

IMPACT OF SCIENCE TOPICS TO MAINTAIN EMOTIONAL INTELLIGENCE

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ABSTRACT:

The concept of Emotional Intelligence (EI) has gained significant consideration from academia, different organizations and mainstream society. Since its inception different scholars such as Daniel Goleman, Peter Salovey, John Mayer, and Reuven Bar-On have conducted comprehensive research on the subject of Emotional Intelligence. In their research work they have approached the concept of (EI) with different construct, conceptualized different models of Emotional Intelligence, with different corresponding measurement tools and have proposed various strategies for developing (EI) therefore present article aims to examine the how five elements of emotional intelligence have been able to contribute the science teaching and learning process and academic achievement of the students.

Key words: emotional Intelligence, academic achievement,

Introduction:

Science is a way of knowing, a method of learning rooted in common sense and a systematic method of scientific inquiry. Good science education needs to be true to the child, true to life and true to science (NCF-2005) thus, effective science teaching is a purposeful means to an important end, not the end itself. Teachers who embrace accept some measure of responsibility for their student's struggles and failure to learn in broader perspective can develop emotional intelligence among students.

Meaning of Emotion:-

During the process of growth and development every individual undergoes distinct emotional experiences, specific to that particular stage of development. In every activity that we perform, we have an emotional experience which is reflected in our mood. Emotions which are said to be the springs of life time actions occupy a special field of study for a student of education and psychology and bear special significance for a teacher.

View of Gates : Gates defines emotions as ' episodes in which the individual is moved or excited;

View of Woodworth : Emotion "is a moved or stirred up state of an organism. It is disturbed muscular and glandular activity." From the above definitions, we conclude that

emotion is a complex of feelings, a general stirring up of the individual, physically and mentally, a state of intensified excitement. When a person is undergoing an emotional outburst, he gets a sudden increase in the heart beat, change in blood pressure, irregular respiration and marked change in his facial expression.

Meaning of emotional intelligence

Emotional intelligence allows thinking more creatively and use our emotional to solve problems. Deniel Goleman believes that emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communicational skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than high IQ. Goleman purports that if we want to be a valued and productive member of the society it is better to have high EQ.

According to Boring et. al., adjustments is a process by which living organism maintain balance between its needs and the circumstances that influence the satisfaction of these needs and for Man, Adjustment is a continuous process of satisfying one's needs rather than something fixed and static and it involves virtually all aspects of human behavior.

Boring et. al and Mann or similar in their approach in defining adjustment as a process of satisfying one's needs. Mann for instance, emphasize the continuous process of satisfying one's needs as adjustment, which implies virtually all aspects of human behavior.

The concepts of emotional intelligence come out of the term emotion, which refers to its distinctive thoughts, psychological and biological states and ranges of propensities to act. So it may be an agitation of propensities to act. So it may be an agitation and agitation and disturbance of mind, passion, any intense definitely related to the persons mental state. There can be a number of emotions like anger, sadness, fear, enjoyment, surprise, love, disgust and shame etc. A manager's ability to balance the emotion with the reason to maximize long term happiness i.e capacity of effectively recognizing and managing one's own emotions and those of others may be termed as emotional awareness or emotional management skills.

In these words of Daniel Goleman emotional intelligence is "The ability to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." In fine the concept of emotional intelligence is an umbrella term that captures a broad collection of

individual skills and dispositions, usually referred as soft skills or inter or intra personal skills that are outside the traditional areas of general intelligence and technical or professional skills.

The latest researches in neurobiology have brought act that human beings operate from two minds i.e. the rational mind and the primitive mind, which is purely the emotional mind. The rational mind is centered in the neo- cortex, the outer part of the brain and allows human beings to plan, learn, remember, and love care and also to make moral and ethical distinctions. On the contrary, the emotional mind is the source of basics emotions like anger, sadness, fear, lust, surprise, disgust etc and helps the individuals in attaining emotional competence Emotional Competency is the learned Capability that leads to outstanding performing in life. This means that emotional intelligence actually contributes to rational thought.

It is now believed that your feelings take precedence over your thoughts in making decision, because a rational mind take little longer to register and respond them the emotional mind. In this kind of emotional reaction there is an extended appraisal of the situation, both thoughts and cognition plays a key role determining what emotion are aroused.

The ability of an individual to monitors one's own and other's feelings and emotions, to discriminate among them and to use the available information in steering one's own as well as other's behavior has attained much significance even in the information age. A growing body of research on the human brain proves that, for better or worse, teacher's mood affects the emotions of the students around them. The reason for that lies in what scientists calls the open loop nature of brain limbic system, our emotional center. A closed loop system is self regulating where as an open loop system depends on external source to manage itself. Our limbic system's open-loop design lets other people change our very physiology and hence, our emotions. In teaching and learning process mood start at the top tends to move the fastest because everyone watches the teacher and the students take their emotional cues from him. Thus the entire phenomenon creates a strong link between emotional intelligence and teacher competencies.

Goleman defines it as a cluster of traits or abilities relating to the emotional side of life. Goleman (1995) suggested that emotional intelligence consists of five major parts.

- ✓ Knowing our own emotions
- ✓ Managing our own emotions
- ✓ Motivating ourselves

- ✓ Recognizing the emotions of others and
- ✓ Handling relationships

Knowing Our Own Emotions: Emotions are often powerful reactions, so it would seem at first glance that every one ought to be able to recognize their own feelings. In fact, this is not always the case. Some persons are highly aware of their own emotions and their thoughts about them, but others seem to be almost totally oblivious to these. What are the implications of such differences? First to the extent individuals are not aware of their own feelings, they can not make intelligence choices.

Managing Our Own Emotions: To manage our emotions to regulate their nature, intensity and expression. Doing so is very important both for our own mental health and from the point of view of interacting effectively with others.

Motivating Ourselves: Being able to focus on a goal is essential for a range of accomplishments. Emotional self control. Such as delaying gratification or controlling impulsivity is crucial in working towards such life goals. Individuals who can harness their emotions, and maintain hope and optimism despite frustrations, are generally more productive and effective in their undertaking.

Recognizing and influencing others emotions : According to Goleman it is the ability to read others accurately to recognize the mood they are in and what emotion they are experiencing. This skill is valuable in many practical settings. For instance if you can accurately gauge another person's current mood; you can tell whether it's the right time to ask her or him for a favour.

Handling relationships : Some people seem to have a knack of getting along with others; most people who meet these people like them, and as a result they have many friends and often enjoy high levels of success in their careers. In contrast, others seem to make a mess of virtually all their personal relationships. According to Goleman (1995), such differences are another reflection of differences in E.Q or, as some researchers would phrase it, differences in interpersonal intelligence.

Science interwoven with focus on developing emotional intelligence requires thinking differently. For example the concept of Food and their components consisting of a functions followed by a contents of food always related to the emotions of life. It could be used to

improve the self esteem of the learner. Resources are not mere physical and material but an introduction of local resources and its advantages can be included. The concept of classification is not only the classification of animals and plants but also estimating ones own capacities and accepting them leading to self awareness similar topics have been listed in relation to the components of emotional intelligence in the table at school level. It is for the teacher to design the instructional strategies to foster emotional intelligence.

Suggested topics in Sciences to develop Emotional Intelligence.

Sl. No	Personal Competence		Suggested topics
1	Self awareness	Emotional self-awareness Accurate self-Assessment , Self-confidence	Natural Resources, Environmental study, Classification study of cells
2	Self- Management	Self-Control Consciousness Trustworthiness Adaptability, Achievement Drive Initiative	Study of Micro organisms, Food and its components. Digestion and Respiration
	Social Competence	Adjustment, Co-Operation	Reproduction, Evaluation
3	Social awareness	Empathy Service Orientation , Organizational awareness	protection and conservation of wild, plants and Animals, Food production
4	Relationship Management	Teamwork & collaboration Building Bonds Change catalyst communication conflict management	Natural Resources Life processes, chemical combinations, chemical bonding, cell-division, pollution.

Conclusion: It is not only the content but also the ways of transacting the curriculum that has the potential in raising the level of emotional intelligence of the learner. Co-Operative learning strategies can contribute significantly in improving the emotional intelligence of the learner. In fact the impact probably may be in both the ways, the improved emotional intelligence may improve the academic achievement in Science Effective Science teaching is a purposeful means to an important end. This type of modification in instruction can help students overcome difficulties in learning and problems in life. It could prepare the child for future through deep understanding of Science. This type of teaching Science is difficult but

rewarding through integrating the care body of scientific knowledge and scientific inquiry. The learner is equipped to use scientific thinking to learn more about the world around them that can help in development of personality.

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