

## Analysis of Emotional Intelligence among Scheduled Tribe Students of Senior Secondary Schools

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### Abstract

Emotional intelligence plays a crucial role in the overall development of students, influencing their academic performance, interpersonal relationships, and ability to cope with stress. In the context of diverse social and educational backgrounds, understanding emotional intelligence among students becomes highly significant. The present study aimed to examine the emotional intelligence of Scheduled Tribe students at the senior secondary level with respect to their level of emotional intelligence, gender, and stream of education. A descriptive survey method was employed for the study. The sample consisted of 355 students studying in classes XI and XII, selected from government senior secondary schools of Jeypore, Koraput, Odisha, India. Data were collected using a standardized emotional intelligence scale and analyzed using descriptive statistics such as percentage, mean, median, and standard deviation, along with inferential statistics like the t-test. The findings revealed that the overall level of emotional intelligence among the students was moderate. Further, no significant differences were found in emotional intelligence with respect to gender and stream of education, indicating uniformity across groups. The study underscores the importance of promoting emotional intelligence among students for their holistic development and suggests the integration of emotional learning within the educational framework.

**Keywords:** emotional intelligence, Scheduled Tribes, senior secondary schools, gender, stream

### Introduction

It is clear that an education that enhances the intellectual capabilities of learners must also embrace the holistic development of learners which not only relates to their emotional, social and psychological development, but also their ability to interact effectively in diverse situations. A significant body of research in the field of education over the years has made reference to the concept of Emotional Intelligence (EI). The scholars agree unanimously that Emotional Intelligence has a great bearing on students' academic achievement, interpersonal relationships and general well-being. Emotional Intelligence is the ability to recognize and

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Published: 31 March 2026

DOI: <https://doi.org/10.70558/IJSSR.2026.v3.i2.30957>

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fully understand mental states which include emotions, values, thoughts, personalities, behaviors and physical sensations, and also to skilfully manage them. Salovey and Mayer (1997) defined EI as social intelligence that pertains to the ability to detect and infer the emotions of others and to guide cognitive efforts towards particular emotions. Goleman (1995) argued strongly that emotional intelligence is equally as relevant to the personal and professional lives of individuals.

Emotional Intelligence is one of the variables that significantly influence students' learning in schools. Several studies have shown that emotionally intelligent students often characterised by better control of self, higher level of motivation, higher level of empathy and higher level of social skills that generally lead to better behaviour in class and higher level of engagement with their learning. Researchers such as Dolev & Leshem (2017), Mudiono (2019) El-Adl & Alkharusi (2020), Bembenutty (2021) have all concluded that emotional intelligence is key to students learning outcomes. Students at the senior secondary school level experience a multitude of emotional and social transformations occasioned by puberty, academic pressure and career choices. These emotional and social transformations call for a considerable degree of emotional regulation in order to effectively manage the numerous stress factors they experience as a result of pressure to perform academic tasks and the influence of peers. Hence, emotional intelligence tests can serve as a springboard for finding solutions to the numerous emotional and social challenges students experience at this level. Assessing emotional intelligence of senior secondary school students will give educators an insight into their emotional development and their ability to survive and thrive academically.

Scheduled Tribes (STs) in India constitutes a socially and educationally disadvantaged group for whom appropriate attention is needed. Despite provision of certain safeguards at the policy level and special efforts being made at the educational level to help ST students to come out of the vicious circle of deprivation, they continue to be handicapped in a number of ways like socio economic deprivation, cultural dislocation, language barrier and educational resources. Whether their poor performances, emotional and psychological maladjustment, have any connection with their emotional intelligence or not is yet to be investigated. But emotional intelligence, undoubtedly can act as a safeguard to reduce the learners stress, to facilitate smooth integration with school environment and also in developing friendly relations with peers. The available research studies on emotional intelligence of ST students are scanty, and no study so far has been done on ST students at the senior secondary level.

### **Review of related literature**

The study by Adak (2019) aimed at examining the nature of the emotional intelligence of Scheduled Tribe students in Higher education level regarding the stream and gender of Hooghly district. Conclusions meant that male students have superior EI when compared to the female students and Science students have superior emotional intelligence when compared to students studying in Arts. Tripathi (2015) made a comparative study of emotional intelligence in tribal and non-tribal adolescents, as it was applied to gender. The study was conducted on a sample of 400 adolescents selected randomly in various schools of the Ranchi district. The findings showed no significant difference in the emotional intelligence of tribal male and female adolescents implying that there is no gender disparity in

emotional intelligence among the tribal people. In the same way, in a research study by Kumari (2021) to analyze the difference in emotional intelligence between men and women, it was found that there was no statistically significant difference in mean emotional intelligence of male and female students, meaning that tribal male and female students had the same level of emotional intelligence.

The motivation behind a study conducted was to learn the emotional intelligence of the higher secondary school students in accordance with the gender, stream and type of school. The study took 200 samples consisting of the higher secondary schools. In the study, it was reported that gender affects emotional intelligence of higher secondary school students. In this study, Kumar and Verma (2019) also discovered that there was no significant effect of stream on emotional intelligence of students in higher secondary schools. Shoket (2020) conducted research in which a slight difference was detected in emotional intelligence of ST girls and boys. He studied the emotional intelligence of adult ST boys and girls in non-coeducational government schools of Jammu city. Other studies have also stated that there is no significant difference in emotional intelligence of male and female students pursuing higher secondary level of education (Pervez, 2019; Tyagi and Komal, 2018).

### **Objectives of the study**

1. To determine the level of emotional intelligence among Scheduled Tribe students of senior secondary schools.
2. To investigate the disparities in the emotional intelligence of male and female Scheduled Tribe students in senior secondary school.
3. To test the variation in the emotional intelligence of Arts and Science Scheduled Tribe students in senior secondary level.

### **Hypotheses of the study**

$H_01$ : No significant differences exist between the mean score of emotional intelligence of male and female Scheduled Tribe students in senior secondary level.

$H_02$ : No notable variations exist in the mean score of emotional intelligence of Arts and Science Scheduled Tribe students in the senior secondary level.

### **Methodology**

#### **Design**

The study was conducted by employing descriptive survey design since it concerns the systematic description and investigation of the emotional intelligence levels of the students. With this design it is possible to collect a large amount of data related to the specific variable in a specific time from the population in a reliable and exact manner. In addition, by applying descriptive survey design, it is possible to understand the various features of the variables such as gender and stream in terms of emotional intelligence levels.

#### **Population and Sample**

Scheduled Tribe (ST) students studying in class XI & XII (in government senior secondary schools) at Jeypore, Koraput district, Odisha formed the target population of the present

study. Koraput district has a large ST population residing mainly in the scattered tribal habitations. Hence, it was purposively selected for the present investigation.

The study targeted students in classes XI and XII as they are in a stage of life when their emotional intelligence is actively developing and therefore is likely to impact their academic achievement and personal issues. Additionally, the secondary level students are in a stage when they have to make many important decisions concerning their future education and career. Therefore, the selected location and sample are considered appropriate and relevant for the research as it matches with the objectives of the study.

### **Research Instrument**

In the current study, the Emotional Intelligence Scale was used to determine emotional intelligence levels of ST students in senior secondary level. Prof. A.K. Sinha and Prof. R.P. Singh are the creators of this scale. The students were given the third edition (2025) of the scale. The version of the scale used was the English version that targets students aged 12 years and above. It contains 31 items in four dimensions viz. understanding emotions, understanding motivation, empathy and handling relations. For each item there are two options namely, “Yes” and “No”. The scale consisted of 27 positive and 4 negative items. For the positive items, a score of 1 was assigned to the response “Yes” and 0 to “No.” In contrast, the scoring pattern was reversed for the negative items. The reliability of the scale is 0.86 which was determined by using test re-test reliability method and the validity of the scale is 0.86.

### **Techniques of data analysis**

The collected data were analysed through descriptive and inferential statistics. The central tendency and variability of the data were summarized and described using descriptive statistics comprising of a percentage, mean, median and standard deviation. Additionally, the t-test was applied as an inferential statistical method to examine significant differences between groups.

### **Analysis and Interpretation**

The information gathered from the respondents is presented methodically in the analysis and interpretation section. To meet the study's goals, the collected data is examined using the proper statistical methods. To give a clear picture of the outcomes, each objective is looked at independently. After that, the results are interpreted to clarify their significance and applicability within the framework of the research issue.

### **Objective-1: Level of Emotional Intelligence among ST students at senior secondary level**

The initial aim of the study was to investigate the level of emotional intelligence of ST students. Data were analysed through SPSS (Statistical Package for Social Science). Table-1 and Table-2 present the results.

**Table-1: Descriptive Statistics of Emotional Intelligence Scores**

	<b>N</b>	<b>Range</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard Deviation</b>
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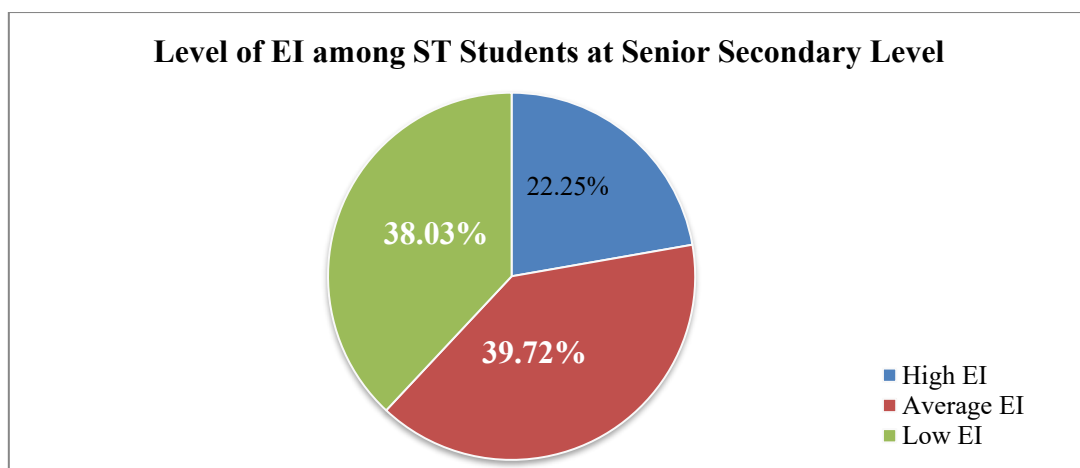
<b>Emotional Intelligence</b>	355	18	13	31	22.24	4.752
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The Table-1 reported descriptive statistics of emotional intelligence scores obtained by the ST students at senior secondary level. Total number of students is 355 and the mean of their score is 22.24. The obtained minimum and maximum score is 13 and 31 respectively, whereas the range is 18. The standard deviation is 4.752.

**Table-2:** Level of Emotional Intelligence among ST students

<b>Level</b>	<b>Score Range (As per Emotional Intelligence Scale Manual)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Low</b>	$\leq 20$	135	38.03
<b>Average</b>	21-26	141	39.72
<b>High</b>	$27 \geq$	79	22.25
<b>Total</b>	--	<b>355</b>	<b>100</b>

Table-2 presented data about the level of emotional intelligence among the ST students. To determine the same, classification of levels given in the manual of emotional intelligence scale was taken into consideration. The maximum score can be 31 and minimum score can be 0 as per the scoring procedure of the scale. But the obtained score was ranged from 13 to 31. The levels mentioned in the scale manual are classified into three categories viz. high, average and low level of emotional intelligence. The obtained scores of emotional intelligences were categorized as per the level in the scale manual. The Table-2 revealed that 135 (38.03%) ST students possessed low level of emotional intelligence, whereas 141(39.72%) students have average level of EI. It was found that 79 (22.25%) ST students exhibited a high level of emotional intelligence.



**Figure-1:** Level of Emotional Intelligence of ST Students (as per Scale Manual)

The Figure-1 illustrated the percentage of ST students and their level of emotional intelligence. About 38.03% i.e. 135 number of ST students showed low emotional intelligence. Approximately, 39.72% (141) ST students were experiencing average level of emotional intelligence. The number represented that 22.25% (79) ST students have demonstrated high levels of EI.

**Objective-2:** To investigate the disparities in the emotional intelligence of male and female Scheduled Tribe students in senior secondary school

In this study, the second goal was to test the differences between the emotional intelligence of male and female students. To this end, the data were analysed using Mean, standard deviation and t-test and assisted using SPSS. Table-3 shows the results.

**Table-3:** Comparison of Emotional Intelligence among male and female ST students

Emotional Intelligence	Gender	N	M	SD	MD	t	df	P value	Remarks
	Male	173	21.98	4.754	-.506	-1.003	353	.316	NS*
	Female	182	22.49	4.751					P > 0.05

(*Note:* Total Sample (N)= 355, M= Mean, SD= Standard Deviation, MD= Mean Difference, df= Degrees of Freedom, NS= Not Significant)

From Table-3, it is evident that the P-value is .316 ( $t = -1.003$ ,  $df = 353$ ,  $P > 0.05$ ) which is not significant. Hence, there are no significant differences between the mean score of emotional intelligence of male and female ST students. Since the P value is above 0.05, the null hypothesis i.e. “no significant differences exist between the mean score of emotional intelligence of male and female Scheduled Tribe students in senior secondary level” is retained.

In addition, the mean of EI score of male and female students is 21.98 and 22.49 respectively, which is not significantly different. Thus, the extent of emotional intelligence of the male and female ST students can be said to be similar.

**Objective-3:** To test the variation in the emotional intelligence of Arts and Science Scheduled Tribe students in senior secondary level

For objective-3, the data were analysed by calculating Mean, standard deviation and t-test along with the assistance of the SPSS. Table-4 below gives the results.

**Table-4:** Comparison of Emotional Intelligence among Arts and Science ST students

Emotional Intelligence	Stream	N	M	SD	MD	t	df	P value	Remarks
	Arts	181	22.31	4.654	.148	.293	353	.769	NS*
	Science	174	22.17	4.865					P > 0.05

(*Note:* Total Sample (N)= 355, M= Mean, SD= Standard Deviation, MD= Mean Difference, df= Degrees of Freedom, NS= Not Significant )

The Table-4 showing that the P-value = .769 ( $t=.293, df=353, P>0.05$ ) is not significant. We can report that no such difference in the mean score of emotional intelligence in the arts and science ST students. Since the p value is more than 0.05, the null hypothesis i.e. “no notable variations exist in the mean score of emotional intelligence of Arts and Science Scheduled Tribe students in the senior secondary level” is retained.

In addition, the average of the EI of arts and science students is 22.31 and 22.17 respectively, and notable difference is absent between the two. So, one can say that the arts and science ST students are not different in terms of the level of emotional intelligence.

### **Discussion and Conclusion**

The findings of the current research will give good information on the emotional intelligence of Scheduled Tribe students in senior secondary level. It will be beneficial to learn about the particular emotional capabilities and issues faced by these students. The research examined the degree of emotional intelligence of Scheduled Tribe students. Another area that was looked at in the study involved the emotional intelligence of the students at the senior secondary level, based on their gender and stream of study. The study found greater number of students (i.e. 39.72%) possess average level of emotional intelligence. Emotional intelligence of the male and female students of ST did not differ significantly. The emotional intelligence prevalence rate of the science and arts ST students does not differ significantly.

Present study results shared certain similarities and differences with other related studies conducted by other researchers. The results of the current research show that the level of emotional intelligence is not different between the male and female students of senior secondary schools, who are studying ST. This finding is in line with the previous studies conducted by Tripathi (2015), Kumari (2021), Pervez (2019), and Tyagi and Komal (2018). The results are however contrary to the findings presented in the study conducted by Adak (2019), Shoket (2020) and Kumar and Verma (2019) who found out that male and female ST students of senior secondary schools differ in terms of emotional intelligence. The third finding indicated that arts as well as science ST students of senior secondary schools have equal quantity of emotional intelligence in them. The same outcome is presented by Kumar and Verma (2019). But this result is counterintuitive to the result provided by Adak (2019), who discovered that ST students of science exhibit higher levels of emotional intelligence than those who study arts.

Following the results of the research, it is recommended that schools need to implement programs that will improve emotional intelligence levels in students, especially when it comes to those groups that have a relatively low level of emotional intelligence. According to the findings of the current research emotional intelligence is not significantly different among various groups of students with respect to gender and stream of education among the Scheduled Tribe students in the senior secondary level. This indicates that the effect of demographic and academic considerations in this regard might be insignificant in the evolution of emotional intelligence. The consistency in the emotional intelligence scores could be explained by the fact that the students had the same environmental, educational and socio-cultural experiences. Therefore, it seems that emotional intelligence is widespread among the participants, regardless of their gender or stream of study.

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