

“STUDY ON ACHIEVEMENT MOTIVATION AND EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS”

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Abstract:

The term achievement motivation may be defined by independently considering the words achievement and motivation. Achievement refers to competence (a condition or quality of effectiveness, ability, sufficiency, or success). Motivation refers to the energization (instigation) and direction (aim) of behavior. Thus, achievement motivation may be defined as the energization and direction of competence-relevant behavior or why and how people strive toward competence (success) and away from incompetence. Research on achievement motivation has a long and distinguished history. In fact, researchers have focused on achievement motivation concepts since the emergence of psychology as a scientific discipline (i.e., the late 1800s), when William James offered speculation regarding how competence strivings are linked to self-evaluation. Achievement motivation is currently a highly active area of research, particularly in the fields of educational psychology, sport and exercise psychology, industrial/organizational psychology, developmental psychology, and social-personality psychology. Achievement motivation research is conducted both in the experimental laboratory (where variables are typically manipulated) and in real-world achievement situations such as the classroom, the workplace, and the ball field (where variables are typically measured).

The task of achievement motivation by researchers is to explain and predict any and all behavior that involves the concept of competence. Importantly, their task is not to explain and predict any and all behavior that takes place in achievement situations. Much behavior that takes place in achievement situations has little or nothing to do with competence; limiting the achievement motivation literature to behavior involving competence is necessary for the literature to have coherence and structure. That being said, competence concerns and strivings are ubiquitous in daily life and are present in many situations not typically considered achievement situations. Examples include the following: a recreational gardener striving to grow the perfect orchid, a teenager seeking to become a better conversationalist, a politician working to become the most powerful leader in her state, and an elderly person concerned about losing his or her skills and abilities. Thus, the study of achievement motivation is quite a broad endeavor. Emotional Intelligence is most often defined as the ability to perceive, use, understand, manage and handle emotions. Children with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behaviour, discern between different feelings and label them. Many different achievement motivation variables have been studied over the years. Prominent among these variables are the following: achievement aspirations (the performance level one desires to reach or avoid not reaching; see research by Kurt Lewin, Ferdinand Hoppe), achievement needs/motives (general, emotion-based dispositions toward success and failure; see research by David McClelland, John Atkinson), test anxiety (worry and nervousness about the possibility of poor

performance; see research by Charles Spielberger, Martin Covington), achievement attributions (beliefs about the cause of success and failure; see research by Bernard Weiner, Heinz Heckhausen), achievement goals (representations of success or failure outcome In this context the purpose of the study was to investigate A Study on Achievement motivation and Emotional Intelligence among Secondary school students . The study also aimed to find out the co relation between the variables of the study.The study has been carried on students who were studying in 9th standard in the schools of city of Mysore.The sample of the study consisted of 100 male and female students.The data was collected by applying tools: Mangal Emotional Intelligence Inventory to measure the emotional intelligence of the secondary school students and V P Bhargava AchievementMotivation test to measure the Achievement Motivation of the secondary school students. The result shown that,There is a significant difference between the Achievement Motivation of male and female secondary school students, There is a significant difference between the Emotional Intelligence of male and female secondary school students and There is a positive insignificant relationship between the Achievement Motivation and Emotional Intelligence of secondary school students.

Key words: Descriptive survey method, t- test, Achievement Motivation and Emotional Intelligence.

1. 1.Introduction:

The people strive to attain or avoid; see research by Carol Dweck, John Nicholls), implicit theories of ability (beliefs about the nature of competence and ability; see research by Carol Dweck, Robert Sternberg), perceived competence (beliefs about what one can and cannot.Children can develop high achievement motivation when parents encourage independence in childhood, praise success, and associate achievement with the child's ability and effort. Recent literature shows that specific tasks, environments, and contexts, influence the development of achievement motivation.Accomplish see research by Albert Bandura; Susan Harter), and competence valuation (importance judgements regarding the attainment of success or the avoidance of failure; see research by Jacqueline Eccles, Judy Harackiewicz). Achievement motivation researchers seek to determine both the antecedents and consequences of these different variables. The term achievement motivation may be defined by independently considering the words achievement and motivation. Achievement refers to competence (a condition or quality of effectiveness, ability, sufficiency, or success). Motivation refers to the energization (instigation) and direction (aim) of behavior. Thus, achievement motivation may be defined as the energization and direction of competence-relevant behavior or why and how people strive toward competence (success) and away from incompetence (failure).Research on achievement motivation has a long and distinguished history. In fact, researchers have focused on achievement motivation concepts since the emergence of psychology as a scientific discipline (i.e., the late 1800s), when William James offered speculation regarding how competence strivings are linked to self-evaluation. Achievement motivation is currently a highly active area of research, particularly in the fields of educational psychology, sport and exercise psychology, industrial/organizational psychology, developmental psychology, and social-personality psychology. Achievement motivation research is conducted both in the experimental laboratory (where variables are typically manipulated) and in real-world achievement situations such as the classroom, the workplace, and the ball field (where variables are typically measured).

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2. Need and importance of the study:

Many achievement motivation researchers focus on one of the aforementioned variables in their work, but others strive to integrate two or more of these constructs into an overarching conceptual framework. One such model that has received significant research attention of late is the hierarchical model of approach-avoidance achievement motivation (see research by Andrew Elliot and colleagues), this model is described in the following paragraphs.

Achievement goals are the centerpiece of the model, and these goals are differentiated according to two basic aspects of competence how it is defined and how it is valence. Competence is defined by the standard used to evaluate it and three such standards are identified: an absolute (i.e., task-inherent) standard, an intrapersonal (i.e., the individual's past attainment or maximum possible attainment) standard, and an interpersonal (i.e., normative) standard. At present, absolute and intrapersonal standards are collapsed together within a "mastery goal" category, and normative standards are placed within a "performance goal" category. Competence is valence by whether it is focused on a positive possibility that one would like to approach (success) or a negative possibility that one would like to avoid (failure). Putting the definition and valence aspects of competence together yields four basic achievement goals that are presumed to comprehensively cover the range of competence-based strivings. Mastery-approach goals represent striving to approach absolute or intrapersonal competence, for example, striving to improve one's performance. Mastery-avoidance goals represent striving to avoid absolute or intrapersonal incompetence, for example, striving not to do worse than one has done previously.

Performance-approach goals represent striving to approach interpersonal competence, for example, striving to do better than others. Performance-avoidance goals represent striving to avoid interpersonal incompetence, for example, striving to avoid doing worse than others. These achievement goals are posited to have an important and direct impact on the way people engage in achievement activities and, accordingly, the outcomes they incur. Broadly stated, mastery-approach and performance-approach goals are predicted to lead to adaptive behavior and different types of positive outcomes (e.g., mastery-approach goals are thought to optimally facilitate creativity and continuing interest, and performance-approach goals are thought to optimally facilitate performance attainment). Mastery-avoidance and, especially, performance-avoidance goals, on the other hand, are predicted to lead to maladaptive behavior and negative outcomes such as selecting easy instead of optimally challenging tasks, quitting when difficulty or failure is encountered, and performing poorly. A substantial amount of research over the past decade has supported these predictions. Achievement goals are viewed as concrete, situation-specific variables that explain the specific aim or direction of people's competence pursuits. Other variables are needed to explain why people orient toward different definitions and valences of competence in the first place, and why they adopt particular types of achievement goals. Higher-order variables such as achievement needs/motives, implicit theories of ability, general competence perceptions, and features of the achievement environment (e.g., norm-based vs. task-based performance evaluation, harsh vs. lenient performance evaluation) are used to explain achievement goal adoption. These variables are not posited to have a direct influence on achievement outcomes, but they are expected to have an indirect influence by prompting achievement goals that, in turn, exert a direct influence on achievement. An aptitude is a component of a competence to do a certain kind of work at a certain level. Outstanding aptitude can be considered "talent." An aptitude may be physical or mental. Aptitude is inborn potential to do certain kinds of work whether developed or undeveloped in the children. Since the late 19th and early 20th centuries, aptitude tests have been used to measure abilities, talents, motor skills, reasoning, and even artistic ability.

Beyond assessment, aptitude tests help to round out a child's profile. Older children may benefit from aptitude tests that can help them transition to higher education post-high school. As children grow, the kinds of aptitude tests they take change. Achievement tests measure what students have learned during the school year, aptitude tests are used to measure the potential ability to learn. Aptitude measures the ability of a student to acquire a set of skills or training by measuring the student's natural talents and inclination. Aptitude tests may also be designed to give students an idea of the kinds of careers for which they may be best suited or find most fulfilling. Unlike achievement tests, aptitude tests do not measure subject areas in school and cannot be studied for. Achievement needs/motives may be used as an illustrative example. Two types of achievement needs/motives have been identified: the need for achievement, which is the dispositional tendency to experience pride upon success, and fear of failure, which is the dispositional tendency to experience shame upon failure. The need for achievement is predicted to lead to mastery-approach and performance-approach goals, whereas fear of failure is predicted to lead to mastery-avoidance and performance-avoidance goals. Fear of failure is also predicted to lead to performance-approach goals, a need/motive to goal combination that represents an active striving toward success to avoid failure (i.e., active avoidance). The need for achievement and fear of failure are posited to have an indirect influence on achievement outcomes through their impact on achievement goal adoption. A

number of empirical studies have provided evidence in support of these predictions, as well as many other hierarchically based predictions (involving other higher-order variables) derived from the model. In the lights of the above the researcher was felt that it is necessary to investigate the “Study on achievement motivation and emotional intelligence among secondary school students”

3.Operational definitions of the key terms used in the study:

3.1 Achievement Motivation:

The term achievement motivation may be defined by independently considering the words achievement and motivation. Achievement refers to competence (a condition or quality of effectiveness, ability, sufficiency, or success). Motivation refers to the energization (instigation) and direction (aim) of behavior of students .

3.2 Emotional Intelligence:

Emotional Intelligence can generally be defined as understanding student’s own emotions and the emotions of others. Having a high Emotional Intelligence means they are able to navigate through tough situations and engage with stakeholders much more effectively.

4. Methodology

Statement of the problem:

The statement of the problem is, “*Study on achievement motivation and emotional intelligence among secondary school students*”

5. Objectives of the study:

The study has been undertaken following objectives:

1. To compare the Achievement Motivation of male and female secondary school students.
2. To compare the Emotional Intelligence of male and female secondary school students.
3. To examine whether there is a significant correlation between Achievement Motivation and Emotional Intelligence among secondary school students.

6. Hypotheses of the study:

The following hypotheses were formulated in pursuance of the objectives of the study:

1. There is no significant difference between Achievement Motivation of male and female secondary school students.
2. There is no significant difference between Emotional Intelligence of male and female secondary school students.

3. There is no significant correlation between Achievement Motivation and Emotional Intelligence among secondary school students.

7. Variables of the study:

Following were the variables of the study:

Main Variables:

- Achievement Motivation
- Emotional Intelligence

Background Variable:

- Gender

8. Method of the study:

Descriptive Survey method has been adopted for the study.

9. Sample of the study:

The Random sampling technique has been adopted for selecting samples in secondary schools from the city of Mysore. Further, 100 male and female students were selected through cluster sampling technique.

10. Tools used for the data collection:

To test the hypothesis formulated for the study. Data were collected with the help of certain tools. The Achievement Motivation Test by V P Bhargava was used to measure Achievement Motivation and Dr. S K Mangal Emotional Intelligence inventory was used to measure Emotional Intelligence of secondary school students

Table no 1.

Sl. No.	Variables	Tools used	Standardized / Constructed
1	Achievement Motivation	Achievement motivation test	V P Bhargava
2	Emotional Intelligence	Mangal Emotional Intelligence inventory	Dr. S K Mangal

11. Statistical techniques used for data analysis:

The following statistical techniques were used for analyze the hypotheses formulated in the study:

- a) t – test used to find out significant differences between the variables
- b) Pearson product movement correlation: The techniques used to find out correlation between the variables.

12. Analysis and interpretation of the data:

Objective 1: To compare the Achievement Motivation of male and female secondary school students.

Objective 2: To compare the Emotional Intelligence of male and female secondary school students.

Hypotheses-1: There is no significant difference between Achievement Motivation of male and female secondary school students.

Table No. 2: showing mean, SD, t-value of male and female students with respect to Achievement Motivation.

	Groups	N	Mean	SD	df	T	Significance
Gender	Male	50	24.40	4.658	18	4.536	0.01
	Female	50	26.60	5.025			

Table No.2 shows that the obtained value 4.536 is greater than the tabled 't' value 2.626 at 0.01 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Achievement Motivation of male and female secondary school students is accepted. Since, the mean value of male (24.40) is lesser than that of the mean value of female (26.60), it is concluded that female secondary school students have scored higher in Achievement Motivation.

Hypotheses-2: There is no significant difference between the Emotional Intelligence of male and female secondary school students.

Table No. 3: showing mean, SD, t-value of male and female with respect to Emotional Intelligence.

Emotional Intelligence	Groups	N	Mean	SD	df	T	Significance
Gender	Male	50	65.50	08.35	40	5.520	0.01
	Female	50	66.20	07.92			

Table No.3 shows that the obtained ‘t’ value 5.520 is greater than the tabled ‘t’ value 2.626 at 0.01 level. Therefore, the above stated null hypothesis is rejected and it is concluded that there is a significant difference between the Emotional Intelligence of male and female secondary school students is accepted.

Hypotheses-3: There is no significant relationship between the Achievement Motivation and Emotional Intelligence of secondary school students.

Table no- 4: Showing the Number, Mean ‘r’ value between Achievement Motivation of Secondary school students and their Emotional Intelligence.

Variables	N	Df	‘r’ value	Level of significance
Achievement Motivation	100	58	0.06	0.05
Emotional Intelligence				

Table no-5 shows that obtained ‘r’ value of 0.06 is lesser than table value at 0.250 at 0.05 level. Hence, the null hypothesis Ho-3 is accepted. It is concluded that there is a positive insignificant relationship between the Achievement Motivation and Emotional Intelligence of secondary school students.

13. Findings of the study

1. There is a significant difference between the Achievement Motivation of male and female secondary school students
2. There is a significant difference between the Emotional Intelligence of male and female secondary school students
3. There is a positive insignificant relationship between the Achievement Motivation and Emotional Intelligence of secondary school students

14. Educational Implications of the study:

Teacher need to develop Achievement Motivation and Emotional Intelligence among secondary school students through developing strong relationship by organizing tour, trips, camps and conducting cultural activities. Developing self-management, self-awareness, social awareness, relationship management, skills in the students. Guidance by the teacher is important to keeping students on task and motivated.

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