

EFFECT OF PERSONALITY AND EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT IN HINDI OF TRIBAL STUDENTS OF JHARKHAND

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ABSTRACT

This research explores the effect of personality and emotional intelligence on academic achievement in Hindi of tribal students of Jharkhand. Personality, emotional intelligence, culture, gender and locale were correlated with Hindi achievement. Sample included 604 students of class XI from forty government higher secondary schools situated in Jharkhand [age ranging from 15.5-17.5].

Results imply friendliness, interpersonal management, decisiveness, emotional stability and self-concept as important predictors in achievement, responsibility, dominance had negative impact. Tribal female were found to lag behind. Locale did not affect tribal students. An understanding of the role of personality traits and emotional intelligence in achievement enables teachers to ensure academic success, motivate students towards empathy, cultivate a positive feeling and minimize self-centered attitude in them.

Key words: Academic achievement, Personality, Emotional Intelligence.

INTRODUCTION

Scheduled Tribes in India are one such community that still leads a life of ancient stage are deprived and backward in every aspect of life and have to struggle hard for survival and development hence it is essential to empower them for integrated development of the country as a whole. For this a study was conducted to explore the effect of personality and emotional intelligence on Hindi achievement of tribal adolescent students of Jharkhand.

Academic achievement is the accomplishment or proficiency of performance in given skills or body of knowledge and the level of success or proficiency attained in the specific area.

In this study academic achievement has been studied considering the marks of 10th board exam of Hindi subject. **Personality** is functioning of the total individual including all his various separated aspects such as intellect, character, drive, emotionalized attitude, interests, sociability and personal appearance as well as his general social effectiveness. It is the particular combination of emotional, attitudinal and behavioural response patterns of an individual which are termed as **personality traits** and has origin in his inherited potentialities. **Emotional intelligence** is the capacity to recognize one's own feelings and those of others for motivating

oneself and for managing emotions well in us and our relationships. It can be accessed from a number of studies that academic achievement played a vital role in the attainment of ideal harmonious development of child. Differences in personality accounted for differences in academic performance. Since personality and emotional intelligence determines almost all types of behaviour including academic achievement they were studied in the present research for its influence in academic achievement.

Numerous studies revealed various factors effecting academic achievement of tribals which have been discussed as under: Personality traits influenced the quality of effort expended with academic and personal / social activities and measured critical thinking was found by (Baccar, et al., 2003; Sebastian, 2008). A major problem of tribal education is the lack of interest of teachers working in tribal areas. These areas are fairly remote, generally not easily accessible and involve many problems (e.g. poor facilities, living conditions, food, etc.) which discourage even the teachers of tribal and non-tribal origin to work in those regions (Harikrishnan, 1992; Sharma, 2009). All studies on learner achievement levels in India have shown that the tribal in primary classes had lower achievement scores compared to non-tribal population (Sebastian, 2008; Sharma, 2008). It was revealed that **gender** differences had a major role in development of emotional intelligence and enhancement of achievement (Velayudhan, 2008; Bhatnagar, 2009). **Personality traits** were found to influence the quality of effort expended with academic activities and measure of critical thinking (Murgeson, 2000; Baccar, et al., 2003; Karen et al., 2003; Chamorro, et al., 2006; Arora, 2009).

OBJECTIVES

- 1) To study the role of personality, emotional intelligence, gender, locale and culture on Hindi achievement of adolescent students.
- 2) To study the comparative role of personality, emotional intelligence gender and locale on Hindi achievement of Tribal and Non-Tribal adolescent students.
- 3) To study the comparative role of personality, emotional intelligence, locale and culture on Hindi achievement of adolescent male and female students.
- 4) To study the comparative role of personality, emotional intelligence, gender and culture on Hindi achievement of rural and urban adolescent students.

HYPOTHESES

1. There would be no significant role of personality (Decisiveness, Responsibility, Emotional-stability, Masculinity, Friendliness, Hetero-sexuality, Ego-strength, Curiosity, Dominance and Self-concept), emotional intelligence (intrapersonal-awareness, interpersonal-

awareness, intrapersonal-management and interpersonal-management), gender, locale and culture in determining Hindi achievement of adolescent students.

2. There would be no significant difference between Tribal and Non-Tribal adolescent students regarding the role of their personality, emotional intelligence, gender and locale in predicting Hindi achievement.
3. There would be no significant difference between Male and Female adolescent students regarding the role of their personality, emotional intelligence, locale and culture in predicting Hindi achievement.
4. There would be no significant difference between Urban and Rural adolescent students regarding the role of their personality, emotional intelligence, gender and culture in predicting Hindi achievement.

METHODOLOGY

Variables- This is a co-relational research including dependent variable as Hindi achievement. Independent variables in the study were culture, gender, locale, personality (ten-dimensions) and Emotional intelligence (four-dimensions).

Sample- Participants included randomly drawn 604 students, studying in class XI from forty government higher secondary schools situated in Jharkhand. They were from rural (N=301) and urban (N=303) schools. Among them 304 were male and 300 were females; 303 were tribals and 301 were non-tribals, age ranging from 15.5 to 17.5.

Tools used for the study

1. To assess the Emotional Intelligence “Mangal Emotional Intelligence Inventory” by Mangal and Mangal (2004) was used.
2. Personality of the subjects was measured by “Singh's Differential Personality Inventory” by Singh and Singh (2002).

Academic achievement of students as well as sub-groups formed on the basis of gender, locale and culture were studied to see their role along with the role of different independent variables namely, personality (10 dimensions) and emotional intelligence (4 dimensions). This was conducted separately with achievement in Hindi. The personality dimensions were **P₁** (Decisiveness), **P₂** (Responsibility), **P₃** (Emotional Stability), **P₄** (Masculinity), **P₅** (Friendliness), **P₆** (Heterosexuality), **P₇** (Ego-strength), **P₈** (Curiosity), **P₉** (Dominance) and **P₁₀** (Self- concept). The dimensions of emotional intelligence were **EI₁** (Intrapersonal awareness), **EI₂** (Interpersonal awareness), **EI₃** (Intrapersonal management) and **EI₄** (Interpersonal management).

1. DETERMINANTS OF HINDI ACHIEVEMENT OF ADOLESCENT STUDENTS

To determine the Hindi achievement of adolescent students of Jharkhand Regression Analysis was conducted and results are presented in table (1) which showed significant Negative role of culture in determining total achievement indicated that it decreased the achievement of students but the role of Friendliness Interpersonal awareness and Interpersonal management showed positive sign indicating its affect in increase in Total achievement in Hindi respectively.

Table 1: Multiple Regression Analysis with Hindi Achievement And Independent Variables

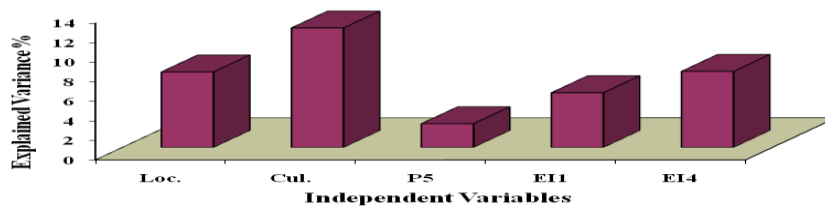
Variables	b coefficient	β	r	Explained variance %	t	sig.
Constant	42.0 14	-	-	-	8.32	s
Gender	.229	.012	.059	.0708	.265	ns
Locale	4.74 0	.241	.320	7.712	5.12	s
Culture	- 4.54 6	- .232	-.526	12.20 3	3.01	s
P ₁ (Decisiveness)	.173	.049	.514	2.518 6	.888	ns
P ₂ (Responsibility)	-.315	- .083	.426	3.535 8	1.70	ns
P ₃ (Emotional Stability)	.221	.056	.440	2.464	1.22	ns
P ₄ (Masculinity)	-.111	- .034	-.054	0.183	.815	ns
P ₅ (Friendliness)	.423	.098	.247	2.420	2.74	s
P ₆ (Hetero sexuality)	-.061	- .021	-.173	0.363	.602	ns
P ₇ (Ego strength)	-.163	- .043	.304	1.307	1.08	ns
P ₈ (Curiosity)	.107	.030	.263	0.789	.768	ns
P ₉ (Dominance)	-.137	- .041	.312	1.279	1.03	ns

P ₁₀ (Self concept)	.110	.036	.457	1.645	.792	ns
EI ₁ (Intrapersonal Awareness)	.308	.121	.495	5.989	2.35	s
EI ₂ (Interpersonal Awareness)	.189	.075	.504	3.78	1.46	ns
EI ₃ (Intrapersonal management)	.043	.025	.356	0.89	.663	ns
EI ₄ (Interpersonal management)	.385	.152	.511	7.767	3.33	s

$$R = .653, \quad R^2 = .426, \quad F = (17,586) = 25.578, \quad p < .0001$$

ns = not significant, s = significant, $p < .05$

Fig.1: Role of Independent Variables on Hindi achievement of Total students



2. Determinants of Achievement in Hindi of Tribal and Non-Tribal Students

The obtained Regression Analysis results regarding achievement in Hindi of tribal and non-tribal students are given as under in table 2.

Table 2. Comparison of Regression Coefficient of Hindi achievement for Tribal and Non-Tribal Students

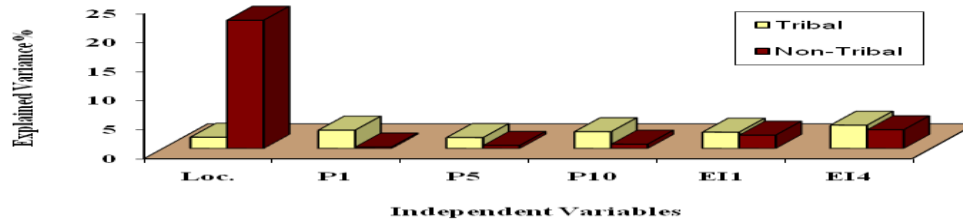
Variables	Tribal			Non-tribal		
	b coefficient	B	Explained Variance%	b coefficient	β	Explained Variance %
Gender	-.503 ns	-.035	.409	-.674 ns	-.036	0.082
Locale	1.235 ns	.085	1.938	8.289 s	.444	22.111
P ₁	.604 s	.176	3.145	.050 ns	.010	.235
P ₂	-.347 ns	.115	2.001	.399 ns	.071	1.143
P ₃	.480 ns	.118	2.277	-.249 ns	-.059	.519

P ₄	.129 ns	.031	.021	-.295 ns	-.122	.732
P ₅	.391 s	.115	1.863	.553 s	.125	.050
P ₆	.083 ns	.039	.214	-.257 ns	-.092	.874
P ₇	-.344 ns	-.105	.105	-.159 ns	-.038	.281
P ₈	.188 ns	.074	.562	-.215 ns	-.046	.128
P ₉	-.217 ns	-.084	.050	-.367 ns	-.083	.796
P ₁₀	.361 s	.126	2.872	-.203 ns	-.051	.729
EI ₁	.334 s	.127	2.794	-.364 ns	.109	2.289
EI ₂	.205 ns	.074	1.361	-.041 ns	-.012	.265
EI ₃	-.006 ns	-.006	.067	.394 ns	.112	3.696
EI ₄	.358 s	.166	4.0006	.385 ns	.105	3.280
R = .437 R² = .191	F = (16, 286) 4.229	p < .000		R = .565 R² = .319	F = (16, 284) 8.30	p < .0001

ns = not significant, s = significant, at $p < .05$

To examine the significant difference between both the R_s i.e. multiple correlation coefficient for tribal and non-tribal students, F test was used with Ferguson's formula and the obtained value 53.76 [$p < .0001$] indicating that variables taken in study had differential role for tribals and non-tribals and that variables in study were more important in determining achievement in Hindi for non-tribals than tribals whose scores were less capable in explaining achievement in Hindi. In Table 2. Locale showed significant role only in non-tribals. Decisiveness showed positive significance in tribals only, whereas Friendliness was significant in both Tribals and Non-tribals. Self-concept, Intrapersonal awareness and Interpersonal management were significant only in tribals. Value of R for achievement in Hindi of tribal expressed multiple correlation coefficient as .437 and non-tribal students expressed .319. Locale was significant only in non-tribals. Friendliness had a significant positive role in tribals as well as non-tribals. In the case of Decisiveness, Self-concept, Intrapersonal awareness and Interpersonal management only the tribal students were affected significantly. A graph was drawn in Fig. 2 on the basis of significant variables and their explained variance. On the X-axis, the significant independent variables namely, locale, decisiveness (P₁), friendliness (P₅), self concept (P₁₀), intrapersonal awareness (EI₁) and interpersonal management (EI₄) were taken and on Y-axis, the explained variances were taken.

Fig. 2: Comparison of Explained Variance in Hindi Achievement by Different significant Variables in Tribal and Non-Tribal students.



Comparing explained variance percentage it was seen that non-tribals explained 31.9% whereas the tribal students explained 19.1% variance in Hindi achievement. Locale had more important role in achievement in Hindi in non-tribal students than the tribals but in the case of Decisiveness, Friendliness, Self concept, Intrapersonal awareness and Interpersonal management tribals were found to be more important in determining achievement in Hindi than the non-tribals.

3. Determinants of Achievement in Hindi of Male Students and Female students

Regression Analysis results regarding Hindi achievement of Male and Female students are presented in Table 3. and Fig. 3.

Table 3. Comparison of Regression Coefficient of Hindi achievement for Male and Female students

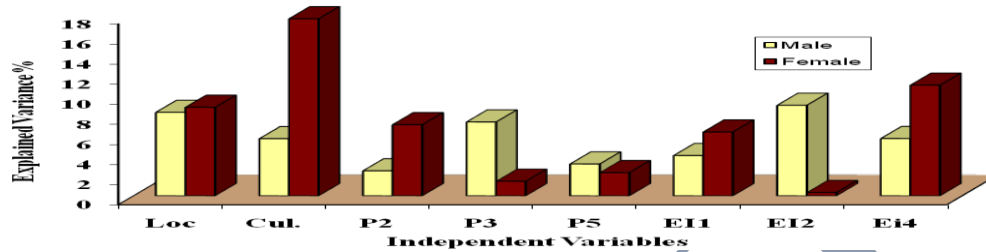
Variables	Male			Female		
	b	β	Explained Variance %	b	β	Explained Variance %
Locale	5.853 s	.281	8.345	4.592 s	.251	8.810
Culture	-2.249 ns	-.108	5.680	-6.102 s	-.333	17.615
P ₁	.024 ns	.007	0.375	.373 ns	.108	5.303
P ₂	-.220 ns	-.058	2.488	-.613 s	-.163	7.074
P ₃	.591 s	.148	7.340	-.159 ns	-.040	1.444
P ₄	-.238 ns	-.052	1.731	-.072 ns	-.019	0.769
P ₅	.831 s	.172	3.612	.327 ns	.083	2.307
P ₆	-.004 ns	.001	0.014	-.038 ns	-.013	0.252
P ₇	-.288 ns	-.077	1.940	-.068 ns	-.017	0.634
P ₈	.200 ns	.054	1.479	.098 ns	.025	0.587
P ₉	.068 ns	.021	0.846	-.287 ns	-.083	1.469
P ₁₀	.120 ns	.041	1.857	.080 ns	.024	1.099

EL ₁	.182 ns	.075	4.005	.372 s	.131	6.340
EL ₂	.430 s	.169	9.058	.018 ns	.007	0.322
EL ₃	.051 ns	.021	1.033	.063 ns	.047	1.395
EL ₄	.291 ns	.118	5.699	.535 s	.203	11.063
	R _c = .657 R ² = .431	F = (16,287) =13.613	p < .0001	R = .673, R ² = .453	F = (16,2) =14.639	p < .0001

ns = not significant , s = significant, at $p < .05$

To examine the significant difference between both the R_c i.e. Multiple correlation coefficient for tribal and non-tribal students, F test was used with Ferguson's formula and the obtained value was 11.518 [$p < .0001$] which indicated that variables in study had differential role for male and female students. From Table 3. it was clear that the male students explained 43.1% variance which was less important than female students with an explained variance of 45.3% hence level of Hindi achievement was more important among female students than male students. Thus the explained variance was found to be less capable in explaining male student's Hindi achievement (Fig.3). On comparing the value of 'b coefficient' for significant variables it was found that role of 'locale' exhibited positive significant relationship with both male and female students' Hindi achievement. It was observed that in the case of 'culture' gender exhibited insignificant relationship in male students, whereas a negative significant relationship was found in females, so it was understood that culture effected Hindi achievement in females more than males. From Table 3. Emotional stability, Friendliness and Interpersonal awareness revealed a positive significance in Hindi achievement in male students but insignificant relationship in female students. Role of Responsibility was found to be significant in female students' Hindi achievement but insignificant in male students. Role of Interpersonal management was seen to be positively significant only in female students' Hindi achievement.

Comparing explained variance percentage in Table 3. and Fig.3 revealed that the following variables were found to be more important in determining Hindi achievement in male students Emotional stability, Friendliness and Interpersonal awareness and variables that were more important in determining Hindi achievement in female students were Locale, Culture, Responsibility and Interpersonal management. A graph was drawn as shown below in Fig. 3 on the basis of significant variables and their explained variance. On the X-axis, the significant independent variables namely, locale, culture, responsibility (P₂), emotional stability (P₃), friendliness (P₅), Intrapersonal awareness (EI₁), Interpersonal awareness (EI₂) and Interpersonal management (EI₄) and on Y-axis, their respective explained variances were taken.

Fig. 3. Comparison of Explained Variance in Hindi Achievement by different significant variables in Male and Female Students

4. Determinants of Hindi Achievement of Urban and Rural Students

Regression Analysis results regarding Hindi achievement of Urban and Rural students are presented in Table 4. and Fig. 4.

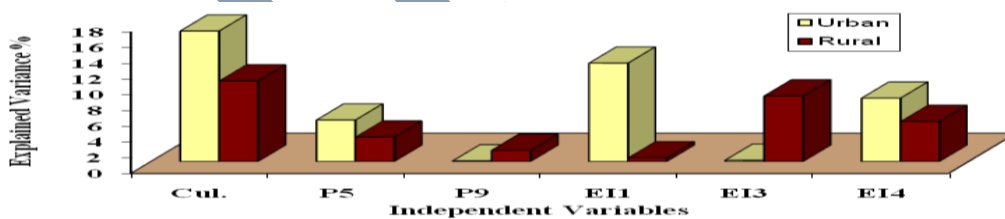
Table 4. Comparison of Regression Coefficient of Hindi achievement for Urban and Rural students

Variables	URBAN			RURAL		
	b coefficient	B	EV%	b coefficient	β	EV%
Gender	.860 ns	.039	0.237	1.342 ns	.095	0.741
Culture	-6.124 s	-.276	16.58	-2.803 ns	-.198	10.25
P ₁	.429 ns	.095	4.531	.116 ns	.044	1.931
P ₂	.094 ns	.014	0.469	.170 ns	.071	3.124
P ₃	-.405 ns	-.083	3.718	.191 ns	.066	2.006
P ₄	.043 ns	.012	0.079	-.099 ns	-.042	0.172
P ₅	.886 s	.174	5.272	.265 ns	.087	3.114
P ₆	-.158 ns	-.044	0.215	.033 ns	.015	0.132
P ₇	-.384 ns	-.082	3.066	-.163 ns	-.063	1.203
P ₈	.001 ns	.001	0.033	.001 ns	.004	0.077
P ₉	.061 ns	.017	.072	-.467 s	-.183	1.427
P ₁₀	.145 ns	.042	1.864	.001 ns	.001	.0371
EI ₁	.711 s	.236	12.50	.022 ns	.012	0.466
EI ₂	-.047 ns	-.018	0.928	.178 ns	.086	3.766
EI ₃	.012 ns	.007	0.163	.312 s	.169	8.331
EI ₄	.471 s	.162	8.051	.220 ns	.114	5.095
R = .655	F = (16, 286)	p < .0001		R = .602	F = (16, 284)	p < .0001

$R^2=.429$	$= 13.402$			$R^2=.362$	$= 10.091$	
ns = not significant , s = significant, at $p < .05$						

To examine the significant difference between both the R_s i.e. Multiple correlation coefficient for urban and rural students, F test was used with Ferguson's formula and the obtained value was 33.838, [$p < .0001$] which indicated that variables in study had differential role for urban and rural students. Comparison of the significant variables of urban and rural students in Table 4. revealed that Culture was negatively significant in urban students but was insignificant in rural students, indicating that the Hindi achievement in tribal students was more importantly determined by culture. Role of Friendliness, Intrapersonal awareness, Interpersonal management in determining Hindi achievement was found to be significant for urban students but not for rural. Intrapersonal management was positively significant and Dominance was negatively significant in determining Hindi achievement in rural students only. Explained variance percentage was 42.9% in urban and 36.25% in rural students indicating that the urban students' Hindi achievement was more importantly determined than rural students. It was observed that the following variables were more important in determining urban students Hindi achievement, Culture, Friendliness, Intrapersonal awareness and Interpersonal management, whereas Dominance and Intrapersonal management were more important in determining Hindi achievement in rural students. A graph was drawn as shown below in Fig. 4 on the basis of significant variables and their explained variance. On the X-axis, the significant independent variables namely, culture, friendliness (P_5), Dominance (P_9), Intrapersonal awareness (EI_1), Intrapersonal management (EI_3) and Interpersonal management (EI_4) and on Y-axis, their respective explained variances were taken.

Fig.4: Comparison of Explained Variance in Hindi Achievement by different significant variables in Urban and Rural Students



RESULTS

1. The first objective of the present research was to study the role of personality, emotional intelligence, gender, locale and culture on various dimensions of academic achievement of adolescent students. The null hypothesis formulated in the present study was that there would be no significant role of personality, emotional intelligence, gender, locale and culture in determining various dimensions of academic achievement of adolescent students.

Results clearly show that hypothesis regarding demographic and physiological variables were supported partially by the findings of the present study. Locale, Friendliness, Intrapersonal awareness, Interpersonal management had positively significant role in determining achievement in Hindi. Culture had a significant negative role in determining achievement. On the other hand personality factors like Ego strength, Curiosity and Self concept were found to have insignificant role in all cases and therefore null hypotheses regarding these factors has been accepted by the findings of the present research. But results regarding other personality factors have been found to support the null hypotheses partially.

2. The second objective of the present research was to study the comparative role of personality, emotional intelligence, gender and locale on different dimensions of academic achievement of Tribal and Non Tribal adolescent students. The specific null hypothesis formulated in the present study was that there would be no significant difference between Tribal and Non-Tribal adolescent students regarding the role of their personality, emotional intelligence, gender and locale in predicting various dimensions of academic achievement.

Above given results showed that the hypothesis regarding demographic and physiological variables were supported partially by the findings of the present study. Locale, Decisiveness, Friendliness, Self concept, Intrapersonal awareness, Interpersonal management was found to have a positive significant role in determining achievement in Hindi in tribals. Friendliness was the only factor that was observed to have a positive effect on non-tribal students. But results regarding other personality and emotional intelligence factors have been found to support the null hypotheses partially.

It was found by Sujata (1998) that performance of tribal students among different schools irrespectively of their location, family background and management type of the school is almost the same. The gap between tribal and non-tribal students in achieving competency is very big and is a major concern which requires strategic intervention. It was found that even today tribals represent the most neglected group of the Indian society. The accumulated assets and liabilities during their developmental process, transmitted through generations or acquired through socio-cultural interactions have shaped their norms and values of life, and moulded their personality dispositions. Culture contributes an individual to create and cultivate a specific pattern of personality traits, behavioral tendencies, cognitive style, perception, and motivation (Sharma, 1988). Positive significance of Gender in tribals indicated the male dominated tribal society promoted male child's education whereas in non-tribals gender was not a significant factor in total achievement as in the progressing India equal emphasis on education is observed for both male and female students. Locale was not significant for tribals as tribals in urban and rural areas behaved in the same manner they are found to follow and keep their traditions intact and being in urban or rural areas does not seem to be a hindrance in their way of living same attitude is seen in their academic front.

3. The third objective of the present research was to study the comparative role of personality, emotional intelligence, locale and culture on different dimensions of academic achievement of adolescent male and female students. The specific null hypothesis formulated in the present study was there would be no significant difference between Male and Female adolescent students regarding the role of their personality, emotional intelligence, locale and culture in predicting various dimensions of academic achievement.

Above given results showed that the hypothesis regarding demographic and physiological variables were supported partially by the findings of the present study. In the male students Locale, Emotional stability, Friendliness, Interpersonal awareness had a significant positive effect in achievement in Hindi. Significant negative role of Responsibility was found in Female students' achievement. Intrapersonal awareness and Interpersonal management and Locale were found to have positive significance. But results regarding other personality and emotional intelligence factors have been found to support the null hypotheses partially.

4. The fourth objective of the present research was to study the comparative role of personality, emotional intelligence, gender and culture on different dimensions of academic achievement of urban and rural adolescent students. The specific null hypothesis formulated was that there would be no significant difference between Urban and Rural adolescent students regarding the role of their personality, emotional intelligence, gender and culture in predicting various dimensions of academic achievement.

Above given results showed that the hypothesis regarding demographic and physiological variables were supported partially by the findings of the present study. Gender was found to have an insignificant role in determining Hindi achievement. Culture was found to have a significant but negative effect in Urban students. Friendliness, Intrapersonal awareness and Interpersonal management have a significant effect in Urban students. In Rural students Dominance had negative effect and Interpersonal management had positive effect.

Certain studies on Santhal and Tharu tribal groups (Srivastava, 2003) suggest a number of personality traits tends to have a positive bearing for education of tribal children. Sinha and Mishra (1997) reported that personality traits in tribals like outgoing, assertiveness, venture, imagination, experimentation, emotional stability, decisiveness, etc., are highly desirable for performance not only in school settings, but also outside schools (Adetayo 2010). The evidence that these qualities are highly placed among tribal children suggests that they have requisite basic orientation for achieving success in educational sphere. Sharma (1999), Sebastian, (2008), inferred that they revealed a characteristic trait of under-estimation of their capacity which indicated their lack of self-confidence and significant goal discrepancy. It was found that female children had higher emotional maturity and achievement-motivation than male

(Susane, 2006) the limitations in gathering interpersonal awareness was time-distance separation and time-limitation (Nicolas, 2001).

Insignificance of gender in determining urban students achievement indicated that gender difference has diminished in the urban scenario but in the rural front it is still has a major role to play where still the male child is given all the special care and attention of parents thinking that the son will take care of them in their old age and the daughter was to be prepared to take care of the family and also due to dowry system prevalent in Jharkhand rural parents are less interested in investing money in the female Childs education. Culture was found to be negatively related to both urban and rural student's achievement as till now the tribals are found to be socially and morally subdued due to the suppression they faced for centuries which has disturbed their natural and healthy growth.

IMPLICATIONS AND DIRECTION FOR FUTURE RESEARCHES

By developing Emotional intelligence from childhood, one can make a happier and more successful adult. During stressful and terrible situations people with high Emotional intelligence manage their emotions better and react with clearer, more rational minds and make better decisions in difficult situations, transmitting positive emotions can help people cope with negative circumstances. When Emotional intelligence is high, one is able to experience feelings fully as they happen it brings inner world into focus which enables the person to make good choices and strive to strike a mutually healthy balance between own needs and that of others. Emotional intelligence has many implications of enhancing teaching-learning process, without promotion of development of Emotional intelligence and acceptable personality traits, in students and teachers, the school system would continue to operate in unproductive and ineffective ways.

Results of the present study imply Friendliness and interpersonal management as an important predictor in student learning. Thus, along with other variables that are traditionally believed to affect student performance, Friendliness and interpersonal management should also be taken into account in school settings. Moreover, masculinity and hetero sexuality seems to have a negative impact on students' academic achievements. Administrators, principals and officials should ensure that all the activities in their school are executed in a systematic order that directs development of non-racial feelings. Maximum effort ought to be made to exhibit accurate self-assessment and management, social awareness and responsibility, service orientation, self regard and empathy. An understanding of the personality and Emotional intelligence of students may help teachers in their mission of promoting students' overall development by organizing group activities to develop essential characteristics that enable them to interact and learn from each other, tolerate differences and broaden their own existing outlook. This interaction would lead to development of cognitive and social skills. The cross-cultural differences in achievement in different dimensions of educational performance should draw the attention of educators, especially teachers who teach in a multicultural (non-tribal-tribal) context.

These teachers should be aware of cultural group differences in addition to individual difference. To increase the performance of tribal students, efforts should be made at local level to train them in self-awareness that would facilitate them to realize their own potential capacities leading to better performance in all the subjects. The present study suggests that training students to strive to achieve personal goals and actualize ones potential can be made possible. It would also be beneficial, if teachers, after being convinced of the importance of empathy, teach students to understand, appreciate and to be aware of how others feel.

RESEARCH IMPLICATIONS OF THE FINDINGS

The sample chosen was restricted to students of Jharkhand board affiliated schools in Jharkhand. Other samples should be used in future attempts to replicate and extend the results of this study; for example, students from other States, educational systems and also from college students. Since socio-economic status was not taken into consideration, its effect on academic achievement could not be controlled. Also, nothing was known about the socio-economic status of the families constituting the students in the sample. The results of this study also point to the direction for future researches. For example, researchers should investigate such questions as –

- Exactly how do students from tribal and non-tribal cultures formulate their achievement?
- What and how do cultural factors contribute to the development of personality?
- Comparison of personality profiles of students from different tribal groups?
- Cross cultural comparative study of Personality traits and EI of Higher Secondary students of other states.

These questions merit further qualitative and quantitative investigation. Answers to these questions can contribute to the research field of Emotional intelligence and personality and enable educators to use their knowledge to facilitate more effective teaching and learning.

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