

# A Comparative Study of Social Intelligence of Tribal and Non-Tribal Students of Kashmir

Mohammad Muzzafar Lone<sup>1</sup>, Prof. (Dr.) Mahmood Ahmad Khan<sup>2</sup>

<sup>1</sup>Assistant Professor; Higher Education Department, Govt; Degree College Handwara.  
PhD scholar, University of Kashmir.

<sup>2</sup>Senior Professor: School of Education and Behavioural Science University of Kashmir, Srinagar.

## Abstract

The tribal students are the one with least exposure to the external world and with least facilities available to them but with a maximum support of their family and a healthy open environment to live in. With that situation, it would be worthwhile to check the social intelligence of these students in comparison to the non-tribal students. The present piece of research was done by studying a sample of 300 tribal students selected randomly from Kashmir provision and compare them to an equal number of those students who are not essentially tribal i.e. Non-Tribal. The Social intelligence scale by Chadda and Ganesan (2009) was used for the measurement of Social intelligence. The results after analysing the data revealed that the non-tribal students were having high patience, cooperativeness, confidence, social environment, tactfulness and sense of humour while tribals were high on sensitivity dimension of social intelligence. On memory dimension of social intelligence, no significant difference was seen between the two. Also, a significant difference was found between tribal and non-tribal students on the composite score of social intelligence with non-tribals having higher social intelligence than tribal students.

**Keywords:** Social intelligence, Tribal, Non-Tribal

## Introduction

India has the largest population of the tribal people in the world. Tribals constitute 8.61% of the total population of the country, numbering 14.93 million (2011 Census) and cover about 15% of the country's total area. Jammu & Kashmir is having twelve Tribal communities viz Balti, Beda, Boto, Brokpa (Drokpa, Dard, Shin), Changpa, Garra, Mon, Purigpa, Gujjar, Bakarwal, Gaddi and Sippi. The Scheduled Tribes account for 11.9 percent of the total population (14.9 lakh) of the State (2011 Census of India) and 1.3 percent of the total tribal population of the country. The STs are predominantly rural as 95.3 percent of them reside in villages and habitations. Out of twelve (12) Scheduled Tribes, Gujjar is the most popular tribe with a total population of 763,806, thus forming 69.1 percent of the total Scheduled Tribe population. Gujjar along with the three tribes constitute 88 percent of the total tribal population. Haimendorf in 1944 made the first contribution to the study of the educational problems of scheduled tribes in India. The author has described the outlines of educational schemes he had drawn up for the Gonds of Adilabad. The scheme paid rich benefits for the tribals of that area and even now forms the basis of educational planning for tribals.

The government has been making efforts for the upliftment of tribal communities from the dawn of independence, so that they may compete with the non-tribal section. Provisions have been made in Indian constitution in this regard. Article-46: education, economic, social justice, and protection from exploitations of Scheduled Tribes. The Har sing committee (1967) on the tribal economy in forest areas suggested providing the tribals with employment in major and minor produces to save the forest from denudation. Article 330, 332 and 334 of the constitution of India provide for the reservation of seats for scheduled tribes in Lok Sabha and Raj Sabha. In accordance with Article 164 of the constitution, a minister for tribal welfare is appointed. Likewise, a good number of programmes, provisions, and schemes have been set up for the

upliftment and amelioration of the conditions of tribal people. But still, Tribal people are the one who are least developed and are most exploited. From the dawn of independence the government has been making efforts for the upliftment of tribal communities, so that they may compete with the non-tribal section. Provisions have been made in Indian constitution in this regard. Article-46: education, economic, social justice and protection from exploitations of Scheduled Tribes. The Har sing committee (1967) on tribal economy in forest areas suggested providing the tribals with employment in major and minor produces to save the forest from denudation. Article 330,332 and 334 of the constitution of India provide for the reservation of seats for scheduled tribes in Lok Sabha and Raj Sabha. In accordance with Article 164 of constitution, a minister for tribal welfare is appointed. Likewise a good number of programmes, provisions and schemes have been setup for the upliftment and amelioration of the conditions of tribal people. But still Tribal people are the one who are least developed and are most exploited.

A good number of studies have been conducted on different dimensions of tribal people like on social adjustment, Mujiaba (2017), Verma (1985), made a comparative research on tribal and non-tribal students and found *a significant differences between the tribal and Non-tribal students in regard to their social adjustment. On nutritional and health status Dar, Bharathiraja, Pandi (2017) studied nutritional and health status of tribal and non-tribal reproductive women and found and found a significant difference between the two.* Patil et al. (2013) studied adjustment of tribal and non-tribal students. Zannat (2013) studied the intelligence of different tribal and non-tribal groups. Das and Deb (2013), Suvera (2013), Muralidhar.R (2008), studied the Academic achievement of tribal and non-tribal students. Dewan (2012) conducted a Comparative study on self-esteem among tribal and non-tribal Yadav (2012), Reseal (2007). Lynn et.al (2005), Tripathy (1986), Verma (1985), Stevenson et al. (1985), Deshpande (1984), Lalitha (1982), Aruna (1981), Tribal and non-tribal intelligence by Sing (1980). Aggression between tribal and non-tribal students in Chittagong hill track, Mubayi (1976), Gokulanathan (1972), Mehta (1972), Chaudhury and Sinha (1959) have made a comparative study of concrete intelligence of tribal and non-tribal school girls in Ranchi. Also a few studies have been conducted in Jammu and Kashmir on tribal students, like Access to education for Gujjar and Bakarwal of Kashmir by Bhat (2007). Education patterns among Gujjar and Bakarwal children in the valley of Kashmir, Wani (2006). But no such study has been conducted on social intelligence of tribal and non-tribal students so far in Kashmir. Therefore this research is a humble beginning in this direction and an effort to help the students of this area by finding out the status of social intelligence of tribal and non-tribal students of Kashmir.

### Operational Definitions of the Terms Used

**Tribal:** Tribal as in the present study refers to the students belonging to Gujjar and Bakarwal tribes of Kashmir valley.

**Non-Tribal:** Non-tribal as in the present study refers to those students which don't belong to any tribe.

**Social Intelligence:** The social intelligence in the present study refers to the scores achieved by the subjects on the Social Intelligence Scale of Chadda and Usha (2009).

### Objectives

1. To study social intelligence of tribal and non-tribal students.
2. To find the difference between tribal and non-tribal students on Emotional Intelligence.

### Hypotheses

1. There is a significant difference between tribal and non-tribal students on social intelligence. (Factor wise).

2. There is a significant difference between tribal and non-tribal students on social intelligence (composite score)

## Methodology

### Method

In the light of objectives and hypothesis formulated above, the investigators have used descriptive method for present study.

### Sample

There are ten districts in Kashmir Division. The sample for the present study consists of 600 students out of which 300 students are selected from tribal community and an equal number (N =300) are selected from non-tribal's. The sample is selected using simple random sampling technique.

### Tools to be used.

The investigators use the following tools for collection of data:

Social intelligence scale of Dr. N. K. Chadda and Usha Ganesan (2009), (Urdu adaptation by present investigator). It consists of eight dimensions viz: a) Patience, b) Cooperativeness, c) Confidence Level, d) Sensitivity e) Recognition of Social Environment, f) Tactfulness, g) Sense of Humour, and h) Memory.

### Statistical Treatment

The data has been subjected to the following statistical treatment:

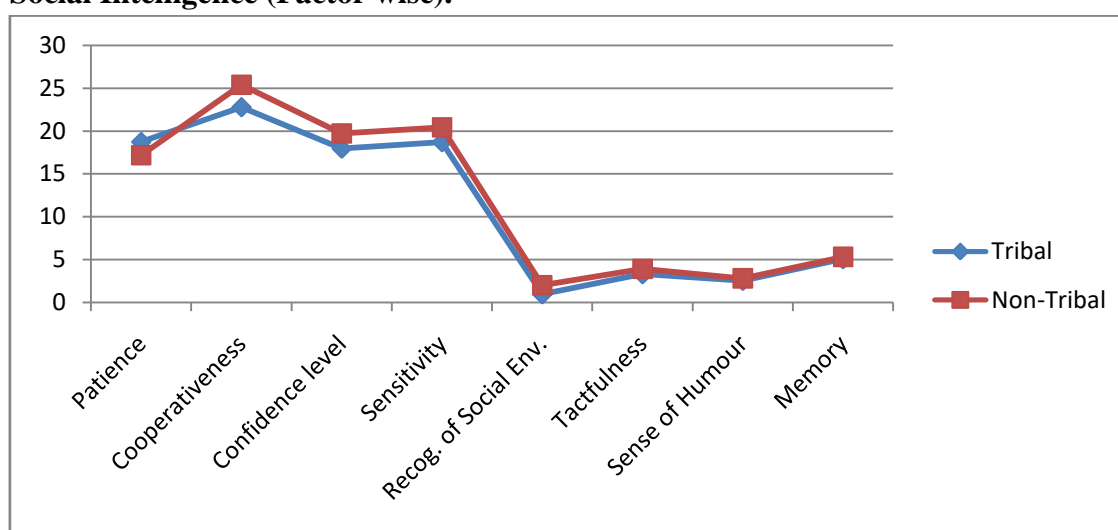
- Mean, S.D., t-test
- Graphs and bar diagrams are drawn to make the results more clear and transparent.

**Table 01: Showing mean difference between Tribal and Non-Tribal Students (N=300 each) on different dimension of Social Intelligence.**

Group	Dimensions	Mean	Std. Deviation	't'	Level of significance
Tribal	Patience	17.18	3.121	5.95	0.01
Non-Tribal		18.73	3.060		
Tribal	COOPERATIVENESS	22.78	3.537	9.12	0.01
Non-Tribal		25.38	3.290		
Tribal	CONFIDENCE	17.95	3.148	7.28	0.01
Non-Tribal		19.71	2.815		
Tribal	SENSITIVITY	18.70	3.386	6.91	0.01
Non-Tribal		20.42	2.766		
Tribal	SOCIAL ENVIRONMENT	0.96	.833	6.40	0.01
Non-Tribal		2.01	.764		
Tribal	TACTFULNESS	3.31	1.430	5.05	0.01
Non-Tribal		3.90	1.498		

<b>Tribal</b>	<b>SENSE OF HUMOUR</b>	<b>2.53</b>	<b>1.293</b>	<b>2.51</b>	<b>0.05</b>
<b>Non-Tribal</b>		<b>2.81</b>	<b>1.451</b>		
<b>Tribal</b>	<b>MEMORY</b>	<b>5.06</b>	<b>2.290</b>	<b>1.10</b>	NS
<b>Non-Tribal</b>		<b>5.31</b>	<b>2.817</b>		
* = significant at 0.05 level ** = significant at 0.01 level NS = Not Significant.					

**Fig. 01: Showing mean difference between Tribal Students and Non-Tribal Students (N=300 each) on Social Intelligence (Factor wise).**



### Interpretation and Discussion of table 01:

From the perusal of table 01, it is evident that the Tribal students differ significantly from Non-Tribal Students on patience dimension of social intelligence. The calculated 't' value is 5.95 which designates that there is a significant difference at 0.01 level. The table further describes that the Non-Tribal Students are having a high mean score of 18.73 than that of Tribal students with a mean score of 17.18. The results thus signify that Non-Tribal Students are having calm endurance during stressful conditions. They are not hesitated by the unconditional pressure and stay peaceful even in hassle circumstances. They are able to assimilate to situation, give space to others' viewpoints and are able to control their sensations during stressful social environment. On other hand the Tribal students are intemperate and show restlessness in stressful situations. They are more impatient and show the tendency to be provoked and irritated quickly by others. They show less patience in behaving under stressful situations as the type of social setup they are grown up tame them for such behaviour.

The table 01 further shows that the Tribal and Non-Tribal Students are having a significant difference on the 'Cooperativeness' dimension of social intelligence. The 't' value as depicted in the table is 9.12 which is significant at 0.01 level. Also, the mean score of Tribal students is 22.78 and that of Non-Tribal Students is

25.38 marking the Tribal students as lower mean scorers than that of Non-Tribal Students. The results thus designate that the Tribal students are less cooperative than Non-Tribal Students and are less able to interact with each other in a pleasant way and are less able to view matters from all angles. The results seem to be justified on the grounds that the Tribal students dwell in a closed type society where they have minimum contact with other people with the result they become introverts and fear to share their feelings with others and have fewer opportunities of helping others which in turn make them less cooperative. On the other hand, the Non-Tribal Students are more exposed to the external environment and feel free to interact with any person. They learn to take care of others, share their feeling with others and behave in a pleasant way with others thus making them more cooperative than that of Tribal students.

By examination of table 01, it is established that the Tribal and Non-Tribal Students differ significantly from each other on the factor C (Confidence) of social intelligence. The table also finds that mean score of Tribal students is 17.95 which is lower than the Non-Tribal Students with a mean score of 19.71 which confirm that Tribal students are low in confidence than Non-Tribal Students. The 't' value as shown in the table is 7.28 which mean that both the groups differ significantly. The Tribal students lack trust in oneself and others. They find it hard to believe in what they do is right or not while as the Non-Tribal Students able to take initiative, show readiness, accept their limitations and also love to accept challenges. The Non-Tribal Students are grown up in such environment where they learn to build trust in themselves and make them more confident in every sphere of life.

Results regarding the sensitivity dimension of social intelligence from table 01 reveal that the Tribal students differ significantly from the Non-Tribal Students with a 't' value of 6.91. The difference between the two according to the table is significantly at 0.01 levels. The table further depicts that mean score of Tribal students is 18.70 which is lower than the mean score of Non-Tribal Students which is 20.42, the higher mean score (according to S.I. scale) on sensitivity dimension means less sensitivity meaning thereby that Non-Tribal students are less sensitive than that of Tribal students to external feelings and situations. They are not acutely active and responsive to the human behaviour. On the other hand, the Tribal Students show sympathetic and empathetic approach towards others, show concerns about social events and feel the pain for others as they internalize these things from their social surroundings.

The table also shows that the Tribal and Non-Tribal Students differ significantly on the social environment (factor 'E') of Social intelligence. The mean score of Tribal students on factor 'E' (Social Environment) of Emotional intelligence is 0.96 and that of Non-Tribal Students is 2.01 and the calculated 't' value is 6.40 which is significant at 0.01 level. The Non-Tribal Students, as the result verify, are thus more able to perceive the nature and atmosphere of the existing situation than that of Tribal students. Also, the Non-Tribal Students are more sensitive and recognize the social environment more quickly as they possess the high ability to perceive the nature and atmosphere of the existing situation. The Non-Tribal Students get the



opportunities of experiencing the different social situations in schools and at home which helps them to recognize the social environment more readily and quickly. On the other hand, the Tribal students are less sensitive and are slow in recognizing the social environment as they possess the low ability to perceive the nature and atmosphere of the existing situation. The Tribal students get fewer opportunities of experiencing the diversified social situations which in turn makes them poor in recognizing the social environments.

The perusal of Table 01 also makes it evident that the Tribal and Non-Tribal Students differ significantly on factor F 'Tactfulness' of Social Intelligence. The calculated 't' value is 5.05 which is significant at 0.01 level. The mean score of the Tribal Students is 3.31 and the mean score of the Non-Tribal Students is 3.90 which depicts that the mean score favours the Non-Tribal Students. The results reveal that the Non-Tribal Students show a high degree of tactfulness in comparison to the Tribal students. The Non-Tribal Students have the good ability to tackle the bizarre situations, possess high self-control, show high self-confidence and have the high ability to dig out the right thing from an event. They also have the high ability to make out the right thing to say or do as they interact with different types of people. On the other hand the Tribal people are innocent by heart and deal with the things in a natural way rather thinking rationally or consequentially unlike Non-Tribal's. They also get less opportunities of interacting with different types of people in Tribal areas which in turn makes them less tactful.

The careful study of table 01 further makes it clear that the Tribal and Non-Tribal differ significantly on 'Sense of Humour' dimension of Social Intelligence. The mean score of the Tribal students is 2.53 while as the mean score of the students of Non-Tribal group is 2.81. The computed 't' value is 2.51 which is significant at 0.05 level. The mean score favors the Non-Tribal Students as they possess more sense of humour than that of Tribal students. The results reveal that the Non-Tribal have also the capacity to feel and cause amusement, to be able to see the lighter side of life as their psycho-social background provides them opportunities to use and perceive sense of humour while interacting with the members of the diversified natures. In contrary to this the Tribal students possess low ability of using sense of humour while interacting with others as there is lack of diversification in tribal social settings. They get less time and opportunities to develop and use their sense of humour as most of the time they and their parents are busy in struggle of fulfilling their physiological necessities.

The perusal of table 01 further revealed that the Tribal and Non-Tribal Students do not differ significantly from each other on the factor 'H' (Memory) of Social intelligence. Thus no conclusion can be drawn from the results.

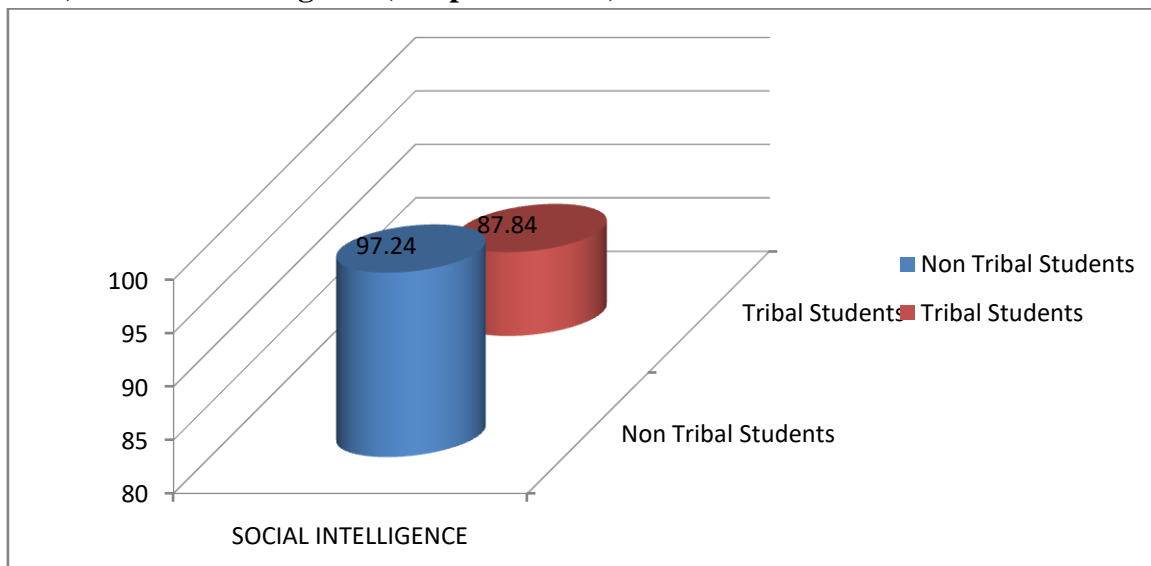
Thus, the hypothesis 01 which reads as:

**'There is a significant difference between Tribal and Non-Tribal Students on social intelligence (factor wise)'** stands **partially accepted**.

**Table 02: Significance of the mean difference between Tribal Students and Non-Tribal Students (N=300 each) on Social Intelligence (Composite score).**

Group	Mean	Std. Deviation	't'	Level of significance
Tribal	87.84	12.151	9.55	0.01
Non-Tribal	97.24	11.396		

**Fig. 02: Bar graph showing comparison between Tribal Students and Non-Tribal Students (N=300 each) on Social Intelligence (composite score).**



### **Comparison between Tribal Students and Non-Tribal Students (N=300 each) on Social Intelligence (COMPOSITE SCORE).**

The perusal of table 02 makes it evident that the Tribal and Non-Tribal Students differ significantly on 'Composite Score' of Social Intelligence. The mean score of the Tribal Students is 87.84 and the mean score of the Non-Tribal Students is 97.24 which depicts that the mean score favours the Non-Tribal Students. The calculated 't' value is 9.55 which is significant at 0.01 level. The results reveal that the Non-Tribal Students show calm endurance under stressful situations and are patient. They are supportive and also show firm faith in oneself and ones chances. They are also sensitive, aware and get acquainted with the social environment more quickly. The Non-Tribal Students also have tactfulness, have the capability to feel and cause humour. These things reflect that the Non-Tribal Students possess high social intelligence. On the other hand the Tribal Students are not in a position to show calm endurance under stressful situations and hence are less patient. They show less cooperativeness and also do not prove firm confidence in oneself and ones chances. They are also less sensitive and do not recognize the social environment quickly. The Tribal Students also have less tactfulness, possess less capacity to feel and cause amusement which reflect that the Tribal Students are socially less intelligent than the non-tribal students. The lower social Intelligence of tribal students may be due the fact that Tribal's are living in the far-flung and isolated areas, where there are least

opportunities for children to have interacting with heterogeneous people. They are bound to a few routine tasks and their communities are limited, which badly affect the socialization of their children. Also the concept or belief of preserving their ancestral culture by restraining themselves from intermingling with the people of other societies, cause an adverse effect on their social Intelligence.

The results presented in tables 02 on social intelligence is further substantiated by bar graph presented in fig. 02. These results reveal that the Tribal and Non-Tribal Students differ significantly on composite score of social intelligence. The perusal of these tables and figures indicates that the Non-Tribal Students have high social intelligence and the Tribal Students are having low social Intelligence.

Thus, the hypothesis 02 that reads as:

**‘There is a significant difference between Tribal and Non-Tribal Students on social intelligence (composite score)’ stands accepted.**

### Conclusion

- Non-Tribal Students are having calm endurance during stressful conditions. They are not hesitated by the unconditional pressure and stay peaceful even in hassle circumstances. They are able to assimilate to situation, give space to others' viewpoints and are able to control their sensations during stressful social environment and are have thus high patience than tribal students.
- Tribal students are intemperate and show restlessness in stressful situations. They are more impatient and show the tendency to be provoked and irritated quickly by others. They show less patience in behaving under stressful situations as the type of social setup they are grown up tame them for such behaviour. Tribal students are less cooperative, and are less able to interact with each other in a pleasant way and are less able to view matters from all angles.
- The Tribal students lack trust in oneself and others. They find it hard to believe in what they do is right or not, thus are less cooperative.
- The Non-Tribal Students able to take initiative, show readiness, accept their limitations and also love to accept challenges marking thereby that they are more confident.
- Non-Tribal students are less sensitive to external feelings and situations. They are not acutely active and responsive to the human behaviour.
- Tribal Students show sympathetic and empathetic approach towards others, show concerns about social events and feel the pain for others as they internalize these things from their social surroundings.
- Non-Tribal Students show a high degree of tactfulness in comparison to the Tribal students. The Non-Tribal Students have the good ability to tackle the bizarre situations, possess high self-control, show high self-confidence and have the high ability to dig out the right thing from an event. They also have the high ability to make out the right thing to say or do as they interact with different types of people.



## Inferential Suggestions

- Tribal students should be involved in various programmes like seminars, debates, plays etc. of schools so that they may develop the social qualities so as to adjust in society in future.
- Resources like libraries, computer labs, and other information communication gadgets should be made available to tribal students in their respective areas which will compensate the technological backdrop of these students.
- More emphasis should be given on vocational education for these areas which will enable these students to opt for jobs other than their ancestral occupation.
- Locally relevant material should be made available to these students especially in lower grades so that they may understand better the meaning and value of education.
- Teachers of same tribe and dialect should be preferred to teach these students.
- The Non-Tribal students also need some attention on part of sensitivity empathy and feelings like issues. The materialistic outlook of their parents compel them to give the second preference to empathy leaving behind the original human traits and turning them into money earning machines without feeling for others. So these children should be encouraged to participate in social events where they will learn to be helpful for others.

## References

- Chaudhury, P. & Sinha, U.P. (1959).** Comparative study of concrete intelligence of tribal and non-tribal school girls in Ranchi. *The Bihar tribal research institute*. Available from [http://books.google.co.in/books/about/Source\\_Material\\_on\\_Education\\_of\\_Schedule.html?id=JFZAjq2sI8Y](http://books.google.co.in/books/about/Source_Material_on_Education_of_Schedule.html?id=JFZAjq2sI8Y)
- Dar, T.A., Bharathiraja, D., Pandit (2017).** A Comparative Study On Nutritional and Health Status of Tribal and Nontribal Reproductive Women in Anantnag District, Jammu And Kashmir. *International Journal for Innovative Research in Multidisciplinary Field*. Vol. 3(2), ISSN – 2455-0620.
- Das, J. and Deb.A.K (2013).** A Comparative Study on Social Adjustment among Tribal and Non-Tribal Students. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. Vol. 12(3), pp.29-32, e-ISSN: 2279-0837, p-ISSN: 2279-0845.
- DeshPandey, A.K. (1984).** A Study of Cognitive Styles of Urban and Rural College Students. *Perspectives in Psychological Researches*. 8 (2), 38-43.
- Dewan, R. (2012).** The stress and mental health of tribal and Non-Tribal female school teachers in Jharkhand, India. *International Journal of Scientific and Research Publications*, Vol.2, (10), ISSN 2250-3153.
- Haimendorf, F. (1944).** Educational problems of scheduled tribes in India *Indian Journal of Social Work*, Vol. 5(2), pp.35-37.
- Khan, M.A. & Bhat, N.A (2013)** .Emotional intelligence of adolescent boys and girls. *International Journal of Educational Research and Development* Vol. 2(3), pp. 067-071, March 2013.
- Mujiaba, A. D (2017).** A comparative study of tribal and non-tribal students in relation to their social adjustment. *Conflux Journal of Education*. Vol. 4(12), 22-26. pISSN 2320-9305

- Muralidhar.R. (2008).**Attributed for academic achievement: A comparative study in tribal and non-tribal settings.*Journal of Educational Psychology*, Vol.87(3), 586-597
- Patel, D. (2013).**Academic Achievement in relation to Cognitive and Personality Differentials of Socially Disadvantaged and Advantaged Secondary School Children of Orissa.Doctorial dissertation in Education Panipat University. India.
- Shah, B. (1991). Adolescent's School Adjustment: The Effect of Family Climate, *Indian Educational Review*; Vol. 26 (1): 88 – 94.
- Singh, L.B. (1980),**A *Study in Personality of Tribal Students*, doctoral dissertation, in psychology. Bhagalpur University. India.
- Stevenson, H.W., Parker, T., Wilkinson, A., Bonnevaux, B., & Gonzalez, M.(1985)** Schooling, environment, and cognitive development: a cross cultural study. *Monographs of the Society for Research in Child Development*,vol.43,Serial No. 175
- Suvera P.S. (2013).** Psychological adjustment: A comparative study of tribal and non-tribal collage students. *Asian journal of research in social science*. Vol. 3(5), ISSN 2249-7315
- Tripathy, P.K. (1990).** Cognitive functioning affective adjustment and academic achievement: A study of tribal children in Orissa. Ph.D. thesis, Zakir Husain centre for educational Studies, School of Social Science, JNU, New Delhi.
- Verma, B.P. (1985).** Effect of cognitive style and Academic motivation on scholastic achievement of economically disadvantaged. *Progressive educational herald*, 4(2), 530-556.
- Yadav, U.N., Parsekar, S., Prabhu, Y., Patil, D.S., Kumar, S., Singh, M.M.,Singh, R.(2013)** A comparative study on self-esteem among tribal and non-tribal students in Udupi Taluk, Karnataka, India. *Global journal of medicine and public health (GJMEDPH)*. Vol. 2(5), ISSN- 2277-9604 .
- Zannat, R. (2013).***Intelligence differences of Tribal and Non-Tribal Primary School Children in Manikchari*.University of Chittagong, Department of Psychology.