



“Effectiveness of an Emotional Intelligence Training Program on Self-Esteem and Attitude Among B.Ed. Trainees: A Pre-Experimental Study in Vadodara, India”

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ABSTRACT

Background: Emotional intelligence (EI) is crucial for educators, influencing classroom management, student relationships, and professional effectiveness. However, teacher education curricula often neglect structured EI training.

Aim: To evaluate the effectiveness of a 10-hour Emotional Intelligence Training Program (EITP) on self-esteem and attitude toward EI among B.Ed. trainees.

Methods: A pre-experimental one-group pre-test post-test design was employed. Purposive sampling selected 130 B.Ed. trainees (aged 21-40 years) from colleges in Vadodara, Gujarat, India. The EITP (10 hours: 6 theory + 4 practical) covered self-awareness, self-regulation, motivation, empathy, and social skills. Validated tools Self-Esteem Scale for Emotional Intelligence (SESEI) and Attitude Scale on Emotional Intelligence (ASEI) were administered pre- and post-intervention. Data were analysed using descriptive statistics, paired t-test, and chi-square test.

Results: Pre-test showed 63.1% moderate self-esteem; post-test revealed 93.1% high self-esteem. Mean self-esteem score increased from 90.27 (75.2%) to 104.76 (87.3%) a 12.1% improvement ($t=18.06$, $p<0.001$). Pre-test attitude: 59.2% positive, 23.8% strong positive; post-test: 83.1% strong positive, with negative attitudes eliminated. Mean attitude score rose from 86.56 (72.1%) to 102.61 (85.5%) a 13.4% improvement ($t=17.15$, $p<0.001$). Undergraduate graduation status showed significant association with attitude ($p<0.001$); no other demographic variables were significant.

Conclusion: The EITP significantly enhanced self-esteem and attitude toward EI among B.Ed. trainees. Integrating structured EI training into teacher education curricula is recommended to produce emotionally resilient future educators.

Keywords: Emotional Intelligence; Emotional Intelligence Training Program; Self-Esteem; Attitude; B.Ed. Trainees.

Introduction

Emotional Intelligence (EI) has emerged as a critical construct in understanding human behaviour, interpersonal relationships, and professional effectiveness.¹ The formal exploration of emotional competencies began with Thorndike's work on "social intelligence" in the 1920s, followed by Gardner's Theory of Multiple Intelligences (1983), which legitimized interpersonal and intrapersonal intelligences.^{2,3}

The contemporary construct of EI was formally introduced by Salovey and Mayer (1990), who defined it as the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide thinking and action.⁴ Goleman later popularized EI through his five-component model: self-awareness, self-regulation, motivation, empathy, and social skills.⁵

The teaching profession has undergone substantial transformation, with teachers now serving as facilitators, counsellors, and emotional anchors for students.⁶ Research demonstrates that educators with higher EI exhibit better classroom management, stronger student-teacher relationships, and greater job satisfaction.^{7,8} Importantly, EI is not a fixed trait but a developable skill that can be enhanced through structured training.⁹

Bachelor of Education (B.Ed.) trainees, as future teachers, require high self-esteem and positive attitudes toward EI to succeed in emotionally demanding school environments. Self-esteem influences how trainees perceive their teaching abilities, interact with students, and cope with professional challenges.¹⁰ Attitude toward EI affects openness to learning emotional skills and willingness to apply EI principles in professional practice.¹¹

The Indian educational context, particularly following the National Education Policy (NEP) 2020, emphasizes holistic development including socio-emotional learning.¹² Vadodara, a major educational hub in Gujarat, hosts numerous B.Ed. colleges, yet limited intervention research has been conducted on EI training in this region.

This study addresses several gaps in existing literature: (1) implementing a structured, theoretically grounded EI training program specifically for B.Ed. trainees; (2) evaluating its effectiveness on both self-esteem and attitude

toward EI; (3) examining associations with demographic variables; and (4) conducting research in Vadodara, Gujarat.

Objectives:

1. To assess pre-test self-esteem and attitude among B.Ed. trainees
2. To evaluate the effectiveness of EITP on self-esteem and attitude
3. To compare pre-test and post-test scores
4. To determine associations between demographic variables and outcomes

Hypotheses:

- H₁: EITP has a significant impact on self-esteem and attitude
- H₂: Demographic variables have a significant association with self-esteem and attitude

Methods

Study Design and Setting

A pre-experimental one-group pre-test post-test design was adopted. The study was conducted in selected B.Ed. colleges in Vadodara city, Gujarat, India, during the academic year 2025-2026.

Participants and Sampling

Using purposive sampling, 130 B.Ed. trainees were enrolled. Sample size was calculated using Cochran's formula with 95% confidence level and 8% margin of error, adjusted for 10-15% attrition.

- **Inclusion Criteria:** B.Ed. trainees aged 21-40 years, willing to participate, available for all five days of intervention, able to read Gujarati or English.
- **Exclusion Criteria:** Prior formal EI training, extended leave during study period, diagnosed psychiatric conditions under treatment.

Intervention: Emotional Intelligence Training Program (EITP)

The EITP was a 10-hour structured intervention (6 hours theory + 4 hours practical) delivered over five consecutive days (2 hours/day), based on Goleman's five-component model. Teaching methods included lectures, group discussions, case studies, role-play, reflective exercises, and games.

Course Outline:

- Unit 1: Introduction to EI (1 theory hour)
- Unit 2: Personal and Social Competence (2 theory + 2 practical hours)
- Unit 3: Classroom Emotion Climate (2 theory + 1 practical hour)
- Unit 4: Assessment, Reflection, and Future Applications (1 theory + 1 practical hour)

Data Collection Tools

- **Section A:** Socio-demographic data sheet (10 items: age, gender, UG graduation status, marital status, occupation, family type, family income, religion, language, prior EI knowledge)
- **Section B, Part I:** Self-Esteem Scale for Emotional Intelligence (SESEI) 25 items across five EI domains, 5-point Likert scale (score range: 25-125). Interpretation: 100-125 (High), 75-99 (Moderate), 50-74 (Low), Below 50 (Very Low).
- **Section B, Part II:** Attitude Scale on Emotional Intelligence (ASEI) 25 items across five sections, 5-point Likert scale (score range: 25-125). Interpretation: 100-125 (Strong Positive), 75-99 (Positive), 50-74 (Neutral/Mixed), Below 50 (Negative).

Validity and Reliability

Content validity was established by 14 experts (faculty of mental health nursing, clinical psychologist, psychiatrist, teacher education). Content Validity Index was 0.89 for SESEI and 0.91 for ASEI. Reliability was tested through a pilot study (n=13) using Cronbach's alpha: SESEI ($\alpha=0.86$) and ASEI ($\alpha=0.89$).

Ethical Considerations

Institutional Ethical Committee approval was obtained (Approval No. PU/IEC/2025/142). Written informed consent was obtained from all participants. Confidentiality, anonymity, and the right to withdraw without penalty were ensured.

Data Analysis

Data were analysed using SPSS version 26.0. Descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (paired t-test, chi-square test) were used. Significance level was set at $p<0.05$.

Results

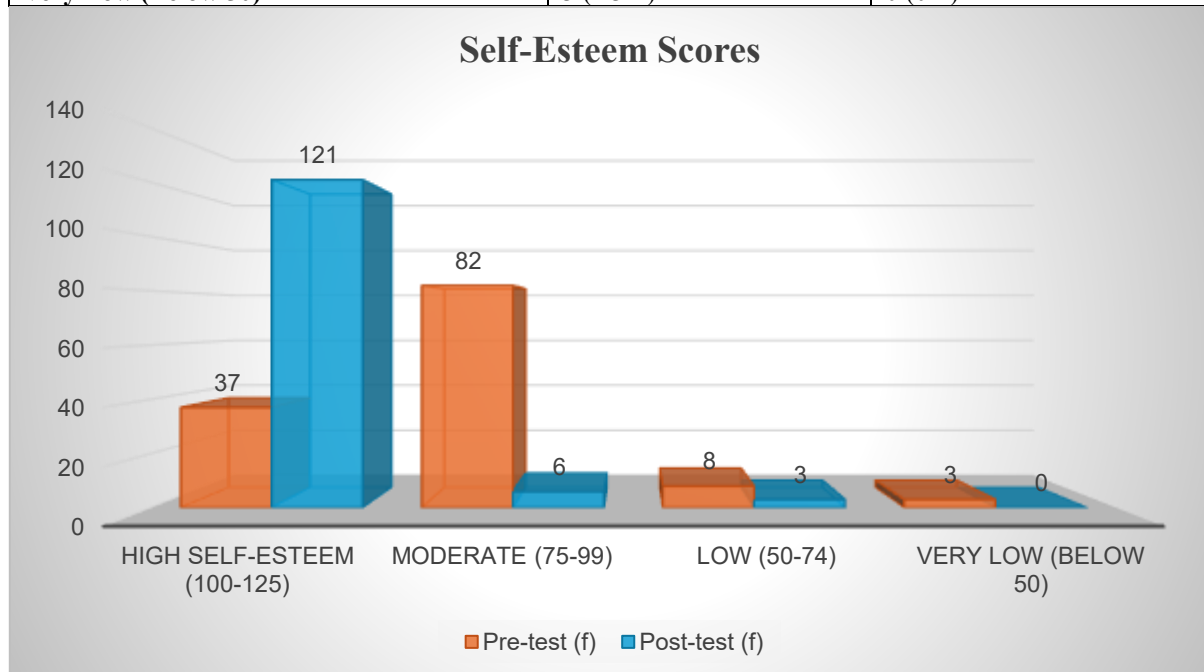
a. Demographic Characteristics

Of 130 participants, the majority were aged 21-25 years (80.0%), female (64.6%), from joint families (96.2%), with UG graduation between 60-80% (70.0%). Most (90.8%) had no prior knowledge of EI.

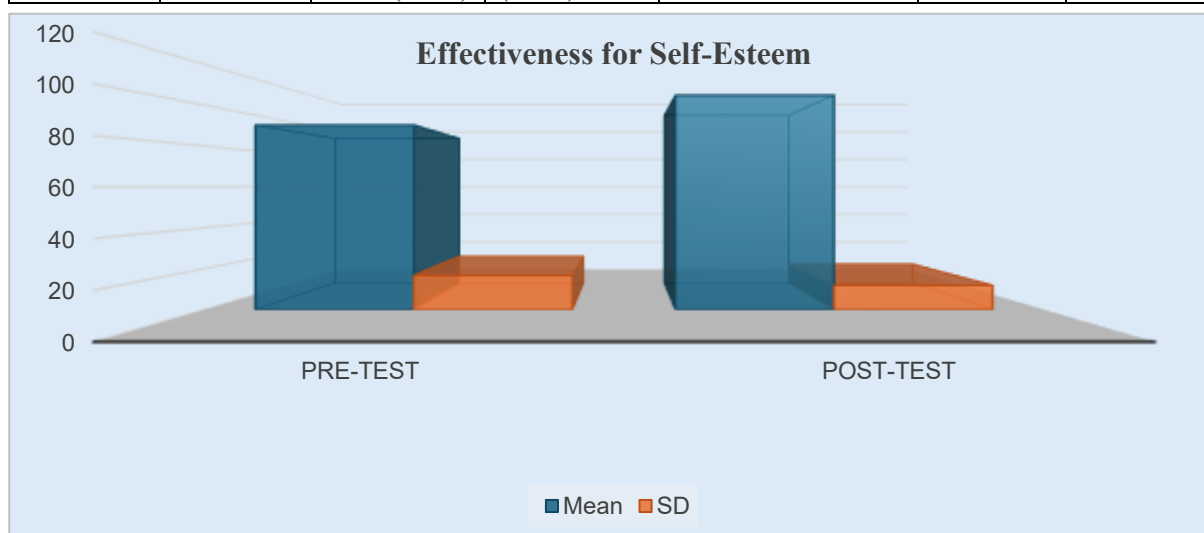
b. Effectiveness on Self-Esteem

Table 1: Distribution of Pre-test and Post-test Self-Esteem Scores (N=130)

Level	Pre-test (f/%)	Post-test (f/%)
High Self-Esteem (100-125)	37 (28.5%)	121 (93.1%)
Moderate (75-99)	82 (63.1%)	6 (4.6%)
Low (50-74)	8 (6.2%)	3 (2.3%)
Very Low (Below 50)	3 (2.3%)	0 (0%)

**Table 2:** Mean, Standard Deviation, and Effectiveness for Self-Esteem

Variable	Max Score	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Improvement	%	t-value	p-value
Self-Esteem	120	90.27 (16.70)	104.76 (11.88)	12.1%		18.06	<0.001

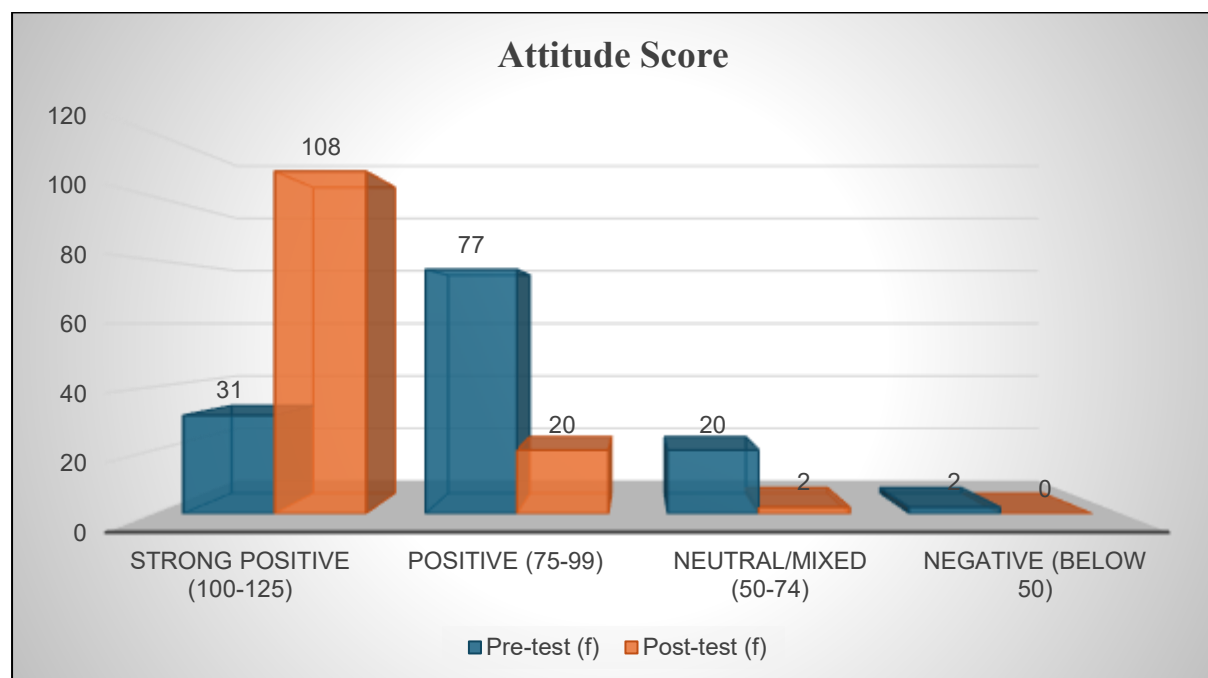


The mean self-esteem score increased from 90.27 (75.2%) to 104.76 (87.3%), representing a 12.1% improvement. The paired t-test was highly significant ($t=18.06$, $p<0.001$).

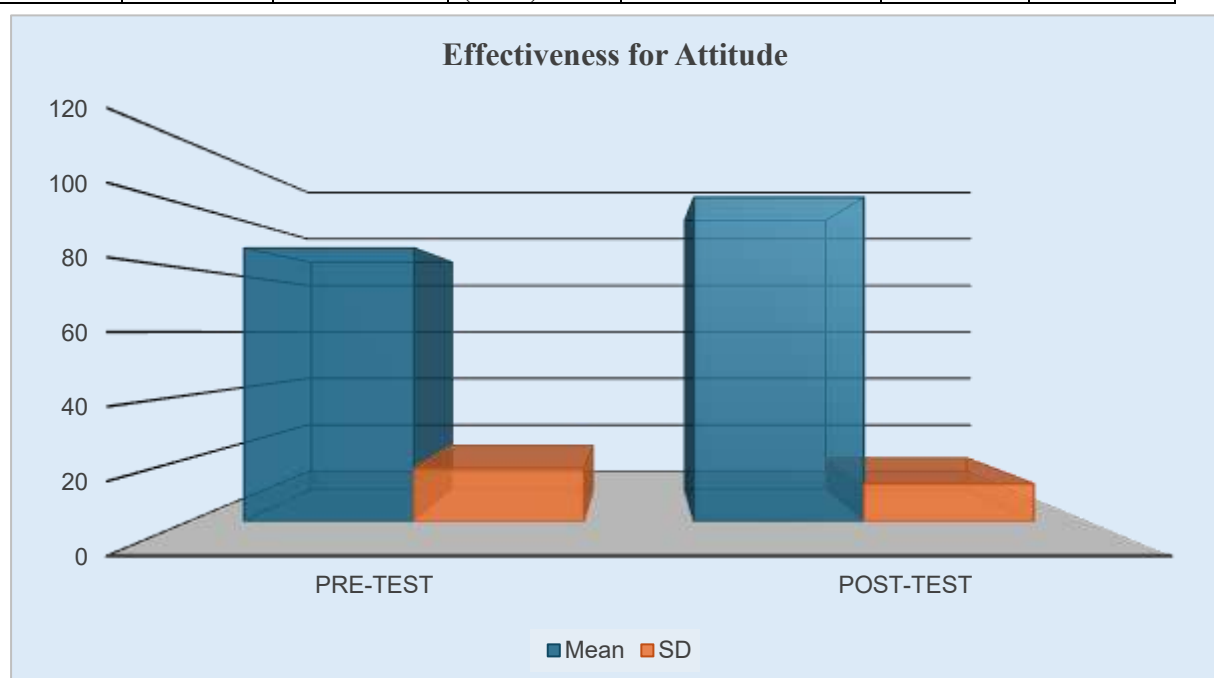
c. Effectiveness on Attitude

Table 3: Distribution of Pre-test and Post-test Attitude Scores (N=130)

Level	Pre-test (f/%)	Post-test (f/%)
Strong Positive (100-125)	31 (23.8%)	108 (83.1%)
Positive (75-99)	77 (59.2%)	20 (15.4%)
Neutral/Mixed (50-74)	20 (15.4%)	2 (1.5%)
Negative (Below 50)	2 (1.5%)	0 (0%)

**Table 4:** Mean, Standard Deviation, and Effectiveness for Attitude

Variable	Max Score	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Improvement %	t-value	p-value
Attitude	120	86.56 (16.72)	102.61 (11.92)	13.4%	17.15	<0.001



The mean attitude score increased from 86.56 (72.1%) to 102.61 (85.5%), representing a 13.4% improvement. The paired t-test was highly significant ($t=17.15$, $p<0.001$).

d. Association with Demographic Variables

Chi-square analysis revealed that UG graduation status showed a statistically significant association with pre-test attitude ($\chi^2=39.62$, $df=15$, $p=0.001$) and post-test attitude ($\chi^2=33.68$, $df=10$, $p<0.001$). No other demographic variables showed significant associations with self-esteem or attitude (all $p>0.05$).

Discussion

This study evaluated the effectiveness of a structured 10-hour Emotional Intelligence Training Program on self-esteem and attitude among 130 B.Ed. trainees in Vadodara, India. The findings demonstrate that the EITP produced highly significant improvements in both outcome variables ($p<0.001$).

Improvement in Self-Esteem

The proportion of trainees with high self-esteem increased from 28.5% pre-test to 93.1% post-test, with elimination of the very low category. The mean improvement of 12.1% ($t=18.06$) is consistent with previous intervention studies. Chavan (2022) reported similar improvements in self-development among B.Ed. students

following a 30-hour training program.¹³ Mishal (2016) found that life skills training significantly enhanced self-esteem among teacher trainees.¹⁴

The improvement can be explained through Lewin's Field Theory, which posits that behaviour is a function of the person and environment ($B=f(P,E)$).¹⁵ The EITP acted as a planned environmental intervention, with the unfreezing stage (pre-test revealing gaps), changing stage (active learning of EI competencies), and refreezing stage (internalization of new skills evidenced by post-test scores).

Improvement in Attitude

The proportion of trainees with strong positive attitudes toward EI increased from 23.8% to 83.1%, with negative attitudes completely eliminated. The mean improvement of 13.4% ($t=17.15$) aligns with correlational studies by Mangla (2020) who found a strong positive correlation ($r=0.72$) between EI and teaching attitude,¹⁶ and Durlak et al.'s meta-analysis of 213 school-based SEL programs demonstrating significant attitude improvements.¹⁷

Demographic Associations

UG graduation status was significantly associated with attitude ($p<0.001$), suggesting that trainees with higher academic performance may possess greater cognitive processing abilities and openness to new learning. This finding is consistent with Suresh and Vedhan (2016), who found that teacher educators' EI significantly influenced trainees' academic achievement.¹⁸

Notably, no other demographic variables (age, gender, marital status, family income, prior EI knowledge) showed significant associations, indicating the universal applicability of the EITP across diverse subgroups.

Implications

For Teacher Education: B.Ed. curricula should integrate EI modules using experiential learning methods. **For Nursing Education:** Similar structured EI training should be incorporated into nursing programs, where emotional resilience is critical for patient care. **For Educational Policy:** NEP 2020 implementation should mandate EI competence development in teacher preparation.

Limitations

The study's limitations include: (1) pre-experimental design without control group, limiting causal inference; (2) single geographic location (Vadodara); (3) immediate post-test only, no long-term follow-up; (4) self-report measures subject to social desirability bias; (5) homogeneous sample (all Hindu, Gujarati-speaking).

Recommendations for Future Research

Randomized controlled trials with control groups and longer follow-up periods (3-6 months) are recommended. Replication in diverse geographic and cultural settings, inclusion of objective EI measures (e.g., MSCEIT), and qualitative studies exploring participants' lived experiences would strengthen evidence.

Conclusion

The Emotional Intelligence Training Program was highly effective in enhancing both self-esteem and attitude toward emotional intelligence among B.Ed. trainees. The statistically significant improvements ($p<0.001$), with 93.1% achieving high self-esteem and 83.1% demonstrating strong positive attitudes post-intervention, provide compelling evidence for integrating structured EI training into teacher education curricula. The universal effectiveness across most demographic subgroups supports the program's broad applicability. Investing in emotional intelligence development for future educators contributes to building an emotionally resilient, confident, and professionally positive teaching workforce capable of meeting twenty-first-century educational demands.

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