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RESEARCH ARTICLE

EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION: AN INVESTIGATION ON HIGHER SECONDARY SCHOOL STUDENTS IN PASCHIM MEDINIPUR DISTRICT

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Abstract

Background: According to Behnke (2009), emotional intelligence directly influences motivation. The present study aims to know the significant difference in emotional intelligence and achievement motivation concerning their gender, grade, and stream of education; and the significant relationship between emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district.

Methods and Materials: This is a cross sectional survey study. 200 (100 boys and 100 girls) higher secondary school students (age mean 17.38 and SD 0.99) from two blocks i.e., Sabang and Pingla in Paschim Medinipur District randomly selected. One information sheet and two scales are used for data collection. The emotional Intelligence Scale was developed by A. K. Singh and Shruti Narain, and culturally adopted by Ghorai and Mohakud (2016), and the achievement motivation Scale was developed by Prof. Pratibha Deo and Dr. Asha Mohan, and the Bengali version was adopted by Pakira and Mohakud (2017). After the test of Data Normality, Data was analysed through the SPSS 20 version with descriptive statistics viz. Mean and Standard Deviation and inferential statistics testing hypotheses applied t-test and Pearson correlation (r).

Results: Results Show that emotional intelligence is not significantly different among higher secondary school students concerning their gender, grade, and stream of education. There is no significant difference exists in the achievement motivation concerning their gender and grade but a significant difference exists in the achievement motivation concerning their stream of education among higher secondary school students in Paschim Medinipur District. A positively moderate and significant correlation exists between emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district.

Conclusion: Higher secondary school students should be able to freely express their emotions, opinions, ask questions, and explore their inner needs in a welcoming and unrestricted environment both at home and at school. This will help them become more adept at emotional intelligence and achievement motivation as students.

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Introduction:-

In India, after completing secondary school, students are divided into three streams (Arts, Science, and Commerce) for their conventional higher education, based on their preferences and abilities. Higher Secondary education for two years, or 11th and 12th grade. This is the foundation of their higher education. Here, students strive for optimal performance for a prosperous future. Students can only achieve success if they are motivated to accomplish their goals in life. When they are emotionally resilient and aware of their assets and weaknesses, it is possible. Such an environment is created for the child so that he or she feels safe, unrestricted, and free to think and act. (Mali, et al., 2019). Emotions like lust, sadness, love, rage, happiness, anger, affection, shame, disgust, and happiness have a direct impact on daily living. The need of the hour is to control such emotions. If an individual is emotionally stable, he can manage the challenges that come in his personal and educational life. The ability to control emotions has become important for not being carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions. According to Goleman (1995), emotional intelligence is consequently a basic competency that directs our feelings and actions and also helps us understand how others are feeling. Mayor and Salovey (1997), and Bar-On Reuven (1997), elaborated that emotional intelligence is the ability to perceive emotions, access and generate emotions, assist thought, understand emotions and emotional knowledge, and reflectively regulate emotions to promote emotional and intellectual growth. Salovey and Mayer (1990) introduced one of the most cited EI definitions among researchers. Mayer et al. (2001) have suggested that emotional intelligence (EI) is the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion. Emotional intelligence (E.I.) is a term that represents our ability to recognize and control emotions in ourselves and others (Goleman, 2001). Our ability to know ourselves, communicate our thoughts and feelings to others, form meaningful connections with those around us, and deal with the stresses of daily life depends on our level of emotional intelligence (Bar-On, 2006).

Goleman (1995) Perceived motivation as a fundamental precursor of behaviour when developing his theory of emotional intelligence. Motivation is a desire to accomplish a goal or a drive to carry out a specific behavior (Graham, 2004; Weiner, 2000). Abraham Maslow posits that after an individual's need for love and belongingness is fulfilled, they can direct their attention toward higher-level wants related to intellectual accomplishment. The concept of achievement motivation is very recent in the field of motivation (Mangal 2000). Achievement motivation refers to the degree to which various factors influence an individual's drive to succeed academically. These factors include the teacher's effectiveness, the influence of friends, the individual's attitude towards school, the student's beliefs about their abilities, past experiences (both positive and negative), the importance placed on the student's success, and the approaches taken by parents towards their children and their education. Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others, and feelings of personal mastery (McClelland 1985). McClelland's notion of achievement motivation has been examined in various cultures because he proposed a link between the average level of achievement motivation in a population and its level of economic and cultural accomplishment (as referenced in LeVine, 2007). McClelland's criteria for identifying individuals with high motivation may vary from the qualities observed in other cultures.

Rationale of the Study:-

According to Behnke (2009), emotional intelligence directly influences motivation. A link between emotions and motivation has been explicitly stated in a broad range of research (Frijda, 1994; Zurbriggen & Sturman, 2002). Salovey and Mayer (1990), Boyatzis, et al. (1999), and Pestrices and Furnham (2000) propose that there is a relation between achievement motivation and emotional intelligence. Students with low emotional intelligence may struggle to cope with failure, which negatively impacts their academic drive (Drago, 2004). Academic motivation refers to the level of excitement individuals have for achieving academic success, as indicated by their possession of specific behavioral characteristics connected to motivation (Hwang et al, 2002). Christie, Jordon, troth, and Lawrence (2007) reported that motivation is a factor related to emotional intelligence but it is not a component of it. The connection between achievement motivation and emotions is complex, given that it may be affected by different elements (Pekrun et al., 2002). Kumar et al (2013) measured the emotional intelligence of 450 urban male students of the tenth standard and examined its effects on achievement motivation. Srivastava (2013) measured significant correlation existed among emotional intelligence, achievement motivation, and spiritual intelligence of 100 pupil teachers. Ohizu and Ojaga (2014) in a study found that emotional intelligence and achievement motivation were

significant predictors of career commitment. Those who are intrinsically motivated to succeed exhibit a pattern of behavior known as "achievement motivation" (Vidler, 1977). Sontakke (2016) stated that Achievement motivation and emotional intelligence were positively and very strongly related to each other. Sabath (2010) opined that emotional intelligence is the basic stuff out of which all motivation arises. People with high emotional intelligence have the characteristic of motivating themselves (Salovey & Mayer, 1990). Dubey (2012) stated that academic motivation is positively related to emotional intelligence and students differing concerning academic motivation differ from one another on emotional intelligence. Roy, et al. (2013) pointed out a positive relationship between emotional intelligence and academic achievement motivation. Damle and Christian's (2016) result showed that emotional intelligence increases the levels of achievement motivation gets reduced. Dulewicz and Higgs (2000) led an investigation on achievement motivation where they concluded that it may be related to emotional intelligence. Umadevi (2009), analyzed the correspondence between achievement motivation, emotional intelligence, and academic productivity in primary education, finding a positive connection between these distinctive.

From the trend of various related studies, there were so many contradictories, that no study was found in West Bengal and this age group. So, the investigator had drawn various quarries in his mind. The present study was willing to know is there any significant difference in emotional intelligence and achievement motivation among higher secondary school students concerning their gender, grade, and stream of education? Is any significant correlation between emotional intelligence and achievement motivation of higher secondary school students? Based on the above questions, the investigator stated the following objectives.

To know the significant difference in emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district concerning their gender, grade, and stream of education.

To know the significant relationship between emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district.

Hypotheses:-

Based on the above objectives the investigator stated the following hypotheses

H₀₁ There is no significant difference in emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district concerning their gender, grade, and stream of education.

H₀₂ There is no significant relation between emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district.

Methods:-

Participant

Higher secondary school students of Paschim Medinipur in West Bengal are the target population. 200 (100 boys and 100 girls) students were randomly selected from four higher secondary schools of two blocks (Sabang and Pingla) in Paschim Medinipur as the sample. Data were collected from higher secondary (100 Arts and 100 science) of 85 XI grade and 115 XII grade students between 16 to 19 age (mean age 17.38 and SD 0.99) group with the prior permission of the headmaster and students.

Instruments

For the data collection, I have used a personal data sheet and two standardized tools, namely

- 1) The emotional Intelligence Scale was developed by A. K. Singh and Shruti Narain, and culturally adapted by Ghorai and Mohakud (2016). It was a two point i.e. Yes and No scale. In the scale total of 31 items (four negative and twenty-seven positive) were included. The maximum score is 31.
- 2) The achievement motivation Scale was developed by Prof. Pratibha Deo and Dr. Asha Mohan and the Bengali version was adopted by Pakira and Mohakud (2017) without changing any items or other content only by translating from the English version. Content Validity was checked by some experts. The scale has 50 items, with 37 being positive (+) and 13 being negative (-). It was a Likert scale with 5 points. For the categories of "Always," "Frequently," "Sometimes," "Rarely," and "Never," a positive entry had weights of 4, 3, 2, 1, and 0. As shown above, the negative item was to get scores of 0, 1, 2, 3, and 4 for each of the same groups. The overall score was the sum of all the item scores, both good and bad. The lowest score you can get is 0 and the highest score you can get is 200.

Method and data collection procedure

The present study was a cross sectional survey cum correlational study because the sample consisted of two strata i.e. Grade XI and XII and their age group was different. The researcher's data were collected using a sample random sampling technique. With the permission of the school headmaster of selected four schools of Sabang and Pingla block in Paschim Medinipur district, the scales were distributed among students, and instructed him/her about the tools for careful reading and fill up the scales. After 30 minutes from the distribution the response sheet.

Statistical Analysis

After data cleaning and mining, the data were tabulated in an MS Excel sheet. The data were transferred from an Excel sheet to SPSS version 20. Data normality was checked through Skewness, Kurtosis and Kolmogorov-Smirnov test. Mean, and Standard Deviation used for descriptive statistics and testing hypotheses applied t-test, and Pearson correlation (r) for the inferential statistics in the present study.

Results:-

Table 1:-Data Normality Test.

Variable	skewness		kurtosis		Kolmogorov-Smirnov	
	Statistic	Std. Error	Statistic	Std. Error	Statistic	Sig.
Emotional Intelligence	0.013	0.172	0.079	0.172	0.063	0.054
Achievement Motivation	-0.601	0.342	-0.761	0.342	0.056	0.20

After cleaning and mining the data first of all check the data normality for data analysis. Before applying certain statistical techniques or making assumptions about data, it's important to determine if your data follows a normal distribution. Several statistical tests, such as the Shapiro-Wilk test; Kolmogorov-Smirnov; skewness and kurtosis; and Anderson-Darling test, can assess the normality of a dataset. In the study, the skewness and kurtosis; and Kolmogorov-Smirnov test were used for data analysis. According to Doane, D. P. and Seward, L. E. (2011), the skewness value $+1.96$ to -1.96 was normal, and the calculated values of Emotional Intelligence (EI= 0.075) and Achievement Motivation (AM= 0.459) were normal. Cramer, D; and Howitt, D. (2004) stated the kurtosis value upto 7 was normal, so the calculated values of EI (-1.76) and AM (-2.23) were normal. The Kolmogorov-Smirnov test value $p > 0.05$ was normal, so EI (0.054) and AM (0.20) were normal (Razali and Wah 2011).

Table 2:- Gender-wise comparison of Emotional Intelligence and Achievement Motivation.

Variable		M	S.D.	SE _M	df	t	M.D	Sig. (2-tailed)
Dependent	Independent							
Emotional Intelligence	Boys	21.59	3.251	.325	198	-1.143	-.530	.254
	Girls	22.12	3.304	.330				
Achievement Motivation	Boys	137.85	18.024	1.802	198	-.192	-.520	.848
	Girls	138.37	20.307	2.031				

N= 200 (boys 100 and Girls 100)

Table 2 shows that the mean score in the emotional intelligence of one hundred girls (22.12) is higher than that of one hundred boys (21.59), but they do not differ significantly as $p = 0.254 > 0.05$. It indicates that there is no significant difference exists in emotional intelligence among higher secondary school students concerning their gender. Further, in achievement motivation, the mean score of girls' students (138.37) was also higher than that of boys' students (137.85). here the mean difference is not significant as $p = 0.848 > 0.05$. It indicates that there is no significant difference exists in achievement motivation among higher secondary school students concerning their gender.

Hence, it can be concluded that there is no significant difference in emotional intelligence and achievement between boys and girls among higher secondary Students in Paschim Medinipur district. Therefore, the null hypothesis cannot be refuted, indicating that the observed difference in sample means is not statistically significant and is likely due to random variation or sampling fluctuations.

Table 3:- Grade-wise comparison of Emotional Intelligence and Achievement Motivation.

Variable		M	S.D.	SE _M	df	t	M.D	Sig. (2-tailed)
Dependent	Independent							
Emotional	XI	22.06	3.110	.337	198	.755	.354	.451

Intelligence	XII	21.70	3.405	.318				
Achievement	XI	140.29	16.312	1.769	198	1.390	3.798	.166
Motivation	XII	136.50	20.931	1.952				

N= 200 (XI- 85 and XII- 115)

This 't-test analysis indicates that the emotional intelligence of 85 XI-grade Students had a mean of 22.06 and the XII-grade Students had a mean of 21.70. Here the mean score of XI-grade Students is just higher than that of XII Students. But to ascertain whether this difference is statistically significant or not further used the t-test. Here the computed 't'- value i.e. 0.755 is less than the critical values (1.96) required to reach a 5% level of significance which means it is not significant at 0.05 level as $p=0.451 > 0.05$. In Achievement motivation, the mean score of XI-grade students (140.29) is higher than that of XII-grade students (136.50). here the mean difference also is not significant at 0.05 level as $p=0.848 > 0.05$ which means there is no significant difference in the achievement motivation between XI and XII among higher secondary school students concerning their grade.

Therefore, it can be inferred that there is no substantial disparity in emotional intelligence and accomplishment motivation among high school students in the Paschim Medinipur district concerning their grades. Therefore, the null hypothesis is upheld, indicating that the observed difference in sample means is not significant and can be attributable to random causes or sampling variations.

Table 4:- Stream of Education wise comparison of Emotional Intelligence and Achievement Motivation.

Variable		M	S.D.	SE _M	df	t	M.D	Sig. (2-tailed)
Dependent	Independent							
Emotional Intelligence	Arts	21.82	3.512	.351	198	-.151	-.070	.880
	Science	21.89	3.048	.305				
Achievement Motivation	Arts	141.64	18.886	1.889	198	2.645	7.060	.009
	Science	134.58	18.855	1.885				

N=200 (Arts-100 Science-100)

Table 4 shows that in emotional intelligence the mean score of Arts students (21.82) is just less than that of science students (21.89). here the mean difference also is not significant at 0.05 level as $p=0.880 > 0.05$ which means there is no significant difference between arts and science students in emotional intelligence among higher secondary school students. So, the null hypothesis is retained as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. The achievement motivation of arts Students had a mean of 141.64 and the science Students had a mean of 134.58. Here the mean score of arts Students is higher than that of science Students. But to ascertain whether this difference is statistically significant or not further used the t-test. Here the computed 't'- value i.e. 2.645 is higher than the critical values (2.58) required to reach a 1% level of significance which means it is significant at 0.01 level as $p=0.009 > 0.01$.

Therefore, it can be inferred that there is no substantial disparity in emotional intelligence among high school students in the Paschim Medinipur area based on their stream of education. Consequently, the null hypothesis is upheld, indicating that the observed difference in sample means is not significant and can be attributable to random causes or sampling fluctuations. It can be inferred that there is a notable disparity in academic performance between arts and science pupils among higher secondary school students in the Paschim Medinipur area. Therefore, the null hypothesis is rejected.

Table 5:- correlation between Emotional Intelligence and Achievement Motivation.

		Achievement Motivation
Emotional Intelligence	Pearson Correlation	.407**
	Sig. (2-tailed)	.000
	N	200

The result in Table 5 revealed that the coefficient of correlation between emotional intelligence and achievement motivation is 0.407. it indicates there is a positively moderate correlation between emotional intelligence and achievement motivation. But to ascertain whether this correlation is statistically significant or not further check the significant level. Here it is significant at the 0.01 level as $p < 0.01$ (i.e. $p = 0.000$). Consequently, the null hypothesis is rejected as a result.

Hence it can be concluded that a positively moderate and significant correlation exists between emotional intelligence and achievement motivation among higher secondary school students in Paschim Medinipur district.

Discussion:-

Based on the result, the present study result is discussed from different perspectives. The study result showed there is no significant difference exists in emotional intelligence among higher secondary school students concerning their gender, this result is supported by (Ghorai, B. C., Kundu, S., & Santra, S. 2021)(Kant, R. 2014);(Kahraman, N., &Hiçdurmaz, D. 2016);(Tamannaifar, M., Fariborz, S., & Fatemeh, S. 2010);(Joshi, D., & Dutta, I. 2021);(Jorfi, H., Yacco, H., & Shah, I. 2012);(Kaur, R., Kumari, L., & Dhillon, S. 2019);(Birol, C., Atamturk, H., Silman, F., &Sensoy, S. 2009);(Priya, D., &JaswantiV., P. 2020); and (Agarwal, S., & S. 2017) but few study results contradicted the present result, they are (Patel, S. 2017);(Katyay, S., & Awasthi, E. 2005); and (Shahzad, S., & Bagum, N. 2012). Most of the results supported the present study so this result may be generalized. The study result showed that there is no significant difference in achievement motivation among higher secondary school students concerning their gender. This result is supported by (Chandler, T., Cook, B., & Wolf, F. 1979); (Rekha, M., & Praveena, K. 2015); (Chung, L., & Chang, R. 2017); and (Abdu-Raheem, B. 2012) and contradicted by (Liu, Q., & Zhu, X. 2009); and (Shekhar, C., & Devi, R. 2012). Here also most of the previous study supported the present study result.

Only one study (Tajeddini, R., Rangan, U., Malekzadeh, M., &Lallianzuali, C. 2014) found that supported the present result i.e., there is no significant difference exists in emotional intelligence among higher secondary school students concerning their grade. There is no significant difference in achievement motivation among higher secondary school students concerning their grades which is supported by (Barot, S., & Rai, S. 2020). We need to do more study on it.

No previous study was found on the study result, there is no significant difference in emotional intelligence among higher secondary school students concerning their stream of educationbut there isa significant difference in the achievement motivation among higher secondary school students concerning their stream of education. Here we needed to more study.

In the study, a positively moderate and significant correlation exists between emotional intelligence and achievement motivationamong higher secondary school students in the Paschim Medinipur district. This result is followed by Zamroni, E., Awlawi, A.H., Kasau, M.N.R., Kholik& Usman, M. (2022); Murad, O. (2021); Agarwal, M., Kamal, R., & Singh, S. P. (2016); Sontakke, J. P. (2016); andRoy, B., Sinha, R., & Suman, S. (2013). This result may be generalized.

Conclusion:-

In the present study, emotional intelligence is not significantly differentamong higher secondary school students concerning their gender, grade, and stream of education. There is no significant difference exists in the achievement motivation concerning their gender and grade buta significant difference exists in the achievement motivation concerning their stream of education among higher secondary school students in Paschim Medinipur District.A positively moderate and significant correlation exists between emotional intelligence and achievement motivationamong higher secondary school students in Paschim Medinipur district.Higher secondary school students should be able to freely express their emotions, opinions, ask questions, and explore their inner needs in a welcoming and unrestricted environment both at home and at school. This will help them become more adept at emotional intelligence and achievement motivation as students. We need to more concentrate on it and the next studies should explore different aspects.

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