

Emotional Intelligence and Achievement Motivation of Senior Secondary School Students of Himachal Pradesh

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Abstract

The main objective of this investigation was to study the of Emotional Intelligence and Achievement Motivation of Senior Secondary School Students of Himachal Pradesh. Emotional Intelligence Inventory by Dr. S.K. MANGAL & Mrs. SHUBHARA MANGAL and Achievement Motivation Scale Prof. PRATIBHA DEO & Dr. ASHA MOHAN tool were used to collect relevant data. Sample comprised of 160 students who were XI standard students of Govt. School relation to their gender from 8 schools spread of district Kangra in Himachal Pradesh. Data obtain were analyzed by using t-test. The result showed that there is significant difference of emotional intelligence and achievement motivation of senior secondary schools students studying in Himachal Pradesh.

KEYWORDS: Emotional Intelligence and Achievement Motivation.

Introduction

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest, he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement.

Emotional Intelligence is the capacity of an individual defines his own emotions and to become sensitive to those that he perceives from the environment and the circular of people he is interacting with. It may also be that emotional intelligence is the use of knowledge of these emotions to control situations and create plans and decisions based on the perceived emotions. Resources would further add that emotional intelligence is part of our personality that dictates us to become more aware of what triggered a specific reaction, both done by and people surrounding the self. Emotional Intelligence often measured as an emotional intelligence Quotient, describes an ability, capacity or skill to perceive, access and manage the emotions of one's self, of others, and of groups.

“Emotion is an affective experience that accompanies generalized linear adjustment and mental and physiologic- generalized linear adjustment and mental and physiological stirred up states in the individual and that shows itself in his overt behavior.” *Crow and crow (1973)*

Concept of achievement motivation was developed by McClelland of Harvard University. He defined motives as a renegotiation of change infects by a cue and anticipation of feature change is affecting contingent upon certain actions. In this

statement the term renegotiation indicates towards reinstatement of psychological process and cue stands for cause of effect in arousal in the individual.

Achievement motivation is influenced by those factors that affect students' perceptions of their relationship to the achievement setting (e.g., the classroom). Several internal and external factors contribute to a student's motivational orientation in the classroom. These include recognizing the relationship between effort and ability, understanding the classroom reward structures, balancing academic mastery and social competence, and choosing tasks of appropriate difficulty. Although research in this area tends to focus on academic behaviour-such as completing assignments, participating in class, and so forth these concepts can easily be extrapolated to understand other behaviors that occur in the school setting.

Atkinson and Feather, "The achievement motive is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment".

Review of the Related Literature

Maryam and Bayat (2011) measured strength of association between emotional intelligence, achievement motive and locus of control. The investigator found that relationship between emotional intelligence and locus of control was significant, but strength of association between emotional intelligence and need for achievement was negligible. Kumar et al. (2013) studied emotional intelligence of 450 urban male students of 10th class and examined its effect on achievement motivation. The researcher found that strong and significant effect on achievement motivation. Ohizu and Ojaga (2014) in a study found that emotional intelligence and achievement motivation were significantly predictors of career commitment.

NEED AND SIGNIFICANCE OF THE STUDY:

An Emotion plays a very significant role in life of human being. Emotional Intelligence affects the student life and their Achievement Motivation. It has been revealed that various investigations have suggested how to provide the Motivation to students which helps the students to gain achievement and help them to improve their emotional Intelligence. It is an enormous problem which affect individually, physically, mentally as well as socially.

As this study provide us the information about every aspect of student. It also helps to find out the emotional intelligence effect on achievement motivation level of the students by their information we come to know why the student emotionally immature. In the present study the investigator propose to analyze the Emotional Intelligence and Achievement Motivation of the School Students. Thus the statement of the present study is:

STATEMENT OF THE PROBLEM

Emotional Intelligence and Achievement Motivation of Senior Secondary School Students of Himachal Pardesh.

OBJECTIVE OF THE STUDY

- To study the Emotional Intelligence and Achievement Motivation of senior secondary school students.
- To study the level of achievement Motivation in relation to their types of Gender.
- To study the level of Emotional Intelligence in relation to their types of Gender

HYPOTHESIS OF THE STUDY

- There is no significance difference between emotional intelligence and achievement motivation of senior secondary schools students.
- There is no significance difference level of Achievement Motivation in relation to their types of Gender.
- There is no significance difference level of Emotional Intelligence in relation to their types of Gender.

DELIMITATIONS OF THE STUDY

The present study delimited on the following aspects:

- Only one district out of twelve included in the sample.
- The study further delimited to the students studying in +1 classes in Senior Secondary schools of the selected district that is Kangra from Himachal Pradesh.

OPERATIONAL DEFINITION:

Emotional Intelligence: Emotional Intelligence is the capacity or ability to understand one own emotions, the emotion of others and act appropriately based on this emotion. Emotion intelligence helps the person to cope with stressful situation. In very precise term it can be said capacity to understand one's own and other emotions.

Achievement Motivation: Achievement motivation is based on reaching success and achieving all of our aspirations in life. People with high achievement prefer to work with a moderate probability (around 50%) of success. for these people; low risk situations don't provide enough challenge and high risk situations are too chancy.

Senior Secondary School Students: It refers to those students who are studying in 10+2 classes irrespective of their stream (Science, Arts and Commerce).

Gender: In this study gender means the Boys and Girls or Male and Female.

Method and Procedure

Method: The survey technique under descriptive method of research was employed in the present study.

Population: All the students of +1 classes of senior secondary school of Himachal Pradesh constitute the population of the study.

Sample: For the present study sampling done at three stages. At the first stage one district (Kangra) out of twelve districts selected randomly. In the second stage 08 senior secondary schools from selected one district randomly. From this exercise the total 08 senior secondary schools. Then at third stage 20 students from each selected school is selected randomly. In this way 160 students selected from 08 senior secondary schools which comprise the sample for the present study.

TOOLS

1. Emotional Intelligence Inventory (Dr. S.K. MANGAL & Mrs. SHUBHARA MANGAL)

2. Achievement Motivation Scale (Prof. PRATIBHA DEO & Dr. ASHA MOHAN)

STATISTICAL TECHNIQUES

The Statistical techniques which were used in the present study were Mean, Standard Deviation and t-value.

INTERPRETATION OF THE RESULTS

Hypothesis -1

There is no significance difference between emotional intelligence and achievement motivation of senior secondary school students.

To test the above hypothesis, data were treated statistically to get the result. The mean standard deviation and 't' values are computed which are presented in the table: 1

Table :1

GROUP	N	M	SD	df	t-value
EMOTIONAL INTELLIGENCE	160	58.91	10.99	318	294.03
ACHIEVEMENT MOTIVATION	160	120.07	30.92		

Table :1 shows that calculated 't' value comes out to be 294.03 which are greater than the table value of 't' which is (1.97) at 0.05 level of significance with df (318) It means that there is significance difference. So our HYPOTHESIS– “There is no significant difference of emotional intelligence and achievement motivation of 11th grade students studying in senior secondary schools is not accepted.”

Hypothesis -2

There is no significance difference level of achievement Motivation in relation to their types of Gender.

To test the above hypothesis, data were treated statistically to get the result. The mean standard deviation and 't' values are computed which are presented in the table: 2

Table: 2

Achievement Motivation	N	M	SD	df	t-value
Boys	80	113.85	25.35	158	23.48

Girls	80	126.29	35.01		
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Table :2 shows that calculated 't' value comes out to be 23.48 which is greater than the table value of 't' which is (1.97) at 0.05 level of significance with df (158) It means that there is significance difference. So our HYPOTHESIS There is no significance difference level of achievement Motivation in relation to their types of gender is not accepted."

Hypothesis -3

There is no significance difference level of Emotional intelligence in relation to their types of Gender.

To test the above hypothesis, data were treated statistically to get the result. The mean standard deviation and 't' values are computed which are presented in the table: 3

Table: 3

Emotional Intelligence	N	M	SD	df	t-value
Boys	80	58.23	10.34	158	7.22
Girls	80	59.59	10.87		

Table : 3 shows that calculated 't' value comes out to be 7.22 which is greater than the table value of 't' which is (1.97) at 0.05 level of significance with df (158) It means that there is significance difference. So our HYPOTHESIS– There is no significance difference level of Emotional intelligence in relation to their types of gender is not accepted.

Findings of the Study

The findings of present investigator are as under:

- There is significant difference of emotional intelligence and achievement motivation of 11th grade students.
- There is significance difference level of achievement Motivation among male and female students. Female students are highly achievement Motivation as compared to their male students.
- There is significance difference level of Emotional intelligence among male and female students. Female students are more Emotional intelligence as compared to their male students.

Conclusion

The idea behind the concept of emotional intelligence and achievement is that can be developed with formal training. As it is now termed as social intelligence by Deniel

Goleman, this emotional stability can be learnt by the students, and is crucial for development of the student's behaviour. Achievement motivation is an integral component of educational institution and students work efficiency. The education institutions need to develop methods of enhancing achievement motivation among the male and female students.

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