STUDY OF DIFFERENCES IN EMOTIONAL INTELLIGENCE OF UG STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION

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Abstract

The present research is conducted on under-graduate students to study the differences in emotional intelligence of under-graduate students having different levels of achievement motivation and to analyze the relationship of emotional intelligence with achievement motivation status of under-graduate students. For the purpose a sample of 400 (96 as High Achievement Motivation Group, 196 as Average Achievement Motivation Group and 108 as Low Achievement Motivation Group) under-graduate students was collected from the university of Kashmir and its affiliated colleges by using probability sampling techniques. The tools used for data collection were Achievement motivation scale developed by Muthee J.M and Immanuel Thomas (2009) and Emotional intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upindhar Dhar (2002). Data was analyzed with the help of one-way ANOVA and by using person's correlation formula. Findings of the study revealed that achievement motivation status is significant predictor of emotional intelligence and there is significant positive correlation between emotional intelligence and achievement motivation status of under-graduate students.

Introduction

Emotional intelligence (EI) is a generally new region of research in the Indian setting. The term emotional intelligence itself was utilized in the 1960s out of a coincidental form in artistic feedback (Van Ghhent, 1961) and Psychiatry (Leuner, 1966). Toward the finish of the nineteenth century, it was utilized all the more broadly in a thesis (Payne, 1986). The converging of emotion and insight as a cognitive capacity under the subtitle emotional intelligence was formally proposed by Yale clinician Salovey and Mayer in 1990 in the 'Journal of imagination and personality'. The idea was promoted by Goleman's (1995) top of the line book 'Emotional intelligence' the cover article in the 'Time' (Gibbs, 1995) and after that some other famous books. Emotional intelligence includes capacity to overseeing emotions, compassion, mindfulness about self, inspiring others, and taking care of connections throughout our life conditions. As indicated by Mayer, Salovey, Caruso and Sitarenios (2001) emotional intelligence is the capacity to see precisely, evaluate, and express emotion: the capacity to get to as well as produce emotion when they encourage

thought: the capacity to comprehend emotion and emotional information: and the capacity to manage emotions to advance emotional and intellectual development. Emotional intelligence is multifaceted in nature, including people aptitudes and experiences, with respect to entomb and intrapersonal factors which impact the competency profile of individual (Mayer, Salovey and Caruso, 2004). It implies individuals are both sane and additionally intellectual in nature.

An incredible zeal and zest within the individual to perform and succeed is achievement motivation. Whether one capitalizes the submerged talent or remain complacent depends on the society one lives in (McClelland, 1953). McClelland and his partners composed a book at the Harvard College – The Achieving Society. They completed a considerable measure of research on achievement motivation symbolically spoke to as niche. Achievement motivation is the outlook to accomplish as opposed to achievement themselves. It is an inborn inspiration of deferred support which emerges from a connection inside the individual. "Achievement motivation is an example of panning of activities and emotions associated with striving to accomplish some disguised standard of greatness as differentiated for instance will power or friendship" (Vilder, 1977). Requirement for achievement could be characterized as an intention to take a stab at progress. . McClelland (1953) endeavored to discover the requirement for achievement in social orders and its effect on economic and political development of a country. He quantified the requirement for achievement utilizing Thematic Apperception Test. His partners contrived a technique for estimating requirement for

achievement and endeavored to discover how the individuals who were high and low in their intention contrasted. Parents, who demand their youngsters to do well at an early age and all alone, are probably going to ingrain the requirement for achievement (McClelland, 1953). It gives the idea that second factor is the utilization of prizes and disciplines when given alongside freedom training imparts the requirement for achievement in young men (Teevan and McGhee, 1972). Along these lines it very well may be inferred that people with high requirement for achievement are individuals inspired by perfection for its own purpose instead of for the outward rewards. They like to settle on autonomous choices in view of their own assessments and experience. They pick testing objectives and incline toward postponed prizes to quick ones. Achievement intention has been contemplated in connection to academic achievement (McClelland, 1953 and Atkinson, 1966). These studies featured the significance of arrangement of standard of greatness in the advancement of appropriate study motivation.

Methodology

The sample of the study was under-graduate students selected from under-graduate colleges affiliated to university of Kashmir region of the union territory of Jammu and Kashmir. Simple random sampling was used. Two types of scales were used for data collection as Achievement motivation scale developed by Muthee J.M and Immanuel Thomas (2009) and Emotional intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upindhar Dhar (2002). Descriptive survey method was used in this study in order to find out the Mean, Standard Deviation,

Jan Jahanger and Mudasir Sadiq

Correlation, ANOVA and Tukey's Post Hoc HSD test of the analyzed data.

Analysis and Results
Difference in emotional intelligence of under-graduate students having different levels of achievement motivation
The first objective of the study was to analyze the difference in emotional intelligence of under graduate students of Kashmir belonging to different achievement motivation groups. To achieve this objective, the emotional intelligence scores of different achievement motivation groups of under-graduate students of Kashmir were compared using ANOVA. Means and Summary of ANOVA have been presented in the table 1 and 2 respectively.

TABLE 1
MEAN AND SD OF EMOTIONAL INTELLIGENCE SCORES
VIS-A-VIS LEVEL OF ACHIEVEMENT MOTIVATION

Levels	N	Mean of EIS	SD of EIS
HAMG	96	141.02	10.96
AAMG	196	140.14	7.69
LAMG	108	130.91	11.23

TABLE 2
SUMMARY OF ANOVA OF EMOTIONAL INTELLIGENCE
SCORES OF UNDER-GRADUATE STUDENTS
VIS-A-VIS LEVEL OF ACHIEVEMENT MOTIVATION

Groups	Sum of Squares	df	Mean Squares	F-Value
Between Groups	7201.13	2	3600.565	
Within Groups	36151.03	397	91.060529	39.54*
Total	43352.16	399		

* Significant at 0.01 level of significance

The results revealed that values of sum of squares and mean squares of between groups have been found to be 7201.13 and 3600.565 respectively and the values of sum of squares

and mean squares of within groups have been found to be 36151.03 and 91.060529 respectively. The F-value being 39.54 has been found to be significant at 0.01 level of significance. It reveals that there is significant difference in the emotional intelligence of under-graduate students belonging to different achievement motivation groups. Therefore, the first hypothesis of the present study which states that there will be no significant difference in emotional intelligence of under-graduate students having different achievement motivation stands rejected.

TABLE 3
PAIR-WISE MEAN DIFFERENCE OF EMOTIONAL
INTELLIGENCE SCORES, STANDARD
ERROR OF THE DIFFERENCE BETWEEN MEANS AND T-
RATIOS

Pair of Comparison	df	MD	SED	t-Value
LAMG- AAMG	302	9.23	1.14	5.87*
AAMG-HAMG	290	0.88	1.19	0.70
LAMG-HAMG	202	10.11	1.34	6.50*

* Significant at 0.01 level of significance

The table 3 showed that the calculated t-value between emotional intelligence score of LAMG & AAMG groups was found to 5.87, which was higher than the t-table value 2.59 at 0.01 level of significance. This indicates that the emotional intelligence score of AAMG group 140.14 were significantly higher than that of LAMG group 130.91. Similarly, the calculated t-value between emotional intelligence score of AAMG & HAMG groups was found to 0.70, which was found to be quite lower than the t-table value 2.59 at 0.01 level of significance and 1.97 at 0.05 level of significance. This indicates that the emotional intelligence score

of HAMG group 141.02 were not significantly higher than that of AAMG group 140.14.

Again, the calculated t-value between emotional intelligence score of LAMG & HAMG groups was found to 6.50, which was found to be quite higher than the t-table value 2.60 at 0.01 level of significance. This indicates that the emotional intelligence score of HAMG group 141.02 were significantly higher than that of AAMG group 140.14. The finding of the present study has revealed that there is significant difference in emotional intelligence based on different achievement motivation of under-graduate students of Kashmir. Goleman (1999) stated that the important role of emotional intelligence for students is improving student learning outcomes. It is the emotional intelligence which can improve and enhance the value of students` academic achievement. When there are so many children who are not able to handle the melancholy of them, to listen or concentrate, to control impulses, to feel responsible for their work, or paying attention to the lesson, anything that can support these skills will help their education. Srivastava (2013) measured emotional intelligence, achievement motivation and spiritual intelligence of 100 pupil teachers. Main effects of achievement and emotional intelligence were found significant. Their findings supported the findings of the present study which revealed that there is significant difference in emotional intelligence of under-graduate students of Kashmir based on different achievement motivation groups. This is because of the fact that students with high emotional intelligence had higher achievement motivation than students with low emotional intelligence. Due to these realities the emotional intelligence empowers them to

evaluate circumstances objectively and visualize openly the outcomes of their probable activity. They may effortlessly have the capacity to disregard their impulses like celebrating constantly, going out with friends, engaging oneself in more pro-social activities etc., and encourage enthusiasm in them to progress innovatively towards the ideal objectives, exclusively. This determines achievement motivation in students is impacted by their capacity to deal with and regulate emotional state. It encourages them in increasing achievement motivation which makes them well socially adjusted. Emotional intelligence makes a child peaceful and they turn out to be socially and in addition financially balanced in peer groups, home and society. Because of these realities significant distinction was being found in emotional intelligence of under-graduate students of Kashmir of different achievement motivation groups.

In order to analyze the relationship of emotional intelligence and achievement motivation of under-graduate students of Kashmir, the investigator uses emotional intelligence scale and achievement motivation scale for collecting information from under-graduate students of Kashmir. Scores relating to emotional intelligence and achievement motivation were tabulated and analyzed by using person's correlation formula.

TABLE 4
RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND ACHIEVEMENT MOTIVATION OF
UNDER-GRADUATE STUDENTS

Variables	Mean	SD	N	Correlation 'r'
EI	137.86	10.424	400	0 .356
AM	109.65	8.607		

*Significant at 0.01 Level of significance

Jan Jahanger and Mudasir Sadiq

Reviewing the entries in the Table 4 shows that the calculated coefficient of correlation (r) between emotional intelligence and achievement motivation of under graduate students was found to be .356 which was significant at 0.01 level of significance. This indicates that there was positive relationship between emotional intelligence and achievement motivation of under-graduate students of Kashmir. Therefore, the second hypothesis of the study which states that "There will be no significant relationship between emotional intelligence and achievement motivation of under-graduate students of Kashmir" stands rejected. Meaning thereby positive correlation was found between emotional intelligence and achievement motivation of under-graduate students of Kashmir. Chaudhari and Uppal (1996) conducted a study on 'the achievement motivation in relation to emotional maturity of adolescents staying at home and orphanage.

Discussion of Findings:

Results revealed that adolescents staying at home with parents had more emotional maturity as compared to their counterparts staying in the orphanages. Another study conducted by Srivastava (2013) measured emotional intelligence, achievement motivation and spiritual intelligence of 100 pupil teachers. Main effects of achievement and emotional intelligence were found significant. According to Behnke (2009), emotional intelligence directly influences motivation. Motivation among students encompasses both academic motivation and achievement motivation. Academic motivation is one's determination to succeed in an academic study. Finally, a study conducted by Kumar, Mehta & Maheshwari (2013) measured emotional intelligence of

urban male students of 10th standard and examined its effects on achievement motivation. The investigators found strong and significant effect of emotional intelligence on achievement motivation. Thus, these findings support the findings of the present study which revealed that there is positive relationship between emotional intelligence and achievement motivation of under-graduate students of Kashmir. This may be due to the fact that both emotional intelligence and achievement motivation ought to be positively related with one another. Students who are emotionally intelligent will improve mood and mind while learning. As a result, they are able to be proficient while following the learning process from beginning to end with effectiveness, so that the results obtained maximum achievement. Unlike students who only have high knowledge but do not have emotional intelligence, they are not able to manage their emotions at the time of learning, difficult to control themselves, have no moral control and are less empathic, so that achievement outcomes are not maximal. Therefore, emotional intelligence plays an important role for students to obtain maximum achievement results with which they will continue to perform tasks longer.

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