



Achievement Motivation as a Function of Gender and Emotional Intelligence

Dr. Anil Bansidhar Wagh

Head of Psychology Department

Dagdojirao Deshmukh Arts, Commerce

& Science College, Waluj, Tq: Gangapur,

Dist : Aurangabad

E-mail – dr.anilwagh7@gmail.com

Abstract:

The aim of the study was to explore the difference among high emotional intelligent and low emotional intelligent people on Achievement motivation and difference among male & female on Achievement motivation. For this study 80 students were selected from Aurangabad city. In this study emotional intelligence scale constructed by Hyde, Pethe and Dhar used for classification of high & low emotional intelligent people. The Achievement motivation of Deo, Mohan is used for data collection. Mean, S.D. and t test are used for data analysis. There is significant difference of high and low emotional intelligent people on achievement motivation and there is also significant difference of male & female on achievement motivation.

Keywords: Emotional Intelligence and Achievement Motivation

Introduction:

In this focused period there are numerous examples are seen in everyday life where the most splendid understudies in a class don't succeed later in their lives to the extent that their less intelligent partners. These models are especially obvious in different fields like instruction, legislative issues, business and organization. In any case, at that point, an inquiry emerges; Other than intelligence what is that causes an understudy to prevail throughout everyday life? Which

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human quality is it encourages understudies to work better in all circles, going from profession to individual life? The appropriate response may lie in the remainder of intelligence that offices the handling of the feelings of self as well as other people viably this is prominently known as emotional intelligence. The specialist needs to, is there any impact of emotional intelligence on achievement motivation and is there any distinction achievement motivation among male of females? A high emotional intelligence help to keep up a condition of agreement in one self and at long last be increasingly self-assured in managing the difficulties of living and learning process. Understudies low on emotional intelligence may discover come up short are progressively hard to manage, which undermine their achievement motivation.

In the present situation, there are such a significant number of unpleasant circumstances we are confronting that impact emotional intelligence. In this examination we obviously view the connection between emotional intelligence and achievement motivation. Emotional intelligence, regularly estimated as an Emotional Intelligence Quotient (EQ), Ascribes a capacity, Capacity, or Skills to see, get to and deal with the feelings of one's self, of others and of gatherings.

The principal distributed endeavour toward a definition was made by Salvoes and Tnayer (1990) who characterized EI as "The capacity to screen claim and other's sentiments and feelings, to segregate sum them and to utilize this data to manage one's reasoning and activities."

Emotional intelligence comprised of four Psychological Processes:

- 1) The ability to perceive, appraise and express emotions accurately.
- 2) The ability to access and generate feelings when they facilitate thought.
- 3) The ability to understand and use emotional knowledge effectively.
- 4) The ability to regulate emotions adaptively and reflectively in ways that promote emotional and intellectual growth.

Achievement motivation is basically the motivation to achieve. It is an internal process that moves a person move towards a goal. Motivation may be extrinsic or intrinsic or both According to Abraham Maslow's hierarchy of needs theory, people are generally and to achieve higher needs only when their lower needs are satisfied. These needs may be innate or learned.

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They theory of Atkinson and Feather (1966) stated that a person's achievement oriented behavior is based on three parts' being the individuals predisposition to achievement, being the probability of success, the individuals perception of value of the task. Achievement motivation – An achievement motivation is described as an impulse to master challenges and reach a high standard of excellence.

Review of Literature:

Dinesh Naik, D Ahirrao Kiran 2018 in this examination the point was to investigate the connections between's Emotional Intelligence and Achievement motivation of senior undergrads just as correlation among young men and young ladies in connection with emotional intelligence and achievement motivation. 150 college understudies (75 male and 75 females) utilized as an example. The relationship between's Emotional intelligence and Achievement motivation was discovered $r = .384^{**}$ which shows noteworthy positive connection between's emotional intelligence and Achievement.

Mary Devakumar 2018, Aim of this investigation is to ponder the sexual orientation contrasts in achievement motivation and self ideas among SSC Board understudies. The outcome uncovered that there was critical contrast in achievement motivation score, where the young ladies scored higher than the kid. Despite what might be expected, there was extremely negligible contrast in the scholarly self idea score based on sexual orientation.

Dr. Jayashree P. Sontakke (2016) considered that emotional intelligence just as segments of emotional intelligence are emphatically and fundamentally related with achievement motivation. Item minute relationship was figured to test the theory. But compassion and emotional steadiness all the staying eight parts indicated solid and positive relationship. Emotional intelligence and achievement motivation were emphatically and fundamentally related.

Kaura, Nikhat; Sharma, Roopali (2015) considered planned with the impact of sexual orientation on achievement motivation. The example of the examination 60 teenagers for example 30 young ladies and 30 young men. The age bunch was 15 to 17 years of age. The investigation announced no noteworthy contrast among sexual orientation and achievement motivation and it

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demonstrated that young ladies have elevated levels of achievement motivation when contrasted with young men.

V. Vineeth Kumar, Manju Mehta and Nidhi Maheshwari (2013); in this investigation test of 450 urban male understudies of the tenth standard from Jaipur region were considered utilizing emotional intelligence scale by Hyde, Pethe and Dhar. Achievement worth and nervousness stock (AVAI) by Menta and Adjustment Inventory for School Students (AISS) by Sinha and Singh. Results uncovered a huge impact of emotional intelligence on the achievement motivation and instructive modification of understudies.

Shaikh R (2000) examined nervousness and achievement motivation of understudies in connection to their school and home condition. The discoveries delighted that there is critical sexual orientation distinction in the understudy's uneasiness just as achievement motivation with young ladies scores higher than the young men in both variable.

Methodology:**Objectives:**

- 1) To study and compare achievement motivation of high emotionally intelligence and low emotionally intelligent subjects.
- 2) To study and compare achievement motivation of male and female.

Hypotheses:

- 1) The high emotional intelligent people will have more achievement motivation than low emotional intelligent people.
- 2) Female will have more achievement motivation than male.

Sample:

The primary sample consists of 200 college going students from the population of the Aurangabad district, Maharashtra. Age range of the respondents was 18 to 23 years. In 200 college going students there are 120 have high emotional intelligence and 80 have low emotional

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intelligence. Both students from high emotional intelligence were categorized as 70 male & 50 female and low emotional intelligence were categories 45 male 35 female. As per requirement of research design in each cell were select 20, subjects. Finally effective 80 sample were selected.

Research Design

In this study 2X2 factional design was used

	A ₁	A ₂
B ₁	20	20
B ₂	20	20

A = Emotional Intelligence

B = Gender

A₁ = High Emotional Intelligence,

B₁ = Male,

A₂ = Low Emotional Intelligence

B₂ = Female

Variables:

There are three variables in this study. Emotional Intelligence and Gender are Independent variables and Achievement Motivation is dependent variable.

Tools:**Emotional Intelligence Scale:**

The Emotional Intelligence Scale was developed by Hyde, Pethe and Dhar (2001) It consist of 34 items. Ten factors of emotional intelligence are included in this scale. Each item has five alternatives i.e. strongly agree, Agree uncertain, Disagree, strongly disagree. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The spilt half reliability co efficient was found to be 0.88.

In order to find out the validity from the coefficient (Garrett, 1981), the reliability index was calculated which indicated high validity on account of being 0.93.

Achievement Motivation as a Function of Gender and Emotional Intelligence**Achievement Motivation Scale:**

The Deo-Mohan Achievement motivation (n-Ach) scale developed by Pratibha Deo (Pune) and Asha Mohan (Chandigarh) was used for the collection of data.

This scale consists of 50 items, out of which 13 are negative and 37 are positive. The test - retest reliability coefficient of the test is 0.69. The validity of this scale was established through concurrent method.

Procedure:

In this study emotional intelligence scale used for only classification of students into high and low emotional intelligence. In each test situation students were asked to read carefully the instructions printed on the cover page of the each test. When the students understood the instruction students were asked to record their responses at the appropriate places. When the students understood the instructions, students were asked to record their responses on the provided place in the test. The test booklets were collected from the students, when they finished their work the investigator checked carefully that they had answered all the items of the test.

Result and Discussion:

Table 1.1 Mean, S.D. and t values of Achievement motivation of High and Low Emotional Intelligent people.

Emotional Intelligence	N	Mean	S.D.	t Value	Sig
High EI	40	109.24	12.45	4.31	0.01
Low EI	40	98.13	10.48		

Table 1.1 showing Mean and S.D. values of Achievement motivation of high and low emotional intelligent people. It's indicating that Mean value of High EI (109.24) is comparatively larger than Mean value of Low EI (98.13) on achievement motivation. The t value is 4.31 which is

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significant at 0.01 level on Achievement motivation. Thus the results are supported to **hypothesis no.1** stating that, “The high emotional intelligent people will have more achievement motivation than low emotional intelligent people.”

Table 1.2 Mean S.D. and t value of Achievement motivation of Male and Female.

Gender	N	Mean	S.D.	t Value	Sig
Male	40	101.09	8.96	2.01	0.05
Female	40	105.34	9.94		

Table 1.2 showing Mean, S.D. and t values of Achievement motivation of Male and Female. It's indicating that Mean value of Female (105.34) is comparatively larger than Mean value of Male (101.09) on achievement motivation. The t value is 2.01 which is significant at 0.05 level on Achievement motivation. Thus the results are supported to **hypothesis no.2** stating that, “Female will have more achievement motivation than Male.”

Conclusion:

The high emotional intelligent people have more achievement motivation than low emotional intelligent people. Female has more achievement motivation than Male.

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