

**COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE OF  
TRIBAL ADOLESCENTS OF EKLAVYA MODEL RESIDENTIAL  
SCHOOLS OF MADHYA PRADESH BOYS AND GIRLS**

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**ABSTRACT**

Adolescence is a period when the growing person makes transition from childhood to adulthood. This is a age when it became essential to teach them about emotions so that they can cope with the problems. The word “emotion” dates back to 1579, when it was adapted from the French word “emouvoir”, which means “to stir up”. The study was conducted on 300 tribal adolescents (150 boys and 150 girls) of 16-18 years studying in Eklavya Model Residential Schools of Madhya Pradesh. The sample was selected randomly for study. The level of emotional intelligence of the tribal adolescent was assessed by administering a standardised emotional intelligence inventory MEH (2004) by Dr. S.K. Mangal and Dr. Shubhra Mangal. For the purpose of the analysis and interpretation of the data the mean, standard deviation, and t-test statistical techniques were applied.

**Keywords:** Emotional intelligence, Adolescent, Tribal, Eklavya Model Residential Schools, mean, Standard deviation, t-test.

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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. Adolescence is a period during which a young person learns who he is and what he really feels. It is a crucial time for young to develop their capacity, abstract thinking and future time perspective, a time when the close and dependent relationship with parent begin to give way to more intense relationship with peers and other adults.

It has been regarded as a group searching for them to find some form of identity and meaning in their lives (Erickson, 1968). The word “emotion” dates back to 1579, when it was adapted from the French word “*emouvoir*”, which means “to stir up”. The term emotion was introduced into academic discussion to replace passion (Thomas, 2003). Education is the full development of all the innate powers of child. Education is a lifelong process of growth and development. No nation has progressed without a sound system of education. 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 an 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). Tribal

adolescents are coming from a major part of Indian population. The tribes are uneducated, economically inferior and less expose to the changing modern world. 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.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Adolescence is the most vulnerable stage to the emotional problem; thus teaching adolescent about emotions and how they deal with others as well as their actions can be very helpful in their daily struggles and maintaining good relationship. If the emotions are channeled and controlled properly. There is a compulsory development in academic, social and personal areas of the adolescents. It is found that less time is spared for the child to play or even relax. As lot of programmes are launched for tribal people for the upliftment and to bring them to main stream, the emotional intelligence, that is, the ability to get adjusted with new situation, needs to be addressed and strengthened. To amalgamate tribal adolescents in main stream, it is necessary to study the emotional intelligence of tribal adolescents of Eklavya Model Residential Schools of Madhya Pradesh. Emotional Intelligence during adolescence has to be given prime preference because it is the period that one experiences heightened emotions. Children living in hostel may undergo many tensions and anxieties due to physical and physiological changes. Hence their emotions are to be channeled and controlled properly so that they can adjust with everybody. Today it is found that except giving importance to academics rather any other interests are not been taken care of. Children living in hostels face many problems and can't cope up their emotions properly. Hence researcher is interested to study the impact of Adjustment and Emotional Intelligence on Vocational interest of tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.

## Review of Related Literature

**Vandana Garg 2017.** A study of emotional intelligence among tribal and non tribal adolescents. 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 higher 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. **Jyoti Rathi 2015.** A study of emotional intelligence of adolescent students in relation to the type of school. The study was conducted on one hundred adolescents (50 boys 50 girls) studying in senior secondary schools selected purposively from Sirsa district of Himachal Pradesh. Intact classes of XI and XII were taken from the two schools. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII (2004) by Dr. S.K. Mangal and Mrs. Shubra Mangal. To find the significance of difference between the various groups 't'-test was applied. Results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence. **Ira Tripathi 2016.** Emotional Intelligence as Related To Adjustment: A Study of Tribal Nontribal Adolescents of Ranchi (Jharkhand) District. This empirical paper was aimed to investigate the relationship between emotional intelligence and adjustment in tribal-nontribal adolescent group. Several studies showed that emotional intelligence works as a buffer

in case of adjustment. Keeping this in mind, present study was undertaken to see the effect of emotional intelligence on adjustment in tribal-nontribal adolescent group of Ranchi district. The sample for the study was comprised of 200 male and 200 female plus two students from Ranchi district. Male and female students were further divided in male tribal, male nontribal and female tribal, female nontribal groups. Students were selected from various schools of the city. REIT-Roquiya Zaninuddin test of emotional intelligence and Bell Adjustment Inventory were administered on above mentioned groups. Results revealed that emotional intelligence and adjustment is significantly (at. 01 level) correlated. This was true for all the groups. It was also found that there is different pattern of emotional intelligence and adjustment in tribal- nontribal group. One striking finding is that tribal adolescents have more emotional intelligence score than non tribal group and they are better on adjustment scale. These findings can be explained in the terms of technological and civilization after effect. **Kumar (2014)** studied the correlation of emotional intelligence, mental health and adjustment of 100 students of IXth class (50 boys and 50 girls). The findings revealed that there was a significant and positive relationship between emotional intelligence and mental health. **Lal (2014)** studied emotional intelligence of scheduled caste students in relation to academic achievement with the objective to study relationship between emotional intelligence and academic achievement of male and female students of arts and science stream by taking a sample of 300 students from Meerut region through cluster random sampling technique and found that there was significant difference between mean achievement scores of male scheduled caste students of arts and science stream having high and low emotional intelligence; there was no significant difference between mean achievement scores of female scheduled caste students of arts stream having high and low emotional intelligence. Further, the male scheduled caste students had high emotional intelligence and academically superior to their counterparts. **Chamundeswari (2013)** investigated emotional intelligence and academic achievement at the higher secondary level. A sample of 321 students drawn from the higher secondary level. The result showed a positive and significant correlation between emotional intelligence and academic achievement. **Kumar, Mehta, and Maheshwari (2013)** examined the effect of emotional intelligence on achievement motivation, psychological adjustment, and scholastic performance of secondary school students. They found that emotional intelligence had a significant effect on the achievement motivation of the secondary school students. **Umadevi (2013)** studied emotional intelligence of the adolescents. Two hundred

adolescents in the age range of 16-18 years constituted the sample. The result of the study revealed that the majority of the adolescents came under above average and average in emotional intelligence levels. It was surprising to note that adolescents who were hailing from joint families were highly emotionally intelligent possessing the qualities like self-regard, independence, interpersonal skills, being empathetic, flexible and adaptable with high stress tolerance. **Dubey (2012)** examined the relationship between emotional intelligence and academic motivation among adolescents. Sample for the study included 156 students (78 boys and 78 girls) of class XI of Allahabad city. The data was analysed with the help of product moment coefficient of correlation and ANOVA. The findings of the study revealed a positive relationship between emotional intelligence and academic motivation. Students with high, moderate and low academic motivation differ from one another on emotional intelligence. **Subramanayam (2011)** studied the impact of emotional intelligence and study skills of high school students. Sixty high school students constituted the sample of the study. The results showed that there was a significant difference in emotional intelligence with respect to gender. **Khajehpour (2011)** investigated the relationship between emotional intelligence, parental involvement, and academic performance of 300 high school students in Tehran, Iran. The findings of the study revealed that both emotional intelligence and parental involvement could predict academic achievement in high school students. Similarly, there was significant and positive relationship between emotional intelligence and academic achievement. **Dubey and Ruchi (2011)** examined “Emotional intelligence among undergraduate students”. The sample for the study comprised of 180 Arts stream undergraduate students of University of Allahabad. Findings of the study revealed that, female were more EI than male students. Students of general category had high EI in comparison to their counterparts belonging to other backward community (OBC) and schedule caste (SC) category. The same was true of male students but female students belonging to general OBC and SC category do not differ from one another on EI. **Mohanty and Uma Devi (2010)** have examined the relationship between the EI of adolescents of secure attachment style and selected socio personal variables among 60 students, measuring attachment style by ‘Attachment scale Hazen and Shaver (1987) and emotional intelligence inventory (2003). Results revealed that those adolescents, who were securely attached with their parents, had better interpersonal relation, good problem solving skills and were happier. It was further concluded that the conducive home environment with secure feeling, give raise to emotionally intelligent

individuals in future. **Nandwana and Joshi (2010)** conducted a study on 60 tribal adolescents of 16 to 18 years studying in secondary schools of purposively selected Tidi village of Udipur. The level of emotional intelligence of the tribal adolescents was assessed by administering a standardised emotional intelligence inventory (MEII) by S.K Mangal and Shubhra Mangal. Findings revealed that majority of adolescents (55%) were found to have poor level of emotional intelligence. There was significant difference of emotional intelligence between tribal adolescent boys and girls; boys were comparatively higher than girls. **Dey (2009)** examined the influence of emotional intelligence on academic self-efficacy and achievement. The participants in the study were 150 undergraduate students in Raipur in the state of Chhattisgarh, India. Their age ranged between 18 to 20 years with mean age of 19 years. Descriptive statistics, Pearson Product Moment Correlation and Hierarchical Regression Analysis were used to analyse the data. The result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement. **Sridevi and Parveen (2008)** studied relationship of emotional intelligence, adjustment, self concept and scholastic achievement of higher secondary students and found that there was a positive relationship between emotional intelligence, adjustment, self concept and achievement of higher secondary students. **Kaur and Jaswal (2005)** studied the relationship between strategic emotional intelligence and family climate of Punjabi adolescents (17-18 years). The result showed a significant and positive relationship between high performers for strategic emotional intelligence and family climate. A negative correlation was observed for six dimensions of the family climate among competent level of strategic emotional intelligence, whereas eight dimensions of the family climate were found to be negatively correlated with developing level of strategic emotional intelligence.

## **OBJECTIVES**

- 1.** To study the difference in emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
- 2.** To study the difference in intrapersonal awareness (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.



3. To study the difference in interpersonal awareness (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
4. To study the difference in intrapersonal management (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
5. To study the difference in interpersonal management (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.

### **HYPOTHESES**

1. There is no significant difference in emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
2. There is no significant difference in intrapersonal awareness (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”
3. There is no significant difference in interpersonal awareness (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”
4. There is no significant difference in intrapersonal management (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”
5. There is no significant difference in interpersonal management (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”

### **SAMPLE**

The sample for the present study consists of tribal adolescents (16-18 years of age) from Eklavya Model Residential Schools of Madhya Pradesh. The sample for investigation consists of 300 tribal adolescents (150 boys and 150 girls) selected randomly.



**METHOD**

Descriptive survey type research method of investigation was applied for the study.

**TOOLS**

Mangal Emotional Intelligence Inventory (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal.

**STATISTICAL TECHNIQUES USED**

The scoring and tabulation of the data was done as per the said instruction given in test manual. For the purpose of the analysis and interpretation of the data, the mean, standard deviation and t-test statistical techniques were applied.

**Table 1: Means, SD and t value of emotional intelligence of tribal adolescents of Eklavya Model Residential Schools Madhya Pradesh with respect to gender**

Area	Sex	N	Mean	SD	t value
Whole test	Boys	150	11.78	5.509	5.61
	Girls	150	15.60	6.2604	
Intrapersonal awareness(own emotions)	Boys	150	15.38	3.37	4.72
	Girls	150	13.45	3.67	
Interpersonal awareness(others emotions)	Boys	150	15.28	3.57	2.89
	Girls	150	14.00	4.01	
Intrapersonal awareness(own emotions)	Boys	150	16.36	3.42	1.22
	Girls	150	15.84	3.90	
Interpersonal awareness(others emotions)	Boys	150	16.01	3.48	1.44
	Girls	150	16.58	3.47	

## ANALYSIS AND INTERPRETATION OF THE DATA

**Hypothesis 1:** There is no significant difference in emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.

From above table 1 it is evident that 't' value is 5.61 which is significant at 0.05 level of significance. Therefore there is significant difference between the mean score of emotional intelligence of girls and boys is found. So the null hypothesis is rejected. As mean score of girls is greater than boys this means that girls have more emotional intelligence than boys. Hence "There is significant difference in emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh."

**Hypothesis 2:** There is no significant difference in intrapersonal awareness (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh."

From above table 4.6 it is evident that 't' value is 4.72 which is significant at 0.05 level of significance. Therefore there is significant difference between the mean score of intrapersonal awareness (own emotions) area of emotional intelligence of girls and boys is found. So the null hypothesis is rejected. As mean score of boys is greater than girls this means that boys have more intrapersonal awareness (own emotions) than girls. Hence "There is significant difference in intrapersonal awareness (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh."

**Hypothesis 3:** There is no significant difference in interpersonal awareness (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh."

From above table 4.7 it is evident that 't' value is 2.89, which is significant at 0.05 level of significance. Therefore there is significant difference between the mean score of interpersonal awareness (other's emotions) area of emotional intelligence of girls and boys is found. So the null hypothesis is rejected. As mean score of boys is greater than girls this means that boys have more interpersonal awareness (other's emotions) than girls. Hence "There is significant

difference in interpersonal awareness (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”

**Hypothesis 4:** There is no significant difference in intrapersonal management (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”

From above table 4.8 it is evident that ‘t’ value is 1.22, which is not significant at 0.05 level of significance. Therefore there is no significant difference between the mean score of intrapersonal management (own emotions) area of emotional intelligence of girls and boys is found. So the null hypothesis is accepted. Hence “There is no significant difference in intrapersonal management (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”

**Hypothesis 5:** There is no significant difference in interpersonal management (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”

From above table 4.9 it is evident that ‘t’ value is 1.44, which is not significant at 0.05 level of significance. Therefore there is no significant difference between the mean score of interpersonal management (other's emotions) area of emotional intelligence of girls and boys is found. So the null hypothesis is accepted. Hence “There is no significant difference in interpersonal management (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.”

### **Major Findings of the Study**

- 1.** There is significant difference in emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
- 2.** There is significant difference in intrapersonal awareness (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.

3. There is significant difference in interpersonal awareness (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
4. There is no significant difference in intrapersonal management (own emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.
5. There is no significant difference in interpersonal management (other's emotions) area of emotional intelligence of boys and girls tribal adolescent students of Eklavya Model Residential Schools of Madhya Pradesh.

## CONCLUSIONS

Emotional intelligence is very essential for hostlers in order to recognize their own feelings and those of others for motivating themselves. The study has wide implications the study reveal that there is a significant difference in emotional intelligence (as whole), intrapersonal awareness (own emotions) area of emotional intelligence, interpersonal awareness (other's emotions) area of emotional intelligence. But there is no significant difference in intrapersonal management (own emotions) area of emotional intelligence and in interpersonal management (other's emotions) area of emotional intelligence.

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