

A Study of Emotional Intelligence among Tribal Students of Ranchi Town

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ABSTRACT

The purpose of the present study is to find out the level of Emotional intelligence of tribal students of Ranchi town. It also investigated the gender as well as caste difference regarding these variables. A total sample of 80 with the age range of adolescence has been taken from tribal students of Ranchi town from different colleges. 2x2 factorial design was used. Tools were used Emotional Intelligence Inventory developed by Mangal and Mangal (2009). Data were treated by Mean, SD, and t-test. The findings of the study revealed that the mean scores of Emotional intelligence of male and female students did not differ significantly. It means tribal students of male and female were found to the same extent in their emotional intelligence. The mean scores of Emotional intelligence of High and Low caste tribal students differ significantly. It means tribal students of Low caste were found to believe significantly more emotional intelligence than High caste tribal students

Keywords: *Emotional Intelligence, Gender and Caste*

In popular culture, the concept of emotional intelligence is a relatively new concept. The popularisation of the notion of 'Emotional Intelligence, on the other hand, has sparked a lot of interest in the fields of psychology, management, and education. The concept of emotional intelligence is currently gaining traction among the general public, practitioners, and scholars. With the arrival of the twenty-first century, the human mind gained a new dimension, which is today credited with more success than intelligence. Salovey and Mayer first proposed the concept of passionate insight in the mid-1990s, and Daniel Goleman popularised it with the publication of his book "Why It Can Matter More Than IQ" in 1995.

Within the educational arena, intelligence has tended to be conflated with academic intellect and measured by the intelligence quotient throughout the last decade (IQ) (Butler and Chinowsky, 2006). Enthusiastic Insight, according to Goleman, Boyatzis, and Mckee, (2002), plays a significant role in determining individual achievement in work, family, and public activity, as well as a person's ability to effectively manage his or her relationships with his or her condition. It includes the awareness of feelings, judgement of the information associated with the feeling, and working on the passionate information as a contributor to critical thinking.

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In recent years, it has become widely believed that a person's level of knowledge or IQ, as represented in their academic achievements, assessments passed, grades received, and so on, determines their level of success in life. However, current research on enthusiastic insight has discovered that EQ is the most important determinant of professional and personal achievement in everyday life.

REVIEW OF RELATED LITERATURE

Emotional intelligence and gender are somehow and little more controversial. Some studies reported that boys were higher on the emotional intelligence scale than girls (Mishra and Ranjan 2008) whether others reported that women were significantly scored higher than men (Thingujam and Ram 2000). Similarly, Mohanty and Devi (2010) have revealed in their study on gender differences among emotional intelligence that girls are more optimistic and well aware of their feeling in comparison to boys. Saranya and Vllayudhan (2008) reported no significant gender difference on the emotional intelligence scale. Katyal and Awasthi (2005) conducted a study to see gender differences among the Xth standard students of government schools in Chandigarh.

Andrabi (2015) directed an examination on passionate insight among emotional intelligence among tribal and nontribal adolescents of Kashmir and uncovered that non-ancestral young people indicated a higher level of emotional intelligence than tribal students. Parihar and Jha (2015) led research on the role of emotional intelligence, gender and culture in depression in the region of Raipur and Bastar region of Chhattisgarh State. Their discoveries recommended that passionate knowledge is a noteworthy indicator of discouragement in lucidity and mindset fix measurement. In any case, the outcome didn't gender and cultural differences among the adolescents. Tripathi (2015) analyzed the relationship between emotional intelligence and gender in the tribal-non tribal adolescent group. For his investigation, 400 adolescent children were chosen from different schools of Ranchi locale. Results uncovered that both tribal males and females possessed similar emotional intelligence.

Objectives

- To compare mean scores of Emotional intelligence of Male and Female tribal adolescent students.
- To compare mean scores of Emotional intelligence of High and Low caste tribal adolescent students.

Hypotheses

- There is no significant difference between mean scores of Emotional intelligence of Male and Female tribal adolescent students.
- There is no significant difference between mean scores of Emotional intelligence of High and Low caste tribal adolescent students.

METHOD

Sample

The stratified random sampling was used to select the sample from the different colleges of Ranchi town. There were four strata. From each stratum 20 cases were selected thus, altogether 80 cases were selected. The sample of the proposed research is based on a $2 \times 2 = 4$ Factorial design. The stratification was based on: Gender (Male and Female) and Caste (High and Low).

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Tools

Personal Data Questionnaire: -

This Questionnaire was prepared by the research scholar to obtain information about respondent name, age, class, gender, ethnicity, caste and maternal working status etc.

Emotional Intelligence Inventory: -

This inventory was developed by Mangal and Mangal (2009) used to measure the emotional intelligence of the students. This inventory has been designed for use with Hindi and English knowing 16+ years of school, college students for measurement of their emotional intelligence. It has 100 items and four-dimensional categories: Intrapersonal awareness (own emotions), Inter-personal awareness (others emotions), Intra-personal management (Own emotions), Inter-personal management (Others emotions). In the present emotional intelligence inventory thus there are items where the response 'yes' is indicative of the presence of emotional intelligence and 'no' for the lack of emotional intelligence. The reliability by the split-half method was 0.89 and the test-retest method was 0.92. The validity of the test was 0.613.

Procedure

As stated earlier that the samples of the study include different colleges selected on a random basis from Ranchi town. A personal data questionnaire seeking information on such variables as region, gender, age, caste, educational qualification, occupation etc. and 20 cases were selected for each of the four sub-groups. The inventory of emotional intelligence was administered to the subjects by the investigator. A suitable statistical technique was used to analyse the obtained score.

RESULTS & DISCUSSION

The hypothesis which can be tested with the help of t-Test is formulated in the Null form. And data can be analysed using Statistical Package for the Social Sciences (SPSS). The outputs of SPSS are as given in Tables 1 and 2.

Table 1

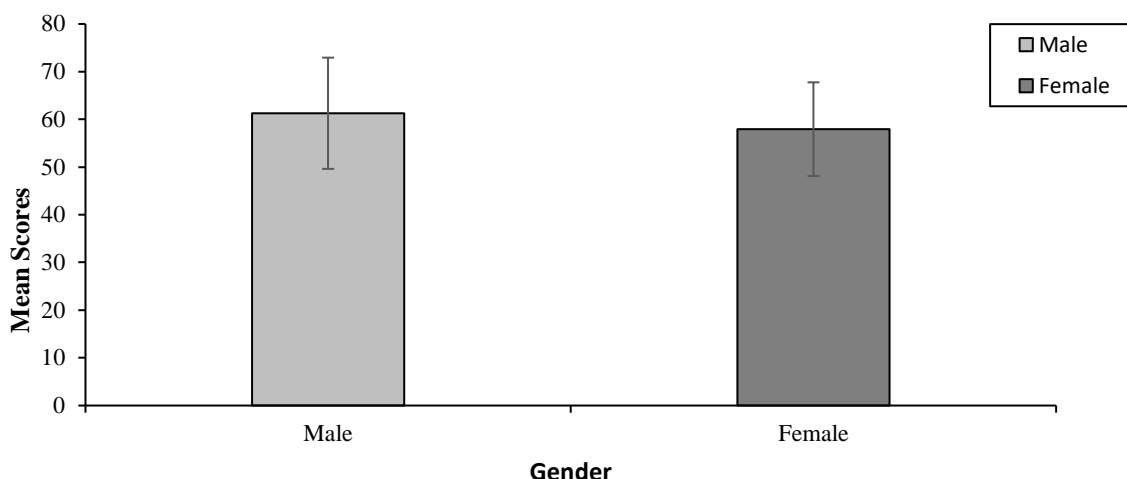
Comparison of mean scores of emotional intelligence between male and female tribal students

Gender	Male		Female		Mean Difference	t(78)	P
	M	SD	M	SD			
Emotional Intelligence	61.28	11.66	57.95	9.82	3.33	1.379	.172(NS)

Note. Total sample= 80, M= Mean, df= Degree of freedom (78), SD= Standard deviation, Dependent variable= Emotional intelligence, Independent variables= gender, NS= Not significant.

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Figure 1
Comparison of mean scores of emotional intelligence between male and female tribal students



The objective was to compare mean scores of Emotional intelligence of Male and Female students. There were two levels of gender, namely, Males and Females. The data were analyzed with the help of the t-Test and the results are given in

Table 1.

From

Table 1, it is evident that the t-value is 1.379 which is not significant at 0.05 level with $df = 78$. It shows that the mean scores of Emotional intelligence of male and female students do not differ significantly. Thus the null hypothesis that “There is no significant difference between mean scores of Emotional intelligence of Male and Female tribal adolescent students” is not rejected. Further, the mean score of Emotional intelligence of Male students is 61.28 which is significantly not higher than that of Female students whose mean score of Emotional intelligence is 57.95. It may, therefore, be said that tribal students of male and female were found to believe to the same extent in their emotional intelligence.

The second objective was to compare mean scores of Emotional intelligence of High and Low caste tribal students. There were two levels of Caste, namely, High and Low. The data were analyzed with the help of the t-Test and the results are given in

Table 2.

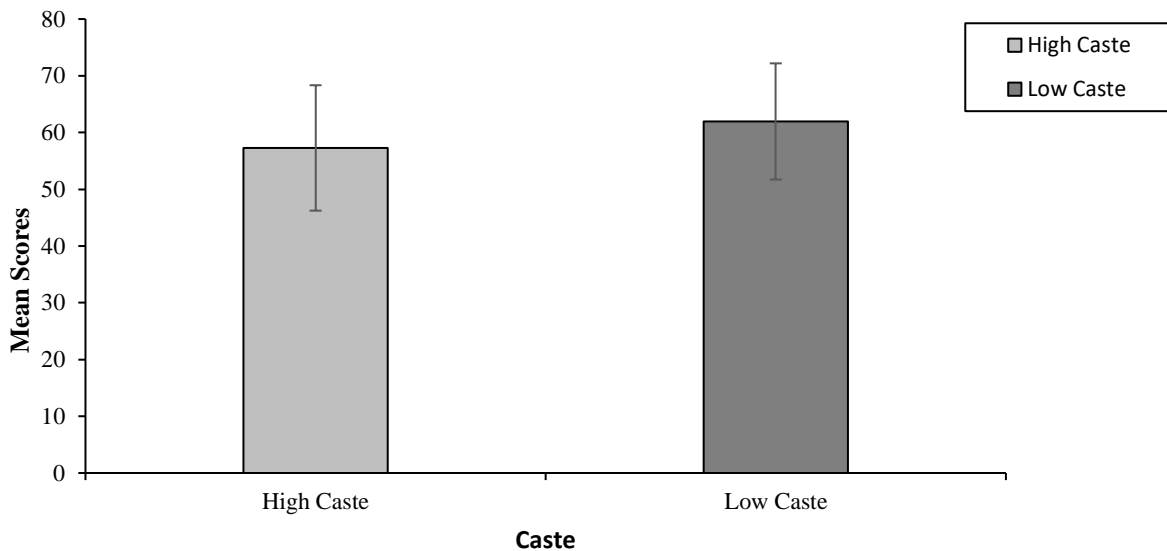
Table 2
Comparison of mean scores of emotional intelligence between High caste and Low caste tribal students

Caste	High		Low		Mean Difference	t(78)	P
	M	SD	M	SD			
Emotional Intelligence	57.28	11.05	61.95	10.24	4.67	1.96*	P<0.05

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Note. Total sample= 80, M= Mean, df= Degree of freedom (78), SD= Standard deviation, Dependent variable= Emotional intelligence, Independent variables= Caste (High and Low), *= Significant at 0.05

Figure 2
Comparison of mean scores of emotional intelligence between High caste and Low caste tribal students



From

Table 2

Table 1, it is evident that the t-value is 1.96 which is significant at 0.05 level with $df = 78$. It shows that the mean scores of Emotional intelligence of High and Low caste tribal students differ significantly. Thus the null hypothesis that “There is no significant difference between mean scores of Emotional intelligence of High and Low Caste tribal adolescent students” is rejected. Further, the mean score of Emotional intelligence of Low Caste students is 61.95 which is significantly higher than that of High caste tribal students whose mean score of Emotional intelligence is 57.28. It may, therefore, be said that tribal students of Low caste were found to believe significantly more in their emotional intelligence to succeed in a situation than their counterpart of High caste tribal student’s extent in their emotional intelligence.

CONCLUSION

This study concluded that Emotional intelligence is experienced by tribal students. This small sample of tribal students shown that-

- The mean scores of Emotional intelligence of male and female students do not differ significantly. It means tribal students of male and female were found to believe to the same extent in their emotional intelligence.
- The mean scores of Emotional intelligence of High and Low caste tribal students differ significantly. It means tribal students of Low caste were found to believe significantly more emotional intelligence to succeed in a situation than their counterpart of High caste tribal students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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