

Emotional Intelligence and Achievement Motivation in High Schools Students

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Abstract

The main purpose of this research was to a study of Emotional intelligence and Achievement motivation in high schools students. The total sample consisted 160 as a variation belonging to 80 Government high schools students and 80 Private high Schools students. The research tool for Emotional intelligence was measured by Dr.S.K. Mangal and Mrs.ShubhraMangal and tool for Achievement motivation was measured by Pratibha Deo and Asha Mohan. To check the significance difference between group t-test was applied and to check correlation between variables Karlpearson correlation method was used. Here t-test used result reveals Emotional intelligence is a significance difference in high schools students and Achievement motivation is a not significance difference in high schools students. While the correlation between Emotional intelligence and Achievement motivation reveals 0.35 positive correlations.

Keywords: Emotional Intelligence, Achievement Motivation.

Introduction

Education is the key that opens the door of life. It plays a pivotal role in social change and it brings perfections in human life, an upward mobility in social status, radical transformation in outlook and perception.

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some Researchers suggest that emotional intelligence can be learned and strengthened, while other claimed it is an inborn characteristic.

Since 1990, peter salovey and john D. Mayer have been the leading researchers on emotional intelligence. In their influential article emotional intelligence, they defined emotional intelligence as the subject of social intelligence that involves the ability to monitor one's own and other feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions (1990). Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion, and ability to manage emotions. According to salovey and Mayer the four branches of their model are arranged from more basic psychology processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion (1997).

Emotional intelligence (EI) is the ability, capacity, skill; or in the case of the trait emotional intelligence model a self-perceived ability to identify, assess and control the emotions of oneself, of others and of groups. Different models have been proposed for definition of emotional intelligence and there is disagreement about how the term should be used. Despite these disagreements, which are often highly technical, the ability emotional intelligence and trait emotional intelligence models (but not the mixed models) enjoy support in the literature and have successful applications in various domains. The first use of the term emotional intelligence is usually attributed to waynepayne doctoral thesis. A study of Emotion; Developing Emotional Intelligence from 1985. However, prior to this, the term emotional intelligence had appeared in leuner (1966). Greenspan (1989) also put forward an Emotional intelligence model, followed by Salovey and Mayer (1990) and Daniel Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Achievement motivation form to be the basic for a good living People who are orient towards achievement in universal life and experience in control. Being motivated keep people go-ahead and gives them self-confidence. They putfairly difficult but simply achievable target, which assist them, achieve their objectives. They do not put up veryhard or reallsimple targets. By undertaking this they make sure that they only take on tasks that can be achieved by them. Achievement motivated people wish to work on a difficulty rather than good bye the outcome to possibility. It is also seen that attainment motivated persons appear to be extra worried with their individual achievement rather than the plunder of achievement. Achievement motivation is a sure learned trait in which pleasure comes from determined for and achieving a level of brilliance.

Achievement motivation or the want for achievement the psychological make to shine, a societal form of motivation to perform at a high level of competence. It is sometimes shortened to N Ach or n Ach. Typically this is implicit to mean competing in socially respected performance where achievement can be known and given suitable respect either by the group of within by the performer.The term need for achievement was first bring in by Henry Murray in 1938 in his book examination of character where he used it in the intelligence of overcome obstacle or being frequently eager to take on hard tasks. The term achievement motivation has been the favoured term newly.

Need for achievement (N-Ach) refers to ahuman beingwish for significant accomplishment, mastering of skills, control or values. The term was first used by Henry Murreyin explorations intraits (1938) and connected with a diversity of presentation. These take in: strong, long-lasting and common hard working the direction of achieve a little hard. To attempt with singleness of reason towards a high and far-away goal towards have the determination to be winning. The plan of need for achievement was then public by the psychologist David Mc Clelland.

Need for achievement is connected to the difficulty of everyday jobs people want to start. Those with low require for achievement may decide very simple errands, in order to reduce danger of break down or highly hardchore, such that a break down would not be awkward. Those with high require for achievement be inclined to choose fairly difficult errands, emotion that they are demanding, but within attain. Persons high in need for achievement are considered by a twisted to seek challenge and a high level of independence. Their most agree able award is the praise of their achievements.

Review of Literature

Wina, Asry and it all. (2017).The influence of Emotional Intelligence and Achievement Motivation to Learning of Akidah Akhlak Subject at Madrash Aliyah Negri 1 Medan. In addition, result indicates that study revealed there is a positive and significance influence between achievement motivations to result of the study of AkidahAkhlak students.

V. Vinith kumar and et. all. (2013). Effect of Emotional Intelligence on the Achievement Motivation, Psychological Adjustment and Scholastic Performance of Secondary School Students. In addition, result indicates that study revealed the significance effect of emotional intelligence on achievement motivation and educational adjustment of students.

Molla, M. K. (2018). Emotional intelligence and Academic Achievement Motivation Among College Students. In addition, result indicates that study revealed that there is relationship between emotional intelligence and academic achievement motivation among college students.

Objectives of the Study

The main objectives of study were as under:

1. To find out the Emotional intelligence in high schools students.
2. To find out the Achievement motivation in high schools students.
3. To find out the correlation between Emotional intelligence and Achievement motivation.

Hypothesis

To related objectives of this study, null hypothesis were as under:

1. There will be no significance difference in Emotional intelligence of high schools students.
2. There will be no significance difference in Achievement motivation of high schools students.
3. There will be no correlation between Emotional intelligence and Achievement motivation in high schools students.

Method

Participants

According to the purpose of present study total 160 samples has been selected. There were 80 Government high Schools students and 80 Private high Schools students were taken as a sample from different Schools in Rajkot City (Gujarat).

Instruments

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

Emotional Intelligence Scale

This Inventory construct and standardized by Dr. S.K. Mangal and Mrs. Shubhra. This inventory contains 100 items and 4 factors measures reliability split half reliability 0.89. test retest reliability 0.92 and validity for the inventory has been establish by adopting two different approach, namely factorial and criterion related approach.

Achievement Motivationscale

Deo-Mohan Achievement motivation scale constructed by Pratibha Deoand Asha Mohan the scale consists of items as suggested by Mc Clell and and Atkinson lis standardized on 13 to 20 years boys and girls and reliability of the scale ranged 0.67 to 0.78 where as the validity of scale ranged 0.75 to 0.93.

Procedure

In this study random sampling was used. Different schools in Rajkot City. Total 160 participants were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each

participants was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filling the scale. After this the both scale were provided to them and they were requested to fill up the both scale as per the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design

The aim of present research was to a study of Emotional intelligence and Achievement motivation in high schools students. For this total 160 samples were taken with used random sampling method. There were 80 Government high Schools students and 80 Private high Schools students were taken as a sample from different Schools in Rajkot City (Gujarat).To check significance difference between groups t-test was used. Check relation between Pearson Correlation r-method was used.

Result and Discussion

The main object of present study was to measure the Emotional intelligence and Achievement motivation in high schools students. In it statistical t-test method was used. To check correlation between Emotional intelligence and Achievement motivation Karl Pearson 'r' method was used.

Result discussion of Present study is as under:

Result Table 1

Showing Mean, S.D. and t-value Score of Emotional Intelligence in High Schools Students

Variable	N	Mean	SD	t	Sig.
Government high Schools students	80	78.83	7.60	5.02	0.01
Private high Schools students	80	73.56	5.50		

Sig. Level = 0.05=1.98

0.01=2.62

NS = Not Significant

The table-1 indicates that the mean score of Emotional intelligence in Government high Schools students are 78.83 and Private high Schools are 73.56. The standard deviations for Government high Schools and Private high Schools students are 7.60 and 5.50. Respectively. The t-value was 5.02 which were significance at 0.01 levels. So we can say that first hypothesis was rejected and there is a significance difference in Emotional intelligence in high schools students.

Result Table 2

Showing Mean, S.D. and t-value Score of Achievement motivation in high schools students

Variable	N	Mean	SD	t	Sig.
Government high Schools students	80	143.25	13.69	0.90	NS
Private high Schools students	80	145.15	13.15		

Sig. Level = 0.05= 1.98

0.01=2.62

NS = Not Significant

The table-2 indicates that the mean score of Achievement Motivation in Government high Schools students are 143.25 and Private high Schools students are 145.15. The standard deviations for Government high Schools students and Private high Schools students are 13.69 and 13.15 respectively. The t-value was 0.90 which were not significance at 0.05.and 0.01 level. So we can say that second hypothesis was acceptedand there is a no significance difference in Achievement motivation in high schools students.

Result Table 3

Correlation of the Emotional Intelligence and Achievement Motivation

Variables	N	r	Sig.
Emotional Intelligence	160	0.35	0.01
Achievement Motivation	160		

Sig. Level = 0.05= 0.159

0.01=0.208

NS = Not Significant

According to table-3 the result obtained positive correlation between Emotional Intelligence and Achievement Motivation. It was 0.35 Positive correlations between Emotional Intelligence and Achievement Motivation. It means Emotional Intelligence decrease Achievement Motivation Decreaseand Emotional intelligence increase Achievement motivation increase.

Conclusion

We can conclude by date analysis as follows.

1. There was significance difference in Emotional intelligence in high schools students. There was not significance difference in Achievement motivation in high schools students. The correlation between Emotional Intelligence and Achievement Motivation is 0.35 which is positive correlations. It means Emotional Intelligence decrease Achievement Motivation decrease and Emotional Intelligence increase Achievement Motivation increase.

Limitation of the Research

This study had several limitations that can be addressed by future research. Firsts, the participants consist only Government high Schools students and Private high Schools students of the different areas in Rajkot City. So it is not representative of all other city. Hence, an more representative participant might yield different result, for example, a participant from different city of Guajrat might show significance interaction effects of different city.

Implication

Endeavour can be executed to analyze more than 160 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaire can be adopted. Selection of sample can be accomplished with the in take of different government high schools students and private high schools students from different state and district to ascertain in their aggression and spirituality. To crown the research work other method of selecting sample can be appropriated.

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