EMOTIONAL INTELLIGENCE OF SCHEDULED CASTE STUDENTS IN RELATION TO DEMOGRAPHIC VARIABLES

Sunita Shaw
PhD scholar WBSU
Department of Education
Email id: sshaw0246@gmail.com
&
Dr. Soma Nandi
Associate professor, Department of Education
East Calcutta Girls 'College, Lake town, Kolkata
Email id: Soma.somnathanurag@gmail.com

Abstract:

The Indian tradition has categorised of human beings on various categories. Scheduled caste people are most vulnerable and neglected for many years from good education and standard of life in Indian societies. Emotional intelligence has become one of the most important traits needed for any successful person. In the present study an attempt is made to explore the possession of emotional intelligence among schedule caste students and to find out significant difference in emotional intelligence among Boys-Girls and Rural-Urban students. To meet the objectives data were collected from Emotional intelligence (EI) is one kind of human competency or skills that has a considerable impact on cognitive, affective and behavioral dispositions of an individual (Mayer and Salovey, 1997). Here a survey type research adopted and a tool name- Emotional Intelligence Scale (2016) developed by Dr. Subhash Sarkar & Samrat Sarkar has been taken for the research. It was found that there is no significant difference of emotional intelligence among boys and girls scheduled caste students. It was also noticed that there is no significant difference of emotional intelligence between rural and urban scheduled caste students

Key words: Emotional Intelligence, Scheduled Caste, gender, residence.

Introduction:

In the recent few years the variable emotional intelligence is the focus of researchers in different fields due to it's multifarious role and impact on the human life. Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Students are challenged with their skills and traits and it is o to compete in most competitive world to prove ones' abilities. It is most challenging for different community such as scheduled caste students. Emotional intelligence can influence many parts of our life, from academic grades to job performance. When we can understand and manage our emotions, We are more likely to get good grades and ace tests. In fact, when it comes to academic performance, research has revealed emotional intelligence is almost as important as our cognitive intelligence and having a conscientious attitude. This is because emotional intelligent students are better equipped to deal with negative emotions that might disrupt learning.

Literature Review:

According to Goleman (1995) Intelligence Quotient(IQ) alone is no more the measure of success. It only accounts to 20% and the rest goes to emotional and social intelligence and luck. Emotional intelligence is comprised of emotional reasoning about our feelings and emotions. It can help to channelise the feelings in constructive direction because feelings affect motivation, learning, memory, attention, concentration, oral expression, written expression and academic success(Kusche and Greenberg 1994).

Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the school's curriculum as cited by many researchers. So it is a fact realised from theoretical and empirical research findings that emotional intelligence is positively related with academic success.

Jaeger (2003) studied the effects of emotional intelligence instruction on academic performance and found that a greater correlation exists between the emotional intelligence and academic performance.

Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. Both biological and social explanations have received support from a diverse range of empirical studies of emotion, which show greater emotional abilities in women.

Belanger (2005) studied the emotional intelligence of undergraduate students in United States. Researcher found that although student's emotional intelligence was not directly linked to academic success, students with higher levels of emotional intelligence had more self-efficacy and that in turn enhanced their academic performance.

Panda S.K(2009) found no significant difference between male and female, rural and urban in emotional intelligence but the study conducted by Muhammad Akbar et al. (2011) gives a different result where it is found that students from urban areas scored high as compared two students from rural areas in Emotional Quotient (EQ). Female students scored high as compared to male students. The study conducted by Annakodi, R(2013) also support the previous one i.e. urban students are more emotionally intelligent than rural one.

P.S. Mallik(2016) found in his study that urban scheduled caste boys are more emotionally intelligent than urban scheduled caste girl students. However rural scheduled caste girl students are more emotionally intelligent than rural scheduled caste boys.

But maximum research are conducted on the general students and comparatively less number of research are conducted on the emotional intelligence of schedule caste students. In this study an attempt is made to find out the emotional intelligence of schedules castes students.

Hypotheses:

1. HO1: There is no significant difference of emotional intelligence among boys and girls scheduled caste students.
2. HO2: There is no significant difference of emotional intelligence among rural and urban scheduled caste students.

Materials and methods:

The research adopted a survey type research. A sample of 130 undergraduate scheduled caste students (Boys=68 & Girls=62) were selected from different colleges of West Bengal like Calcutta University, West Bengal State University, Burdwan University. Here in order to select from the whole population convenient sampling technique was followed. Data for this study was collected through standardized scale namely Emotional Intelligence Scale (2016) -Dr. Subhash Sarkar & Samrat Sarkar which is bought from National Psychological Corporation (NPC), Agra.

Sample:

130 undergraduate Scheduled Caste students were selected from different colleges of Kolkata and Hooghly district. Here in order to select from the whole population convenient sampling technique was followed.

Tool:

Emotional Intelligence Scale (2016) -Dr. Subhash Sarkar & Samrat Sarkar

Description of the Tool:

Emotional Intelligence Scale is developed by Dr. Subhash Sarkar & Samrat Sarkar in the year 2016 which is bought from National Psychological Corporation (NPC), Agra. There are 40 statements and each statement have 5 alternative answers viz. –Always, Often, Sometimes, Rarely & Never.

Procedure:

For analysis the data researcher used descriptive statistics as well as some inferential statistics like 't' test, percentage analysis, frequency, Mean, Standard Deviation etc.

Result and discussion:

't'-Test showing comparison of Emotional Intelligence among scheduled caste students with respect to gender (Male & Female).

Mean of Comparison		N	MEAN	SD	Mean Difference	t- Value	Remarks
Gender	Male	68	67.0147	11.88941	5.28890	2.467	Not significant at 0.05 level
	Female	62	61.7258	12.58567			

TABLE NO. 2

't'-Test showing comparison of Emotional Intelligence between Urban and Rural Scheduled Caste students.

Mean of Comparison		N	MEAN	SD	Mean Difference	t-Value	Remarks
Residence	Urban	75	64.520	14.02542	0.0655	0.029	Not significant at 0.05 level
	Rural	55	64.4545	10.07714			

Interpretation:

1) From the Table No. -1 it is found that with regard to gender of the students the computed 't' value i.e. 2.467 is greater than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05% level. Consequently, the null hypothesis can be rejected and as a result, the given difference in sample means being significant.

2) From the Table No. -2 it is found that with regard to residence of the students the computed 't' value i.e. 0.029 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05% level. Consequently, the null hypothesis can be rejected and as a result, the given difference in sample means being significant.

Delimitation:

The study was delimited in the following areas:

1. The present study was delimited to the state of West Bengal.

2. The study was restricted to 68 boys and 62 girls of scheduled caste undergraduate students as sample.

3. The study was delimited to only some colleges in West Bengal.

4. The colleges selected were located in rural areas and urban areas of West Bengal.

5. The study was delimited to Bengali and English medium students.

6. The study was delimited to only one dependent variable namely "Emotional Intelligence" and two independent variables like gender and residence.

Conclusion:

The Indian tradition has categorized the human beings on various categories. Scheduled caste people are most vulnerable and neglected for many years from good education and standard of life in India societies. Emotional intelligence has become one of the most important traits needed for any successful person. This paper has highlighted that emotional intelligence is an essential aspects of every successful being in this world. The Scheduled caste students should not be neglected of this trainings and hence, minority institutions would be perfectly move the key for the success of these young generation. Youth are not USELESS but they are USED LESS.

References:

Abi Samara,N. (2000). The Relationship between Emotional Intelligence andAcademic Achievement in Eleventh Graders, Research in Education, FED,pp 620-661.

Annakodi, R(2013). Emotional Intelligence of the Students at Higher Secondary Level.The Global Reserch Analysis. Vol.II, Issue-9.

Arockia Maraichelvi and Sangeetha Rajan(2013). "The Relationship between EmotionalIntelligence and the Academic Performance among Final Year under Graduates".Universal Journal of Psychology 1(2): 41-45, 2013

Barbara A., Fatum,(2008). The relationship between emotional intelligence andacademic achievement in elementary-school children. The Doctoral Dissertation,The University of San FranciscoChauhan,V,(2014). "Emotional Intelligence of Twelfth Grade Students of Durg Districtwith Respect to Their Gender, Locality, Types of School". IOSR Journal of Research& Method in Education (IOSR-JRME). Volume 4, Issue 2 Ver. IV (Mar-Apr. 2014), PP30-40

D. (1995). Emotional intelligence: Why it can matter more than IQ, NewYork: Bantam Books.

Gardner K (2006) Emotional intelligence and borderline personality disorder.

Goleman, D. (1998). Working with Emotional Intelligence, New York: Bantam BooksMuhammad Akbar, Asghar Ali Shah, Ejaz Ahmad Khan, Masud Akhter (2013)."Relationship between Emotional Intelligence and Academic Achievement amongHigher Secondary students" . Pakistan Journal of Psychology, December 2011, 42,2, 43-56

Hasanvand B, khaledian M (2012) The relationship of emotional intelligence with self-esteem and academic progress. International Journal of Psychology and Behavioral Sciences 2: 231-236.

Law KS, Wong CS, Song LJ (2004) The construct and criterion validity of emotional intelligence and its potential utility for management studies. Journal of Applied Psychology 80: 483-496.

Mayer JD, Roberts RD, Barsade SG (2008) Human abilities: Emotional intelligence. Annu Rev Psychol 59: 507-536.

Pablo Fernández-Berrocal, Rosario Cabello, Ruth Castillo, and Natalio Extremera,(2013).'Gender difference in emotional intelligence: The mediating effect of age.Behavioral Psychology / Psicología Conductual, Vol. 20, Nº 1, 2012, pp. 77-89

Panda, Sumanta Kumar (2009). "Emotional Intelligence and Personality traits of pupilteachers". Journal of Community Guidance and Research. Vo.26 (2).pp.122-136

Sharma, Anju and Sahni,Madhu. (2013). "Emotional Intelligence in relation to Homeenvironment and Personality".International Women Online Journal of DistanceEducation,Vol-2:Issue-1.

Salovey P, Mayer JD, Goldman SL, Turvey C, Palfai TP (1995) Emotional attention, clarity, and repair: Exploring emotional intelligence using the trait meta-mood scale. In: JW Pennebaker (Eds.), Emotion, Disclosure & Health. Washington.

Tosang MA, Maleki H, Ahmadimehr Z, Hariri M, shooshtari M (2011) Relationship between self esteem with emotional intelligence and marital satisfaction among women. World of Sciences Journal 1: 123-130.