A STUDY ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION AND EMOTIONAL INTELLIGENCE

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Abstract:

The present paper is an attempt to examine relationship between achievement motivation, emotional intelligence and academic achievement of higher secondary school students. This paper also studies academic achievement of students with high and low achievement motivation in addition to emotional intelligence. In this study sample consisted of 100 students (50 boys and 50 girls) of class XII of Burdwan district. The data were analyzed with the help of t-test. The result shows that there is a positive relationship between achievement motivation, emotional intelligence and academic achievement of higher secondary school students. The study also reveals that students of high and low achievement motivation with high and low emotional intelligence differ from one another on academic achievement.

KEY WORDS : Academic Achievement, Emotional Intelligence, Achievement Motivation

1. Introduction-

Education is a persistent feature characterizing all human societies. In other words education aims at harmonious development of cognitive, affective and psychomotor domains. There are various agencies contribute at different stages to different degrees in achieving the said aim. Various activities of school are organized so that student's academic achievement can be raised and academic anxiety can be reduced. The academic achievement is day by day, attracting the attention of educators because it has been taken as a criterion for selection in various walks of life. Motivation in education means inculcating and stimulating interest in study and other such activities in pupils. Motivation is important because motivation can serve as both an objective in itself and as a mean for furthering achievement of other educational objectives. Interpersonally Emotional Intelligence enables one to learn, to knowledge and understand feelings in ourselves and others and that we appropriately respond to them effectively applying the information and energy of emotions in our daily life and work.

Academic Achievement- Academic Achievement as the level of proficiency attained in academic work as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examination.

Emotional Intelligence- Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy information connection and influence.

Achievement Motivation- Achievement Motivation is acquired tendency and one of the most social needs. It is a disposition to strive for success in competition with others with some standard of excellence.

2. Review of Related Literature:

The researcher reviewed various research journals, research abstracts, academic   and presented his reviews as following orders-

- ➢ Academic Achievement and Achievement Motivation.
- ➢ Academic Achievement and Emotional Intelligence.

2.1 Indian Studies on Academic Achievement , Achievement Motivation and Emotional Intelligence-

- Mehta, C.P. [1987]31 investigated into the effect of some psychological factors on school achievement and found that 1) the students who had high achievement motivation achieved higher school achievement and 2) the students having high achievement motivation achieved high in school achievement.
- Ghosh , G.P. (1985)22 conducted his study of the achievement of the students in chemistry and found a positive correlation between the achievement in chemistry and academic motivation; and concluded that the scores in achievement in chemistry could be predicted from the scores in academic motivation.
- Adsul, R.k . and Kamble, v.(2008)57 showed that Forward caste and Scheduled Caste group students had a high achievement motivation while other Backward and Nomadic Tribe group students had an average level achievement motivation . As well as male students having a high achievement motivation while female students having a below average level of achievement motivation.
- Bharadwaj(1997) focused on the need for achievement in relation to adequate expression and control of emotions and sex among handicapped and non handicapped children on a sample of six hundred subjects ranging between eight to fourteen years. It is described that higher need for achievement emerges as a prominent need among handicapped children.
- Subramanyam, K.(2007) shows that among girls studying in private schools in rural areas have obtained the score of (M-126.99) indicating their high Emotional intelligence compared with the other groups. Boys pursuing in private schools in urban areas have obtained the scores of 119.22 indicating their low Emotional Intelligence compared to other groups.

2.2 Foreign studies Academic Achievement, Achievement Motivation and Emotional Intelligence-

- Atkinson and Feather (1966) postulated that people whose motivation to achieve success was greater than their motivation to avoid failure would be more motivated to perform in achievement situations. And also found that successful students had significantly higher motivation for achievement than unsuccessful students.
- Wagner, Stephan and Irwin (1985) used academic performance as a indicator variable and showed that non – failing students had higher levels of achievement motivation than failing students because they maintained a good opinion about themselves.
- Ooi, H.P.(2001) conducted examined the relationship between academic self-concept, achievement motivation and academic attainment among different ethnic group student in a Malaysian University. He found that there were significant differences in the achievement motivation between ethnic group and field of study.
- Ciarrochi Chan and Bajgar(2001) examined the concept of Emotional Intelligence is adolescents was higher for females than males and was positively associated with the skills of identifying emotional expressions , amount of social support, extent of satisfaction with social support and mood management behaviour.
- Under(2009) studied Emotional Intelligence of secondary teacher training and found that majority of teacher trainees possesses average Emotional Intelligence. It was seen from the result that male and female teacher trainees did not differ in their Emotional Intelligence. The result also showed that there is no significant difference between the EI of trainees based on the subject, samples, type of family , type of institution.

3. The Problem :

The study headed by 'Academic Achievement of Higher Secondary Level Students in Relation to Their Achievement Motivation and Emotional Intelligence' has been conducted with a view to enquire the basic correlation state among Academic Achievement, Achievement Motivation and Emotional Intelligence.

4. Objectives of the Study:

1. To find out the relationship between Academic Achievement and Achievement Motivation.
2. To find out the relationship between Academic Achievement and Emotional Intelligence.
3. To find out the relationship between Achievement Motivation and Emotional Intelligence.
4. To find out the correlation among Academic Achievement, Achievement Motivation and Emotional Intelligence.

5. Hypothesis of the Study-

1) H_{O1} There is no significant relationship between Academic Achievement and Achievement Motivation of the sample group.

2) H_{O2} There is no significant relationship between Academic Achievement and Emotional Intelligence of the sample group.
3) H_{O3} There is no significant relationship between Achievement Motivation and Emotional Intelligence of the sample group.
4) H_{O4} There is no significant mean difference in Academic Achievement in respect to Different Level (High and Low) of Achievement Motivation of the sample group.
5) H_{O5} There is no significant mean difference in Academic Achievement in respect to Different Level (High and Low) of Emotional Intelligence of the sample group.

6. Methodology:

Among the various method of educational research, the present researcher adopted the Descriptive Survey method for conducting this research. Normative Survey is a method in descriptive research, which is used commonly and widely. The word 'Normative' is used because surveys are frequently made for the purpose of ascertaining; what is normal or typical condition, which practices, beliefs, processes, relationships or trends that are going on. It is otherwise called Normative Survey or Descriptive Survey or Status Survey.

6.1 Variable:

The following variables are considered in the study:

a) Academic Achievement (Dependent)
b) Achievement Motivation(Independent)
c) Emotional Intelligence(Independent)

6.2 Population and Sample:

The study was conducted on the students of class-12, Bilweswar High School and Kalna Kansra High School. The sample consists of one hundred students.

6.3 Tools :

The following tools were considered in the study-

a) Annual examination result of schools in different subjects were taken for Academic Achievement.
b) Achievement Motivation Scale(n- Ach)
c) Mangal Emotional intelligence Inventory (MEII)

6.4 Design Action Plan:

The detailed procedure and steps followed in this study was presented by the researcher through o diagram entitled as the Action Plan of the Present Study –

Figure 1. The Action Plan of the Present Study –
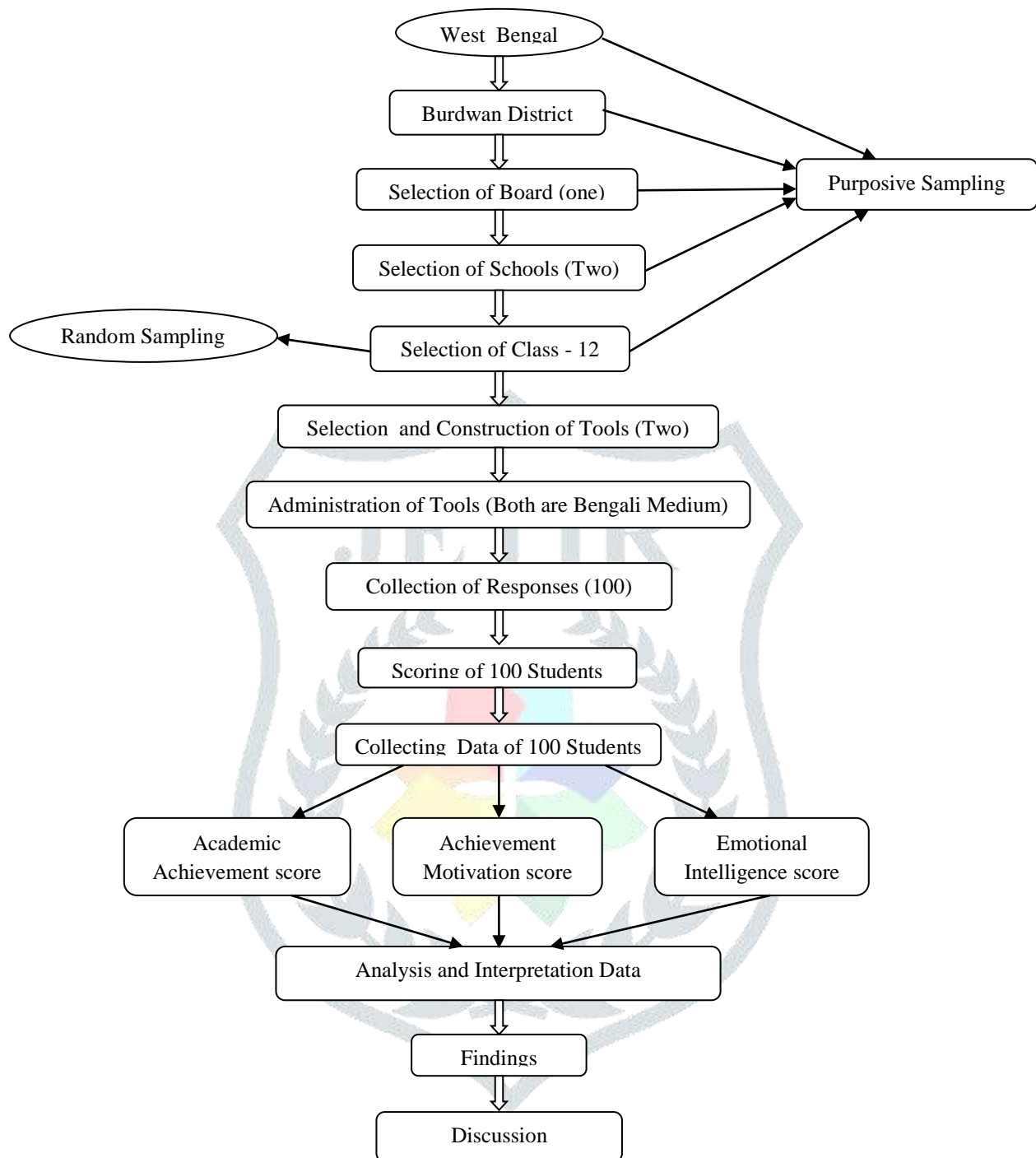
6.5 Procedure:

In case of selection of sample two different techniques of sampling were used. Purposive sampling were used to select District, Board and class. Primarily Burdwan District has been selected. The two schools namely Bilweswar H.S.School and Kalna Kansra High School have been selected. The Headmasters of the schools and assistance teachers of these schools were ready to co-operate with the investigator. So two schools and class –XII has been selected as purposive sampling. Considering the time limit and limitation of other facilities 50 students from each school were selected randomly. 50 students were male and 50 students were female. So there are 100 (50x2) sample.

Figure 2. Flow Chart of Sampling Procedure:

A=Accepted
N.A= Not Accepted
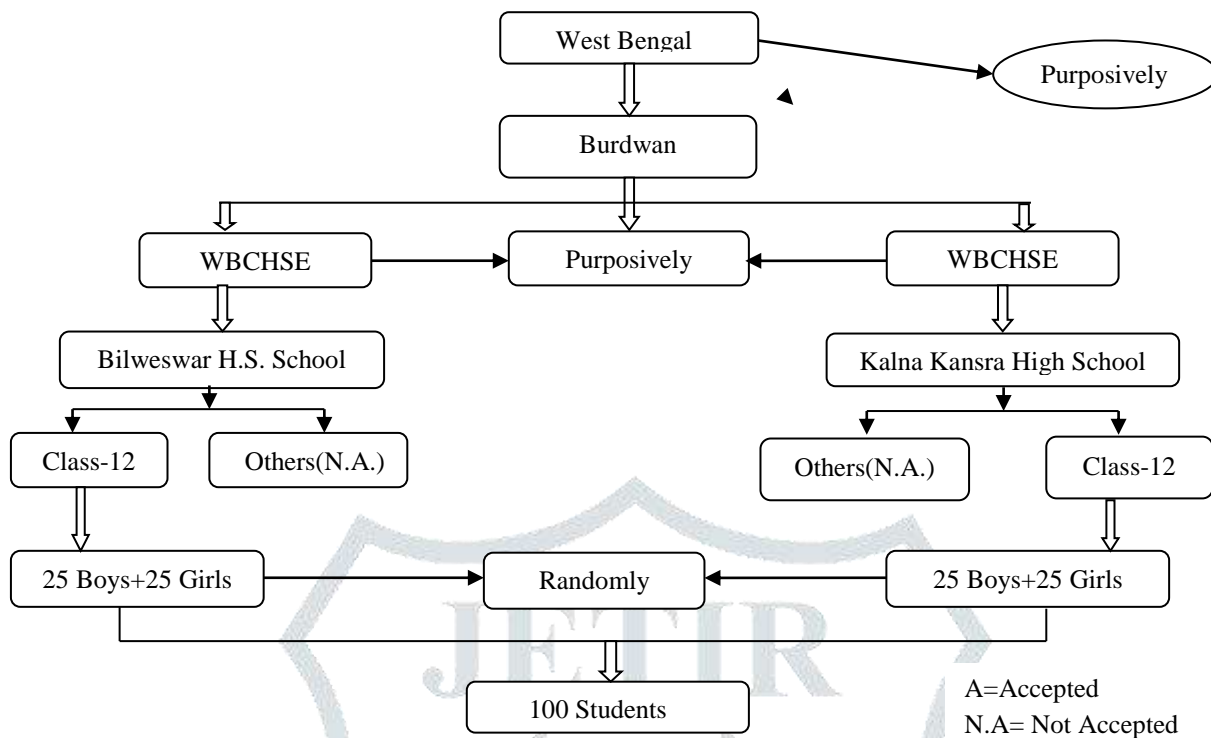
7. Description :

The chapter deals with Academic Achievement, Achievement motivation and Emotional Intelligence of the students of class-XII of two selected schools included as samples. Answer sheets of Achievement motivation and Intelligence were evaluated according to the scoring keys. Results of Annual Examination were collected from school records. These were used as Academic Achievement Scores. After checking the list of students score on different areas was entered into final tables for each group. These tables served as generating sources of data for analysis and interpretation of data.

7.1 Collection of Data:

The following scores were collected and made ready for treatment.

1. Scores on percentage Academic Achievement of one hundred students from Annual Examination of class-. class-XII.
2. Scores on Achievement motivation of one hundred students from class-XII.
3. Scores on Emotional Intelligence of one hundred students from class-XII.

7.2 Systematization of Data:

Table- 1

Shows the mean and standard deviation of Academic Achievement scores for the student of class XII.

STUDENT OF CLASS-XII	N	M	SD
BOYS	50	66.1	5.64
GIRLS	50	61.62	4.42

Table-2

Shows the mean and standard deviation of Achievement Motivation scores for the student of class-XII

STUDENT OF CLASS -XII	N	M	SD
BOYS	50	153.66	8.04
GIRLS	50	147.8	7.64

Table- 3
Shows the mean and standard deviation of Emotional Intelligence scores for the student of class- XII

STUDENT OF CLASS -XII	N	M	SD
BOYS	50	62.28	6.62
GIRLS	50	56.02	5.12

8. Analysis and Interpretation

8.1 Analysis of Data Pertaining to H_{01}

[H_{01} There is no significant relationship between Academic Achievement and Achievement Motivation of the Sample Group.]

Table- 4
Showing the value of "r" (correlation) Academic Achievement and Achievement Motivation at Higher Secondary level.

Group	N	M	SD	r
Academic Achievement	100	63.86	11.18	0.68
Achievement Motivation	100	150.73	13.90	

Above the table 4 indicates that the value of 'r' is 0.68, So the correlation of Academic Achievement and Achievement Motivation of the Sample Group is moderately correlated.

8.2 Analysis of Data Pertaining to H_{02}

[H_{02} There is no significant relationship between Academic Achievement and Emotional Intelligence of the Sample Group]

Table-5
Showing the value of "r" (correlation) Academic Achievement and Emotional Intelligence at Higher Secondary level.

Group	N	M	SD	r
Academic Achievement	100	63.86	11.18	0.56
Emotional Intelligence	100	58.15	10.66	

Above table-5 indicates that the value of 'r' is 0.56 So the correlation of Academic Achievement and Emotional Intelligence of the Sample Group is moderately correlated.

8.3 Analysis of Data Pertaining to H_{03}

[H_{03} There is no significant relationship between Achievement Motivation and Emotional Intelligence of the Sample Group.]

Table- 6
**Showing the value of "r" (correlation) Achievement Motivation
and Emotional Intelligence at Higher Secondary level.**

Group	N	M	SD	r
Achievement Motivation	100	150.73	13.90	0.52
Emotional Intelligence	100	58.15	10.66	

Above table 6 indicates that the value of 'r' is 0.52 so the correlation of Achievement Motivation and Emotional Intelligence of the Sample Group is moderately correlated.

8.4 Analysis of Data Pertaining to H_{04}:

[H_{04} : There is no significant mean difference in Academic Achievement in respect to Different Levels (High and Low) of Achievement Motivation of the sample Group]

Table-7

Showing the distribution of "t" Academic Achievement scores of Different Levels (High and Low) of Achievement Motivation at Higher Secondary level.

Group	N	M	SD	SED	t	df	Level of Significance
High Achievement Motivation	15	134.26	17.21	6.54	7.6	28	0.01 and 0.05
Low Achievement Motivation	15	84.4	18.57				

From the above table -7, it was found that the calculated value of "t" is 7.6 which was greater than the tabulated value 2.76 of 28 at 0.01 level so the null hypothesis is rejected, hence there is a significant mean difference in Academic Achievement in respect of High and Low Achievement Motivation at Higher Secondary level.

8.5 Analysis of Data Pertaining to H_{05}

[H_{05} : There is no significant mean difference in Academic Achievement in respect to Different Levels (High and Low) of Emotional Intelligence of the sample Group.]

Table-8

Showing the distribution of "t" Academic Achievement scores of Different Levels (High and Low) of Emotional Intelligence at Higher Secondary level.

Group	N	M	SD	SED	t	df	Level of Significance
High Emotional Intelligence	20	80.1	8.44	2.30	11.56	38	0.01 and 0.05
Low Emotional Intelligence	20	53.5	6.31				

From the above table -8, it was found that the calculated value of "t" is 11.56 which was greater than the tabulated value 2.71 of 38 at 0.01 level so the null hypothesis is rejected, hence there is a significant mean difference in Academic Achievement in respect of High and Low Emotional Intelligence at Higher Secondary level.

9. Findings of the Study:

A summary of important findings may be given hereafter.

1. In the case of relation between Academic Achievement and Achievement Motivation pertaining to H_{O1} revealed that there is a positive and good correlation between Academic Achievement and Achievement Motivation.
2. In the case of relation between Academic Achievement and Emotional Intelligence pertaining to H_{O2} revealed that there is a positive and moderately good correlation between Academic Achievement and Emotional Intelligence.
3. In the case of relation between Achievement Motivation pertaining to H_{O3} revealed that there is a positive and moderate correlation between Achievement Motivation and Emotional Intelligence.
4. Analysis of data pertaining to H_{O4} revealed the value of "t" is significant at 0.01 level. Hence it may be concluded from the result that there is a significant difference in Academic Achievement in respect of high and low Achievement Motivation at higher secondary level.

5. Analysis of data pertaining to H_{O5} revealed the value of "t" is significant at 0.01, level. Hence it may be concluded from the result that there is a significant   difference in Academic Achievement in respect of high and low Emotional   Intelligence at higher secondary level.

10. Limitations of the Study:

Although the researcher tried to proceed this study to the best of his effort sincerely. Of course there are certain limitations because the study was conducted within the restricted scope and facilities. The limitations are –

a) In the study 100 students were taken as sample from both genders from class-xii. For more valid results number of sample should be increased. But it was not possible due to the limitation of time.

b) The Achievement of different subjects should be assessed to get more specific result. Due to time constrain it was not possible.

c) Tools of the study that is academic achievement tests were necessary to construct by the researcher in order to judge the validity and reliability of the test. The tool was not constructed. Although the teacher made test are also reliable for the type of study.

d) The researcher could develop all the tools used in the study. But, he used standardized tools and adopted. The construction of tools was done through a systematic procedure and the constructed tools were validated under the study design, further sophistication could be made for more refinement of the tools.

11. Suggestions for Further Research:

The study indicates the need for conducting the research on the following lines to estimate a correct generalization-

(i) Studies may be conducted with different classes of students.

(ii) Researches may be done between rural and urban students.

(iii) Studies may be conducted with different systems of schools.

(iv) A detailed study may be conducted considering all dimensions of educational achievement.

(v) Experimental studies may be done for Academic Achievement of all subjects at the Higher Secondary level as in other stages in education.

(vi) Experimental studies may be done for effective Academic Achievement under controlled conditions.

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