
An Exploratory Study of Emotional Intelligence, Academic Achievement and Leadership Skills among Indigenous Adolescents

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Abstract

Tripura consists of 19 major tribal communities and non-tribal population named Bengalis. In the census of 2011, the tribal community consists of 31.05 % and 69.95 % non-tribal of the state population. In this context how the nexus of Emotional intelligence, Academic achievement and leadership skills play a vital role among the indigenous adolescents of Tripura. The main purpose of the research is to examine and measure the emotional intelligence, academic achievement and leadership skills of Indigenous adolescents, a critical stage of one's life span. The study also explores the gender differences in Emotional Intelligence, Academic Achievements and Leadership Skills between male and female students. The study adopted a quantitative approach based on correlational research design and used a purposive random mixed sampling technique. The sample consists of 90 (40 females and 50 males) higher secondary school leader students of Five English medium schools in the West Tripura district. The data is collected through the Emotional Intelligence Test (EIT) of Ekta Sharma (2011), measuring Emotional intelligence and a standardized 'leadership skill questionnaire' for leadership skills and marks percentage to measure the academic achievements for the study. Descriptive statistics of mean and standard deviation, along with inferential statistics of t-test and correlation, were performed. The study finds that a high percentage of Indigenous students are very average in their measure of emotional intelligence and academic achievements, but high leadership skills are shown. The result shows

no significant correlation among the variables. There is no significant difference between males and females concerning Emotional intelligence, academic achievement and leadership skills in the study.

Keywords: *Emotional Intelligence, Academic Achievement, Leadership Skills, Indigenous Adolescents*

Introduction

The Plight of the Indigenous people is quite tragic, If we look at the Indigenous adolescents which are significant parts of the Indian population, especially in the North East and particularly in Tripura. Tripura consists of 19 major tribal communities and a nontribal population named, Bengalis. According to the Census of 2011, the tribal community consists of 31.05 % of the state's population while 69.95 % are non-tribal. The literacy rate of Tripura is 87.22% and west district rank high – 88.69 (India census.net). Being a minority in the state, tribal adolescents with their unique identities and cultures go through emotional insecurities, academic stress, lack of self-confidence and leadership initiatives. The late adolescent period is a period of dreams, personal goals, the turmoil of emotions, Physical and sexual maturation, confusing directions, peer group pressure, and seeking achievement and status in life. Academic stress, emotional management and academic performance are a few pertinent matters that concern adolescent students. Adolescents as being a critical stage, and the study on the emotional intelligence, academic achievements and leadership skills of Indigenous adolescents will help them to prepare and improve their self-confidence, motivate themselves to have purpose in life, improve academic resilience and cultivate leadership qualities to contribute to the development of their communities, the state and to the nation at large.

Significance of the Study

The main significance of the study is how tribal adolescents' emotional intelligence, academic performance, and leadership skills need to be understood within the tribal context, culture and tribal world. The plight of the Indigenous people concerning educational accessibility, economic growth, infrastructural development, emotional strength to face problems, motivation, intellectual calibre and individual leadership are not up to mainstream urban India. The main purpose of the research is to examine and measure the emotional intelligence, academic achievement and leadership skills of indigenous

adolescents who are higher secondary stage of their academic pursuit. It is also relevant for parents, educators, policymakers, and students to be aware of the emotional needs of these adolescents and how this awareness fosters academic achievement and leadership skills with the support of the stakeholders and the students themselves. So that the students will be able to cope with the transitions of life become very productive and lead a purposeful life in their personal life, family and society.

Literature Review

There are many factors that influence students' academic performance. According to research conducted by the opinion of Experienced teachers, family education level, intellectual and motivation dimension, school physical conditions, school management approach, school environment, socio-economic conditions, effects of teacher in terms of professional competence, exemplary life, attitudes, communication and guidance along with Emotional intelligence of the student to navigate the academic problems. (Ozcan 2021)

Emotional Intelligence: Emotional intelligence is the ability to reason out with emotions and to use the emotions to enhance thought for one's benefit and others. Emotionally intelligent behaviour is wise behaviour. Emotional intelligence is the ability to perceive, identify, appraise and regulate one's emotions to motivate oneself even in a stressful situation. EI can be considered as a set of skills that are useful for assessment, regulation of emotions and the utilisation of feelings for success in academics, profession and life (Johnson, 2016). Gayatri and Meenakshi's (2013) peer-reviewed study titled "A Literature Review of Emotional Intelligence" discusses the three major models of Goleman's competency, the Bar-On trait model and the ability model of Emotional Intelligence. Later, Goleman's competency model led to different leadership models based on different competencies of a human person. Studies by Bhattacharjee, A. and Debbarma, R. (2015) on the emotional intelligence of gendered tribal students within and with non-tribal students revealed that both tribal males and tribal females possessed a similar level of emotional intelligence. However, non-tribal males and females are significantly different from each other. In a comparison of EI with non-tribal and tribal adolescents, the former's score of emotional intelligence was significantly higher (Tripathi, I. (2015).

Academic Achievement: Emotional intelligence has a positive influence on Exam stress management, academic performance and leadership among

students. There is a significant positive relationship between EI and Academic achievement (Johnson, 2016). Students' emotional intelligence has a positive effect on their academic motivation and self-efficacy (Hammed, A., 2010). Achievement orientation is one of the important competencies of Emotional intelligence. Strategies to develop Emotional intelligence help students improve their academic performance and life skills, along with leadership skills that boost their self-worth, social interaction, confidence and resilience.

Academic achievement or academic performance is considered as the measure of assessment as far as the student's knowledge, skills and attitudes from curricular, co-curricular and extracurricular activities, etc., are taken into consideration. In academia, learning is measured through semester scores (SGPA). Though SGPA is valid and reliable for academic performance, Guterman (2021) suggested that consideration should be given to students' perceptions concerning their achievement. However, this task is challenging since there is no realistic and accepted subjective academic performance measurement method. York, Travis T. et al. (2015) conceptually evaluated the dominant model of Astin's I-E-O (Input, Environment, Output) and revised the definition and conceptual model of academic success. The revised Conceptual model of academic success consists of career success, attainment of learning outcomes, persistence, acquisition of skills and competencies, satisfaction and academic achievement. The literature review indicates that Grades and GPA are the most commonly used measures of academic achievement. (York Travis T. et al., 2015)

The key to obtaining success in learning is to give full attention and concentration during the process of teaching and learning. Attention and concentration help students to develop their cognitive intelligence and make it easier to remember facts or information communicated (Cross, 1974). It is here that a high level of emotional intelligence can help calm the mind and thus increase the absorption of information received. Thus, it will contribute to their academic achievement as a result. Maria (2004) indicates that there is a positive relationship between emotional intelligence and academic performance. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training (Hammed, 2010). There is a positive correlation between emotional intelligence and academic performance among university students. (John B., 2016), Ramesh, et al., (2016), Gupta, N., et al., (2019). Jay Singh's (2014) scientific findings reveal

that there is a positive relationship between Emotional intelligence and academic success (Parker et.al., 2004); Bharwaney (2007); Louw and Louw (2007). The reason for the correlation between EI and Academic achievement is that academic performance involves a great deal of ambiguity and academic works are self-directed and require high levels of self-management (Rode et al,2007).

Leadership Skills: The review paper of Johnson B. (2016) titled, “Impact of Emotional Intelligence on Academic Achievement and Leadership”, revealed that Students who are high academic performers usually have higher emotional intelligence scores in comparison with students who are low scholastic backwardness. EI is also a crucial factor for successful organisational leadership that impacts the success of the organisation. These leaders can create and maintain a work climate for creativity and teamwork among the employers as well as the customers. Scientific Studies also show that Different elements of emotional intelligence, such as self-awareness, emotional management and empathy are the most commonly used skills and they have a significant correlation with academic achievement. Thus, Emotional intelligence is a key to effective leadership and trusting relationships that contribute to teacher satisfaction and performance (Yahaya et al., 2012).

Objectives

1. To measure the Emotional intelligence, academic achievement and leadership skills of Indigenous higher secondary students.
2. To examine the Emotional intelligence, Academic achievement and leadership skills of male and female tribal students.
3. To find out the relationship between Emotional intelligence, academic achievement and leadership skills of the tribal students.

Hypothesis

- H₀1: There is no significant difference in the level of Emotional intelligence between male and female tribal higher secondary students.
- H₀2: There is no significant difference in the level of leadership skills between male and female students.
- H₀3: There is no significant difference in the level of academic achievement between male and female students.

Ho4: There is no significant relationship between Emotional intelligence and academic achievement, Emotional intelligence and leadership skills, and academic achievement and leadership skills among the tribal higher secondary students.

Methodology

Research Design: The present study adopted a Quantitative approach based on a correlational research design to examine the relationship among the variables, such as Emotional Intelligence, Academic achievement and leadership skills of the tribal adolescents.

Sampling and Sampling Technique: The study has adopted a Purposive random mixed sampling technique. A standardised questionnaire survey was conducted among 90 student leaders (40 females and 50 males) of higher secondary school students of 5 English medium schools of West Tripura to measure the Emotional intelligence, academic achievement and leadership skills, including demographic details of the respondents. The age of the Respondents was 16-19 years old.

Tools Used for Data Collection: The Emotional Intelligence Test (EIT) of Ekta Sharma (2011) is used to measure the Emotional intelligence of students, which has five components: Self-Awareness, Managing Emotions, Motivating Oneself, Empathy and Handling Relationships. The Standardised 'leadership skill questionnaire' to measure leadership skills has three components, administrative skills, interpersonal skills and Conceptual skills. The mark percentage of the student is used to measure academic achievement. Descriptive statistics, such as mean and standard deviation used for measuring students' Emotional intelligence and leadership skills and academic achievement. The hypothesis was tested by inferential statistics using a t-test and correlation.

Procedure: The researcher contacted five higher secondary English medium schools and obtained permission to meet the student leaders and house leaders of the present academic year, as well as students who were leaders in the school within two years. Rapport was built and explained about the research topic. Respondents were told that their participation in filling up the questionnaire was voluntary and the respective data would be confidential and used only for research purposes. The Emotional intelligence test by Ekta

Sharma (2011), the Leadership questionnaire and demographic details, including the mark percentage, are collected from the respondents. Verbal instructions were given before administering the questionnaire to the respondents. Respondents were asked to read the questions and mark their preference honestly and were informed to mark what is most closely associated with the individual. It is only your choice of what appeals to you most.

Data and Results

Group	Gender	Ethnicity	Age range	Number of tribal Student Leaders	Area
Male	Male	Tribal	16-19	50	West Tripura district schools
Female	Female	Tribal	16-19	40	West Tripura district schools
Total				90	

Table 1: demographic distribution, which gives insight into the sample

Variable	Gender	N	Mean	Std. Deviati on	Total N	criteria	Freque ncy	Percent (%)
Emotional Intelligence	Female	40	2.1750	.38481	90	Below Average	Nil	
	Male	50	2.1200	.32826		Average	77	85.6
						High	13	14.4
Academic Achievement (Mark%)	Female	40	2.78	.920	90	Simple pass	16	17.8
	Male	50	2.18	.873		Average	30	33.3
						Above Average	32	35.6
						Excellent	12	13.3
Leadership Skills	Female	40	2.6000	.49614	90	Below average	Nil	
	Male	50	2.7600	.43142		Moderate/medium	28	31.1
						High skills	62	68.1

Table 2: Descriptive statistics for emotional intelligence, academic achievement and leadership skills

Variable	Group	t-value	df	Sig(2tailed)	Mean difference	Level of significance	Hypothesis
Emotional Intelligence	Female andMale	.732	88	.466	.055	p>0.05	Accepted
Academic achievement	Female andMale	3.137	88	.002	.595	P<0.05	Rejected
Leadership skill	Female andMale	1.635	88	.106	-.1600	p>0.05	Accepted

Table 3: Independent sample t-test for emotional intelligence, academic achievement and leadership skills

Variables	Academic achievement	Leadership skill	Emotional intelligence
Academic achievement	1		
Leadership skill	-.092	1	
Emotional intelligence	-.162	.140	1

Table 3: Correlation between Academic achievement, leadership skills and Emotional intelligence of tribal students.

Discussion

Table 1: gives us an insight into the demographic details of the participants. The table clearly shows the groups, gender (male and female), ethnicity (tribal), age range (16-19) and the respective number of students (50M and 40F =T=90) and a total of 90 tribal student leaders from five English medium schools of west Tripura is taken as sample.

Table 2: dwells into the descriptive data of variables such as emotional intelligence, academic achievement and leadership skills of tribal higher secondary students. The emotional intelligence of indigenous students is 85.6% (77) Average and 14.4% (13) High. There is none below the average. The mean score of the female students is 2.17, standard deviation is .384 And the mean score of the Male students is 2.12. and standard deviation is .32. The table shows a slight edge towards the emotional intelligence of female students as compared to male students. Thus, the mean difference between the male and female students' Emotional Intelligence is .055. When we take the Academic achievement variable of the students, 17.8% (16) had a simple pass, 33.3% (30) average, 35.6% (32) above average and 13.3% (12) as excellent. The female student's mean score of academic achievement is 2.78, std, deviation .92 and the male mean score is 2.18 and std. Deviation .87. The mean difference between the male and female students' academic achievement is .59. The female students scored high in academic achievement as against their male counterparts. Concerning leadership skills, 31.1% (28) scored moderate skills, and 68.1% (62) showed high skills of leadership. There is none where average leadership skills are exhibited. The female students' mean score is 2.60, and the standard deviation is .49, the male students' mean score is 2.76, the standard deviation is .43, and the mean difference is -.16. The leadership score indicates that Male students scored higher than their female counterparts. The table clearly shows that Indigenous students are Average in their measure of Emotional intelligence and academic achievement. However, the students showed High skills with regard to leadership skills. The female students' mean score is slightly higher concerning Emotional intelligence and academic achievement as compared to male students. But in relation to leadership skills the male students have a slight edge as compared to their female counterparts. The enhanced patrilineal tribal culture is very favourable to the male students for their performance in leadership skills. For female students, lack of opportunities, societal tribal ethos, attitudes and taboos may hinder fully exhibiting their leadership qualities.

Table 3: gives an answer to the pertinent question of whether there is a significant difference between male and female students concerning their emotional intelligence, academic achievement and leadership skills. The p-value of Emotional intelligence is .466 ($P > 0.05$), Academic achievement .002 ($P < 0.05$) and leadership skills .106 ($P > 0.05$). The table clearly shows that there is no significant difference between male and female students in their

emotional intelligence and leadership skills. Thus, the null hypothesis (H_01) and (H_02) is accepted. H_01 : There is no significant difference in the level of Emotional intelligence between male and female tribal higher secondary students. H_02 : There is no significant difference in the level of leadership skills between male and female students. However, there is a significant difference found in the academic performance of male and female students. Thus, the null hypothesis (H_03) is rejected and the alternative hypothesis is accepted. (H_3): There is a significant difference in the level of academic achievement between male and female students.

Table 4: clearly shows there is no correlation between the three variables among the tribal students. It illustrates that Emotional intelligence and academic achievement, (-.162) shows a low negative correlation. Leadership skills and academic achievements (-.092) show a low negative correlation and leadership skills and Emotional intelligence (.140) show a low positive correlation. Therefore, there is no significant relationship between the variables under study. Thus, the null hypothesis (H_04) is accepted. (**H_04**): There is no significant relationship between Emotional intelligence and academic achievement, Emotional intelligence and leadership skills, and academic achievement and leadership skills among the tribal higher secondary students.

Summary of the Findings

1. The study finds that a high percentage of Indigenous students are average (85.6%), High (14.4%) and low (0%) in their emotional intelligence.
2. Academically, 17.8 %secured a simple pass, 33.3 % average, 35.6% secured above average, and 13.3% were excellent.
3. The study finds that 31.1% of students were moderate in their leadership skills and 68.1% exhibited high skills in leadership. There was none, 'below average'. Thus, in nut nutshell, Indigenous students are 'Average' in their measure of Academic achievement, and emotional intelligence. But leadership skills ranking is "high".
4. There is no significant difference between males and females concerning Emotional intelligence and leadership skills. Female student showed high Emotional intelligence and academic achievement in comparison with their male counterparts. Male students showed better leadership skills in comparison to female students. There is a significant difference in academic

achievement between male and female students. sig(2tailed) .002 at .05 level.

5. The study found that there is no significant correlation between the three variables among the tribal students under study.

Limitations

1. Sample Size representing only a few schools of higher secondary students So, the generalization of the study findings is limited.
2. The accessibility to educational institutions in early childhood, the lifestyle and social system of Indigenous students and the educational qualification of their parents are not taken into consideration in the study. They do affect emotional intelligence, academic achievement and leadership skills.
3. The questionnaire lacked cultural and tribal ethos and contained popular culturally loaded questions about Emotional intelligence and leadership skills. The Tribal worldview of these three variables is different from the rest of the worldview. A qualitative study will be essential for the understanding of the tribal worldview and their ethos in the study.

Implications

1. Govt policy makers, academicians and planners to implement strategies effectively to improve Emotional Intelligence, academic achievement and leadership skills of the students in the higher secondary level, taking into consideration the Indigenous cultural, social and traditional context
2. Awareness Programmes, strategies and action plans about emotional intelligence, academic endeavours and training of leadership skills in the schools will boost the self-image of the Indigenous students, and they will be able to cope with the academic stress and get a different worldview of life.

Conclusion

The conclusions of the study are in line with previously published research that there is no significant difference in emotional intelligence, academic performance and leadership skills between the tribal males and females. Within the group, there is no significant difference (Bhattacharjee, A., and Debbarma, R., 2015; Tripathi, I., 2015; Gosh, D., 2015; Anjali, D., 2015). The studies are limited when it comes to the correlation of these variables

within the tribal group, though there are many studies done in the nontribal world which has a significant correlation of these variables. These findings emphasise the significance of acknowledging and incorporating educational programmes and curricula in developing an individual's emotional intelligence and leadership skills in the educational system. Teachers also need to be trained to foster an emotionally intelligent school environment that leads to academic achievement and leadership skills

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