

Research Paper

Achievement Motivation in Relation to Emotional Intelligence of Higher Secondary Students

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ABSTRACT

The intend of the study was to find out relationship between Emotional Intelligence (dimension wise analysis) and Achievement motivation and significant difference between emotional intelligence and achievement motivation among college students across gender. The sample was chosen through purposive random sampling on 114 college students out of 57 were males and 57 were females. The tool of the study was emotional Intelligence quotient scale (Bar-On, 1997) containing 90 items and Achievement motivation scale questionnaire (13 to 20 years) by Deo Mohan containing 5 picture of girls 5 pictures for boys and containing 20 questions, which can help respondents to make a story on related pictures. It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with achievement motivation. Data analysed by using mean, S. D, Pearson product moment correlation and independent sample t-test. The findings of this study suggested that Emotional intelligence and achievement motivation were positively and significantly related. Also, checked out if gender difference exists with regards to emotional Intelligence and Achievement Motivation. It was found that there is no significant difference in the level of emotional Intelligence and Achievement Motivation among college students across their gender.

Keywords: *Achievement, Motivation, Emotional Intelligence, Higher Secondary Students*

During the last few years, psychologists have been trying to find out answers to questions such as, “Who will be successful in education?” Why some people despite having high intelligence coefficient in education and the post-education processes, they experience huge failures? “How is the role of intelligence co efficiency in the success of the students especially the academic one?” Other than intelligence co efficiency are there other factors effective in academic success? “Scientists have done researches that tremendously have changed the traditional view of Intelligence Quotient (IQ) and its effects on humans’ lives.

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The notion of emotional intelligence (EI) is relatively a new idea in popular culture. However, with the popularization of the concept of 'Emotional Intelligence' has raised a very great deal of interest in the field of psychology, management and education.

Emotional intelligence (EQ) has actually been a 'known fact' for more than the last few decades. In fact, our perception of its importance predates the coining of the phrase in the 1964 paper by Michael Beldoch. It has had different names – from 'social intelligence' to 'emotional strength' – but its importance has always been undeniable.

Educational institutions are known by the teachers and the students they develop. The intangibles i.e., the human assets are of top priority to impart quality education. The relationship between student and teacher plays a large role in the path of a child's academic success and social development. Establishing a positive relationship with their teacher helps a student feel more comfortable and safer in their classroom environments. Emotional intelligence can help in creating an enthusiastic learning environment, students' satisfaction, and efficient administration, useful vision for the future and achieving student's development. Hence, educational management will also do well if they incorporate practices of emotional intelligence, thus leading to emotional quality management in the colleges, supporting today's young students.

Emotional intelligence is a set of acquired skills and competencies that predict positive outcomes at home with one's family, in school, and at work. People who possess better levels of Emotional Intelligence are healthier, less depressed, more productive at work, and have better relationships.

We educate students with one main objective in mind, their success. Education plays vital role to get success in life. Success is the achievement of something that you have been trying to do. Like emotional intelligence, achievement motivation also plays vital role in education field to predict student's success or failure. Achievement motivation is based on reaching success and achieving all of our aspirations in life.

Student's success is one of the most important metrics to measure overall efficiency in education. Teachers, principals, programs, schools, and universities make evaluation on students by considering at how many students dropped out and how many succeeded.

What are the measures of success? Is it only a good IQ score?

IQ and emotional intelligence are not opposing competencies, but rather separate ones. We all mix intellect and emotional acuity, people with a high IQ but low emotional intelligence (or low IQ and high emotional intelligence) are, despite the stereotypes, relatively rare. Indeed, there is a slight correlation between IQ and some aspects of emotional intelligence though small enough to make clear these are largely independent entities. Unlike A logical assumption is that people with higher IQ will be more successful at work and through out of their life. This assumption has been proven incorrect there is more to success than simply being 'clever'. IQ is used to measure someone's intellectual potential and to determine academic abilities of individual. IQ is not the only measure for success, emotional intelligence and social intelligence also play a big role in a person's success (Goleman, 1995). Now in new era, theories of intelligence have been introduced and are gradually replacing the traditional theory. We can say that success depend on multiple intelligences Gardner (1983) and emotions. A high level of emotional intelligence is an essential aspect of learning. The ability to develop the skill of emotional understanding is require not only in the domain of relationships but also in the of education. EQ is an assessment that measures one's ability to

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recognize, understand and manage one's emotions, as well as the emotions of others. Research carried out by The Carnegie Institute of Technology shows that IQ can help you be successful to the extent of just 20 percent in life. The rest 80 percent success depends on your EQ (Pareto principle-1906, 1971)

Though, Intelligence Quotient (IQ) is an important factor that can determine the success of a person, studies show Emotional Quotient (EQ) that matters more than IQ; when it comes in to a better work environment. It may be considered that those who are emotionally intelligent will be able to get themselves motivated to perform.

Concept Used in Present Study

Emotional Intelligence

Emotions: Crow and Crow, (1962) defined that, “An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behaviour.”

Emotion is any conscious experience characterized by intense mental activity and a certain degree of pleasure or displeasure (Cabana, Michel -2002).

What is an emotion?

The concept of emotion may seem simple, but scientists often have trouble agreeing on what it really means. Most scientists believe that emotions involve things other than just feelings. The way that someone experiences an emotion. A feeling is something that you experience internally, in your own mind, and that other people can understand based on your behaviour. You can help other people understand how you feel using emotion terms, like “anger” or “sadness”, like “I feel the way a kid would feel if her dad took away her/his candy. They involve bodily reactions, like when your heart races because you feel excited. They also involve expressive movements, including facial expressions and sounds, for example, when you say “woah” because you are fascinated by something. And emotions involve behaviours, like yelling at someone when you are angry.

Although there are many different parts of an emotion, feelings are usually considered the most important part. The majority of scientists who study emotion measure it by asking people what they are feeling. Of course, we cannot know whether a person is telling the truth about what he or she is feeling. It is also worth noting that terms like “angry” and “amused” might mean different things to different people. Despite these limitations, however, self-reported experience, meaning what a person says about what he or she is feeling, is the most direct way to measure emotional feelings. It is also worth noting that terms like “angry” and “amused” might mean different things to different people. Despite these limitations, however, self-reported experience, meaning what a person says about what he or she is feeling, is the most direct way to measure emotional feelings.

Types of Emotions

Robert Pletcher's psych evolutionary theory of emotion is one of the most influential classification approaches for general emotional responses. He considered there to be primary emotions — anger, fear, sadness, disgust, surprise, anticipation, trust,

Anger, also known as wrath or rage, is an intense emotional state involving a strong uncomfortable and non-cooperative response to a perceived provocation, hurt or threat. A person experiencing anger will often experience physical effects, such as increased heart rate,

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elevated blood pressure, and increased levels of adrenaline and noradrenalin. Some view anger as an emotion which triggers part of the fight or flight response. Anger becomes the predominant feeling behaviourally, cognitively, and physiologically, when a person makes the conscious choice to take action to immediately stop the threatening behaviour of another outside force. The English term originally comes from the term anger of Old Norse language.

Fear is an emotion induced by perceived danger or threat, which causes physiological changes and ultimately behavioural changes, such as fleeing, hiding, or freezing from perceived traumatic events. Fear in human beings may occur in response to a certain stimulus occurring in the present, or in anticipation or expectation of a future threat perceived as a risk to oneself. The fear response arises from the perception of danger leading to confrontation with or escape from/avoiding the threat (also known as the fight-or-flight response), which in extreme cases of fear (horror and terror) can be a freeze response or paralysis.

Sadness is an emotional pain associated with, or characterized by, feelings of disadvantage, loss, despair, grief, helplessness, disappointment and sorrow. An individual experiencing sadness may become quiet or lethargic, and withdraw themselves from others. An example of severe sadness is depression, a mood which can be brought on by major depressive disorder or persistent depressive disorder. Crying can be an indication of sadness.

Disgust (Middle French: *desgouster*, from Latin *gustus*, "taste") is an emotional response of rejection or revulsion to something potentially contagious or something considered offensive, distasteful, or unpleasant. In the *Expression of the Emotions in Man and Animals*, Charles Darwin wrote that disgust is a sensation that refers to something revolting. Disgust is experienced primarily in relation to the sense of taste (either perceived or imagined), and secondarily to anything which causes a similar feeling by sense of smell, touch, or vision.

Surprise is a brief mental and physiological state, a startle response experienced by animals and humans as the result of an unexpected event. Surprise can have any valence, that is, it can be neutral/moderate, pleasant, unpleasant, positive, or negative. Surprise can occur in varying levels of intensity ranging from very-surprised, which may induce the fight-or-flight response, or little-surprise that elicits a less intense response to the stimuli.

Trust in a social context, trust has several connotations. Definitions of trust typically refer to situations characterized by the following aspects: one party (trustor) is willing to rely on the actions of another party (trustee), and the situation is typically directed to the future. In addition, the trustor (voluntarily or forcedly) abandons control over the actions performed by the trustee. As a consequence, the trustor is uncertain about the outcome of the other's actions; the trustor can only develop and evaluate expectations. Such expectations are formed with a view to the motivations of the trustee, dependent on their characteristics, the situation, and their interaction. The uncertainty stems from the risk of failure or harm to the trustor if the trustee does not behave as desired. Trust exists in interpersonal relationships.

Anticipation is an emotion involving pleasure, or anxiety in considering or awaiting an expected event.

Joy (Arianna Huffington) has also been a big advocate of joy triggers, evoking joy through certain triggers. These are triggers which related to activities that stimulate certain neurochemicals such as dopamine. According to Huffington, activities that are able to evoke a positive neurochemical response are producers of joy and are a great source of goodness.

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Ingrid Fetell Lee has studied the sources of joy. She wrote the book "Joyful: The Surprising Power of Ordinary Things to Create Extraordinary Happiness, and gave a TED talk on the subject, titled "Where joy hides and how to find it." Through her design studies she has found out that joy hides in colourful objects, an abundant number of objects, round objects, and elevating objects.

Role of Emotions in Student's Life

Emotions play important role in college students' academic performance, personality development, and health. Schools or colleges are emotional settings for students. Students emotional experiences can influence on their ability to learn, their engagement in school, and their career choices.

Concept of Emotional Intelligence

Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 and have continued to conduct research on the significance of the construct. Daniel Goleman popularised the concept of emotional intelligence in 1995, when he wrote the landmark book 'Emotional Intelligence'. He defined emotional intelligence as "abilities of being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope". Emotional Intelligence (EI or sometimes EQ – Emotional Quotient). Emotional intelligence is the ability to identify and manage your own emotions and others.

Science of Emotional Intelligence

We have two minds – one that thinks (rational mind) and one that feels (emotional mind). One acts according to his / her emotional and rational mind. The intellect is based solely on the working of the neo cortex the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional intelligence involves these emotional centers at work in concert with the intellectual centres. LeDoux, a neuroscientist at the Center for Neural Science at New York University, made in recent years a landmark discovery about the relationship and interaction of the emotional and thinking brains. He pinpointed the neural pathways bringing information to the brain through the senses, and discovered that information entering through the eyes or ears goes first to the thalamus, which acts as a sort of mail sorter, deciding which parts of the brain to send the information to. If the incoming information, for instance, is emotional, the thalamus sends out two signals -- the first to the amygdala the centre of the emotional mind and the second to the neocortex. What this means is that the emotional brain has the information first, and in the event of a crisis can react before the thinking brain has even received the information and had a chance to weigh the options. Goleman calls this an emotional hijacking because it occurs so fast that the thinking brain has no opportunity to grasp what is occurring and decide on the best course of action. The amygdala and neo cortex may sound like perfect partners, the alert sentry signaling danger and the cool strategist selecting prudent courses of action, but the sentry can easily override and powerful emotions can disrupt your ability to think and reason. That's why one complains that he can't think straight 'when he is upset. People who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clean thought. People with well-developed emotional skills are more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity.

Elements of Emotional Intelligence

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Emotional Intelligence divided into 'Personal' and 'Social' competences, which broadly split between personal and interpersonal skills. Self-awareness is main skill among associated with Social Emotional Learning. In short, self-awareness is the ability to understand one's self.

- **Identify emotions** – It is important to identify emotions and label them accordingly. Students should aware of their own emotions.
- **Have an accurate self-perception** –Self-perception of student should match with reality. A realistic understanding of themselves will allow students to better manage their behaviour.
- **Recognize strengths** – everyone has unique strengths and should recognize it. It is important for student to recognise their strength and use them in proper way.
- **Possess self-confidence** – When students are able to recognize their strengths, their self-confidence grows. Thus, self-confidence is an integral part of a healthy social emotional state.
- **Demonstrate self-efficacy** – Belief in their own ability is the first step of self-efficacy. Self-efficacy helps them to achieve a goal. Recent research suggests that by believing you are capable of something, you help yourself on the path to achieving it.

Domains of Emotional Intelligence

According to Salovey and Mayer (1990), Emotional Intelligence subsumes Gardner's inter and intrapersonal intelligence and involves abilities that may be categorized into five domains:

1. **Self-awareness**- observing one self and recognizing a feeling as it happens.
2. **Managing emotions**-Handling feelings so that they are appropriate; realizing what is behind a feeling; finding way to handle fear and anxieties, anger and sadness.
3. **Motivating oneself**- Channelling emotions in the service of a goal; emotional self-control; delaying gratification and stifling impulses.
4. **Empathy**- Sensitivity to others 'feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. **Handling relationships**- Managing emotions in others; social competence and social skills.

Goleman (1995) popularized the view of emotional intelligence. He created a model that also was mixed and was characterized by the five broad areas:

1. **Self-Awareness** – It includes knowing one's emotions, recognizing one's feelings as they occur and discriminating between them, that is being emotionally literate; being able to identify and label specific feelings in oneself and others; being able to discuss emotions and communicate clearly and directly. It also includes ability to empathize with, feel compassion for, validate, motivate, inspire, and encourage others; the ability to make intelligent decision, using a healthy balance of emotions and reason; being neither too emotional nor too rational; the ability to manage and take the responsibility for one's emotions, knowledge of the causes of emotions, recognizing the difference between feelings and actions.
2. **Mood Management** – It includes handling feelings so that they are relevant to the current situation and to react appropriately. It also includes tolerance, frustration and anger management, eliminating verbal pull downs, fights and group disruptions, better able to express anger appropriately without resorting to violence, fewer suspensions or expulsions, less aggressive or self-destructive behaviour, more positive feelings about self, school and family, better at handling stress.

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3. **Self-Motivation** – It includes gathering up one's feelings and directing oneself towards goal, despite self-doubt, inertia and impulsiveness, being more responsible, better able to focus on task at hand and pay attention, less impulsive, more self-controlled and with improved scores on achievement tests.
4. **Empathy** – It includes recognizing feelings in others and tuning into their verbal and non-verbal cues, being able to take another person's perspective, improved empathy and sensitive to others feelings, better at listening to others. Affiliative persons are friendly, sociable, helpful, and skilful in dealing with people, and open about their feelings. They make good companions because they are pleasant and agreeable. Others feel comfortable with them & like them. In other words, affiliative persons have superior emotional social skills in dealing with others, derive gratification and reward from their interpersonal contacts, and tend to be source of happiness to others.
5. **Managing Relationships** – It includes handling interpersonal interaction, conflict resolution and negotiations, increased ability to analyse and understand relationship, more assertive and skilled at communication, more popular and outgoing; friendly and involved with peers, more sought out by peers, more concerned, considerate, more prosaically and harmonious in groups, more sharing, co-operative and helpful, more democratic in dealing with others.

Goleman's (1995) list of specific attributes under motivation includes marshalling emotions, delaying gratification and stifling impulsiveness, and entering flow states. He recognized that he was moving from emotional intelligence to something far broader. He states that —ego resilience is quite similar to emotional intelligence in which he includes social competencies. Goleman makes extraordinary claims for the predictive validity of mixed model. He states that emotional intelligence will account for success at home, at school, and at work. Among youth, he says, emotional intelligence will lead to less rudeness or aggressiveness, more popularity; improve learning and better decisions about —drugs, smoking and stress. At work emotional intelligence will assist people in teamwork, in co-operation, in helping learn together how to work more effectively. Moreover, emotional intelligence will confer an advantage in any domain in life, whether in romance and intimate relationship or picking up the unspoken rules that govern success in organizational politics.

Baron: A Mixed Model of Emotional Intelligence

Baron's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on the ability to be aware of, understand and express oneself, the ability to be aware of understand, the ability to deal with strong emotions, and ability to adapt to change and solving problems of a social or personal nature. Baron posits that emotional intelligence develops over time and that it can be improved through training programming and therapy. Also, he considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to success in life. Baron defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

In his model, Baron outlines five components of emotional intelligence. Within these components are sub-components (included 15 dimensions of emotional intelligence in all). They are as follows:

1. **Intrapersonal (self-awareness and self-expression)**

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- a. Self-Regard (being aware of understanding and accepting ourselves)
 - b. Emotional Self-Awareness (being aware of and understanding our emotions)
 - c. Assertiveness (expressing our feelings and ourselves non-destructively)
 - d. Independence (being self-reliant and free of emotional dependency on others)
 - e. Self-Actualization (setting and achieving goals to actualize our potential)
- 2. Interpersonal (social awareness and interaction)**
- a. Empathy (being aware of and understanding how others feel)
 - b. Social Responsibility (identifying with and feeling part of our social groups)
 - c. Interpersonal Relationship (establishing mutually satisfying relationships)
- 3. Stress Management (emotional management and control)**
- a. Stress Tolerance (effectively and constructively managing our emotions)
 - b. Impulse control (effectively and constructively controlling our emotions)
- 4. Adaptability (Change management)**
- a. Reality Testing (Validating our feelings and thinking with external reality)
 - b. Flexibility (coping with and adapting to change in our daily life)
 - c. Problem solving (generating effective solutions to problems of an intrapersonal and interpersonal nature)
- 5. General Mood-(self-motivation)**
- a. Optimism (having a positive outlook and looking at the brighter side of life)
 - b. Happiness (feeling content with ourselves, others and life in general)

Singh (2006) —Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions - emotional competency, emotional maturity and emotional sensitivity - which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour. The broad areas which these three dimensions seem to cover are as under: -

- 1. Emotional Competency-** constitutes the capacity to respond tactfully to emotional stimuli by various situations, having high self-esteem and optimism, communication, tackling emotional upsets such as frustration, conflict and inferiority complex, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion such as stress, burnout, learning to avoid negativity of emotions, handling egoism etc.
- 2. Emotional Maturity-** constitutes evaluating emotions of one-self and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating other's point of view, developing others and delaying gratification of immediate psychological satisfaction.
- 3. Emotional Sensitivity-** constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others, and letting others feel comfortable in your company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully realizing communicability of emotions, moods and feelings having an insight into how to evaluate, and relate to you.

Thus, emotional intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in one self and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situation.

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Benefits of Higher Emotional Intelligence

- Student with higher emotional intelligence find it easier to form and maintain interpersonal relationships and to 'fit in' to group situations.
- Student with higher emotional intelligence are also better at understanding their own psychological state, which can include managing stress effectively and being less likely to suffer from depression.

Achievement Motivation

Motivation

Motivation is a theoretical construct used to explain behaviour. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behaviour or what causes a person to want to repeat a behaviour and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behaviour. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because he/she wants a good grade. Both show a similar connection between what we do and why we do it. According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are". Wikipedia readers will have a motive (or motives) for reading an article, even if such motives are complex and difficult to pinpoint. At the other end of the range of complexity, hunger is frequently the motive for seeking out and consuming food. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night studying. "The term motivation refers to factors that activate, direct, and sustain goal-directed behavior. Motives are the "ways" of behavior - the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we observe." (Nevid, 2013) Psychologists have proposed a number of different theories of motivation, including drive theory, instinct theory, and humanistic theory.

Components of Motivation

Anyone who has ever had a goal (like wanting to lose ten pounds or wanting to run a marathon) probably immediately realizes that simply having the desire to accomplish something is not enough. Achieving such a goal requires the ability to persist through obstacles and endurance to keep going in spite of difficulties.

There are three major components to motivation:

- **Activation,**
- **Persistence**
- **Intensity**

Activation involves the decision to initiate a behavior, such as enrolling in a psychology class. **Persistence** is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy, and resources. **Intensity** can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much

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effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

Different Forms of Motivation

Motivation is the reason for people's actions, desires and needs. There are different forms of motivation including **extrinsic**, **intrinsic**, and **achievement motivation**. There are also more **negative forms of motivation**.

- **Intrinsic Motivation:** Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Explanations of intrinsic motivation have been given in the context of Fritz Heider's (1958) attribution theory, Bandura's (1997) work on self-efficacy and Deci Edward L, Richard M. (1985) Intrinsic motivation reflects the desire to do something because you are interested in it. If students are intrinsically motivated, then they would not worry about external rewards such as praise or awards or money. The enjoyment they experience would be sufficient for them the activity in the future. Examples of Intrinsic Motivation: Writing short stories because you really enjoy writing them, reading a book because you are curious about the topic, and playing chess because you enjoy.
- **Extrinsic Motivation:** Extrinsic motivation replicates the desire to do something because of external rewards such as awards, money, and praise. People who are extrinsically motivated may not enjoy certain activities. They wish to engage in certain activities because they wish to receive some external reward. Examples of Extrinsic Motivation: There are many possible extrinsic motivation examples. First example, Ramesh junior college student take parts in annual function because their parents force them to do that. Second example, Sameer one student of 10th std studying hard to get high score in exam, because his father is going to give him android phone.
- **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. 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).

A quick survey of scientific literature and popular language would reveal that, while the word “motivation” has many meanings, fundamentally they refer to processes that impel an organism to act. Indeed, “motivation” comes from the Latin verb *movere*, which means “to move.” Hence, motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behavior. Accordingly, the term “achievement motivation” denotes processes leading to behavior that aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which provides a guide for evaluating success and failure. Because achievement of standards is a fundamental human endeavour, achievement motivation has been an important domain in psychological inquiry. During the century that has passed since psychology became a scientific discipline in the late 1800s, numerous theories have been developed to explain the processes underlying achievement-oriented

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behavior. To a large degree, these various theories reflect the scientific zeitgeist of the time of their development, as well as the ideological beliefs of the researchers who developed them.

The Thirteen Negative Motivation Patterns:

According to, David D. Burns (2008) there are 13 procrastination and do-nothingism mindsets:

1. Hopelessness
2. Helplessness
3. Overwhelming Yourself
4. Jumping to Conclusions
5. Self-labelling
6. Undervaluing the Rewards
7. Perfectionism
8. Fear of Failure
9. Fear of Success
10. Fear of Disapproval or Criticism
11. Coercion and Resentment
12. Low Frustration Tolerance
13. Guilt and Self-blame

History of Study

The concept of achievement motivation has its antecedents in earlier psychological studies conducted under a variety of different rubrics, particularly “success and failure” (Sears 1942), “ego-involvement” Allport, G. W. (1943), and “level of aspiration”. At that time, there was little basis for a meaningful integration of knowledge because research findings were not anchored by the use of a common method for assessment of motivation. This is less true today as a result of a methodological innovation shortly after World War ii: namely, the experimental validation of a method of measuring achievement motivation, followed by systematic use of this new tool in behavioral and societal studies (McClelland et al. 1953). McClelland and his co-workers combined the traditional clinical assumption that human motives are freely expressed in imagination with procedures developed within experimental psychology for manipulation of strength of motivation. It was demonstrated, first with hunger, then with concern over achievement and other human motives, that the motivational state of an individual can be diagnosed by means of content analysis of his fantasy or imaginative behavior (Atkinson 1953) as revealed, for example, in the Thematic Apperception Test, projective method.

The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure.

Motivation Theory

Achievement motivation is one of the three components that make up McClelland’s (1987) Human Motivation Theory. This theory was proposed by social psychologist David McClelland, who studied workplace motivation. His approach aimed to explain how different types of motivation affect people’s performance within a business setting. McClelland proposed that there are three types of motivation that drive us all no matter what our

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background is. This includes achievement, affiliation, and power. In this lesson, we will only be focusing on achievement.

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 behaviour.

According to Mayer, (1999), Psychologists have defined emotional intelligence in dozens of ways, typically as list of personality 12 characteristics, such as motivation, persistence, empathy, warmth and social skills. Because they mix together diverse part of personality, they have been referred to as mixed model.

The most popular elucidation of the concept of course, is that of Goleman, but reservation have been expressed about the same. Hence, we can say that emotional intelligence is a container term that encloses and encompasses a series of skills that one has learned more or less intuitively.

Achievement

Achievement signifies accomplishments gain or a performance carried out successfully by an individual or group on the completion of a task whether it is academic, manual, personal or social. Thus, achievement means all those behavioral changes which takes place in the individual as a result of learning experience of various kinds whatever be the form of achievement the need for achievement is clearly required by all human beings. This desire is quite natural as our other needs like biological or operational definition of the terms used in the study. In a competitive society the desire to excel over others is intensified, it may lead to a stronger drive or motive to achieve something and it is essential to beat the others in competition. It results in experiencing a sense of anxiety. Today everyone wishes that his/her child should reach at the highest achievement level. The opportunity responding the tendency to teach more to the high expectancy students, the contingent feedback on the student's response provide by the teacher do have a direct impact on student's academic performance. Teacher's attitude is linked with the student's attitude, which in turn is associated with his/her achievement high expectations or a negative attitude shown by the teachers may also influence the educational process and teaching techniques used by the teachers to impart knowledge and thus affect the performance and achievement level of the students. The desire to gain reputation in the eyes of others and to get highest achievement level creates pressure on student and it also puts pressure on teachers also. Today the education system is examination oriented and the result is the prestigious issue for everyone. If a student scores highest then he is admired by everyone and other children are ignored. The achievement of any individual is measured in terms of the marks he/she gets in examination. There is not specific or systematic definition of achievement. But some educationists tried to define the word achievement.

Theory of Needs by Abraham Maslow's

Abraham Harold Maslow (1943) suggested his Theory of Human Motivation. His theory is one popular and extensively cited theory of motivation. Maslow argues that, the average child tends to prefer a safe, orderly world where dangerous or unexpected events are rare. As with the physiological needs, safety needs cease to be a primary motivator of behavior when the needs are met. Safety seeking ceases to be the dominant behavioral motivators as safety needs are chronically satisfied. The first in hierarchical model of Maslow's theory of needs

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are, Physiological, which are basic needs for sustaining human life. These include food, shelter, clothing, rest, air, water, sleep and sexual satisfaction. A hungry person, for example, is just not in a position to think of anything else except his hunger or food. If the psychological and safety needs are fairly well satiated, the love, affection, and belongingness needs emerge to motivate behavior. Security / Safety Needs are the needs connected with the psychological fear of loss of job, property, natural calamities or hazards, etc. An employee wants protection from such types of fear. He prefers adequate safety or security in this regard i.e., protection from physical danger, security of job, pension for old age, insurance cover for life, etc. The safety needs come after meeting the physiological needs. Maslow argues that the average child tends to prefer a safe, orderly world where dangerous or unexpected events are rare. In the Social Needs category, a human being is rightly treated as a social animal. He desires to stay in group. He feels that he should belong to one or the other group and the member of the group should accept him with love and affection. Every person desire to be affiliated to such groups. This is treated as basic social need of an individual. People must have the opportunity to love and beloved. Esteem needs include the need to be respected by others, need to be appreciated by others, need to have power and finally prestigious position. Once the previous needs are satisfied, a person feels to be held in esteem both by him and also by others. Thus, esteem needs are two-fold in nature. Self-esteem needs include those for self-confidence, self-respect, competence, etc. The development of self-esteem and ego strength leads to feelings of self-confidence, worth, strength, and capability; these emotions propel behavior toward the higher goals. Self-actualization Needs is the highest among the needs in the hierarchy of needs advocated by Maslow. Self-actualization is the desire to become what one is capable of becoming. It is a 'growth need'. A worker must work efficiently if he is to be ultimately happy. Maslow reports that his early investigations on self-actualization were not planned to be research and did not start out as research.

Need for achievement (N-Ach)

Need for achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray (1938) and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal. To have the determination to win". The concept of N-Ach was subsequently popularised by the psychologist David McClelland.

Need for Achievement is related to the difficulty of tasks student choose to. Those with low N-Ach may choose very easy tasks, in order to minimise risk of failure. Those with high N-Ach tend to choose moderately difficult tasks, feeling that they are challenging, but within reach.

Student with high in N-Ach are characterised by a tendency to seek challenges and a high degree of independence. Their most satisfying reward is the recognition of their achievements.

Role of Achievement in student's life:

Academic Achievement has been considered a vital factor in life and is the most important goal of education. In our rapidly changing society and world with the advancement of science and technology, the people have become educational minded. Every parent sets his goals towards his child. In every step of life, academic record speaks for individual. At the time of admission, for entrance or a job, for scholarship and for further studies, good academic result is the only recommendation.

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Sources of Achievement Motivation Ausubel, David (1968), the proponent of meaningful Reception Learning and Expository Teaching, perceives three components in achievement motivation:

1. **Cognitive urge**, which is task oriented. The individual attempts to satisfy his need to know and understand. The reward of discovering new knowledge resides in the carrying out of the task.
2. **Self-enhancement**, which is ego-oriented, represents a desire for increased practice and status gained by doing well scholastically or otherwise. It leads to feelings of adequacy and self-esteem.
3. **Affiliation** is dependence on others for approval. Satisfaction comes from such approval irrespective of the case, so that the individual uses academic success simply as a means of recognition by those on whom he depends for assurance. Parents play an active part in the young child's affiliation needs. Later the teacher and the peer group become approval agents.

Some people have a great need for achievement due to differences in early life experiences which leads to variations in the levels of achievement motivation. More specifically, children learn by replicating the behaviour of their parents as their models. Through such observational learning Bandura & Walters (1963), found that children take on, adopt many characteristics of the model; the expectations of parent have for their children are also said to be important in the development of achievement motivation. Parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour.

The individuals with a predisposition towards a need for success are realistic and like the challenge of performing well. The individuals in whom the need to avoid failure greatly exceeds the need to achieve resist all activities in which their competence might be evaluated. When these individuals are forced into competition, they defend themselves by undertaking activities in which success is assured or choose such activities in which failure is a foregone conclusion; because by this they get a compensatory satisfaction that they tried an almost impossible task. These persons do not choose those activities that an average person would like to pursue in a real spirit of challenge.

The need for achievement develops in early childhood. It depends on the mother-child interaction and the home environment. Those mothers, who set high expectations for their children, maintain loose emotional ties and encourage the child to master his environment while at the same time providing some degree of support to foster strong achievement motive in their children. Parents in the early stage of their children put restrictions on their independence so that they may avoid failures but as they grow dependence level is reduced and the children are given more and more freedom to make their own choices.

Sources Of High N-Ach Include

1. Parents who encouraged independence in childhood
2. Praise and rewards for success
3. Association of achievement with positive feelings
4. Association of achievement with one's own competence and effort, not luck
5. A desire to be effective or challenged
6. Intrapersonal Strength
7. Desirability

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8. Feasibility
9. Goal Setting Abilities

Achievement motivation can be understood simply as the tendency to strive for success or to attain a desirable goal. The study of achievement motivation examines crucial ingredients in the accomplishment of desirable goals. Studies have included a wide variety of domains, providing new insights into academic achievement, economic and other work-related achievement, gender and ethnic differences regarding achievement orientation, and individual personality differences.

We often see motivation as something that stimulates a person to act and behave to achieve a desired goal, while emotion is the feelings that emerge from the motive or drive itself, from the actions caused by the motive and from the achievement or failure of the desired goal.

Characteristics of Achievement Motivation

Achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding. The essence of achievement motivation is that it is not just a desire to achieve only, but implies a striving need to achieve a standard of excellence in action. It is an intense desire to perform with excellence. High achievement motive should be coupled with success oriented-mentality. If accomplishments are to be real, there is a possibility of achievement- motive being bound with a fear of failure. There is evidence that the failure-oriented person with high n-Ach tends to choose tasks that are too hard or too easy. On the other hand, the success-oriented person with high nAch tends to choose tasks that are moderately difficult to achieve and is realistic in what he can accomplish. Therefore, achievement motivation includes need for success as well as need to avoid failure. Achievement motive moves or drives an individual to strive to gain mastery of difficult and challenging situations or performances in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated that the consequence of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment. The Achievement motivated individual reveal the following characteristics.

1. There will be a tendency to achieve success and to avoid failure.
2. The strength of achievement motivation will be stronger where the importance of the task is higher and the risk involved is lower.
3. Parents' education has significant influence on achievement motivation.
4. Achievement motivation is more among those whose parents are highly educated and their occupation do also have significant impact.
5. Achievement motivation is also related to extraversion and introversion attitude and their ability to cope up with the environment.
6. It can also be stated that high achievers have self-confidence and self-acceptance.

Characteristics of High Achievement Motivation

Characteristics of individuals with high achievement motivation updated 2018, by Christine Switzer. Characteristics of individuals with high achievement motivation include an orientation toward problem-solving and moderate challenges, according to theorists like John Murray, David C. McClelland and John Atkinson. These individuals also place a high emphasis on accomplishment and success.

Moderate Challenge: Individuals with high achievement motivation prefer tasks and problems that involve moderate levels of difficulty. Usually, these individuals gravitate

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toward challenging but achievable goals where their abilities and efforts can affect the outcome.

- **Personal Rewards:** Instead of deriving motivation from the potential for rewards, individuals with high achievement motivation use rewards, such as professional recognition and financial gain, as a way to measure their accomplishments. These individuals place a higher value on a personal sense of achievement.
- **Relevant Feedback:** Another characteristic of individuals with high achievement motivation is the desire for feedback. These individuals do not seek feedback about their own personal qualities but instead about the success of their efforts. Feedback serves as way to measure the effectiveness of their work.
- **Problem-Solving:** Individuals with high achievement motivation also have a strong orientation toward problem-solving. They spend extensive time thinking about potential solutions to current problems, as well as actively considering and analysing additional possibilities for improvement.
- **Interpersonal Skills:** Due to their focus on achievement and success, individuals with high achievement motivation are often characterized by poor interpersonal skills as well. These individuals tend to exaggerate results and have difficulty managing people effectively. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Motivation is the basic drive for all of our actions.

Academic achievement is the outcome of education – the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign.

REVIEW OF LITERATURE

Emotional Intelligence

We are at the beginning of a new century, and intelligence and success are not viewed the same way were before. New theories of intelligence have been introduced and are gradually replacing 159 the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills.

The Multiple Intelligence theory has been introduced by Howard Gardner (1983) and the Emotional Intelligences theory by Mayer & Salovey (1990) then Goleman, (1995).

I.Q alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995).

Dimensions of emotional intelligence and transformational leadership: a correlation analysis was done by John n. N. Ugoan, Christain u. Amu, Emenike o. Kalu (2015), The major objective of this study was to discover the nature of relationship between emotional intelligence and transformational leadership style using Pearson correlation method. It has been argued that successful leaders need emotional intelligence, or the attributes of self-awareness, impulse control, persistence, confidence, self-motivation empathy, social deftness, trust worthiness, adaptability, and a talent of collaboration. Data were generated through 5 – point Likert-type questionnaire based on Schutte, Self-Report questionnaire. The Pearson

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correlation coefficient shows a strong positive relationship between emotional intelligence and transformational leadership style. The study therefore concludes that leadership success is to a greater extent, due to emotional intelligence.

Many experts (Gardner, 2000; Goleman 1998; Barr-on & Parker, 2000; Javadi, 2004) have done a lot of studies and researches about emotional intelligence and have presented its results in popular articles and magazines in the forms of reports about the activities done in the field of emotional intelligence. This matter incites the importance of emotional intelligence in today's world. On the other hand, the existence of different people interested in this subject has led to the emergence of different functional definitions for emotional intelligence variety of measuring tools and claims based on the importance of this subject.

Javadi, Hakim. Vazhehi, J. (2004) analysis the correlation between Attachment and Emotional Intelligence in Smart Students and the Normal ones. Scientific Research psychology Magazine, 8th year, No., 2, Iranian Society and psychology periodicals.

Gardner, 2000; Goleman, 1998; Bar-on and parker, 2000, have given different definitions in connected with emotional intelligence which are the most important ones: - e.g Emotional intelligence is a combination of interpersonal intelligence and interpersonal intelligence (Gardner, 2000).

Goleman (1998) considers emotional intelligence to be a general structure than can be the reason for the individuals' success in different aspects of life. Goleman states that those individuals who, somehow, control their emotions and interact with other people more effectively; they have a more meaningful life. Also, happy people have more talent in getting information and are enjoying life more than those who are worried.

AzitaJoibaria, Niloufar Mohammadtaherib (2011) pointed out the relations between components of emotional intelligence and students' academic achievement of High schools in Tehran city. The research method was descriptive. The samples included about 380 subjects, 180 girls and 200 boys students. Collected data were analysed by using of T- student Test and Pearson Correlation. Results showed that there is significant correlation between main components of emotional intelligence including self-motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Also, there is meaningful difference between male and female students' emotional intelligence.

Peterson (1998) by conducting studies on 175 high school students by using Bar-on's emotional intelligence questionnaire found out that students who have high emotional intelligence at school, home, in having relations with their friends and at work compared to those who have lower emotional intelligence do experience failure.

From the research of Harsha Perera, Michelle Digiacoimo (2013) they looked at the relationship between trait emotional intelligence, academic performance and cognitive, they discovered that emotional intelligence moderated the relationship between academic performance and cognitive ability.

Kar D., Saha B., Mondal C. (2014), proposed an Empirical Study on Measuring Emotional Intelligence of Secondary School Students in Relation to Gender and residence, the results reveal that residential place plays a significant role for the enlargement of emotional development whereas gender does not affect the level of Emotional Intelligence.

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Emotional Intelligence: Why It Can Matter More Than IQ is a 1995 book by Goleman D. In this book, Goleman posits that emotional intelligence is as important as IQ for success, including in academic, professional, social, and interpersonal aspects of one's life. Goleman says that emotional intelligence is a skill that can be taught and cultivated, and outlines methods for incorporating emotional skills training in school curricula.

Cherniss, Cary (2000) believed that emotional intelligence is more useful and interesting to consider how important it is for effective performance at work. From his article, "Emotional intelligence: What it is and why it matters", it was concluded that is there anything new about emotional intelligence? In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I.Q., Psychology. However, rather than arguing about whether emotional intelligence is new, Naghavi F., Redzuan M., (2011) exposed the Relationship Between Gender and Emotional Intelligence, they concluded that, it is important to realize that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement. The research presented that emotional intelligence is meaningful associated with gender differences.

Bar-on (2000) in his emotional pattern does not only studied the interpersonal relations with himself and others. He also considers factors such as compromise, dealing with anxiety and public attitude as the ones that form emotional intelligence and considers emotional intelligence as a form of intelligence that are formed from thoughts and emotions and it means studying the general structure of personal and social emotional ability which will have an impact on the ability or the talent of confronting the environmental demands and pressure. He also states that emotional intelligence and skills grows and changes over the years and they can be improved by teaching improvement programs such as therapeutic clinics (Brron and Parker, 2000)

Boyatzis, R.E. (2005) Core competencies in coaching others to overcome dysfunctional behaviour, In Vanessa Druskat, Gerald Mount, & Fabio Sala, (eds.). Emotional Intelligence and Work Performance. Erlbaum. 81-95. In this chapter, Richard Boyatzis discusses issues related to coaching others to be more effective. The author shares research findings which show the specific competencies demonstrated by effective coaches.

A research conducted by Brackett M.A., Rivers S.E., Shiffman, S., Lerner, N., & Salovey, P. (2006), on relating emotional abilities to social functioning. It shows relationship between self-report and performance measures of EI and the role of EI in actual social competence, as measured by evaluating participant's observable behaviours in a social interaction with a same sex confederate. Participants were undergraduate college students affiliated with 3 different universities. Results indicated that perceptions of one's EI and emotional abilities are not an accurate indicator of EI and actual social competence.

Petrides K.V. and Furnham A. (2001), pointed out the trait Emotional Intelligence, this study explored the theoretical foundation of emotional intelligence (EI) as a group of traits & self-perceived abilities. Result shows that traits EI can be abstracted as a distinct composite construct at the primary level of hierarchical trait structures.

The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970's and early 1980's, posits that individuals possess eight or more relatively autonomous intelligences. Individuals draw on these intelligences, individually and corporately, to create

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products and solve problems that are relevant to the societies in which they live (Gardner, 1983, 1993, 1997, 1999, 2006a, 2006b, 2006c).

A study has been done by Maryam Meshkat, Reza Nejati (2017) to find out whether students from different genders are different in emotional intelligence and its related components in Iran. The intelligence of success, emotional intelligence, is said to be different in males and females. The Bar-On Emotional Quotient Inventory was distributed among 455 undergraduate university students majoring in English. These English majors were selected through availability sampling from Allameh Tabatabaee University, Khatam University, and Shahid Rajaei Teacher Training University in Tehran. They completed the inventory in 30 to 45 min and a MANOVA was run on the results of the questionnaire. Results showed that there was no significant difference between the genders on their total score measuring emotional intelligence, but the genders did tend to differ in emotional self-awareness, interpersonal relationship, self-regard, and empathy with females scoring higher than males. Self-regard, a component where males usually score higher, has yielded different results in this study which can open new avenues of research.

A study was conducted by Singh Smita and Koteswari Vemireddy Bala (2006) to explore the relationship between emotional intelligence and the types of coping resources of stress among project managers (N=50) belonging to different information technology companies in Hyderabad. The study also explored the effect on emotional intelligence and coping resources of stress used across age. The findings of the study reveal significant positive correlation between emotional intelligence and the total coping resources of stress. Emotional intelligence and coping resource of stress were found to positively increase with age. It was concluded in the end that highly emotional intelligent people use more of coping resources of stress; highly emotional intelligent people use more of cognitive and physical types of coping resources, with increase in age, emotional intelligence increases, with increase in age of the project managers the effectiveness of using the coping resource of stress also increases.

An attempt of research was made by Rajendran K. & Arunmozhi A. (2008) to assess the influence of age, marital status, and type of family, community and family status on the emotional intelligence of self-help group members. Emotional Scale was administered on a random sample of 305 women self-help group members. This study shows, the self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family, community and family status.

Saluja Arti & Nandra Inder Dev Singh (2009). "Emotional Intelligence Need of the Day". Punjab. Emotional intelligence (EI) is the silent partner of rational intelligence- equal in importance, yet frequently overlooked and rarely schooled or tested. One acts according to his/her emotional rational mind. The intellect is based solely on the working of the neo cortex, the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional intelligence involves these emotional centers at work in concert with the intellectual centers.

According to Goleman (1998) Individual's success at workplace is 80% contingent on EQ, our IQ gets us selected and EQ gets us promoted. Studies have shown that IQ is inherent but EQ can be developed and nurtured by developing self-awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.

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Alan Cowen (2018), *Frontiers, for Young Minds*, Main navigation from this article, study was concluded on the number of different kinds of emotional feelings that people experience in response to different situations, they collected over 300,000 self-reported emotional responses to 2,185 emotional videos. The patterns of emotion that researcher found corresponded to 25 different categories of emotion: admiration, adoration, appreciation of beauty, amusement, anger, anxiety, awe, awkwardness, boredom, calmness, confusion, craving, disgust, empathic pain, entrancement, excitement, fear, horror, interest, joy, nostalgia, relief, sadness, satisfaction, and surprise. This article included about, what is an emotion, the structure of emotion, etc.

Mahajan Monica (2011) found out positive and significant relationship between academic achievement and spiritual intelligence of boys and girls of Hoshiarpur, Punjab. This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students of Jr college for the collection of data. Bivariate coefficients of correlation and t ratio were used to analyse the data. The findings show there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Emotional Intelligence and Academic Achievement an eye opener, a book by H. Indu, (2011) he stated that an emotionally intelligent person can do wonders in this world. If the students are emotionally intelligent, they can perform better in their studies and in their life as they could handle social and personal problems in a better way. Ultimately this leads to peace of mind and when there is peace they can do better in their academics. The book follows this point of view in presenting the subject matter and findings of the study to the readers and aims to fulfil the need of a quality text meeting the requirements of research scholars and teachers. he studied 502 teacher trainees and assessed their emotional intelligence. It was seen from the results that male and female teacher trainees did not differ in their emotional intelligence. The results also revealed that there is no significant difference between the emotional intelligence of teacher trainees-based type of family and type of institution.

Mahmood Ahmad Khan, Mohammad Muzzafar Lone (2015) planned Periodic Research Emotional Intelligence of Rural and Urban Post Graduate Students of Kashmir University. A sample was randomly selected (N= 100). The present study aims to compare the emotional intelligence of rural and urban students of the age group of 20- 25 and try to investigate if there is any significant difference on the ten dimensions of the emotional intelligence viz Self Awareness, Empathy, Self-motivation, Emotional stability, Managing relation, Integrity, Self-Development, value Orientation, Commitment and Altruistic behaviour. Also, found out whether geographical differences influence the development of emotional intelligence among students. Descriptive method of research has been adopted for the study., after going through a T-test, revealed that there was no significant difference between the emotional intelligence of the rural and urban students but there is a significant difference between emotional stability and value orientation of emotional intelligence.

Achievement Motivation

Dhanya N, and Anitha. T. A (2013) observed the Achievement Motivation of High School Students. This study was thus started to compare the overall achievement motivation between boys and girls and the need for achievement in the areas namely academic success, vocational

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achievement, social achievement and skill achievement. This study displays that girls were more desire to achieve than boys.

Chow S. J.& Yong B. (2013) revealed that there were significant positive associations between students' motivational orientations and science achievement between secondary school students. Result also illustrate significant differences in motivational orientations towards learning-combined science between boys and girls and between high ability and low ability students.

Satyapal Sharma (2018) did research on A Study of Achievement Motivation in Relation to Academic Achievement of Polytechnic Students. Result shows, there is no significant difference in the academic achievement of boys and girls and there is a relationship between motivation and academic achievement. The present study has its implication for parents, teachers, guidance, workers, educational administrators, counselors for further research.

Alam, Md. Mahmood, (2009). "conducted a corelational study on creativity and achievement motivation of the students and their academic achievement. A representative sample of 450 students studying in tenth class was drawn using survey method. The tools used were creativity test y Baquer Mehdi and Achievement Motivation Scale by Beena Shah. Objectives of the study were: to find out the relation of academic achievement with creativity and achievement motivation; to compare boys and girls, urban and rural, with regard to their creativity, achievement motivation and academic achievement. The findings and analysis presented, lead to the conclusion that creativity and achievement motivation have a significant bearing on academic achievement of students.

Avi Kaplan (2008) is Professor of Educational Psychology at Temple University. His research focuses on motivation, self-regulation, and identity development in educational contexts. In book: Psychology of Classroom Learning: An Encyclopedia (pp.13-17) Achievement motivation can be defined as a process that can cause a person to have behavior that aims to achieve certain criteria or standards (Kaplan, 2008).

Rama.C (2014) examined Achievement Motivation of Adolescent Learners in Relation to Study Skills, Self-Acceptance and Intellectual Performance Responsibility. The present study was done to find the level of achievement motivation of adolescent learners with respect to independent variables (study skills, self-acceptance and intellectual performance responsibility) there is significant high positive correlation between achievement motivation and Study skills. Hence the null hypothesis is rejected.

R.K. Adsul and Vikas Kamble (2008) investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. An exploratory method of research was employed by adopting 2 X 3 X 4 factorial design. The study was based on one hundred and ninety-two under graduate students of various colleges from Sangli city of Maharashtra, was selected by random sampling procedure. The results show that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having 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. The most important finding is that the computed F ratio of interaction was found to be not

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significant which indicates that caste, gender and economic background of family does not jointly effect on achievement motivation of college students.

Pandey S. N. & Ahmad Md. Faiz (2008) found Significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socioeconomic status. study conducted on a sample comprising 621 students of class XI, the investigators using mean, SD and t-test, the findings of the study were, there is no statistically significant difference on the measures of academic performance, achievement motivation; intelligence; socioeconomic status.

Dayioglu, and Turut-Asik (2004), the paper attempts to determine whether there are significant gender differences in academic performance among undergraduate students in a large public university in Turkey. They found that females excel in their studies and performed better than their male counterparts among undergraduate students.

Gang and Guiang (2000) reported that female students' test scores were generally higher than those of male students, but there was a very significant gender gap in scientific research among college students, female students lagging well behind male students. Thus, gender differences found in academic achievement and the educational implications. Chinese Education and Society.

Another growing body of research suggests that there is no gender gap in academic achievement as revealed by Habibollah, Rohani, Tengku, Jamaluddin, Kumar (2009) who found that males and females did not differ in their CGPA among 153 Iranian undergraduate students in Malaysian Universities.

Emotional Intelligence and Achievement Motivation

Kumar V., Mehta M., Maheshwari N. and Rachna M. (2013) high lightened the effect of emotional intelligence (EI) on the achievement motivation, psychological adjustment and scholastic performance of secondary school students. Results exposed a significant effect of EI on the achievement motivation and educational adjustment of students. However, EI did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance of students.

Ruchi Dubey (2012) definite relationship between emotional Intelligence and academic Achievement Motivation Among Adolescents. The findings of the study discovered positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

Arti Devi (2010) explored Emotional Intelligence in Relation to Self-Concept, Achievement Motivation and Academic Achievement of Student-Teachers of Punjab. The present investigation has been designed to achieve the five objectives: one of them are to study the Emotional Intelligence of B.Ed. Students from Science and Humanities group in relation to Self-Concept, Achievement Motivation and Academic Achievement as per findings: - Male student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Female student-teachers with high Achievement Motivation. 143 Male student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Male student-teachers with low Achievement Motivation. Male

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student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Female student-teachers with low Achievement Motivation.:

Many past studies have proven that emotional intelligence affect academic achievement. NguLeh Seng, Zahyah Hanafi, Muhajir Taslikhan, Arumugam Raman (2016) conducted study on Influence of Emotional Intelligence on Students' Academic Achievements. Therefore, this study is aimed to identify students' emotional intelligence level and to what extent emotional intelligence influences students' academic achievement. A total of 406 people forms 5 students from nine schools in Limbang District, Sarawak were involved in this study. Malaysia Intelligence Emotional Inventory – Teens (IKEM-R) was used to assess the level of students' emotional intelligence. A total of 49 items from this instrument was used to measure emotional intelligence of the respondents. Exploratory factor analysis and KMO value for pilot study is. 607. The result of the study publicized that all the emotional intelligence dimensions are at high level. Further, the results revealed that there is no significant influence of all the dimensions on academic achievement. Five research hypotheses were supported. All the emotional intelligence dimensions namely emotional awareness, emotional regulation, self-motivation, empathy and social skills do not affect students' academic achievement.

The meta-analysis planned by Carolyn MacCann, Yixin Jiang, and Luke E. R. Brown, Kit S. Double (2020) shows that emotional intelligence has a small to moderate association with academic performance, such that students with higher emotional intelligence tend to gain higher grades and achievement test scores. The association is stronger for skill-based emotional intelligence tasks than rating scales of emotional intelligence. It is strongest for skill-based tasks measuring understanding emotions and managing emotions.

Kaur, M. (2001) has arranged a study of emotional maturity of adolescents in relation to Intelligence, academic achievement and environment catalysts, Ph.D. Thesis, P.U.Chandigarh. The study was done on a sample of 356 students of XI class. Study uncovered that there is positive significant correlation between general intelligence and emotional maturity. It was found that the students having high I.Q level have high emotional maturity and the vice-versa. It was also discovered that the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst.

Miglani, D. (2001) stated that I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement. Miglani also found a significant relationship between emotional intelligence and academic Achievement.

Williford, H., (2003); made an attempt to study the relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders, NabaAbisamra, Auburn University at Mointgomery. The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. So, the population of this study was the 11th graders in Montgomery, Alabama. The sample was 500 including boys and girls of 11th graders from public and private schools. The sample was given the Bar-On Emotional Quotient Inventory (EQi) which is the first scientifically developed and validated measure of emotional intelligence. The Bar-On EQ-i consists of 133 items and takes approximately 30 minutes to complete. Calculated the mean of all the grades each of the 500 students has had for the last semester (this study was separating the high from the middle and the low

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achievers). Afterwards compared these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

Gakhar, S.C. E' Manhas, K.D. (2006) investigated the relationship between Emotional Intelligence to Intelligence, creativity and academic achievement. The study would reveal significant trends as to the degree an extend of predictability and relationship of Emotional Intelligence, Creativity and academic achievement and will motivate the educationists and curriculum framers to design academic as well as other activities in a way that those will Foster the ability of adolescents to face challenges of life right from the school stage. The present study was conducted on a sample of 400 XI class male and female adolescents from government and private schools situated in urban and rural areas of Jammu and Kashmir. It was found that there is positive general intelligence and emotional intelligence ($r = .208$). Also, from the result, adolescent's creativity was positively and significantly correlated with their Emotional Intelligence ($r = .610$). There is also significant positive correlation is also obtained, between academic achievement and emotional intelligence ($r = 0.128$).

Emotional problems in secondary school children how its relates to life events and scholastic achievement has been observed by Ayodhya P. (2007) In this study aimed at studying the emotional problems of school children and their relation to stressors (life events) and school achievement, on a sample drawn from class 10 students using survey method. Based on the results it was concluded that; secondary school students had significantly high rate of emotional problems; emotionally disturbed students had high life event scores and more number of events; boys had high life event scores and more no. of events; boys outnumbered girls in decreased scholastic achievement; the emotional problems found were of minor nature. Depression was the commonest emotional problem; emotional problems did not have influence on scholastic achievement in the present study; life events too did not have influence on scholastic achievement; no differences was found with regard to socio-demographic factors and emotional disorders, scholastic achievement and life events; no association was found between scholastic achievement and intelligence in the present study because the scholastic achievement stabilized at the lower level as the sample had low mean IQ at the beginning of the study.

Umadevi M.R. (2009) made a study to find out relationship between emotional intelligence, achievement motivation and academic achievement. The population of this study was of primary school student teachers. Emotional intelligence scale and achievement motivation test was administered on 200 D.Ed. students, and the data obtained was subjected to descriptive, correlation and differential analysis. It was found that there is a positive relationship between emotional intelligence and academic achievement of primary school student teachers, there is a positive relationship between achievement motivation and academic achievement of primary school student teachers, male and female, student teachers, arts and science student teachers do not differ in emotional intelligence, and male and female student teachers, arts and science student teachers do not differ in achievement motivation.

Ruben Trigueros, José M. Aguilar-Parra, Adolfo J. Cangas, Rosario Bermejo, Carmen Ferrandiz, and Remedios López-Liria (2019) explored the impact of Emotional Intelligence, Motivation and Resilience on Academic Performance and the Adoption of Healthy Lifestyle Habits among Adolescents. Objective of this study was to analyse how emotions (emotional intelligence and emotional state) can influence the resilience and motivation of adolescents, as well as academic performance and adoption of healthy lifestyle habits. Sample was 615

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secondary school students between the ages of 14 and 19 participated ($M = 16.02$; $SD = 1.57$) in the study. A structural equations model was developed using the main variables and by applying some of the principles of Self-Determination Theory. The results show that emotional intelligence is positively related to positive emotions and negatively related to negative emotions. Positive emotions positively predict both self-motivation towards physical education classes and resilience. Resilience positively predicts self-motivation. Finally, self-motivation acts as a predictor of both academic performance and regular participation in physical activity. This study successfully shows the importance of focusing on emotions in PE classes, as emotion increases the tendency to get good grades and maintain active lifestyle habits. In this sense, focusing on the emotions of students in PE could prove quite beneficial.

Amar Damle, Dipti Christian (2016) examined achievement motivation and emotional intelligence of Junior College Teachers with Respect to Gender. It has been stated that Achievement Motivation and Emotional intelligence are the two concepts of higher interest in the modern work environment. They serve as a competitive edge in personal and educational life of a teacher. The primary aim of this study is to examine the relationship between Achievement Motivation and emotional intelligence of Junior college teachers. It also tries to analyze how the gender affects his/her Achievement Motivation and emotional intelligence. Data was collected from 300 respondent teachers of various Junior Colleges of Nagpur region (150 Male & 150 Female). Findings were made with the help of standard statistical tools such as Karl Pearson coefficient of correlation and t- test. The study reveals the fact that there is a significant difference in the levels of Achievement Motivation of male & female junior college teachers, in-fact the male teachers have a higher level of Achievement Motivation as compared to the female Junior College teachers.

Azita Joibar, Niloufar Mohammadtaheri (2011) investigate the relations between components of emotional intelligence and student's academic achievement of High schools in Tehran city. The research method was descriptive. The samples included about 380 subjects, 180 girls and 200 boys' students. Collected data were analyzed by using of T- student Test and Pearson Correlation. Results revealed that there is significant correlation between main components of emotional intelligence including self-motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Also, there is meaningful difference between male and female students' emotional intelligence.

Bhadouria P. (2013), checked the role of Emotional Intelligence for Academic Achievement for students. The purpose of this study was to see whether there is a relationship between emotional intelligence and academic success. Significant relation found between emotional intelligence and their effect on academic achievement.

A problem-solving ability test was administered by Ashwani Kumar, P.P. Singhal (2014) to find out Academic Achievement in Relation to Problem Solving Ability. The present study is done to discover the relation between problem solving ability and achievement in academic. Generally, it is seen that some students perform very well in academic where as others may not. This study will be helpful to teachers and parents to plan remedial measures to enhance problem solving ability and achievements thereafter. In this study a sample of 200 students from classes sixth to tenth standard was taken from government schools in urban area. and academic achievements of only those students were recorded from school records. It was found that those students having better problem-solving ability were the better performers.

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Ramzan Hassanzadeh Galin Mahdinejad (2013) carried out this survey to identify the relationship between happiness and achievement motivation among girls and boys students. 50 (25 girls and 25 boys) MA psychology students were selected randomly. The students answered the same questionnaire including Oxford Happiness Questionnaire (OHQ) and Achievement Motivation Questionnaire (AMQ) (Helmreich). Pearson correlation coefficient test and independent T-test were used to analyze the data. Results showed that there is a significant relationship between happiness and achievement motivation in reliability level of 95% among the girl and boy students and there is no difference between happiness and achievement motivation in reliability level of 95% among girl and boy students.

Lakhmi Chand (2015) has examined the combined result of getting motivation and sports achievement upon frustration lenience. For present study, 50 male high achiever and 50 low achievers among the sportspersons from different sports were chosen as sample. The high achiever male sportspersons group consists of male sportspersons who took part in Inter-University championship for different sports and available top four places whereas low achiever male sportspersons group consist of sportspersons from inter college tournaments for various sports. Achievement motivation of selected subjects was evaluated by Achievement Motivation Inventory, prepared by Bhargava (2008). Frustration to Reaction Scale prepared by Dixit and Shrivastava (2011) was used to evaluate frustration tolerance of selected subjects. Results revealed the effect of achievement motivation and sports achievement on frustration tolerance capacity of male sportspersons. It was proficient that high achiever sportspersons with superior achievement motivation possesses enhanced excellence to tolerate frustrating condition as compared to low achiever sportspersons with poor achievement motivation.

Jayashree P. Sontakke (2016) administered Achievement Motivation test by Bhargava and emotional intelligence scale by Hyde, Pethe and Dhar on 56 Ss of Jalgaon (India) to assess relationship between Achievement Motivation and Emotional Intelligence. It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with achievement motivation. Product moment correlations were computed to test the hypothesis. Except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence and achievement motivation were positively and significantly related.

Peiwen Liao, Jun Yi Hsieh (2017) remarked that use motivational and interpersonal strategies to involve teachers in academic and school activities for improving their organizational commitment. The subjects consisted of 1128 teachers from Taiwan Taipei city. The results shown that achievement motivation and interpersonal relationship are significantly related to organizational the teacher with interpersonal relationship has a significantly positive effect on their achievement motivation. This study finds all variable were significantly positive correlations among professional development, interpersonal relationship, achievement motivation, and organizational commitment.

The study conducted by Shibila Sabir, Sannet Thomas (2020) on Emotional Intelligence and Achievement Motivation among 100 College Student, out of 50 males and 50 females were selected through purposive sampling technique. Emotional Intelligence quotient scale (Dr Dalipsingh Dr NK Chadha, 2003) and Ray's Achievement Motivation scale (John Ray, 1990) were administered to collect data. Data were analyzed by using mean, S. D, independent sample t -test, Pearson product moment correlation. Results of study revealed that there is no significant difference in the level of Emotional Intelligence among college students across

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their gender. There is no significant difference in the Achievement motivation among college students based on their gender. There is no significant relationship between Emotional intelligence and Achievement motivation among college students.

Poonam Mishra (2012) has investigated the effect of Emotional Intelligence on Academic Achievement of senior secondary students. A sample of 1000 students was drawn adopting random-cum cluster sampling technique from Government senior secondary schools of Jaipur district, Rajasthan. Survey method was used to collect the data. The study discovered that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

For instance, in the Barbados Dr Grace A. Fayombo (2012) it was found that significant positive and negative correlations among academic achievement, emotional intelligence components and gender. The Independent t-test analysis also revealed gender disparity in academic achievement and attending to emotions in favour of girls. These findings were discussed in the paper.

Rationale of Study

Goleman (1995; 1998a; 1998b; 2000) has made the case through his many writings that the key success in an academics is his/her emotional intelligence. His principle also challenged conventional thinking, in that the emotions are important to consider in relation to one's effectiveness. Emotions and emotional intelligence are the foundations for performance.

In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Schools are most important places decide well-being of every community. Children describe as the future of every country and spend a significant amount of their valuable life time with schools. Therefore, activities of teachers and principals influence the behavior of students. Today the education system is examination oriented and the result is the prestigious issue for everyone. Parent and teachers focus always on academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of students can affect them in many ways. Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers.

Even after they got into the field they desire, their academic achievement is not at all adequate. Instances are witnessed in our day-to-day life wherein the brightest of the students in a class do not succeed later in their lives to the degree that their fewer intellectual counterparts. These examples are particularly evident in various fields like education, politics, business and administration.

Evidence suggests that there are gender differences and similarities in academic achievement at different levels of education around the globe. For instance, in the Barbados (Dr Grace A. Fayombo 2012), it was found that significant positive and negative correlations among academic achievement, emotional intelligence components and gender. The Independent t-test analysis also revealed gender disparity in academic achievement and attending to emotions in favour of girls. These findings were discussed in the paper. Dayioglu, and Turut-Asik (2004) found that females excel in their studies and performed better than their male counterparts among undergraduate students in a large public university in Turkey.

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Likewise, Gang and Guiang (2000) reported that female students' test scores were generally higher than those of male students, but there was a very significant gender gap in scientific research among college students, female students lagging well behind male students. Another growing body of research suggests that there is no gender gap in academic achievement as revealed by Habibollah, Rohani, Tengku, Jamaluddin, Kumar (2009) who found that males and females did not differ in their CGPA among 153 Iranian undergraduate students in Malaysian Universities.

From the available literature, it is evident that there is dearth of research on the influence of emotional intelligence on academic achievement among higher secondary students. In spite of the previous findings on the importance of emotional intelligence on life achievement and academic success as well as the potential utility of emotional intelligence skills among higher education students, such a study is important to do among vocational Junior College. Since, Vocational courses are Low-Cost Education. Not everybody can meet the expense of college to do a four-year degree programme, with the additional cost of various other expenses during the course. Vocational courses are generally low-priced alternative for individuals who do not want to take up a loan to go to a well Known or reputed Higher Education Colleges. Many vocational courses are similar to a four-year degree which offers employment to the students after the program. This makes them pretty useful for those who do not have the resources to shell out cash for a college grade. Encouraging the cultivation of the emotional intelligence of vocational college students in life will help to improve achievement motivation. This research emphasizes that improving the emotional intelligence of vocational college students can enhance academic achievement and help students for career development.

Additionally, the literature surveyed on gender differences in academic achievement indicated mixed results with some reporting no gender disparity, some revealing females' superiority in academic achievement when compared with males and others contradicting it. It is against this backdrop that this research was conducted to find out whether emotional intelligence and gender will predict academic achievement among some vocational students with the aim of suggesting training in appropriate emotional skills necessary for academic achievement, career success and fulfilment. Success in academics can be predicted more by emotional measures. Hence, the present study has been undertaken to study the emotional intelligence and academic achievement of higher secondary school students.

METHODOLOGY

Statement of the Problem

The problem selected for the present investigation is stated as follows:

“To assess the relationship between Achievement Motivation and Emotional Intelligence among Adolescents. “

Objective Of the Study

- To study the significant relationship between achievement motivation and emotional intelligence among students.
- To study if gender difference exists among the high school students with regards to their emotional intelligence and achievement.

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Hypotheses

- There will be positive relation between Emotional intelligence and achievement motivation among higher secondary school students.
- There will be significance difference in the level of emotional intelligence and achievement motivation among college students across their gender.
- Girls would score higher Emotional Intelligence and Achievement Motivation than boys.

Operational Definition

- **Emotional intelligence:** According to Goleman Daniel, (1995) “Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.”
- **High EQ:** Students with High EQ means they are balanced, they're decent in learning, weaknesses don't hold them back. They know what environments are ideal for their work style. They are grateful for the good things.
- **Low EQ:** Students with Low EQ are those who incapable to control their emotions, can't maintain friendships, always has a “poker face.” Can't cope with sadness.
- **Achievement motivation:** Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967) Achievement motivation can best be defined as the expectancy of finding satisfaction in mastering challenging and difficult performances. In education we sometimes call it the “Pursuit of Excellence”
- **Higher Secondary Students:** Secondary School students are students of classes IX, X, XI and XII these are those students who are passing through the period of adolescence, which is the most important period of students' life.

Sample

In present study, the by purposive sampling method is used. Total 114 Higher Secondary School Students, include girls (n=57) and boys (n=57) were taken. The age of participant will be between 17 to 18 years.

For administering the tests and collecting data, the student-teachers were approached by seeking the permission of the Head of the concerned institution. The student-teachers were explained the purpose of collecting the information. They were assured that the information collected from them would be used only for research purpose. They were properly motivated to provide realistic and appropriate information. All possible efforts were made to make them feel at ease before giving them booklets and answer sheets. The instructions were given and read aloud and explained to the students as per the manual for each test, only after establishing a good rapport with them. The investigator was present there all the time to answer their queries. After completing one test, the answer sheets and booklets were collected and next test was given. In the similar way, all the tests were completed. The tests., emotional intelligence, achievement motivation were scored strictly according to the directions for scoring given in their respective manuals.

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Research Design

The Pearson Correlational research, a type of research method was used to make an observation of two variables, emotional intelligence and achievement motivation among higher secondary school students. And, to see relationship between two variables, being positive or negative two variables in order to establish a statistically corresponding relationship between them.

Variable

- Achievement motivation
- emotional intelligence
- Gender (girl and boy students)

Tools

Two tools are used for the purpose of data collection i.e. EQ-i (Bar- On, 1997) and Achievement (N- Ach) scale Questionnaire.

1. Dev- Mohan Projective Test of Achievement motivation (n-Ach)

The present test measures the Achievement Motivation. The projective technique was considered to be useful for the purpose of revealing the thoughts and feeling of subjects as they would not know exactly what was being measured through their responses. There are 5 pictures depicted academic type situation, technical and experimental situation, sports and athletics, music. These were displayed like poster. The subject was asked to write a story for each picture on the basis of four questions. There is time limit to solve the test is 15-20 min but it takes 35 minutes to solve it.

Reliability of the Test

The reliability of the test was worked out for the test-retest correlation scorers' agreement and for the rescoring consistency.

The test- re test reliability was calculated by obtained scores on the same sample on two administration of the test with an interval of 5 week. The coefficient of correlation for the mixed sample was .41 which falls within the already obtained reliability coefficient of .22(N=40) by McClelland and 64 by Atkinson. Later on, taking separate sample of boys and girls the reliability coefficient was again calculated there were .57 for boys with N=33. .68 for girls with N= 50 and .69 with N=51 consisting of the mixed group of both boys and girls All the 'r's was significant at .01 level.

Validity of test

Pandharipande (1972) found significant relationship between the TAT n-Ach, EFPS, sentence completion test and self-rating scale score. Mehta (1969) obtained a correlation of .64 between n-Ach test and school marks.

Age Norms 13 to 20 years.

2 EQ-i Questionnaire ((Bar- On, 1997)

The present test measures the EQI. The test is having 90 items, each item has 5-point rating scale to respond. **Positive impression scale**

STRONGLY DISAGREE	DISAGREE	IN BETWEEN	AGREE	STRONGLY AGREE
1	2	3	4	5

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Negative impression scale

STRONGLY DISAGREE	DISAGREE	IN BETWEEN	AGREE	STRONGLY AGREE
5	4	3	2	1

There is time limit to solve the test is 30 min but it takes 50 minutes to solve it.
15 dimensions of EI measured by following given item numbers:

Dimensions of Emotional Intelligence		Item Number					
1	Problem Solving	1	16	31	46	61*	76
2	Happiness	2*	17*	32	47*	62	77*
3	Independence	3	18*	33*	48*	63*	78*
4	Stress Tolerance	4	19*	34*	49	64*	79*
5	Self-Actualization	5	20*	35*	50*	65	80*
6	Emotional Self Awareness	6	21*	36*	51	66	81*
7	Reality testing	7	22*	37*	52*	67*	82*
8	Interpersonal Relationship	8	23	38	53	68	83
9	Optimism	9	24	39	54	69	84*
10	Self-Regards	10	25	40*	55	70	85
11	Impulse Control	11*	26*	41*	56*	71*	86*
12	Flexibility	12*	27*	42	57	72*	87*
13	Social Responsibility	13	28	43	58*	73	88
14	Empathy	14	29	44	59	74	89
15	Assertiveness	15*	30	45*	60	75*	90*

EQ-i comprises 90 items in the form of short sentences and employs a 5-point response scale. scale scores based on the Positive Impression and Negative Impression(*mark) scale scores. This is an important feature for self-report measures in that it reduces the distorting effects of social response bias (such as “faking good” and “faking bad”), thereby, increasing the accuracy of the results obtained. Positively scored items will score 1 for the first choice and negatively scored items will get score 5 for the first choice. In this way all the negatively scored items were scored inversely.

Reliability of the test

Alpha cronaba – for boys’ students is .74, for girl students .68

For whole student reliability alpha cronaba .93

Split half method for boys is .66, Split half method for girls is .57, Whole student .78

Test – retest .68

Validity of the test

Validity- for research purpose .70 and above. For clinical purpose .90

Age Norms 17 year to older.

Data Analysis Technique

Procedure of Data Collection: Data was collected from 57 girls and 57 boys’ students of higher secondary school of different collages in Pune city. The respondents were briefly introduced about importance of the present study. Two tests EQ-i (Bar- On, 1997) and Achievement (N- Ach) scale Questionnaire were administered one by one in group. The

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responses were quantified as per guideline given in the test manual. The tests scores were compiled using Excel sheet. IBM SPSS (statistical programme for social sciences) was used for data analysis. Along with descriptive analysis, Pearson correlation analysis and t test techniques were used to analyse the data.

Statistical Techniques

In present study, Pearson coefficient of correlation and by independent sample t-test are used for interpretation of data.

Table 2: Gender Difference: [Mean, Standard Deviation and t-value for the Scores of Achievement Motivation and Dimensions of Emotional Intelligence like Problem Solving, Happiness, Stress Tolerance, Emotional Self Awareness, Interpersonal Relationship for Male and female.]

Variable 1: EI - (with15 dimension)	Male		Female		t value
	Mean	SD	Mean	SD	
Problem Solving	26.4	2.18	25.25	1.61	3.278
Happiness	26.5	1.54	25.68	1.61	2.682
Independence	27	1.56	25.95	1.62	3.655
Stress Tolerance	26.7	2.1	25.56	2.01	2.959
Self-Actualization	27.3	1.81	25.75	1.74	4.76
Emotional Self Awareness	27.6	2.02	26.04	1.84	4.366
Reality Testing	27.5	1.94	26.02	2.17	3.827
Interpersonal Relationship	27.6	1.9	25.77	1.94	4.98
Optimism	27.6	2.03	25.88	1.86	4.62
Self-Regard	26.7	1.92	25.82	1.8	2.612
Impulse Control	26.4	2.02	25.91	1.7	1.355
Flexibility	26.8	2.31	25.39	1.71	3.693
Social Responsibility	26.6	2.31	25.49	1.5	3.123
Empathy	26.1	1.35	25.77	1.49	1.254
Assertiveness	26.1	2.13	25.39	1.5	1.985
Variable 2:					
Achievement Motivation	33	0.58	30.02	2.67	8.098

The scores of achievement motivation and emotional intelligence of college students of different genders were tested by independent sample t-test (see Table 3). The results showed that, there was no significant difference in emotional intelligence between male and female college students (e.g., Problem solving $t = 3.278$, $p > 0.05$). Also, there was no significant difference in achievement motivation between male and female college students ($t = 8.098$, $p > 0.05$)

RESULT AND DISCUSSION

Hypothesis 1: There will be positive relation between Emotional intelligence and achievement motivation among higher secondary school students.

A result revealed a significant positive relationship between Achievement Motivation and 14 dimensions of EQI except Empathy. Remaining 14 dimensions show significant positive relationship, so the result proved a significant positive relationship between Emotional Intelligence and Achievement Motivation.

There is no significant relationship between empathy and Achievement Motivation. The result can be justified because College students today may be so busy worrying about

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themselves and their own issues that they don't have time to spend empathizing with others, and the most importantly college students are addicted to social media.

Some dimensions of EQ-i and AM relationship are discussed below under above said hypothesis.....

- **There will be positive relationships between problem solving and Achievement motivation.**

The results revealed a significant positive relationships between problem solving and Achievement motivation ($r = .39^{**}$, $p < 0.01$).

The results can be substantiated because people with high need for Achievement try to solve various difficult problems in their life. Problem solving is a motivated process and determined by human motivations and needs.

The findings will be discussed, in relation with the literature review a problem solving ability test was administered by Ashwani Kumar, P.P. Singhal (2014) to find out Academic Achievement in Relation to Problem Solving Ability. The present is study is done to discover the relation between problem solving ability and achievement in academic. Generally, it is seen that some students perform very well in academic where as others may not. This study will be helpful to teachers and parents to plan remedial measures to enhance problem solving ability and achievements thereafter. In this study a sample of 200 students from classes sixth to tenth standard was taken from government schools in urban area. and academic achievements of only those students were recorded form school records. It was found that those students having better problem-solving ability were the better performers.

- **There will be positive relationships between Happiness and Achievement motivation.**

The results revealed a significant positive relationship between problem solving and Achievement motivation ($r = .50^{**}$, $p < 0.01$).

The results can be reasonable because, Motivation helps people to be successful & happy, as well as When people are motivated by happiness, they are likely to experience a fulfilling life. They will be motivated to continuously work for things that will make them happy. Motivation inspires people to progress and progression will help to make people happy, especially if they working toward things that make them happy, so motivation lead to happiness in life.

Ramzan Hassanzadeh Galin Mahdinejad (2013) carried out this survey to identify the relationship between happiness and achievement motivation among girls and boys students. 50 (25 girls and 25 boys) MA psychology students were selected randomly. The students answered the same questionnaire including Oxford Happiness Questionnaire (OHQ) and Achievement Motivation Questionnaire (AMQ) (Helmreich). Pearson correlation coefficient test and independent T-test were used to analyze the data. Results showed that there is a significant relationship between happiness and achievement motivation in reliability level of 95% among the girl and boy students and there is no difference between happiness and achievement motivation in reliability level of 95% among girl and boy students.

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- **There will be positive relationships between stress tolerance and Achievement motivation.**

The results revealed a significant positive relationships between stress tolerance and Achievement motivation ($r = .436^{**}p < 0.01$).

The results can be supported because highly motivated persons set small and sensible goals in their life. The same was established in the current study because high achiever sportspersons do not seem to attain unrealistic goals so they do not endure from frustration occurring from failure to attain that particular goal.

Lakhmi Chand (2015) has examined the combined result of getting motivation and sports achievement upon frustration lenience. For present study, 50 male high achiever and 50 low achievers among the sportspersons from different sports were chosen as sample. The high achiever male sportspersons group consists of male sportspersons who took part in Inter-University championship for different sports and available top four places whereas low achiever male sportspersons group consist of sportspersons from inter college tournaments for various sports. Achievement motivation of selected subjects was evaluated by Achievement Motivation Inventory, prepared by Bhargava (2008). Frustration to Reaction Scale prepared by Dixit and Shrivastava (2011) was used to evaluate frustration tolerance of selected subjects. Results revealed the effect of achievement motivation and sports achievement on frustration tolerance capacity of male sportspersons. It was proficient that high achiever sportspersons with superior achievement motivation possesses enhanced excellence to tolerate frustrating condition as compared to low achiever sportspersons with poor achievement motivation.

- **There will be positive relationships between Emotional Self Awareness and Achievement motivation.**

The results revealed a significant positive relationship between Emotional Self Awareness and Achievement motivation ($r = .521^{**}p < 0.01$).

The results can be rationalized because Awareness of your psychological needs can increase your motivation by helping you understand and seek out the rewards that you really desire such as a sense of accomplishment, additional responsibility, an opportunity to help others, or a flexible work schedule. Moreover, self-awareness allows you to motivate yourself and manage your stress better, helps you with your intuitive decision making, and helps you to lead and motivate others more effectively. Self-awareness is very useful.

Jayashree P. Sontakke (2016) administered Achievement Motivation test by Bhargava and emotional intelligence scale by Hyde, Pethe and Dhar on 56 Ss of Jalgaon (India) to assess relationship between Achievement Motivation and Emotional Intelligence. It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with achievement motivation. Product moment correlations were computed to test the hypothesis. Except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence and achievement motivation were positively and significantly related.

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- **There will be positive relationships between Interpersonal Relation and Achievement motivation.**

The results revealed a significant positive relationship between Emotional Self Awareness and Achievement motivation ($r = .591^{**} p < 0.01$).

The results can be supported because Interpersonal relationship is an important self-system process in itself. Interpersonal relationship impacts individuals' motivation and behavior by way of positive influences on other self-processes relevant to achievement motivation. For example, in the context of a student's life, positive emotional attachments to peers, teachers, and parents promote not only healthy social, emotional and intellectual functioning, but also positive feelings of self-worth and self-esteem. This is important because self-worth and self-esteem are both related to sustained achievement motivation.

The findings will be discussed, in relation with the literature review, Peiwen Liao, Jun Yi Hsieh (2017) remarked that use motivational and interpersonal strategies to involve teachers in academic and school activities for improving their organizational commitment. The subjects consisted of 1128 teachers from Taiwan Taipei city. The results shown that achievement motivation and interpersonal relationship are significantly related to organizational. The teacher with interpersonal relationship has a significantly positive effect on their achievement motivation. This study finds all variable were significantly positive correlations among professional development, interpersonal relationship, achievement motivation, and organizational commitment

Interpersonal relationship is an important self-system process in itself. Success interpersonal relationship could also be indicative oriented toward affiliation and is concerned with achievement motivation related outcomes.

Hypothesis 2: Girls would score higher EQ and AM than boys.

Mean and SD valued depicted in table 3 show that in each factor distribution of scores is more or less normal. So, further the data could be treated by parametric statistics.

The mean value of above said dimension of emotional intelligence of girl's participants is higher than the mean value of boy's participants e.g. The mean value of Problem Solving of girl's participant is 26.42 and whereas boys have mean value of 25.25. So girls show higher level of problem solving ability as compared to males. It suggests that, Girls show higher level of Emotional Intelligence compared to boys.

The mean value of Achievement motivation of female participants is 32.95 and whereas male have the mean value of 30.02. Girls shows higher level of Achievement Motivation compared to boys.

Thus, the result revealed Girls scored higher EQ and AM than Boys.

Hypothesis 3: There will be significance difference in the level of emotional intelligence and achievement motivation among college students across their gender.

There found no significant difference in the level of emotional Intelligence and Achievement Motivation among college students across their gender. The result may be reasonable because now a day's equal treatment has been given to boys and girls at home and at school and collages also. And parents expect same from both.

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The scores of achievement motivation and emotional intelligence of college students of different genders were tested by independent sample t-test (see Table 3). The results showed that, there was no significant difference in emotional intelligence between male and female college students (e.g. Problem solving $t = 3.278$, $p > 0.05$). Also there was no significant difference in achievement motivation between male and female college students ($t = 8.098$, $p > 0.05$).

The findings will be discussed, in relation with the literature review. – The study conducted by Shibila Sabir, Sannet Thomas (2020) on Emotional Intelligence and Achievement Motivation among 100 College Student, out of 50 males and 50 females were selected through purposive sampling technique. Emotional Intelligence quotient scale (Dr Dalipsingh, Dr NK Chadha 2003) and Ray's Achievement Motivation scale (John Ray, 1990) were administered to collect data. Data were analyzed by using mean, S. D, independent sample t - test, pearson product moment correlation. Results of study revealed that there is no significant difference in the level of Emotional Intelligence among college students across their gender. There is no significant difference in the Achievement motivation among college students based on their gender. There is no significant relationship between Emotional intelligence and Achievement motivation among college students.

CONCLUSION AND IMPLICATIONS

Conclusions are essentials of a study which tell about the outcomes. They are derived from analysis of collected data and its interpretations. The present study was intended to assess the relationship between Achievement Motivation and Emotional Intelligence among Adolescents. And to study if gender difference exists among the high school students with regards to their emotional intelligence and achievement. On the basis of the analysis and interpretation of data, the following conclusions were drawn.

A result revealed a significant positive relationship between 14 dimensions of EQI except Empathy. Empathy was unrelated to achievement motivation; and relationship between emotional stability and achievement motivation was positive but poor and non-significant. Remaining all the other components were positively and significantly related to achievement motivation.

Result suggests that, Girls shows higher level of Emotional Intelligence and Achievement Motivation compared to boys. There was no significant difference found in the level of emotional Intelligence and Achievement Motivation among college students across their gender.

Implications of the Study

1. Results on emotional maturity and achievement motivation levels related to Higher secondary school students would be helpful in generating emotional development rules and enhancing achievement motivation skills in school curriculum programmes
2. The finding of the present study can be implemented in training which the parents and teachers appears imperative, to enhance their relationships with their children, thereby improving the emotional maturity of the children.
3. This study is expected to help the parents and teachers to provide such an environment, so as keep the favourable relationship with child where they feel free and can take decision by themselves and where they can live an emotionally stable and achievement-oriented life, so that their potentialities can be used to the maximum as to promote their personality.

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4. High level of achievement is the requirement of an education for democracy, so that students have understanding and skills required to participate in a democratic society. This statement emphasized on the importance of the construct of achievement motivation among all sections and all streams of students.
5. Unnecessarily authoritarian approach from teachers and parents should be avoided; rather openness and willingness should be encouraged for interaction with children
6. Findings on achievement motivation suggest that parents and other family members must encourage children and let them express their feeling with slight control.

LIMITATION AND FUTURE SUGGESTIONS

Research has always some limitations. This is especially in the case of research studies, which involve behavior at the time of data collection. The present study has also some limitations. Such limitations of the study reduce reliability and validity of the study. The investigator considered the following limitations in the present study.

1. Due to the shortage of the sample size investigator delimit his study to 114 secondary school students; the study could have been more useful if the size of the sample would be large.
2. Since the study was conducted on a small sample size, therefore the study findings may suffer from broad generalization.
3. The time constraint was also a limiting factor in conducting the study.
4. During the data collection there was non-cooperation from students because of exam pressure.
5. Questionnaires were only source of data collection.

Suggestions For Further Research

Research is never ending process. Every investigator after completing his research become aware of the area in which future research is needed and naturally feels motivated to indicate the area which may be taken up for research by other investigator. The researcher by the virtue of his experience in the field of study offers the following suggestions for future research that could be undertaken by perspective researchers.

1. The study can be extended to the entire state of Maharashtra or at the national level.
2. The study may be conducted by using other methodologies, population and settings.
3. The study could also be a comparative one between different states.
4. The present study was carried out with a sample of 114 higher secondary school students. It is suggested that future research should be conducted on large sample size for its more appropriate generalization of findings.
5. The study can also be conducted on college and university students.
6. It would be relevant to investigate on additional factors like urban, rural areas, family environment, financial conditions, and standard of living.

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Conflict of Interest

The author(s) declared no conflict of interest.

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