

# Emotional Intelligence and Achievement Orientation in Tribal Youths

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*In the modern world, education is getting multidimensional and there is a ruthless competition among students to excel. Students suffer to control their emotions in order to face various situations in school life and keep pace with the demands of the human race. The way of managing emotions is decisive for better performance. Success in academics can be explained by emotional measures at a large scale. Although empirical evidences are available regarding above said association but the contradictions are also observed. Therefore further investigation is required with systematic literature review.*

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## Introduction

India is a country with rich diversity and population incorporates a large number of cultures, religions, languages, racial differentiation, castes, communities and social groups. The categorization of people in terms of their access to social and economic opportunities and their participation in the process of development is based on two factors. The first is spatial differentiation, which refers to the viability of a region on terms of geographical location. The second factor is the characteristics of population as in Indian social system it has invariably been the upper castes who have enjoyed the privileges due to their caste status. Sujatha (2000) has argued that the dominance of one category over others is based on some predefined strength and rooted in the social stratification system. Inequality and differentiation is ubiquitous in India, especially in the case of formal education and achievement related concern. One such

marginalized group is the Scheduled Tribes. Although central and state governments have attempt to provide all the opportunities to enhance the educational and socio-economic level of tribe population, but to attain this aim psychological aspect is still needs really a practical attention.

A balanced development of whole society is requires equal opportunities and personal growth to all. But during regular class room teaching, the present researcher has observed that tribal students show very shy and withdrawn approach to the new person and situations. Informal interview with parents indicates that the problems of social anxiety, withdrawn behavior and aggression are common in tribal student. An attempt to intentional interaction with the tribal students was made by the investigator. It was also tried to give them personal attention by using general discussion about his/her goals and some training through affirmative statements. Nearly after

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three months, this effort has shown a positive sign as students have starts to response towards questions and share their problems, feelings etc. These and some other incidences were given an insight to researcher about fact that psychological health of tribal youths is severely neglected particularly in red corridor.

### **Literature Review**

An important psychological construct is emotion that plays the central and useful role in everyday life. Identify, express, understand, regulate, and use the emotions are important to enhance well-being in human being. As more and more evidence suggests that emotions do not only color people's lives, but are absolutely essential to people's survival and adaptation (Cosmides & Tooby, 2000). Therefore, it seems that variables like emotion and approach towards demonstration of abilities in tribal youths are very critical to their complete development point of view.

Recently, the social-emotional competence of youngsters has gained increasing attention from researchers and educators. Psychologists have been defined to social and emotional competencies as behavioural and emotional regulation, understanding emotions, showing self and social awareness, social problem solving, as well as relationship skills (Denham, 2005; McCabe & Altamura, 2011). The development of these competencies during early childhood may show significant impact on learning and academic success, mental health, and general wellbeing (Zins, Bloodworth, Weissberg, & Walberg, 2004; Rhoades, et al., 2011). World Health Origination (WHO) also considers social and emotional wellbeing as important facet of health with physical and psychological fitness.

The concept intelligence and its different types such as emotional and social intelligence became subjects of a bulk of psychological research which attempt to predict and explain its role in different fields of life. Emotions form one important part of human behavior. Emotions are much close to human's life and character. Some people are matured emotionally and can adapt with society while others are not. Emotions satisfy human daily needs, guide them and orient their abilities and decisions. The regulation of these emotions may critically important to explaining functions of achieving goals (Pekrun & Stephens, 2009). Some empirical evidences are available as given below.

Parker et.al. (2004) aimed to examine the relation between Emotional Intelligence and academic success. Results revealed that academic success is strongly related to Emotional intelligence. Same results was found by Bharwaney (2007) and, Louw and Louw (2007). Rode et al (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed that requires a high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically. Qulter, Whiteley, Morely & Dudiac (2009) studied on a large sample of university student and found that students whose Emotional Intelligence is developing they become more academically successful.

Puffer (2011) concludes that emotional intelligence positively relates to less dysfunctional career thinking, greater career decision-making self-efficacy, a higher level of willing

ness to explore a variety of career preferences, and to commit to attractive career options (Brackett, Rivers & Salovey, 2011). Similarly Al-Rfou (2012) has cited a finding that emotional intelligence of high achievers was high. Study recommended the importance of the university educational programs and curricula in developing the individual's emotional intelligence skills, which in turn develop the individual's character, personality and achievement. Recently, Erasmus (2013) also has studied the relationship of different facets of emotional intelligence with achievement orientation of mathematics, and found that EI facets and were potential predictors of Maths achievement but it was differed for boys and girls.

**In contrast** some results reported in the study of Al-Rfou (2012) reveal that there were no significant differences found in emotional intelligence between high achievers and ordinary students. Gender difference was also found in the context of emotional intelligence, result showed there were significant positive correlation between the gender variable and emotional intelligence in favor of female students.

Researches about emotional training have shows some brain correlates, as in a experiment of Hansenne, et al (2014) after the intervention, the training group showed less cerebral activity as compared to the control group within different regions related to emotional regulation and attention including pre-frontal regions and the bilateral inferior parietal lobule, the right pre-central gyrus and the intra-parietal sulcus. These results suggest increased neural efficiency in the training group as a result of emotional competencies train-

ing. Research about emotions with achievement related constructs has significant and intense debate in Indian context, because development of education is a critical issue in contemporary India. Although, sufficient empirical evidences are not available in literature but few resent studies especially focusing on educational achievement are discussed.

Dubey (2012) has made an attempt to explore emotional intelligence in relation to academic motivation. Finding shows a positive relationship between emotional intelligence and academic achievement motivation. Study further reveals significant differences in students with high, average and low academic achievement motivation on emotional intelligence. Bhadouria (2013) has emphasis to determine the factors affecting development of emotional intelligence and its role in academic achievement for students. Results show that nurturing emotional and social skill by teachers during school education is highly associated with emotional intelligence, and academic achievement without emotional intelligence does not indicate future success.

**But**, Lawrence and Deepa (2013) have found a contradictory result such as no significant difference in emotional intelligence in male and female participants. Results also found that there is no significant correlation between emotional intelligence and academic achievement as well as no significant correlation found between emotional intelligence and socio-economic status.

**Conclusion:**

Emotional Intelligence is, therefore, important for all individuals because it helps them to formulate their basic values in daily life and provide strong psychological base to success

in academic life. Although a number of national and international empirical evidences are found in literature but some of the prior foreign researches and some recent domestic findings show inconsistency with positive association between emotional competencies and achievement orientation. Furthermore, there is lack of research related to intervention in above said variables especially on In-

dian tribal sample. Therefore, it may be very useful and relevant investigation in current scenario of tribal areas about emotional competencies related to achievement orientation is needed in Indian circumstances; especially it is much required in tribal areas situated in middle India. Because the population of these region are considered as under developed and the students are not getting exposure like urban residents.

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## 18 / Emotional Intelligence.....

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