



Relationship between Social Intelligence and Emotional Intelligence among Tribal Students of Kerala

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ABSTRACT

The modern education system aims to provide equal opportunities to all individuals. However, tribal students often feel disconnected and marginalized from the mainstream. This research investigates the correlation between social and emotional intelligence among tribal pupils in Kerala. Utilizing a descriptive survey method, the study involves a sample of 300 tribal students in Kerala. The researcher selects quantitative approach, for analyzing the data used (inferential statistics) to investigate the association between social intelligence and emotional intelligence among tribal students in Kerala.

INTRODUCTION

Human beings are considered the supreme creation, primarily due to their intelligence and the capacity to learn and use knowledge and skills. Social intelligence and emotional intelligence are intertwined aspects crucial for navigating the complexities of the modern world. Tribal students, like their counterparts, deserve societal integration and emotional well-being. Social intelligence plays a pivotal role in overcoming the complexities faced by tribal students and fostering classroom

relationships. Social intelligence improves our ability to lead a successful career, maintaining a healthy relationship between family, classroom and social context.

Tribal students feel they are excluded from society and social relationship. They are not entering the mainstream, education and social activities. Emotional and social intelligence improves the activities of tribals for their social interactions. For the present study the researcher tries to understand the problems of tribals to face the challenges and helps them to modify their behavior, social activities in real life situations. Tribals fear to mingle with the society because of their experiences, exploiting nature of civilized society. The human intelligence is totally different. In society each individual has different level of intelligence. The recent studies describe the different picture or graph about intelligence which raised a lot of controversies. From the perspective of philosophy and psychology the descriptions are different and it replaced with the concept of understanding and abilities due to diversities, mental abilities, cultural diversity and societal interactions. The researchers conducted deep rooted studies about intelligence and analyze that cognitive structure and biological comprehension of the brain and its evolution closely connected to social and emotional intelligence. Social relationship is related to social and emotional aspects.

SUMMARY OF THE ISSUE

The current investigation attempts to explore the relationship between social intelligence among tribal students of Kerala. Therefore, the current research is named as “RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE AMONG TRIBAL STUDENTS OF KERALA”

NEED AND SIGNIFICANCE OF THE STUDY

Psychological studies are vital in addressing the challenges faced by students, particularly tribal students who often encounter stress within the education system. Adolescence, being a critical period, necessitates a balance between social and emotional aspects. Understanding and addressing psychological issues through research is imperative for providing effective solutions. In the current scenario government provides free education, establishing tribals schools, residential schools, health awareness programmes. Mental health and mental hygiene programmes related to understand and manage interpersonal skills. Even though government provides free education, they don't need to go to schools. interactions with outside environment. Their culture, food habits, dressing, traditional rituals, language, illiteracy, transportation make them trouble to communicate among the society. Civilized society exploits natural resources of tribals. To avoid and remove all the complex of tribals government

implements various programmes to promote their self-esteem, bring them to the mainstream of society. The study focuses on the connection between emotional and social intelligence of tribal students both within and outside of the classroom psychological motivation helps to break the shell of their fears, negative feelings like aggression, alcoholic, drugs, illiteracy, facing challenges, solutions to live in a better condition. Through education they can protect their ethnicity, cultural values.

SOCIAL INTELLIGENCE

Social intelligence entails the ability to navigate social dynamics effectively and achieve objectives in social interactions. Tribal students often face challenges in social integration, and education serves as a means to enhance their social intelligence and foster innate abilities. To develop social and emotional intelligence of tribal students' needs community development programmes.

Social intelligence is a new approach connected with thinking and social behavior making a cordial connection between mental abilities and emotions. Empathy is an element of social intelligence that make a crucial role among societal relationships. Famous psychologists, Coleman 2006, Cunningham 1997 stressed the points that each and every positive and negative emotions evoke cognitive construction and poor beliefs. Being a human, we have feelings and sensations that are necessary to think and thinking is necessary for emotions and feelings. Tribal students of Kerala need to balance of emotional and social intelligence to break their shell of ignorance connected with culture, traditions. The researcher hopes that education provides changes or modification among tribal students to enter into the mainstream.

DEFINITION

Social intelligence is defined as a person's capacity to understand and manage interpersonal relationships. This differs from an individual's IQ or academic acumen. It encompasses a person's capacity to comprehend and respond to the emotions, ideas, and actions of others.

SOCIAL INTELLIGENCE KEY POINTS

1. Communication skills
2. Self-efficacy in the social context
3. Ability to understand and observe other people
4. Strong listening skills
5. Observation skills
6. Improving emotional intelligence

DIMENSIONS

1. Patience
2. Cooperativeness
3. Confidence level
4. Sensitivity
5. Recognition of social environment
6. Tactfulness
7. Sense of humor
8. Memory

FOUR ELEMENTS

1. Self-regulation
2. Self-awareness
3. Relationship skills
4. Social awareness

FOUR TYPES OF SOCIAL INTELLIGENCE

1. Intelligent quotient
2. Emotional quotient
3. Social quotient
4. Adversity quotient

EMOTIONAL INTELLIGENCE

Emotional intelligence, as defined by Daniel Goleman, involves managing emotions effectively, leading to matured personalities. Education empowers tribal students to balance emotions in adverse circumstances, addressing feelings of inequality, discrimination, and social injustice. It has a vital role in learning. When the student controls his emotions in a difficult situation, facing the challenges of real life definitely help can achieve success and maintaining harmonious development throughout the real life. EI is the subset of the social intelligence and monitoring the individuals on emotions and others also. EI helps to promote intellectual growth of students.

Emotional intelligence is a new trend that aims to balance real-life situations. Emotional intelligence opens us additional avenues for achievement in academic, curricular, and extracurricular activities, as well as family and peer group relationships. The tribal students take the problem seriously,

whether they are part of the group or not; they believe they are among the most marginalized pupils. Tribal students' perspectives must be changed through education.

REVIEW LITERATURE OF THE STUDY

Emotional intelligence and gender are a little more disputed. Some studies found that boys scored higher on the emotional intelligence measure than girls (Mishra and Ranjan 2008), while others reported that women scored significantly higher than men (Thingujam and Ram 2000). Similarly, Mohanty and Devi (2010) discovered in their study of gender differences in emotional intelligence that girls are more hopeful and conscious of their emotions than boys. Saranya and Velayudhan (2008) found no significant gender differences on an emotional intelligence scale. Andrabi (2015) supervised an investigation into passionate insight among emotional intelligence among tribal and nontribal adolescents of Kashmir and discovered that non-ancestral young people demonstrated stronger emotional intelligence than tribal students. Their findings suggested that passionate knowledge is a significant indication of discouragement in clarity and mindset fixation assessment. In any event, the results did not account for gender or cultural differences among the teens. Tripathi (2015) investigated the link between emotional intelligence and gender among tribal and non-tribal adolescents. For his research, 400 adolescent children were selected from several Ranchi schools. The findings revealed that both tribal males and females had comparable emotional intelligence.

COMPONENTS

1. Self-awareness
2. Self-regulation
3. International motivation
4. Empathy
5. Social skills

TRIBAL STUDENTS

Tribal students belong to groups sharing common language, culture, and history, often residing outside urban areas. They face various challenges including lack of education, social isolation, poverty, and exploitation of resources. Education plays a crucial role in addressing these challenges and empowering tribal communities. Their background of situation is distinct from others.

MAIN PROBLEMS OF TRIBAL SOCIETY

- Lack of education

- Social isolation
- Poverty
- Illiteracy and ignorance
- Unemployment
- Inferiority complex of lower castes
- Lack of access to health care and nutrition
- Exploitation of their resources and labor
- Community problems
- Superstitious beliefs
- Forced displacement and resettlement
- Cutting of forests, creation of dams, mines excavation changes homeless and displaced.

OBJECTIVES

- To assess the level of social intelligence among tribal students.
- To evaluate the level of emotional intelligence among tribal students.
- To examine the relationship between social intelligence and emotional intelligence among tribal students.

HYPOTHESIS OF THE STUDY

There will be no significant relationship between social intelligence and emotional intelligence among tribal students.

METHODOLOGY ADOPTED FOR THE STUDY

Descriptive Survey method was adopted for the study. Survey method is used for data collection.

VARIABLES OF THE STUDY

Independent variable: Social Intelligence

Dependent variable: Emotional Intelligence

SAMPLE

A sample of 300 secondary students of Model Residential Schools in Kerala was selected for the study.

TOOLS FOR THE STUDY

Social intelligence inventory

Emotional intelligence inventory

STATISTICAL TECHNIQUE USED FOR THE STUDY

- Mean
- Median
- Mode
- Standard Deviation
- Karl Pearson’s correlation.

STATISTICAL TECHNIQUE USED FOR THE STUDY

- Arithmetic mean
- Standard deviation
- Karl Pearson's correlation

Descriptive statistics for social intelligence based on total sample

| N | Mean | Median | Mode | Standard Deviation |
|----------|-------------|---------------|-------------|---------------------------|
| 300 | 34.12 | 33.29 | 33.30 | 3.28 |

Table one shows the descriptive statistics for social intelligence based on total sample. From the table It is clear that mean score of social intelligence is obtained as 34.12 and median as 33.29, mode 33.30 and standard deviation as 3.28 based on the scores obtained, the investigator classified sample into students having high intelligence group, medium intelligence group and low intelligence group according to their social intelligence.

Table 2 classification of total sample on the basis of social intelligence:

| Sl.no | Level of social intelligence | Frequency | Percentage |
|--------------|-------------------------------------|------------------|-------------------|
| 1 | High | 5 | 2 |
| 2 | Medium | 40 | 13 |
| 3 | Low | 255 | 85 |
| total | | 300 | 100 |

The classification of students in the total sample[N=300] based on their social intelligence level, it is clear that 2% of the students have high intelligence level. 13% students have medium intelligence and 85% students have low intelligence level.

Descriptive statistics for emotional intelligence based on total sample.

Arithmetic mean, standard deviation and p value regarding emotional intelligence based on total sample is given below:

| N | Mean | Median | Mode | Standard deviation |
|----------|-------------|---------------|-------------|---------------------------|
| 300 | 58.23 | 57.96 | 57.98 | 6.14 |

From the table it is clear that mean score of emotional intelligence is obtained as 58.23 and median is 57.96 and mode is 57.98 where standard deviation is 6.14. Based on the scores obtained, the investigator classified into high emotional intelligence, medium emotional intelligence and low emotional intelligence groups.

| Sl.no | Level of emotional intelligence | Frequency | Percentage |
|--------------|--|------------------|-------------------|
| 1 | High | 35 | 12 |
| 2 | Medium | 245 | 82 |
| 3 | low | 20 | 6 |
| Total | | 300 | 100 |

The above table shows that 12% of students have high emotional intelligence level. 82% students have medium intelligence level and 6% students have low intelligence level.

Analysis of Correlation between Social Intelligence and Emotional Intelligence among higher secondary students.

The researcher used Karl Pearson’s Correlation to identify the relationship between social intelligence and emotional intelligence of higher secondary school students.

| Components | Group | Number | Correlation |
|------------------------|--------------|---------------|--------------------|
| Social intelligence | Total sample | 300 | 0.291% |
| Emotional intelligence | Total sample | 300 | |

** significant at 0.01 level of significance

From the above table, the coefficient of correlation between social intelligence and emotional intelligence are 0.291 which indicate that there exists low positive significant relationship between social intelligence and emotional intelligence among the higher secondary school students.

DELIMITATIONS OF THE STUDY

Due to the lack of time, the researcher selected the samples from Thrissur District, Kerala.

CONCLUSION

From the above findings it is clear that majority (85%) of the students possess low social intelligence level and some have medium level (13%) of social intelligence and only (2%) of the students have high social intelligence. Majority of the students possess medium (82%) emotional intelligence and few have (12%) high emotional intelligence and (6%) students possess low emotional intelligence. The investigator has found out that the correlation between social intelligence and emotional intelligence of the total sample is 0.291. So, concluded that there exists low degree of positive correlation between social intelligence and emotional intelligence among higher secondary school students. The results show that there exists low positive significant correlation between social intelligence and emotional intelligence among higher secondary students. So, the null hypothesis is Accepted. From the study the researcher finds out that to improve the life style of tribal students they need community-based education, assistive technologies for the disabled students, awareness classes for utilizing and processing natural resources for the economic growth

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