



Jagirdar Lubna Batool

Senior Research Scholar, Dept. Of Education

Dr. Babasaheb Ambedkar Marathwada University C.S.N.(Aurangabad)

Email: Lubna.jagirdar@gmail.com

Abstract :

The present study aims at finding the emotional Intelligence of adolescent Girl student. In this study the researcher collected the data of 100 Girls Student from IX class to XII class students of Aurangabad District of Maharashtra. The researcher surveyed 5 different English Medium schools. The Data was collected through Questionnaire of the Roqan emotional intelligence test by Ruquaiya Zainuddin. The objective of the study was to study the Emotional Intelligence of Adolescent female students of English medium high schools of Aurangabad city. It was observed that emotional Intelligence was in average range.

Keywords :

Emotional intelligence, Female Students, High School.

Introduction :

School teachers and parents always have been concerned about children's academic success and social adaptation both in and out of the classroom. Only recently, however, have researchers realized that a child's emotional life has an impact on these important outcomes (Gardner, 1993). As stated by Oyinloye (2005), students in secondary schools who have low emotional intelligence are at blame for their poor academic performance. According to him, pupils who lack emotional intelligence "show certain adjective challenges or in some other way fail to handle the demands of school work effectively." It could be argued that these students lack emotional intelligence altogether and are unable to reach their own objectives, which may include achieving high academic standards. Teachers must develop students who are high achievers, productive, and healthy; this can be done by striking a balance between the cognitive and emotional learning domains.

According to Salovey and Mayer (1990), emotional intelligence is viewed as a kind of aptitude that includes the capacity to keep track of one's own feelings as well as those of others, to distinguish between them, and to utilize this knowledge to direct one's own feelings and thoughts."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" is another definition of emotional intelligence offered by Weisenger (1998).

People with emotional intelligence abilities can lower their levels of stress, create wholesome relationships, communicate clearly, and maintain their emotional well-being. Every developmental stage is a critical time for emotional safety. To achieve academic and professional success in life, these same abilities and competencies are essential. 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 3 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. Emotional intelligence is a confluence of developed abilities to know and value self build and maintain a variety of strong, productive and healthy relationships get along and work well with others in achieving positive results; and effectively deal with the pressures and demands of daily life and work. The development of emotional intelligence is an intentional, active and engaging process. Affective learning requires a person - centered process for student's growth and development. When emotional intelligence skills are the focus of learning, students are building human development behaviors that are intricately related to the positive outcomes of achievement, goal achievement and personal well- being. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the 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 actions".

Objectives of the research :

To study the emotional Intelligence Of Female Adolescents Students of Aurangabad District.

Hypothesis :

The emotional Intelligence of female students of Aurangabad district is Low.

Methodology :

The Researcher used survey method for collecting the data .the data was collected from different English medium Schools and junior colleges of the city. In all 100 female students participated in the survey. The researcher used Roqan emotional intelligence test for collecting the data. Mean and S.D was used for Statistical analysis.

Data Analysis :

The researcher used the Roqan emotional intelligence test by Ruquiya Zainuddin. The scale consists of 30 questions based on the dimensions such as self-awareness, self-regulation, motivation, empathy and social skills.

The reliability of the scale was determined by calculating cronbach's alpha coefficient Cronbach's alpha coefficient computed as 0.7, which according to cronbach's is fairly high and acceptable. the validity index was calculated, it shows 0.83 which comes under high validity.

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

E.I. of IX standard female students	Mean	Range Interpretation	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 female students of English medium school is normal.

Acceptance and Rejection of Hypothesis :

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

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. Hence the above statement does not

support the hypothesis. Hence this hypothesis is rejected.

Conclusion and Discussion :

From the present study, it is found that the emotional intelligence of male and female students of IX standard English Medium schools in Aurangabad city is normal. Since emotional intelligence has a considerable effect on the students' academic progress, its main components include self-motivation, self-awareness, self-control, social awareness and social skills in the students' curriculum so that they can learn these skills and use them in their daily lives. It is recommended that the school



authorities should conduct some workshop and classes to increase the student emotional intelligence.

References :

1. Abbas Abdollahi, Mansor Abu Talib.(2015).Emotional intelligence moderates perfectionism and test anxiety among Iranian students. School psychology international.pg 1-15.Retrieved from www.spi.sagepub.com
2. Bayani, Ali Asghar.(2014).Emotional intelligence as predictor of test anxiety in secondary education students. European Online Journal of Natural and Social Sciences 2015.Vol.4, No.1 pp. 1-7 ISSN 1805-3602.Retrieved from, www.european-science.com
3. Bhat, Sajjad Ahmed, Tabassum Farooque.(2017).The relationship of emotional with intelligence anxiety among students. International Journal of Trends in Scientific Research and Development. Vol 1,issue 6.Retrieved from, https://www.researchgate.net/
4. Emotional intelligence.(n.d). Wikipedia: the free encyclopedia. Retrieved from,https://en.wikipedia.org/wiki/Emotional_intelligence
5. James.d.a.parker et.al.(2004).Academic achievement in high school: Does emotional intelligence matter Personality and Individual Differences. Research gate. Vol 37 pg.no 1321-1330. Retrieved from,https://www.researchgate.net/publication/223077353_Academic_achievement_in_high_school_Does_emotional_intelligence_matter
6. Javier Cejudo,et.al.(2018).Emotional Intelligence and Its Relationship with Levels of Social Anxiety and Stress in Adolescents. International Journal of Environmental Research and Public Health.15(6): 1073.Retrieved from, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6024952/
7. Joibaria, Azita, Niloufar Mohammad Taherib. (2011).The study of relation between emotional intelligence and students' academic achievement of High Schools in Tehran city. Published by Elsevier.vol 11,pg1334-1341.Retrieved from,www.sciencedirect.com doi:10.1016/
8. Kauts, Deepa Sikand. (2016). Emotional Intelligence and Academic Stress of among College Students. Educational quest: An international Journal education and applied. social. Sciences. vol7. issue3. Retrived. from, https://ndpublisher.in/admin/issues/EQV7N3b.pdf
9. Misbah Malik,et.al.(2013).Emotional Intelligence and Test Anxiety. Journal of Elementary Education.Vol.23, No. 2 pp. 49-56.Retrieved from, https://pdfs.semanticscholar.org/
10. Mohammad Ahmadpanah, et.al.(2016). The Relationship between Emotional Intelligence and Academic Achievement among Intermediate Students. Journal of Business and Management (IOSR-JBM). Vol 20, Issue 4. PP 30-35. Retrived from, http://citeseerx.ist.psu.edu/viewdoc/download
11. Ramana.S.Anitha Devi.(2018). The relationship between emotional intelligence and academic performance of Intermediate students. Journal of business and management. vol 20/4.pg no.30- 35. Retrieved from, http://www.iosrjournals.org/iosr_jbm/papers/Vol20-issue4/Version 1/F2004013035.pdf
12. Sardar Ela, & Dr. S.Soreng.(2017).Emotional Intelligence and Anxiety among standard X students of Jamshedpur : A Comparative Study. International Journal of Research in all Subjects in Multi Languages. Vol. 5, Issue: 12, (IJRSML). Retrived from, http://www.raijmr.com/ijrsm/ wp-content/uploads/
13. Senthil kumaran et.al (2017).The emotional intelligence among University students of India, in relation to their test anxiety and academic stress. Indian journal of psychology sciences.vol 7. Retrieved from http://www.napsindia.org/wp content/uploads/2017/05/17-Senthil Kumaran-min.pdf

