

CHAPTER VI

SUMMARY, FINDINGS AND CONCLUSION

6.0. INTRODUCTION

Often educators struggle in situations where teaching is not simply about content and curriculum, but about connecting across the divide of human differences. We can imagine the benefits of understanding how our personality affects the way we teach and conversely, how the personality biases of our students affect how each learns and interacts with authority. The Enneagram system is a model which allows educators to reconcile the differences between themselves, colleagues and students. Also Enneagram can be used as a key to discovering how the head and the heart can work together creatively. In our culture and educational system we have developed the mind and we have developed the body as the agent of the mind, but the heart has not been attended to. We have not educated the heart nor developed the heart. This way of life is so normal to us that even the phrases “developing the heart” and “educating the heart” may easily seem odd to us, even as the phrases “educating the mind” and “training the body” are in everyday usage by most people. Into such a world the Enneagram comes, which, from the start, speaks of the body, the mind and the heart. Some authors call them the three centers of intelligences. Each center had its own proficiencies. Accordingly, every activity is most properly completed with one of the three centers in the lead. Therefore, in a simple way to understand the nature of many of the problems we experience in life, is that, we use centers for purposes for which they are not intended. In other words we can call “wrong use of centers”. On a larger scale, wrong use of centers is a misuse of our personal energy that diffuses our focus and frustrates our true purpose in life. That’s why the great spiritual teachers say that using centers properly is the beginning of the transformation process, and doing so depends on developing each center to be strong enough to accomplish the tasks appropriate to it. It means that to learn balancing the centers. If we understand the relationship between the nine personality types of Enneagram and the three centers of intelligence, it shows us how to achieve balance. It must be clear to us that no type uses any center well, because type is created by the misuse of centers. Seen from this angle, the Enneagram becomes a way to understand how we misuse the human heart

and emotions and, more important than this is that it tells us, what we need to do to develop it.

6.1. CONCEPTUAL FRAMEWORK

6.1.1. ENNEAGRAM: THE NINE PERSONALITY TYPES

The Enneagram system is a model of personality that describes nine world-views or strategies-nine intelligences. Accounting for individual differences across race, sex, age, ethnicity, mental ability, socioeconomic status the Enneagram model is based on nine patterns of thought, feeling, motivation, and perception tied to a central feature of narrowed attention (Palmer 1988). The empirical evidence for E-types (personality types) is found in scores of thousands of interviews. The psychological profiles of the E-types revolve around a central feature or fixation, our core defense mechanism. Some Enneagram authors describe in detail how these fixations approximate the psychological states of the human beings.

No E-type strategy is better than any other, all are equally valid, but each encompasses a distinctive way of perceiving the world. Each of us embody one basic strategy, yet we may see part of ourselves in each of the strategies. However, each individual is characterized by his or her basic dominant type and an auxiliary type called the 'wing'. The wing is immediately on either side of the dominant type (figure 6.1.). In addition, each Enneagram type has specific directions of growth and decline. The arrows on the Enneagram diagram refer to the directions of growth and decline. The direction of growth involves traveling against the arrow that goes toward ones type.

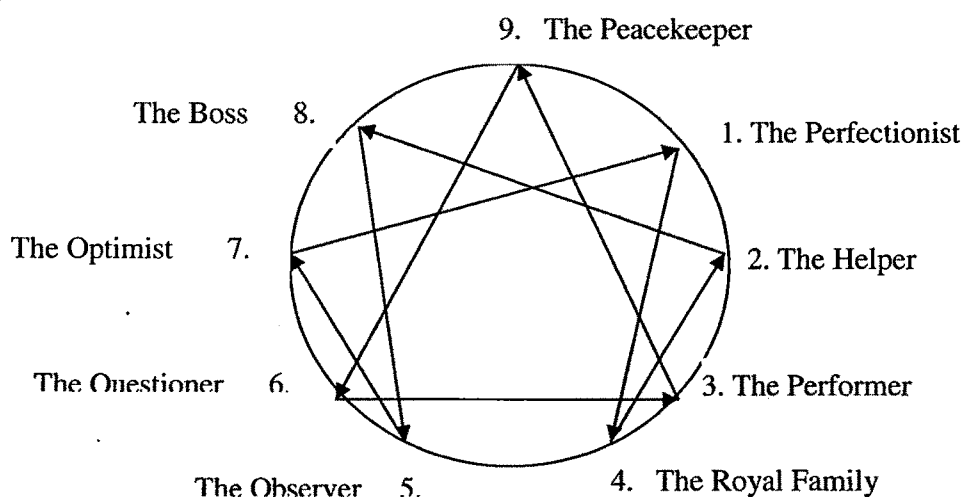


FIGURE: 6.1. Enneagram Diagram

Below are brief descriptions of the nine E-type and a few helpful interventions for teachers to work with themselves and their students.

Point ONE: “The Perfectionist” is conscientious and moral, honest and idealist, who strives for excellence in their work. Endowed with a strong moral sense of right and wrong, ONEs strive to be correct, just and truthful and avoid error. This can lead to procrastination and a lack of spontaneity. Communications can be preachy and zealous. They are quality performers who want a job to be done well. They are hard workers. They behave like stabilizers to ensure that roles and responsibilities of each one is that the standards of excellence can be ensured.

Point ONE educators’ communication style is underscored by an unspoken message of moral righteousness. There is a drive to prepare students to learn. They need to look at their own motives when they judge students as not achieving to their (the teacher’s) standards. They need to let go of feeling responsible for every detail of their classes, avoid lecturing and let students find their own answers.

To work with point ONE- students, teachers must give genuine praise for their striving for excellence. When giving responsibilities make sure they understand the limits. Help perfectionist students to see the gray areas – their right/wrong mind set can be limiting. Give them permission to have fun.

Point TWO: “The Helper”, “Carers”, tend to love, care for, and help others. With a sincere feeling for other’s need, they are generous in serving others, even if it means putting their own interests aside. Their greatest fear is to be rejected. They may come across as manipulative. They are people-oriented individuals who make people feel welcome and comfortable. They have a supportive leadership style. They like to be thanked for the help they have given to others.

Point TWO educators are most comfortable when empowering others. They give so much of themselves, because they desire to be loved, admired and popular. But, being too available can lead some students to become overly dependent. The subliminal need for approval can create discipline problems. Helper teachers need to draw boundaries and to make students accountable and responsible for their own learning. Two educators need to take a disciplinary stand, however uncomfortable that feels for them.

Working with point TWO students, teachers should encourage them to take risks in presenting their own ideas and work. Allow time to make personal contact with them and that will motivate them to learn. Don't let them help you if it is not appropriate. Encourage them to articulate their own needs and desires.

Point THREE: "The performer" is self-assured, competent, efficient, an accomplished team-builder and driven to achieve "success". High on energy, they are competitive and usually effective in communicating with others so as to 'sell' themselves. Their aim is to produce results as quickly as possible, even if it means working under pressure. They are usually able to motivate themselves and others in order to succeed. They are good socializers who mix well with people and they talk with them about goals and progress in order to stir up interest and enthusiasm.

Point three educators are task, task and task. For them everything is to complete the task. They sweep up students and peers in their forward driving energy. They move directly from idea to action with little lag time, and often need to slow down to accommodate cautious students. They need to understand students for whom it is hard to cope with the momentum of threes. They need to give time for them to get energized by them.

Working with point THREE students, teachers must make sure that they hear praise as being for themselves and not for what they achieve. Point out to them that they'll be liked even if they don't always run for leadership positions. Show them how their focus on task rather than feelings can lead to unpopularity with peers. To them frame your questions in terms of goals and state criticism in ways that they will not lose face.

Point FOUR: "The Royal Family", "Creators" are naturally introspective and aware of their feelings and impulses. They take time with themselves to deepen their self-consciousness and they can be genuine, unique and creative in their expressions of feelings. They avoid emotional pain. Melancholia is common. They envy others who seem to have what they are missing. They are very imaginative in their approaches to tasks which can result a unique outcome.

Point FOUR educators yearn for emotional connection, both to what they are teaching and with their students. In the process of seeking connection, they can feel overwhelmed and forget the task. Fours focus of attention is on what is missing, so

they can feel envious of and competitive with colleagues. To keep a track, FOUR-teachers should build in reality, checks, to ascertain that they are on task.

To work with point FOUR students, first teachers should establish connection. Help them out in their mood swings by structuring situations in terms of facts and logic and not emotions. Encourage creativity to them and avoid criticism. Remember FOUR often feel deficient to begin with. Count the positive for them. Help them to see the value in what they're already achieved when depression or envy arises.

Point FIVE: "The Observers", thinkers are private, measured and logical people. They gather data, from ideas for understanding and reflection, explore possibilities for throwing light on issues and build theories to explain situations. Their preference for working quietly by themselves with minimal supervision enables them to stay at tasks for long periods of time. They tend to be systematizers and are good at planning long-range projects and making rational decisions.

Point FIVE educators are observers; detachment and a non-judgmental stance are part of their personality. This presents a double bind in the classroom; how to engage students and give directions to those who cannot work independently and secondly, how to learn to stay present in emotional interactions with students. Observer teachers need to inform students about detachment and to encourage students to ask for more feedback and interaction if they need it.

Working with point FIVE students, teachers should structure a way for them so that they join the group. Often these students want to participate, but lack the social skills to approach the group. Teachers should be careful in assuming that stone faced students who show little enthusiasm are disinterested. FIVE students learn by listening. Let them establish a comfort zone by observing and learning when they write a good paper, ask them to read it to the class, so that they share in the interchange of ideas. Encourage these students to engage personally, to interact beyond their usual comfort level.

Point SIX: "The Questioner" tends to relate in friendly and warm ways to people close to them. They are responsible at work and usually respect authority and follow established customs or traditions, rules and norms. They can be fearful of success, doubtful, and eager to conform, which can lead to indecision, procrastination and

unfinished tasks. They are cooperative and like to think of themselves as part of a group or team.

Point SIX educators are natural skeptics who question everything. They want students to become actively engaged, independent thinkers. SIX teachers' interactions in the classroom can be undermined by their care defense mechanisms which are built around worst case scenario thinking, doubts and fears. To find certainty and safety, the overly-suspicious SIX teachers must be careful, not to question students too sharply. SIXES as authority figures oscillate between being too controlling (when fearful) and too accommodating and anti-authoritarian (when relaxed). They need to be aware of, when thinking replaces doing and seek reality checks to allay suspicions.

To work with point six students, teachers must create an environment where the SIX- students can feel safe to express their doubts and questions and feel free to be spontaneous and creative. Give them constant feedback and reassurances to proceed ahead.

Point SEVEN: "The Optimist", "Cheerers", like to enjoy life and be enthusiastic about what they do. Outgoing and spontaneous, they focus on creative possibilities and reach out to people to find the best in them. Gifted with various skills and different interests, they can do many things well. They enjoy spending time planning and fantasizing. They have trouble in making and keeping commitments. They can be good animators and cheerleaders.

Point SEVEN educators need to keep some time for fun. They find ideas fascinating. They hardly ever teach the same way twice, and often do not follow through on what was planned. SEVEN educators love exercising options, but they should know that this free-wheeling approach is difficult for students who need structure. These educators need to honour commitments. They need to complete the lessons. Some students may feel frustrated and angry when they study, and the teacher changes the plan. SEVEN educators need to help students structure the essentials from among all the connections and imaginative leaps that flourish in the optimist's classroom otherwise students will be confused and lost in all the possibilities thrown at them.

Working with SEVEN-students, teachers should help them to ground their energy by structuring tasks into interesting, disparate projects. Students of type

SEVEN should be given safe place to play with the many ideas racing in their mind. Let them express their enthusiasm and various plans. Also help them and train them to meet the deadlines of the task and see that they don't leave the tasks incomplete. Also make them aware when they try to escape into fantasy world.

Point EIGHT: "The Boss", Leaders are confident, strong-minded. They assert themselves in deciding and taking action. They are able to make tough decisions and give commands to others. Persuasive and forceful, they can change people's minds to their way of thinking, negotiate with firmness, and execute deals. They focus on power and control. The hate being dependent and avoid vulnerability.

Point EIGHT educators have a charged energy ahead of them. Control and power issues are important. They don't shy away from confrontation; in fact students are frightened of them. If you stand up for what you believe, EIGHTs trust you. They want more energy, more heated exchanges of ideas and a larger-than-life atmosphere in the classroom. They like to see their students active and assertive. They need to remind themselves that confrontation is scary to most people, especially the early adolescents.

To work with EIGHT students, teachers should give feedback as to the impact of their anger. Give them opportunity to be leader and champion of the group. Be direct in your dealings with EIGHTs students as ambiguity makes them suspicious. Set a framework of rules to govern your interactions and don't deviate. When working in cooperative groups, let them bully peers.

Point NINE: "The Peacekeepers", "Reconcilers" tend to be accepting, easygoing, stable, and trusting of self and others. They support other people and make them feel at ease and comfortable. They are non-competitive, patient and see all sides of an issue. They avoid conflict and most of the time they procrastinate. They find difficulty in establishing priorities and making decisions. They can be good receptionists and reconcilers.

Point NINE educators avoid conflict in the classroom because it is disruptive and unsettling. They like to create an atmosphere of equanimity where everyone can get along. NINE educators have trouble keeping to their own agenda. They find it hard to prioritize tasks and meet deadlines. Reluctant self-starters, they rely on the

energy and expectations of their students to get them motivated, and job-related consequences to help them meet their commitments.

Working with NINE students, teachers have to give them unconditional support by providing a safe place to fail. It is essential to provide frequent feedback. When working in groups, remind peacekeeper students of their personal needs and rights because they lose sight of these easily. NINE students absorb a lot of information and can see a “big picture” but need help in structuring the pieces of how they got there. Teachers need to structure short-term objectives for NINEs to achieve their goals. When in groups, help NINEs to learn to stay ‘NO’ that does not necessarily lead to conflict.

Knowing that there are nine intelligences, nine strategies, nine basic ways of being, allows teachers to better understand their students. If teachers know their own strategies they can understand how they impact others. They can be proactive on behalf of their students and become better facilitators who provide a supportive environment for their students.

Enneagram is a tool for conversion, for turning ourselves around. It’s more than just another psychological curiosity for learning about us. The Enneagram has no false pity for the ego; it pays any price to uncover the games our ego plays. At first glance the Enneagram’s intention looks completely negative. But anyone who continues to grow with Enneagram will see how much our private self is an illusion. The private self takes its own thoughts much too seriously, it takes its own feelings much too seriously – as if these thoughts and feelings provided an objective access to reality. In fact they are only there to protect us. They are like a suit of armor for our character. The Enneagram helps us to see that we don’t need any such armor. It leaves us free to let go of the masks. The Enneagram is a thoroughly radical tool. The Enneagram is radical because it doesn’t busy itself with symptoms but with roots. It lays bare the basic causes.

When we learn the Enneagram, we naturally get obsessed with classifying everybody. But that is the way we learn it. There are chances that we will make mistakes but gradually it moves from our forebrain to the back of our head and is present as a silent advisor that helps us to size things up, to enter relationships or make connections. It operates like a kind of unconscious intuition.

6.1.2. ENNEAGRAM AND EDUCATION

Gandhiji called his effort for peace in India “the non-harming truth movement”. Opening the heart is a non-harming movement towards our inner truth. Opening the heart does not come from a place of “should” or “ought”. It happens because we see the reality of our lives and choose to live more fully. It happens when we bring head and heart together. By keeping the mind in the heart we will learn to think with our hearts as well as our heads and become balanced individuals. Enneagram tells us that in our compulsive state, head and heart are in the habit of canceling each other out.

Also enneagram system presents a meaningful shift from the standard hierarchical model in which the educators impart content and materials in the same way for all the students. This system provides an alternative model from traditional and limited perceptions about education that ignore personality peculiarities and teaching and learning styles. The Enneagram edge proposes a new educational paradigm that recognizes that there are multiple intelligences and multiple personalities that need attention and validation.

Those educators who know their own E-type can project themselves with wisdom and integrity into the personality pattern of the other eight E-types. Being aware of personality intelligences and strategies provide insights that mobilize everyone’s resources. The system allows people to reconcile humanely, the differences between themselves and those with whom they interact. Education is about people – touching the essence of the other people, facilitating a full awakening of their abilities. As the word education is from the root ‘edu’ to lead forth or to lead out, it is analogous to the Enneagram system of personality types, which leads people out of the boxes created by their narrowed attentional focus and into the realization of the 360 degrees of human possibility. With the Enneagram edge educational leaders and administrators who recognize their own personality strategy are likewise freed from habitual patterns of behaviour and a narrowed worldview. This knowledge can help them deal with problematic aspects of the overall institutional culture and improve interactions with other administrators, faculty and students. This new knowledge leads to compassion for others and for us and makes possible a new paradigm for understanding differences.

Teachers succeed or fail in inspiring peak performance not only according to their ability to impart knowledge and use various methods of teaching, but also according to their willingness to align their own teaching styles to the personal, situational and organizational environment. Therefore it is very relevant here to reflect on teaching styles of various teachers having different personality- type, which affects his/her teaching and interactions with students.

6.1.3. TEACHING STYLE

To write or speak about teaching style is rather a difficult job. It is constantly changing. Teaching is much more than formal instructions. To teach means to educate, this is to cultivate the resources of persons. This cultivation includes formal instructions, but is something more penetrating and influential, making great demands on the teacher's skill and personal resources. In fact, teaching at its maximum power is generated only within the context of personal relationship.

Since teaching is also an art, every teacher has a personalized way of teaching. This personalized way of teaching manifests itself in the various teaching styles that are performed by different teachers. Every teaching style has its own strengths and weaknesses, which exhibits different levels of effectiveness in different classroom situations.

Teaching style is a function of one's own motive and values as well as what one has learned and experienced in his or her life. The Enneagram type is a very relevant and suitable indicator of the teaching style that a teacher is most likely adopt. The Enneagram gives us a panoramic view of a teaching style of an individual. If a person knows his/her E-type, that information can be used to predict his/her teaching style. The advantage of the Enneagram understanding is that it is based on the person's passions or vice. According to the Enneagram, one passion dominates the behavior of each individual. Everyone has all the passions but one of them dominates and controls the person. Because the focus is on negative passion, it offers a way to transform a person.

As the definition of teaching, given by the International Encyclopedia of teaching, indicates, one product of proactive decision-making is a set of decision rules, which the teacher plans to follow during the interactive phase of teaching. Without knowing what rules the teacher has decided to follow during the period- the

decision taken, it would be impossible to discriminate that it is appropriate or inappropriate. The question can be asked: what enables a teacher to take some specific decisions that lead to specific style of teaching? Certain characteristics or abilities of the person enable him/her to bring some specific actions and flexibility in instruction in the flow of instructional events. These characteristics or abilities can be called competencies. The individual's competencies represent the capability that the person brings to the teaching/learning situation. When the responsibility is to bring desired result, require the demonstration of specific actions, the individual draws from the inner resources for the capability to respond. Individual teaching style may occur in certain areas: viz. Decision making skills, teaching strategy building abilities, communication skills, leadership style, influencing ability and use of power and knowledge etc.

6.1.4. EMOTIONAL INTELLIGENCE

A complete definition of Emotional Intelligence, given by Cooper & Sawarf is as follows.

“Emotional Intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.”

To explore and apply this definition and developing emotional intelligence, the above said authors have given four Cornerstone Model.

- I. FIRST CORNERSTONE – Emotional Literacy, which builds a locus of personal efficacy and confidence through emotional honesty, energy, awareness, feedback, intuition, responsibility and connection.
- II. SECOND CORNERSTONE – Emotional fitness, which builds authenticity, believability and resilience, expanding the circle of trust and the capacity for listening, managing conflict and making the most of constructive discontent.
- III. THIRD CORNERSTONE – Emotional depth, in this people explore ways to align their life and work with their unique potential and purpose, and to back this with integrity, commitment and accountability, which in turn increases their influence without authority.
- IV. FOURTH CORNERSTONE – Emotional Alchemy, through which people extend their creative instincts and capacity to flow with problems and

pressures and to compete for the future by building their capabilities to sense more readily, the widest range of hidden solutions and emerging opportunities.

In different words of Salovey and Mayer (1990), there are four branches of Emotional intelligence.

1. Perception, Appraisal and expression of emotions
2. Emotional facilitation of thinking
3. Understanding and analyzing emotions
4. Reflective regulation of Emotions to promote Emotional and Intellectual growth.

Daniel Goleman (1995) too recognizes these categories of emotional intelligence and says that the key areas of EQ are;

1. Handling relationships
2. Knowing one's emotion
3. Managing oneself
4. Recognizing emotions in others
5. Motivating oneself

6.1.5. HOW EMOTIONAL INTELLIGENCE DEVELOPS

The way we are or how we develop, occur by the interaction of three main influences: (Simmons & Simmons) heredity, learning and physical or chemical changes in the body brought on by external forces.

Heredity means; each person inherits through the genetic process certain characteristic and tendencies from his/her biological parents. The emotional intelligence of a child's parents is passed on to the child by chromosomes. Therefore basic innate emotional tendencies appear to reside in the limbic system.

Again, our beliefs and opinions about how we meet our needs.(Maslow 1970) are developed through life experiences. We learn from what happens to us – direct experience – or from what we see others do and what happen to them.

And mostly what we experience by and through our culture, our head and heart are diametrically opposed. Logic and rationality are unquestioned values in our society. Objectivity is a much sought after goal in our common life. Information gathering is a national pastime. And simultaneously we have ignored our emotions concluding that the wisdom of the heart doesn't exist. In our culture, work and success have become

so important that people easily uproot themselves and their families for the sake of promotion. Where is the feeling of connectedness for any of us? By understanding ourselves and others through the Enneagram we can feel more connected to each other. In other words to develop our emotional intelligence we have to educate our hearts. That is to disengage our hearts from self-harming emotions so that the heart is free to experience real emotions. Learning to discern between connecting emotions and self-defeating emotions is important. In our educational system we leave the education of the heart to chance. Therefore, in our educational system, where deliberate efforts are made for learning, we must recognize the need for Head and Heart to work together.

And the third influence on us is by physical or chemical changes in the body. For instance, brain damage, brain tumor or head injury often results in unexplained anger and hostility or loss of memory or feelings. Chemical influences are caused by what we do to our body. For instance, taking certain drugs can cause hallucination, hyperactive or overly sedate behavior.

6.1.6. EMOTIONS AND ENNEAGRAM

One of the many things we can do to develop our emotional intelligence is to use Enneagram meaningfully. When we use the Enneagram as a mirror of truth in which we see ourselves and as a motivator to choose new ways of relating to ourselves, others, the created universe and the divine, this tool becomes more than a guide to the most important values of life. As we have seen earlier that Enneagram groups human emotions and behavior- negative and positive- into nine personality types. According to the Enneagram theory, personality develops as a result of early childhood experiences and the way we have trained our emotional mind. The Enneagram is based on the assumption that each of us develops various compulsive defensive approaches to life in our early years. One writer explains it this way: "A person retains the purity of essence for a short time. It is lost between four and six years of age when the child begins to imitate the parents, tells lies, and pretends. A contradiction develops between the inner feeling of the child and the outer social reality to which the child must conform." The undesirable traits can be modified, once they are understood through exploration and study. In today's fast-paced world, people are struggling to manage their emotions, or to keep their emotions under

control. They ask questions, “what can we do to become more competent in handling situations that ignite us?” At this juncture Enneagram helps people to understand what triggers their emotions and learn how to manage situations so that they maintain control. It helps to understand the mind-body-emotion connection in managing emotions. If we are able to use Enneagram well we will understand our own Emotional Defense style and build new patterns of constructive interactions. It will serve as a key to discover how the head and the heart can work together creatively. One of the ways to develop the heart is to disengage it from self-harming emotions so that the heart is free to experience real emotions. Learning to discern between connecting emotions and self-defeating emotions is an important principle in educating the heart. With this knowledge a person can take the next step, learning how not to engage with emotions that are self-harming and how to invest fully in emotional experiences that create connection and relatedness.

Above all it supports and fosters our individual spiritual unfolding. It shows how our personality is linked to, and can point us back to our Essential self, and the ways in which we can use self-knowledge to heal our lives and spirits by befriending rather than denying our ‘negative’ emotions. All mystic traditions recognize three ‘organs of perception’: the higher awareness of belly, heart and head. When unconscious, the head produces fear, the heart yearning image and the belly anger. The nine Enneagram types are variations on these three basic emotions; according to our type, one of these is the ruling ‘negative’ emotion, whether we are aware of it or not. According to the Enneagram the resentments, desires and fears that go to make it up are actually distorted expressions of the energy one works with to get to the higher states. This approach is unusual; we all resist facing the neurotic issues that are part of ourselves, rather we are taught by religion to transcend, or by psychotherapy to ‘work out’ those emotions which are seen as negative. Working with the Enneagram gives insight into how to work with our issues. Different issues define each personality type, and the same strategy for emotional, psychological and spiritual growth doesn’t work with all types of people. So the first step for all types is to observe the underlying placements of attention that support repeating behaviours and emotions. Though we are all capable of feeling all human emotions, we actually experience life in radically different ways and have vastly different responses to events, even to

conversations. Studying one's own and other's types fosters skilful living, personal growth, better relationships, a deeper understanding of all humanity and ultimately, despite our different personality types, the experience that we all are one.

6.2. THE PRESENT STUDY

The present investigation is an intervention study meant to develop and assess the effectiveness on the emotional competence of student-teachers.

The title of the study is:

“Development of an Enneagram Educational program for enhancing Emotional Intelligence of student-teachers”

6.3. AIM OF THE STUDY

The aim of the study was to develop an Enneagram educational program and to assess the effect of this intervention program on the emotional competence of student-teachers.

6.4. RATIONALE OF THE STUDY

The goal of education is to cater to the holistic development of the students and in the pursuit of this goal, teachers play a significant role. They have to take care of the affective (emotional) dimension of the students besides the stress on academic excellence. This call upon the teacher to be first and foremost at home with his/her own emotional fitness and then develop the same in the students. One common result of lack of emotional intelligence is that, for many people, the emotional life is in chaos. Therefore the question comes, how to educate our emotions or how to educate our hearts. Into such a situation the Enneagram comes. It is a model which allows educators to understand themselves and their students by knowing ones personality type and the centre of intelligence. It mirrors back to the teachers, the undervaluing of the heart and the nine chief features of the emotional life. Besides this, understanding the Enneagram model describes nine ways of inner growth, each based on the central feature or fixation and moving toward its essential opposite. Through self-awareness and attention practice one can transform their core energy from the bondage of habitual behaviour to the relief of freedom from its charge.

Also the studies conducted in the field of emotional intelligence and Enneagram have emphasized the need for education of emotions and development of support programmes for teachers to enhance affective pedagogy. Janet Levine,

Director of the National Educators Institute for Enneagram studies at Milton, for the first time, tried to apply the model of Enneagram on teachers and students. She has given practical and useful tips in her book, "The Enneagram Intelligences", to help educators work effectively within the strengths and limitations of each Enneagram personality type. She has given valuable insights to the educators into the different ways they act, teach, and learn. This book has given insight to the investigator too, to take up this study to identify the various teaching styles based on teacher's personality type to enhance emotional intelligence in them. It will automatically reflect in the lives of the students, because they will get conducive climate and positive classroom atmosphere to interact, express their emotions, handle their frustrations and conflicts and it may also benefit in their academic performance directly or indirectly. The present study is being focused on the teachers of Jharkhand state. Jharkhand is a new state of India which came into existence on 15th Nov. 2000. According to 2001 census, the population of this state is 2.69 Crore which is 2.62% of the total population of India. Jharkhand has one of the lowest literacy rates among the Indian states and the development is the major issue of the people. Education is the key to the progress of the new state. Pervasive ignorance and lack of quality education are the main reasons for the vulnerability of the local people to exploitation, their inability to take advantage of industrialization and the migration of tribal girls to work as domestic servants outside the region.

In the process of Development, State government is thinking of opening few more colleges of Education and revising the curriculum of the B.Ed. courses. Therefore the most important task is to review the present curriculum of teacher education and realize the importance of Emotional maturity, emotional literacy and well balanced coordination between feeling and thinking, between mind and heart, as suggested and proposed directly or indirectly by Arya(1984), Chadda (1985), Morgan(1991), Butler (1994), De Morat (1998), Schoiack (2000) and many other researchers. The existing programmes of teacher education are generally based upon the teacher education curriculum framework brought out by NCTE in 1978. The feeling has been echoed by the people of Jharkhand that enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values

in life and nurture empathy for fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Therefore there is a need to equip teachers with personal and social competencies through which they can direct the growth of the state. It is with this view that the present investigation has been undertaken. It is an intervention study which has tried to explore possibilities for the teachers to raise their emotional intelligence level.

6.5. OBJECTIVES OF THE STUDY

The present study had the following basic objectives:-

1. To develop an Enneagram educational programme for student-teachers.
2. To implement the developed educational programme on the sample of student-teachers.
3. To assess the effectiveness of the above stated programme on the following competencies of emotional intelligence.
 - a) Stress Level
 - b) Emotional Self-awareness
 - c) Emotional Expression
 - d) Emotional awareness of others
 - e) Intentionality
 - f) Creativity
 - g) Resilience
 - h) Interpersonal Connections
 - i) Constructive Discontent
 - j) Compassion
 - k) Outlook
 - l) Trust Radius
 - m) Integrity
 - n) General Health
 - o) Quality of Life
 - p) Relationship Quotient
 - q) Optimal Performance

4. To help the student-teachers to understand their own teaching style by making use of techniques from Enneagram.

6.6. NULL HYPOTHESES

One knows the fact that no scientific undertaking can proceed effectively without well conceived hypotheses. Therefore to focus the information gathering on the objectives of the present study, the investigator has tried to hypothesize few relationships between independent and dependent variables, so that evidences related to the hypotheses could be collected and examined. The investigator has formulated the following hypotheses for the study.

- H₁ – There will not be a significant difference between the mean scores for emotional intelligence of experimental group and control group.
- H₂ – There will not be a significant difference between the mean scores for stress level, one of the components of EQ, of the Experimental group and Control group.
- H₃ – There will not be a significant difference between the mean scores for emotional self-awareness, another component of EQ of the experimental group and control group.
- H₄ – There will not be a significant difference between the mean scores for emotional expression, next component of EQ, of the Experimental group and Control group.
- H₅ – There will not be a significant difference between the mean scores for emotional awareness of others, another component of EQ of the experimental group and control group.
- H₆ – There will not be a significant difference between the mean scores for Intentionality, a component of EQ of the experimental group and control group.
- H₇ – There will not be a significant difference between the mean scores for Creativity, a component of EQ of the experimental group and control group.
- H₈ – There will not be a significant difference between the mean scores for Resilience, a component of EQ of the experimental group and control group.

- H₉ – There will not be a significant difference between the mean scores for Interpersonal Connections, another component of EQ of the experimental group and control group.
- H₁₀ – There will not be a significant difference between the mean scores for Constructive Discontent, a component of EQ of the experimental group and control group.
- H₁₁ – There will not be a significant difference between the mean scores for Compassion, a component of EQ of the experimental group and control group.
- H₁₂ – There will not be a significant difference between the mean scores for Outlook, a component of EQ of the experimental group and control group.
- H₁₃ – There will not be a significant difference between the mean scores for Trust Radius, a component of EQ of the experimental group and control group.
- H₁₄ – There will not be a significant difference between the mean scores for Integrity, a component of EQ of the experimental group and control group.
- H₁₅ – There will not be a significant difference between the mean scores for General Health, one of the outcomes of emotional situations of a person, of the experimental group and control group.
- H₁₆ – There will not be a significant difference between the mean scores for Quality of life, one of the outcomes of emotional situations of a person, of the experimental group and control group.
- H₁₇ – There will not be a significant difference between the mean scores for Relationship Quotient, one of the outcomes of emotional intelligence of a person, of the experimental group and control group.
- H₁₈ – There will not be a significant difference between the mean scores for Optimal Performance, one of the outcomes of emotional intelligence of a person, of the experimental group and control group.
- H₁₉ –Enneagram Educational Programme would have no impact on the student-teachers in the understanding of their own teaching style.

6.7. VARIABLES UNDER STUDY

In the present study, Enneagram system is an independent variable and emotional intelligence and teaching style are dependent variables. The operational definitions of these variables are presented here below.

- (i) **Enneagram System:-** It is a model of personality that describes nine worldviews or strategies. It is based on nine patterns of thoughts, feelings, motivations and perceptions tied to central features of narrowed attention. This system provides a framework and conceptual vocabulary for understanding people and behavior. Knowing the system enhances all interactions including teaching or educating.
- (ii) **Emotional Intelligence:-** Emotional intelligence is the ability to acknowledge and value feelings in ourselves and others and appropriately respond to them as a source of human energy and information in our daily life and work. Cooper and Sawarf (1997) with the help of a group of their colleagues have identified and measured many qualities (characteristics) of emotional intelligence and they developed the first EQ Map and organizational EQ profiles. For the present study, out of 21 scales in the introductory version of the EQ Map, 17 scales are selected for the assessment of the Emotional Intelligence of the student-teachers. These scales are under the sections; Current Environment, Emotional Literacy, Emotional Competencies, Emotional Values and beliefs and Emotional outcomes. They are as follows:-
- i. **Life Events:-** This indicates the stress level of the person in day to day living. How successful the person is in handling the work pressures and personal pressures together with other stresses which come on his/her way, or these have been a source of distress for him/her.
 - ii. **Emotional Self-awareness:-** This means that the person can name his/her feelings and are aware of his/her feelings most of the time. He/she is attentive to his/her physical state to understand his/her feelings and accepts them as his/her own.
 - iii. **Emotional Expression:-** This means that the person expresses his/her emotions, whether they are positive or negative and not suppress them. They are quite comfortable in their interactions with others and also they can sense how others are feeling.
 - iv. **Emotional Awareness of others:-** This indicates that the person is able to recognize emotions in others by their non verbal cues and eye

movements. He/she is able to sense the moods of the group or the feelings of the other person even if it is unspoken.

- v. **Intentionality:-** This means an emotional fitness and an increased sense of inspiration, of self and others. The word inspiration means “to breathe deeply; to fill with an animating sense of enthusiasm and innermost confidence.” The person recognizes his/her unique potential and purpose.
- vi. **Creativity:-** This means to use one’s emotions constructively and become innovative and creative. Able to fantasize about the future and having a good sense of when ideas will succeed or fail.
- vii. **Resilience:-** It means flexibility to adapt the situation and bounce back when negative feelings come on the way; Able to relax when tension builds up and see the humorous side of situations.
- viii. **Interpersonal Connections:-** Ability to build a healthy relationship with friends, family members, colleagues and with others, on whom one can count on in times of trouble.
- ix. **Constructive Discontent:-** This means that the person can disagree effectively without hurting the other person to bring about changes. In the time, when others get angry, ability to remain calm and enjoy the challenge of facing and solving problems at work. Able to confront others in a conducive atmosphere.
- x. **Compassion:-** Treating people with empathy is the root of compassion, which literally means “to feel with”. Empathy and compassion connect us with others through the shared language of feelings and experience, one heart to the next, beneath the words, behind the posturing and gestures.
- xi. **Outlook:-** This means having a positive outlook towards life and events. In other words being an optimist. Using all the opportunities for learning, solving problems and gaining confidence. These people love and like themselves.
- xii. **Trust Radius:-** Trust is more than a good idea or attitude. It’s an emotional trait, something we feel an 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. It saves us from spending much time and making efforts in protecting, doubting, checking, weighing and inspecting etc. Trust radius means having many people, team members, colleagues in my life, who are fully trustworthy and respectful.

- xiii. Integrity:- Integrity means being true to yourself. It means accepting full responsibility, communicating clearly and openly, keeping promises, avoiding hidden agendas and having the courage to lead yourself and your team with honour, which includes knowing and being consistently honest with yourself, not only in mind but heart. Integrity requires three central elements:
 - a) Discerning what is right and what is wrong.
 - b) Acting on what is discerned, even at personal cost.
 - c) Saying openly that you are acting on your understanding of right from wrong.
- xiv. General Health:- This implies whether physically, emotionally or in your behaviour you enjoy good health or not. If you are having high EQ the scale will show minimum score. In other words, you will rarely suffer pain, illness or any other behavioural addictions which come out of emotional imbalances.
- xv. Quality of Life:- This means that the person feels energetic, happy, satisfied and healthy in life. He/she feels inner peace and well-being. Most of the time they feel that their deepest needs are fulfilled and they say that they have found meaningfulness in life and in their work.
- xvi. Relationship Quotient:- This indicates that how well you connect yourself with the people at deeper level. There is a long term commitment to a relationship and they feel loved from one another.
- xvii. Optimal Performance:- Its evident that habitual impulsiveness gets in the way of trusting relationships and undermines top performance. Therefore for optimal performance it is good to inculcate the ability to transcend impulsivity and appropriately guide the way you respond to

emotion. It is the ability you perform consistently at the best you can.

The person feels satisfied with his/her work and feels committed to complete the task in a given time.

- (iii) Teaching Style:- Teaching style is a function of teacher's own motives and values, as well as what he/she has learned and experienced in his/her life. The Enneagram type is a very relevant and suitable indicator of the teaching style that a teacher is most likely to adopt. It gives us a panoramic view of the teaching style of an individual teacher. Therefore the investigator, in this study tried to find out the teaching style of the student-teachers with respect to their Enneagram type with the help of observations and interview techniques.

6.8. DESIGN AND METHODOLOGY

The goal of any study is attained only if the research is conceived and executed in such a manner that the information collected is accurate and relevant directly to the problem posed. Therefore by carefully designing the study, the research can reduce the sources of error and get an answer to the research question without any distortion. As the experimental research increases the applicability of educational practice in specific situation and further it also helps in generating better insight into the instructional process, the investigator selected the following design. Looking at the nature of the present investigation, which is an intervention study and the approach is developmental, the investigator employed the Pretest –Posttest control group design. In this design the investigator involved two groups, experimental group and control group, both of which were formed by random assignment and were administered pretest of the dependent variable, one group received the special treatment and then both the groups were post tested.

The combination of random assignment and the presence of a pretest and a control group served to control all sources of internal invalidity. Specifically the eight classes of extraneous variables identified by Campbell and Stanley (1963), namely, History, Maturation, Testing, and Instrumentation, statistical regression, diffusion of treatment, experimental mortality and selection- maturation interaction, were taken care to ensure internal validity of the experimental design. Also the external validity

was considered in this design. To ensure the validity of the design the investigator took the following measures.

The investigator ensured that there is no occurrence of any other event except for the intervention programme given to the experimental group. The principals of the experimental group and control group were requested for this matter and they cooperated with the investigator. The intervention programme was held continuously for three months and except the regular B.Ed. classes, there was no such programme that could affect performance on the dependent variable. The two groups were randomly assigned and analysis of covariance was employed, which took care of the threat of selection and statistical regression. There were time gap of three months between pretest and posttest; therefore pretesting had no impact on the subjects. Also the nature of the inventories was such that there was no question of becoming 'Test – wise'. Another threat to internal validity related to testing is, instrumentation. This was taken care by not changing the instruments used for data collection. Standardized instruments were used. Also there was same observer from the beginning till the end of the intervention programme. Usually, if at all, any drop out is there in the B.Ed. Programme, it is in the beginning of the B.Ed. session. The research programme was conducted during the second part of the academic year and there were no dropouts of the subjects during investigation.

The experimental group and the control group never came in contact with each other, as the two groups were assigned from two different B.Ed. colleges situated 75 kms (approximately) apart from each other. If one looks for the external validity, the subjects used in the investigation had the characteristics, which represent the population therefore in the generalization of the result, there is no dilemma. The physical condition and environment for research had no effect on the test because the subjects were not considered themselves as only the subjects in research but they took the intervention programme and inventories seriously as a measure for their own personal growth. They were happy with the opportunity they got to learn about themselves and they did not feel forced to participate in the research programme.

6.8.1. POPULATION AND SAMPLE

Selection of a 'good' sample is a very important step in conducting a research study. And a 'good' sample is one that is representative of the population from which

it is selected. Since the design employed to the present study is Pretest –Posttest control group design, the investigator selected a Random sampling method for the selection of a sample, which takes care of the internal validity of the design.

The population of the present study was the group of interest to the researcher, the group to which one would like the results of the study to be generalizable. The population for the present study comprises of all the B.Ed. student-teachers of the colleges of Jharkhand state. All these colleges have same B.Ed. syllabus run for one full year, and the student- teachers of these colleges come from urban and rural areas of Jharkhand state with two or three exceptions, having different socio- economic status and ethnic group but basically similar cultural background.

The appropriate sampling technique to select the sample from such population would be to draw samples at different stages. For the purpose of the present study, the investigator took the two stage sampling technique. Selecting the sample at two different stages independently is called **two stages sampling** (CASE, 2002). In this situation B.Ed. Colleges and student-teachers were two independent sets of units. In order to select a sample through this two stage random sampling method, the investigator wrote the names of all the B.Ed. colleges of Jharkhand state, as mentioned above, on separate slip of papers and placed them in a container. After shaking the container well, two slips were picked up. It was decided earlier that the first slip would be for experimental group and the second one for control group of the sample. In this process the first name appeared was, Bethesda B.Ed. college , Ranchi and the second name , Ursuline B.Ed. college Lohardaga. Further for the selection of subjects, the investigator wrote the entire eighty roll numbers of the student teachers of Bethesda College in separate slip of papers and twenty slips were picked up randomly to form the experimental group for the present study. In the same way all the 100 roll numbers of student teachers of Ursuline B.Ed. College were written on the separate slip of papers, from where again twenty slips were picked up randomly to form control group.

6.8.2. DATA COLLECTION TOOLS AND TECHNIQUES

Keeping in mind the nature and the objectives of the present study the following tools were used to collect the necessary quantitative and qualitative data. The qualitative data were used as an accompaniment to the quantitative data for the

richness of the study and to test all the hypotheses of this study in an adequate manner. In the present study the tools used can be divided into three categories.

I – Tools used before and after the intervention programme.

- (a) Emotional Intelligence Scale (Schutte)
- (b) EQ Map questionnaire
- (c) Reaction Scale for feedback of the intervention programme.

II- Tools used as an accompaniment of the data collected.

- (a) Casual observation
- (b) Anecdotal Records
- (c) Interview schedule for the student teachers.

III- Tools used during the intervention programme as part of educational programme.

- (a) Enneagram Triad Personality Indicator
- (b) Enneagram questionnaire
- (c) Enneagram Personality Portraits Inventory and Profile.
- (d) Family Script Interview.

6.8.3. DEVELOPMENT AND IMPLEMENTATION OF THE INTERVENTION PROGRAMME

In experimental method, the most demanding part is to plan and conduct the experiment well so that the soundest evidences concerning hypothesis could be obtained. The present study is an experimental study in which it studied the comparison between the experimental group and control group with respect to the effects, if any, of the intervention programme applied. To test the hypotheses formulated and as per the objective of the present study, the investigator carried out the experimental procedure in two important phases, (i) Development Phase & (ii) Implementation Phase. EQ tests were administered to the student-teachers selected for both the experimental group and control group. And the experimental group only was subjected to the treatment as per design of the study described earlier.

6.8.3.1. Development Phase

The main focus during this phase was to frame and develop the intervention programme. In the beginning of this phase the investigator visited the two colleges of the sample and got permission from the authorities to conduct the intervention programme and EQ tests. On the basis of the available situation and the time allotted

by the authority, the intervention programme was framed and developed. This developed package was sent to two experts in this field for validation. In developing this educational package, the focus was on identification of Enneagram personality types and its application in the teaching process. Simultaneously, interview guides, reaction scale and observation points were also constructed. Some time during this phase was utilized in the selection of proper inventories and its translation into Hindi. All the inventories taken for the present study are standardized and reliable, prepared by the scholars of the field. The investigator translated the various questionnaires used for the study, into Hindi to facilitate the student-teachers of the sample for better understanding of the statements. The interview period was spread over 5 modules and 23 sessions, totaling to 34 hours, all together in three months.

6.8.3.2. Implementation Phase

In the beginning of this phase the investigator spent few hours, forming a good rapport and getting familiar with the Experimental Group so that intervention programme could be carried out smoothly. The pre tests were administered for both the groups; Experimental and Control. Then the intervention was given to the Experimental group only according to the course framework designed during development phase. No treatment was provided to the Control Group. They were only tested and retested on the same inventories. The implementation of the intervention programme went on for three months and the duration of each session was one hour approximately. During this programme, interviews, group sharing and feedback sessions were also conducted. The observer continuously recorded all the occurrences, activities, reactions of the subjects, behavioural and attitudinal changes marked by the observer during the various sessions. At the end of the intervention programme posttest was administered for both, the experimental and control groups.

Thus the data collected during this phase were analyzed with the help of appropriate qualitative and quantitative techniques.

6.8.4. DATA ANALYSIS PROCEDURES AND TECHNIQUES

Analysis of data means studying the organized material collected, during the data collection process, in order to discover inherent facts. It refers to studying the data from as many angles as possible to explore the new facts and establish relationship among variables. The data collected for the present study is both

quantitative and qualitative in nature and therefore analyzed quantitatively and qualitatively.

The data collected included:-

- (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.

Data obtained through the administration of Emotional Intelligence Scale and EQ Map Questionnaire was subjected to Quantitative analysis with the use of statistical techniques. Mean of all the scores were computed and Analysis of Covariance (ANCOVA) were used to determine the effect in the final scores and to correlate the initial and final scores. Analysis of Covariance is a statistical technique that permits the investigator to attribute means change scores to the effect of the experimental treatment rather than to differences in initial scores. This fulfils the objective of experimental design in general, that the result observed is attributed to the treatment variable and to no other casual circumstances. With the application of ANCOVA technique, the influence of uncontrolled variables is usually removed by simple linear regression and the residual sum of squares is used to provide variance estimates which, in turn, are used to make tests of significance. The mean scores of the data were also represented on the Bar- graph, which shows the differences between pretest and post test scores, between experimental and control group at a glance.

Data obtained through casual observation, anecdotal Records and unstructured interview were content analyzed to examine the effectiveness of the intervention programme in terms of emotional intelligence components taken for this study and to check the result whether it is in the line with the result of quantitative analysis of the data obtained by Emotional Intelligence scale and EQ Map. Responses, reactions and feedbacks given by the participants were categorized according to their personality types and were analyzed and interpreted in terms of the applicability and effectiveness of the enneagram educational programme for the

student-teachers. Also the responses and reactions were content analyzed to get the perception of the student-teachers on various teaching styles related to personality types and to find out the common elements of their teachings and interactions in the classroom of a particular personality type. The raw scores obtained by each participant through Reaction Scale for the feedback of the intervention programme were subjected to percentage analysis. For each statement in the scale a separate percentage was calculated. The percentage value indicates the depth and usefulness of the enneagram educational programme in the enhancement of the emotional intelligence of the participants.

6.9. MAJOR FINDINGS OF THE STUDY

- i) The developed modules for the Enneagram educational programme were found to be effective in terms of raising the EQ level of the student-teachers.
- ii) All the students – teachers gave highly favourable opinion and reaction and showed a great interest towards the Enneagram educational programme.
- iii) A significant difference was found between the mean scores for stress level, one of the components of EQ, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- iv) A significant difference was found between the mean scores for emotional self – awareness, another component of EQ, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- v) A significant difference was found between the mean scores for emotional expression, another component of EQ, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- vi) A significant difference was found between the mean scores for emotional awareness of others, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- vii) A significant difference was found between the mean scores for Intentionality, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.

- viii) A significant difference was found between the mean scores for Creativity, another component of EQ, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- ix) A significant difference was found between the mean scores for Resilience, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- x) A significant difference was found between the mean scores for Interpersonal Connection, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xi) A significant difference was found between the mean scores for Constructive Discontent, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xii) A significant difference was found between the mean scores for compassion, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xiii) A significant difference was found between the mean scores for Outlook, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xiv) A significant difference was found between the mean scores for Trust Radius, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xv) A significant difference was found between the mean scores for Integrity, another component of EQ in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xvi) A significant difference was found between the mean scores for General Health, one of the outcomes of emotional situations of a person, given in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xvii) A significant difference was found between the mean scores for Quality of life, one of the outcomes of emotional situations of a person, given in the

scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.

- xviii) A significant difference was found between the mean scores for Relationship Quotient, one of the indicators of emotional Intelligence of a person, given in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xix) No significant difference was found between the mean scores for optimal performance, one of the outcomes of emotional Intelligence of a person, given in the scale, of the experimental group and the control group, in the pre and post – intervention administration of the scale.
- xx) Observation and interview of the student- teachers revealed that a transformational change has taken place in the participants of the intervention programme. The changes included their attitudes towards their students and friends, increase in their positive outlook and resilience, improvement in their relationships and communication style. The participants reported that they were able to apply the Enneagram knowledge to understand their students and their learning patterns and also they were able to understand their teaching styles and integrate them in their teaching.

6.10. EDUCATIONAL IMPLICATIONS OF THE STUDY

The present society lives in a period of rapid changes. The changing values and knowledge explosion have created a crisis situation. In such a situation, education is expected to play a much greater role. And for the education to perform its role, some relevant educational research is a must. The present study explores and discovers the key areas for development for the teachers, including the hidden beliefs one holds about oneself and others that limit ones' effectiveness, communication, time-management and ones ability to create trusting relationships with one another.

6.10.1. SUGGESTIONS FOR EDUCATORS AND STUDENT-TEACHERS

The developed Enneagram educational programme will help the teachers to learn how others, especially the students, perceive their style of teaching, management and communication as they explore the Nine Types of personality. This will also help the teachers to understand and develop the emotional competencies which they can incorporate into their own experiential educational programmes. It will allow them to

explore in depth the complexity of what is happening when they teach. They will look at their teaching in a radically micro analytic way; how you teach and why you teach etc. This will develop new insights into their pedagogy which will encourage creativity and suitable methodologies. Teachers' actions as leaders are dependent on the particular variables present in them, their personal development and ethics. Understanding themselves, their emotions and personality increase their ability to judgments in the students' best interest.

The present study provides the tool, namely Enneagram, to the teachers, not only to understand their motivational patterns but the pattern of behaviour of their students. And this understanding gives them great responsibility. They will be able to establish strong connections with their students, colleagues and authorities, change self-defeating behaviour patterns, reduce stress, gain new self-awareness and become a facilitator, help support the flowering of their student's personality. The Enneagram model is a way of organizing the human condition around nine emotional passions, each of which is leased in a common emotional concern. Over the last ten years the Enneagram has moved from the small domain into broad public arena. This is a fascinating phase of Enneagram that can help teachers in the field of Education to bring quality and higher values.

Another implication of Enneagram model is that it can be used as a tool in decision making. In educational institute, any composition of a team will be an ideal team if each of the E-types is present. Levine (1999) At least, if possible, a representative of each of the triads should be on the team. The whole group then together undertakes the process of decision making. In the process questions could be asked at all the nine points of Enneagram. For example at point One, what is wrong here? Let's define the problem, at point Two – what do each of us need to solve the problem? Point Three – what do we have to do what actions do we take? The refinement of the process could start. At point Four – what is missing from in the previous analysis? Point Five – what facts and details so we need to undertake these actions? Point Six – what can go wrong? Let's use logic to troubleshoot the proposed solution. Point Seven – what options do we have? Point Eight – what energy and power do we bring to get this rolling? Point Nine – Let's sum up the plans and make sure everyone's input has been considered.

This process works well with teams and is also useful in arriving at personal or institutional decisions.

Again in grading papers, this tool can be of great help to the teachers who have such different approaches to this task. According to Levine (1999) Point Ones spend long hours grading and evaluating, analyzing the work carefully before deciding what is right or wrong. Point Twos want to help the students therefore the marks or grade given by them are generally higher than other teachers. Point Threes whisk through a set of papers, trying each time to refine a more effective process to complete the task. There is often an element of self-competition. Point Fours don't like to give grades anyway; they don't see their students as grades. They spend time writing comments, remarks and mistakes, that will connect them with their students. Point Fives like to applaud evidence of creative and lateral thinking. And on that they give the grades. Point Sixes can get caught up in fear of worst case scenarios around grades. Therefore they take lots of time to decide and often late in returning papers. Point Sevens would rather shoot the breeze with students. They look for connections between ideas. Grades do not figure high on a Seven's horizon. Point Eights use grades as part of a power structure. They will confront students over their work or be protective of weaker students who try hard. Grades can sometimes be viewed as a measure of how they judge the student as a person. Point Nines find it hard to use a grading scale, each piece of work is seen in its entirety. It is difficult for Nines to prioritize among different papers.

Also Enneagram can help teachers in other areas of school life, like handling the students' problems, dealing with parents, creating a collaborative environment and deepening communication with the students. Review of the related studies too indicates that there is an urgent need for teachers to develop their interpersonal skills and intrapersonal skills. (Gardner 1983, Chadda 1985, Morgan 1991, Griggs 1996, Bachman 2000, Schoiack 2000, Rao 2001) Emotional intelligence is a term, which describes how successful people use an awareness and understanding of their emotions to enable them to function effectively as whole persons. To deal successfully with people requires an awareness and ability to work with emotions. For successful educators this means working sensitively and effectively with learner's

emotions. To understand other's emotions, it is necessary to have a good understanding of one's own.

6.10.2. SUGGESTIONS FOR POLICY MAKERS / CURRICULUM FRAMERS IN TEACHER-EDUCATION

The existing programmes of teacher education are generally based upon the teacher education curriculum framework brought out by the NCTE in 1978. There was attempt to revise the curriculum in 1988 but Ranchi University still conduct the courses prior to 1988 document. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. There is a need for curriculum reconstruction of teacher education so that teachers are prepared to be professionally effective. The findings of the present study clearly indicate that teachers must make use of the Enneagram knowledge in the classroom interactions and keep their EQ strong, which gives a new dimension of experiences. Emotional intelligence acts as a kind of sixth sense with which teacher can link personal well-being to community, nation and global well-being. In this context the implications of the present study is clear Teacher's training should include Enneagram educational programme in its curriculum which essentially will enhance the emotional competencies in the teachers. In service education of teachers should also include this area of personal growth which will result in improved problem – solving skills, better impulse control, and better conflict – resolution skills and communication skills and better social decision – making in and out of the classroom.

6.11. CONCLUSIONS

From the process and findings of this study, the following conclusions were drawn.

1. The Enneagram, spiritual and psychological model of humanity, enables individuals to look deeply into their own character, harmonize their daily lives and their relationships both personal and professional and understand their personal path of growth.
2. Working with the Enneagram, with oneself and with students, teachers have found it more creative to recognize their passion, put their attention on it, learn to observe it and see what it teaches one about oneself. This process itself

loosens the grip of the automatic response and gives insight into how to work with their issues, especially the repeated behaviour and emotions.

3. The knowledge and training in Enneagram enables the individuals to lower their stress level and improve on their emotional self-awareness, emotional awareness of others, creativity, compassion, their outlook and Trust Radius.
4. Practicing Enneagram knowledge in the classroom enables the teachers to improve their patterns of communication, their interpersonal relationships, integrity and to develop and maintain a facilitative and conducive classroom climate.
5. As a whole, it can be concluded that the field of Education, particularly the teachers' training programme is beneficiary of Enneagram educational programme.

6.12. SUGGESTIONS FOR FURTHER RESEARCHES

One of the outcomes of the present investigation is that it opens new areas for further research. Following are the suggestions for this regard.

- Researches, based on Enneagram theory are limited in India; therefore application of Enneagram can be explored further for various stake holders.
- With the various cultural realities of India, researchers can use culturally appropriate research design for the enhancement of emotional Intelligence.
- Studies from across the world strongly suggest that emotional intelligence is a better predictor of success in any field of human lives. This information is incomplete unless proper strategies are developed to enhance emotional intelligence.
- More research is needed to explore the relationship between intelligence and emotional maturity, taking into consideration the social, cultural and economic constraints that teachers and students face in India.
- A comparative study of emotional intelligence of the administrators, teachers, students, etc. can be done with regard to success.
- Researchers can design many more educational programmes based on Enneagram model to train teachers for effective teaching learning process.
- Researchers can work for reforming the teacher-education programme to increase teacher's emotional competence for future.

- The present study was limited to student-teachers. Similar type of study can be conducted for the students of secondary and higher secondary students, with various components of Emotional Intelligence.
- Also the present study was limited to seventeen competencies of EQ. further researches can be done with other competencies, which ensures success in life.
