



**ORIGINAL RESEARCH PAPER**

**Education**

**A STUDY ON EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS BASED ON THEIR TYPE OF MANAGEMENT.**

**KEY WORDS:** Emotional Intelligence, Achievement Motivation, High School Students, Government, Aided, Private, North Chennai.

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**ABSTRACT**

The present study indicates that the differential analysis is carried out to know the Emotional Intelligence and Achievement Motivation among high school students based on their Type of Managements. Three hundred tenth standard students had been randomly selected for the present study. Emotional Intelligence scale and Achievement Motivation scale have been used in this study. The differential analysis indicates that there exists significance difference between the Government and Private high school students on their Emotional Intelligence. The differential analysis also indicates that there exists no significance difference between the Government and Aided, Aided and Private high school students on their Emotional Intelligence. Also it is found to be significant difference in the Achievement motivation of high school students with respect to Government, Aided and Private based on their Achievement motivation.

**INTRODUCTION:**

Education could be seen as wings for the progress of the human being. It helps the individual to attain intellectual, physical and spiritual or emotional progress. In some ways, it helps the individual to live a happier life. For people without education, living comfortably turns difficult, especially in the modern world where specific skills are often needed to work. Besides, education is real wealth. Understanding how the world around us functions produces happiness, a kind of happiness that does not disappear. True education dignifies the individual. Therefore, it would be very interesting to understand and analyze the various structures of education in India, its present condition and future developments. The investigator has taken up the study on Emotional intelligence and Achievement Motivation among high school students based on their Type of Management.

**NEED FOR THE STUDY:**

The highest education is that which does not merely give us information but makes our life in harmony with all existence. Education is something, which makes a man self-reliant and self-less. Emotional intelligent people are more likely to succeed in everything they undertake in their life. Unlike what is claimed of I.Q. we can teach and improve in children and in any individual, some crucial social competencies, paying the way for increasing their social intelligence and thus making their life more healthy, enjoyable, successful and satisfied in the coming days. The concept of Emotional intelligence is to be applauded, not because it is totally new, but because it captures the essence of what our children or all of us need to know for living a productive, happy and satisfied life. Motivation is the force that drives an individual to achievement. The failure of many students in their academic achievement is due to their lack of motivation. Very few studies had been undertaken to study high school student to their type of Management. Type of Management in high school students differ in their Emotional Intelligence and Achievement Motivation. Hence the problem under taken for the present investigation is entitled as, "A study on Emotional Intelligence and Achievement Motivation among high school students based on their type of Management".

**REVIEW OF RELETED LITERATURE:**

**Adeyemo,David Akinlolu(2005)** has conducted a study under the topic *The Buffering Effect of Emotional Intelligence on the Adjustment of Secondary School Students in Transition*. The purpose of this study was to investigate the relationship between emotional intelligence and adjustment of students transitioning from primary school to secondary school. Method: The study is a descriptive survey research in which emotional intelligence stands as the independent variable and adjustment as the dependent variable. Two validated instrument measuring emotional intelligence and adjustment respectively were used to collect data from the participants. Results: Results show that there was a significant relationship between emotional intelligence and adjustment. It was also found that the strengths of emotional

intelligence, defined in terms of high, moderate and low, significantly impacted the adjustment of students in transition. Discussion: The outcome of this study has strengthened the need to mount an emotional-intelligence based counseling intervention program to mitigate the transition trauma of pupils moving from primary to secondary school. Such intervention should be targeted at problematic areas of transition such as academic and social adjustment, organizational issues, pupil perception, school phobia and other transition traumas.

**Castro, Veronica; Johnson, Michael B.; Smith, Robert(2008)** has conducted a study under the topic *Self-Reported Resilient Behaviors of Seventh and Eighth Grade Students Enrolled in an Emotional Intelligence Based Program*. School counselors are in a unique position to help at-risk students. Research indicates that teaching resiliency skills and emotional intelligence is a promising venture (Bernard, 1997; Chavkin & Gonzalez, 2000; Henderson & Milstein, 2002). Seventy identified at-risk seventh and eighth grade students enrolled in the Teen Leadership Program (Flippen Group, 2001) served as the population for this study. Initial analysis of the data did not reveal a difference between treatment and control groups. However, non-parametric tests indicate that the experimental group had a significant difference in office referrals. Findings and recommendations for future research are further elaborated in this study.

**Beal, C. R (2008)** conducted a Study on *Motivation and Achievement of High School Students* to investigate the relation of adolescent Students' mathematics motivation and achievement to their appropriate help-seeking and inappropriate guessing behavior while using instructional software. High School Students (n = 90) completed brief assessments of mathematics motivation and then worked with software for geometry instruction. Students' actions with the software were machine-classified to identify instances of appropriate help-seeking and inappropriate guessing. Mathematics teachers provided information about Students' achievement (High, average or at risk of failing math class). Results indicated that Students with low math self-concept were most likely to engage in inappropriate guessing behavior. Students with low math achievement were most likely to engage in appropriate help-seeking while working with the software.

**Mansuri (1986)** conducted *A study on the 5, 6,7th grade student's mental, social status on Achievement Motivation*. The objectives of the study were, 1. To study the Achievement Motivation of the students. 2. To study grades shown in Achievement Motivation of the student's higher grade show high Achievement Motivation. 3. To study of anxiety Shaw the level the level of Achievement Motivation of students. 4. To study Achievement Motivation is high of those students whose general aptitude is good. The Sample of the study was 5,6,7th grade 1100 students form sabarkantna area The Tool used in the study was To measure socio-economic class- B.V Patel and I.A. Vora Test. J.Scale of Achievement Motivation, Measurements' of Anxility

K.R.Nijawan and Ability scale J.Z.Patel scale. Normative survey method was used. The Finding of the study was, 1. The success shows the Achievement Motivation of the students. 2. The effect of different grades shown in Achievement Motivation of the students higher grade show high Achievement Motivation. 3. The level of anxiety show the level of Achievement Motivation of students. 4. The Achievement Motivation is high of those students whose general aptitude is good.

**STATEMENT OF THE PROBLEM:**

A study on Emotional Intelligence and Achievement Motivation among high school students based on their type of Management.

**OBJECTIVES:**

1. To find out significant difference among the high school students Emotional Intelligence based on their type of Management.
2. To find out significant difference among the high school students Achievement motivation based on their type of Management.

**HYPOTHESES:**

1. There is no significant difference between Emotional Intelligence of the high school students based on their type of Management.
2. There is no significant difference between Achievement Motivation of the high school students based on their type of Management.

**METHOD:**

The investigator had chosen Normative Survey method to collect data from high school students to find out their Emotional Intelligence and Achievement Motivation.

**POPULATION AND SAMPLE:**

All the High School Students studying tenth standard in North Chennai form the population of the study.

3-5% of the population chosen randomly after due stratification will constitute the sample of the study. The final sample consists of 300 high school students randomly chosen from north Chennai.

**TOOLS USED:**

**1. Emotional intelligence scale** by Cyberia Shrunk and modified by Vasuki (2007).

**2. Achievement Motivation scale** by Prof. Pratibha and Dr. Mohan Paul.

**ANALYSIS OF DATA:**

**HYPOTHESIS-1**

There is no significant difference among the high school students Emotional Intelligence based on their type of Management.

**Table -1**

Variable	TYPE OF MANAGEMENT	N	Mean	S.D.	t-value	L.S
Emotional Intelligence	Govt.	150	87.27	12.584	1.697	NS
	Aided	50	90.54	8.999		
	Govt.	150	87.27	12.584	2.373	0.05
	Private	100	90.81	9.783		
	Aided	50	90.54	8.999	0.164	NS
	Private	100	90.81	9.783		

From the above table, the t- value is found to be significant difference in the Emotional Intelligence of high school students with respect to Government Vs Private School. So in this group only the null hypothesis is not accepted. In other groups table value shows no significance.

Therefore, the above null hypothesis is rejected.

**HYPOTHESIS-2**

There is no significant difference among the high school students

Achievement motivation based on their Type of Management.

**Table -2**

Variable	TYPE OF MANAGEMENT	N	Mean	S.D.	t-value	L.S
Achievement motivation	Govt.	150	17.68	3.700	3.966	0.01
	Aided	50	20.16	4.157		
	Govt.	150	17.68	3.700	4.857	0.01
	Private	100	20.21	4.461		
	Aided	50	20.16	4.157	4.857	0.01
	Private	100	20.21	4.461		

From the above table, the t- value is found to be significant difference in the Achievement motivation of high school students with respect to Government, Aided and Private based on their Achievement motivation at 0.01 level. Hence the Null hypothesis is rejected.

**FINDINGS OF THE STUDY:**

1. It is found that there exists significant difference in the Emotional Intelligence of high school students with respect to Government Vs Private School.
2. It is found that there is significant difference in the Achievement Motivation of high school students with respect to Government, Aided and Private Schools based on their Achievement motivation.

**CONCLUSION:**

Beliefs have a fundamental effect on the ability to act and on how things are done. Many people continually give themselves negative messages. Hope can be a useful asset. In addition, finding ways to deal with anger, fear, anxiety and sadness is essential learning how to soothe oneself when upset. Being able to channel emotions to a positive end is a key aptitude. Developing quality relationships has a very positive effect on all involved.. Knowing how and when to take the lead and when to follow is essential for effective co-operation. Effective leadership is not built on domination but the art of helping people work together on common goals. Recognizing the value of the contribution of others and encouraging their participation can often do more good than giving orders or complaining. At the same time, there is a need to take responsibilities and recognize the consequences of decisions and acts and follow through on commitments. Hence the present study may help the teachers to construct intelligence of their students to compete in the global life.

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