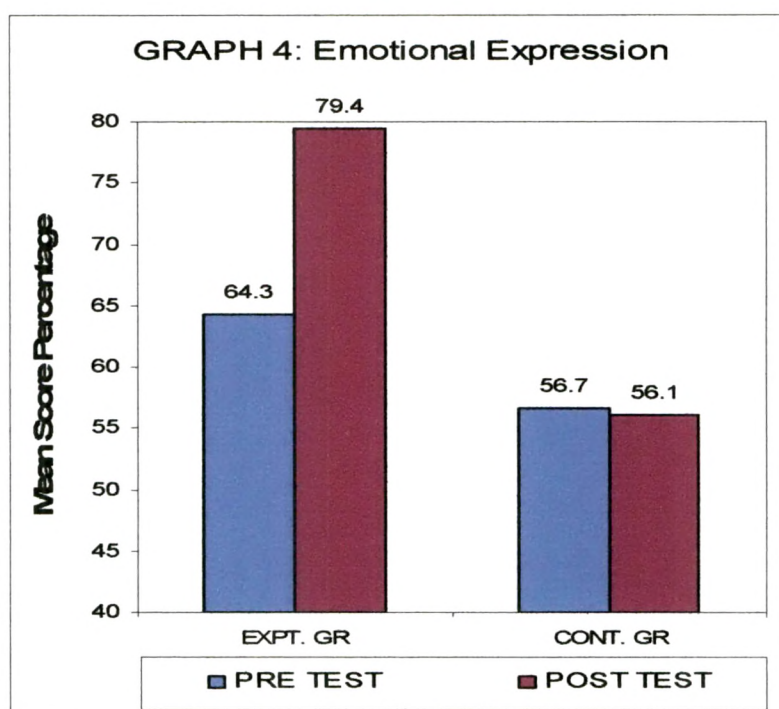


Figure 5.4. Graph 4: Emotional Expression

The table 5.7 reveals the mean score of Experimental group and Control group, which ranged from 17.35 to 21.45 and from 15.30 to 15.15 respectively. This data was analyzed using ANCOVA, and the summary is presented in the following table.

TABLE 5.8. SUMMARY OF ANCOVA FOR EMOTIONAL EXPRESSION

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	42.03	396.90	129.15	226.38	1	226.38
Within Groups	612.75	343.50	412.95	65.20	37	1.76
Total	654.78	740.40	542.10	291.58	38	-

$$F = \frac{226.38}{1.76} = 128.62 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} \text{F at .05 level} = 4.08 \\ \text{F at .01 level} = 7.31 \end{array} \right.$$

From the above table it is clear that the calculated F value for emotional expression is 128.62, which is significant at .01 level. Hence the null Hypothesis H_4 formulated earlier, that there will not be any significant difference between the mean scores for emotional expression of the experimental group and the control group, was rejected. And the conclusion drawn that the difference occurred between the mean scores of the two groups is truly significant. It indicates that the treatment had affected the experimental group in their emotional expression.

To test the hypothesis H_5 , the following data were collected for emotional awareness of others on EQ map and were subjected to ANCOVA analysis.

TABLE 5.9.: EQ MAP SCALE 4, EMOTIONAL AWARENESS OF OTHERS

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	28	30	28	28
2	25	29	26	28
3	29	35	19	20
4	29	30	23	23
5	17	26	19	20
6	26	27	21	21
7	19	22	18	18
8	28	29	26	25
9	28	30	21	20
10	23	37	22	22
11	20	30	21	20
12	30	35	34	34
13	35	34	25	25
14	28	30	30	31
15	26	31	16	16
16	29	35	22	22
17	33	38	26	27
18	17	9	30	31
19	19	27	27	27
20	38	38	30	30
Mean	26.35	30.60	24.20	24.40
% of Mean	67.6	78.5	62.1	62.6

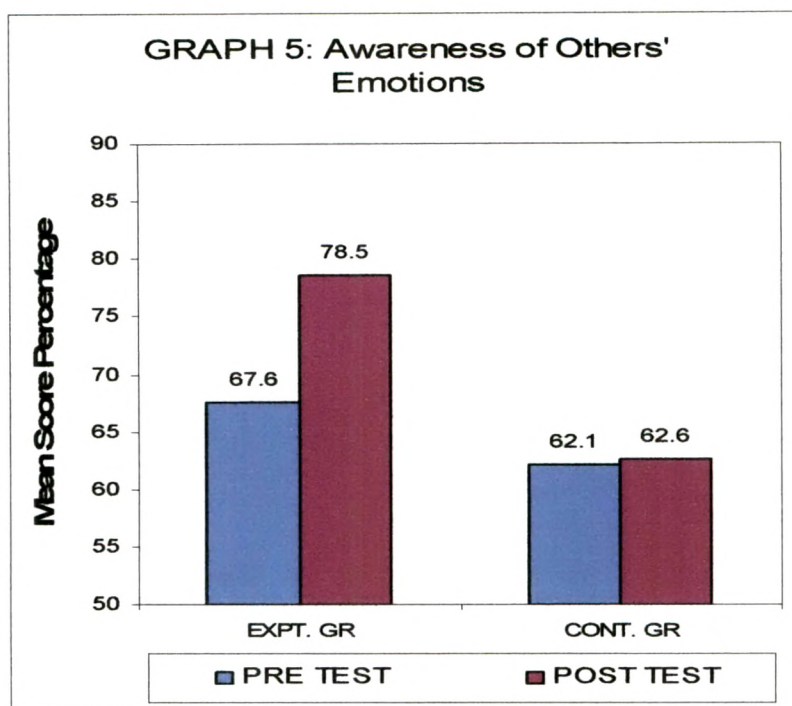


Figure 5.5. Graph 5 : Emotional Awareness of Others

The mean scores of Experimental group are 26.35 and 30.60 in the pretest and post test respectively. And the mean scores of Control group are 24.20 and 24.40. These data were compared with the help of ANCOVA and the summary is given in the Table 5.10.

TABLE 5.10.: SUMMARY OF ANCOVA FOR EMOTIONAL AWARENESS OF OTHERS

Source of Variation	$SS_{(x)}$	$SS_{(y)}$	$SS_{(xy)}$	$SS'_{(y)}$	df	$MS'_{(y)}$
Between Groups	46.23	384.40	133.30	190.31	1	190.31
Within Groups	1067.75	947.60	866.20	244.90	37	6.61
Total	1113.98	1332	999.50	435.21	38	-

$$F = \frac{190.31}{6.61} = 28.79 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The table 5.10 reveals the calculated F value for emotional awareness of others. It is 28.79 which is greater than the expected value of F at .01 level and hence it is significant. It can therefore be said that the difference occurred in the mean scores of the two groups is because of the intervention programme given to the experimental group and it is not because of chance. Thus the null hypothesis H₅, that there will not be any significant difference between the mean scores for emotional awareness of others, of the experimental group and the control group, was rejected. This implies that the experimental group members positively responded to the Enneagram educational programme and showed significant change and improvement in the level of emotional awareness of others.

To test the hypothesis H₆, the following data were collected for intentionality.

TABLE 5.11.: EQ MAP SCALE 5, INTENTIONALITY

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	34	36	32	32
2	28	33	31	31
3	30	33	34	32
4	25	29	27	30
5	29	30	29	29
6	37	37	24	21
7	22	29	32	30
8	24	30	34	32
9	24	27	31	31
10	25	40	38	30

11	19	29	26	25
12	27	36	37	37
13	36	37	36	36
14	33	36	33	32
15	31	32	23	23
16	27	40	26	26
17	30	41	29	29
18	25	30	36	30
19	20	31	23	23
20	42	42	29	29
Mean	28.40	33.90	30.50	29.40
% of Mean	67.6	80.7	72.6	70

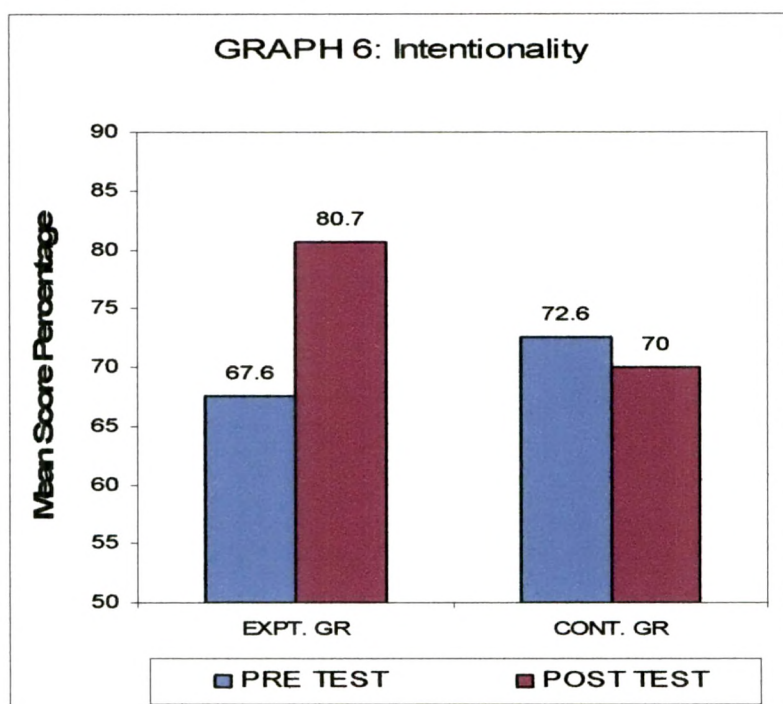


Figure 5.6. Graph 6: Intentionality

The mean scores of the Primary data of the EQ component, Intentionality were also taken for the statistical analysis and the summary is presented in the following table.

TABLE 5.12.: SUMMARY OF ANCOVA FOR INTENTIONALITY

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	44.10	202.50	-94.50	318.86	1	318.86
Within Groups	1067.80	720.60	641.80	334.84	37	9.04
Total	1111.90	923.10	547.30	653.24	38	-

$$F = \frac{318.86}{9.04} = 35.27 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The table 5.12 presents the calculated F value for Intentionality, which is 35.27, greater than the expected value of F and hence it is significant. It is in favour of experimental group who showed significant change and improvement in the level of their Intentionality, one of the components of EQ, whereas the control group members did not show any such changes. Hence the null hypothesis H₆, that there will not be significant difference between the mean scores for Intentionality, a component of EQ of the experimental group and the control group, was rejected. The conclusion drawn from this was that the educational intervention programme had positive impact on the members of the experimental group on their level of Intentionality.

To test the hypothesis H₇, the following data were collected for Creativity.

TABLE 5.13. : EQ MAP SCALE 6, CREATIVITY

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	24	27	27	27
2	18	24	22	22
3	15	20	22	24
4	24	25	24	20
5	15	20	23	23
6	25	28	22	22
7	16	20	22	24
8	23	27	24	24
9	23	25	18	19
10	19	23	15	16
11	16	20	19	19
12	18	21	27	26
13	25	27	23	20
14	20	25	24	24
15	20	24	13	15
16	18	21	18	18
17	23	27	28	28
18	13	19	29	28
19	13	19	23	23
20	27	28	28	28
Mean	19.75	23.50	22.55	22.50
% of Mean	65.8	78.3	75.2	75

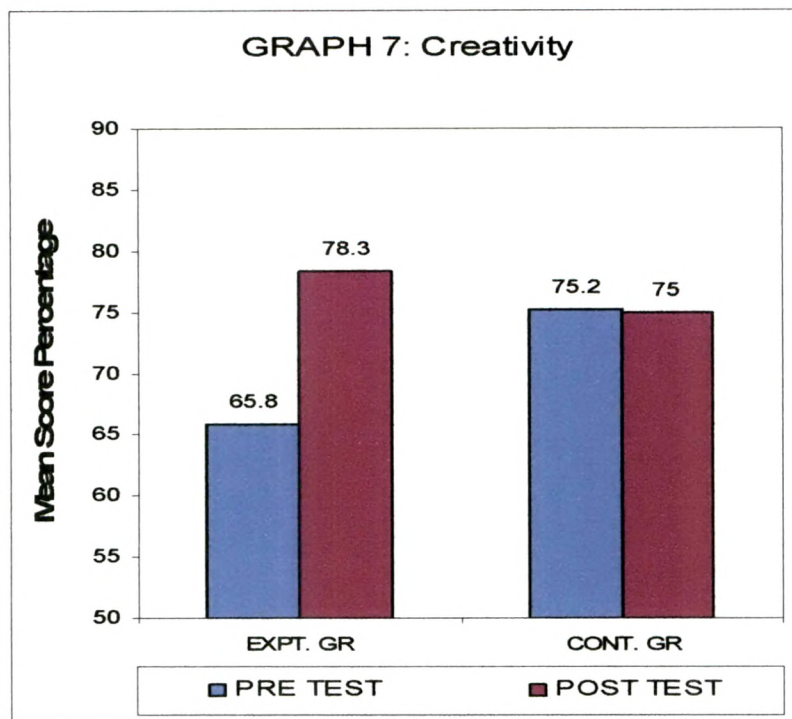


Figure 5.7. Graph 7: Creativity

The primary data for creativity shows that Experimental group differ in their pre-test and post-test performance, while there is no difference in the control group's performance. The ANCOVA analysis also supports this observation. The summary of ANCOVA is presented here.

TABLE 5.14.: SUMMARY OF ANCOVA FOR CREATIVITY

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS _(y)	df	MS _(y)
Between Groups	78.40	10.00	-28	92.43	1	92.43
Within Groups	700.70	488	552	53.14	37	1.43
Total	779.10	498	524	145.57	38	-

$$F = \frac{92.43}{1.43} = 64.63 \text{ (Significant)}$$

From Table F
df 1 / 37

$$\left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

Table 5.14 shows that the calculated F value for creativity is 64.63 which is greater than the expected value at 0.01 level. Hence what is said above that the experimental group differs in their pretest and post test performance is supported by the ANCOVA analysis. Hence the difference is significant. Therefore the null hypothesis H_7 that there will not be any significant difference between the mean scores for creativity of the experimental group and the control group was rejected. Hence, the difference is the impact of intervention programme given to the experimental group as no such improvement is seen in the control group.

Again to test the hypothesis H_8 the following data were collected for Resilience.

TABLE 5.15.: EQ MAP SCALE 7, RESILIENCE

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	13	25	24	25
2	18	26	41	40
3	26	25	26	25
4	28	28	28	30
5	26	27	26	27
6	30	31	27	27
7	14	21	23	21
8	25	32	25	26
9	27	29	19	20
10	23	27	18	20
11	26	30	27	27
12	30	33	26	35
13	33	32	23	24

14	27	30	33	30
15	26	29	16	16
16	29	34	22	22
17	32	37	26	26
18	19	22	30	30
19	29	35	22	22
20	38	37	26	26
Mean	25.95	29.50	25.90	25.95
% of Mean	66.5	75.6	66.4	66.5

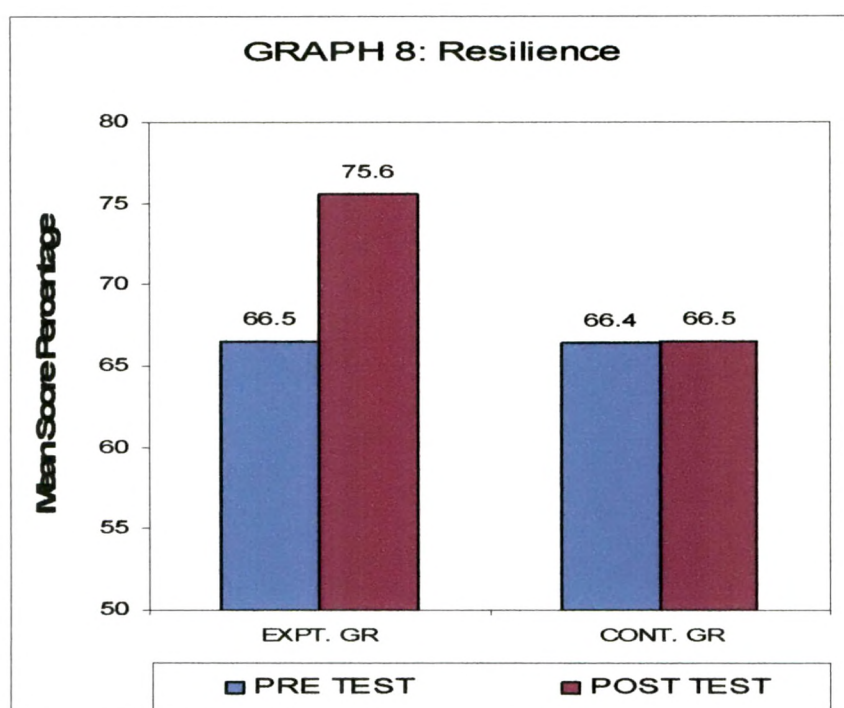


Figure 5.8. Graph 8: Resilience

The effectiveness of the intervention programme in terms of another component of EQ, that is Resilience, was evaluated by taking the mean scores of both the groups for statistical analysis, namely ANCOVA. The summary of the whole process is presented in the following table.

TABLE 5.16.: SUMMARY OF ANCOVA FOR RESILIENCE

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	0.03	126.03	1.78	123.36	1	123.36
Within Groups	1384.75	949.95	1044.40	162.24	37	4.38
Total	1384.78	1075.98	1046.18	285.60	38	-

$$F = \frac{123.36}{4.38} = 28.16 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The Table 5.16. gives the calculated F value for Resilience, which is 28.16. It is significant as it is greater than the expected value of F at .01 levels. Hence the null hypothesis H_0 , that there will not be any significant difference between the mean scores for Resilience of the experimental group and control group, was rejected. Hence it can be said that the intervention programme had positive impact on the level of flexibility to adapt the situation and bounce back when negative feelings come on the way, of the student teachers of the experimental group.

For the next hypothesis to be tested, the following data were collected for Interpersonal Connection.

TABLE 5.17.: EQ MAP SCALE 8, INTERPERSONAL CONNECTION

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	22	26	13	14
2	23	24	22	24
3	26	28	18	20
4	20	25	17	16
5	21	26	19	19
6	20	25	20	20
7	19	26	18	19
8	22	23	22	20
9	17	22	13	14
10	20	22	20	21
11	16	20	19	20
12	20	24	27	26
13	23	26	22	21
14	22	24	23	24
15	23	23	22	22
16	21	25	25	25
17	26	28	27	28
18	22	24	28	29
19	14	22	14	15
20	28	29	22	25
Mean	21.25	24.60	20.55	21.10
% of Mean	70.8	82	68.5	70.3

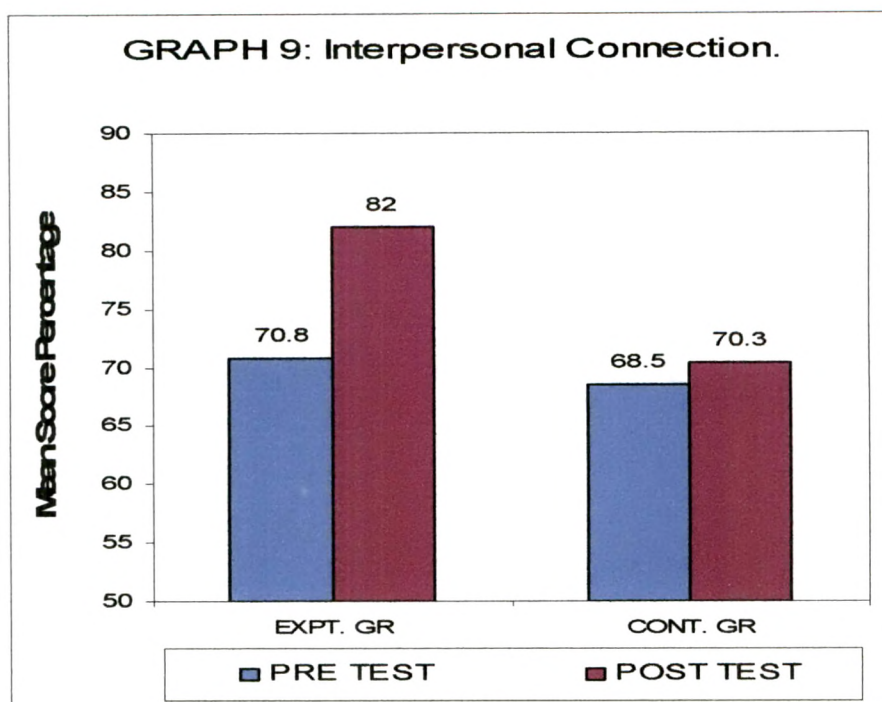


Figure 5.9. Graph 9: Interpersonal Connection

The effectiveness of the intervention programme in terms of 'Interpersonal Connection' was evaluated with the help of ANCOVA technique. The summary of ANCOVA for Interpersonal Connection is given in the following Table. 5.18.

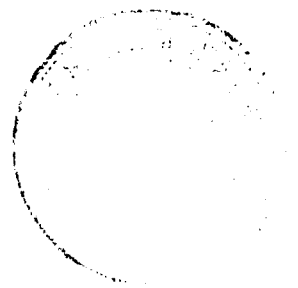
TABLE 5.18.: SUMMARY OF ANCOVA FOR INTERPERSONAL CONNECTION

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	4.90	122.50	24.50	85.63	1	85.63
Within Groups	574.70	458.60	460.90	88.96	37	2.40
Total	579.60	581.10	485.40	174.59	38	-

$$F = \frac{85.63}{2.40} = 35.67 \text{ (Significant)}$$

From Table F
df 1 / 37

{ F at .05 level = 4.08
F at .01 level = 7.31



When we refer to the primary score of Interpersonal Connections from the Table 5.17, the mean scores ranged from 21.25 to 24.60 of the experimental group and that of the control group ranged from 20.55 to 21.10. The difference in the score of experimental group is seen clearly. The ANCOVA analysis supports this observation by giving the F value as 35.67, which is significant when compared to the expected value of F. Hence the null hypothesis H_0 , that there will not be any significant difference between the mean scores for Interpersonal Connections of the experimental group and the control group, was rejected. Statistically it can be said that true difference exists between the pretest and post test scores for Interpersonal connections. Therefore clearly it can be said that the intervention programme was effective in terms of ability to build a healthy relationship with others.

To test the hypothesis H_{10} the following data were collected for Constructive Discontent.

TABLE 5.19.: EQ MAP SCALE 9, CONSTRUCTIVE DISCONTENT

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	27	30	19	20
2	20	21	26	26
3	32	32	20	21
4	15	21	22	20
5	22	30	24	25
6	24	25	26	22
7	20	21	21	21
8	21	26	29	30
9	18	21	19	19
10	25	32	17	17
11	20	26	21	21

12	22	32	36	30
13	26	30	30	31
14	24	30	21	22
15	23	26	24	24
16	26	30	27	27
17	32	36	21	21
18	17	19	33	32
19	16	21	16	16
20	36	36	17	18
Mean	23.30	27.25	23.45	23.15
% of Mean	59.7	69.9	60.1	59.4

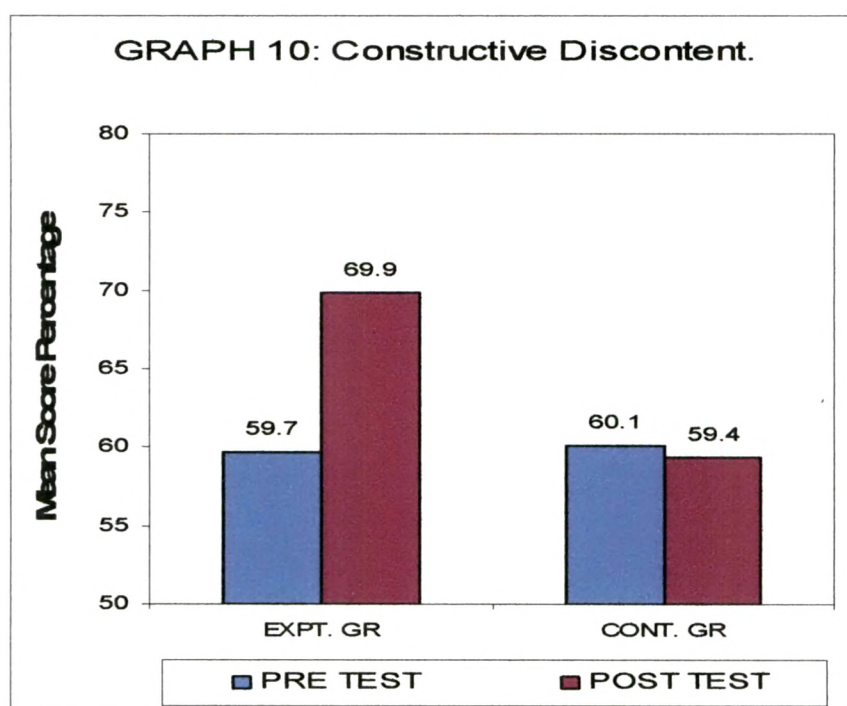


Figure 5.10. Graph 10: Constructive Discontent

From Table 5.19 the primary data of Constructive Discontent was taken to find out the effectiveness of the intervention programme in terms of Constructive Discontent. The mean scores ranged from 23.30 to 27.25 of the experimental group and that of control group ranged from 23.45 to 23.15. The summary of the ANCOVA for these data is presented here.

TABLE 5.20.: SUMMARY OF ANCOVA FOR CONSTRUCTIVE DISCONTENT

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	0.23	168.10	-6.15	178.49	1	178.49
Within Groups	1141.15	966.30	952.15	171.84	171.84	37
4.64 Total	1141.38	1134.40	946	350.33	38	-

$$F = \frac{178.49}{4.64} = 38.46 \text{ (Significant)}$$

$$\left. \begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \right\} \begin{array}{l} \text{F at .05 level} = 4.08 \\ \text{F at .01 level} = 7.31 \end{array}$$

The F value calculated for Constructive Discontent in the above Table 5.20. is 38.46, which is significant as compared to the expected value of F at .01 levels. Hence statistically it can be said that the difference occurred in the pre test and post test of the experimental group is not because of chance but true difference. Hence the null hypothesis H_{10} that there will not be any significant difference in the mean scores for Constructive Discontent of the experimental group and the control group was rejected and the result attributed to the intervention programme enhancing emotional intelligence of the student teachers of experimental group in terms of Constructive Discontent.

To test the hypothesis H_{11} for the EQ component, Compassion, the following data were collected.

TABLE 5.21.: EQ MAP SCALE 10, COMPASSION

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	29	29	23	24
2	21	28	26	27
3	30	31	25	20
4	23	24	21	21
5	22	28	18	18
6	28	34	20	22
7	25	30	19	19
8	26	27	31	31
9	24	27	18	18
10	23	30	26	26
11	23	27	20	21
12	27	30	34	32
13	27	34	25	26
14	24	32	21	21
15	20	26	17	17
16	23	31	17	18
17	30	34	27	27
18	22	27	31	32
19	23	28	11	11
20	34	34	21	20
Mean	25.20	29.55	22.55	22.55
% of Mean	70	82	62.6	62.6

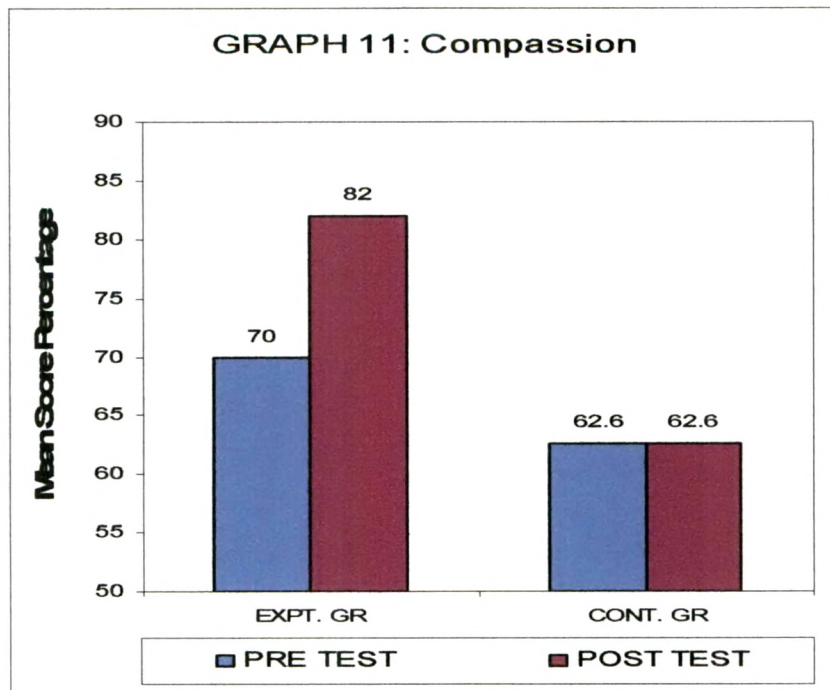


Figure 5.11. Graph 11: Compassion

The mean scores of experimental group and control group were taken from the table 5.21 for the statistical analysis and the summary and interpretation of the analysis is given here.

TABLE 5.22.: SUMMARY OF ANCOVA FOR COMPASSION

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	70.23	490.00	185.50	211.06	1	211.06
Within Groups	844.15	741.90	706.75	150.18	37	4.05
Total	914.38	1231.90	892.25	361.24	38	-

$$F = \frac{211.6}{4.05} = 52.11 \text{ (Significant)}$$

From Table F

df 1 / 37

$$\left\{ \begin{array}{l} \text{F at .05 level} = 4.08 \\ \text{F at .01 level} = 7.31 \end{array} \right.$$

The table 5.22 reveals the calculated F value for compassion, one of the components of emotional intelligence, which is 52.11. When compared to the expected value of F at .01 levels, it is greater and hence significant. Therefore statistically we can say that the difference occurred is true and not by chance. Therefore the null hypothesis H_{11} , that there will not be any significant difference between the mean scores for compassion of the experimental group and control group, was rejected. Thus it can be said that the intervention programme was effective in terms of enhancing compassion, one of the component of EQ of the student teachers of the experimental group.

To test the hypothesis H_{12} , the following data were collected on scale 11 of EQ map.

TABLE 5.23.: EQ MAP SCALE 11, OUTLOOK

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	21	24	16	17
2	17	20	19	20
3	23	24	21	22
4	18	22	22	20
5	18	20	19	19
6	21	22	19	17
7	15	19	19	18
8	14	19	21	20
9	16	23	16	17
10	19	20	16	16
11	14	23	18	20
12	15	18	23	24
13	23	24	20	20
14	19	21	24	21
15	16	18	11	12

16	18	24	14	15
17	19	21	24	20
18	18	22	21	21
19	16	22	14	15
20	24	25	11	12
Mean	18.20	21.55	18.40	18.30
% of Mean	75.8	89.8	76.7	76.3

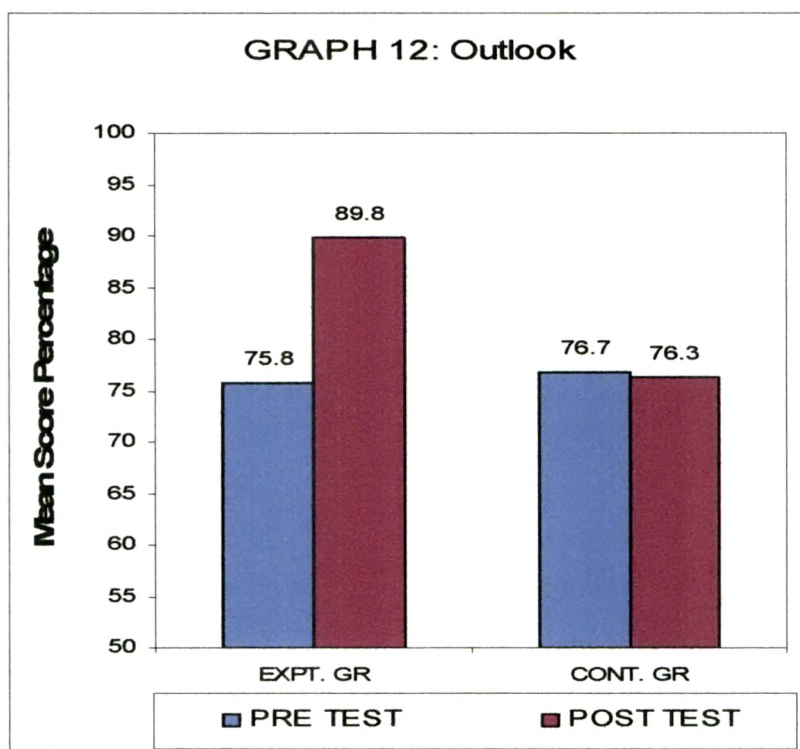


Figure 5.12. Graph 12: Outlook

The next component of EQ, i.e. 'Outlook' was compared with the help of the mean scores of experimental group and control group obtained in Pre test and Post test. The mean score of pre test of experimental group is 18.2 and that in Post test is 21.55, while the mean score of pre test of control group is 18.4 and in post test is 18.3. The ANCOVA analysis of these data is as follows.

TABLE 5.24.: SUMMARY OF ANCOVA FOR OUTLOOK

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	0.40	105.63	-6.50	113.28	1	113.28
Within Groups	456.00	277.15	293.40	88.37	37	2.38
Total	456.40	382.78	286.90	201.65	35	-

$$F = \frac{113.28}{2.38} = 47.59 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The table 5.24 presents the calculated F value for 'Outlook', which is 47.59. It is greater than the expected value of F at .01 levels, therefore significant. Statistically it can be said that the difference exists between the pre test and post test scores for outlook of the experimental group is true difference and not happened by chance. Therefore null hypothesis H_{12} , that there will not be any significant difference between the mean scores for outlook, a component of EQ, of the experimental group and the control group, is rejected. And the conclusion drawn from this was that the intervention programme had positive impact on the outlook of the student teachers of the experimental group.

To test the hypothesis H_{13} , the following data were collected on scale 12 of EQ map.

TABLE 5.25.: EQ MAP SCALE 12, TRUST RADIUS

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	20	22	13	15
2	21	21	19	20
3	20	22	17	16
4	14	20	15	16
5	19	25	14	14
6	16	21	17	16
7	12	17	13	13
8	17	20	25	20
9	13	19	15	16
10	17	22	13	14
11	13	19	14	14
12	14	22	24	21
13	19	23	17	20
14	15	19	16	21
15	14	20	21	20
16	16	21	18	17
17	22	23	18	18
18	16	21	23	20
19	12	20	14	15
20	23	24	13	12
Mean	16.65	21.05	16.95	16.90
% of Mean	55.5	70.1	56.5	56.3

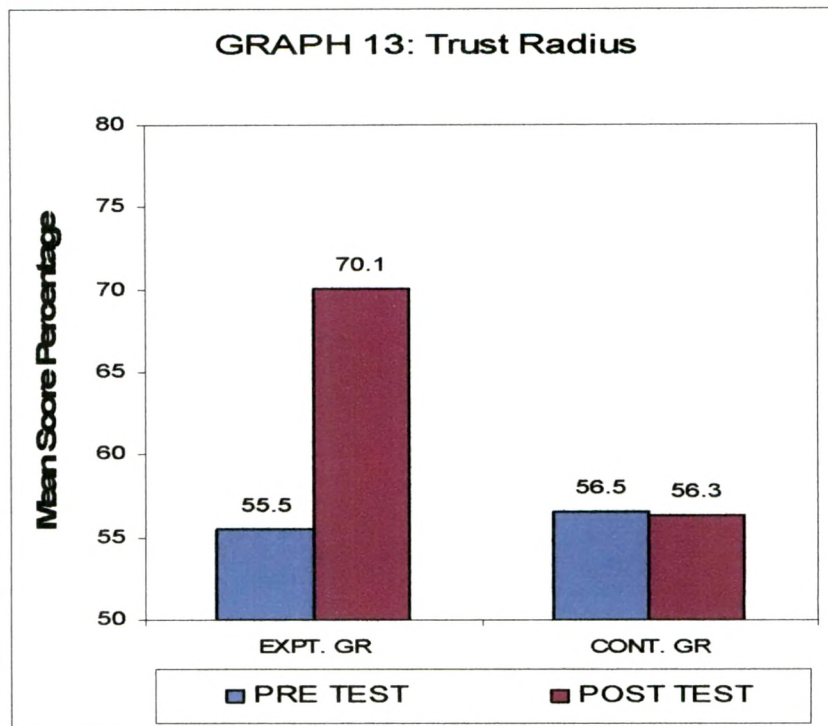


Figure 5.13. Graph 13: Trust Radius

The mean scores of 'Trust Radius' of the experimental and control group ranged from 16.65 to 21.05 and 16.95 to 16.90 respectively. The summary of ANCOVA for trust radius is presented below in the table 5.26.

TABLE 5.26.: SUMMARY OF ANCOVA FOR TRUST RADIUS

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	0.90	172.23	-12.45	185.60	1	185.60
Within Groups	487.50	226.75	263.25	84.59	37	2.28
Total	488.40	398.98	250.80	270.19	38	-

$$F = \frac{185.60}{2.28} = 81.40 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} \text{F at .05 level} = 4.08 \\ \text{F at .01 level} = 7.31 \end{array} \right.$$

The analysis by ANCOVA gives the F value for Trust Radius as 81.40, which is significant as it is greater than the expected value of F at .01 level. It can, therefore be said that the mean scores obtained in Pre test and Post test of experimental group and of the control group do differ significantly. Thus the null hypothesis H_{13} , that there will not be any significant difference between the mean scores for trust radius of the experimental group and the control group, was rejected. It can therefore be concluded that the treatment given to experimental group, namely Enneagram educational programme had significant effect on the trust radius of the student-teachers of experimental group.

To test the hypothesis H_{14} , the following data were collected for Integrity.

TABLE 5.27.: EQ MAP SCALE 13, INTEGRITY

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	20	24	14	15
2	14	17	18	18
3	17	20	17	18
4	15	19	19	19
5	16	20	12	12
6	18	22	15	15
7	16	20	14	12
8	17	22	24	20
9	17	24	15	16
10	24	24	18	18
11	14	17	17	17
12	15	20	26	25
13	24	27	22	21

14	13	19	22	22
15	15	20	15	16
16	19	22	15	15
17	22	22	24	20
18	18	20	27	25
19	18	21	11	11
20	27	27	15	15
Mean	17.95	21.35	18.00	17.50
% of Mean	66.5	79.1	66.7	64.8

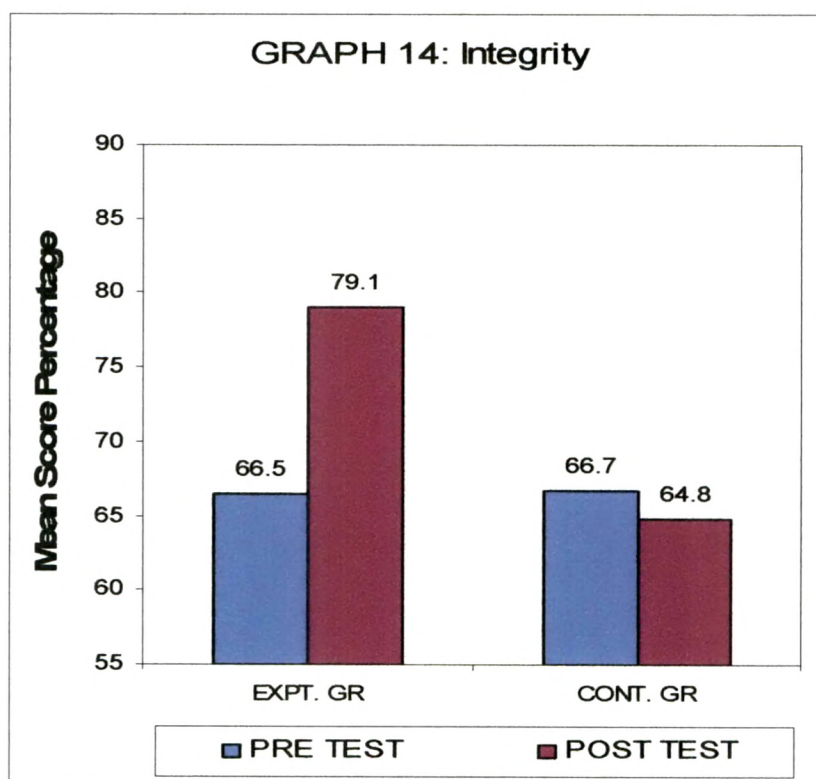


Figure 5.14. Graph 14: Integrity

The effectiveness of 'Integrity' was measured by taking the mean scores, which ranged from 17.95 to 21.35 in Experimental group and from 18.00 to 17.50 in Control group, to ANCOVA. The following Table 5.28. reveals the calculated value of F.

TABLE 5.28.: SUMMARY OF ANCOVA FOR INTEGRITY

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	0.03	148.23	-1.92	151.10	1	151.10
Within Groups	682.95	439.55	507.35	62.64	37	1.69
Total	682.98	587.78	505.43	213.74	38	-

$$F = \frac{151.10}{1.69} = 89.40 \text{ (Significant)}$$

From Table F $\left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$
df 1 / 37

As referred to the table 5.29, the calculated F value is 89.40 and when compared to the expected value of F at .01 level, it is quite high. It indicates that the difference in the mean scores for Integrity is truly significant. Therefore the null hypothesis H_{14} formulated earlier for the statistical testing, that there will not be any significant difference between the mean scores for Integrity of the experimental group and the control group, was rejected. And thus it can be concluded that the intervention programme was effective in terms of integrity that is the student-teachers of the experimental group were able to accept full responsibility, communicating clearly and openly and gained courage to lead themselves and others with honour after discernment.

To measure the outcomes of EQ and test the hypothesis H_{15} , the following data were collected.

TABLE 5.29.: EQ MAP SCALE 14, GENERAL HEALTH

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	33	15	24	24
2	19	10	21	21
3	26	20	26	27
4	23	26	22	25
5	15	10	22	23
6	10	09	31	22
7	19	14	08	30
8	26	19	38	18
9	17	14	19	18
10	32	16	12	20
11	31	21	34	12
12	44	22	13	14
13	18	10	25	13
14	48	20	29	29
15	33	17	19	20
16	24	20	14	19
17	06	05	48	15
18	15	10	19	19
19	23	12	42	40
20	06	05	12	13
Mean	23.40	14.75	23.90	21.10
% of Mean	74.8	84.1	74.3	77.3

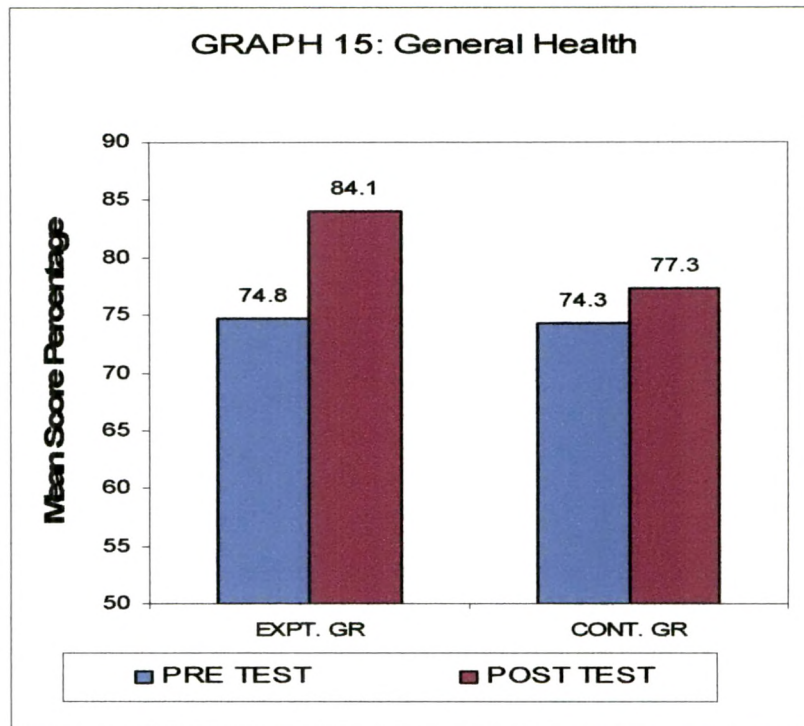


Figure 5.15. Graph 15: General Health

The difference in the outcome of EQ in terms of ‘General Health’ was calculated by finding out the value of F. The statements in this part of inventory are given in reverse order. It means that the high score will indicate poor health while the low score tells of better health. The summary of ANCOVA is given in the table 5.30.

TABLE 5.30.: SUMMARY OF ANCOVA FOR GENERAL HEALTH

Source of Variation	$SS_{(x)}$	$SS_{(y)}$	$SS_{(xy)}$	$SS'_{(y)}$	df	$MS'_{(y)}$
Between Groups	2.50	403.23	31.75	387.29	1	387.29
Within Groups	4526.60	1541.55	1132.20	1258.36	37	34.01
Total	4529.10	1944.78	1163.95	1645.65	38	-

$$F = \frac{387.29}{34.01} = 11.38 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

From the table 5.30, it is clear that the calculated F value is 11.38 and when compared to the expected value of F at .01 levels, it is greater than that. It indicates that the difference found is significant. Therefore the null hypothesis H_{15} , formulated earlier for statistical testing, that there will not be any significant difference between the mean scores for General Health, one of the outcomes of emotional situation of a person, of the experimental group and the control group, is rejected. It indicates that the intervention programme had positive impact on the general health of the student-teachers of the experimental group. The statements in the questionnaire are given in reverse direction, which means high score obtained by the person will indicate his/her poor health while low score will indicate sound health of a person.

Similarly, to test the hypothesis H_{16} , for the quality of life, one of the outcomes of EQ, the following data were collected.

TABLE 5.31.: EQ MAP SCALE 15, QUALITY OF LIFE

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	24	25	18	20
2	17	20	26	21
3	23	27	24	25
4	21	23	25	20
5	22	21	31	30
6	25	26	24	25
7	18	20	21	22
8	20	21	29	28

9	20	22	19	20
10	17	18	27	27
11	27	27	13	15
12	18	21	27	26
13	24	25	27	25
14	23	25	21	20
15	15	19	14	15
16	19	21	21	20
17	26	26	29	29
18	24	24	30	31
19	21	22	12	12
20	26	27	13	14
Mean	21.50	23.00	22.55	22.25
% of Mean	65.2	69.7	68.3	67.4

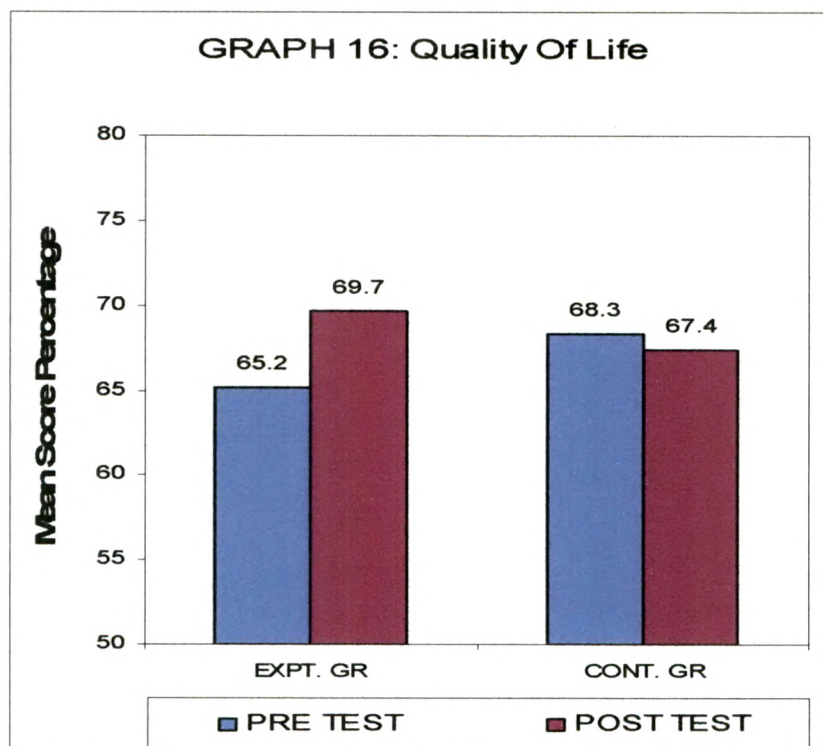


Figure 5.16. Graph 16: Quality of Life

The next outcome of EQ was measured in terms of 'Quality of Life'. The mean scores ranged from 21.50 to 23.00 in Experimental group and 22.55 to 22.25 in control Group. The summary of ANCOVA can be seen in the Table5.32.

TABLE 5.32: SUMMARY OF ANCOVA FOR QUALITY OF LIFE

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	11.03	5.63	-7.87	26.36	1	26.36
Within Groups	923.95	735.75	777.25	81.90	37	2.21
Total	934.98	741.38	769.38	108.26	38	-

$$F = \frac{26.36}{2.21} = 11.93 \text{ (Significant)}$$

$$\begin{array}{l} \text{From Table F} \\ \text{df } 1 / 37 \end{array} \left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The table 5.32 reveals the calculated value of F for Quality of Life, another outcome of emotional situation of a person. It is 11.93 which is greater than the expected value of F at .01 levels and hence it is significant. Statistically it indicates that the difference occurred between the pre test and post test for quality of life of the experimental group and of control group is real difference and is not happened by chance. Therefore the null hypothesis H₁₆, that there will not be any significant difference between the mean scores for quality of life, of the experimental group and the control group, was rejected. The conclusion drawn from this was that the Enneagram educational programme positively influenced the quality of life of student-teachers of the experimental group.

To test the hypothesis H_{17} , the following data were collected for relationship quotient.

TABLE 5.33.: EQ MAP SCALE 16, RELATIONSHIP QUOTIENT

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	15	18	10	11
2	13	17	10	10
3	17	17	19	15
4	17	21	18	16
5	17	18	16	17
6	15	18	19	18
7	18	20	19	16
8	15	17	16	19
9	15	16	13	16
10	16	18	09	13
11	13	16	21	09
12	18	20	20	20
13	19	19	14	14
14	17	18	11	11
15	16	18	14	12
16	18	20	21	20
17	18	19	21	21
18	18	20	13	14
19	40	16	09	13
20	21	21	10	09
Mean	16.30	18.35	15.60	14.70
% of Mean	77.7	87.4	74.3	70

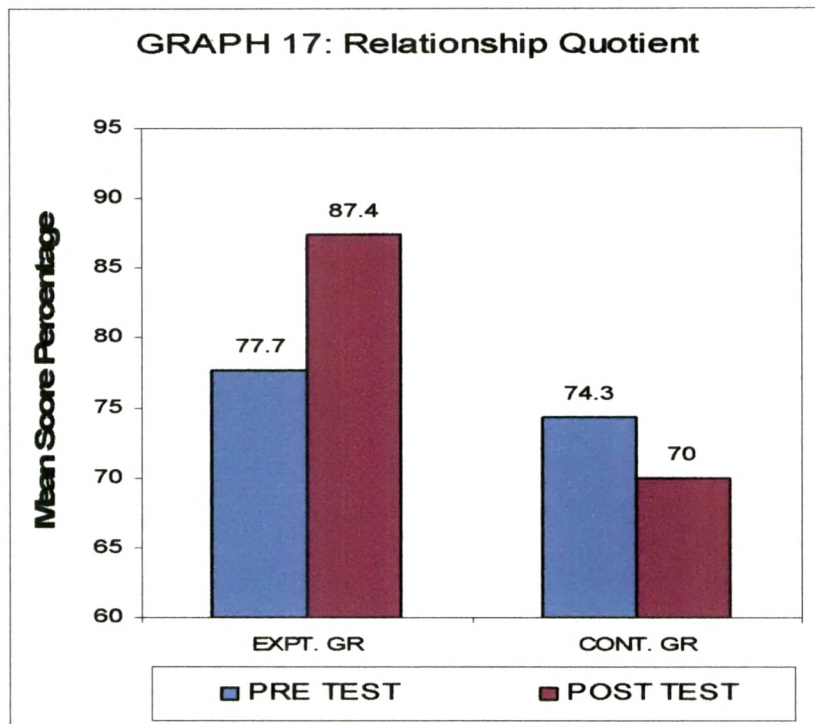


Figure 5.17. Graph 17: Relationship Quotient

The difference between the mean scores of 'Relationship Quotient' was calculated and observed. The summary of ANCOVA for Relationship Quotient is given in the table 5.34.

TABLE 5.34.: SUMMARY OF ANCOVA FOR RELATIONSHIP QUOTIENT

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	4.90	133.23	25.55	102.21	1	102.21
Within Groups	463	312.75	288.50	132.98	37	3.59
Total	467.90	445.98	314.05	235.19	38	-

$$F = \frac{102.21}{3.59} = 28.47 \text{ (Significant)}$$

From Table F
df 1 / 37

$$\left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The table 5.34 reveals the calculated F value for Relationship Quotient, which indicates how well a person connects herself/himself with the people at deeper level with long-term commitment. The value of F in the above table is 28.47 which is greater than the expected value of F at .01 level and hence it is significant. Therefore the null hypothesis H_{17} , that there will not be any significant difference between the mean scores for Relationship Quotient, of the experimental group and the control group, was rejected. It concludes that the intervention programme had enhanced the relationship quotient of the student-teachers of the experimental group.

To test the hypothesis H_{18} , the following data were collected for optimal performance in EQ map.

TABLE 5.35.: EQ MAP SCALE 17, OPTIMAL PERFORMANCE

Participants	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
1	17	18	14	15
2	12	15	15	16
3	16	12	16	17
4	11	15	12	12
5	13	11	13	14
6	18	18	17	17
7	12	18	24	20
8	13	15	15	15
9	10	12	14	15
10	10	15	10	12

11	11	12	15	16
12	13	16	19	19
13	18	18	18	18
14	13	16	13	14
15	12	15	14	13
16	14	16	11	12
17	17	18	21	20
18	12	15	21	22
19	13	16	18	16
20	18	18	15	14
Mean	13.65	15.45	15.75	15.85
% of Mean	65	73.6	75	75.5

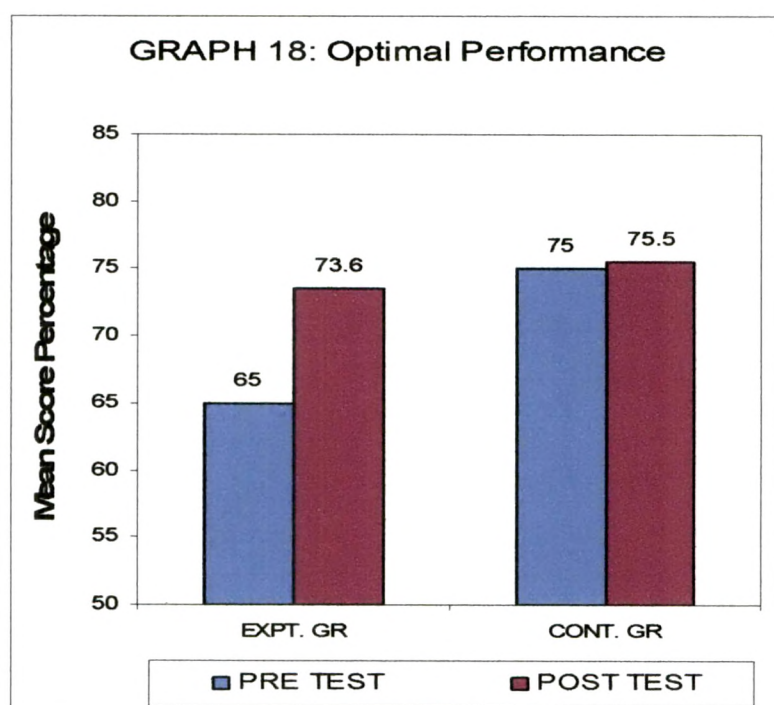


Figure 5.18. Graph 18: Optimal Performance

The mean scores of the last component of EQ i.e. 'Optimal Performance' were compared in order to test the hypothesis related to optimal performance. The table 5.36. gives the summary of ANCOVA .

TABLE 5.36.: SUMMARY OF ANCOVA FOR OPTIMAL PERFORMANCE

Source of Variation	SS _(x)	SS _(y)	SS _(xy)	SS' _(y)	df	MS' _(y)
Between Groups	44.1	1.60	8.40	8.37	1	8.37
Within Groups	380.30	251.50	247.40	90.55	37	2.44
Total	424.40	253.10	255.80	98.92	38	-

$$F = \frac{8.37}{2.44} = 3.43 \text{ (Not Significant)}$$

From Table F

df 1 / 37

$$\left\{ \begin{array}{l} F \text{ at } .05 \text{ level} = 4.08 \\ F \text{ at } .01 \text{ level} = 7.31 \end{array} \right.$$

The value of analysis of covariance for optimal performance is apparent in the above table as $F=3.43$, which is less than the expected value of F even at .05 level. Therefore the difference is not significant. It can be said that no true difference exist between pre test and post test scores for optimal performance. Hence the null hypothesis H_{18} that there will not be any significant difference between the mean scores for optimal performance, one of the outcomes of the Emotional Intelligence of a person, of the experimental group and the control group, was retained. And the conclusion drawn from this was that the Enneagram educational programme had no impact on the optimal performance of the student-teachers.

5.2.1. GRAPHICAL PRESENTATION OF EQ MAP

Figure 5.2. presents the EQ map Scoring Grid of experimental group and Figure 5.3. presents the EQ map Scoring Grid of control group in graph form. EQ map scoring grid visually maps the performance of an individual or group and creates a snapshot of current EQ strengths and vulnerabilities. Each point on the graph has two coordinates; the abscissa indicates the seventeen components and outcomes of emotional intelligence and the ordinate indicates the four levels of performance, namely caution, vulnerable, proficient and optimal, of the group of their current EQ strengths and weaknesses. It tells that in which area of emotional intelligence the person needs more attention and also confirms the talents and capabilities of the person, which can be valuable for the person to continue deepening and developing the areas of strength across the full range of emotional intelligence attributes and also counting on them as assets in his/her life and work.

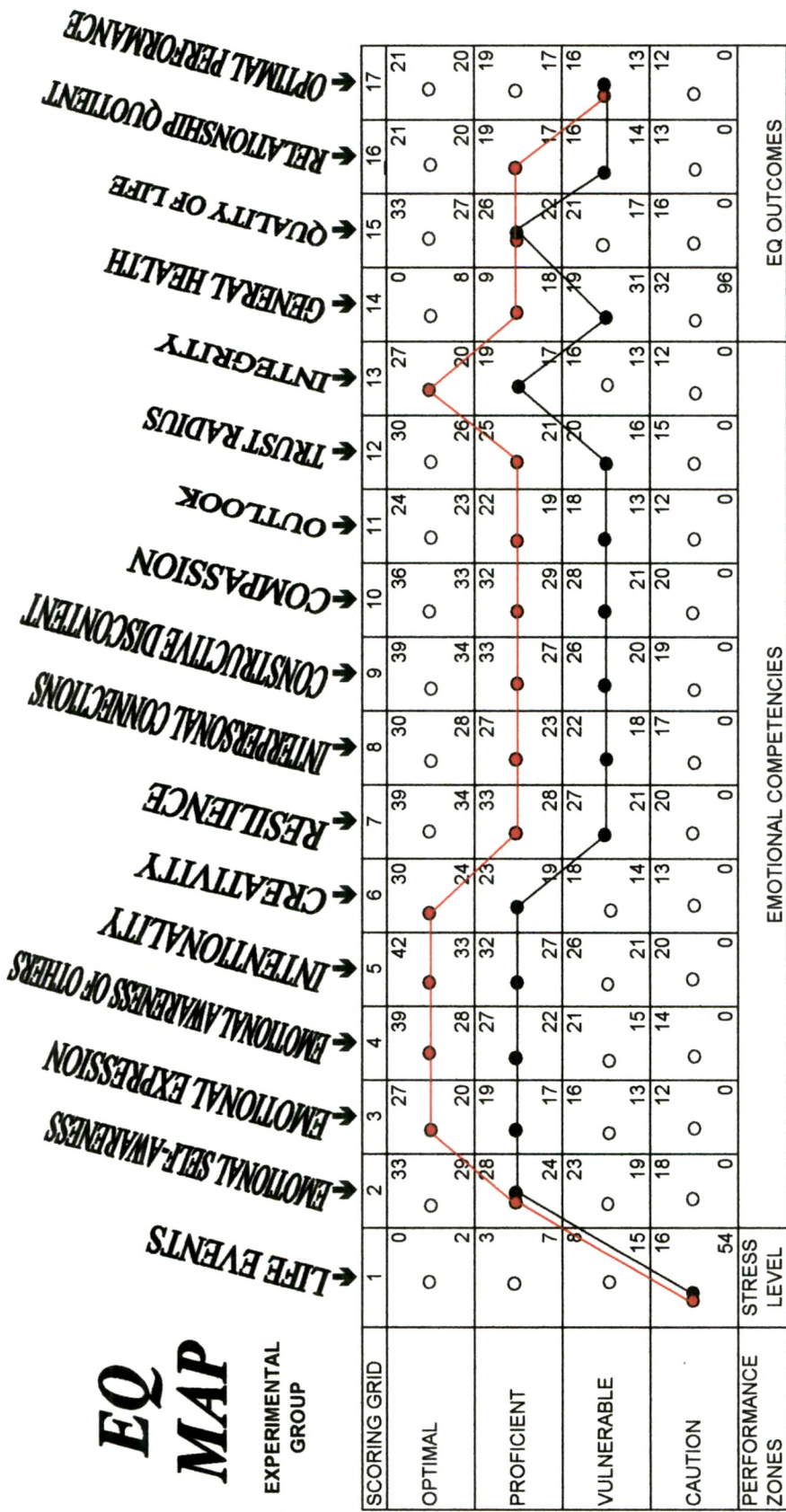


Figure 5.19.

CONTROL GROUP



276

The comparison between the maps of pretest and posttest of the experimental group can be seen in the graph. (Fig. 5.2.) The first line graph of pretest indicates an average performance mostly towards vulnerable and caution side and the second graph of posttest indicates a fairly high degree of performance compared to the pretest graph. In the Figure 5.3. the EQ maps of control group are represented. Both the graphs indicate the same level of performance, which is mostly towards vulnerable side. From these two graphic representations of the EQ map the relationship between the independent and dependent variable is clear that the intervention program had an impact on various components of emotional intelligence of the experimental group.

5.3. ANALYSIS OF THE DATA OBTAINED THROUGH THE UNSTRUCTURED INTERVIEW

An unstructured interview was conducted for each student- teacher of the sample, after the completion of the intervention programme. This was done mainly to test the hypothesis H_{19} and to probe the participants of their teaching style which each personality type is likely to adapt unconsciously. Therefore the interview guide was prepared by the investigator in this direction and total freedom was given to the interviewee to speak about the intervention programme, their teaching styles and other relevant information. The interview guide consists of a list of 11 questions that was to be explored in the course of an interview. It was prepared in order to make sure that basically the same information is obtained from all the participants covering the same area. Additional prompting and probing was also done during interview in order to get clarified responses.

The data obtained through the unstructured interview showed almost the same trend as shown by the responses during course evaluation and reaction scale questionnaire. Most of the participant's responses started with the benefits they had gained from the programme as a teacher as well as an individual. The responses of participants for each question in the interview guide were categorized according to their personality types and are presented here below, keeping the confidentiality and respect of the persons.

When asked how the intervention programme had helped them as a teacher and as an individual person, one of the participants said that the Enneagram really uncovered for her what had been hidden, at least to her conscious mind. In school she

wasn't very good teacher because she often felt insufficiently challenged. And she never expressed this feeling. Now with the exercises, she had gone through during the intervention programme, had helped her to express her inner feelings. She started to express her love for the students and also to her family members. Another participant said that the Enneagram was like a mirror for her. She enjoyed thoroughly all whole intervention programme and determined to continue all the attention practices. Yet another participant said that she was astonished to notice that how after the intervention programme, she is charged with energy and Enneagram is working as a power source. Other responses were that they feel tremendous joy by discovering themselves. They said that they improved a lot in their relationship and communication. Another participant expressed that how rigid and nervous she was earlier and now after realizing her personality, her attitude towards life and her profession has completely changed. Another participant talked about the programme that it was very interesting and systematic. It has helped her to be more reflective and proactive. Though in the beginning she got a mild sense of shock to realize her personality type but after the transformational workshop she felt peace and acceptance within herself. Three other participants expressed their satisfaction for attending the programme and they said that their family members noticed positive changes in their behaviour.

When the participants were asked that what do they look for in their students and what is important in their presentation of the subject matter, different personality types gave different responses.

Type ONES said that by studying the Enneagram they have become more compassionate with themselves and towards students. Usually they judge students every now and then and point out their mistakes and ask them to correct their mistakes and follow the ideals. They like to see their students hardworking, tidy, and disciplined and want them to develop high moral and ethical values. Some of the type ONE- teachers said that they look for in their students, the evidence that they see what their teachers themselves see. And that they enjoy the beauty of natural processes. They want to see their students completing their work in time and then only they go to play. They always want to see their students doing the right thing. The students should work longer and pay lots of attention to little tiny details that are not noticeable to

others but as teachers they do. When they are teaching some subject matter, they see that there is clarity. They teach with conviction and authenticity. They said that Honest is their policy.

Type TWOs said, they try to build a very affectionate relationship with the students. They are always alert to see what type of help students are in need of. They are ready to give extra time for the weak students. Some of the TWOs narrated that when at times, students are not approaching them they feel that something is wrong with their teaching or with themselves. And they start getting approval from their students by meeting their needs. During presentation of the content material, very often they ask in between, "Do you need a break now? Are you tired? Would you like to have some notes? etc." They try to create a homely atmosphere in the classroom. Also type TWO teachers prepare a lesson carefully not in terms of the presentation of the material but thinking about these students to whom they want to give the gift of the written notes. As teachers, they look for in their students, which can be called 'commitment'. They want in their students, willingness to be engaged. They find difficult to accept the lack of interest on the part of students, and their passivity. And therefore in their presentation they see that each person in the class have breathing space and the students are able to encounter the material presented to them and they treat their teachers with absolute respect.

Type THREEs said that the first thing they look for in their students is that they are goal oriented. They try to make a point to check that all their students have set their goals. Therefore they present the subject matter according to the objectives set for that. They want to see their students very active and therefore they give them lots of activities to do. They ensure with their students that they finish their work in due time. They want to see them energetic and always engage with some work or studying. Therefore they give the messages through the content material that they have to get beyond the limitations of their own life.

Type FOURs gave their responses in a very interesting way. They said that they like to arrange their classroom in a form of a circle and make individual connection with each student. Most of the time, they said that they are very warm towards their students and they try to see that their students are interested I study and in other activities of life and are dedicated. While presenting the content material, the

important thing for them is that they reach the students directly and that they are able to help the students receive and process information given to them.

Type FIVE teachers look for the ideas among their students. They enjoy teaching because they like to see the students engaged in the process of finding answers to the problems. They want their students to find out various ways of looking at any problem. And also they expect from their students that everyday they bring some new information to the class and share with all. They encourage their students to ask many questions and develop creativity. They try to present the subject matter in such a way that the whole concept is clear to the students and they have in-depth knowledge.

Type SIX teachers said that they try to develop a fairly level, non-authoritarian type of relationship with the students. Loyalty is a key factor in their personal relationship. They try to develop, in their students, logical thinking. They look for clarity in their student's thinking. They give them the liberty to think and instruct them to look for the answers only after finding the connection between the evidence and the conclusion. While presenting the subject material they see that it catches the students' interest and that the central idea is clear to them. At times they encourage group-work and development of team-spirit, but they are over protective of their students, it is their feeling.

Type SEVEN teachers said that their interactions with students are mainly on a mental level. They try hard to get to know how each student thinks and how they see themselves. They look for in their students, investment in their work, energy, the desire to understand something and a unique perspective. In their presentation of content material the important thing is coherence. They are not comfortable with discrete bits of information that don't connect, there has to be a pattern to it. They encourage fun and freedom in the classroom. Their opinion is that students should be exposed to all kinds of experiences so that they learn to discern what is needed. Latest models and knowledge theories should be taught and traditions are not very important.

Type EIGHT teachers expressed that they look for in their students, what touches their soul, what moves them towards their greatness and what they want from teachers as far as supporting them. They are driven by a need for justice and therefore

they confront authorities for the sake of their students. They told that they are concerned with fairness in whatever works, in supporting their students. To motivate their students, usually they take the path of aggression and push the students to perform. They accepted that at times they are authoritarian and become dictatorial. In their presentation of subject matter they see that the material is put in a way that it is exciting, powerful, that it meets the needs of the person and that it gets results.

Type NINEs said that they merge with their students and literally lose their own boundaries so that they feel that there is no distance between them and their students. They said that sometimes in the classroom they are excited and full of enthusiasm and at other times they have no energy. Thus according to their mood, they look for enthusiastic students, peaceful and calm students. They are honest with their students and really love them. They don't push the students directly towards achievement but want their students to learn to live peacefully, having harmonious and honest life. They look for in each student that he/she gets along with other companions well. In their presentation of material, time is not important for them, but important is that everybody have understood it or not, lest they repeat their presentation.

When asked the next questions that what the students say about them and about their teaching, communication style and also what their own opinion about their work style is, the following responses were given by different Enneagram types.

Type ONEs said that very often students say that they are inspiring teachers. They see these teachers as a moralist and ethical persons who bring out the best in their students. They also see them responsible persons and high standards of right behaviour. Their communication and work style are like an idealist. Very often they find themselves correcting students, giving speeches and insisting them to follow the rules and regulations. Always in the background of their mind is that the aim of education is to bring out perfection.

Type TWOs said that their students say that they are very sentimental but affectionate and loving teachers. Students enjoy their classes but as such they don't remember what these teachers have taught them. They said that they regard their profession as being 'the business of giving'. Therefore they are regarded by the students as very generous and kind persons. Their communication style is verbal and

work style is, a performance style. It is not a one-man performance but giving rise to real interaction between teacher and students and between students. Mostly their work style is of caring type where students feel safe and cared. In their communication they elicit approval from their students by meeting their needs. Therefore much time is spent being with the students, talking and relating with them.

Type THREEs said that their students often remark that they are running too fast in their lessons. They talk too much and like to hear their own interpretations. Many a times they ask their students about their goals and achievements and get angry when their students don't achieve high grades or marks. Their communication and work style are affected by their competitive nature. They speak loudly and clearly with clear objectives in mind. Many a times they act as role models than as persons. Their multitask minds sometimes confuse the students to set their priorities.

Type FOUR teachers said that their students see them as very good and dedicated teachers, who try to bring variety in their teachings so that students don't get bored up, and that they understand the lesson well. Few students call them intuitive and creative teachers because on-the-job spontaneous creativity comes out in the classroom. Their communication style is like a counselor and many a times it is informal. It is personalized and intense. Their work style is mostly to establish connection and encourage creativity. They give lots of opportunity to their students to work in a group, share together and create new ideas and things. They try to show their students that they are gifted and competent professionals.

Type FIVE teachers said that their students often said that they are very impartial teachers, having no favorite student and having the gift of rational thinking. Even in a charged situation, students say that they keep a cool head. Sometimes students give a nick-name to them as 'stone-faced'. Some other students say that they expect too much from the students, especially at the beginning of the school year. Their communication style is to give expertise to the students. Therefore at times they walk into a classroom to the end of the class. Their work style is like an expert teacher or like a specialist. Their teaching style is investigative.

Type SIX teachers said that their students call them adviser and non-authoritarian. They say that they try to get their students to think and not just parrot material or repeat back things that they have learned. Their communication style is

questioning which leads the students to think more and to get them to come up with questions for still more thinking. Their work and teaching style is interactive, dialoguing, attempting to get people to think. They try to make people alert of various possible dangers in life and work.

Type SEVEN teachers said that their students say that they are fun-loving teachers, who tell many stories and jokes in the class. They also say that they love what they do and have a passionate interest for history. They also give the impression that our teachers care for us and encourage us to think independently. Their communication style is to expose all kinds of experiences so that students learn to discern what is needed for them. And therefore plenty of freedom is given in their work style. Their teaching style is fluid. They are not an authority in the classroom. They behave like friends with the students learning together.

Type EIGHT teachers said that their students sometimes say that they are tough and strict teachers and also they add that they are caring, loving and supportive. At times they experience their autocratic behavior and full control over the students. Communication style, according to them is very direct, sensitive but controlling. Also their work style is innovative, intuitive, spontaneous and powerful. It tends to be toward aggressive and empowering. Because of this strictness and force, they said that some of the students do very well and overcome their laziness. They think that what makes them effective in their teaching is that they can describe and enroll students in a vision and not move in any other direction until the vision is accomplished.

Type NINE teachers narrated that their students call them very supportive and loving teachers. They have good rapport with them and are cared for. Their communication style is flexible according to the demands of the students and the situation available. They can create a space where everybody feels that their contribution has value. They don't get stuck up with a rigid plan. From outside, their teaching style may look chaotic. Lots of things goes on at the same time; lots of little lessons happening at the same time in the room. They communicate well, most of the time, as it is important to be understood. They can rephrase other people's comments so that they are better understood.

Other questions during interview were asked about their choice for teaching profession, preparing lesson plans and the work they enjoy doing in the school campus. Also what do they like and dislike about the classroom.

Type ONES responses were based on their passion for excellence. They said that they have taken teaching profession because they find pleasure to convey to other people what they see. And they have the deep conviction that what they see is right and God has sent them into this world to bring everything in order. About preparing lesson plan they said that everything is clear and planned in their head, even though they don't write on the paper. The detail plan they make in their head itself and they know at any given moment exactly what they are going to do or speak. They like to take moral science classes and correct the notebooks and check the test papers of their students and bring to their notice what mistake they have done. They like about the classroom that students, who are under formation at their disposal and that they can have a little world among themselves where teacher will show the students the way to live the fullness of life with moral and ethical values. They don't like the existing structure of classroom having four walls. They prefer to have classes under a tree in open air and natural setting.

Type TWOs said that because of their caring and empathic nature they have taken teaching profession so that they will be able to take care of the children and give them emotional support. Teaching and being with the students give them great joy and where they feel most alive. About preparing lesson plans they said that they plan for a starting point, but after that they are much more in what the students needs are at a particular time. They have experienced that the plan does not work for them. They like being stretched and revitalized by using all their power of imagination, persuasion and passion. They don't like in this profession that they have to hand out grades or marks to the students and sometimes make them feel sad because of poor marks. They love to have personal contact with the students and help them in the playground, library, classroom and other places.

Type THREEs said that they like teaching because they get a sense of achievement in their students. When their students perform well, they feel happy and satisfied. This profession keeps them active and continuously moving. The interaction between the information, the ideas, the skills and the people endlessly fascinate them

and bring energy to their lives. About preparing lesson plans, they said that it is frustrating task and they get annoyed when they don't have enough time to prepare lessons well. What they like in the classroom is interaction and therefore they try to bring excitement in the class and bring the energy right up to the roof. For them it was difficult to answer, what they don't like about the classroom. They said that after getting the B.Ed. training, everything they like in this profession.

Type FOUR- teachers' responses were that they like to teach because they find fulfillment in that. They see it as a noble task and try to establish spiritual connection with the school and with students. They expressed quite positive attitude towards preparing lesson plans and they do it with pleasure. In the classroom they like to have the feeling of community among students and they enjoy directing them in their studies as well as in their personal life. What they don't like about the classroom is the difficulty in having the students focused and present during lesson. That the students take part attentively in the discussion and it is moving in the direction what is supposed to be achieved. They also added that they like having various co-curricular activities in the school campus and they enjoy directing the students.

Type FIVES said that they have taken teaching profession because they enjoy and believe that all problems can be solved in many ways. And this happens when many minds of students work in the classroom. They feel happy and satisfied when students perceive the problems well. They like silence; it allows them time to think. Therefore they like the class, where students are quite and silently doing their work. Preparing lesson plans are difficult for them because they always look for that particular way of getting across a complex idea so that the students can say, "oh, Aha, we have understood." Therefore they plan many alternatives in their mind and not on the paper. They enjoy and like the class where bright students are present, who think intelligently and ideas are exchanged freely. What they don't like about the classroom where the ideas and information are delivered in a traditional way and students do not get opportunity to use their creative thinking power. Type FIVE teachers enjoy having debates, elocution etc. time to time in he campus, for the students.

Type SIX teachers said that they enjoy teaching because they can have dialogue with the students. The group of students, when think together, work wonder; it is their opinion and feeling. They like to have interactions in the classrooms and

they encourage the students to ask as many questions as they can. They said that to prepare lesson plans is total frustration. They don't enjoy it but because they have to submit their plan to the principal they do it. They like that classroom where they feel themselves secure and not being attacked by the students. So when they feel confident about the subject and have mastery over the topic, they enjoy teaching. What they don't like about the class is the tendency of students to treat them as in charge of them. Also they don't like students who come up with a lot of complaints because they give freedom to them. They don't like students saying that they won't be able to do something. They want their students to try. They appreciate having group activities in the campus, especially sports and games and other cultural programmes.

Type SEVEN teachers said that they like teaching profession because they love children and every year they deal with new faces and new ways of teaching. They like to entertain their students with lots of fun and stories. Preparing lesson plans is a joy for them. They are able to put new ideas and directions to teaching. They added that, they can spend hours sitting and thinking about how they are going to do a particular lesson or any task. In planning, many times they change and rewrite. About the class, they said that they love and like their students, who are innocent, creative and spontaneous. They love talking to them about ideas, their difficulties, how to understand them and solve them etc. what they don't like about the class is to hear the bell ringing and they have not finished what they had planned. They hate to leave good ideas hanging there and not resolve them. Type SEVEN teachers like to go for a picnic or excursion with the students and add fun in their lives.

Type EIGHT teachers expressed their opinion saying that they love teaching and seeing people transformed. They feel satisfaction seeing students finding out about themselves. They like to use their energy to build the characters of their students. In other words, they are able to exercise their power by taking care of their students. It is torture for them to prepare lesson plans and they don't do it; this is what they said. They find it difficult even to have a thought of lesson plan. What they like about the class, is to see their students empowered and that it is a place where they enjoy expressing their views and beliefs. But they don't like the rigid structure of the classroom, especially when it is not big enough to move about. Also they don't like

that there are certain rules which don't work for them. They like to take part in sports and games with the students and encourage them to build their muscles.

Type NINE teachers said that they took the teaching profession that they will be able to contribute their share to make the world a better place. They like to give each and every student what they need, what they want at that time. They like to give them unconditional support and safe place to grow. Even though at times students fail in their performance, but these teachers support them and tell them that failure is the key to success. Preparing lesson plans is a frustrating experience for them. They said that what they plan sometimes hardly happens. Their opinion is, "you can't write down ahead of time", "Time only solves the problem". What they like about the classroom is homely atmosphere and feeling of belongingness. That they are able to say, 'This is my Class'. And what they don't like about the classroom is conflict. What distracts them most in the classroom is when the students start to go after each other and there is conflict between them. Conflicts and fights exhaust them, whereas peaceful classes give them energy of work till late hours.

The last question in the interview was; How the Enneagram can help them in the classroom and in their relationship with students. The responses from different Enneagram types are quoted here below.

Type ONE:- Looking back to their past life, their approaches towards students and their teaching styles, ONEs said that Enneagram has done great marvel to them. They had never realized that by being often critical and harsh to the students, they block the natural growth of the students. The description of Enneagram types was very consoling to them and now they can wrestle with the temptation of perfectionism and the problems it causes. They can now be much calmer and approachable. They learnt to appreciate and give compliments to the students and have decided to give space for fun and laughter. Their students sometimes used to feel inferiority complex after talking to them. They know the reason now and said that it will not happen again. They have changed their expectation from students and reformulated the aim of education. This is the contribution of Enneagram to them. In future, they said that they will not only be an ideal teacher but also companion, mentor and guide to their students.

Type TWO:- Having studied the Enneagram as a group, they feel that now they behave differently with one another. They gained an ability to recognize their own pattern of behaviour and their compulsion of helping others and take pride in that. Now they realized that by giving unnecessary help to their students they have made them dependent on them and not made them self-reliant. They have not given them an opportunity to think and do things creatively. Now they will not do things to be called 'Best Teacher' but they will check their ulterior motives and genuinely help the weak and needy students. They said that with the help of Enneagram they will now understand their students well and will be able to plan various activities keeping in mind the three centers of energies.

Type THREE:- With the help of Enneagram, type THREE teachers said that they have developed a greater appreciation for the strengths of each E-type, and they are sure that each student can bring their strengths together into the classroom. Earlier they were mostly oriented towards tasks and achieving goals but now they know the value of emotions and feelings. Enneagram has developed the emotional aspect of theirs and they have started to look within to find out their real self. They are confident that further Enneagram will help them in their journey of emotional life. They are able to understand others and give more respect to them. They said that up until now, they could accept only their standpoints and perspectives and never given much importance to others views. Now Enneagram has given a fresh quality in their understanding and communication with others and with their students.

Type FOUR:- FOUR teachers are more aware of their biases that each of them holds and how these have affected their teaching and relationships. One of the FOURS expressed that she has already started feeling of being healed and feels light and cheerful. The other FOUR said that she had always problems in her relationships and had the opinion that no one understands her feelings and depth in her relationships, but now she understands her enslavement and prejudices. She feels liberated now. All the FOURS said that now they will be more dedicated, loving and innovative teachers and they will be able to do justice to their teaching with the help of Enneagram.

Type FIVE:- Five teachers expressed their joy and satisfaction by saying that Enneagram was a tremendous help for them to recognize their reflection in type

FIVE. They have understood their problem in relationship and their uninvolvedness with the people. They have started to work on two central energies, which are underdeveloped in themselves, namely Gut Center and Heart Center. They said that there is so much to learn from other eight personality types and they appreciate each type very much. They said that Enneagram indeed will be a great help to keep them aware as a teacher that how they can be more effective in their teaching and communication.

Type SIX:- Very openly type SIX teachers expressed that they had a hard time to accept that they fall in the category of Enneagram Type-Six, because they were not ready to face their conscious fear of life. They said that they can't develop basic trust because they had emotionally cold parents and in their family there was no room for feelings. They said they have learnt a lot through Enneagram and known themselves deeper. They are determined to continue the exercises of personal transformation. In the classroom also, they said that now not only the traditional and cultural values will be given to the students but faith and trust in themselves and in others will also be developed to face the challenges of the present world. They expressed that Enneagram gave them the feeling of maturity.

Type SEVEN:- Enneagram gave type SEVEN teachers the answers to their many questions like, why some of the students don't like to play in the group, don't like to go for a picnic or party, don't like games and are not energetic and hopeful as they are? With the answers, they said that they have changed their outlook towards students and in future it will help them to relate with the students well. They will be able to handle the syllabus in time, deal with the rebellious child or weak child properly, co-operate with the authority and colleagues well and also deal with their own personal life seriously. They were fascinated by the description of nine Enneagram types and are interested to improve their relationship with each type.

Type EIGHT:- They were happy to say that they know their strengths and weaknesses, which will help them in their future strategy. They have understood their teaching and communication style which is mostly authoritarian and confrontational. In future this aspect will be taken care and they will know how to relate with the authorities and with students. They are also aware of their tender side, which they want to develop and become caretaker, social worker and empowering person.

Enneagram helps them to be more flexible and understanding. It gives them the feeling of success and excitement towards their job.

Type NINE:- “Surely, Enneagram can help a lot in the classroom” was the reply of NINE teacher. They have changed their expectation around students. At the beginning of the academic year, they will outline their students without mentioning to anyone and then they will plan for the whole year. As planning is difficult for them and they are poor in time-management, they said that they will focus on these matters and they are sure that they will get success in their target. With the awareness of the pattern of procrastination, one of the NINEs reactions was,” It is difficult to face the rest of my life knowing that I am going to be like this.” And therefore firm decision was taken by her to work on short term deadlines and long term deadlines. All the NINEs use the Enneagram everyday which gives them a useful way to look at themselves, to be with themselves and to know how to help themselves.

5.4. ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED THROUGH REACTION SCALE FOR FEEDBACK OF THE INTERVENTION PROGRAMME

The table 5.37. gives the summary of the responses of student – teachers in the Reaction Scale, regarding their gain and understanding from the Enneagram Educational Programme.

TABLE 5.37: SUMMARY OF REACTION SCALE’S RESPONSES

Sr. No.	STATEMENTS	To large extent	Average	To some extent	Not at all
01.	I have an understanding of the basic concepts of Enneagram.	19 (95%)	1 (5%)	-	-
02.	I will be able to identify the personality types of my students.	14 (70%)	4 (20%)	2 (10%)	-
03.	I am in a position to use the knowledge of Enneagram in the Classroom interaction and in my teaching.	20 (100%)	-	-	-
04.	I will be able to build a healthy relationship with my colleagues and students.	14 (70%)	5 (25%)	1 (5%)	-
05.	This intervention programme could not help	-	1	-	19

	me much in my time-management.		(5%)		(95%)
06.	Self-transformation for my personality Type helped me to live my life more meaningfully.	5 (25%)	14 (70%)	1 (5%)	-
07.	I have gained self-confidence & now I can take decision more easily than earlier.	4 (20%)	15 (75%)	1 (5%)	-
08.	I am still confused in identification of my emotions as well as of others.	-	-	3 (15%)	17 (85%)
09.	I have understood the advantages of three energy centers to be brought in the exercises given to the students.	19 (95%)	1 (5%)	-	-
10.	I am aware of my teaching style and my communication style.	20 (100%)	-	-	-
11.	Now I know the value of personal transformation and getting healed of my brokenness, to do justice to my teaching profession.	20 (100%)	-	-	-
12.	Having attended this Enneagram-Programme I gained an ability to recognize my own patterns of behavior and be less reactive to each other, particularly when the stress level is high.	19 (95%)	1 (5%)	-	-
13.	Now I am more aware of the biases that each of us holds and how these affect our reactions to students.	15 (75%)	3 (15%)	2 (10%)	-
14.	It seems to me that no improvement has taken place in my interpersonal skills and quality of life.	-	1 (5%)	4 (20%)	15 (75%)
15.	I liked the whole Enneagram educational programme very much and wish that other teachers should get the opportunity to attend this.	16 (80%)	4 (20%)	-	-

In the Table the figures indicate the number of responses of the participants and the figures in the bracket indicate the percentage of the respondents. The responses of all the twenty participants indicate that they had acquired an understanding of the basic concepts of Enneagram. This implies that the student – teachers who participated in the intervention programme understood the basic concepts of personality, which Enneagram theory offers. Responses of 14 participants indicate that after attending the intervention programme, they have full confidence in identifying the personality types of others. 4 participants feel less confidence, while 2 participants feel that they will not be able to identify the types of others, in particular, of students. But in spite of this all participants express that they will be able to use the knowledge of Enneagram in the classroom interactions and in their teaching. Also the responses of 19 indicate that they will be able to build a healthy relationship with their colleagues and students. Majority of the participants expressed that they are helped in their time-management and to live their life meaningfully. Regarding decision-making, the responses of four participants indicates that they gained self-confidence, while fifteen participants' responses indicate average and one participant's is to some extent. Also the response of all the participants implies that they are able to identify their emotions as well as of others.

Responses of all the participants indicate that after the intervention programme, they got an idea on to bring all the three central energies, which Enneagram speaks of, in the classroom exercises. All the participants understood their teaching style and their communication style. The responses of all the student-teachers who participated in the intervention programme, implies that they understood the importance of personal transformation and healing of their emotions for becoming an effective teacher. Regarding the behavioural pattern of each Enneagram type and the action-reaction towards students, the responses of majority of the participants indicate that they have gained the ability to recognize their pattern of behaviour and become pro-active.

Again, majority of responses indicate that after the intervention programme improvement has taken place in their interpersonal skills and quality of life. Only one participant expresses less improvement. Regarding the overall opinion about the intervention programme, all the responses of the participants indicate that they liked

the programme very much and they wish that other teachers could also get the opportunity to learn through Enneagram and be benefited. They all benefited from the programme in terms of growth in their personal emotional life and also in their teaching profession by understanding their teaching styles, communication styles and pattern of behaviours.

5.4.1. VERBAL RESPONSES OF THE PARTICIPANTS DURING FEEDBACK SESSION OF THE INTERVENTION PROGRAMME

Just after the completion of the Reaction scale for feedback of the intervention programme, a small session on evaluation of the whole programme was conducted. Participants were asked to give their opinion on what they liked about the whole programme, what they don't appreciate and their suggestions for the intervention programme.

The following excerpts are from what the participants shared during the session. The investigator has tried to observe strictly the confidentiality in presenting the sayings of the participants.

The nine Enneagram types were very disproportionately represented by the participants. In the group there were four participants of type-I, one of type-II, one of type-III, one of type-IV, two of type-V, four of type-VI, two of type-VII, three of type-VIII and two of type-IX. What each type had to say during the evaluation session is presented below. The overall opinion of the group is quoted first here below.

The whole group felt joy deep down inside because of the breadth and depth of the truths presented during the discovering of Enneagram, which they had never come across. It gave them the impression of looking at people and especially students, in all their variety and seeing them as still growing. Some of the participants expressed that they are happily prepared for further discoveries. They all expressed gratefulness towards the investigator and were delighted with all the sessions in the truest sense some of them expressed they need more time to internalize the knowledge they have gained, especially when they get the opportunity to be with the students in the real class room set-up.

Type ONE

"The description of type ONE was very consoling but it took me a while before I recognized myself as type ONE. Up till then I was not aware that I was

governed by aggression. Though I found hard to let go of my self-image during transformation sessions, but I feel happy now and feel good. ”

“I am happy these days to go out dancing, joking, being with friends and celebrating parties. My friends also remarked that I have changed.”

“I have benefited a lot through this programme. It was not only for my professional life but also for my personal life. I wish that more opportunity and time I could have got with the students to practice what I have come across.”

Type TWO

“The sessions on Enneagram and family script sessions took me by storm. I realized that in many situations, I automatically took the other person’s responsibility on myself. Suddenly during family script writing, it was like being hit by lightning. What had happened in my childhood that I remembered only in little fragments? I became suspicious about my childhood, but meanwhile I got great consolation in listening to the stories of my classmates. I am very happy and feel relaxed to discover myself and know my life style. “

Type THREE

“The whole programme for more than three months was like intensive journey of life for me. I had no difficulty in understanding my Enneagram type as THREE. I am grateful to madam, who introduced Enneagram to me, not just because I know myself better with it, but also because I’m learning something about others. The Enneagram gives me a fresh quality to my meeting and communicating with others. I will be able to do justice to my teaching profession.”

Type FOUR

“I am happy to express my gratefulness and thankfulness to madam for giving me Enneagram as my daily bread. I recognized myself and understood some of my behaviours, which earlier I did not. Now I can use my emotions more creatively and innovatively. The quality of resilience has increased in me and I feel very happy about it. As such I don’t remember anything that I didn’t like during this three months programme. My suggestion is that all the teachers should know about the nine personalities then only they will be able to do justice to their students.”

Type FIVE

“The whole programme for more than 3 months has absolutely opened a ‘door’ for me. It was a tremendous held for me to recognize my reflection in type FIVE. The whole programme went on very well and indeed it has decreased my stress level.”

“I always thought I was somehow abnormal, who likes to be alone and don’t enjoy parties, celebrations. But this programme has made me compassionate towards myself and others. My suggestion is that our Principal and other Principals and teachers of other educational institutions should attend these types of programmes.”

Type SIX

“I would like to express my joy and gratefulness for having myself privileged one to receive this knowledge of personality types. Though so many things I learnt still I feel that many more things I have to learn. Therefore my suggestion is that one more month this programme should be continued.”

“This intervention programme has given me new perspective and meaning to my life. Even I am helped spiritually.”

“Enneagram could help in time-management and reduce our stress level was indeed a wonderful experience for me.”

Type SEVEN

“To tell you the truth, I was not comfortable in the beginning of the programme and I wanted to quit from the group. Also I took long time to realize that I am a SEVEN. Once I accepted that I am SEVEN, I was fascinated by all the activities carried out during various sessions. I really feel happy now that I did not quit and have benefited a lot from the programme.”

Type EIGHT

“One of the greatest lessons that I have learnt through Enneagram is patience. As a teacher it would be push, push, and push and with some students you cant do that. I have to give them the space to come towards me. I really enjoyed this programme very much which was an eye opener for me.”

“Family script session I enjoyed much when I clearly remembered all the experiences from my childhood and youth. As a child I was always a leader, I was aggressive, I had the need to protect the weak, a well-defined sense of justice. It is

now very clear why I behave in a particular way. Sessions on Self-transformation, I liked most.”

Type NINE

“The whole intervention programme was well designed and I followed everything very well. Thank you and congratulations to madam. It was a wonderful experience to learn many things about myself, especially about my emotions. And I am hopeful that goal setting session will always give me direction in my life-journey.”

“Since recognizing myself as a NINE, a lot of unrest has come into my life, but with it have also come courage and readiness to know and accept myself. Thanks to madam and thanks to Enneagram system. It also helped me in my time-management.”

The effectiveness of the intervention programme is reflected in the responses of the participants. It is clear that their emotional life was enhanced by understanding their own personality type and the passions underlying. Thus, they all summarized the benefits they got from the intervention programme on Enneagram.

5.5. ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED THROUGH CASUAL OBSERVATION AND ANECDOTAL RECORD

Casual observation was done throughout the intervention programme by a non-participant observer, who has the knowledge of Enneagram and skill of understanding the non-verbal communications. The purpose was to keep track of happenings and to get the feedback for various sessions. The observation and anecdotal records kept by the observer and the investigator herself; are presented here below in brief.

In the orientation session, curiosity was seen on the face of the participants, as what is going to take place in the extra sessions, besides the regular B. Ed. classes. The participants were already instructed by their principal that there would be sessions after the B. Ed. Classes for the selected student-teachers, taken by a research scholar. In the beginning of the orientation session, the participants gave a short introduction about themselves and also about their likes and dislikes. After 2-3 sessions it was noticed that they became freer and open towards the investigator and started sharing confidently their experiences and thoughts. The orientation session had

such an impact on the participants that practically everyday they used to ask with enthusiasm, "Madam, what are you going to tell or do in the next session?"

In all the sessions, it was found that there was 100% attendance and all were taking part actively in the discussions and group activities. It was wonderful to notice that some days in the beginning of the session, participants looked tired and dull but at the end of the same session they looked bright, cheerful and curious to know about themselves and others. They were really interested to discover one's true potential and how to attain it. They were eager to find out the ways and means to enhance their relationships. When the description of nine personality types were presented to the participants, they were asked to identify or recall any person from their family, neighborhood or friends circle whom they have come across, representing that type of personality. And when they were asked to share without taking the name of the persons, it was observed that some participants were sharing most of the time and others were lost in their own thoughts. Though the investigator gave opportunity to all to speak, but many could not do it. To make the presentation more effective and to cover all the points of the description, the investigator used overhead projector and the blackboard. From the gesture of the participants it was clear that they were fully absorbed in listening and inner search. The overall observation about the input sessions was that the modules were organized very systematically and delivered in a very simple manner with lots of examples and activities so that the participants had no difficulty in understanding and responding to the investigator.

Participants took great interest in understanding the concept of Enneagram and its dynamic. They used to engage themselves in discussions in groups of two or three, after the sessions and used to forget that they have to go home.

As the participants were interested in their personal growth, they used to complete the home tasks, exercises and other inventories given by the investigator in due time. Investigator had never to wait for them to complete the exercises. One of the reasons for this could be that the investigator gave the inventories in English and Hindi both, so that the participants understand the statements fully.

Holidays in between the intervention programme were a barrier in the continuous flow of the programme. Twice there were long gaps of 6 days and 10 days and both the investigator and the participants had to struggle to catch the spirit of the

programme. But the activities, quiz sessions and sharing sessions made it easy to do so. Quiz sessions were full of life. Participants were very active and alive. In the beginning they were taking time to answer but later they were giving correct answers in less time. They were also interested in other exercises. This was evident from their participation, sharing and from their worksheets.

In the family-script session, participants were reluctant to start their sharing. They were given time and no force was used. Once the sharing started, it went off very smoothly. In the evaluation session, all expressed their feelings of getting healed; light hearted, compassionate feeling towards oneself and others etc. After this session, differences in their communication style, like tone of voice, gestures and in their approach were marked. More co-operations were noticed among the group.

Pertinent questions were asked by the participants during various sessions and the questions were answered by the investigator in the course of different topics dealt at different sessions. Some of the important questions asked by the participants were as follows:

- “Is it possible that one person falls in the category of more than one personality type?”
- “I am Enneagram type SIX. With which personality type can I have perfect match?”
- “Can our basic personality type change with the help of awareness practices, transformation exercises or growth in age and experiences?”
- “What unconscious basic convictions do we use to organize our experiences for the same pattern of behaviour?”
- “We are four brothers and sisters and most of the time we have come across the similar type of situations in our childhood with our parents, then why we developed different personality in ourselves?”
- “Is there any possibility that people having same basic personality type behave differently at different situations?”
- “What are the ways Enneagram suggest coming out of our compulsive behaviour?”

- “After listening to the description of Enneagram, I feel that I am type TWO but my friend’s observation is that I am type NINE. Is there any connection between these two types?”
- “Which type can we consider as best or model personality type?”
- “Can we change our teaching style with the help of Enneagram knowledge?”
- “What type of exercises we can give to the students that will foster all the three central energies of Enneagram?”
- “What is the significance of the number given to each type?”

To see the participants dedicated in the goal setting session was a fulfilling experience for the investigator. This was indicated by the way participants were involved in writing and sharing as per instructions given to them. All the participants, very specifically and uniquely, wrote their goals and mission, vision statements. They read aloud what they had written and all listened to each other carefully. Towards the end of the intervention programme evaluation was done in a profound manner. It was done both verbally and in written form. Participants openly and with convictions shared their views and opinions. Some of the comments made by the participants are:-

- “Enneagram course should be included in the B.Ed. training programme”
- “It will be good to insert Enneagram knowledge in the psychological foundation of Education”
- “This type of courses should be given to all the teachers at all levels, and then only we will be able to do justice to our students”
- “This course will not only help in our professional lives, but also in our personal lives. It will surely help us to become emotionally balanced persons”

These are the observational data, which confirms the effectiveness of the intervention programme. Discussion on these data is given in another section of this chapter.

5.6. DISCUSSION

As mentioned in the previous chapter, one of the major tasks of the present study was the intervention programme which explores the effectiveness of Enneagram as an experiential and transformative model for enhancing emotional intelligence of the student – teachers. According to J. Segal (1997) Emotions and intellect are two halves of a whole. If both work together in harmony, we can hope for creating a new

society and a new world based on individual lives that are rich with meaning, purpose and values. And the most meaningful use of Enneagram results in our emotion (heart) and intellect (head) working together, so that we will act in new ways. In the present study, effort was made that student-teachers learn to make use of Enneagram in order to harmonize their emotional and intellectual outlook for better educational process in the classroom and in the school campus. To achieve this objective, student-teachers need to have 'self-knowledge'. One of the important elements of emotional intelligence is 'to know oneself'. Self-awareness is the first step to raise one's emotional intelligence. Enneagram helps in the understanding of oneself as it identifies nine chief features of the emotional life. The emotional habits developed during the childhood, to cope up with the circumstances of that time, become compulsion in one's life and then become an important element of one's personality.

The benefits of knowing our personality which Enneagram explains are considerable in both the private and public spheres. With this knowledge people can manage both themselves and others more effectively as well as their professional lives. In personal life too, it makes possible more satisfying and intimate relationships. This helps in understanding of one's major emotional states and then work with the root and trigger, which underlie each emotion. Hence understanding the rational and intelligent basis for emotion, one can become his/her own emotional mentor. A state of grace is realized when we can live with the fiery heat of those intense passions, present in ourselves, and not be burnt by them. Emotional intelligence can bring us a situation where there is less fear and more joy. Emotions are life-lines to self-awareness they inform us about things that are of utmost importance to us – the people, values, activities and needs that lend us motivation, zeal, self-control and persistence. Emotional-awareness and know-how enable us to recover our lives and our health, preserve our family, society, build loving and lasting relationships and succeed in life.

As it is the felt need of the present time, many researches on emotional intelligence gives emphasis on emotional education and International Commission on Education (1996) also has given stress on the need for Emotional or affective education for teachers and students, we need to find out some ways and means and plan some strategy to enhance emotional intelligence of the teachers. If the teachers

are integrated person they can satisfy the psychological and social needs of the students and favourable attitudes are developed in the classroom. As emotions can 'jump' from one person to another, emotional intelligence of the teachers is perhaps vital for the development of emotional awareness in the students. Our emotions are very intelligent – it is up to us to take hold of that intelligence and use it fruitfully.

At present when the family life no longer offers growing number of children, schools are left as an important place for the development of emotional and social competences of the children. And in that development teacher plays an important role. Many efforts are made and researches are in progress to study the emotion's role in our lives, and the importance of feelings in intelligence and well-being and how to enhance these emotions as, one of our tools for learning about ourselves and manage a fulfilling course through our world. This study with the Enneagram educational programme was intended to fill that gap and provide the teachers an opportunity to learn about themselves. When we understand our basic personality type, which is directly linked with one of the strong passions, we gain the potential for keeping own intelligence growing for life.

The analysis of the data obtained through various tools and technique for the present study, as a whole, indicates that the objectives of the study are attained to a great extent and the intention of the study, as mentioned above finds its fulfillment. The results of the analysis indicate that Enneagram educational programme has fostered

- a) Deeper insight to the student-teachers into who they are, their potential and how to attain it.
- b) Self-directed growth for them.
- c) More harmonious and creative lives as a teacher and family-member.
- d) Deeper empathy and compassion in relationships.
- e) The realization that Enneagram takes personality to be the key to wholeness and growth and that they should be friendly with their inner selves rather than conquer their personality. The greatest weakness can also be one's greatest strength.

- f) Ability for flexible planning, creative-thinking, redirected attention and motivation, ability to maximize happy feelings and pull out of depressed moods.

The discussion on the data obtained and analyzed by different tools and technique are presented in the following pages under different sub-sections.

5.6.1. DISCUSSION ON DATA OBTAINED THROUGH EMOTIONAL INTELLIGENCE SCALE

An analysis of the data obtained through the administration of pretest & posttest of the Emotional Intelligence scale (Table 5.1.) revealed that there was an increase in the mean score of the experimental group obtained at post-test. Compared to the scores of control group the difference between pretest and post test of the experimental group can be seen much clearly. Also the ANCOVA analysis (Table 5.2.) shows statistically the difference to be significant. On the basis of this it can be said that the enneagram educational programme had significant impact on the emotional intelligence level of the students-teachers, who participated in the programme. In other words, the ability to acknowledge and value feelings in oneself and in others and appropriately respond to them as a source of human energy, increased in the student teachers, while this type of changes did not take place in the control group. Emotional Intelligence scale, which was administered, gave the brief self-report measure of global emotional Intelligence, which assesses mainly perception, understanding, expression, regulation and harnessing of emotions in the self and in others. Increase in the score of the post test of experimental group implies that student-teachers were able to recognize their emotions adaptively and were able to recognize their emotions adaptively and were able to express and regulate them in themselves and in others more than before the intervention programme. It also shows their confidence in harnessing emotions in themselves and in others for better communication and relationship. They are not carried away by their emotions but are able to use them in taking proper decisions and collaborative work. Also, it implies that they are able to recognize the emotions of the people by looking at their facial expressions and behaviours. They are able to understand why in a particular situation different people respond differently. The results of the analysis also tells that student teachers were able to control their impulses, soothe their anxiety, avoid depression,

maintain optimism, directing anger appropriately and responding well to emotional reactions in others. Also it indicates that they have developed a non-judgmental listening and speaking attitude, learnt to resolve conflicts in relationships and showing concern and helpfulness towards others. In different words it can be said that empathy, realistic thinking, spirit of optimism and problem solving and conversational skills are developed in them, Analysis also indicates that they are getting along with others well, overcoming failures maturely and are aware of their emotions while communicating. When they have gained the ability to recognize their emotions, it means that they are able to talk about their emotions with others, receive support and advice and then change their situation in a way that improved their emotional state. Also in a stressful situation they are able to cope effectively with the identification and expression of their emotions. They are aware of, that failure to control one's emotions can lead to an action with lifelong negative consequences. And lack of empathy is one of the hallmarks of antisocial behaviour and socially insensitive behaviours.

Thus the findings are in the similar direction with the studies of Levine (1999), which supports that training and knowledge of Enneagram helps in better relationship, communication and in developing the other skills.

5.6.2. DISCUSSION ON DATA OBTAINED THROUGH E Q MAP

According to Goleman (1995) & Wilks (1998) the key areas in emotional intelligence are knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, handling relationships and transforming emotions. There are two further ingredients in emotional intelligence; self-knowledge and an awareness of family patterns. Self-knowledge includes an understanding of how one functions emotionally. The EQ map, which was administered for the sample of the study, includes all these dimensions and characteristics related to emotional intelligence. The seventeen scales of EQ map includes the stress level of an individual in the current environment, emotional literacy, emotional competencies, EQ values and beliefs and the outcomes of emotional intelligence. The purpose of administering these scales was to explore the ways to measure and map the dimensions of EQ, which may confirm things to individual student-teacher about which she is not aware of, or it may remind of her talents and inherent capabilities, she has forgotten and that

call for renewed attention. Also it may be valuable to concentrate on one or two areas of the EQ map where one's score indicates a possible vulnerability and this it can prove just as important to continue deepening and development the areas of strength across the full range of emotional intelligence attributes and counting on them as assets in this lives and work.

Each scale of the EQ map is discussed here, which was administered, analyzed and interpreted by the investigator. From table 5.3, it is evident that the mean score of the participants of the experimental group decreased in the post test performance in the life event scale while such difference is not seen in the pretest & post test of the control group. ANCOVA analysis attributed the difference occurred in the experimental group to be significant. The decrease in the mean score implies that the stress level of the participants before the intervention programme was higher than after the intervention programme. It speaks positive about the intervention programme, which helped the student-teachers to bring down their stress level and learn to handle the work pressure or any other personal pressure adequately. This also means that many life events which usually brings tension and stress in one's life and become the sources of distress, were handled maturely by the student-teachers and they have learnt to adapt themselves in any environment. They have learnt to manage their emotional impulsivity which at times brings irritations and frustration when not managed properly. When we manage impulses, we can get in clearer touch with the real reason we're feeling angry or upset and we learn to keep closer hold on our energy and tension levels so that we are more alert and resilient, better able to face challenges and difficulties without getting tossed about or over whelmed by the storms of impulses.

Scores of emotional self-awareness scale in table 5.5 reveals that there is an increase in the mean score of the Experiment group in their post test. Score of the control group do not differ much. Analysis tells that there was a true difference in the pre & post test performance and it is not by chance but because of some treatment given to the participants. It implies that after the intervention programme student teachers become aware of their feelings most of the time and the related compulsions of their behaviours. As each personality type has its own compulsive behaviours. Also

they have become aware of their focus of attention and passion for some typical type of behaviour has helped them to get clarity and understanding about their feelings.

From Table 5.7 it is evident that the difference between the mean scores of pretest and post test of the experimental group of emotional expression is big and the result of ANCOVA attributes it to be significant. There is no difference in the mean scores of control group. This implies that the Enneagram educational programme had its impact on the emotional expression, one of the components of EQ, of the student teachers, who participated in the programme. It implies that the student-teachers understood the benefits of expressing their emotions to others and thus they have become more open with one another in the family and in their friend circle. They have started giving compliments to others and have become more receptive to accept compliments. Even they are not ashamed to express their negative feelings when they come.

Analysis of the data obtained through 'emotional awareness of others' scale also indicates that the difference found in the mean score of pretest and post test of experimental group is significant. From this the conclusion can be drawn that the intervention programme helped the student-teachers to raise their level of emotional awareness of others. It means that the feeling of empathy has developed in them. They have learnt to perceive other people's feelings beneath the words. It enables the persons whom we are listening to, to begin to feel safe enough to talk about what is really going on in their lives, without fear of being judged, criticized or abandoned. It is then we begin to empathize with them and extend compassion and support to them. Rather than remaining distant or unaffected. Such empathy and compassion are, sooner or later, returned to us in kind. It also implies that student-teachers have grown in their virtue of listening with compassionate heart.

In the EQ map the next category of scales measures EQ competences. One of the EQ competences, 'Intentionality', was measured and the analysis indicates that the difference between pretest and posttest of experimental group is significant. Therefore it can be said that student-teachers have grown to concentrate on the matter they are dealing with, finish the task they take, can focus on long-term goals, can postpone their personal gratification for greater goal and take responsibility to manage their emotions. It is always good to ask oneself, 'why is this important'. Answer to this

question gives the purpose to any behaviour or task. Also from this, the behaviour and day-to-day choices will begin to align with the core purposes. And one will be able to develop specific short-term and mid-term change goals or vision, images one sees in his/her mind that are desirable, feasible, focused and communicable and that are consistent with one's purpose. In this way one will make it easier and less time consuming to generate new strategies and as a result to achieve and celebrate more short-term, meaningful wins – and mistakes too, as source of new learning. Once one has discovered the fundamental purpose and is beginning to align ones daily schedule and priorities to advance that purpose – These priority areas have a long-term connection to one's purpose and will stretch one's capabilities. To put emotional fitness into practice requires intentionality which further leads to creativity.

Another EQ competency, 'creativity' was measured with the help of creativity scale and from Table 5.13, it is clear that there is an increase in the posttest score of the experimental group. This implies that student-teachers, after the intervention programme, because more innovative and good in fantasizing new ideas and options. They are able to immerse themselves in the experiences, stretch their capabilities, stay open to all possibilities and transcend fear, identify and find ways to move beyond, extend their sense beyond business and duty, and are able to pay extra attention to their first response to any situation.

Another competency of emotional intelligence, which is 'Resilience' was also measured with the help of appropriate scale and was found to be increased in the post test performance of the experimental group. This implies that the level of resilience of the student-teachers was raised after the intervention programme. As physical fitness builds strength, stamina and flexibility of the body, emotional fitness builds corresponding qualities of the heart. It is through emotional fitness that one is inspired to stretch their capabilities and when mistakes happen, to more readily forgive oneself and others. It promotes enthusiasm and resilience, which includes humility and compassion. Higher level of resilience in the scale also implies that student-teachers are able to take the challenges and obstacles for growth and development and are not rigid in their approach and thinking. Also they are able to see the humorous side of situations and relax even in the midst of tensions.

The next EQ Competency, 'Interpersonal connections' of the student-teachers were assured with the help of this scale in EQ map and the result of pretest – posttest analysis shows that the intervention programme had its positive effect on their interpersonal connections. This implies that student-teachers were able to develop healthy relationship with their friends and others and were able to show their love and affection to their friends. To solve various problems they know now, whom to approach and take help of. Interpersonal connections also mean that person is able to extend his/her trust and build rapport, having the assumption that the other person is good and potential ally. Also he/she is able to determine his/her potential ally's talents, concerns, priorities, needs and wants, identify which of his/her own strengths and resources may be of value to that person and then take the first step to commit to an action that demonstrate value for the other person.

Constructive discontent scale also measured this competency of EQ to be higher in the posttest of experimental group than the control group. This indicates that student-teachers were helped by the intervention programme to raise their constructive discontent quality. Constructive discontent helps people to accept the inevitability of disagreements and discontent and learn new ways to tap the creative energies that arise when we gave up having to be in agreement. It means that student-teachers have gained confidence to handle heated dialogues, and know the value of heated discussions than simply surrender and kill our independent thoughts and ideas because of the fear of having unnecessary conflict and under the banner 'keep harmony'. Result of constructive discontent can also be seen in the person when he/she uses the skill of talking slowly and calmly without denying and of the emotions present there. These people, as the discussion heats up, can change the rhythm by speaking calmly and more slowly. They stay open to the discussion and listen because they know, at those moments many truths come up. They don't take the defensive part but listen carefully to increase understanding and then say 'no' when they mean 'no'.

The next section of EQ map measures the EQ values and beliefs. One among those values and beliefs is 'compassion'. The analysis of the data obtained through compassion scale tells that there is a significant difference between the pretest and posttest scores of the experimental group, while such difference is not seen in the control group performance. This implies that after learning the nine personality types,

student-teachers have developed compassionate approach towards others. They know now, why some people behave in a particular manner and what are their compulsions? They have learnt to see pain in others and are able to render help to them without any ulterior motive. They can now forgive themselves for their shortcomings and weaknesses. And they take the feelings of others into consideration in their interactions.

The next EQ values and beliefs is 'outlook' which was measured with the given scale in EQ map and analysis of the data reveals that there is an increase in the scores of post test of the experimental group. Control group's performance remained same in the pretest and posttest. This implies that after the intervention programme participants' outlook changes in a positive direction. This means that they started to look on the bright side of things. They take challenges as opportunity for learning and are not frustrated easily, but are ready to find solutions and accept the problems as part of life. Even under pressure they are confident that will be able to figure out a solution.

Another scale 'Trust Radius' was administered and the mean score of the posttest of the experimental group was found to be greater than the score of control group. This implies that the trust radius of the student-teachers of the experimental group increased with the intervention of Enneagram educational programme. Trust is an emotional trait which one must feel and act upon. When we trust ourselves and can extend this trust to others, and receive it in return, it becomes the glue that holds relationships together and frees up honest dialogue. Lack of trust, on the other hand, prompts us to spend as much time and effort protecting, doubting, checking, weighing and inspecting, instead of creative collaborative and value-adding work. The result of knowing the personality type of oneself and of others and showing family script with each other is that the student-teachers feel confirmed by their companions and family members and they feel that they are accepted as they are. They enjoy a free-flowing dialogue with their class-mates, teachers, family members, neighbours and are able to blend their thoughts well together for better understanding. Increase in trust radius also means that they have become more creative and effective and successful in team work. Research studies suggest that chronic mistrust and accompanying feelings of hostility may even damage the human heart and can lead to a fatal heart attack. The

more limited a people circle of trust, the more he or she may tend to stay angry, annoyed, irritated or cynical and to blame others (Williams 1989). Other research indicates that trust has a significant influence on group effectiveness, enabling members to openly express feelings and differences and avoid dispute and defensiveness. Lack of trust increases the chances for misunderstanding. Trustworthiness is built and sustained on a foundation of honest and appropriate disclosure, believability and credibility. Trust depends on making emotional contact with the listener.

Emotional depth can also be found in terms of 'integrity' of the person. In the EQ map this dimension was included for the present study and was administered on the sample of student-teachers. The result of the analysis of the data reveals that the difference occurred in the pretest and posttest of the experimental group is significant, which implies the effectiveness of the intervention programme on the integrity level of the student-teacher. In essence, integrity means accepting full responsibility, communicating clearly and openly, keeping promises, avoiding hidden agendas and having the courage to lead oneself and the team with honour. Integrity can be seen as a deepening and expansion of emotional honesty. Integrity requires three central elements.

- a) Discerning what is right and what is wrong.
- b) Acting on what you have discerned, even at personal cost, and
- c) Saying openly that you are acting on your understanding of right from wrong.

One definition of the word 'integrity' is adherence to moral and ethical principle, soundness of moral character and honesty. It also is defined as "the state of being whole, entire and undiminished." (Cooper & Sawaf 1997). To be whole and undiminished in our emotional depth, integrity requires from us to face, accept and integrate the bright and generative side of our nature with the hidden shadow side. And Enneagram model has helped the participants to discover their hidden shadow sides which in turn helped them to raise their integrity level.

The higher score in 'General Health' scale of EQ map indicates low level of emotional intelligence. Usually emotional fitness and physical fitness run parallel. One of the rewards of emotional intelligence, one is likely to notice, is sound general health. General Health scale includes the symptoms related to body, behaviour and

emotional fitness of the persons. Analysis of the data obtained through this scale reveals that there is decrease in the score of the post test of the experimental group and the difference between the pre and post test score found to be significant. This means that Enneagram educational programme helped the student-teachers to improve their general health. This means to say that they have, now, fewer problems in their stomach, or in other parts of the body, less cold and pain complains and so on. Also they have overcome their habitual behaviour which they wanted to get rid of and developed positive feeling towards life. They have responded well now to the negative feelings, which usually gave them the feeling of depression and fatigue.

The next outcome of emotional intelligence, which the EQ map measures, is 'the quality of life.' The higher score in this scale indicates higher quality of life. The data obtained by the administration of this scale show that there is a difference between the pretest and posttest scores and the analysis attributed this difference to be significant. This indicates that the student-teachers, after the intervention programme, improved in their quality of life. In other words, it is to say that they are more deeply satisfied with their lives, and having meaningful happy and healthy lives. They are having inner peace and feeling of well-being. They have well accepted themselves with goodness and limitations. They know their strengths and weakness related to their personality and growing towards integration.

Another outcome of emotional Intelligence, which the EQ map measures; is the 'Relationship Quotient.' And when measured of the participants of the experimental group, it was found that the scores in post test is higher than the pretest and ANCOVA analysis attributed this difference to be significant. This implies that student-teachers improved in their relationship to some extent. They have become honest and open in their communication and have developed a sense of belongingness to their families, friends and society. They know their self-worth and are able to socialize with others easily. They are able to express their feelings of love, appreciation and gradually they are more frequent in giving strokes and compliments to others.

The last outcome of emotional intelligence, which was measured by the given scale in EQ map, is 'Optimal performance.' When a person is having high EQ level, the result is likely to have an optimal performance in his/her life. Which means that

the person is able to use his/her full potential in completing any task and satisfied with her/his work performance and relationships in life? He/she is consistent, committed, dedicated and performing well in life. He/she is considered by others as an integrated-balanced person doing well in life and is successful. The result of the analysis of data obtained for the study in this regard indicates that the difference occurred in the pretest and posttest performance is not significant. Though in the raw data, slight difference can be seen but analysis does not attribute this as a true difference. This implies that the intervention programme has not much effect on the optimal performance of the student-teachers. The reason for this could be that the test administered for the participants was a bit early and they had not enough time to perform according to the gain they have achieved during the intervention programme. Therefore to expect the changes in their optimal performance needs time. Once the student-teachers achieve their set-goals which they have formulated at the end of the intervention programme, we will be able to notice the changes in their performance and abilities.

Thus the overall analysis of the EQ map gives the positive picture of the intervention programme. This supports the findings of the studies done by Heaton (1988), Butler (1994) and Clark (1997) and also supports the authors of Enneagram.

5.6.3. DISCUSSION ON THE DATA OBTAINED THROUGH THE UNSTRUCTURED INTERVIEW

In the effective teaching-learning process, teacher's personality is one of the important factors. Therefore it is essential that the teachers understand their own personality as well as that of the students. Understanding the personality helps them in the understanding of their teaching styles which each personality type, in particular, is likely to adapt because of the compulsions and characteristics of each type. The purpose of taking interview of the participants of the experimental group was to collect the data which will supplement the data obtained through various scales and also to get the main features of teaching styles and communication styles of each personality type from the student-teachers.

From the responses of the majority of the participants, it is clear that Enneagram educational programme had a great effect on them. They expressed that they have understood their personality which Enneagram system explains and they are

able to identify other people's personality as well, to some extent. During interview all the participants expressed their view on the importance and value of this system to be applied in education. They know now the value of emotions and its effect on the teaching-learning process and on the lives of students. Emotions can pass from one person to the other easily and therefore teachers, especially, have to be very careful about their emotions, when dealing with the students. These participants also realized that emotional intelligence and all its components are real assets for harmonizing people and do the job successfully and effectively. The responses during interview also reveal that Enneagram knowledge and application will do a lot of justice to the classroom interactions and help in building a healthy relationship. Teachers can use the knowledge and methods of transformation for better communication and for the integration of their teaching styles. In the responses given by the student-teachers, if we focus on their outlook towards students, lesson plans and teaching profession as a whole, the following conclusion can be drawn for each Enneagram type. Content analysis has been carried out for the analysis of the data at manifest as well as latent levels. Moreover the investigator own experiences of many workshops and seminars conducted by her for teachers, primary teacher's trainees, Secondary teacher's trainees and for other professionals was also useful in the analysis and interpretation of the data. If we combine the responses of the participants of various workshops and the participants of the present study, we see that teachers belonging to particular basic personality type have a pattern of responses from where we can draw the conclusion of having a unique style of teaching for each personality type.

From the responses of type ONE teachers, it can be said that the teaching style of ONES is like that of '**Idealist.**' Their role as teachers is that of a moralist, ethical person, who is wise, tolerant, balanced and focused on standards of excellence. They provide an exemplary vision for their students and often encourage quality, perfection and orderliness.

Type TWO teachers' responses indicate that their teaching and working style is like that of a "**Mentor**". Often they are known as helping teachers, who unconditionally care for their students and who derive deep satisfaction from seeing and encouraging the development of others. The role of these teachers is to help the

children and facilitate the learning process to bring out the best in them. Well-developed type TWO teachers give freely without expectation of return.

The responses of type THREE teachers give the picture of **'Star Leaders'**, who are often expansive, risk-taking and achievement-oriented; who ensure high productivity for their organizations and efficiency on the part of the students. Their role as teachers is to focus on the scholastic achievement of the students. The end result of their teaching should be, that the students achieve high grades or marks so that the students do well in the competitive world.

Type Four teachers' responses and characteristics give the idea of an **'Innovator'**. They are known as creative teachers, who are able to view things from a new slant and are not bound by traditions. The role of these teachers is to be creative and bring out the creative talents of their students. They, therefore give emphasis on, that the students should be taught all forms of art like poetry, dramatics, painting etc. and they should be taught how to express their feelings.

Type FIVE teachers can be called **'Synthesizer'**. They are expert-teachers who can take in the whole picture and integrate its components in creative ways. They can be consummate strategists and visionaries. They are extremely capable of influencing their students through their knowledge. Their role as teachers is to give expertise to the students. Their opinion is, since there are so many areas of learning and no one can specialize in all, therefore students should have narrow specialization and for that teachers have to be specialist.

Type six teachers gave the responses, which tell about their highly team-oriented spirit. They can be called **'Partner'**. They, at their best, are excellent managers of the group, who bring out the best in everyone. These are energetic teachers who attend to interdependent organizational needs and co-operate with the authority for common goals. They take the role as teachers, who inculcate traditional, cultural values in the children teach the children to follow the manners and give patriotism and social service a great importance.

Type SEVEN teachers can be called **'Futurist'**, who's over focus is on optimism and enthusiasm. These teachers are charming personality and easy to talk to. They focus on long-term perspective and possibilities. Equality is important to them. At times they are known as Fun-loving teachers who bring joy, cheerful and liveliness

in the classroom. For them, the role of teachers is that they should encourage fun and freedom. Students should be exposed to all kinds of experiences so that they learn to discern what is needed. They should be given plenty of freedom and the latest models, knowledge or theories should be taught.

Type EIGHT teachers' style is like that of '**Advocate**' who have paid attention to their own development and are able to shoulder huge responsibility with full control over it. Right beneath the surface they are soft-hearted. When this is tempered with their typical self-confidence, they have loyal followers and can truly move mountains. These teachers have full control over the students. They consider the role of teachers, that they should teach the students to be obedient and if they are not, they should be punished. These teachers should encourage sports and physical activities for the students and decide for their students, who are entrusted to their care.

Type NINE teachers' responses give the idea of their style as of '**Diplomat**', who bring cooperation to any organization and are highly capable of dealing with others' problems and building consensus. They have a natural tendency to honour diversity and can get along with almost anyone. They look very serene and centered. For them the role of teachers is to bring out the best in the students through freedom and respecting their views, speed of learning and even their short-comings.

Thus the interview of the student teachers reveals that how the personality-type has its influence on the teaching-style of each individual teacher. And the knowledge and attention-practices for each Enneagram-type help in the integration of teaching styles by raising the level of emotional intelligence. As such no style reflects better teaching style or personal capability than any other. If any of the discussion given above appear to be more desirable than the others, that is the fault of investigator's writing and not a reality. Also, no one can be exactly like others in their style there will be tremendous variations based on life experiences, degree of emotional intelligence, level of stress or security in life, Enneagram subtypes, etc. But the basic style of teaching remains throughout one's life.

5.6.4. DISCUSSION ON THE DATA OBTAINED THROUGH REACTION SCALE FOR FEEDBACK

The purpose of reaction scale was to get feedback and reactions from the participants of the intervention programme and as a whole to recapitulate the whole

programme. The results related to the effectiveness of the intervention programme reflected in the reaction scale and evaluation session are being discussed in the following paragraphs in accordance with the objectives of the present study and earlier formulated hypotheses.

The result of the Reaction Scale is presented in Table 5.37 and from that it is clear that all the student-teachers who participated in the programme obtained sufficient knowledge and training in Enneagram and use it in their daily life and teaching profession. For the present study, when the participants were given Reaction Scale, 95% expressed satisfaction in understanding the basic concept of Enneagram and 70 % expressed full confidence in identification of the personality types. 100% reported that they will be able to use Enneagram in the classroom interaction and teaching and are aware of their teaching styles and communication styles. This means that participants understood that the teaching style is a function of teacher's own motives and values and what one has learned and experienced in one's life. Therefore, if not aware of this reality may affect the whole teaching process and its impact on students. The Enneagram type is a very relevant and suitable indicator of the teaching style that a teacher is most likely to adopt. And if the teacher does not integrate the other teaching styles of other personality types, the consequences have to bear by the students. The participants could notice the different Teaching styles adopted by various enneagram types during the intervention programme. Again on an average 75-70% participants reported self –transformation and gained self confidence in handling their emotions. Responses also indicate that participants were able to bring their stress level down and quality of life improved than earlier.

On the basis of these results it can be said that Enneagram educational programme caused positive result on the participants in terms of EQ components and understanding of the teaching styles. Hypothesis H₁₉ could not be supported by the present result and hence rejected. In fact the result supports the quantitative result obtained through EQ map and Emotional Intelligence Questionnaire. The analysis of these Data clearly indicates that participants benefited from the intervention programme and growth has taken place in their personal emotional life. The findings of this reaction scale and feedback session also are in line with the findings reported earlier in the sections of unstructured interview and casual observation.

5.6.5. DISCUSSION ON DATA OBTAINED THROUGH CASUAL OBSERVATION AND ANECDOTAL RECORD

The analysis of the data obtained through casual observation and anecdotal record throughout the intervention programme indicate the appropriateness of the session's transactions and positive climate. As the analysis in section 5.5 shows that from the orientation session itself participants were enthusiastic and interested in the intervention programme and this continued till the end of the programme. Because of this reason it can be said that the developed Enneagram educational programme was implemented in a conducive atmosphere. Also since the Enneagram system is related to one's personal life and involves one in the act of search, the intervention programme captured the whole attention of the participants. They were compelled to pay attention to their emotions and to their own family patterns. The observation also indicates the improvement taken place in the participants in terms of their relationships, communication patterns, expression of emotions and adjustments with the new situations. The anecdotal record supports the evaluation given by the participants at the end of the intervention programme. Thus the findings are in line with the findings reported by Levine (1999) and Palmer (1998). Similar findings were observed during various workshops and seminars on Enneagram conducted by National Educators Institute for Enneagram studies and Leela foundation for Enneagram. One of the significant observation emerged from this piece of study is that Enneagram system, a model of personality which helps the individuals to understand motivations, coping strategies and defense mechanism of oneself, leads the individuals on the road to self-understanding and empathy, giving rise to improved relationships and quality of life. The curiosity and seriousness of the participants during the intervention programme and the use of Enneagram as a tool for development through self-knowledge and the understanding of other personalities helped them to befriend with their inner selves and integrate themselves to become effective and efficient teachers as well as fully human beings. The observation of the goal-setting session too indicates that the participants were clear about their missions and goals of life. They could start integrating mind and heart to bring emotional maturity and were aware of the emotions work in their students. On the basis of these findings and observations, it can be said that there is a need to foster the knowledge of

nine personalities existing in this world, to the teachers so that they will be able to understand the personalities of their students and accordingly they will be able to provide instructions in order to achieve the maximum of the educational objectives. Thus enneagram as a tool can help the teachers to raise their EQ level as well as of their students, which adds in the factors that guarantees 80% success in life. (Goleman, 1995)
