

## **1. LEVEL OF EMOTIONAL INTELLIGENCE AMONG SCHOOL TEACHERS**

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The present study was conducted with the aim to study emotional intelligence skills of school teachers. Hisar city was purposively selected as a locale of the study from the randomly selected Hisar district of Haryana state. A sample of 60 teachers was selected from 6 selected schools of different socioeconomic profile. One preschool class and one primary class were randomly selected from each school. The test was prepared on four aspects of emotional intelligence namely, Perception, Appraisal and Expression of emotion; Emotional Facilitation of thinking; Emotional understanding and Emotional Management. Reliability, validity and standardized norms were established by employing various statistically appropriate methods. The emotional intelligence skills of school teachers was assessed with the developed test and the results revealed that forty percent respondent belonged to medium level of emotional intelligence followed by 31.67 percent respondents having high level. Unfortunately 28.33 percent also found in low level of emotional intelligence skills. No significant difference was found between the preschool and primary school teachers for emotional intelligence skills. However, the performance of the primary class teacher on each subscale was little better than those of pre-school teachers. Comparative assessment of respondents on the basis of the profile of the schools concluded a significant difference ( $f=12.08$ ) between the emotional intelligence skills.

**KEYWORDS** : Emotional Intelligence, Perception, Appraisal and Expression of Emotion, Emotional Facilitation of Thinking, Emotional Understanding and Emotional Management.

## **2. SELF PERCEPTION OF GENERAL ADEQUACY IN SPEAKERS WITH STUTTERING**

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The various treatment approaches for relieving the person from stuttering are behavior modification therapy, psychotherapy, stutter fluently therapy, among the countless number of other approaches used in the past and continuing till date. Total 10 subjects participated in the study; age range 18-26 years, diagnosed with severe degree of stuttering, with no other sensory and/or motor impairment. Wingate Scale (1976) and General Well Being Schedule (Dupuy, 1977) were used as tools. From among all 10 participants, 5 were randomly selected to be enrolled for psychotherapeutic intervention along with the stuttering modification program (Group A), while the rest received only stuttering modification therapeutic intervention (Group B). Following an intervention period distributed over 45 days, which included 45 minutes therapeutic session, twice a week. All the participants were re-evaluated on tools. Though, the group which received psychotherapeutic intervention in addition to the other stuttering modification techniques (Group A) did not show significantly greater improvement in comparison to those who received stuttering modification techniques alone (Group B), however the individual well being scores were greater in the subjects receiving psychotherapy, thus indicating that psychotherapeutic intervention may help overcoming the covert stuttering behaviors and improves the general well being perception among persons with stuttering.

