

Chapter – 1

INTRODUCTION

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1.1 Introduction.

1.1.1 Emotional Intelligence (EI).

1.1.1.1 Emotions:

Emotions are simply what we feel. They give our lives affective value; scientists however approach emotions differently, some considering the “feelings” aspect to be of little relevance to their research questions. Some investigators consider emotions from a phenomenological perspective, others believe that the physiological bases of the emotions are of prime importance; still others observe and study animals in order to generate hypotheses about human emotions (Nanne E Van de poll, Joseph A, et.all, 2014).

Anderw Ortony, ET, et.all. (1994), states that emotions are one of the most central and pervasive aspects of human experience. Normal people experience a wide range of emotions, from the quiet satisfaction of completing a relatively mundane task to the grief of the death of a loved one, they can also cause dramatic disruptions in judgment and performance such disruptions can have profound and sometimes terrible consequences for individuals and society as, for example, in crimes of passion suicides and mental illness This fact is clearly recognized by creators of literature which thrives on the imagined emotions of its character.

An emotion is difficult to define but always consists of feelings, behavior, physiological change and cognitions and always occurs in a particular context which influences it. Its major function is to give information to the individual about their interaction with the world. Emotions play an integral role in daily functioning throughout life, we need and use our emotional system throughout every waking hour and even during sleep, moreover, feelings are also crucial for success in education (Carol A Kusche, Mark T Greenberg 2006). And from the realm of psychology, Salovey and Mayer provided a definition of emotions as: organized responses crossing boundaries of many psychological subsystems including physiological,

cognitive, motivational, and experiential systems. Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valence meaning for an individual. Emotions can be distinguished from the closely related concept of mood in that emotions are shorter and generally more intense (1990, p. 186).

Researchers continue to argue over precisely which emotions can be considered primary the blue, red, and yellow of feeling from which all blend come or even if there are such primary emotions at all. Some theorists propose basic families, though not all agree on them. The main candidates and some of the members of their families:

- Anger: fury, outrage, wrath, exasperation, indignation, acrimony, annoyance, hostility, and perhaps at the extreme.
- Sadness: grief, sorrow, cheerlessness, gloom, dejection, despair and when pathological.
- Fear: anxiety, apprehension, nervousness, concern, misgiving, wariness, edginess, dread, fright, terror, phobia and panic.
- Enjoyment: happiness, joy, relief, bliss, delight, pride, sensual pleasure, thrill, whimsy, ecstasy, and the far edge, mania.
- Love: acceptance, friendliness, trust, kindness, affinity, devotion, infatuation, agape.
- Surprise: shock, astonishment, amazement, wonder.
- Shame: guilt, embarrassment, chagrin, remorse, regret, and contrition (Daniel Goleman, 1996).

The seat of all passion:

In humans the amygdala (from the Greek word for “almond”) is an almond shaped cluster of interconnected structures perched above the brainstem near the bottom of the limbic ring. There are two amygdalas, one

on each side of the brain, nestled toward the side of the head. The human amygdala relatively large compared to that in any of our closest evolutionary cousins the primates. The hippocampus and the amygdala were the two key parts of the primitive “nose brain” that in evolution, gave rise to the cortex and then the neo cortex. To this day these limbic structures do much or most of the brain`s learning and remembering; the amygdala is the specialist for emotional matters. If the amygdala is severed from the rest of the brain, the result is a striking inability to gauge the emotional significance of events; this condition is sometimes called “affective blindness”. Lacking emotional weight encounters lose their hold. More than affection is tied to the amygdala all passion depends on it Animals that have their amygdala removed or severed lack fear and rage, lose the urge to compete or cooperate, and no longer have any sense of their place in their social order; emotion is blunted or absent. Tears, an emotional signal unique to human, are triggered by the amygdala and a nearby structure, the cingulate gyrus ; being held, stroked, or otherwise comforted soothes these brain regions, stopping the sobs. Without an amygdala, there are no tears of sorrow to soothe. Scientists` researches explain how the amygdala can take control over what we do even the thinking brain the neo cortex is still coming to a decision. (Daniel Goleman, 1996).

1.1.1.2 Intelligence:

In one sense (human intelligence) is something all humans share in common. It is what traditionally marks us out from their animal and has made Homo sapiens one of the more successful (if not necessarily more admirable) species on the planet. It involves language and the capacity to develop and transmit a culture to think reason, test hypotheses and understand result and so on. For greater part of the twentieth century, however the psychological study of human intelligence attempted to understand how and why people differ in intelligence. Until the development of cognitive psychology in the 1960. Indeed this focus on individual difference quite overshadowed any attempt to study the general nature of human intelligence. What people share in common rather than what sets them apart. This focus on difference is of course one part of the meaning of the word intelligence. The Oxford English dictionary gives us the second

meaning/ understanding as a quality admitting of degree spec, superior understanding quickness of mental apprehension sagacity”. Intelligence can be defined informally as intellectual ability. A person who solves a difficult crossword puzzle quickly or gives the right answer to a tricky mathematical problem or gets a high score on an IQ (intelligence quotient) test is showing intelligent behavior, and it is reasonable to infer that such a person is intelligent. Someone who does badly at the same tasks is not showing intelligent behavior and may have a low intelligence, but the inference is uncertain in this case because other explanations are possible. Poor performance, even on an IQ test, might be due to tiredness, lack of interest or motivation, test anxiety, or many other causes apart from low intelligence. (N.J.Mackintosh, 2011).

1.1.1.3 Emotional intelligence (EI) & Intelligence Quotient (IQ) & personality:

Emotional intelligence is a more focused concept. Dealing with emotions certainly has important implications for social relationships, but emotions also contribute to other aspects of life. Each of us has a need to set priorities, orient positively toward future endeavors and repair negative moods before they spiral into anxiety and depression. The concept of emotional intelligence isolates a specific set of skills embedded within the abilities that are broadly encompassed by the notion of social intelligence, (Daisy Grewal , Peter Salovey, 2005).

Emotional intelligence is one’s ability to recognize and understand emotions in oneself and others, and one’s ability to use this awareness to manage his/her behavior and relationships. Emotional intelligence is the "something" in each of us that is bit intangible, Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no known connection between IQ and EI; one simply can’t predict EI based on how smart someone is cognitive intelligence, or IQ is not flexible. IQ short of traumatic, events such as a brain injury is fixed from birth. An individual don't get smarter by learning new facts or information. Intelligence is one’s ability to learn. And it's the same at age 15 as it is at age 50. EI on the other hand, it a flexible skill that can be learned. While it is

true that some people are naturally more emotionally intelligent than others, a high EI can be developed even if an individual isn't born with it. Personality is the final piece in the puzzle; it's the stable "style" that defines each of us. One's personality is a result of one's preferences, such as one's inclination to introversion or extroversion. However, like IQ, personality can't be used to predict emotional intelligence. Also like IQ, personality is stable over a lifetime, personality traits appear early in life. And they don't go away. People often assume that certain traits (for example, extraversion) are associated with a higher EI. But those who prefer to be with other people are not more emotionally intelligent than people who prefer to be alone. One can use one's personality to assist in developing one's EI, but the latter isn't dependent on the former. EI is a flexible skill; while personality does not change IQ, EI, and personality assessed together are the best way to get a picture of the whole person. When you measure all three in a single individual, they don't overlap much. Instead each cover unique ground that helps to explain what makes a person tick. Finally that IQ and personality are pretty stable over life and do not change much while EQ is dynamic and we can all improve and be more effective – or the other way around (Travis Bradberry, Jean Greaves, 2009)

1.1.1.4 What is Emotional Intelligence?

We all have different personality's different wants and needs, and different way of showing our emotions. Navigating through this all takes tact and cleverness especially if we hope to succeed in life. This is where emotional intelligence. Emotional intelligence is difficult to define and therefore this definition really depends on helps one ask.

Definition of emotional intelligence in oxford dictionary is: “the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically and emotional intelligence is the key to both personal and professional success” and also the psychology dictionary of emotional intelligence it as “The awareness of and ability to manage one`s emotions in a healthy and productive manner”

The construct of emotional intelligence has been defined by Goleman (1996): as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional intelligence is also “The ability to recognize understands and manage emotions in ourselves and others. Emotional information is all around us. Emotions communicate basic feeling states from one individual to another, emotional intelligence then is the ability to use one’s emotions to help one solves problem and live a more effective life (Marziyah Panju, 2008).

Emotional intelligence is a way of understanding and showing how we think, feel and act. Our personality or ego is made up of our emotional, physical and mental bodies and everyone has a unique combination of these although we all feel similar emotions (such as anger, joy, upset, pain, excitement and passion) have similar bodies (with head, limbs, heart, lungs and blood) and have mind with similar thoughts, each of these is put together differently which is what makes everyone an individual. In addition, some people believe human have what can be referred to as a soul, understanding our soul and how it connects and interacts with personality could be called spiritual intelligence (Catherine Corrie, 2003).

Adel B. Lynn (2002) said “emotional intelligence is the dimension of intelligence responsible for our ability to manage ourselves and our relationships with others”. Each day, both in our personal, opportunities and challenges present themselves. It is EI that enables us to recognize and move toward the opportunity. And it is EI that enables us to meet even the toughest of life’s challenges; EI is the distinguishing factor that enables us to work in concert and collaboration with others or to withdraw in dispute.

Put very simply, Emotional Intelligence is the ability to know oneself from the inside; it is ability to manage your feelings to bring about behavior that will foster more positive interpersonal relationship. Finally people proficient in EI can utilize this skill to manage relationship in a positive and efficient manner. In other words EI is a set of learned skills that can be improved with time and focus (Chris Horn, Ross F. Ellis, 2013).

1.1.1.5 History of the term Emotional Intelligence (EI):

The term emotional intelligence was not used till three decades ago. Since then, scientists, psychologists, philosophers and spiritual leaders have worked to prove or disprove the importance of emotional intelligence in the development of the person. (Mousumi Bhattacharya, Nilanjan Sengupta 2007; Jane Wharam, 2009).

A brief history of emotional intelligence an excerpt summary is given below: (Tim Sparrow, Amanda Knight, 2006; Christine Wilding, 2010).

- 1930s –Edward Thorndike describes the concept of “social intelligence” as the ability to get along with other people.
- 1940s–David Wechsler suggests that affective components of intelligence may be essential to success in life.
- 1950s–Humanistic psychologists such as Abraham Maslow describe how people can build emotional strength.
- 1966s–Lenuen published a paper on emotional intelligence and emancipation.
- 1974s–Claude Steiner published his first article on emotional literacy.
- 1975 – Howard Gardner publishes *The Shattered Mind*, which introduces the concept of multiple intelligences.
- 1986–Wayne Payne introduces the term emotional intelligence in his doctoral dissertation entitled “A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go).
- 1987–In an article published in *Mensa Magazine*, Keith Beasley uses the term “emotional quotient.” It has been suggested that this is the first

published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

- 1990–Psychologists Peter Salovey and John Mayer publish their landmark article, “Emotional Intelligence,” in the journal *Imagination, Cognition, and Personality*.
- 1995–The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer Daniel Goleman’s book: “Emotional Intelligence: Why It Can Matter More Than IQ” and book “Destructive emotions and how we can overcome them”.

1.1.1.6 Importance of Emotional Intelligence (EI):

EI has gained an importance over the last few years for its contribution in several fields like working environment, leadership and relationships among individuals. Understanding our emotions provides information about how we are and others. The key is to listen and to use our emotion intelligently but how many time have we been culturally taught to deny our basic emotions? For example, girls are encouraged to be “nice” and “not angry” while boys are encourage to be “strong” and “not weep” such denial can lead to blocks of emotions and therefore cognitive. Development fortunately our society is gradually becoming more comfortable with the idea that emotions are important. We must remember that focusing on our emotions does not make us weak. Instead, it allows us to cope with conflict and change in a constructive manner (Marziyah, 2008).

We accept the important of our emotions for several reasons (Jill Dann, 2008).

- The better our communication the better we fee
- Emotions help us establish our boundaries.
- Emotions have the potential to unite and connect us.

- Emotions can serve as our inner moral and ethical compass.
- Emotions are essential for good decision making.
- Emotions alert us when natural human need is not being met.

Exploring and developing emotional intelligence do not only make us happier and more successful but Marcia Hughes, James Terrell (2012) ; Hank Clemons (2008) told us it helps us to motivate ourselves and our relationships, manage stress more effectively and resolve conflict with other. It gives us skills to be able to encourage, comfort, discipline, and confront different kinds of people appropriately in different situation. It determines how effectively, we express our emotions within the cultural contexts of our families our workplace and our community. It determines our how well people listen to us and how well we are heard. It can handle your own feelings well, and learn how to deal better with other people at an emotional level. It can enhance our ability to be more effective, both in our personal life and in our career.

Goleman (1996) wrote about the importance of emotional intelligence in leadership and management work and family crucible and school in his book. He referred to the importance of emotional intelligence in all those fields. Emotional Intelligence is important in the classroom, children learn from the way the significant adults around them are being and not so much from what they are saying, when we as teachers are living or working with children, the persons we are human being and the behavior we demonstrate everyday play a wide part in education process as the content of what we are teaching children of all ages are very perceptive. They observe consciously and they make model of the behaviors they see. As a teacher one support the children in one's school to become emotionally intelligent, one's honesty with one's emotions, one's care with other emotions by the words one choose to use and how one follow through integrated commitments for all to children`s learning. Children do not expect teachers to be perfect and never make mistakes but they have little tolerance of hypocrisy whatever we ask of them. We must be prepared to ask more ourselves. Even if all the correct

learning resources are put into place and children are allowed to access the curriculum in a way that supports them. There will still some children who have, for a variety of reasons behavior patterns or negative beliefs about themselves that inhibit them from learning. Unless we understand their needs and can support them, many will decide they are failures and just give up. Many children have done that simply because no one understands the nature of their internal environment and how it was affecting their behavior. Finally, the teacher could use emotion to facilitate performance, which relates to the ability to make use of emotions by directing them towards constructive activities and personal performance. The primary objective in this circumstance is to achieve a safe, inclusive environment because only within a supportive social context can students develop interpersonal skills and eventually be more motivated in their learning process.

1.1.1.7 Models of Emotional Intelligence (EI):

Two types of emotional intelligence models are available in the existing literature: (a) Ability model, which focuses on the mental abilities to define emotional intelligence and (b) Mixed model, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

Ability Model of Emotional Intelligence (EI):

The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer & Salovey, 1997). More specifically, this model defines emotional intelligence as involving the abilities to:

Branch (1): The Perception, Appraisal and Expression of Emotion.

First branch concerns of the lowest accuracy by which an individuals can identify emotions and emotional content. Infants and young children learn to identify their own and other's emotional states and to differentiate among those states. The infant distinguishes emotional facial expressions early and responds to the parent's expression. As the baby grows he/she will more accurately identify his/her own muscular and bodily, and social surroundings (Box₁). A mature individual can carefully monitor internal

feeling. If we ask a grown person who is staying up late how he/she feels he/she might respond that he/she is partly full of energy, partly fatigued, and anxious about whether or not his/her thinking is still clear feelings can be recognized not only in oneself, but in other people and in other objects. As the child grows that child imaginatively attributes feeling to animate and inanimate objects. This imaginative thinking may help the child generalize from himself to others. For instance, he/she may connect times when he/she is personally anxious and has/her constricted posture, to physical constriction observed in pest, other children, objects, and pictures, enabling him/her to recognize anxious expressions in other people and things (Box₂) suitably developed and abstracted, the developing person begin to evaluate emotion wherever it might be expressed – In other people, in architecture, in artworks and so on. So, when see much's well – know painting. The scream (of a cartoonish figure howling) not only do we immediately recognize the face of anxiety but how right it is that in the painting's background the world is dissolving into nothingness at the same time. The individual is also able to express feelings accurately and to express needs surrounding those feelings (Box₃). Because emotionally intelligent individuals know about the expression and manifestation of emotion, they are also sensitive to its false or manipulative expression (Box₄).

Graph 1.1 Showing Branch (1): Perception, Appraisal and Expression of Emotion

Ability to identify emotion in one's physical states, feelings and thoughts.	Ability to identify emotions in other people, designs at work etc., through language, sound appearance & behavior.	Ability to express emotions accurately and to express needs related to those feelings	Ability to discriminate between accurate and inaccurate or honest versus dishonest expressions of feelings.
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Branch (2): Emotion's Facilitation of Thinking:

The second branch, "Emotional Facilitation concerns emotion acting on intelligence it describes emotional events that assist intellectual processing. Emotion serves as an alerting system essentially from birth. The infant cries when it needs milk, warmth, or care, and laugh in response to smiles and other pleasures. Emotions thus operate from the start to signal important changes in the person and in the environment. As the person matures, emotions begin to shape and improve thinking by directing a

person's attention to important change. For example, a teacher becomes concerned about a lesson that needs to be completed for the next day. The teacher, with his better developed thinking moves on to complete the task before his concern overtakes his/her enjoyment (Box₁). A second contribution of emotion to thinking is to generate emotions "on demand", so that they can be better understood. When asked "How the character does is a story feels" or when deciding how another person feels, children generate the feelings within themselves; this permits an immediate real time, inspection of the feeling and its characteristics. In the growing person, the ability to generate feelings assists with planning. The individual can anticipate how entering a social criticism might feel. Anticipating such feelings can help a person decide whether to take a job or make a criticism? There exists, in other words an "emotional theater of the mind", or more technically a processing arena in which emotions may be generated, felt, manipulated and examined, so as to be better understood. The more accurately and realistically such an emotional theater operates the more it can help the individual choose alternative life course (Box₂). The remaining two abilities of Branch (2) are examples of a large set of emotional contribution to move sophisticated, efficient thoughts. Emotionality may help people consider multiple perspectives. Recall that mood congruent judgment involves good moods leading to optimistic thoughts, bad mood, to pessimistic thought. . This individual's shifting mood led her to consider more possibilities, which will be an advantage in conditions of uncertainty (Box₃). Close relatives of manic depressives are likely to have more mood swings than others, assisting them to change perspective. Often this may explain why such relatives are rated as exhibiting higher creativity in both occupational and non-occupational activities; the final ability on this branch recognizes those different kinds or work and different forms of reasoning. (E.g. deductive versus inductive) may be facilitated by different kinds of moods (Box₄).

Graph 1.2 Showing Branch (2): Emotional Facilitation of Thinking

Emotions prioritize thinking by directing attention to important information.	Emotions are sufficiently vivid and available that they can be generated as aids to judgment & memory concerning feelings.	Emotional mood swings change the individuals perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning & creativity.
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Branch (3): Understanding and analyzing emotions, employing emotional knowledge.

The third branch concerns the ability to understand emotion and to utilize emotional knowledge soon after the child recognized emotions he begins to label them and perceive relation among those labels for example many emotion forms sets along continua of intensity. The child begins to recognize similarities and differences between liking and loving, annoyance and anger and so on (Box₁). The child is simultaneously learning what each feeling means in terms of relationships. Parents teach children about emotional reasoning by linking emotion to situation for example to teach the connection between sadness and loss by helping a child recognize. He /She is sad because his/her best friend won't spend time with her any more. Emotional knowledge begins in childhood and grows throughout life with increased understanding of these emotional meanings (Box₂) the growing person also begins to recognize the existence of complex contradictory emotion in certain circumstances. The child learns that it is possible to feel both love and hate toward the same person, probably also at this level of development blends (or combination) of emotions are acknowledged, for example awe is sometimes viewed as a combination of fear and surprise, hope as a combination of faith and optimism (Box₃). Emotions tend to occur in patterned chains anger may intensify to rage, be expressed and then transform to satisfaction or to guilt, depending upon the circumstance. The person goes on to reason about sequences of emotion, an individual who feels unlovable might reject another's care for fear or later rejection reasoning about the progression of feelings in interpersonal relationships is central to emotional intelligence (Box₄).

Graph 1.3 Showing Branch (3): Understanding and analyzing emotions, employing emotional knowledge.

Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking & Loving	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.	Ability to understand complex feelings, simultaneous feelings of love and hate or blends such as awe as combination of fear and surprise.	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.
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Branch (4): Reflective Regulation Emotions to promote Emotional and Intellectual Growth.

Fourth branch concerns of the highest a conscious regulation of emotions to enhance emotional and intellectual growth. Emotional reactions must be tolerated even welcomed-when they occur, somewhat independently of how pleasant they are. Only if a person attends to feeling can something be learned about them. For that reason this highest level branch begins with openness to feelings (Box1).As the child grows, the parents teach her not to express certain feeling, to smile in public even if feeling sad to go her room if angry. Gradually the child internalizes these divisions between feeling and acting. The child begins to learn that emotions be separated from behavior. Parents teach rudimentary emotion control strategies. As a consequence the child learns to engage and disengage from emotion at appropriate times. Rage against another or again an injustice may be useful in reasoning about the situation but probably less so when the feeling is at its climax. At those times the emotionally mature individual will know to draw back and discuss matters with more cool headed confidants. Later the emotional insight and energy provided by such experiences may be applied to the reasoning process and may both motivate it, and provide a means by which to for example elicit others anger in opposition to the injustice (Box₂). As the individual matures, there also emerges a consistently reflective or meta-experience of mood and emotion. These feelings involve experiences of mood such as “I don’t fully understand the way I’m feeling “or” This feelings is influencing how I’m thinking such thoughts are conscious reflections on emotional responses as opposed to simple perceptions of feelings. The meta-evaluation and meta-regulation, the evaluations include how much attention one pays to one’s mood and how clear, typical acceptable, and influential one’s mood is (Box₃). The regulation concerns whether the individual is trying to improve a bad mood, dampen a good one or leave the mood alone. The meta-experiences of mood appear to be related to important phenomenal, such as how long one dwells on traumatic experiences the laws of meta-experiences are not as of yet well understood, but new measure have been developed to assess both its ongoing dynamics and dispositional qualities. One quality that seems important is that emotions are understood without exaggerating or minimizing their importance (Box₄).

Graph 1.4 Showing Branch (4): Reflective Regulation Emotions to promote Emotional and Intellectual Growth.

Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	Ability to reflectively engage or detach from an emotion depending upon its judged in formativeness or utility.	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are.	Ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.
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(b) Mixed model, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

Unlike ability model, mixed models non-ability traits (such as, motivation, optimism, interpersonal skill, stress management) in conceptualizing emotional intelligence. Bar-one's (1977) model of emotional intelligence is one of the most well-known mixed model, This model was fundamentally based on the personality characteristics, Five broad areas of emotional intelligence were proposed in this model: intrapersonal skills (such as, emotional self – awareness, assertiveness, self-regard, self – actualization); inter-personal skills (such as, social responsibilities, empathy); adaptability (such as, problem solving, reality testing, flexibility); stress management (such as, stress tolerance, impulse control) and general mood (such as, happiness and optimism). Mousumi S Bhattacharya, Nilanjan Sengupta, 2007).

Table 1.1 shows the various type of mixed models are explained below (Bar-On, R. 2006)

EQ-i SCALES	The EI Competencies and Skills Assessed by Each Scale
Intrapersonal	Self-awareness and self-expression
Self-Regard	To accurately perceive, understand and accept one.
Emotional Self-Awareness	To be aware of and understand one's emotions
Assertiveness.	To effectively and constructively express one's emotions and oneself
Independence	To be self-reliant and free of emotional dependency on others.
Self-Actualization	To strive to achieve personal goals and actualize one's potential
Interpersonal	Social awareness and interpersonal relationship
Empathy	To be aware of and understand how others feel
Social	To identify with one's social group and cooperate with others

Responsibility	
Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others
Stress Management	Emotional management and regulation:
Stress Tolerance	To effectively and constructively manage emotions
Impulse Control	To effectively and constructively control emotions
Adaptability	Change management:
Reality-Testing	To objectively validate one's feelings and thinking with external reality.
Flexibility	To adapt and adjust one's feelings and thinking to new situations.
Problem-Solving	To effectively solve problems of a personal and interpersonal nature.
General Mood	Self-motivation:
Optimism	To be positive and look at the brighter side of life.
Happiness	To feel content with oneself, others and life in general.

The most popular and accepted mixed model of emotional intelligence is the one proposed by Daniel Goleman. He found most useful for understanding how these talents matter in work life. His adaptation included these five basic emotional and social competencies:

1. Self – awareness: Knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well- grounded sense of self – confidence.
2. Self – regulation: Handling our emotions so that they facilitate rather than interfere the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.
3. Motivation: Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to preserve in the face of setbacks and frustrations.
4. Empathy: Sensing what people are feeling, being able to take their perspective and cultivating rapport and attunement with a broad diversity of people.

5. Social Skills: Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

1.1.1.8 Measure Emotional Intelligence (EI):

Any attribute being suggested as a form of intelligence must meet the standards of psychometrics, the field of psychological measurement. Scientists must be able to show that tests do not merely capture personality traits or information about other abilities. Three approaches to measuring emotional intelligence have been used: self-report tests, reports made by others and ability-based tests. Self-report tests were developed first and continue to be widely used, owing to the ease with which they can be administered and scored. Test-takers agree or disagree with items that attempt to capture various aspects of perceived emotional intelligence. For example, the popular Self-Report Emotional Intelligence Test (SREIT), authored by Nicola Schutte, asks respondents to rate how much they agree with such items as "I have control over my emotions," and "(other people find it easy to confide in me." Reports made by others are commonly collected using "360" instruments. People who frequently interact with one another (such as friends and colleagues) are asked to rate one another's apparent degree of emotional intelligence. These instruments commonly contain items similar to those used in self-report tests, such as the statement "This person has control over his or her emotions." Unfortunately, self-report tests assess self-estimates of attributes that often extend beyond definitions of emotional intelligence. The biggest problem one faces in trying to use an ability-based measure of emotional intelligence is how to determine correct answers. Unlike traditional intelligence tests, emotional intelligence tests can lack clear right or wrong solutions. So who should decide which the emotionally intelligent way of doing things is? Intrinsic to the four-branch model of emotional intelligence is the hypothesis that emotional skills cannot be separated from their social context. To use emotions in a useful way, one must be attuned to the social and cultural norms of the environment in which one interacts. Marc A. Brackett of Yale

University and Mayer (2006) calculated the extensive overlap between self-report tests of emotional intelligence and commonly used tests of personality. Brackett and Mayer administered scales assessing The Big Five to a group of college students along with the MSCEIT Test MSCEIT the four subtests, scoring methods, psychometric properties, reliability, and factor structure of the MSCEIT are discussed, with a special focus on the discriminant, convergent, predictive, and incremental validity of the test. The authors review associations between MSCEIT scores and important outcomes such as academic performance, cognitive processes, psychological wellbeing, depression, anxiety, prosaically and maladaptive behavior, and leadership and organizational behavior. Finally, emotionally intelligent people can manage their emotions more effectively and, consequently, they should be able to cope better with life's challenges. Thus, research is needed to understand whether people high in EI select the most appropriate coping strategies for different types of situations. For example, when faced with a negative life event that has an immediate impact (e.g., loss of a job), will the person higher in EI recognize the importance of using emotion-oriented coping strategies and successfully regulate his or her emotions (Marc A. Brackett and Peter Salovey, 2006)

1.1.1.9 Developing of Emotional Intelligence (EI):

We live in a world where change has to be taken for granted and where the rate of change appears to be increasing steadily (though probably the rate at which it is increasing is itself increasing). This is due to the effects of combination of factors, advances in technology particularly information and communication technology:

- Globalization
- The Internet
- Breakdown of cultural and since the end of the cold war, political barriers, leading to more rapid exchange of ideas.
- The spread of literacy and higher education.

- The decline of conservative institutions, such as the extended family and authoritarian regimes.

Learning to live with change, to embrace it and not to be frightened by it is a task for us all, and involves not so much cognitive abilities as appropriate feeling and attitudes. (Tim Sparrow, Amanda Knight, 2006).

Being open to change is the first step in the process developing emotional intelligence. There is nothing more rewarding than exercising your free will to change. Indeed it is much more satisfying than waiting around to change according to your environment on your boss our level of emotional intelligence is measured by our capacity for self- renewal is essential for continual change, growth and sustained success in a diverse and dynamic society. This is not easy because many of us are in denial about the need to change. It takes courage to realize and admit that our life needs to take a turn for the better some of us wait until we are forced to change. Once you have truly accepted the need to change, you need to determine are clearly as possible what change will look life after it is embodied in other words, having a clean vision of what you want to achieve and what new behaviors you would like to embody look like. The more power you will have to practice and learn the new behavior change requires the perseverance and self-discipline.

Beyond visualization you will need the emotional resolve and persistence to success (Denys Biell, 2011), by developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. And it links strongly with concepts of love and spirituality.

Jill Dann, (2008); Denys Biell (2011) refer to the good news is that we can raise our EI through development. Such as:

- Learning to approach people positively rather than avoiding them when a scale relationship is at risk.
- Listening effectively to others – not being others only as a pause before you speak, but actively listening with empathic communication designed to first gain understanding of the others.
- Personal and shared vision and new emotional disciplines values of authenticity.
- Emotional Self- mastery and deep learning and impulse management.
- Learn how to recognize one's own feelings. Ask one how he/she feel and be honest, one have the right to any feelings and should not be ashamed of them.
- Ask others how they are feeling since we cannot know that unless we ask. Ask one if sometimes he/she looked angry, while in reality one felt hurt or worried. Listen to other people carefully, without judgments and ask one if he/she would like to be listened to that way.
- Try to anticipate one's feelings. Try to recognize in advance how he/she is going to react after certain event, what some situation or person will provoke in you. That way we can avoid certain activities or situations which provoke unpleasant emotions in us.
- Try to be less sensitive. We are different in sensitivity, but we can learn how to control it. If someone tells us something we disagree with, we should not immediately withdraw or attack because such reactions only show that we cannot cope with criticism and can affect our certainty and self-confidence as well as the image others have about us. Instead, we can thank for the openness and focus on the value of the comments and criticism received, learning something from them.

Some of the advantages of developing one's emotional intelligence are (Stephen Neale, Lisa Spencer-Arnell, Liz Wilson, 2009):

- Improved relationships.
- Improved communication with others.
- Acting with integrity.
- Respect from others.
- Improved career prospects.
- Managing change more confidently.
- Fewer power games at work.
- Feeling confident and positive.
- Reduced stress levels.
- Increased creativity.
- Learning from mistakes.

1.1.1.10 Emotional Intelligence (EI) in Classroom.

EI is crucial for all life success, relevantly for students in the classroom, because of the basic design of the brain. Our emotions evolved as a tool for survival, and today emotions have a privileged position in the brain. When we are upset the emotional centers can hijack the thinking centers, rendering us unable to think clearly, focus on the task at hand, perceive in an undistorted manner, and even make it harder to remember what's relevant to what we're doing (instead we remember easily anything about what's upsetting us). So whether in the house or the classroom, managing our emotions is the prerequisite to learning and focus. A major area of application of emotional intelligence may be seen in the field of

education. As the model of emotional intelligence goes development of self in a child resulting from childhood experiences encountered by children become an important element of managing personal and relationship in later lives, The socio-moral and psychophysical development of children are inherently related to the degree of education received in the context of socialization at home (informal education) as well as in the formal education system (school, college and higher educational institutions). The educational process contributing to the emotional intelligence among human beings should be looked more as a continuum rather than as a specific point in human being's life time when we talk of growth of emotional intelligence in the context of human development. In other words, the childhood experiences and the feelings associated with experiences from the basic point of reference upon which the later development takes place. To be able to use education as a tool in later life arises from the basic ability of child and the adolescence to use these data and learning meaningfully and negotiate the environment. (Mousumi S, Nilanjan Sengupta, 2007).

1.1.1.11 Emotional Intelligence (EI) at School Level:

The first opportunity for shaping the ingredients of emotional intelligence is in the earliest years; through these capacities continue to form throughout the school years. The emotional abilities children acquire in later life build on those of the earliest. And these abilities are the essential foundation for all learning. (Daniel Goldman, 1996). What would be the consequences of introducing emotional intelligence in schools? Are schools the right place for it? Is it even possible? Scientific research, in particular on how the brain works, indicates that the formation of emotional skills is much easier in the "formative" years from birth to the late teens; school is the major activity in that age group. The first exposure of the child in terms of learning and developing capabilities to relate to the external world starts at school. Having got the basic exposure to deal mainly in an informal set of relationship through the learning within the family, the school acts as the first setting for learning to deal with formal relationships, outside home. For many children therefore, the first experience of going to school is quit traumatic, for the first time in their lives, children feel need to emotionally react differently to a whole set of new relationships coming as stimuli from

the environment hitherto alien to them. The transition from dealing with informal to formal relationships along with the need to balance both, together, creates tremendous role strains in the children, thereby disturbing undifferentiated emotional and social world, in the context experiments and the development of new methodologies and consequent pedagogies are need for creating more responsive classrooms. The aim of such pedagogies would be to address the role confusions and strains faced by children and help them to make as smooth a transition as possible in terms of their abilities to deal with both informal and formal relationships in a balanced manner. Such pedagogies would ultimately form the basis of development of emotional intelligence of a higher order in children, allowing them to develop personal and social skills to negotiate with their environment more effectively in subsequent stage of their lives .(Mousumi S, Nilanjan Sengupta, 2007).

A report from the National Center for Clinical Infant Programs makes the point that school success is not predicted by a child's fund of facts or a precocious ability to read so much as by emotional and social measure, being self – assured and interested; knowing what kind of behavior is expected and how to rein in the impulse to misbehave; being able to wait, to follow directions, and to turn to teacher for help; and expressing needs while getting along with other children, a child's readiness for school depends on the most basic of all knowledge how to learn. The report lists the seven key ingredients of this crucial capacity – all related to emotional intelligence.

- 1- Confidence: A sense of control and mastery of one's body, behavior, and world; the child's sense that he is more likely than not to succeed at what he undertakes, and that adults will be helpful.
- 2- Curiosity. The sense that finding out about things is positive and leads to pleasure.
- 3- Intentionality. The wish and capacity to have an impact, and to act upon that with persistence. This is related to a sense of competence, of being effective.

- 4- Self- control. The ability to modulate and control one's own actions in age- appropriate ways; a sense of inner control.
- 5- Relatedness. The ability to engage with others based on the sense of being understood by and understanding others.
- 6- Capacity to communicate. The wish an ability to verbally exchange ideas, feelings, and concepts with others. This is related to a sense of trust in others and of pleasure in engaging with others, including adults.
- 7- Cooperativeness. The ability to balance one's own need with those of others in group activity. (Daniel Goleman, 1996).

Whether or not a child arrives at school on the first day of kindergarten with these capabilities depends greatly on how much her parents- and preschool the emotional equivalent of the Head Start programs. This was confirmed by Marziyah Panju (2008), he told us; the first point of call for teaching Emotional Intelligence is undoubtedly the home. How parent treat their children has deep and lasting consequences for their emotional life. In order to help children deal constructively with their emotions. Parents themselves must have a reasonable degree of emotional intelligence. They need to guide their children in handling anger, resolving conflict positively, in impulse control, empathy for others and seeing things from the other person's point of view. The children of emotionally competent parents can handle their own emotions and can show empathy to the feelings of others and are better liked by their peers. Parents who show a lack of respect for their child's feelings, or who accept any emotional response an inappropriate, are putting their child at risk when they start school.

1.1.1.12 Why is teaching about Emotional Intelligence (EI) more important in the classroom today?

In the western world today, the majority of families have shrunk from an extended community to its bare minimum (one or two parents with one or two children). What is even more revealing is that parents themselves are not

always in a position to cope with, or dispense, such emotional skills themselves. Scientific research, in particular on how the brain works, indicates that the establishment of emotional skills is much easier in the 'formative' years from birth to late teens.

Looking at existing societal structures, after the home, the next place most youngsters spend their times is at school. It is therefore left to schools as the place communities can turn to for correctives to children's deficiencies in Emotional Intelligence. Since virtually every child goes to school, it offers a place to teach children the basic lessons for living that they may never get elsewhere. Children often come to school lacking the capacity to handle their upsets, to listen or focus, or to feel responsible for their work and care about learning. Schools that do not address Emotional Intelligence find it challenging to handle such intake and a handful of children then end up being excluded from mainstream schooling. Emotional Intelligence can enhance the school's ability to teach, and thus even at a time of back to basics and budget cuts; there is an argument to be made in favor of including Emotional Intelligence in the curriculum. Such programs help to reverse the tide of educational decline and strengthen schools in accomplishing their main mission give children the environment that will best help them to make the most of their potential and strengthen schools in accomplishing their main mission and so are well worth the investment. Furthermore, we often hear that 'teach is to touch the heart'. Teachers therefore, have a moral responsibility to enhance pupils' Emotional Intelligence in order to equip them with the tools that will stand by them in the world of work and in their personal life, and also from what employees tell us, to realize that we need the people skills, the team- building skills, the communication skills, and the emotional management skills as much as we need all of those other, more intellectual capacities. So a balance between the academic and the 'soft' skills addresses the whole range of skills that young people will need to be success in their personal lives and in their careers. (Marziyah Panju, 2008).

1.1.1.13 Advice to a teacher for developing Emotional Intelligence (EI) in classroom:

There are some advice for the teacher to develop emotional intelligence has students as following (Mary Bousted, 2005):

- 1- Being ‘emotionally intelligent’ is completely different from having a sunny disposition. Emotional Intelligence, if it is worth anything, does not point towards a bland, feel-good world of pleasantness and success. It helps young people get ready to cope well with the full rainbow of emotions that inevitable accompany the vicissitudes of life. Furthering emotional intelligence is an honorable ambition for any teacher or school.
- 2- Being emotionally literate – able to talk fluently about emotions – is very different from being emotionally sensitive and adept in one’s spontaneous life. Helping young people develop their emotional vocabulary is a worthwhile thing to do.
- 3- By all means offer opportunities for young people to explore their feelings, but always allow them to decline. They have just as much right to their privacy as you do. Many cultures do not see it as a good thing for a person to disclose their inner life, especially to people they do not know extremely well.
- 4- As far as possible, respond to young people’s emotions in a way that acknowledges them without being emotionally reactive. And remember that everyone has their limits of tolerance, even a teacher.
- 5- When anyone in a sharp suit is inviting an individual to accept some simple slogan about ‘feel good, learn good’ or ‘foster self-esteem’, remember how much more rich, interesting and complicated one own emotional life is than any slogan. Don’t lose one’s critical common sense.

- 6- Do not lightly assume that a teacher understand young people's emotions or problems. They are infinitely more complicated than an individual think (just like you are). Show some humility and learn always to check any assumptions or interpretations one might be making about why they are as they are.

1.1.1.14 Emotional Intelligence Competencies:

The basic ingredients of emotional intelligence according to (Daniel Goleman, 1995; Marziah Panju, 2008; Travis Bradberry, Jean Greaves, 2009; Jill Dann, 2008; Christine Wilding 2011) are the following:

- 1-Self- awareness.
- 2-Self-control
- 3-Empathy
- 4-Personal motivation
- 5-Relationship skills.

1- Self – awareness: is one ability to accurately perceive one's own emotions in the moment and understand one's own tendencies across situation. Self-awareness is the corner stone of emotional intelligence. It is the ability to know our internal states, preferences, resources and intuitions. This would include:

- An emotional awareness: recognizing our emotional as they occur in real life; understanding the cause of these emotional, i.e. what are our triggers?
- Accurate self – assessment: knowing our strengths and limits.
- Self –confidence: a strong sense of our own self – worth and capabilities.

What are the skills involved in self-awareness.

- Recognizing our own emotions.
- Understand the causes and impact of our own feelings and actions on us and on others.
- Recognizing our strengths.
- Being responsible.
- Building on our self-image.
- Recognizing the difference between feelings and actions.
- Better able to understand the causes of feelings.

Why is it important to be self-aware?

Our emotions often interact with each other. The result is a complex emotional world. If we are unaware of, or don't understand our internal state, we can be engulfed in emotions and lose control, with detrimental or even disastrous effects. Further, we must be able to identify our own emotions before we can begin to deal effectively with others. Recognizing our own emotions can give us a better insight into what we like, dislike or are ambivalent about our judgments (e.g. we like something because it made us feel a certain way); give us clues on how to behave; and help us to understand the consequences of our own emotions.

How do we develop self-awareness in the classroom?

- Investigate self-image.
- Expand emotional vocabulary.
- Validate feelings through open discussion.
- Determine the causes and effects of their emotion.

- Model self-awareness.
- Track emotions for older learners.

What Islam says about self-awareness?

In Islam a great stress is laid on self-awareness. The Holy Quran says”
 وَلَا تَكُونُوا كَالَّذِينَ نَسُوا اللَّهَ فَأَنْسَاهُمْ أَنْفُسَهُمْ أُولَٰئِكَ هُمُ الْفَاسِقُونَ (الحشر، 19)

And be ye not like those who **forgot** Allah, Allah he made them forget themselves! Such are the rebellious transgressors (Al-Hsshr, 19)

2- Self – Control:

Enable us to handle our feeling in an appropriate and proportional way so that they facilitate rather than interfere with our take in hand. It is about being able to cope with strong feeling and not overwhelmed and paralyzed by them. This involves:

- Managing our emotional reactions: keeping disruptive emotions and impulses in check.
- Conscientiousness: taking responsibility for personal performance, controlling our impulses, delaying gratification to pursue goals and recover well from emotional distress.
- Being adaptable: showing flexibility in handling change and being comfortable with new ideas, novel approaches and new information.

What are the skills involved in self- control:

- Managing disruptive emotions and impulses.
- Delaying gratification.
- Choosing appropriate responses based on understanding the situations or the circumstances.
- Self – control and applying appropriate expressions for our emotions.

- Expressing anger without fighting : anger management.

Why is it important to control our emotions?

Although it is important to listen to emotions, it is not always appropriate to vent them immediately, especially when dealing with negative emotions. It may be that timing is not right, or the setting is inappropriate or the people we are with may not understand us. Our feelings may be excessive, distorted or just inappropriate in relation to the circumstance. They may also have been triggered by feeling that from a totally underrated experience.

It is also important to recognize that we all experience negative emotions like anger, frustration, annoyance, distress and sadness. One way to cope with these difficult to talk about them, to process them, and to understand that others have these feelings too. This can be very therapeutic, or at least affirming, making us feel less alone and allowing us to move in. It is unwise for our elder or the school to protect young people or staff from difficult emotions. It is empowering to help people recognize and accept the reality and validity of the full range of emotions, which is the first step to managing them well. You cannot manage what you cannot recognize.

How do we develop self – control in the classroom?

- Identify the angry feelings.
- Validate feelings through open discussion.
- Share strategies for anger- management used by the learner.
- Investigate novel anger – management strategies.
- Investigate triggers for anger emotions.
- Model anger management.
- Involve parents.

What Islam says about self-control?

In Islam a great stress is laid on self-control. The Holy Quran says”
 قَالَ تَعَالَى وَالشَّمْسُ وَضُحَاهَا * وَالْقَمَرِ إِذَا تَلَاهَا * وَالنَّهَارِ إِذَا جَلَّاهَا * وَاللَّيْلِ إِذَا يَغْشَاهَا * وَالسَّمَاءِ [* وَمَا بَنَاهَا * وَالْأَرْضِ وَمَا طَحَاهَا * وَنَفْسٍ وَمَا سَوَّاهَا * فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا * قَدْ أَفْلَحَ مَنْ زَكَّاهَا * وَقَدْ خَابَ مَنْ دَسَّاهَا] (الشمس : 1-10)

By the sun And his (glorious) splendor * By the Moon As she follows him *
 By the Day as it Shows up (the sun's) glory* By the Night as it Conceals it*
 By the Firmament And its (wonderful) structure* By the Earth And its
 (wide) expanse* By the Soul And proportion and order Given to it* And its
 inspiration As to its wrong And its right* Truly he succeeds That purifies it*
 And he fails That corrupts it.(Ash-Shams, 1-10).

3- Empathy:

The ability to feel and understand the emotions of others, whether or not we share (or agree with) those feelings. It involves:

- Understanding others: sensing the feelings and perspectives of others and taking an active interest in their concerns, what motivates them, how they work, and how to work cooperatively with them.
- Developing others: sensing the development need of others and bolstering their abilities.
- Creating and maintaining rapport: people feel safe enough to talk freely to us without the fear of being judged.

What are the skills involved in empathy:

- Recognizing feeling in self and others.
- Taking the perspective of others.
- Listening carefully to others.
- Appreciating diversity.

Why is empathy important?

The ability to understand how someone else feels is vital building block for all social competencies. Empathy allows us to create and maintain a rapport with a broad diversity of people. Learners who can demonstrate empathy tend to do better in school in social situation, and in their adult careers and relationships .Empathy becomes a major factor in the classroom, when there are such diverse and obvious social groups. The teacher's role is to raise awareness of how others feel and give opportunities to learners to reflect and identify those feelings in their own experience. Self- awareness here serves as the bridge to really understand the feelings of others. Teacher awareness of the social dynamics of the class and increased empathy among the learners could enhance learning opportunities.

Empathy is very powerful. Each time he/she uses it to show understanding of a tense or antagonistic encounter, one shift the balance. An argumentative and difficult exchange becomes a more collaborative alliance. When one achieves this, he/she increases one's ability to move to a satisfactory outcome for all concerned. No one, after all, is going to give anybody what one desire if they feel misunderstood or under attack. When anybody expresses an understanding of their position, they feel heard and understood. The emotional bond between you strengthens, and the other person is more inclined to work with you, not against you.

How do we develop empathy in the classroom?

- Focus on learners themselves.
- Create a community of learner.
- Practice imagining /perceiving another's perspectives.
- Exposure to emotionally arousing stimuli.
- Model empathetic behavior.

What Islam says about empathy?

Islam has a great stress laid on empathy. The Holy Quran says”

(إِنَّ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ سَيَجْعَلُ لَهُمُ الرَّحْمَنُ وُدًّا) (سورة مريم , 96)

On those believe and work deeds or righteousness Will The Most Gracious Bestow love (Maryam or Mary, 96).

4- Personal motivation

Personal motivation skills make up the emotional tendencies that guide or facilitate the reaching of goals. These include:

- A drive for achievement: striving to improve or meet a standard of excellence.
- Commitment: aligning with the goals of the group or organization.
- Initiative: readiness to act on opportunities.
- Resilience: persistence in pursuing goals despite obstacles and setbacks.

What are the skills involved in personal motivation?

- Goal orientation.
- Achievement drive.
- Initiative.
- Optimism.

Why is personal motivation important?

Personal motivation enables us to use our emotions to achieve our goals. Without personal motivation life become purely existential personal motivation brings meaning to life, and identifies goals to be achieved and heights to be conquered. Every individual must find within themselves something they want to achieve, be or do, and then focus on the task at hand, paying attention, and behaving less impulsively until the task is achieved to the best of their ability. When thinking about “using our emotions” try to

think of our emotions as a kind of natural resource. In order to achieve certain goals, this resource can be very helpful. Using emotions successfully means being able-when appropriate – to harness the power of this resource in order to reach our goal. For example emotions can be employed to improve our ability to persist in the pursuit of a particular aim. Imagine a classroom where behavior is an issue. The teacher could have a marble jar, and put a marble in the jar for every positive behavior that is demonstrated by the group. When the jar is full, the group can choose a pleasurable activity to engage in at the end of the day. Whenever the class resolve weakens, the almost full marble jar may deter them from behaving badly and encourage them to persist with their positive behavior goal. In this case, successfully using emotions would harness the motivating power of engaging in a pleasurable activity.

How can we develop personal motivation in the classroom?

- Goals setting.
- Delaying gratification.
- Making choices.
- Encouraging positive self-belief.

What Islam says about personal motivation?

In Islam a great stress is laid personal motivation. The Holy Quran says”

يَا بَنِيَّ اذْهَبُوا فَتَحَسَّسُوا مِنْ يُوْسُفَ وَآخِيهِ وَلَا تَيْأَسُوا مِنْ رَوْحِ اللّٰهِ اِنَّهٗ لَا يَيْأَسُ مِنْ رَوْحِ اللّٰهِ اِلَّا
الْقَوْمُ الْكَافِرُونَ. (يوسف 87)

O my son! Go ye and enquire about Joseph and his brother, and never give up hope of Allah’s soothing Mercy: truly No one despairs of Allah’s Soothing Mercy, except those who have no faith. (Yusuf, 87).

5- Relationship skills

Relationship skills refer to the skills for dealing with others in such a way that one is able to get desired results from them and reach personal goals. Such skills are the key to popularity, leadership and interpersonal effectiveness. This would include the ability to:

Communicate: listening openly and sending convincing message.

Influence: employing effective tactics for persuasion.

Cooperate: with others and work harmoniously in teams.

Manage conflicts: by negotiating and resolving disagreements.

What are the relationship skills?

- Effective communication.
- Cooperative learning.
- Assertiveness.
- Conflict resolution.

Why relationship skills are important?

Since learning is a social activity, relationship skills are critical for dealing with the people to interact with in the classroom. These skills don't come naturally but have to be worked at. They are strongly related to the way we were brought up, our inner feelings about ourselves, our level of confidence and our interest in others. When such skills are missing, it can lead to loneliness, frustration and non-cooperation. Good relationship skills are the invisible glue which binds relationships together. Without these skills we would cause much pain and anguish for our peers and unhappiness for ourselves. Positive relationships provide a gateway for learning.

How can we develop relationship skills the classroom?

- Provide opportunities for communicating with each other as a group.
- Model group roles.
- Allow opportunities to develop the skills of assertiveness.

- Use problem-based scenarios regularly.

What Islam says about personal motivation?

In Islam a great stress is laid on personal motivation. The Holy Quran says”

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ [سورة المائدة الآية 2)

Help ye one another in righteousness and piety But help ye not one another in sin and rancor; Fear Allah: for Allah is strict in punishment (AL- Maida , 2).

1.1.15. Prophet Muhammad and Emotional Intelligence (EI).

Prophet Muhammad was an intelligent individual who responded positively to those around him while encouraging them to respect God and follow His ways. He exchanged correspondence with kings and emperors of the world, and with God’s guidance and direction, urged them to leave their arrogance behind and rule their people with justice. Yet, despite mingling with the mighty leaders of his time, he was also a modest man, who, it is said, responded graciously to the request of a barefoot Bedouin who once spoke to him with disrespect, "Muhammad be just and give me money. It’s not your money, nor your father’s." In response, the prophet smiled at the Bedouin’s face and ordered to be given the amount of money he requested. He was a devout and religious man, whose happiest moments were experienced while praying and communicating with God. It is said that once, while praying at length with his companions, he heard a baby crying. The baby’s mother was praying behind the Prophet. In response to the baby’s cry, the Prophet mercifully ended the prayer instantly, enabling the mother to respond to the child’s needs. He was a humble man, who admitted that he was not infallible, and was subject to some faults of humanity all men share. He explained that he was human and though he was asked to judge among his people, he could make errors. He knew that it was possible that some were cleverer in presenting their case than others and he could make a mistake by giving one the rights of another. He urged that those who were in

the wrong not take anything that was not their just right, even if he had mistakenly made judgment in their favor. He believed in the power of love. He urged people to love each other and said that love must prevail among all people. He once said:

"I swear by God that you shall not enter paradise until you believe. And you shall not believe until you love each other." (Muslim, 54).

He said that one way to demonstrate love for one another is to exchange greetings and gifts. He also encouraged people to respect one another. He cautioned that if three were sitting together, two of them were not to whisper words to each other, as this would cause sadness and curiosity to the third person. He spoke of the value of friendship and told that if a person abandoned his friend for more than a year it would be as if he had shed his blood. He promoted the virtue of forgiveness and said that the worst people were those who did not accept the apologies of their friends and did not forgive them when they made mistakes. The Prophet believed one could not underestimate the value and importance of friendship and he claimed that supporting a friend in difficult times was better than dedicating an entire month for God's worshipping inside the Prophet's Mosque. The Prophet was a wise man who offered words to live by and through his actions demonstrated how to live. When asked who God's most beloved people were, the Prophet said God's most beloved people are those who are most useful to God's creatures. (Muhammad Ratib An-Nabulsi, 2014)

1.1.1.16. Emotional Intelligence (EI) and the further

The increasing interest in Emotional Intelligence is one of the most exciting development in education and training in recent years. For too long, the power of emotion has been ignored, and so many children have been unable to reach their potential because their learning needs have gone unrecognized.

There is no simple and straightforward answer to the learning needs of young people today. What is clear is that if we carry on doing what we have always done then the general decline in the quality of experience in our schools for students and teachers will continue. There are many people who

are contributing to a crucial debate about the effectiveness of education. There are some very provocative and valuable ideas which have developed our knowledge about learning and how the brain works more than ever before. As we move into the twenty-first century, Emotional Intelligence must become one of the cornerstones of lifelong learning, helping to create the environment in which we are all able to develop into the fabulous learners we have the potential to be. (Michael Brearley, 2007, p101)

1.1.2 Some teaching method (Cooperative learning – Role play – Games)

Three methods were used in the teaching of teaching method units of study for science to eighth-grade primary. The methods are as follows:

1.1.2.1. Cooperative learning:

The concept of cooperative learning is not new in education. Although the term may not have been used for cooperative learning in some form, it has been happening for decades. In the late 1930's however, interpersonal competition began to be emphasized in schools and in the late 1960's, individualistic learning began to be used extensively. Following this, research on cooperative learning gained momentum in 1970's when started training teachers in cooperative learning. In mid 1970s began development of cooperative curricula and continued research on cooperation among children , in 1990's that cooperative learning gained popularity among educators and it was in 1996 that first Annual cooperative learning conference was held at Minneapolis (Reena Agarwal, Nandita Nagar, 2011).

1.2.1.1.1 What is cooperative learning?

Cooperative learning is based on several assumptions about how people learn. First, learning is an active process. In addition to link new information to past experiences, students must create something new with the information they learn. Second, learning is influenced by the context and activity in which it occurs. Third, students have diverse learning styles and needs that cannot be met by one teaching style. Finally, cooperative learning

is enhances social and encourages mutual exploration and discovery (Terrie Nolinske, Barbara Millis, 1999).

It is important first to establish exactly what we mean by cooperative learning. Wendy Joliffe, (2011) he said, in essentially cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. There are variations on cooperative learning and some fierce arguments amongst academics as to the value of each, for example should it include any element of extrinsic reward or should reward be purely intrinsic? Rather a pragmatic one. What is important is how teachers can plan for cooperative learning and manage it in the classroom, but fundamental to that is an in-depth understanding of what it is. Most researchers agree that to be truly cooperative, learning should consist of key elements and two of these are particularly vital.

1. Positive interdependence – ‘We sink or swim together’ this requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the others to complete the task. It is a feeling of ‘one for all and all for one’.
2. Individual accountability – ‘No Hitchhiking!’ this means that each member of the group is accountable for completing his or her part of the work. It is important that no one can ‘hitchhike’ on the work of others. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.

Whilst researchers disagree about the other essential ingredients, many feel that one further aspect is necessary, what is called the ‘lubricant of cooperative group work’: interpersonal and small-group skills? These consist of two elements: the academic (task) skills, such as following instructions, staying on task, planning and reviewing progress, managing time, generating and elaborating on ideas. The second element concerns the interpersonal skills such as listening to others, encouraging achieving a consensus, conflict resolution, and valuing others.

1.1.2.1.2 The teacher's role in cooperative learning:

A teacher plays a crucial role in orchestrating and overseeing that group activities occur planned. In most cases, the teacher must be sure to establish him or herself as a firm figure classroom but not so firm as to dominate the students. There are also some key duties that teacher must be responsible for, considering some of the important responsibilities. (Kong Sonthara, Sao Vanna, 2009).

1.1.2.1.3. Types of cooperative learning:

Cooperative learning utilizes three types of cooperative learning groups (Wendy Jolliffe, 2010):

1. Formal cooperative learning groups: this last form one lesson to a few weeks and need to consist of the following to work effectively:
 - Team – building activities to establish team identify and cohesion
 - Specific teamwork skills highlighted each lesson and/or work.
 - Teacher monitoring and support for task and teamwork skills.
 - Evaluate learning and help students to process how well the group functioned.

2. Informal cooperative learning group: these last form a few minutes to a whole lesson and usually consist of turn to your partner discussion or think/pair/share and can be extended from pairs to fours or eights.

3. Cooperative base group: These usually last for a term or a school year and consist of heterogeneous cooperative learning groups with stable membership to build on support and encouragement to each other. The elements described in formal cooperative learning groups above will need to be incorporated and built on.

Anthony S. Dallmann-Jones (1994) indicates to a number of advantages and disadvantages of cooperative learning as shown the following:

1.1.2.1.4 Advantages or Special Purposes

1. Learners learn from one another, learn the material covered at a deeper level and feel better about themselves and their interactions with their peers.
2. Cooperative learning can be used successfully with a variety of other teaching strategies.
3. Learners learn valuable social skills such as resolving conflict, problem solving, criticizing ideas and not people, paraphrasing, asking questions, giving direction to the group's work, and building on each other's information.
4. Learners learn trust building, communication and leadership skills from which they benefit for the rest of their lives in the work place, or in relationships.
5. Learners usually enjoy working together because they are actively involved in the learning process.
6. The teacher's role changes from being in the front of the room doing most of the work and all of the talking, to being a facilitator of learner learning, monitoring and collecting data on learner performance, as well as intervening when the group needs assistance in doing the task or learning to work together more effectively.
7. Cooperative learning efficacy is heavily supported by over 90 years of research found in over 650 studies.
8. Processing skills help learners learn effective conflict resolution which improves group functioning in the future.
9. Helping learners learn to cooperate in their groups gives them valuable life-long learning skills.

10. Teachers will eventually be able to cover more material at deeper level with learners who will also enjoy the learning process.
11. It has been shown to have a positive effect on student learning when compared to individual or competitive conditions.
12. Students may explain things better to another student than a teacher to a class.
13. Students learn how to teach one another and explain material in their own words.
14. Higher ability students are in a position to be experts, leaders, models and teachers; lower ability students get the benefits of having higher ability students in their group.

1.1.2.1.5. Disadvantages or Limitations

1. Learning to facilitate cooperative learning expertly requires training, experience, and Perseverance, it may take 2 to 3 years before an teachers can use these techniques untimely.
2. Groups finish work at different times.
3. Sometimes learners argue or refuse to do the work.
4. Some learners don't know how to get along with others and settle their differences.
5. Some learners want to work alone.
6. Initially, the teaching of collaborative/social skills takes up a great deal of class time, affecting the amount of content covered.
7. Some learners do not like to work in groups.

8. If individual accountability is not in place, some learners do all of the work and the other group members let them.
9. Cooperative learning does not work well in easy lessons.
10. Processing skills take time to learn and to carry out in the classroom. Conflicts may arise for which the teacher may not be prepared.
11. Working in cooperative groups creates a level of "noise" that may be uncomfortable for some teachers.
12. A burden is making the students responsible for each other's learning apart from themselves.
13. Higher ability students may not experience the stimulation or challenge that they would with other higher ability students.
14. Lower ability students may feel perpetually in need of help rather than experiencing the role of leader or expert relative to the others in their group.

1.1.2.1.6 Relationship between Emotional Intelligence (EI) and cooperative learning:

A lot of studies and research conducted on the relationship between emotional intelligence and cooperative learning, Romero-Tenero, M.C (2013), Indicates that the Cooperative learning activities are suitable to train very important transversal competences, such as empathy, time management, oral expression, transfer knowledge to others, coordination and workgroup, critical reflection and self-assessment, among others. He proposed to apply cooperative learning to promote positive aspects in emotional intelligence of our students and to reduce the negative aspects, also appropriated in technical areas. In order to do this, a case study is described and an example of alignment of professional skills-cooperative activities-emotional intelligence features was proposed. And also Kaushal Kishor (2012) emphasizes on the relationship between instructional strategy

and promotion of emotional intelligence. In addition Wend Jolliffe (2010) said that the cooperative learning is used in the teaching of domains of emotional intelligence (motivating oneself, empathy, social skills).

1.1.2.2 Role Play

1.1.2.2.1 What is role play?

When students assume a "role" they play (either their own or somebody else's) in a specific situation. "Play" means that the role is taken on in a safe environment in which students are as inventive and playful as possible. A group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurses or teachers (Gillian Ladousse, 2014).

The concept of role is one of the central theoretical underpinnings of the role- playing model. It is also a major goal we must teach students to use this concept to recognize different roles, and think of their own and other's behavior in terms of roles. The role-playing process provides a live sample of human behavior that serve for students to gain insight into their attitudes, values, perception and explore subject matter in varied ways. Role - playing as a model of teaching has roots in both the personal and social dimensions of education. It attempts to help individuals find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group. In the social dimension it allows individuals to work together in analyzing social situations, especially interpersonal problem and in developing decent and democratic ways of coping with these situations. (Bruce Joyce, Marsh Weil, 1980).

The role –play model is extremely versatile, applicable to several important educational objectives, through role play students can increase their ability to recognize their own and people`s feeling; they can acquire new behaviors for handling previously difficult situations, and they can improve their problem – solving skills, and the role – play carries with it an appealing set of activities because students enjoy both the action and the acting it is easy to forget that the role play itself is only a vehicle for

developing the content of the instruction, this play is an activity naturally used by children to develop their knowledge and intelligence .(Gabrielle McSharry, Sam Jones, 2000; Bruce Joyce, Marshweil, 1980).

According to a constructivist view of learning and teaching, learning science is an active process in which students construct their own understanding of the life events. Role-playing activities are not very used in science education, although, in cultural education or in social disciplines, such methods are of big interest mostly because they help students to understand things from the perspective of another person. Due to the fact that role-playing is an interesting, agreeable and motivating way of engaging the student in the activities that are to be presented in classroom and that trough it ideas can be sketched or debates take place, (Dana Craciun, 2010).

1.1.2.2.2 Different ways to play:

The forms that role plays can take are many and various the ingenuity of the teacher is the only limitation. There are, however several well tried methods. These include:

Informal Role Playing:

The opportunity to play out a situation may arise in several different ways. A group member may be laying down the law about how something be done. The opportunity could also arise from a group members own situation I have someone at work who they can be asked to elaborate on the situation, which is then discussed at large before it is played out using one or more of the approaches emerging from the discussions.

The Demonstration Role Play:

At its simplest the demonstration role play takes the form of a model for others to emulate. It can provide the right answer to a particular situation and in later practice using different cases; the participants strive to achieve as good a result as in the demonstration.

Small Group Role Play

It is possible to break up a large group into smaller ones and run the same role plays in separate group simultaneously. This gives range of advantages

1. A large number of people are more closely involved at all times.
2. Much of the "threat" of performing before a whole group is removed.
3. A range of different outcomes is possible from the same role play scenario this will generate discussion about the comparative effectiveness of different approaches in the review by the whole group afterwards.

Whole Group Role Play:

This is a very useful technique with maximum involvement. It can be used to debate any issue but is most effective when addressed at some matter internal to the organization that causes concern. It can take many forms from a structured debate on a topic about which there is disagreement to a representative meeting (in which players take the parts of others) to highlight the effects of different behaviors. Decision making, team building and planning strategies for resolving particular problem for example of areas in which total involvement like this could prove valuable.

Role Reversal:

Role reversal is very effective as a technique for improving sensitivity and enhancing self-awareness. For example a manager required to conduct a disciplinary or appraisal interview is asked to take the place of the employee and go through the process from that angle the feelings generated are powerful pointers to the identification of both effective and behavior. Role reversal can be used on its own (to play out a particular situation that has arisen during discussion) or as a way of playing the more structured. By occupying the other person's place we become more aware of their needs, attitudes and feeling. It is possible to switch roles during the role play (more

than once, if necessary) to prompt some movement if positions become entrenched.

Spontaneous Role Play:

Spontaneous role play is the name given to a technique in which player are asked to produce their own situations in which to brief others in the group. These situations are then played out, by others in the group, by the person whose problem it is a rehearsal or as a role reversal.

The learning arises from the discussions and the play (which may be repeated several times to explore different approaches) This technique is a very useful one for starting the process of transferring the learning back to the real world from the classroom. The skills and techniques learned are applied to real problems in a no - risk situation. The players see that the playing process can have a very practical application. This method tends to appeal because people are playing either themselves or from their own particular experience (David Turner, 2006).

1.1.2.2.3 The procedure which can be used as a technique for the role – play is as follows. (Gabrielle McSharry, Sam Jones, 2000):

1. Select problem: The problem is selected jointly by student and teacher.
2. Characters selection: the characters and roles are clearly described.
3. The students are encouraged to volunteer for accepting roles to shy or self – conscious students.
4. Enacting: few minutes are given to set stage and discuss roles.
5. The students, who do not take part in the play, are asked to identify themselves with a character in the play and compare their feelings and action with him/her.
6. Follow – up discussion: After the role play discussions are arrange among the players and audience arranged.

1.1.2.2.4 Advantages of Using Role - Play:

There are some advantages of play roles, (Gabrielle McSharry, Sam Jones, 2000; Jan Woodhouse, 2007; Ayu Diyah Harni Susanti, 2007; Dana Craciun, 2010). They are as follows:

1. Role-play encourages students to create their own reality and enhances communication.
2. Develops the ability to interact to other people.
3. Increases student motivation and empathy.
4. Engages shy students in class activities.
5. Makes students self-confidence.
6. Helps students to identify and correct misunderstandings.
7. Can be used to explore deep personal block and emotions.
8. It helps individuals to learn to accept both their own feelings and those of others.
9. Help students to separate their own feelings from those of others.
- 10.Improves interpersonal skills.
- 11.Students may become more aware of their own emotions.
- 12.Develops a vocabulary with which to communicate feelings and emotions.
- 13.The use of role play makes the class more active and alive.
- 14.Students are willing to participate without any forces from the teacher.

1.1.2.2.5 Disadvantages of Using Role- play:

There are also some disadvantages of play roles, presented in (Jan Woodhous, 2007., Anthony S. Dallmann-Jones, 1994). They are as follows:

1. Students may be too shy and reluctant.
2. Students can get too involved and lose objectivity.
3. Students can overact and show off.
4. Observers may not observe well or take notes.
5. The observers may take “sides” based on their preconceptions.
6. Some students are unable to identify with the characters or situation.
7. Those students with talent often monopolize the situation.
8. Students often get "carried away" in their roles, which can lead to disruption of the class or distortion of the learning.
9. "Hot topics" and controversial issues often get out of hand in role-playing.
10. This method may be harmful to those learners who lack the necessary skills (those who are shy, or those who have speech problems).
11. Role-playing sometimes turns out to be a "dud" if it fails to relate to the student or lesson intended.
12. Playing roles demands some imagination on the part of the individual students involved.
13. Role-playing may benefit only the actual students unless the objectives for the class have.

1.1.2.2.6 The teachers Role in Role – Play in classroom:

There are some special tasks for teachers in the classroom when they use to Role-Play in teaching, (Ayu Diyah Harni Susanti, 2007). Which are as follows?

1. The teacher should choose the materials that are appropriate and not too difficult for the students.
2. Before assigning the role play to the students, the teacher should make sure that the students have fully understood and have the information they need.
3. The teacher should keep control on student activities.
4. The teacher should present the language in an enjoyable, relaxed and Understand able way

1.1.2.2.7 Relationship between Emotional Intelligence EI and Role-play:

Role-plays are interesting, memorable and engaging, and they encourage students to interact with each other meaningfully. Indeed, we have found role-playing to be one of our most enjoyable for, teaching pupils can get useful practice in situations they are likely to encounter abroad, while developing fluency and the confidence to deal with the unpredictability inherent, all within the relatively safe environment of a classroom.

Successful role-plays can transform the atmosphere of the classroom into a more fun and exciting(Christine Barney,et.all, 2007; Bruce Joyce, Marsha Weil, 1998) they have found that a role playing is often extremely rich discussion can go in many directions-toward analyzing feelings, behavior, and the development of empathy In addition to Wendy Jolliffe (2010), indicates that the role play is used in the teaching of domains of emotional intelligence (managing emotion, empathy, social skills)As shown in the table below.

Table 1.2 Showing the domains of emotional intelligence and teaching strategies (Role-Play)

Domain	Behavior	Role - play
1- Managing emotion	Express emotion in helpful ways	
2- Empathy	Recognize the feelings of other	
3- Social skills	Understand rights and responsibilities.	

1.1.2.3. Games:

1.1.2.3.1. What are Games?

Modern education theories are highlighting necessity of student's activity during lessons. There is also demand for development of not only student's knowledge but all key competencies. So we need teaching methods which are able to fulfill these needs. The promising seems to be method of teaching by games. A game we consider the activity of students which realize some educational goals and bring to them happiness and pleasure (PetreVankus, 2008).

Games can be the long-sought bridge back to that deep emotional bond between teachers and students. Play, with all its exuberance and delighted togetherness, is a way to enter a pupil's world, on the student's terms, in order to foster closeness confidence, The researchers discovered that games motivate students to actively participate in the learning process, encourage teamwork, and are as good as traditional means for reviewing management theories and vocabulary, also use of games is an appropriate method of instruction that facilitated their learning. (Azriel, Jay A.; Erthal, Margaret J.; Starr, Ervin, 2005) Many games have very long histories.

Games that have survived over the years tend to have characteristics that fit well with the needs and interests of children and adults games-in-education as a discipline of study. The field of education can be divided into many different disciplines (Dave Moursund, 2007). Although games can be effective learning environment, not all games are effectives, nor all games educational, not all games are good for all learner or for all learning outcomes, may be need training to analyze design develop, implement and evaluate games, how to use. Is important as well integration of games into

curricula is much more likely to be successful than mere game use if games are integrated into the curriculum it will be important to understand what types of games promote the desired learning outcome (Diana Oblinger, 2006).

1.1.2.3.2 Types Educational Games:

There are many kinds of Games the following is a brief list of game types: (Lindsay Grace, 2005; Diana Oblinger, 2006).

Action:

Games that offer intensity of action as the primary attraction. Reflex response is the primary skill needed to play these games well. The most common action games are shooters (Doom) and stealth (Metal Gear). Action games also include most sports titles, although some sports titles fall into the category of simulation.

Adventure:

Games that offer exploration and puzzle solving as the main attraction. These games historically offered the most engrossing story, although their popularity has declined in the last decades. Reasoning, creativity, and curiosity are the most common skills required of a good adventure game player.

Puzzles

A puzzle is a type of game, think about some popular puzzles such as crossword puzzles, jigsaw puzzles, and logic puzzles (often called brain teasers). In every case, the puzzle-solver's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task.

Simulation:

The primary game play element of a simulation is its ability to match real world situations. Simulations seek to provide enjoyment through reenactment. Combat simulations and racecar simulations are relatively popular in this game type. Simulations may also include social situation

simulation such as Sims and Leisure Suit Larry. Major games include Gran Turismo and the Tycoon games.

Strategy:

Strategy games entertain through reasoning and problem solving. Early strategy games (e.g. Civilization) did not use much story-telling, although more recent games rely heavily on quality narrative. Games such as Command and Conquer are examples of story based strategy games.

1.1.2.3.3 Advantages of Using Games:

There are some advantages of educational games (Gayla S. Keesee, MajaPivec, 2007; Miljana K. StojkoviĤ, Danica M. JerotijeviĤ, 2011). They are as follows:

1. Through fun and apparently less demanding practice, increase students' motivation and promote learning'.
2. Group and peer work may induce teamwork and enable successful interaction.
3. Through a meaningful context, students are provided with a comprehensible input.
4. Each of the basic skills may be practiced by the use of games.
5. Provide a sense of direct engagement on the task Involved.
6. Provide a high intensity of interaction and feedback.

1.1.2.3.4 Disadvantages of Using Games:

There are also some disadvantages of the educational games,(Miljana K. StojkoviĤ, Danica M. JerotijeviĤ, 2011) which are as follows:

1. Discipline issues, students may get excessively noisy.

2. Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.
3. If games are already familiar or boring, students might not get equally involved.
4. Some learners, especially teenagers, may find games unnecessary and childish.
5. That games do not fit well on a time table it is hard to determine how long it will take a student to accomplish sub-goal and ultimately finish a games.

1.1.2.3.5 The Teacher's Role in Educational Games:

Using learning games in education gives rise to a learning situation where game culture meets school culture. One of the biggest fears teachers have about using learning. So there are some roles for the teacher when used in games in the classroom, (Lee Wilson, 2009), which are as follows:

1. Teacher can prepare students with the necessary background knowledge, intervene with advice during games.
2. Teachers need to understand how the activities connect to the standards, what the goals are for the exercise and which students it can benefit the most.
3. Teachers need to understand their role as content area experts.
4. Teachers need to understand is that there are multiple paths to using games in their classroom and they can choose the one that works best for them and their students.
5. Most teachers will need to understand how classroom management and professional development will be addressed before they will agree to use learning games.

1.1.2.3.6 Relationship between Emotional Intelligence EI and Educational Games:

Playing games and having fun are crucial to develop and highly motivating to students. The power of using games to teach social emotional skills lies in the interactional nature of playing a game together. Games are fun to children and young people and therefore highly motivating. They provide the potential for transformative learning through social interaction, social connectedness, cooperation and collaboration, and possess many of the features that encourage student well-being and resilience. Robyn Hromek, Sue Roffey, (2009) Some studies and research confirmed the relationship of emotional intelligence with games educational such as study (Mehr Ali Hemmatinezhad1,et.all, 2012) the results were significant relationship between emotional intelligence and performance. And also; Gail, Brendan B, (2012) continues to believe that sport has a significant impact on youth development, particularly in the area of psychosocial development, the review of literature on the theory of emotional intelligence and the benefits of participation in youth sports demonstrated the importance of research of this type, contributed little to the foundation needed to substantiate the role sport participation plays in the development of emotional intelligence.

1.1.3 TIMSS:

1.1.3.1 What is TIMSS?

The Trends in International Mathematics and Science Study (TIMSS) provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries. TIMSS data have been collected from students at grade 4 and 8 since 1995 every 4 years, the next TIMSS data collection is in 2015 and will include students in grades 4, 8 and 12.

1.1.3.2 What is the value of TIMSS?

TIMSS provides valuable information that helps countries monitor and evaluate their mathematics and science teaching across time and across grades. By participating in TIMSS, countries can. (Ina V.S. Mullis, et al., 2009):

1. Have comprehensive and internationally comparable data about what mathematics and science concepts, processes, and attitudes students have learned by the fourth and eighth grades.
2. Assess progress internationally in mathematics and science learning across time for students at the fourth grade and for students at the eighth grade.
3. Identify aspects of growth in mathematical and scientific knowledge and skills from fourth grade to eighth grade.
4. Monitor the relative effectiveness of teaching and learning at the fourth as compared to the eighth grade since the cohort of fourth-grade students is assessed again as eighth graders.
5. Understand the contexts in which students learn best TIMSS enables international comparisons among the key policy variables in curriculum, instruction, and resources that result in higher level of student achievement.
6. use TIMSS to address internal policy issues within countries, for example, TIMSS provides an opportunity to examine the address equity concerns, It is efficient for countries to add questions of national importance (national options) as part of their data collection effort.

1.1.3.3 Science Cognitive Domains – Fourth and Eighth Grades of TIMSS:

The cognitive dimension is divided into three domains based on what students have to know and do when confronting the various items developed for the TIMSS assessment which are as follows:

1.1.3.3.1 Knowing:

Knowing addresses the facts, information, concepts, tools and procedures that students need to function scientifically. The key skills of This cognitive domain include Making or identify accurate statements about science facts, relationships, processes, and concepts; identify the characteristics or properties of specific organisms, materials, and processes; Providing or identify definitions of scientific terms; recognize and use scientific vocabulary, symbols, abbreviations, units, and scales in relevant contexts; describing organisms, physical materials, and science processes that demonstrate knowledge of properties, structure, function, and relationships; Supporting or clarify statements of facts or concepts with appropriate examples; identify or provide specific examples to illustrate knowledge of general concepts and demonstrate Knowledge of Scientific Instruments Demonstrate knowledge of how to use science apparatus, equipment, tools, measurement devices, and scales.

1.1.3.3.2 Applying:

Appling focuses on students' ability to apply knowledge and concept understanding to solve problems or answer questions. The key skills of this cognitive domain, identifying or describing similarities and differences between groups of organisms, materials, or processes; distinguish, classify, or order individual objects, materials, organisms, and processes based on given characteristics and properties; Using a diagram or models to demonstrate understanding of a science concept, structure, relationship, process, or biological or physical system or cycle; relating knowledge of an underlying biological or physical concept to an observed or inferred property, behavior, or use of objects, organisms, or materials; interpreting relevant textual, tabular, or graphical information in light of a science concept or principle; identifying or using a science relationship, equation, or formula to find a qualitative or quantitative solution involving the direct application/demonstration of a concept; providing or identifying an explanation for an observation or natural phenomenon, demonstrating understanding of the underlying science concept, principle, law, or theory.

1.1.3.5.3 Reasoning:

Reasoning goes beyond the cognitive processes involved in solving routine problems to include more complex tasks. The key skills of this cognitive domain include, analyzing problems to determine the relevant relationships, concepts, and problem-solving steps; developing and explaining problem-solving strategies; Providing solutions to problems that require consideration of a number of different factors or related concepts; making associations or connections between concepts in different areas of science; demonstrating understanding of unified concepts and themes across the domains of science; integrating mathematical concepts or procedures in the solutions to science problems; combining knowledge of science concepts with information from experience or observation to formulate questions that can be answered by investigation; formulating hypotheses as testable assumptions using knowledge from observation or analysis of scientific information and conceptual understanding; making predictions about the effects of changes in biological or physical conditions in light of evidence and scientific understanding; designing or planning investigations appropriate for answering scientific questions or testing hypotheses; describing or recognizing the characteristics of well-designed investigations in terms of variables to be measured and controlled and cause and- effect relationships; making decisions about measurements or procedures to use in conducting investigations; drawing conclusions detect patterns in data, describing or summarize data trends, and interpolate or extrapolate from data or given information; making valid inferences on the basis of evidence or understanding of science concepts; drawing appropriate conclusions that address questions or hypotheses, and demonstrate understanding of cause and effect; making general conclusions that go beyond the experimental or given conditions, and apply conclusions to new situations; determining general formulas for expressing physical relationships; evaluating the impact of science and technology on biological and physical systems; evaluating alternative explanations and problem-solving strategies and solutions; evaluating results of investigations with respect to sufficiency of data to support conclusions; using evidence and scientific understanding to justify explanations and problem solutions; constructing arguments to support the

reasonableness of solutions to problems, conclusions from investigations, or scientific explanations (Ina V.S. Mullis, et. all, 2009; Patrick Gonzale, 2009)

1.2 Need of the Research

- 1- It offers a statistic test to judge the impact of teaching methods (Cooperative learning - Role play- Games) for teaching science subject and their impact on students' Educational outcome.
- 2- It offers a platform using teaching methods to increase the student's Emotional Intelligence.
- 3- It offers a scope to correlate Emotional Intelligence and educational outcome of the Basic Education Students.
- 4- It agrees with the international attitudes as well as with the Arabic trends in paying attention to the different branches of intelligence.

1.3 Significance of the Research

Emotional Intelligence (EI) as a construct is relatively new; the historical roots can be traced to the time of Plato. The nature of EI has attributes found in the realm of emotion, consciousness, philosophy, and intelligence. Society at large has embraced the concept of EI, although there are claims that EI tests can predict beyond that proportion of variance that general intellectual ability predicts, and that literacy of emotions can lead to happier lives, the scientific investigation of EI is sparse and lacking clarity or consensus (Betty Anne Rohr, 2005).

Strategies that improve personal skills are not, in their opinion, as important as basic skills instruction. Service-learning that improves personal and social responsibility, cooperative groups that teach students to work together, and leadership opportunities that improve problem-solving and decision-making skills may be nice, but in their view should not be in the school schedule. More progressive philosophies contend, however, that

students may not achieve to the level possible without commitment and motivation. With high stakes testing and academic content as the only measuring stick, teachers and administrators will undoubtedly opt to spend time in content activities as opposed to developing seemingly unrelated skills. (Donna M. Rice 2006) the time has come for taking emotions into account in the daily operations of an organization education .by conducting research the fields of emotional intelligence in educational institutions.

And also the significance of the study can be noticed in the following points:

1. The study conducted by the researcher will contribute in the vast field of Emotional Intelligence. It would be of great help for researchers to find out by seeing the impact of various teaching methods on developing Emotional Intelligence EI.
2. The study conducted by the researcher will contribute in the vast field of Emotional Intelligence. It would be of great help for researchers to find out by seeing the impact of various teaching methods on developing Educational Outcome.
3. The study conducted by the researcher will contribute in the vast field of Emotional Intelligence. It would be of great help for researchers to find out different aspect of EI by seeing the relationship of Emotional Intelligence EI with Educational Outcome.
4. Practically the research would be of great help to the institutions providing the service of education. By which factor the Educational Outcome is increased.
5. Practically the research would be of great help to the institutions providing the service of education, by how can make a student highly Emotionally Intelligent.
6. Taking care of the students and understanding their needs is a priority for any successful society.

7. Since the study of emotional intelligence is relatively new, especially as it relates to school students, and psychology such as Daniel Goleman, is in agreement that further research is necessary because service policy makers have more information to help them steer the direction of the curriculum.

1.4 Research Title

“THE IMPACT OF USING SOME TEACHING METHODS IN IMPROVING EMOTIONAL INTELLIGENCE AND EDUCATIONAL OUTCOME FOR BASIC EDUCATION STUDENTS IN SCIENCE SUBJECT (YEMEN)”

1.5 Operational definitions of important words in research title.

There are several concepts in the study, including independent and dependent variables. On this basis, the researcher will use the indicated concepts in front of each variable for the purposes of this study, as follows:

1) Teaching Methods:-

J.K. Sood, defines teaching methods as “Teaching methods are patterns of teacher behavior that are recurrent applicable to various subject matters, characteristic of more than one teacher and relevant learning” p189

Teaching Methods: for the purpose of the present research the researcher defines as those methods and strategies where cooperative learning, role play and games are used for increasing emotional intelligence and increasing students’ educational outcome.

Cooperative learning

Reena Agarwal, Nandita Nagar (2011) defines cooperative learning as “a structured systematic, instructional strategy in which small group work together towards goal”. P20

Cooperative learning: Cooperative learning for the purpose of the present study has been defined as an interdependent method where students are divided into small group with an objective/test to be accomplished. (The interdependence goal expected to develop emotional intelligence and increase the students' educational outcome).

Role – play:

David Turner (2006) “A role play, used for training purposes, is a simulation in which students are required to act out the role of an individual in a situation or in circumstances that are relevant to the student. The scenario can be an imaginary one or a real situation that the student is shortly to face”

Role Play: It is the role of the character played by the students to depict the incident or an anecdote. The role-play shall stimulate students to do choices to shape the direction and outcome of the games for increasing the emotional intelligence and students' educational outcome.

Games:

Nicola whitton, Alex Moseley (2012) define games as” provide meaningful contexts for activity which player can explore and make personal sense of they allow the player to take part in authentic and purposeful tasks that map on to real world activities”

Games: are games explicitly designed with educational purposes, or which have incidental or secondary educational value. Educational games are games that are designed to help students to learn about science subjects, (The interdependence goal expected to develop emotional intelligence and increase the students' educational outcome).

2) Emotional Intelligence:

Peter Salovey, John. Mayer (2007) defines Emotional Intelligence “as subset of social intelligence that involves the ability to monitor one's own

and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action"

According to Poonam Mishra (2012) Emotional Intelligence, "Is an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of groups. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures" p25

For the purpose of research Emotional Intelligence EI, is defined as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship.

3) Educational outcome:

Rambhai N.Patel (2012), defines educational outcome as "The efficiency of teacher in providing learning experiences and the effectiveness of instruction and of classroom activities"

Sapna Karla, Tripti Dutta, defines educational outcome as "a measure in Education or Teaching. They measure what and how much the child has learnt out of a subject. They measure present status of skill or progress in some subject and measure the result of education in a particular field, e.g, Science".

The Educational outcome is designed to measure a student's cognitive domain (Knowing, Applying, and Reasoning) in science subject, and in the present study is indicated by the total scores obtained by the student in these four units of science subject.

4) Basic Education:

S.K.Kochhar (2004) defines basic education as the education "It is "basic" because that lays down the minimum educational standards which

every Indian child is entitled to receive without any difference of caste, creed or color”

The basic education students is the school of education in the country of Yemen which basic educational students teaches many subjects like history, geography, mathematics and science. Science is taught as an important subject with a goal to demonstrating an understanding of appropriate scientific vocabulary, recognizing the need to support conclusions with scientific evidence and identifying and critiquing multiple points of view on scientific issues. Comprises of 9 years of basic compulsory education for students of ages between 6 –14 years old.

Students:

Students: The students are those children studying in Basic educational schools in the age group of 6-14 years old boys & girls of STD VIII in Al-Khadeem Al-Wajeih public school in Hajja City of Yemen.

Science Subject:

Herbert D. Their (1973), defines science as “Science is “a branch of study that is concerned with observation and classification of facts and especially with the establishment or strictly with the quantitative formulation of verifiable general laws chiefly by induction and hypotheses” p2

And R.C. Sharma (2010) defines “Science can also be defined in terms of what scientists do or in other words “Science is what scientists do”. But in order to understand this unsuspected facts”p2

For this study science subject is defined as one of important subject of the curriculum being taught to STD VIII Basic Educational Students in the Republic of Yemen.

1.6 Assumptions of the research

Assumptions of the Study:

- 1- Each prescribed teaching methods (Cooperative learning - Role play- Games) have its own theoretical, philosophical and psychological foundation.
- 2- Using various teaching methods (Cooperative learning - Role play - Games), considering the nature of subject and topic, increases the rate of educational outcome with respect to (Knowing - Applying - Reasoning).
- 3- It is assumed that, based on teaching methods (Cooperative learning - Role play - Games) to develop emotional intelligence and its subcomponents: regulating personal emotions, emotional evaluation and adjustment and use emotions to other emotions.
- 4- It is assumed that, based on teaching methods (Cooperative learning - Role play- Games) can change beliefs about self, world and life (auto effectiveness, hardiness, locus of control, self-esteem, optimism, and sense of coherence).
- 5- It is assumed that, based on teaching methods (Cooperative learning - Role play - Games) to improve Emotional Intelligence can achieve a statistically significant difference between students pre-test (measuring potential) and post-test (measuring potential).
- 6- It is assumed that, based on teaching methods (Cooperative learning - Role play - Games) to increase educational outcome can achieve a statistically significant difference between students pre-test (measuring potential) and post-test (measuring potential).
- 7- It is assumed that, based on teaching methods (Cooperative learning - Role play- Games) to improve emotional intelligence can achieve a

statistically significant difference between students of experimental group and students of control group.

- 8- It is assumed that, based on teaching methods (Cooperative learning - Role play- Games) to increase educational outcome can achieve a statistically significant difference between students of experimental group and students of control group.
- 9- The relation in between Emotional Intelligence, and Educational outcome of experimental group.
- 10- The relation in between Emotional Intelligence, and Educational outcome of control group.

1.7 Objectives of the research

This study is an attempt to investigate the following aspects:

1. To find out the impact of using some teaching methods in improving the Educational Outcome of the Basic Education Students with respect to Knowing.
2. To find out the impact of using some teaching methods in improving Educational Outcome of the Basic Education Students with respect to Applying.
3. To find out the impact of using some teaching methods in improving the Educational Outcome of the Basic Education Students with respect to Reasoning.
4. To compare the test scores in cognitive domains (Knowing – Applying - Reasoning) of experimental group and control group of the Basic Education Students.

5. To compare the test scores in cognitive domains of the Basic Educational Students of experimental group in the pre-test and the post - test.
6. To compare the test scores of boys and girls in cognitive domains of the Basic Educational Students of experimental group.
7. To compare the scores of Emotional Intelligence before the pre-test and after the post – test of experimental group.
8. To compare the scores of Emotional Intelligence of experimental group and control group in the post - test.
9. To compare the scores of boys and girls in Emotional Intelligence of experimental group.
10. To find out the correlation between Educational Outcome and Emotional Intelligence of control group.
11. To find out the correlation between Educational Outcome and Emotional Intelligence of experimental group.
12. To compare the correlation between Educational Outcome and Emotional Intelligence of experimental group and control group.

1.8 Hypothesis

1. Research Hypothesis

Based on the elements of the problem of study, hypothesis is examined to find out the extent of their suitability and correctness is as follows.

1. There would be a significant difference between the Educational Outcome of the experimental group and the control group with respect to Knowing.

2. There would be a significant difference between the Educational Outcome of the experimental group and the control group with respect to Applying.
3. There would be a significant difference between the Educational Outcome of the experimental group and the control group with respect to Reasoning.
4. There would be a significant difference in the cognitive dimension (knowing - Applying - Reasoning) between the experimental group and the control group.
5. There would be significant differences between the pre-test and the post-test scores in cognitive dimension (knowing - Applying - Reasoning) of experimental group.
6. There would be significant differences in scores among boys and girls in cognitive dimension (knowing - Applying - Reasoning) of experimental group.
7. There would be significant differences between the pre-test and the post-test scores of experimental group on Emotional Intelligence.
8. There would be significant differences between the experimental group and the control group on Emotional Intelligence in post- test scores.
9. There would be significant differences between the scores of boys and girls of experimental group on Emotional Intelligence.
10. There would be a significant correlation between the Educational Outcome and the Emotional Intelligence of control group.
11. There would be a significant correlation between the Educational Outcome and the Emotional Intelligence of experimental group.

12. There would be a significant correlation between the Educational Outcome and the Emotional Intelligence of experimental group and control group.

2. Independent & Dependent Variables

The independent variables under study were as follows:

- I. Cooperative learning
- II. Role – play
- III. Games

The dependent variables under study were:

- I. Educational outcome
- II. Emotional intelligence (EI)

1.9 Scope & Limitations of the research

1.9.1 Scope of the Research

The research project was carried out in the city Hajjah of Yemen it is experimental study. Experimental study was carried out in AL- Khadeem Al- Wajeeh public school where students of basic educational school were selected. A student of STD VIII which is the highest class of basic education in Yemen was selected for study.

1.9.1.1 Scope of Area

The scope of the study is wide spread the experiment carried out in the Hajjah city of Yemen can be applicable in others cities of Yemen as well as it has wider application in other parts of the world.

1.9.1.2 Scope of Content

The content selected for the present research was based on three methods of teaching science. Science subject can be taught effectively using different methods as per the content of the subject. The science subject which caters to the development of cognitive domain of the children personality. The selection of the content was done keeping in view TIMSS

frame work of teaching and evaluations. The content in the science subject which was selected for the experimental study has wide scope it caters to the development of knowing, applying and Reasoning aspect. The three methods selected for execution of this aspect of cognitive development were cooperative learning, role play and games all the above three methods also has wide scope in science teaching to make the subject interesting, applicable and practical.

1.9.1.3 Scope of Unit

Science subject based on reality and facts of life influence every field of human life. Today science has developed and technology has reached almost every household science has become the human existence itself teaching with a target to know, apply, and reason has been focused in the present study, the scope is very wide. The subject and its objectives bear broad spectrum in life. The units in evaluation of the above aspect were four (light Refraction, relationships between Living Organisms, natural cycle for some components of the atmosphere and accidents & first aid) thus, the subject and the units have scope in the present world of science and technology.

1.9.2 Limitations of the research

The experimental study was carried out in Al-Khadeem Al-Wajeeh School of Hajjah City of Yemen. The study was based on the usage of different teaching methods in science subject and its effect on students' educational outcome of STD VIII Students Educational outcome then was correlated with Emotional Intelligence of the experimental group and the control group, thus the limitations of the present study is as follows:

1.9.2.1 Limitation of Area:

The study was limited to only STD VIII basic education school students of Hajja City in Yemen. The study was limited to the urban basic educational school.

1.9.2.2 Limitation of Content

The study was limited to only three methods of teaching, (Cooperative Learning – Role Play - Games) in science subject. The study was limited to knowing, applying and Reasoning aspects of science subject.

1.9.2.3 Limitation of Unit

The study was limited to only four units in the science subject Of STD VIII basic education school students of Yemen (Light Refraction - Relationships between Living Organisms - Natural cycle for some components of the atmosphere - Accidents & first aid. which was selected for the experimental study.

1.9.2.4 Limitation of Time

The study was limited to the academic year 2012-2013. And this study was limited to the Emotional Intelligence and Educational outcome of the students of STD VIII basic education school students of Hajja city in Yemen during second semester that is 6/4/2013 to 20/5/2013 of above academic year.

1.10 Epilogue

In this chapter conceptual framework has been presented, definition, origin, development, models and measuring of Emotional Intelligence has been briefly highlighted, further has been explained Emotional intelligence in schools, why teaching about emotional intelligence is more important in the classroom and advice to teacher for developing emotional intelligence in classroom. And also has been identified Emotional Intelligence competencies and prophet Muhammed with Emotional Intelligence.

This chapter has been discussing about teaching methods, (cooperative learning - role play- games) (definition, teacher's role, types, advantages, disadvantage, relationships with Emotional Intelligence), and has been explained about TIMSS.

This chapter has presented the discussion of areas as follows: (1) Need of the research, (2) Significance of the research, (3) research title, (4) Operational definitions of important words in research title, (5) Assumptions of the research, (6) Objectives of the research, (7) Hypothesis, (8) Scope & Limitations of the research, (9) Epilogue.