WEB 2.0 TECHNOLOGIES AND PRE-SERVICE TEACHERS' EMOTIONAL INTELLIGENCE IN A FLIPPED LEARNING CLASSROOM

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ABSTRACT

The study investigated the possible effects of the use of Web 2.0 technologies on pre-service teachers' emotional intelligence in a flipped learning classroom. The study adopted the pre-test post-test 2 group quasi experimental design. The population of the study was four hundred and seventy-one (471) fourth year students who took the Course Computer in Education from the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria. Based on some criterion, a purposive sampling of seventy (70) students participated in the study. This was an intact class. The instrument used for collecting data was Bar - On's (1997) Emotional Intelligent Quotient (EQ – i). It is a 133-item questionnaire measured on a 5-point Likert-scale with 1 as Strongly Disagree and 5 as Strongly Agree. Two research questions and two hypotheses were used for the study. The research questions were answered using mean while Z-test was used to test the hypotheses. The findings established that there was no significant difference in the emotional intelligence of pre-service teachers' who used Web 2.0 technologies and those who did not. The pretest and post test scores of both the online and face to face groups were not significantly different. It was recommended that social and emotional intelligence programmes should be included in the school curriculum.

Keywords: Emotional Intelligence, Web 2.0, Flipped classroom.