



**Evaluating and Improving Emotional Intelligence among teachers a Case of Schools in Dhufar Governate**

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**ABSTRACT**

*Emotional intelligence (EI) is being recognized to be a vital element in many schools today. Numerous research revealed schools that focused on social and emotional learning (SEL) had an increase in academic success, improved quality of teacher-student relationship and a decrease in problem behavior (Hagelskamp, Brackett, Rivers & Salovey, 201; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Tuning into one's feelings and understanding others help to build and strengthen relationships in classrooms.*

*This paper looks at the effect of training emotional intelligence in schools and the outcome of conducting such training on the performance of students as well as the school environment. The research covered 65 teachers in three major secondary girls' schools in Dhufar Governate, making it the first study carried out in this field. The research adopted a deductive approach using a combination of questionnaires, observation as well as focus groups. The findings revealed a relationship between training emotional intelligence and the level of EI of the participants. As such EI training increased the level of EI for the participant's over's a span of one academic year.*

**Keywords: Emotions, Emotional Intelligence, Wang's Questionnaire, Dhufar Governante, Secondary Schools, Social Emotional Learning (SEL).**

**INTRODUCTION**

Emotions play a major role in our daily lives, in decision making, planning, networking, relationships (Goleman,2003;1999) as well as in creating a healthy working environment such as classrooms (Jordan, 2016; Heckman&Masteroy,2004). For most of us, it's an underdeveloped area and an untapped resource (Mayer, Salovey &Caruso, 1999). "The daily challenge of dealing effectively with emotions is critical to the human condition because our brains are hard-wired to give emotions the upper hand,"(Bradberry & Greaves, 2009 p.6). Emotional Intelligence is the ability to work well with people and people's emotion both on and off the

job. Consequently, it would affect human relations at work and the entire working environment (Bar-On, Maree & Maurice, 2007; Lussier&Achua, 2007). Many authors indicate that emotional intelligence is about tuning into our emotions, understanding them and being aware of our emotions, managing them or taking appropriate action(Goleman,2003;Goleman, 1999; Orme, 2001; Mayer, Higgs&Dulewicz, 1999; Mayer & Salovey, 1999; Salovey, Caruso & Sitarenious, 2001). It also has been said that emotional intelligence is about using emotions effectively. Having knowledge of emotional intelligence can help make people realize how to establish strong relationships and bonds, increase self-



awareness, improve social skills, and simply are happy (Kumar, 2014; Bar-On et al, 2007; Hein, 1996).

It has been argued that understanding emotional intelligence helps understanding its contribution to success (Heckman, 2004; Goleman, 1999; 1998; Higgs & Dulewicz, 1999) at work and in life. Ganu & Oladepo (2014) proved a relationship between emotional intelligence and employees' performance, which may bring about employees' self-development. Self-development of the executive is central to the development of the organization through increased workers' performance. The application of managers' emotional intelligence will increase employees' performance through an organized self-managed development scheme.

The following are other advantages of emotional intelligence: improved relationships and communication with others, acting with integrity and respect for as well as from others, improved career prospects, managing change more confidently, feeling positive and building trust, reduced stress (Neale, Spencer-Alter & Wilson, 2009; Bradberry, Travis & Greaves, Jean, 2009; Goleman, 1998; Goleman, 2003).

Looking at emotional intelligence in schools, worldwide, counselors, and millions of parents are utilizing the new findings to help young people thrive (A case for emotional intelligence in our schools, 6seconds.org). Numerous studies conducted in the USA, UK, as well as the Middle East concerning the link between EI outcome and, have concluded the existence of a strong connection, positive outcomes and performance for students in schools that implemented an EQ program or what is also referred to as (SEL) social-emotional learning (Hagelskamp, Brackett, Rivers, & Salovey, 2013; Al Said, Birdseys & Hamilton, 2013; Zins, Weissberg, Wang & Wallberg, 2004; Salovey & Sluyter, 1997). Social-emotional learning is a process of integrating thinking, feeling, and behaving to become aware of one's self and of others, making responsible decisions, being able to manage one's behaviors and others (Greenberg, Kusche & Riggs, 2004; Elias, Zins, Weissberg, Frey, Grenberg, Haynes & Shriver, 1997). In parallel to an individual student's capacity to cope, the school environment has a major effect on performance. EI has also proven to have a positive and direct impact on mentees by their mentors who apply EI (Jordan, 2016) and has proven that EI strengthens the relationship of the mentor with the

mentee who is the student and will thus lead to academic success.

Emotional intelligence in a school environment examines four aspects: Empathy, Feeling cared for; Accountability, Sense of follow-through; Respect, Considerate behavior; Trust, Belief in the people and institution. When students feel a sense of belonging in a respectful environment, they are freer to focus on their academic work. To understand the students and promote a learning and progressing classroom environment, the lecturer needs to be aware of the emotional intelligence competencies and skills, promote and encourage interaction in a positive learning environment. There are some Emotional Intelligence skills often related to academic success such as assertion, drive, strength, commitment ethic, time management, and stress management (Hagelskamp et al, 2013; Zins, Weissberg, Wang & Wallberg, 2004; Salovey & Sluyter, 1997). A study that was conducted by proved the academic success of first-year students' success was strongly associated with several dimensions of emotional intelligence (Parker, Summerfield, Hogan & Majeski).

## AIM OF THE STUDY

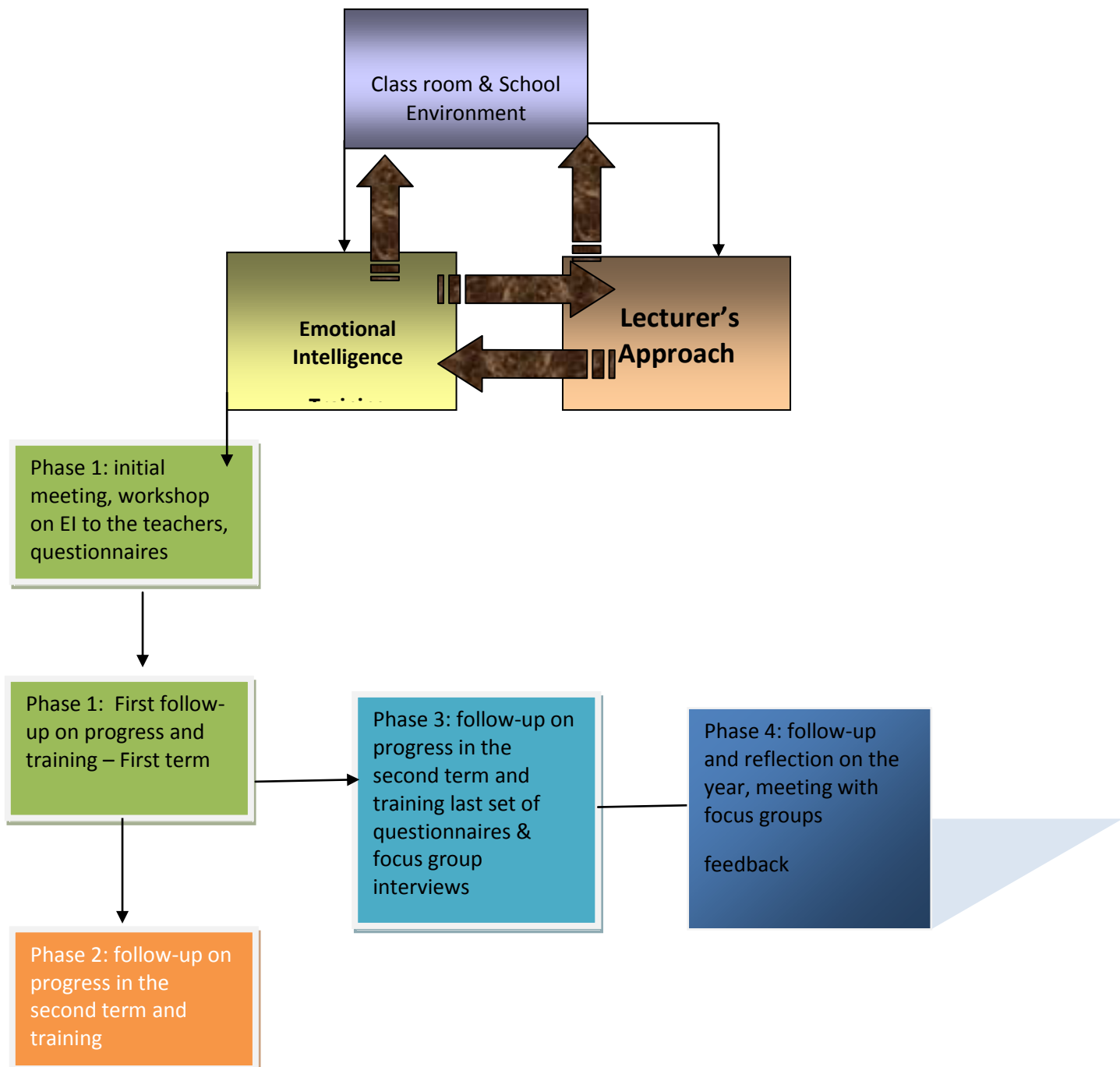
The main aim of this study is to explore the level of emotional intelligence among teaching faculty and administrators, examine the effect of emotional intelligence training on the level of EI for the staff in three of the major schools in the Sultanate, in the Dhufar Governate. Three major government secondary girls' schools were involved with a sample of 65 teachers and administrators in all. The secondary phase is the last phase before students enroll in universities. This is a critical stage for students and applying emotional intelligence will help in preparing them to meet university life and enables them to overcome some of the difficulties they may face such as change and shift in the culture from school environment being segregated, to a university where they would have to adapt to a mixed culture and a different environment. The government schools in the Sultanate are segregated but at the university level, they are not. Therefore, many students find this as a culture shock, and it takes time for them to adapt and adjust. Wang Questionnaire was used for the purpose of the study (refer to Fig 1).

The author conducted the study in four phases: Phase 1, initial meeting and workshop on the purpose of the research and background information on the concepts



and factors of EI. Prior to the start of the phase, communication took place between the researcher and the administrator or head of the school to explain the purpose of the research. Questionnaires were distributed at this stage to measure the levels of emotional intelligence before EI training. In this stage, the participants were exposed to the various concepts and

activities on emotional intelligence and its application. This was followed by a workshop on the concepts of EI as well as obtaining feedback from the participants on the application of emotional intelligence. Here the researcher was in a position to detect any problems and issues that has arisen and was able to cover further instructions.





**Fig. 1 Phases of the research**

In Phase 2: A follow up on the progress made during the second term and was able to give further instructions regarding the application of the activities of EI in the classrooms and remind the participants of a follow-up on their progress as well as the focus group interviews that will take place in the last phase. Phase 3: After two terms, the last set of questionnaires was an overall feedback on the whole process and to proceed forward. This involved another visit to monitor and follow up. Prior to the last phase, the researcher did the last check on the progress and preparations for the last stage of the research. Phase 4: Observation, questionnaires and focus groups were used to measure EI, the outcome, and progress made after the training program. The focus groups aimed at teachers and administrators. The aim of this stage is to observe the changes throughout the eight months and to detect a positive change from the start of the training program. Also, to apply the questionnaires again for the purpose of comparison. Focus group was used to further support the findings of the study.

**METHODOLOGY**

The research adopted a deductive, experimental approach using quantitative and qualitative methods. Questionnaires were used to measure the levels of EI before the start of the training program and another set after the program has been implemented. Workshop training in EI was carried out along with observation and follow up on the focus groups. Wong's Emotional Intelligence Scale(WEIS) questionnaire was adopted to arrive at a correlation between the levels of emotional intelligence of the teachers and administrators. The questionnaire was translated into Arabic and was checked by a panel of experts in the field to ensure the translation validity. The translated questionnaire was also validated and used in a study conducted by another researcher in one of the government institutions in Oman. Wong, Law, and Wong (2004) developed a 40-item forced intelligence Scale with two parts: The first part contains 20 scenarios and respondents are asked to choose one option that best reflects their most likely reaction for each scenario. The second part contains 20 ability pairs and respondents are asked to choose one out of the two types of abilities that best represent their strengths. Wong, Wong & Law (2007) explain that for each ability pair, one is considered as EI-related and the

other is related to other intelligence dimensions (Look at Appendix A for details of the 40 items). Therefore, respondents have to evaluate their relative strength between handling emotional issues and other types of ability. Responses to these items according to Wong et al (2004) may be affected by social desirability that relates to the ability to handle emotional issues. The authors also demonstrated that WEIS has acceptable reliability, convergence and discriminate validity.

**RESEARCH QUESTIONS and HYPOTHESIS**

**Hypothesis:**

H1= the levels of EI among the teaching faculty will increase after the EI training program

H2= There is a relationship between age, experience, social status and the levels of EI after conducting the training program.

The research identified the following main questions:

- 1) What are the levels of emotional intelligence of teachers and the administrators?
- 2) Is there a difference between before the start of the training program and after?
- 3) Is there a relationship between age, experience, and social status of teachers and their emotional intelligence?

**SCOPE OF THE STUDY**

Emotional intelligence is a vast topic; one can look at various perspectives of EI and variety of research conducted linking EI with different areas of business, education, military and other organizations. EI can also be explored in terms of the various perspectives and approaches. The research can also be further explored by including schools in various governates in Oman and making comparisons. This research focuses on emotional intelligence training in secondary schools in Dhufar Governate in the Sultanate of Oman, where three main schools were selected with the emphasis on the teaching faculty as well as administrative staff who dealt with the senior level students. Senior level is the last phase before joining the university and higher education. The study also covered the effect of emotional intelligence training on the classroom environment and the overall school environment. The research is an experimental research, covered a closed and controllable environment where participants were selected, monitored and followed up.

**SIGNIFICANCE OF THE RESEARCH**





This research focuses on the relationship between better-trained teachers and the classroom environment, highlighting the importance of creating the better classroom environment where students would be able to engage, listen and interact more effectively. In addition, it provides an approach to preparing them to meet their new life at the university and higher education, enabling them to adapt and embrace the change and shift more easily. The research will also enable teachers as well as administrators to improve their competencies and upgrade their thinking into being positive and creative. It will enable to create a harmonious and fun working environment which would ultimately increase productivity and improve the standards of the school.

## REVIEW OF LITERATURE

### *What is Emotional Intelligence?*

Emotions can influence our thoughts and behaviors and be developing emotional intelligence skills enables us to communicate our emotions and recognize them in others (Segal, 2008; Goleman, 2003;1999). Such abilities have been proven to play a role in the success of individuals at home, work and in their general life. The perception, understanding, utilization and managing emotions effectively in one's self and others, makeup up the pillar of emotional intelligence (Bar-On, Maree & Maurice, 2007). It includes the following four domains (Mayer, Caruso, & Salovey, 1999; Wong et al, 2004): (1) Appraisal and expression of emotion in the self. This relates to an individual's ability to understand their deep emotions and to be able to express them naturally. People who have high ability in this area sense and acknowledge their emotions well before most people. 2) Appraisal and recognition of emotion in others. This relates to an individual's ability to perceive and understand the emotions of people who are around them. People who are high in this ability will be much more sensitive to the feelings or emotions of others and to read their minds. (3) Regulation of emotion in the self, which consists of the ability of a person to regulate his emotions, enables a more rapid recovery from emotional climax and distress. A person who has high ability in this aspect is able to control his behavior when he has extreme moods. (4) Use of emotion to facilitate performance entails the ability of a person to make use of his emotions by directing them toward constructive activities and personal performance. A person with great ability in this

area maintains positive emotions most of the time. He can make the best use of their emotions to facilitate high performance in the workplace and in his personal life.

### *Using Emotional Intelligence in Schools*

According to Hagelskamp, Brackett, Rivers & Salovey (2013) Classroom interactions have a powerful influence on youth development. They elaborate that in high-quality classrooms interactions are respectful and the students are granted autonomy in the learning process. Also, teaching is organized and discipline is fair and instructions are appropriate.

Teaching quality has changed tremendously over the years, whether in the Western or Eastern world. The focus of teaching in classrooms has shifted to improve the quality and standard of teaching (Biggs & Tang, 2007). Therefore, with such shifts, one of the elements of change would be introducing a more interactive classroom environment through understanding students' needs as well as being in line with the progress in education. Understanding such needs necessitates a more in-depth knowledge of the emotions and feelings of students and what makes them satisfied, happy and have the motivation to learn. Therefore, it has been emphasized that establishing a creative classroom environment, focusing on teamwork, critical thinking and problem solving helps to create a better learning environment (Biggs & Tang, 2007). Several studies have concluded the positive relationship between EI and academic performance (Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin & Bommer, 2007), it was predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity which has been shown to cause felt stress; second, the majority of academic work is self-directed, requiring high levels of self-management (Rode et al., 2007).

In the application of an EI system in schools, we can also refer to the work of Low and Nelson (2003) that points out to EI system as having five steps: Step 1: (Self Assessment: Explore) requires the development of an intentional self-assessment habit, which includes discovering as well as questioning. Step 2: (Self-Awareness: Identify) involves the process of identifying one's experience as either a thought or a feeling. Being aware of one's own feelings and inner thoughts and how such feelings would influence others and how others feel (Goleman, 2003; 1999). Step 3: (Self-Knowledge:



Understand) involves “insight” and an understanding that allows an individual to make choices about how to behave. Step 4: (Self-Development: Learn) involves learning various ways to improve one’s behavior. Step 5: (Self-Improvement: Apply and Model) requires the individual to apply and model an emotionally intelligent behavior to achieve personal, career and academic goals.

**Measuring Progress in the Classroom**

To understand the students and promote a positive learning and progressing classroom environment, the lecturer needs to be aware of the emotional intelligence competencies, skills, and be able to encourage interaction that would lead to a positive learning environment. According to Hammett (2007), there are some Emotional Intelligence skills most often related to academic success such as assertion, drive, strength, commitment ethic, time management, and stress management. The assertion is the ability to clearly and honestly communicate your thoughts and feelings to others in a straightforward and direct manner. Being able to complete meaningful goals that give an individual personal satisfaction and positive feelings are referred to as Drive Strength. As for the students, it is very important to manage their time and activities to enable them to complete their tasks and reach their goals.

Commitment Ethic is the ability to finish what one can start with pride and excitement, not fatigue and sacrifice. Students would also need to manage their stress, selecting ways to stay healthy and be able to complete their tasks without affecting their health. Using EI in the classroom means that students can start with planning and scheduling skills. Add to is what the author found and observed in her classroom, creativity, and harmony, where she found that applying EI lead to a better classroom environment and students were able to think out of the box and be creative in the way they study and carry out their activities. Students also improved their skills and abilities in various ways as they were motivated in the class by the variety of activities they were exposed to. This creates a learning and fun environment where students remain open to change and motivate them to enhance and improve and achieve their targets. They are guided throughout by the instructor.

**RESULTS OF THE STUDY**

The study covered three main girls' secondary schools in Duhfar Governate, with a total sample size of 65 female teaching and administrative faculty in all three schools (refer to Table 1). Ages ranged from 20 to 40 with experiences ranging from a year to twenty-five years.

**Table (1) AGE \* EXPERINCE \* STATUS Cross tabulation**

STATES			EXPERINCE			Total
			(1-10) YEARS	(11-15)	(21-25)	
SINGLE	AGE	20-30	5	0	0	5
		31-40	3	3	0	6
		41-50	0	3	4	7
		Total	8	6	4	18
MARRIED	AGE	20-30	11	0	0	11
		31-40	6	11	0	17
		41-50	0	3	7	10
		Total	17	14	7	38
OTHER	AGE	20-30	4	0	0	4
		31-40	2	1	0	3
		41-50	0	0	2	2
		Total	6	1	2	9

The experimental groups were exposed to two main experiments: The first stage in the experiment was

before the EI training program; here the researcher had sent emails to the coordinators in each school elaborating



the purpose and mechanism of the research. Then a meeting was arranged with the heads of the schools and some key administrators. This was followed by a one day training workshop for the teachers and administrators where EI training was conducted. During the workshop the researcher gave practical examples. At the end of the workshop, discussion and questions and answers session took place and the researcher clarified some queries as well as addressed their questions. Stage one set the scene for the second stage. After the workshop, the researcher explained the process of the research and how to answer the questions of the research. The researcher then gave instructions to the administrators to make the process clearer and more effective. The second stage was after the implementation of the EI training program. But during the two stages, the researcher followed up the schools to monitor the progress. The whole period of the

research was around eight months. Focus groups was also used to conclude the whole process of EI training in schools as well as reinforcing the research question and the hypothesis: "There is a strong link between training in emotional intelligence and performance/outcome of the teaching faculty" the following research questions were addressed.

**Question 1 and 2:** What are the levels of emotional intelligence of teachers and the administration? Is there a difference between commencement of the training program and after? Results on measuring emotional intelligence revealed statistically significant level differences ( $\alpha \leq 0.05$ ) in the experimental group grades averages before and after the training program. To test this, averages and standard deviations of the experimental group were used through the "T" test (table 2 shows the results).

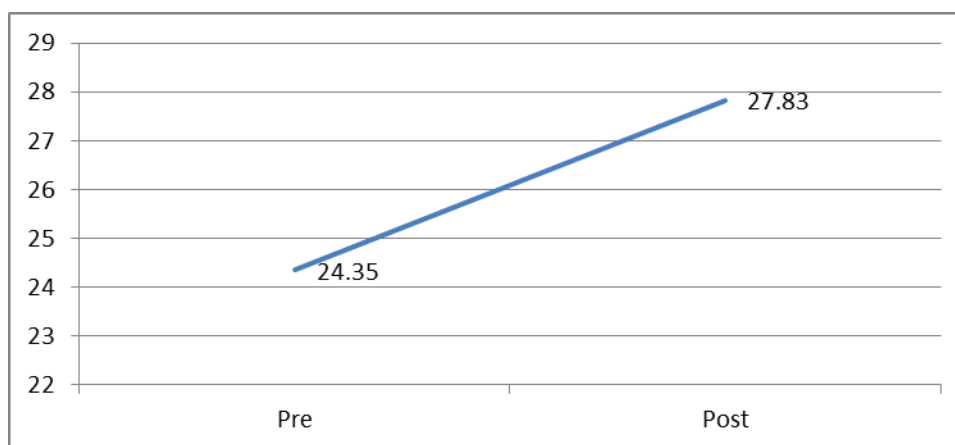
**Table (2): T-Test result in both exams pre and post of the experimental group**

Exam	Mean	Std. Deviation	t	df	Sig.	Result	Eta Squard $\eta^2$
Pre	24.35	4.92	4.14	64	0.000	Post	0.21
Post	27.83	4.75					

(N\*=65)

Results in table (2), reveals a statistically significant difference at the indication ( $\alpha \leq 0.05$ ) in the average pilot group grades both before and after the application of the training program to measure emotional intelligence. The mean is higher in the post training program which reflects the success of the training and that it was effective and did influence the experimental group. The researcher observed an improvement in the performance of the teachers as well as some of the administrators during the follow up visit. This was also reinforced by the focus group interviews that took place in the last stage, where the researcher was able to conclude the benefits of the training program and was

able to note the differences in the behaviour as well as the personality of some of the group members. They were more positive and motivated when compared with prior to the start of the program. To see the impact of the training program on the level of emotional intelligence of the experimental sample size ETA (Eta Squard) calculation was carried out, which is the result of dividing the value "t" box on the total value of "t" box plus a degree of freedom. ETA squared value in the application post (0.21) and this is considered to be a great value as classified by Abu Alam (2003), which is (21%) of the total variance. Figure (1) illustrates the amount of change in the average grades of the experimental group.



**Fig 1 the change in the mean scores of the experimental group**

**Question 3:** Is there a relationship between experience, age and social status of teachers and their emotional intelligence?

**EI and Experience**

There are no statistically significant level differences ( $\alpha \leq 0.05$ ) in the study sample due to variable dimensional application experience to measure emotional intelligence. This indicates that all the participants in the experience group benefited from the EI training program regardless

of their experience. Therefore, regardless of the ages of the participants, they did respond positively to the training program and proved changes in their classrooms and their social life. Arithmetic averages were extracted and standard deviations of the sample in dimensional application according to a variable experience, using One sided Way ANOVA analysis of variance to test the validity of this hypothesis [tables (3) and (4) clarifies the results]

**Table (3): Means and Std. deviations for the comparison groups**

Experience years	NO.	Mean	Std. Deviation
Less than 10 years	31	27.13	4.90
(11 -20) years	21	28.29	5.23
More than 20	13	28.77	3.49

**Table (4): Result of One Way ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.06	2	15.53	0.68	0.51
Within Groups	1414.08	62	22.81		
Total	1445.14	64	-	-	-





From the results in Table (4), there is no statistically significant level difference ( $\alpha \leq 0.05$ ) in the sample with regards to experience, which indicates that the experimental group benefited from the training programme across all experiences. Whether the teaching faculties were new or have been in the school for a couple of years, they were willing to change and proved to have benefitted from the training program.

**EI and age**

Regarding the age factor, the experimental group benefited from the EI training across all age groups. Regardless of their age group, the training program influenced the participants positively. Standard deviation and means were calculated as in Table 5 and Table 6

**Table (5): Means and Std. deviations for the comparison groups**

Age	NO.	Mean	Std. Deviation
Less than 30 years	20	26.10	5.22
(31-40) years	26	29.07	3.78
More than 40	19	27.95	5.10

One sided one Way ANOVA analysis of variance was used to test the validity of the relationship between age and emotional intelligence as shown in Table 6. There are no statistical differences at the significant level ( $\alpha \leq$

0.05) in the age variable, which reveals equal impact of the training programme on the selected sample and everyone benefited from the program regardless of the age group.

**Table (6): Result of One Way ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	100.55	2	50.27	2.32	0.11
Within Groups	1344.59	62	21.69		
Total	1445.14	64	-	-	-

**Social status and EI**

There are no statistical significant level differences ( $\alpha \leq 0.05$ ) found in individuals in the experimental group with regards to the social status. Arithmetic averages were extracted and standard deviations of the sample to

measure emotional intelligence according to social status variable, as revealed in Table (7). This indicates that the participants benefited from the training program regardless of their status, so whether they were single or had families, the program proved to be effective.

**Table (7): Means and Std. deviations for the comparison groups**

Social status	NO.	Mean	Std. Deviation
Single	18	26.44	5.01
Married	38	28.45	4.89
Other	9	28.00	3.20



To further reinforce the results in Table 7, one way ANOVA was calculated as illustrated in Table 8. It shows that there is no statistical significant level differences ( $\alpha \leq 0.05$ )

**Table (8): Result of One Way ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	49.29	2	24.65	1.09	0.34
Within Groups	1395.83	62	22.51		
Total	1445.14	64	-	-	-

From the above table (8), it further reinforces that social status does not play a major role in determining the level of EI among participants, other factors are involved such as personality and willingness to change and apply as well as practice EI (Bar-On et al, 2007).

**CONCLUDING REMARKS and RECOMMENDATIONS**

With the emotional intelligence coaching, lecturers and educators can be better facilitators in classrooms, taking into consideration the needs and concerns of students on issues such as team spirit, better communication, learning from the team members through the guidance of the lecturer, encouraging cooperation and effort between them. This should be done in the first year where students are just starting to adapt and need guidance and motivation. Many schools in the Western Culture are implementing school-wide SEL (Social Emotional Learning) policies and curricula in order to foster caring relationships, better cooperation between teachers and students, conflict reduction, a greater sense of school safety, and the development of social and emotional skills in students, teachers and school leaders (Greenberg&Riggs, 2004; Greenberg, Weissberg, Obrien, Zins, Fredericks, Resnik&Elias, 2003). The aim of this study was to explore the influence of the EI training program on the teaching faculty and administrators. The results revealed a strong relationship as the experimental group benefited greatly from the training program regardless of their experience, age or social status. They showed positive improvements in the teachers' performance as well as social skills. This is in line with many studies that explored the relationship

between various factors and EI training program and suggested that training can increase emotional intelligence and improve outcomes related to emotional intelligence (Schutte, Malouff &Thorsteinsson, 2013; Jackson, Shipley&Segrest, 2010).

***The researcher proposes the following:***

- 1) Incorporate the design of SEL (Social Emotional Learning) programs as it has been proven that it helps to develop students' competencies as well as the overall social-emotional attributes of classrooms (Zins, Weissberg, Wang,&Wallberg, 2004). Such a program will enable students to develop their different abilities and competencies and improve their networking and social skills in class and that in turn will enable them to build up their personalities and improve their performance further.
- 2) Promote alternative thinking strategies (PATHS) as suggested by some researchers and experts in the field of social and emotional learning ([www.pathstraining.com](http://www.pathstraining.com); [www.channing-bete.com](http://www.channing-bete.com)). PATHS derive from the affective behavioral-cognitive dynamic (ABCD) model of development which assumes that social competence is achieved when thee following three factors are blended together: affect, behavior, and cognition (Greenber, Kusche & Riggs, 2004). This would enable to create a more positive learning environment and would lead to higher levels of performance and outcome in classrooms.
- 3) Apply the RULER approach as discussed earlier. The model includes systemic professional development for the adults involved in the education



of children, including teachers, support staff, school, and parents (Brackett, Rivers, Reyers, & Salovey, 2012; Hagelskamp et al, 2013; <http://ei.yale.edu/ruler>). Such an approach would improve the development adults that are involved in not only teaching children but also other faculty members, higher education and the support staff as well as parents.

4) If the above approaches and programs are too demanding and difficult to apply due to some restrictions such as language, culture and financial, then EI training workshops can be conducted to the teaching faculty as well as to the students. Results can be measured and further training can be conducted with the help of trainers in EI and experts in the field.

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