

EMOTIONAL INTELLIGENCE

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Abstract

In this article, The authors stress on the importance of Emotional intelligence for teachers and students and talks in detail about the E.I and brain based learning besides the uses and applications and states that brain based learning (BBL) provides tremendous opportunities for teaching and learning of the essentials related to the acquisition of basic skills understanding and application of a new brain based learning.

Introduction

Emotional intelligence is not a new concept in psychology. Many early psychologists began their study of intelligence by directing their attention to cognitive aspects, such as memory and problem solving . However; other early researchers recognized that non-cognitive elements were significant. In the late 1930's Robert Thorndike wrote about "social intelligence". He defined social intelligence as "the ability to understand and manage men and women, boys and girls-to act wisely in human relation". In addition, David Weschsler recognized non-cognitive features of intelligence as necessary for adaptation and achievement. According to Weschsler, intelligence can be defined as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". In the early 1940's Weschsler presented the idea of "non-intellective" factors such as effective, personal, and social factors were necessary for predicting a person's aptitude for accomplishment.

In 1983, the idea of emotional intelligence resurfaced. Howard Gardner suggested that all human beings possess a number of intelligence, each of which appears to be housed in a different part of the brain. Gardner's ideas came to be known as the Theory of Multiple Intelligence. Within his concept of multiple intelligence, he proposed that the interpersonal and intrapersonal intelligence are as important as cognitive elements of intelligence. Interpersonal intelligence or people smart are those who have a gift of understanding, appreciating and getting along well with others. Intrapersonal intelligence, on the other hand is the ability to understand yourself, knowing who and what you are, and how you fit into the greater scheme of the universe (Gardner 1996).

Other theorists participated in laying foundation for our current understanding of emotional intelligence. In 1992, James Averill and Elma Nunley directed attention to the merit of emotional contentment through emotional creativity in their Emotional Creativity Theory. The Theory of Emotional Competence, proposed by Carolyn Saarni, emphasized the social context of emotional performance and emotional self-worth. She emphasized that emotional competence is an essential piece of social maturity and adds to the value of

interpersonal relationship. In the early 1990's Mayer and Salovey first introduced the term emotional intelligence.

Definitions

Mayer and Salovey defined it as a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use this information to guide one's thinking and action. According to Goleman, Danil (1998) 'Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well ourselves and in our relationship.

Goleman identified the five 'domains' of EQ as:

- knowing your emotions
- managing your own emotions
- motivating yourself
- recognising and understanding other people's emotions
- managing relationships i.e. managing the emotions of others

Emotional Intelligence - two aspects:

This is the essential premise of EI : to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EI embraces two aspects of Intelligence:

- Understanding yourself, your goals, intentions, responses, behavior and all
- Understanding others, and their feelings
- a person will be termed emotionally intelligent in proportion to his ability
- to identify and perceive the various types of emotions in others through face reading, body language, voice, tone etc
eg: the highly emotional intelligence baby will remember the details of how the mother and the father look when they are angry, how their voices sound and what movements they make
- being aware of his own feelings and emotions
eg: the highly intelligent baby will quickly learn what it does something which angers the parents
- incorporate or integrate the perceived emotions in his thought
eg; such as using his emotions feelings in analyzing, problem solving, decision making etc
- have proper understanding about the nature, intensity, and outcome of the emotions
eg: a baby with high EQ will more quickly learn to manage its own emotions so as not to anger the parents, it will learn not to cry, even though crying is natural, if crying, it angers the parents

According to Mr. Yetta Lantanschloger a NIP teaching fellow of Hander Connecticut, U.S.A., to be emotionally intelligent, we must become proficient in the four A's of Emotional Intelligence

Awareness

Awareness means knowing what we are feeling when we are feeling it

Acceptance

- It means believing that emotions are biological processes taking place in the body and the brain that is not always rational
- It means being able to feel an emotion without judging it

Attitudes

Attitudes are believes that are attached to emotion. There are times when the emotion follows on attitude or coloured by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction

Action

Action is the behavior you take based on emotion and attitude

Components of EI

There are four chief components of Emotional Intelligence.

Emotional Perception:

It includes

- the ability to accurately recognize emotion in oneself and in others
- the ability to discriminate between honest and dishonest expression of emotion

Emotional Regulation

It includes

1. the ability to monitor and alter the intensity and direction of an emotion in oneself and others
2. the ability to moderate negative emotions to remove the detrimental effects on adaptation as well as maintaining positive emotions that have hedonistic value

Emotional Knowledge

It includes

- Understanding of emotions and the utilization of such information
- using emotion to direct attention to important aspects of the social world to develop creative and flexible perspectives and to maintain motivation towards goals

Emotional facilitation of thinking

It includes

- the ability to incorporate feelings into analysis, reasoning, problem-solving and decision making
- the potential of one's own feeling to guide to, what is important to think

Importance of Emotional Intelligence

- Just as Cognitive Intelligence if fostered can produce brilliant individuals who undertake researches to unravel the secrets of nature and tap its bountiful resources for the welfare of humanity
- EI is fostered in individual we can produce eminent people in poetry and fine arts like music, sculpture, drawing, painting, dance, drama etc
- By development of EI man becomes highly gentle and cultured in high- behavior devoid of violence and crime

Brain Based Learning

This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

Principles of B.B.L

- Learning engages the whole physiology.
- The search for meaning is innate.
- Emotions are critical to patterning.
- The search for meaning comes through patterning.
- We have two types of memory: spatial and rote.
- Each brain is unique.
- Learning is enhanced by challenge and inhibited by threat

Techniques in B.B.L

- Orchestrated immersion - Creating learning environments that fully immerse students in an educational experience
- Relaxed alertness - Trying to eliminate fear in learners, while maintaining a highly challenging environment
- Active processing - Allowing the learner to consolidate and internalize information by actively processing it.

Impacts Education in B.B.L

Curriculum - Teachers must design learning around student interests and make learning contextual.

Instruction - Educators let students learn in teams and use peripheral learning. Teachers structure leaning around real problems, encouraging students to also learn in setting outside the classroom and the school building.

Assessment - Since all students are learning, their assessment should allow them to understand their own learning styles and preferences. This way, students monitor and enhance their own learning process.

B.B.L Suggests

Students must have a personally meaningful challenge. Such challenges stimulate a student's mind to the desired state of alertness.

In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about learning in general. This is what's known as the "active processing of experience".

Conclusion

E.I and B.B.L are interlinked so much that one becomes a major component in the success attainment of the other. Life oriented education is the target of modern education system and only the winning of emotions through balance will portray the measure of fulfilling its objectives.

It's time that teachers teaching in classes dominated by textbook and examination criteria are given in service courses on BBL to improve learning outcomes of students and discover a learning approach tuned to brain's natural way of learning. These strategies in turn will help the E.I to be maintained at the higher level and help reduce discipline problems, overcome learning difficulties and increase graduation rates.

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