



IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ATTAINMENT OF TRIBAL ADOLESCENT GIRLS OF ASSAM

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Abstract:

In the present study an attempt is made to investigate the relationship between Academic Attainment and Emotional Intelligence of tribal adolescent girls of Assam. The Researcher had selected 300 secondary school students giving representation to types of school and family types. The Emotional Intelligence Inventory developed by S.K.Mangal and Shubhra Mangal was used as tool and academic achievement scores has taken from school. Pearson's product moment correlation was applied to find out the relationship and 't' test was applied to find out the significance of difference between different variables. The study found that there is a positive relationship between academic attainment and emotional intelligence of tribal adolescent girls of Assam. There is a significant difference between emotional intelligence of tribal girls belonging to joint families are showing high emotional intelligence than girls belonging to nuclear family. Study has also found that there is no significant difference between government and private tribal adolescent girls of Assam.

Keywords

Academic achievement, Emotional Intelligence, Scheduled tribes

INTRODUCTION:

Adolescence is the most vulnerable stage to the emotional problems. Youth today are living in an anxiety – ridden atmosphere: “an age of anxiety”. In this situation, if tribal adolescents are looked at, which are also a major part of Indian population, the conditions are lamentable. The tribes are economically inferior, uneducated and are less exposed to the modern world. Unfortunately, the isolation has kept them out of mainstream 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. Kundu (1984) stated that lack of education and deprivation faced by the tribes due to poverty may result in frustration both in personal as well as social

relationships, thereby resulting in poor self-concept and low self-esteem which leads major emotional problems among them.

Present education world is making all efforts to provide quality education for the students in school. For that efforts are given to improve some crucial emotional competencies among students as emotional intelligence to make them more competitive in life. To bring the pupils in certainty of successful academic achievement, it is important to develop their personality with emotional intelligence including stress handling instinct. It would not only make them competent but also able to analyse the reasons of failure. Being intelligent is usually associated with being high on academic and intellectual abilities and being emotionally intelligent. Emotional intelligence carries an ability to recognize the meanings of emotion and their relationships, and ability to find out the various problems with their probable solutions on the basis of them.

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship. Emotional intelligence is highly beneficial in the areas of education. Research evidences shows that when it comes to a long-term success in varied life situations, being high in emotional intelligence is more important for being high in academic abilities.

Need and importance of the study:

Researcher has suggested that emotional health is fundamental to effective learning. Building one's emotional intelligence has a lifelong impact. Since emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1995). Research has revealed that students with high emotional intelligence show better academic performance than the students with low emotional intelligence (Abisamra 2000, Farooq 2003, Drago 2004, Parker 2005, Mestre 2006, Hassan 2009, Tamannaifar 2010, Yahaya 2011). At the same time, studies on learner achievement levels in India have also shown that tribal students have lower achievement compared to non-tribals (Govinda and Varghese, 1993, Varghese 1994, Sujatha 1998, Prakash, 1998). Review of related literature clearly indicates the evidences regarding the association of academic achievement and emotional intelligence but none of the study was found pertaining to tribal secondary school students in the state of Assam. So a need was felt to study academic achievement in relation to emotional intelligence of adolescent tribal students in Assam.

REVIEW OF RELATED LITERATURE:

Bhadouria Preeti (2013), studied the Role of Emotional Intelligence for Academic Achievement for Students, findings of this paper present that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education. DR.S. Chamundeswari (2013), studied on Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level. Results show a positive correlation between academic achievement and emotional intelligence. Shobha Nandwana and Kushagra Joshi (2010) conducted a study on Assessment of

Emotional Intelligence of Tribal Adolescents of Udaipur: An Exploratory Study. Findings shows that boys are having high emotional intelligence than girls and students belonging to nuclear family are having less emotional intelligence than the students belonging to joint family

OPERATIONAL DEFINITION:

Academic attainment: Academic achievement refers to the “level of performance in school, accomplishment or success in school”. In the present study academic achievement is defined on the basis of the scores obtained by VII and IX standards tribal girl students in four main subjects English, Mathematics, Science and Social Studies in the school annual examination.

Emotional Intelligence: Emotional Intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of one’s self, of others and of groups. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influences one’s ability to succeed in coping with environmental demands and pressures.

OBJECTIVES OF THE STUDY:

- To find out the relationship between academic attainment and emotional intelligence of tribal adolescent girls of Assam.
- To find out the significant differences of emotional intelligence of adolescents’ tribal girls of Assam when they are classified according to their types of school and family types.

HYPOTHESES:

- There is no significant relationship between academic attainment and emotional intelligence of tribal adolescent girls of Assam.
- There is no significant difference of emotional intelligence of secondary school tribal girls’ students in Assam when they are classified according to their types of school and family types.

SAMPLE:

Stratified random sampling method was used for the selection of sample. A total of 300 secondary tribal girl students studying in class VIII and IX standard were selected, out of which 150 from private and 150 from government school.

TOOL USED:

To test the hypothesis formulated for the study, data was collected with the help of Emotional Intelligence Inventory developed by S.K.Mangal and Shubhra Mangal.

STATISTICAL TECHNIQUE USED:

The statistical technique used for the analysis of data were 't' test to find out the significance of the mean difference between two groups and the Pearson's coefficient of correlation method to find out the relationship between academic achievement and emotional intelligence of secondary school tribal students of Assam.

ANALYSIS AND INTERPRETATION:

In order to present the result systematically the hypothesis wise interpretation has been given by using the results presented in tables.

Hypothesis: 1 -There is no significant relationship between the academic attainment and emotional intelligence of secondary school tribal girl students of Assam.

Table-1 Showing the variables, 'r' value and their significant level

SL. No.	Category	No. of students	df (N-2)	'r' Value	P value	Level of significance
1.	Academic attainment	300	298	0.460	0.00*	(P<0.01)
2.	Emotional Intelligence	300	298			Significant at 0.01 level

The above table shows that the obtained 'r' value is greater than the table value at 0.01 level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant correlation between academic achievement and emotional intelligence of secondary school tribal students of Assam.

Hypothesis: 2- There is no significant difference between the emotional intelligence of government and private adolescent tribal girl students of Assam.

Table-3: Result of Mean, SD, t -value of government and private adolescent tribal girl students with respect to emotional intelligence

SL. No.	Gender	No. of students	Mean	S.D	't' Value	P Value	Level of Significance
1.	Government	150	196.0	63.5	1.68	0.094	(P>0.05)
2.	Private	150	185.1	47.6			Not Significant

The above table shows that the obtained 't' value is lower than the table value at 0.05 level and hence the null hypothesis is accepted. The acceptance of the null hypothesis shows that there is no significant difference between government and private secondary school tribal students of Assam with respect to their emotional intelligence.

Hypothesis:3- There is no significant difference between the emotional intelligence of secondary school tribal girl students of Assam belonging to joint and nuclear family.

Table-3: Result of Mean, SD, t -value of adolescent tribal school students belonging to joint and nuclear family with respect to emotional intelligence

SL. No.	Gender	No. of students	Mean	S.D	't' Value	P Value	Level of Significance
1.	Joint Family	87	202.0	58.2	2.21	0.029*	(P<0.05)
2.	Nuclear Family	231	185.9	54.9			Significant at 0.05 level

The above table shows that the obtained 't' value is greater than the table value at 0.05 level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant difference between emotional intelligence of secondary school tribal students of Assam belonging to joint and nuclear family.

FINDINGS:

1. There is a significant relationship between academic achievement and emotional intelligence of secondary school tribal girl students of Assam.
2. There is no significant difference between government and private secondary school tribal students of Assam with respect of their emotional intelligence.
3. There is a significant difference between tribal secondary school girl students of Assam belonging to joint and nuclear family with respect of their emotional intelligence. Emotional intelligence of tribal girl students belonging to joint family are greater than the tribal students belonging to nuclear family.

DISCUSSION OF RESULTS:

From the above results, we can conclude that there is a positive correlation between academic achievement and emotional intelligence of tribal secondary girl students. Studies have also shown that emotional intelligence of a student has immense effects on their academic performance (Gakhar, S.C. E' Manhas, K.D. 2006, Ayodhya P. 2007, Darsana M., 2007).

Hypothesis proves that there is no significant difference between Government and private secondary school tribal girl students of Assam. In Assam, the educational facilities getting by the tribal students are almost same. There are no proper facilities for co-curricular activities for tribal students, teacher are also not providing extra attention to the educationally backward tribal students in Assam.

Lastly, hypothesis proves that there is a significant difference between students belonging to joint and nuclear family. The family type also a factor for lower emotional intelligence as tribes have a family of procreation in which nuclear family setup is coming. In joint families' adolescents find more opportunities to develop personal, interpersonal and social adequacy and thus become more emotionally stable. These results are in line with Audichya (2005), who also found that adolescents from joint families were having high emotional intelligence.

EDUCATIONAL IMPLICATIONS:

- The teachers should be competent enough to identify the changing emotional environment in the classroom and have the ability to encourage and connect with each and every tribal adolescent girl on emotional level.
- In curriculum there should be some provision for upliftment of emotional intelligence to increase the academic achievement of tribal students.
- An emotionally healthy environment can promote emotional health of tribal girls. The policymakers, administrator and teachers can create a healthy environment at school by taking right decisions with right rules and regulations.
- At least one clinical psychiatrist should visits school in regular basis to help in solving the emotional problems of tribal girls.
- Teacher should possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems and skills to guide and counseling them.
- Teacher should encourage the students to participate in various co-curricular activities such as music, dance, painting, sports etc. in order to channelize the energy of adolescents in proper way.

CONCLUSION:

The findings of the study revealed that students who are emotionally intelligent can succeed in their academic activities. Emotional intelligence helps the students to be aware of emotions of self and others and helps them to behave responsibly.

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