

A STUDY OF EMOTIONAL INTELLIGENCE AMONG TRIBAL AND NON TRIBAL ADOLESCENTS

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Abstract

Pre-adulthood is a period amid which an adolescent realizes who he is and what he truly feels. It is a significant time for youngsters to build up their ability for compassion, conceptual thinking and future time perspective; a period when the close and dependent associations with parents start to offer approach to more extreme relationship with peers and different adults. Adolescence is the most vulnerable stage to the emotional issues, thus teaching adolescents about emotions and how they manage others and their activities can be exceptionally useful in their day by day battles and maintaining good relationships. The present study was undertaken to compare the emotional intelligence of tribal and non-tribal adolescents of Betul(M.P). Stratified random sampling technique was employed to select the adolescent students from the different higer secondary schools of Betul district of Madhya Pradesh. Mangal, and Mangal emotional intelligence inventory was employed to collect data for emotional intelligence. Independent samples t-test was used to analyse the data. The results were found that the tribal and non-tribal adolescents differ significantly on the measure of emotional intelligence at 0.01 level of significance. Non-tribal adolescents showed a higher level of emotional intelligence than tribal students. Further the study revealed that there exist significant difference between tribal adolescent boys and non tribal adolescent boys and tribal adolescent girls and non tribal adolescent girls on the measure of emotional intelligence.

Key words: Emotional intelligence, Adolescent, tribal and non-tribal.

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Introduction:

Adolescence is the most important period in the human development. It is a period of transition and a turning point in the life of the individual. Adolescence is a bridge between the childhood and the adulthood. It is a period of rapid changes in almost all developmental dimensions. It is an age of emotional upheavals. Period of adolescence has been marked by emotional storm and stress. Their emotions are very intense. But all round development of individual is not possible without the control over his/her emotions only then they can adjust themselves in the society and can contribute maximum to the development of the society.

Goleman (1995) referred to that " there is a world-wide trend for the present generation to be more troubled emotionally than the last; more lonely and depressed; more angry and unruly; more impulsive and angry and more nervous and prone to worry". With the mushrooming of so many of multinational organizations with well-paid salary, the demand for people with delicate abilities like the capacity to impart, advance collaboration, present thoughts, take care of issues and oversee tasks and individuals has emerged. Presently it is accepted that inside of a man's delicate abilities lies his true intelligence and this intelligence is characterized as emotional intelligence. Emotional intelligence is 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 own thinking and action (Salovey and Mayer 1990). In another definition Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior. (Goleman, 2008).

Adolescence is the most vulnerable stage to the emotional issues, thus teaching adolescents about emotions and how they manage others and their activities can be exceptionally useful in their day by day battles and maintaining good relationships. At the same time, if tribal adolescents are looked at, who also constitute a major part of Indian population, the conditions are lamentable. The tribes are economically inferior, uneducated at times and are less exposed to the modern world. Being the earliest inhabitant of the country, they have maintained a distinctive lifestyle for centuries; tribal adolescents are unique in nature they are under dual stress, on one side they have to maintain and follow their own culture, customs and traditions and on the other continuous

efforts to make their place in the main stream. Unfortunately the isolation has kept them out of main stream and made them easy prey to exploitation (Talesara 1994) and when they are forced to get along with the mainstream culture, they don't get adjusted easily.

With numerous reservations and projects propelled for tribal groups for upliftment and to bring them into the mainstream, the emotional intelligence i.e., the capacity to get adjusted with new individuals and new circumstances should be addressed and reinforced. In this way the present study was undertaken to assess the level of emotional intelligence of tribal adolescents so that the positive things of their way of life could be enhanced and the hardships could be recognized so that they could get amalgamated with the mainstream.

Objectives of the Study:

The following objectives were formulated for the purpose of proposed investigations.

- 1) To study the level of emotional intelligence of tribal and non tribal adolescents.
- 2) To compare the mean scores of emotional intelligence of tribal and non tribal adolescents.
- 3) To compare the mean scores of emotional intelligence of tribal male and non-tribal male adolescents.
- 4) To compare the mean scores of emotional intelligence of tribal female and non-tribal female adolescents.

Hypothesis:

- 1) There is no significant difference between the mean scores of emotional intelligence of tribal adolescents and non tribal adolescents.
- 2) There is no significant difference between the mean scores of emotional intelligence of tribal adolescent boys and non tribal adolescent boys.
- 3) There is no significant difference between the mean scores of emotional intelligence of tribal adolescent girls and non tribal adolescent girls.

Method of Research:

The sample of the research study included tribal and non-tribal adolescent (male/female) students of 11th class in Government and private schools of Betul District of Madhya Pradesh, during the academic year of 2011-2012. The total number of 400 students was selected out of which 200 adolescents belonged to tribal and 200 belonged to non-tribal communities. The sample was collected by using stratified random sampling technique. The measuring tool for emotional intelligence in this research study was Mangal & Mangal Emotional Inventory (2012). In order to analyze the data in the light of the objectives and hypotheses framed for this study the mean, SD and independent samples t-tests, were applied.

Analysis and Interpretation:

Table 1

Comparison of mean scores of emotional intelligence of tribal adolescents and non tribal adolescents

Variable	Category	N	df	S.D.	Mean	t-score	Significance
Emotional Intelligence	Tribal adolescents	200	398	10.10	56.98	4.6**	S
	Non tribal adolescents	200		10.58	61.80		

S-significant

**Significant at 0.01 level

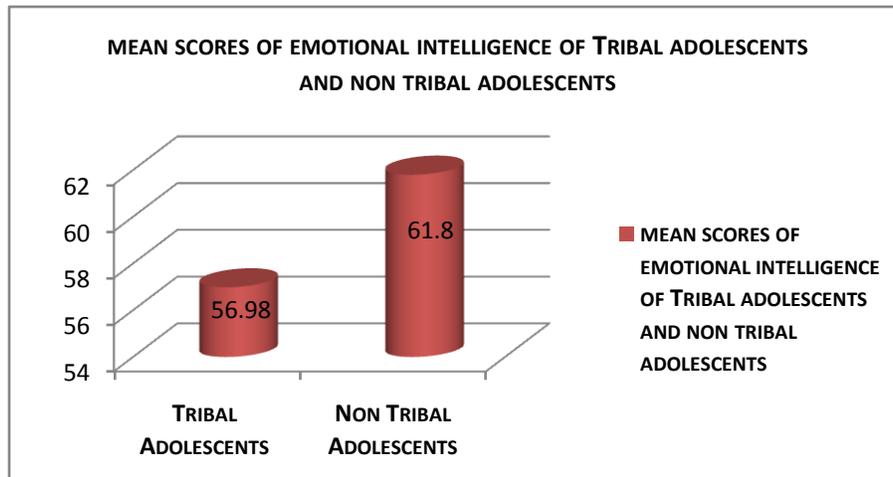


Figure no. 1 Comparison of mean scores of emotional intelligence of tribal adolescents and non tribal adolescents Table No.1 presents the mean and SD scores of the tribal and non tribal adolescents on emotional intelligence. The mean and SD here in case of tribal adolescents (N=200) are 56.98 and 10.10, and 61.80 and 10.58 in case of non tribal adolescents (N=200). The t-score, here is 4.6 which is significant at 0.01 level of confidence and at degree of freedom 398; therefore the hypothesis no. 1 “There is no significant difference between the mean score of emotional intelligence of tribal adolescents and non tribal adolescents” is rejected.

The two groups of adolescents differ considerably in their emotional intelligence level. Tribal adolescents with mean score of 56.98 come in the poor category of emotional intelligence and non tribal adolescents with a mean score of 61.80 come in average category of emotional intelligence.

Table 2

Comparison of mean scores of emotional intelligence of tribal adolescent boys and non tribal adolescent boys

Variable	Category	N	df	S.D.	Mean	t-score	Significance
Emotional Intelligence	Tribal adolescent boys	100	198	9.81	58.28	2.96**	S
	Non tribal adolescent boys	100		10.91	62.63		

S-significant

** Significant at 0.01 level

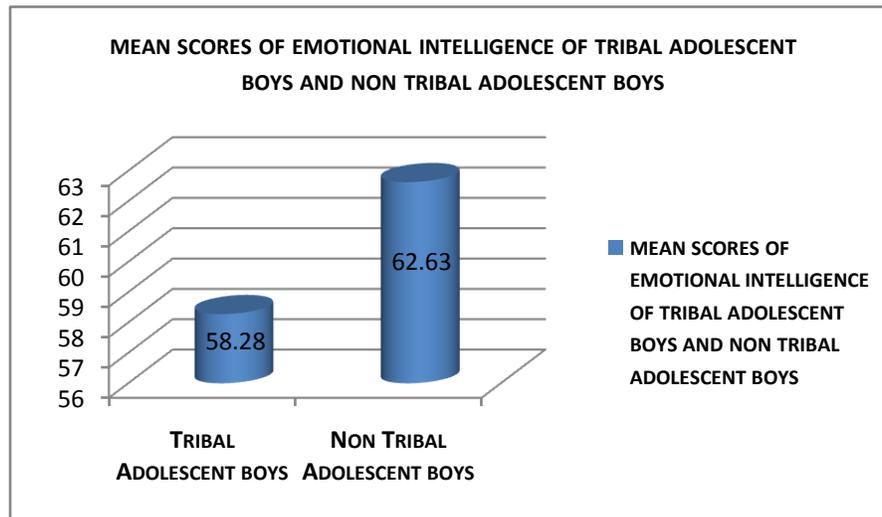


Figure no. 2 Comparison of mean scores of emotional intelligence of tribal adolescent boys and non tribal adolescent boys. Table no. 2 shows that the mean and SD scores of tribal adolescent boys and non tribal adolescent boys on emotional intelligence. Tribal adolescent boys (N=100) have mean score of 58.28 and SD of 9.81 and non tribal adolescent boys (100) have a mean score of 62.63 and SD of 10.91. The t-score here shows 2.96 which is significant at 0.01 level of confidence and at degree of freedom 198. Therefore the hypothesis no. 2.1 “There is no significant difference between the mean scores of emotional intelligence of tribal adolescent boys and non tribal adolescent boys” is rejected.

Here, tribal adolescent boys with a mean score of 58.28 come in the poor category of emotional intelligence and non tribal adolescent boys with a mean score of 62.63 come in average category of emotional intelligence. This difference may be due to the difference in tribal and non tribal developmental factors and ideologies.

Table 3**Comparison of mean scores of emotional intelligence of tribal adolescent girls and non tribal adolescent girls**

Variable	Category	N	df	Mean	S.D.	t-score	Significance
Emotional Intelligence	Tribal adolescent girls	100	198	55.69	10.26	3.65**	S
	Non tribal adolescent girls	100		60.98	10.23		

S-significant

** Significant at 0.01 level

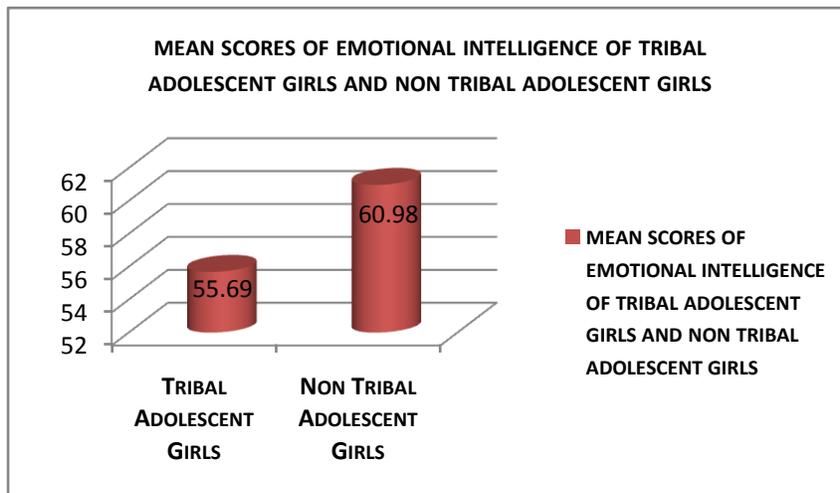


Figure no.3 Comparison of mean scores of emotional intelligence of tribal adolescent girls and non tribal adolescent girls. Table no. 4.6 shows the mean and SD of tribal and non tribal adolescent girls on emotional intelligence scores. The mean and SD in case of tribal adolescent girls (N=100) are 55.69 and 10.26 and that of non tribal adolescent girls (N=100) are 60.98 and 10.23. The t-score here is 3.65 which is significant at 0.01 level of confidence and at degree of freedom 198. Therefore the hypothesis no. 2.2 “There is no significant difference between the mean scores of emotional intelligence of tribal adolescent girls and non tribal adolescent girls” is rejected.

Adolescent girls of the two groups differ significantly in their emotional intelligence. Tribal adolescent girls with a mean score of 55.69 come in the poor category of emotional intelligence

and non tribal adolescent girls with a mean score of 60.98 come in the average category of emotional intelligence. The difference may be due to the tribal adolescent girls being more attached and rigid to their cultural ideologies.

Conclusion:

India with a population of 104.8 million (2011 census), has the single largest tribal population in the world, constituting 8.6 percent of the total population of the country. Majority of these tribes live in scattered and small habitations located in remote and inaccessible settlements in hilly and forest areas of the country. This study has examined the emotional intelligence of tribal and non-tribal adolescents of Betul district of Madhya Pradesh. It has been found that the tribal and non-tribal adolescents differ significantly on the measure of emotional intelligence. Non-tribal adolescents showed a higher level of emotional intelligence than tribal adolescents. Further the study revealed significant difference between the tribal adolescent boys and non tribal adolescent boys and tribal adolescent girls and non tribal adolescent girls. It could be concluded that the more emotionally intelligent an adolescent is, more easily he bears the turmoil and pressures of this age group. The socio cultural, economic and educational variables of tribal population operate as a limiting factor for adolescents to be emotionally intelligent, which in turn affects their academic achievement. Thus, to bring this culturally and socially isolated population into the mainstream which is a need for national integration their emotional intelligence needs to be enhanced.

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