



A study on emotional intelligence on IX class students

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Abstract

This research examined the Emotional intelligence of IX class English medium students of Aurangabad city. For measuring the Emotional intelligence, the researcher used the Roqan emotional intelligence test by Ruqiyah Zainuddin. 200 students were selected by using stratified random sampling technique. In that 100 males students and 100 female students from various schools of Aurangabad city were taken. The data was analyzed with the help of mean, S.D, and t-test. The results revealed that Emotional intelligence of male and female students of IX standard English medium schools of Aurangabad city is found to be normal. The Emotional intelligence of IX standard male students is be normal. And the Emotional intelligence of IX standard female students is also be normal. There is no significant difference between the Emotional intelligence of male and female student of IX standard of English medium schools of Aurangabad city.

Keywords: Emotional intelligence, school students

Introduction

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major “life processes” of the human beings “just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social science. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, 1963).

Intelligence

Intelligence has been defined in many ways, including: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. (Wikipedia)

Intelligence can be divided into the following types

1. Social intelligence
2. Practical intelligence

3. Spiritual intelligence
4. Emotional intelligence
5. Emotional intelligence:

Emotional Intelligence is perceived as a type of aptitude that involves the ability to monitor one’s feelings and that of others, to discriminate among them and to use this information to guide one’s feeling and thinking (Salovey and Mayer, 1990). According to Weisenger (1998) emotional intelligence is also defined as “The intelligent use of emotions: one intentionally makes one’s own emotion work for one by using them to help guide one’s behavior and thinking in ways that enhance one’s result”. Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively, and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving academic and career excellence in life.

Emotional intelligence (EI), Emotional leadership (EL), Emotional quotient (EQ) and Emotional Intelligence Quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one’s goal(s). Although the term first appeared in a 1964 paper by Michael Beldoch, it gained popularity in the 1995 book by that

title, written by author and science journalist Daniel Goleman. Since this time, EI, and Goleman's 1995 analysis, have been criticized within the scientific community, despite prolific reports of its usefulness in the popular press. (Wikipedia)

According to Daniel Goleman, emotional intelligence includes five components

1. **Self-awareness:** The ability to recognize and identify a feeling.
2. **Managing one’s emotions:** Handling fear, anxiety, anger, sadness and worry in an appropriate and proportional way.
3. **Self-motivation:** Involves emotional control, the ability to delay gratification, and the ability to keep working toward a goal, expecting success.
4. **Empathy:** Recognition of sensitivity to the emotions of others.
5. **Handling relationships:** Learning to handle conflict constructively and getting along well with others.

Hence emotional intelligence (EI) refers to the ability to perceive control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is inborn characteristic. Emotions are involved in everything people do: every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person’s knowledge, skills and abilities in school and personal life.

Objectives of the study

1. To study the Emotional Intelligence of IX standard students of English medium schools of Aurangabad city.
2. To study the Emotional Intelligence of IX standard Male students of English medium schools of Aurangabad city.
3. To study the Emotional Intelligence of IX standard female students of English medium schools of Aurangabad city.
4. To Compare the Emotional Intelligence of male and female students of IX standard of English medium schools of Aurangabad city.

Hypothesis

1. The Emotional Intelligence of IX standard students of English medium schools of Aurangabad city is high.
2. The Emotional Intelligence of IX standard Male students of English medium schools of Aurangabad city is high.
3. The Emotional Intelligence of IX standard female students of English medium schools of Aurangabad city is high.
4. There is no significant difference between the emotional intelligence of IX standard male and female student of English medium schools of Aurangabad city.

Methodology

Method: the researcher used Survey method for present research.

Sampling technique: Stratified random sampling method is utilized for selection of samples.

Sampling size: The sample of present work is comprise of 200 students of IX standard students of English medium schools of Aurangabad city.

Tools: The researcher used the Roqan emotional intelligence test by Ruquiya Zainuddin.

Statistical analysis

Mean, S.D. and t-test were used to analyze the data.

Analysis and interpretation of data

Hypothesis 1: The Emotional Intelligence of IX standard students of English medium schools of Aurangabad city is high.

Table showing the Emotional Intelligence of IX standard students.

IX standard students	Mean	Range	Interpretation
200	68.975	65-75	Normal

The result reveals that obtained mean value is 68.975, which lies in the range 65-75. This shows that the Emotional intelligence of IX standard students of English medium school is normal.

Hypothesis 2

The Emotional Intelligence of IX standard Male students of English medium schools of Aurangabad city is high.

Table showing mean and S.D. value of emotional intelligence of male students.

E.I of IX standard male students.	Mean	Range	Interpretation
100	69.35	65-75	Normal

The result reveals that obtained mean value of male students is 69.35, and S.D. value is 4.522 this shows that the Emotional intelligence of IX standard male students of English medium school is normal.

Hypothesis 3

The Emotional Intelligence of IX standard female students of English medium schools of Aurangabad city is high.

Table showing mean and S.D. value of emotional intelligence of female students.

E.I. of IX standard female students.	Mean	Range	Interpretation
100	68.6	65-75	normal

The result reveals that obtained mean value of female students is 68.6, and S.D. value is 5.624 this shows that the Emotional intelligence of IX standard female students of English medium school is normal.

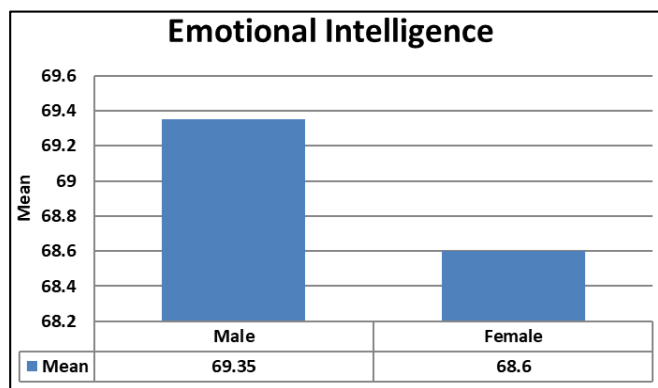
Hypothesis 4

There is no significant difference between the emotional intelligence of IX standard male and female student of English medium schools of Aurangabad city.

Table showing difference male and female students of emotional intelligence.

Emotional intelligence	Mean	S.D.	t-value	df 198 at 0.05	Difference between Mean
Male	69.35	4.52	1.041	1.97	No Significant Difference
Female	68.6	5.62			

The result reveals that obtained mean value of male students is 69.35, and S.D. value is 4.52 obtained mean value of female students is 68.6, and S.D. value is 5.624 respectively, the t-value 1.041 is less than table value 1.97 at 0.05 level of significance. Hence there is no significant difference between the emotional intelligence of IX standard male and female student of English medium schools of Aurangabad city.



Graph 1: Showing Emotional Intelligence of Male and Female student.

Findings:

The researcher concluded the findings as:

1. The Emotional intelligence of IX standard students of English medium school is normal.
2. The Emotional intelligence of male students of IX standard English Medium schools in Aurangabad city is normal.
3. The Emotional Intelligence of IX standard female students of English medium schools of Aurangabad city is normal.
4. There is no significant difference between the emotional intelligence of IX standard male and female student of English medium schools of Aurangabad city.

Discussion

The purpose of this study is to find the Emotional Intelligence of IX standard male and female English medium students in Aurangabad city is found to be normal. It is found that there is no significant difference between the emotional intelligence of IX standard male and female student. The researcher was in the view that the emotional intelligence of IX standard students of English medium schools of Aurangabad city is high. So all the above hypothesis are rejected. It is also revealed that male and female students are having normal emotional intelligence. The present study is significant because it will help teachers, students, researchers and school administration to understand the psychological state of the male and female students. Significance of the study is multifaceted as it would be a great help for higher education institutions in promotion of quality education for effective learning. Study is also significant for school teachers so that they may develop pedagogies to manage

and reduce the increasing behavioral and emotional problems of students.

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