

Emotional Intelligence of Adult Belonging To Scheduled Tribe in District Ramban

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Abstract:

The present study was an attempt to assess and compare the emotional intelligence of adult boys and girls residing in scheduled tribe family. The total sample for the present study consisted of N= 140 adult (n=70 boys and n=70 girls). The sample is selected from 6 school of district Ramban.

A preliminary survey was conducted among 11th and 12th class students to select the sample as per the delimitation of the study. To assess emotional intelligence, Mangal's emotional intelligence inventory (2004) was administered. Four dimension of emotional intelligence namely intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management were also assessed. The data was collected, coded and analyzed. Frequency and percentage was computed for each category.

Keywords: Emotional intelligence, Intrapersonal awareness, Interpersonal awareness, Intrapersonal management, Interpersonal management

Introduction:

Emotions are an important part of a person's personality. An adult is a stage where physical changes often take place but one still wants to know oneself which leads to a decrease in emotional development due to the expectations of parents, peers, and society. As a result, they are more likely to be threatened by various psychosomatic disorders. High levels of negative emotions associated with problem behavior and low prosocial behavior (Rothbart and Bates, 1998). Emotional intelligence is now considered by many to be essential for successful living (Goleman, 1995). More broadly, emotional intelligence refers to the emotional, personal, social, and survival intelligence, which is often more important in everyday work than the traditional intellectual aspect. Some researchers say that emotional intelligence can be learned and strengthened, while others say that it is an inborn tendency. It is considered an excellent predictor of work and health success (Goleman, 1998). Emotional intelligence is a different kind of wisdom. It is the ability to monitor the feelings and emotions of others and of others in order to discriminate between them and to use their knowledge to direct human thinking and actions (Salovey and Mayer, 1990). Emotional

intelligence is smart and helps predict success because it shows how one uses information in an emergency. Mishra and Ranjan (2008) have shown that emotional intelligence and self-esteem are positively correlated. Mathur et al., (2003) reported that emotional intelligence confirms and praises academic achievement. As well as academic achievement reported that there are certain personality traits that are positively associated with emotional intelligence such as courage, enthusiasm, happiness, leadership, maturity etc. Young people with good emotional intelligence have high social skills, interpersonal skills, adaptability, adjustment, stress management and general emotional skills and have good personality traits (Ghosh, 2003; Gill, 2003; Suri, 2008).

Evidence shows that older boys and girls show significant differences in their ability to understand and deal with their emotions and in their relationships with other people. Boys and girls react differently to their growing up and to the demands of life because they are mentally and emotionally divided. Various studies have shown that women are genetically predisposed to emotional well-being that ensures they are fit for care. Cultural expectations that girls should be warm and expressive and that boys should be distant and controlling seem to be more responsive to the gender gap in emotional well-being. Girls are given more encouragement to express and reflect on emotions than boys (Berk, 1992). Charbonneau and Nicol (2002) in their study of the relationship between emotional intelligence and sexual diversity have shown that girls score less but not much higher than boys in emotional intelligence. A study by Chu (2002) found that men had a higher level of emotional intelligence than women as emotional intelligence was primarily concerned with the management and expression of emotions and communication skills. Girls are generally better controlled than boys, and this may be due to inherent differences in reproductive levels (Morris et al., 2007). Mishra and Ranjan (2008) studied whether gender differences affect the emotional intelligence of adults (N = 80, 40 male, 40 female). The results showed that adolescent boys and girls were significantly different in sand intelligence and boys were found to be significantly higher in emotional intelligence than girls. The high numbers of young men show that they are better at interacting with people, meeting people, adapting and managing stress and their normal attitude (happiness and hope) is higher than in teenage girls.

Another study by Singh et al., (2008) on the effect of sex on the emotional intelligence of adults, among a sample of 400 adults (200 men and 200 women) from various schools and colleges. The results reveal that both males and females display some emotional intelligence, concluding that both adult males and females care, support and enrich.

Methodology

The present study was an attempt to assess and compare the emotional intelligence of late adult girls and boys belonging to scheduled tribe family. The total sample for the present study consisted of unmarried 140 adult (n=70 boys and n=70 girls) between the age ranges

of 16 to 18 years studying in government schools of district Ramban. A preliminary survey was conducted among 11th and 12th class students to select sample as per the delimitation of the study. For the purpose of assessment, Mangal’s Emotional Intelligence Inventory (2004) was administered. The data was collected, coded and analyzed by using frequency and percentage.

Results and Discussion

Table1: Percentage distribution of respondents by their level of Emotional Intelligence in context of gender

(N=140)

G e n d e r	Level of Emotional Intelligence				
	Very Good	G o o d	A v e r a g e	P o o r	Very poor
• Boys (n = -	9 (8.5%)	2 9 (41.43%)	3 0 (42.8%)	5	(7.00%)
• Girls (n = -	8 (11.12%)	4 0 (57.14%)	1 7 (27.28%)	7	(7.14%)

Table 1: reveals that on an average in scheduled tribe girls had better level of emotional intelligence than boys. This may be because in tribal girls can express their feelings more freely. The results in line with the studies conducted by Katyal and Awasthi (2005), Harrod, & Scheer, (2005), Jennifer (2010), suggested in their studies that females had high level of EI than that of males. One reason for this could be females are able to express their emotions more freely as compared to males.

Assessment of dimension of emotional intelligence among adult girls and boys belonging to scheduled tribefamily

Intrapersonal awareness

Table2: Percentage distribution of respondents by their level of intrapersonal awareness in context of gen

N=140

Gender	Level of Emotional				
	Very Good	G o o d	A v e r a g e	P o o r	Very poor
• B o - (n=70)	9 (12.66%)	3 0 (42.85%)	2 3 (32.85%)	8	(11.42%)

• G i - (n=70)	3 (4.28%)	4 3 (61.42%)	2 0 (28.57%)	4 (5.71%)
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Table 2 shows that in tribal girls had better intrapersonal awareness as compared to boys. The results in line with the study conducted by Mohanty and Devi (2010) and Brackett et al., (2004) revealed that girls are more optimistic and well aware of their feelings in comparison to boys. They can understand their own feelings as compared to boys and at the same time during late tribal boys are not able to perceive emotions or are not able to use emotions to facilitate thought due to negative outcomes, including illegal drug and alcohol use, deviant behaviour and poor relations with friends.

Interpersonal awareness

Table3: Percentage distribution of respondents by their level of interpersonal awareness in context of gender

N=140

G e n d e r	Level of Interpersonal Awareness				
	Very Good	Good	Average	Poor	Very Poor
• Boys - (n=70)		1 0 (14.28%)	3 3 (47.14%)	2 0 (28.57%)	7 (10.00%)
• G i r l - (n=70)		8 (11.42%)	3 9 (55.71%)	1 7 (24.28%)	6 (8.57%)

Table 3 shows that tribal girls had better interpersonal awareness as compared to boys. This is because it has been affirmed that females understand emotions better and they have a greater ability for certain interpersonal skills, women for instance recognize other people’s emotions better, are more perspective and have greater empathy (Aquino, 2003; Lafferty 2004; Tapia and Marsh II, 2006). In addition some evidences exists which prove that certain areas of the brain are dedicated to process emotions could be large in women than men (Baron- Cohen, 2003, 2005; Gur et al. 2002) and that there is difference in cerebral activity based on sex (Jausove and Jausove, 2005).

Intrapersonal management

Table 4: Percentage distribution of respondents by their level of intrapersonal management in context of gender

(N=140)

Gender	Level of Intrapersonal Management				
	Very Good	G o o d	Average	P o o r	Very Poor
• Boys (n=11)	1 (1.42%)	6 (8.57%)	45 (64.28%)	13 (18.57%)	4 (5.71%)
• Girls (n=11)	-	8 (11.42%)	38 (54.28%)	18 (25.71%)	6 (8.57%)

Table 4: represents that in tribal families boys had better intrapersonal management skills as compared to girls. This may be because generally girls are found to be more anxious and have prevalence of depressive symptoms (Bond et. al 2005). That’s why they may be not able to manage their emotions. Males are better at regulating emotions and are skillful at controlling impulse and tolerating stress (Sanchez et al., 2008).

Interpersonal management

Table 5: Percentage distribution of respondents by their level of interpersonal management in context of gender

N=140

Gender	Level of Interpersonal Management				
	Very good	G o o d	Average	P o o r	Very Poor
• B o y s (n=70)	-	18 (25.71%)	35 (50.00%)	12 (17.14%)	5 (7.14%)

•	Girls	-	7 (10.00%)	42 (60.00%)	18 (25.71%)	3 (4.28%)
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Data in table 5: shows that in tribal families’ boys have better interpersonal management as compared to girls this may be because of poor socioeconomic status. Due to fewer resources in hand and deprivation, frustration and stress may occur and inferior feeling may reside in individual. This restricts them to be well adjusted with peers and being popular among them. Biswas (1981) found that adolescents from high economic status group were high on social desirability scale and had more stabilization in friendship relationships and were less rejected by peers. So poverty may be a factor for having not so good interpersonal management

Conclusion

In scheduled tribes girls had better level of emotional intelligence, intrapersonal awareness and interpersonal awareness as compared to boys. Boys were found to be better than girls in level of intrapersonal management and interpersonal management skills

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