A Study On Emotional Intelligence And Achievement Motivation Among High School Students

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ABSTRACT

This study examines the Emotional Intelligence and Achievement Motivation among High School Students in Kanchipuram District. It examines any significant difference exist in Emotional Intelligence and its dimensions of High School students and Achievement Motivation based on Number of Siblings. The study finds out the significant relationship between Emotional Intelligence and Achievement Motivation among High School Students. Survey method was adopted and Null Hypotheses was used in this study. The result shows that the students with no sibling have high Achievement Motivation followed by those who have one sibling. There is significant positive relationship between Emotional Intelligence and Achievement Motivation.

INTRODUCTION

Emotionally intelligent people are able to comprehend and communicate their feelings effectively; hence, people who are happy in happiness and sad in sadness are considered to have done so. Many years ago, the Greek philosopher Aristotle stated that the issue of impulsivity in human existence is not one of whether an emotion is suitable or, more specifically, whether it is proper to express it. "You must have the ability to express anger to the right person, in the right amount, at the right time, for the right reason, and in the right 27 way," he said, as one of his recommendations for preserving healthy relationships. American psychologists named Peter Salovey and John Mayer call this type of self-control as "Emotional Intelligence".

A person is inspired to embrace standards of success or excellence by achievement motivation. A person's behavior gains strength, direction, and the capacity to assess a situation when they are driven by achievement motivation. Despite not being physical, achievement motivation has a significant impact on an individual's conduct. Each person has a different level of achievement motivation. Persons who are strong in accomplishment motivation want to reach the highest potential level of success in their life. Not everyone has the same level of motivation; some people are more motivated than others.

Research indicates that those who achieve great success in life possess emotional intelligence. Effective interpersonal interactions and self-management are correlated with good emotional intelligence. Effective social communication, healthy human relationships, and the proper handling of interpersonal disputes all depend on emotional intelligence.

Gradually over the last one decade the notion of emotional intelligence has become a scientific construct for understanding implications of behaviour and adaptation of the individual to his environment. Recently, it has been transpired that achievement motivation is also dependent on emotional intelligence of the person. Viewed in this light both emotional intelligence and achievement motivation seem to become significant variables for determining task orientations and their success.

NEED AND SIGNIFICANCE OF THE STUDY

Today, as a result of consumerist and commercial society, the security and warmth of family is lacking. Emotional imbalances i.e. anxiety, tension, frustration and disagreements are becoming the most important hurdle in achievements of pupils. With the influence of western culture, media exposure, easy access through internet and mobile, the children are getting into violence, drug abuse, crime and other related problems. The problem gets more acute in adolescents as adolescence is a period of heightened emotionality and emotional adjustment. Thus, this topic was chosen as the research problem by the investigator.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in Emotional Intelligence and its dimensions of High School students based on Number of Siblings.

2. To find out whether there is any significant difference in Achievement Motivation of High School students based on Number of Siblings.

3. To find out whether there is any significant relationship between Emotional Intelligence and Achievement Motivation of High School students based on Type of School.

HYPOTHESES OF THE STUDY

1. There is no significant difference in Emotional Intelligence and its dimensions of High School students based on Number of Siblings.

2. There is no any significant difference in Achievement Motivation of High School students based on Number of Siblings.

3. There is no significant relationship between Emotional Intelligence and Achievement Motivation of High School students.

METHOD OF STUDY

The investigator has selected survey method for this study entitled A Study on Emotional Intelligence and Achievement Motivation among High School Students.

SAMPLE

In the present study Stratified Random Sampling techniques was adopted. A sample of 300 High School students was selected from different High Schools of Kanchipuram District.

TOOLS USED

- Emotional Intelligence questionnaire was prepared by the investigator.
- Prof.Pratibha Deo and Dr.Asha Mohan (2005) Achievement Motivation scale was used for this study.

STATISTICAL TECHNIQUES

Following statistical techniques have been used in interpreting and analyzing the collected data.

- Differential analysis (t -test)
- Correlation analysis

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis: 1 There is no significant difference in Emotional Intelligence and its dimensions of High School students based on Number of Siblings.

Table: 1 Showing the mean difference among High School Students in Overall Emotional Intelligence and its Dimensions Based On Number of Siblings

| Variables | Number of Siblings | | | | | | F value | P value |
| | No Sibling (N=80) | | One (N=122) | | Two and above (N=98) | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Empathy	21.80[b]	4.012	21.60[b]	3.785	20.45[a]	3.572	4.948	**0.007****
Self-Awareness	21.35	3.639	21.42	3.679	20.96	2.845	0.606	**0.546[NS]**
Emotional Stability	18.44	3.871	18.35	3.744	18.63	2.871	0.541	**0.583[NS]**
Self-Motivation	20.43[c]	4.269	19.64[b]	3.471	18.43[a]	3.064	6.699	**0.001****
Intrapersonal Relationship	15.35[ab]	3.036	15.59[b]	3.060	14.83[a]	3.164	3.702	**0.025***
Interpersonal Relationship	17.76[b]	3.727	16.98[b]	3.609	16.13[a]	3.906	5.659	**0.004****
Managing Emotions	21.35[b]	3.373	21.24[b]	3.407	20.26[a]	3.355	4.001	**0.019***
Overall Emotional Intelligence	136.52[b]	17.313	134.76[b]	14.457	129.86[a]	12.587	6.877	**0.001****

Note: ** Significant at 0.01 level   * Significant at 0.05 level   NS-Not Significant

INFERENCE

The Mean, Standard deviation and F ratios were calculated for the research variables namely overall emotional intelligence and its dimensions of high school students with respect to number of siblings and the same is presented in the above table 1.1.

The F ratios calculated for overall emotional intelligence and its dimensions namely empathy, self-motivation and interpersonal relationship with respect to number of siblings revealed a notable variance between groups and is significant at 0.01 level. Further analysis of the above-mentioned variable with respect to number of siblings tested through Duncan Multiple Range Test (DMRT) reported that the students who have no sibling differ significantly with two and more siblings and those have one sibling with two and more siblings in empathy, interpersonal relationship, and overall emotional intelligence. No discernible variance found between the students those who have no sibling and one sibling in the above-mentioned factors. Observing the mean scores, it is evident that the students with no sibling have more empathy, higher interpersonal relationship, greater emotional intelligence motivation followed by those who have one sibling.   In self-motivation, it is proved that all the three groups differ from each other where the average values show that the students who have no sibling have the higher self-motivation followed by those who have one sibling. Having two and more siblings are the least in self-motivation among students.

Significant difference exists between the students in intrapersonal relationship and managing emotions and is significant at 0.05 level. Findings show that the students who have one sibling and two and more siblings differ significantly whereas the students who have no sibling do not differ with any other group. Mean values show that students those have one sibling have more intrapersonal relationship followed by those who have two and more siblings. Considering managing emotions, it is evident that that student with no sibling and two and more, one sibling and two and more differ significantly whereas students with no sibling and one sibling do not differ with each other. Mean scores prove that the students with no siblings have the manageable emotions when compared with that of student with one or two and more siblings.

But in the dimensions namely self-awareness and emotional stability, there is no significant difference among the students based on number of siblings which infers that all the high school students are of the same in all the self-awareness, emotional stability.

Henceforth, "there is no significant difference among the high school students in overall emotional intelligence and the dimensions namely empathy, self-motivation, intrapersonal relationship, interpersonal relationship, managing emotions and achievement motivation based on number of siblings" is rejected.

Further, the formulated hypothesis that "there is no significant difference among the high school students in the dimensions namely self-awareness, emotional stability based on number of siblings" is accepted.

Hypothesis: 2 There is no any significant difference in Achievement Motivation of High School students based on Number of Siblings.

Table: 2 Showing the mean difference among High School Students in Achievement Motivation Based On Number Of Siblings

Variables	Number of siblings						F value	P value
	No Sibling (N=121)		One (N=646)		Two and above (N=113)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Achievement Motivation	139.08[b]	21.484	134.83[b]	20.687	128.59[a]	20.403	7.591	**0.001****

Note: ** Significant at 0.01 level

INFERENCE

The Mean, Standard deviation and F ratios were calculated for the research variable Achievement Motivation of High School Students with respect to Number of Siblings and the same is presented in the above table1.2.

The F ratios calculated for Achievement Motivation with respect to number of siblings revealed a notable variance between groups and is significant at 0.01 level. Further analysis of the above-mentioned variables with respect to number of siblings tested through Duncan Multiple Range Test (DMRT) reported that the students who have no sibling differ significantly with two and more siblings and those have one sibling with two and more siblings in achievement motivation. No discernible variance found between the students those who have no sibling and one sibling in the above-mentioned factors. Observing the mean scores, it is evident that the students with no sibling have high achievement motivation followed by those who have one sibling.

. Henceforth, "there is no significant difference among the high school students in achievement motivation based on number of siblings" is rejected.

Hypothesis: 3 There is no significant relationship between Emotional Intelligence and Achievement Motivation of High School students.

Table 1.3: Correlation Matrix showing the relationship between Emotional Intelligence and Achievement Motivation of High School students.

Variables	N	r value	L.S
Emotional Intelligence	300	0.600	S
Achievement Motivation			

INFERENCE

From the above table1.3, it is observed that Emotional Intelligence is highly correlated with Achievement Motivation at 0.01 level. Therefore, the null hypothesis is rejected.

FINDINGS

- The three groups differ from each other where the average values show that the students who have no sibling have the higher self-motivation followed by those who have one sibling. Having two and more siblings are the least in self-motivation among students.

- All the high school students are of the same in all the self-awareness, emotional stability.

- The students with no sibling have high achievement motivation followed by those who have one sibling.

- There is significant positive relationship between Emotional Intelligence and Achievement Motivation.

LIMITATIONS OF THE STUDY

The limitations of the present investigation are as follows.

- The present study is confined to High School students situated at Kanchipuram district only.

- The selected sample was restricted only to Government, Government Aided, and Self-financing High School students situated at Kanchipuram district only.

- Although there may be some other factors that can enhance the Emotional Intelligence and Achievement Motivation, this study will be restricted only to those factors identified in this study.

- The medium of instruction considered for the present study is restricted only to English and Tamil medium High School Students.

- The sample taken from the population is restricted only to 300 High School Students situated at Kanchipuram district only.

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