

Emotional Intelligence among Tribal and Non-Tribal Adolescents

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Abstract

Adolescence is a period where an adolescent realizes who he is and what he truly feels. It is a significant time for youngsters to build up their ability for compassion, conceptual thinking and future time perspective; a period when the close and dependent associations with parents start to offer approach to more extreme relationship with peers and different adults. Adolescence is the most vulnerable stage to the emotional issues, thus teaching adolescents about emotions and how they manage others and their activities can be exceptionally useful in their day to day battles and also in maintaining good relationships. The notion of emotional intelligence is the wider concept of intelligence which is beyond intellectual realm. Emotional Intelligence is a set of abilities that underlie accurate judgement, expression and regulation of emotions. The aim of study is to assess the level of emotional intelligence among tribal and non-tribal adolescents.

The total sample consists of 200 adolescents (100 tribal, 100 non-tribals) from Guwahati city of Assam. The findings revealed that the emotional intelligence of Non-tribal adolescents was higher than tribal adolescents. While among boys and girls of both the group, the emotional intelligence of boys was found to be higher than girls.

Keywords: Emotional Intelligence, Adolescents, Tribal and Non-tribal.

Introduction

Emotional intelligence (EI) is a term that was first gestated by Thorndike (1920) when he used the term social intelligence. Law, Wong and Song (2004) described EI as studied primarily in the social sciences. They also point out that Thorndike (1920) used the definition of social intelligence to describe a person who has the ability to "understand and manage men and women, boys and girls and act wisely in human relations". Mayer et al. (2004) confirmed the history of EI as being seated in the social/psychological sciences. They describe the term Emotional Intelligence as being used in the 1960s and again in a dissertation by Payne (1986). Gardner (1983) states that there is multiple specific intelligence, called "hot intelligence" that are characterized as social, practical, personal and emotional. He put forward that there are seven areas of intelligence one of which is interpersonal intelligence. It was in 1990 that EI was further developed into a theory, definition and instrument (Mayer, DePaolo, & Salovey, 1990; Salovey & Mayer, 1990). Mayer et al. (2004) describe the "political turmoil" of the 1960s as being a cultural influence for the interest and research of EI from a social context. Gardner (1993) also used EI theory to describe one area of his theory of multiple intelligence. He states that interpersonal intelligence is the ability to "notice and make distinctions among other individual and, in particular, among their moods, temperaments, motivations and intentions". This definition can be applied to the inter-personal and intra-personal intelligence of people "Emotional intelligence operates on emotional information". (Law et al., 2004; Mayer et al., 2004).

Goleman (1988) has outlined the distinctions between emotional intelligence and emotional competence. Emotional competence refers to personal and social skills that lead to superior performance in the world of work; the emotional competencies being based on Emotional intelligence. A certain level of Emotional Intelligence is needed to learn the emotional competencies.

Salovey and Mayer (1990) coined the term emotional intelligence and described it as a form of social intelligence that involves the capacity to recognize our own feelings as well as, those of others, in order to motivate ourselves and also the one's related to us.

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Remarking An Analisation

Adolescence

The word "Adolescence" is derived from the Latin word "Adolescere" meaning to grow up". Adolescence period starts at the age of 12 and continues till the age of 19 years. It is a period of revolutionary change. It is a transitional period of life where an adolescent experience a number of physical and psychological changes that occurs during the period of puberty to legal adulthood. In this stage several fundamental development processes occur. Along with physical and sexual maturation, they also experience the movement toward social and economic independence, development of identity, the acquisition of skills, and the capacity for abstract reasoning etc.

Tribes of Assam

Due to the geographical location and easy connectivity of Assam with its different neighboring states and countries it acted as a center-stage for the emergence and development of different cultures and civilizations. Assam tribes belonging to different origins, culture and religion form the major part of Assam population. According to the 2001 census, the scheduled tribes' population as in percentage of the total population of Assam was 12.4%. It is reported in 2009 that the tribal communities of Assam now officially account for 15.64% of the total population. There are different tribes in Assam and they earn their livelihood through agriculture and by selling their handicrafts. Different tribes of Assam are Bodo, Mising, Rabha, Kachari, Sonowal Kachari, Dimasa, Karbi, Tea tribe etc.

Statement of the Problem

The term "Adolescence" has long since been associated with a period of emotional turmoil. It is considered the period of "storm and stress". It is the most crucial stage of emotional issues and mental health problems. Therefore, teaching adolescents about emotions and helping them to deal with others as well as their actions can be very helpful in self-management in their daily struggles.

A number of psychological, sociological, cultural studies on tribal adolescence have been conducted in India. But after going through different studies, it was found that in North East India especially in Assam studies like Emotional Intelligence among Tribal Adolescents are less researched. Therefore, the present study is an effort to focus light on understanding Emotional Intelligence among Tribal adolescents. This type of study will provide much knowledge about the differences of tribal adolescents and non-tribal adolescents. Hence, the statement of the present study is stated as "Assessing Emotional Intelligence among Tribal Adolescents."

Objectives of the Study

1. To study the Emotional Intelligence among Tribal and Non-Tribal Adolescents.
2. To compare the Emotional Intelligence between Boys and Girls.

Hypotheses of the Study

NH1: There will be no significant difference on Emotional Intelligence between Tribal and Non-Tribal Adolescents.

NH2: There will be no significant difference on Emotional Intelligence between Boys and girls.

Importance and Significance of the study

Adolescence is a period in a person's life which is most challenging and vulnerable to emotional problem; thus, teaching adolescent about emotions and how they deal with others as well as their actions can be very helpful in their daily struggles and maintaining good relationship. It is very important to impart appropriate guidance to an adolescent as this is a period in which if one is given the correct guidance and support, it can help him in shaping up his future course of life and also set a firm base for his future hopes and aspirations. Tribal students mostly live in far off remote areas because of which these students of our society often face a certain level of deprivation in terms of primary education and other basic facilities which are highly essential for their all-round development. The lack of education, communication, and other health services make them more prone to various problems related to physical and mental health. Among various mental health variables, emotional intelligence is one of the significant factors responsible for overall adjustment and success in life. Hence forth, this study will be able to reveal a better picture of Emotional Intelligence among Tribal Adolescents. It is thereby expected that this study would be able to make certain recommendations towards understanding and developing emotional intelligence among tribal adolescents as well as organize awareness programs for better well-being of tribal adolescents in the state of Assam.

Operational definition of the term Emotional Intelligence

Emotional Intelligence can be defined as the ability to monitor one's own as well as other's emotions, to differentiate between different feelings and label them appropriately and use the information in guiding one's thoughts and actions. In the context of this study emotional intelligence can be defined as the construct measured by the four dimensions; i.e., understanding emotion, understanding motivation, empathy and handling relations; of the emotional intelligence scale (Singh and Narain, 2014).

Review of Literature

Katyal & Awasthi (2005) conducted a study to find out gender difference on Emotional Intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys & 75 girls) aged 15 years, studying in 10th Class which were randomly selected from three schools of Chandigarh. Emotional Intelligence Test (2001) developed by Codafy was used as a tool for collecting data. For analyses the data percentage distribution was used to find out parentage distribution of subject with regard to emotional intelligence t-test was applied to find out gender differences in emotional intelligence. Finding of the study revealed that majority of boys, girls and the total sample had good emotional intelligence followed by low emotional intelligence. Girls were found to have higher level of emotional intelligence than that of boys.

Devi & Ragula (2005) taken up a study to understand the emotional intelligence levels of adolescents and to see the gender differences if any between adolescent boys and girls on total emotional intelligence and its components and dimensions. Sample consisted of 224 adolescents out of which 112 were boys and 112 were girls covering the age group of 15 to 18 years selected from co-educational junior college located in Hyderabad city. General information schedule was used for collecting respondent's information and family background information. For measuring emotional intelligence levels of adolescents Emotional Intelligence Inventory developed by the investigators in 2003 was used. Result of the study reveals majority of the boys and girls fell into an average and above on emotional intelligent levels. Significant difference was noticed interpersonal skill component of boys and girls favoring girls. Results on dimensional wise emotional intelligence showed that girls surpass boys on self-awareness, empathy, social-responsibility and problem solving.

Nandwana & Joshi (2010) conducted a study on Emotional Intelligence of 60 tribal adolescents whose age range from 16-18 years studying in senior secondary school. The samples were selected purposively from Tidi Village of Udaipur. Level of emotional intelligence of ten tribal adolescents were assessed by administering a standardized emotional intelligence inventory (MEII, 2004) by S.K. Mangal and Shubhra Mandal. From the results it was revealed that majority of adolescents (55%) were having poor level of emotional intelligence. There was a significant difference found on emotional intelligence between tribal adolescent boys and girls, boys are comparatively higher than that of girls.

Subramanyam (2011) studied the impact of emotional intelligence on study skills of high school students. Sixty high school students constituted the sample for the study. The results showed that there was a significant difference in emotional intelligence with respect to gender.

Dubey and Ruchi (2011) studied the "Emotional intelligence among undergraduate students". The sample for the study comprised of 180 Arts stream undergraduate students of University of Allahabad. Findings of the study revealed that, female were more emotionally intelligent than male students. Students of general category had higher level of Emotional Intelligence in comparison to their counterparts belonging to other backward community (OBC) and schedule caste (SC) category.

Dubey (2012) examined the relationship between emotional intelligence and academic motivation among adolescents. A sample of 156 students (78 boys and 78 girls) of class X of Allahabad city was selected for the study. The data was analyzed by using product moment coefficient of correlation and ANOVA. The findings of the study revealed a significant positive relationship between emotional intelligence and academic motivation.

Lal (2014) studied emotional intelligence of scheduled caste students in relation to their academic achievement with the objective to study relationship

between emotional intelligence and academic achievement of male and female students of arts and science stream. A total number of 300 samples were taken from Meerut region through cluster random sampling technique. From the results it was found that there was a significant difference between means cores of males scheduled-caste students among arts and science stream. There was no significant difference found between mean achievement scores of females scheduled caste students among arts and science stream. Further, the male scheduled caste students had higher level of emotional intelligence and academically superior to female scheduled caste students.

Ghosh, D. (2015) explored gender difference on emotional intelligence among tribal and non-tribal adolescent school students of Tripura. Her study showed significant differences between tribal and non-tribal students on overall emotional intelligence. Further she revealed gender difference on emotional intelligence among school students.

Vandana Gang (2017) conducted a study on emotional intelligence among tribal and non-tribal adolescents. This present study was undertaken to compare the emotional intelligence of tribal and non-tribal adolescents of Betul (MP) district. Stratified random sampling technique was employed to select the adolescents from the different higher secondary schools of Betul district of Madhya Pradesh. Mangal and Mangal emotional intelligence inventory was employed to collect data for emotional intelligence. t-test was used to analyze the data. The result indicated that the tribal and non-tribal adolescents differ significantly on the measure of emotional intelligence at 0.01 level of significance. Non-tribal adolescents showed a higher level of emotional intelligence than tribal adolescents. Further, the study revealed that there was significant difference between tribal adolescent boys and tribal adolescent girls and non-tribal adolescent girls on the measure of emotional intelligence.

Baghele Jina & Chalurkar Priti (2019) conducted a study on "Assessing the Emotional Intelligence among Adolescent student in selected school, Nagpur." The results revealed that there was significant association between level of emotional intelligence and selected demographic variables i.e., age and gender at 0.05 level. From the study it was found that there was high emotional intelligence in female adolescent students as compared to male adolescent students.

Z.A. Nusaibah Nur Furqani (2020) studied The Role of Emotional Intelligence in Adolescent Development. From the results it was found that emotional intelligence is essential for adolescent development and has a role in every stage of their development. The study also revealed that boys have lower levels of intelligence than girls.

Research Methodology

The nature of the study is quantitative research. Quantitative Research is the systematic exploration of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques.

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Variable under Study

Independent Variable

Tribal and Non-tribal Adolescents

Dependent Variable

Emotional Intelligence

Sample

A sample of N=200 has been selected for the present research whose age ranges from 12 years to 19 years. Among them 100 are tribal adolescents (50 male and 50 female) and 100 non-tribal adolescents. (50 male and 50 female). The sample has been collected from various schools located in an around Guwahati city.

Table Showing The Sample Distribution of The Study

Sex	Tribal	Non-Tribal	Total
Male	50	50	100
Female	50	50	100
Total	100	100	200

Inclusion Criteria

1. Tribal and Non-Tribal Children of 12 to 19 years of age are selected for this study.
2. Only the Students of English medium schools are taken for this study.
3. Only the Students of educational institution located in neighboring places of Guwahati city are considered for this study.

Sampling Technique

In this present study purposive sampling technique is used. Purposive sampling is a non-probability sampling method where researcher relies on his or her own judgment while choosing members of population to participate in the study.

Tools for data collection

Tool 1

The Semi- Structured Interview Schedule

A semi-structured interview schedule was prepared by the researcher for collecting socio-demographic information of the subject. Interview schedule includes 11 items/questions relating to name, age, gender, educational qualification, caste, name of the tribe, number of siblings, parental occupation, monthly income of the family, type of family, type of school.

Tool 2

Emotional Intelligence Scale

To measure Emotional Intelligence of the sample the researcher used Emotional Intelligence Scale (EIS) which was developed by Dr. Arun Kumar Singh and Shrutinarrain in the year 2014. This scale includes 31 items and four dimensions i.e. understanding emotion, understanding motivation, empathy and handling relations. The scale can be used for children of 12 years and above.

Instructions

In this scale there are some statements which are related to person's daily life. For each statement, there are two answers options given i.e.

"Yes" or "No". The subject has to put tick () mark only that option which is more appropriate and truer in case of subject. There is no time limit as such but it is expected from the subject to complete it in approximately 15-20 minutes.

Scoring

The response was to be given in either "yes" or "no". The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they did not tally, they were given a score of 0.

Reliability

The test re- test reliability was calculated and was found 0.86 alpha coefficients, which was significant at .01 level.

Validity

The concurrent validity was found to be 0.86 which was significant at .01 level.

Procedure of data collection:

The study was conducted on school students who belong to the age group between 12-19 years. For this purpose, the principal of the schools was approached. A small room was provided to the researcher by the principal. In the beginning rapport was established between the subjects and the researcher. After getting the verbal consent from the subjects, the questionnaires were distributed in a group of 10-15 students at a time. The clear cut instructions were given to the participants of the study. At first the interview schedule was filled up by them to get the socio- demographic information. After completing the interview schedule, instructions were given for administering psychological tools. The main psychological test was administered to the subjects. A time gap of 5 minutes was given in between administration of interview schedule and the psychological test. As all the test are self-reported, so subjects filled it up by themselves.

After completing all the tasks, the subjects were thanked for their patience and cooperation and allowed to leave. In this manner all the subjects were administered the test and data was collected from the tribal as well as non-tribal adolescents too.

Results and Discussion

The result and discussion are presented in the following procedure:

Descriptive statistical analysis of the main variable i.e., Emotional Intelligence among tribal and non-tribal adolescents.

Significance Differences of the variable

Objective No.1

To study the Emotional Intelligence among Tribal and Non-tribal Adolescents.

NH1

There will be no significant difference on Emotional Intelligence between Tribal and Non-tribal Adolescents.

Table 1: Mean, SD and t values on Emotional Intelligence between Tribal and Non-tribal adolescents

Tribes	N	Mean	Std. Deviation	T	Df	Sig. (2- tailed)	(P value)
Understanding emotion	Tribal	100	2.65	.880	-2.296	198	.023*
	Non-tribal	100	2.91	.712			
Understanding	Tribal	100	3.32	1.222	-1.771	198	.078

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motivation	Non-tribal	100	3.61	1.091			
Empathy	Tribal	100	6.08	1.468	1.341	198	.181
	Non-tribal	100	5.82	1.266			
Handling Relations	Tribal	100	6.17	1.429	.051	198	.959
	Non-tribal	100	6.16	1.331			
Total EI	Tribal	100	18.22	3.389	-.684	198	.495
	Non-tribal	100	18.52	2.783			

The above table shows the mean, S.D and t values on Emotional Intelligence among tribal and non-tribal adolescents. From the results it was found that the mean value of Emotional intelligence among tribal adolescents was 18.22 and that of non-tribal adolescents was 18.52. From the mean value it was found tha the Emotiona lIntelligence ofnon-tribaladolescentwas found to be higher than tribal adolescents. The S.D.value of tribal and non-tribal was 3.39 and 2.78 respectively.

To study the difference of the mean scores on Emotional Intelligence between tribal and non-tribal adolescents, the t- test was calculated dimension wise i.e., understanding emotions, understanding motivations, empathy and handling relations which was shown in the table 1.

Table 2: Mean, SD and t values on Emotional Intelligence between boys and girls.

Gender		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Understanding emotions	Boys	100	3.08	.580	5.633	198	.000**
	Girls	100	2.48	.893			
Understanding motivation	Boys	100	3.59	1.164	1.523	198	.129
	Girls	100	3.34	1.157			
Empathy	Boys	100	6.11	1.127	1.654	198	.100
	Girls	100	5.79	1.572			
Handling relations	Boys	100	6.07	1.273	-.975	198	.331
	Girls	100	6.26	1.474			
Total_EI	Boys	100	18.87	3.190	2.308	198	.022*
	Girls	100	17.87	2.932			

The above table shows the mean, S.D and t values on Emotional Intelligence among boys and girls from both the groups (tribal and non-tribal adolescents). From the results it was foundthat the mean value of Emotional intelligence among boys was 18.87 and that of girls was 17.87. Fromthemean value it was found that the Emotional Intelligence of boys was found to be higher than girls. The S.D. value of boys and girls was 3.19 and 2.93 respectively.

To study the difference of the mean scores on Emotional Intelligence between boys and girls from both the group i.e., tribal and non-tribal adolescents, the t-test was calculated dimension wise i.e., understanding emotions, understanding motivations, empathy and handling relations which was shown in the table 2. After comparing the total mean scores of Emotional Intelligences between tribal and non-tribal adolescents the total t value was found to be .022 which was significant at 0.05 level. Hence, the null hypothesis No.2 which states that “There will be no significant difference on Emotional Intelligence between boys and girls” was rejected.

After comparing the total mean scores of emotional intelligences between tribal and non-tribal adolescents the total t value was found to be 0.495 which was found to be not significant. So, there was no such significant difference found on the total mean score of Emotional Intelligence between tribal and non-tribal adolescents. Hence, the null hypothesis No.1 which states that “There will be no significant difference on Emotional Intelligence between Tribal and Non-tribal Adolescents” was accepted.

Objective No.2

To compare the Emotional Intelligence among boys and girls.

NH2

There will be no significant difference on Emotional Intelligence between boys and girls.

Conclusion

Therefore, in this study the results revealed that the emotional intelligence of non-tribal adolescents wasfound to be better than tribal adolescents and the Emotional Intelligence of boys was found to be better than girls. There was no significant difference found on emotional intelligence between tribal and non-tribal adolescents while there was significant difference found between boys and girls in terms of their Emotional Intelligence.

Limitations of the study

1. The main limitation of the study was the sample size. The sample size is small for generalization of thefindings.
2. The area covered for the study was only from one district of Assam (Kamrup Rural). The result would have been better if a greater number of districts were selected.

Suggestions

1. A large sample and some more variables can be taken to generalize the research results in a broader context.
2. Generalizations drawn from this research study are to be evaluated by conducting further researches.

3. Intervention training programme can be carried out in schools on how to manage our emotions and also to understand other people's emotions.
4. Awareness programmes on strategies to deal with the different aspects of adolescents should be conducted time to time among the teachers and stakeholders.
5. Life skill training can be imparted to adolescents.

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