



Emotional Intelligence and Gender: Comparison Between Tribal and Non Tribal Adolescent with Special Reference to Ranchi District, Jharkhand

KEYWORDS

Emotional Intelligence, gender, tribal – non tribal adolescent, Ranchi, Jharkhand

Dr. Ira Tripathi

Assistant Professor. Department of psychology Nirmala College Ranchi Ranchi University, Ranchi

ABSTRACT

Present study is aimed to investigate the relationship between emotional intelligence and gender in tribal-non tribal adolescent group. Emotional Intelligence is a positive attribute and found to be very significant for adolescent. Researchers showed that Emotional Intelligence is closely associated with gender differences. That is why, this investigation was planned to see the differences in level of EI with respect to gender, adolescent and ethnicity. 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 non tribal and female tribal, female non tribal groups. Students were selected from various schools of the city. REIT – Roquiya Zaninuddin Test of Emotional Intelligence was administered on above mentioned group. Results revealed that female students have more Emotional Intelligence score than male students. The impact of ethnicity was found to be significant for only non tribal group. Dimension wise analysis of Emotional Intelligence was also carried out. 'F' ratio is found to be highly significant (.01 Level) for ethnicity and gender on Emotional Intelligence scale. Conclusively, it can be said that girls were higher than boys on Emotional Intelligence scale. Interaction effect between ethnicity and gender is also significant. These findings have greater implication value.

Introduction:

Emotional Intelligence is such type of attribute which is related with everyone. Emotional Intelligence is the ability of an individual to deal successfully with other people, understand one's own feelings and appropriately respond to the everyday environment. Emotional Intelligence doesn't mean being soft – it means being intelligent about emotion, a different way of being smart. Emotional Intelligence is the ability to monitor one's own and other people's emotion, to discriminate between emotions and level them appropriately and to use emotional information to guide thinking and behavior. It is found in studies that people who succeed in life are not merely intellectual intelligent but their EQ was also so high. Turner (2004) stated that traditional IQ contributes only 20% to one's success, whereas emotional quotient (EQ) contributes 80%..

Emotional Intelligence has five dimensions which are – Self awareness, Self regulation, Motivation, Empathy and Social Skills. The first component of Emotional Intelligence is self awareness which means, "having a deep understanding to one's emotions, strengths, weaknesses, needs and drives" (Golman 1995). The second component of Emotional Intelligence is self regulation which means an ongoing conversation of people with themselves, which frees them being prisoners of their feelings (Golman 1995). Third component of Emotional Intelligence is motivation, which extends to the deep inner desire to achieve for the sake of achievement. The fourth component empathy means to be considerate and aware of other's feelings. Empathetic individuals are also effective in retaining talent because they are able to develop personal rapport with others. The fifth and last component of Emotional Intelligence is social skills. All of us are aware about this fact that social relationships play very vital role in our life. Researches show that social support system is best healer and social individual is an effective persuader. So, it very necessary o understand other's feelings and emotions and behave accordingly.

Adolescents have long been regarded as group of people

who are searching for them to find some form of identity and meaning in their lives (Erickson, 1968) . They have long been assumed as a unique group with a wide range of difficulties and problems in their transition to adulthood. In this respect Emotional Intelligence can be a boon for adolescents in adjusting with their difficult world. The adolescent's task is not simply one of dealing with the external environment and other individuals but one of seeking to discover himself, his reaches and his limit and his role in the world in which he / she lives. In this way self awareness, self regulation, motivation, empathy and social skills all will pay a lot to adolescents if channelized in proper direction.

Emotional Intelligence and gender is somehow and little more controversial . Some studies reported that boys were higher on Emotional Intelligence scale than girls (Mishra and Ranjan 2008) whether others reported that women were significantly scored higher than men(Thingujam atnd Ram 2000). Similarly Mohanty and Devi (2010) have revealed in their study on gender differences among EI (N=60) that girls are more optimistic and well aware of their feeling in comparisons to boys. So ,empirical evidences are available for both side.

Ethnicity (tribal – non tribal) has its different characteristics which may change color of Emotional Intelligence, adolescent and gender in their own style.

Objective: The objective of present study was to see the level of Emotional Intelligence in boys and girls with respect to their ethnicity.

Methodology :

Sample:

The sample of the present study was comprised of 400 adolescent children. These adolescent children were selected from various schools of Ranchi district. All the children were from urban area and were studying in class XI. Age group of adolescent was 17-18 years. Out of 400, 200 adolescent were from tribal group and 200 were from

non tribal group. In each group, 100 adolescent were male and 100 were female. All the children were studying under Jharkhand academic council JAC board. Age group, area and board all were kept similar for tribal and non-tribal adolescent group.

Instrument:

In this study Emotional Intelligence was measured by a scale naming REIT.

REIT : It is a scale of Emotional Intelligence. Hindi version of this scale was developed by Prof. Roquiya Zaninuddin and Anzum Ahmad of Aligarh Muslim University, Aligarh. This test was developed on the basis of Mark Daniel test. This test of Emotional Intelligence comprises of five dimensions naming - self awareness, self regulation, motivation, empathy and social skills. This scale has 30 items and each item has 3 alternatives. Respondents have to tick mark on appropriate one according to themselves. The reliability (0.7) and validity (0.83) of this scale was found to be reasonably high.

Procedure:

Responses were collected on Emotional Intelligence scale through personal interview. Adolescent tribal and non-tribal, boys and girls of Ranchi district were approached personally by hired investigator. These adolescents were taken from different schools of the city. All of the subjects were informed about the purpose of the research and then asked to fill the scale of Emotional Intelligence. They were told about the confidentiality and its limits. Thus data was collected from all the adolescent children.

Results:

Means, Standard deviations and 't' values were computed on obtained data of Emotional Intelligence and depicted in Table no. 1.

Table no. 1: Means, Standard deviations and 't' values showing differences in scores of male- female adolescents on Emotional Intelligence scale.

Groups/ Sub groups	N	Mean	S.D.	't'	P value
Male	200	67.85	5.90	4.17	0.01
Female	200	70.02	4.38		
Male Tribal	100	69.4	4.55	0.36	N.S.
Female Tribal	100	69.61	3.44		
Male Non Tribal	100	66.31	6.66	4.89	0.01
Female Non Tribal	100	70.43	5.14		

Table 1 shows that female students have higher score on Emotional Intelligence scale. Females scored 70.02 whether males scored 67.85 and 't' value is significant on 0.01 level. Tribal male and tribal female are very slightly different and this difference is not significant ('t' value 0.36). Non-tribal group of male and female show different result. Non-tribal male have lesser Emotional Intelligence score (66.31) than non-tribal female (70.43). This difference ('t' value 4.89) is also significant on 0.01 level.

Dimension wise analysis of Emotional Intelligence was also carried out and depicted in Table no. 2.

Table no.2: Means, Standard deviations and 't' values of dimensions of Emotional Intelligence with gender and ethnicity criteria.

Group / Sub Groups	N	Dimensions of Emotional Intelligence														
		Self Awareness			Self regulation			Motivation			Empathy			Social Skills		
		Mean	S.D.	't'	Mean	S.D.	't'	Mean	S.D.	't'	Mean	S.D.	't'	Mean	S.D.	't'
Male	200	11.24	1.93		22.94	2.74		11.58	1.93		9.36	1.42		12.84	1.68	
Female	200	11.14	1.72	0.54	23.66	1.87	3.06	12.16	1.28	0.01	9.53	1.13	0.01	13.66	1.49	0.01
Male Tribal	100	11.61	1.69	N.S.	23.56	2.29		11.71	2.19		9.66	1.19		13.11	1.51	
Female Tribal	100	10.76	1.63	0.01	23.76	1.71	0.09	12.01	1.18	0.01	9.43	1.16	1.38	13.63	1.36	2.65
Male Non Tribal	100	10.87	2.08		22.32	3.01		11.45	1.63		9.07	1.57		12.57	1.80	
Female Non Tribal	100	11.52	1.73	2.40	23.57	2.02	3.44	12.32	1.36	4.09	9.64	1.10	2.97	13.68	1.62	4.88
				0.05			0.01			0.01			0.01			0.01

Dimensional Analysis of Emotional Intelligence shows that except empathy all the dimensions naming self awareness, self regulation, motivation and social skills have significant difference for boys and girls. Females are higher on self regulation, motivation and social skill dimension but males score high on self awareness dimension. In tribal group, male and female adolescent showed no significant difference on self regulation, motivation and empathy but significantly different (.01 level) on self awareness and social skill dimension. Tribal males are more self aware than tribal females but tribal females are more socially active than tribal males. Non tribal group males and females are significantly different with each other on all five dimensions. Non tribal females scored higher on self awareness, self regulation, motivation, empathy and social skills than non tribal males.

'F' ratios were also computed for main effects of gender and ethnicity and depicted in Table no.3.

Table no.3: Mean square and 'F' ratio for Emotional Intelligence.

Sources of variation	Sum of squares	Degree of freedom	Mean square	F ratio
Main effects				
Ethnicity	128.8225	1	128.8225	23.33**
Gender	468.7225	1	468.7225	84.91**
2 way interaction	544.5	1	544.5	98.64**
AxB				
Within treatment	21869.33	396	5.52	

*P<.05, **P<.01

This table of ANOVA shows that the main effect of ethnicity (23.33) and gender (84.91) for emotional intelligence is very highly significant (at 0.01 level). Interaction effect between ethnicity and gender is also found to be significant on 0.01 level.

Discussion: Findings of present study strongly show that females are emotionally intelligent than males. Although this is not very true in case of tribal group. Tribal males and females are almost similar on emotional intelligence scale. Non-tribal group of males and females are significantly different from each other. In fact, here girls are more emotionally smarter than boys. There are ample evidences in support of these findings. Tatawadi (2009) have studied the differences in emotional maturity among male and female students studying in a management school. The results revealed that females are emotionally stronger than the males. The girls scored higher with regard to empathy, social responsibilities and inter personal relationships than boys. They were more sensitive towards their relationships with parent, friends and siblings. All these traits help them to acquire more emotional intelligence as

compared to boys (R.Kumari, 2013).

Different patterns of emotional intelligence in tribal group may be caused by some social and cultural factors. Tribal's have their own socialization pattern and cultural styles. Tribal's adhere more to their traditional values and customs. Sometimes they become change resistant due to strict adherence to traditions. This can be seen in both sexes and that is why there is no significant gender difference on scale of emotional intelligence. Although a study done by Saranya and Vllayudhan (2008) reported no significant gender difference on emotional intelligence scale.

Dimensional analysis and 'F' ratios show very impressively the effect of gender and ethnicity on emotional intelligence. Main effects for both factors and interaction are significant on .01 levels. It is clear that boys and girls have separate pattern of emotional quotient and almost girls score higher. One more thing that is found in this study is that ethnicity interacts with gender. This interaction changes patterns of emotional intelligence in tribal-non-tribal group and tribal exhibit different patterns of emotional intelligence.

Conclusion:

This study gives a clear glimpse about emotional intelligence and gender differences. Present study demonstrates that there is a significant relationship between emotional intelligence and gender. Over all, girls are found better on emotional intelligence scale than boys. This study has greater implication value.

REFERENCE

- 1) Erickson, E.(1968). Identity, Youth and Crisis. New York: Norton
- 2) Golman , D.(1995). Emotional intelligence. New York : Bantam books
- 3) Kumari,R.(2013) . A comparative study of emotional intelligence among adolescents. Indian Social and Psychological Studies, vol.6, 1, 158-162.
- 4) Mishra, R.&Ranjan, P.(2008). Emotional intelligence as related to self esteem of adolescents. Indian Journal of Human Relations, 34, 13-17.
- 5) Mohanty , I .& Devi, V.(2010). Socio personal variables and emotional intelligence of adolescents in secure attachment style.
- 6) Saranya, R.&Vellayudharn, A.(2008). Analyzing pro-social behavior and emotional intelligence among university students.Psycholingua, 38,(2), 126-132.
- 7) Tatawadi, S.(2009). Emotional maturity of management student. Psycholingua,39,1,78-82.
- 8) Thingujam, N.K.S.&Ram,U.(2000). Emotional intelligence scale :Indian Norms. Journal of Education And Psychology,58,40-48.
- 9) Turner,L. (2004). Emotional intelligence – our intangible asset. Chartered Accountant. Journal of New Zealand ,83(3),29-31.
- 10) Zainuddin, R.&Ahmed, A.(2008). REIT manual for Roqan Emotional intelligence Test. National Psychological Corporation , Agra.