ASSESSMENT OF EMOTIONAL INTELLIGENCE AND ACADEMIC MOTIVATION IN SCHOOL GIRLS

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Abstract
Background: *Students have different levels of emotional Intelligence and academic motivation which contribute to academic excellence in students. Factors other than ability such as motivation, attitude and personality could contribute to differences in performance.*

The objectives *of the study were to assess the levels of emotional intelligence and academic motivation and significant difference in various standards of girl students,*

Design: *A Description survey was undertaken to assess the levels of emotional intelligence and academic motivation of the school girl students of Sacred Hearts Girls High School, Yercaud. 200 students were randomly selected from students studying from 6th to 10th standards.*

Measures: *Data were collected by using emotional intelligence scale and academic motivation inventory. Collected data were analyzed by descriptive and inferential statistics in terms of percentage, chi - square, & F-test (ANOVA), and results were interpreted based on the scores obtained by the girl students.*

Results: *In emotional intelligence, girl students in 6th standard had highest percentage and in academic motivation, students in 10th & 6th standards had highest percentages. The girl students studying in different standards had significant association in emotional intelligence such as standard, age, and religion but they had significant association in academic motivations such as age, religion and father's education. In ANOVA, the students studying in different standards had no significant difference in emotional intelligence but they had significant difference in academic motivation.*

Conclusion: *Sixth standard students had high score in emotional intelligence and sixth and tenth standards students had high score in academic motivation. Significant   association was found in emotional intelligence and demographic variables such as standard, age, and religion of the girl students but significant association was found in academic motivation and demographic variables like age, religion and father's education. The different standards of the girl students did not differ significantly in emotional intelligence and they differed significantly in academic motivation.*

Key Words: Emotional Intelligence, Academic Motivation and School Girl Students.

INTRODUCTION
The major goal of the school at any level is on the achievement of sound education. Numerous studies have identified emotional intelligence and study involvement areas as critical psychological factors in the behavior of the students in school (Zeidner et al, 2003).

Bar-On (2005) states that emotional intelligence emphasizes a wide spectrum on interpersonal adaptability and stress management, and that it covers self-regard, emotional self-awareness, assertiveness, independence, self-actualization, empathy, social responsibility, interpersonal relationship, reality testing, problem solving, stress tolerance, impulse control optimisms and happiness. In 1943, Wechsler expressed that the non - intellective abilities are essential for predicting one's ability to succeed in life (Edwards, &. Sternberg, 1994).

Salovey and Mayer (1990) described emotional quotient (EQ) as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions to discriminate among them. This information is to grade one's thinking and action. The ability to manage feelings and to handle stress is another aspect of emotional intelligence for success.

The factors related to academic achievement are mental ability, scholastic aptitude, and adjustment in various areas, personality, motivation, interests, situational factors and attitudes (David, Payne, & Robert, 1972; Devi, & Saraswathi, 1969; Dhaliwal, 1974; Dhaliwal, & Sharma, 1971; Eurgess, 1951; Franke, 1966; Kurtz, & Swerson, 1951; Maqsud, 1993). Specifically motivational and ability variables are useful and necessary predictors. Inequality of optimum motivation in students is the chief cause of success and failure and maintenance of an optimum level of motivation is essential factor in the quality and equality of development in academic potential for all students (Nichollis, 1984).

OBJECTIVES
The objectives were i) to assess the levels of emotional intelligence and academic motivation of girl students studying in different standards and ii) to find the association of emotional intelligence of the students with their demographic variables, iii) To assess the significant difference in different standards of these students in emotional intelligence and academic motivation

METHOD
Research design: Descriptive design with cross sectional survey approach was used for the assessment of emotional intelligence and academic motivation of the girl students, studying in the secret heart Girls high school, Yercaud, Salem district.

Sample: The sample consisted of 200 girl students of the secret heart Girls high school. They were studying from 6th to 10th standards in English medium in the years 2008. Forty students were randomly selected from each standard of 6th, 7th, 8th, 9th, and 10th standards. They belonged to middle class (income Rs. 5 Lakhs per annum) and upper middle class (income Rs. 5- 10 Lakhs per annum).

Measures
1. The Emotional Intelligence scale (EIS), developed by Schutle et al, 1998), was used to assess emotional intelligence of the students. It was based on self-report response of 33 items tapping the appraisal and expression of emotions, regulations of emotions in self and others and utilization of emotions in solving the problem. Each response from the sample varied from 1 to 5 and total sum of scores elicit low and high emotional intelligence.

2. Modified version of the Aberdeen Academic Motivation Inventory (AMI) developed by Entwistle (1968) had been used to determine the level of academic motivation in a sample of girl students (kannappan, 2002). The inventory consisted of 24 questions relating to school work. Few items were modified to suit to the sample. Each question has two alternative answers- yes and no- and the subject was required to choose one that best described her position. Scoring: a score 13+ was designated as high level of academic motivation and a score of 12- was designated as low level of academic motivation.

Besides, socio -demographic variables such as age, religion, occupation, family income, educational status, and number of siblings were collected from them.
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RESULTS AND DISCUSSION
Both descriptive and inferential statistics were used to analyze the data through "SPSS" and the results were interpreted on the basis of scores obtained from the students.

Table - 1, shows the percentage wise distribution of emotional intelligence and academic motivation of different standards of the girl students.

S.No	Standards	Emotional Intelligence				Academic Motivation			
		Low	%	High	%	Low	%	High	%
1	6th	14	7.0	26	13.0	12	6	28	14
2	7th	20	10.0	20	10.0	19	9.5	21	10.5
3	8th	23	11.5	17	8.5	18	9	22	11
4	9th	24	12.0	16	8.0	20	10	20	10
5	10th	24	12.0	16	8.0	11	5.5	29	14.5
		105	52.5	95	47.5	80	40	120	60

The table highlights that in high level of emotional intelligence, the students in 6th and 7th standards had high percentage (13%) & (10%) followed by 8th, 9th &10th standards respectively. In high level of academic motivation, the students in 6th, 7th and 10th standards had high percentage (14%), (10.5%) and (14.5%) respectively.

Table 2 shows the findings of association between emotional intelligence of the school students with their demographic variables.

S.No	Variables	Value	df	P Value
1	Standard	*7.218	4	.125
2	Age	*7.531	4	.110
3	Religion	*3.362	2	.186
4	Father's Occupation	.245	2	.885
5	Father's Education	.273	3	.965
6	Family Income	.502	2	.778

*P<0.05

The table 2 revealed that that there were significant association between emotional intelligence and demographic variables such as standard, age, and religion but no association with father's occupations, father education and family income. Hence it could be inferred that emotional intelligence had association with some demographic variables.

Table 3 showed the findings of association between of school students with their demographic variables.

S.No	Variables	Value	df	P Value
1	Standard	14.126*	4	.012
2	Age	0.92	4	0.15
3	Religion	4.58	2	0.125
4	Father's Occupation	13.47*	2	0. 18
5	Father's Education	.057	3	0.73
6	Family Income	0.435	2	049

*P > 0.05.

The above table revealed that there was no significant association between study involvement and demographic variables like age, religion and father's education, and family income but there was significant association between study Involvement and the demographic variables such as standard and father's occupation. Hence it could have inference that there was association between study involvement and demographic variables in different standards.

Table 4 shows F-test for significant difference in different standards in emotional intelligence.

Scale	Source of variation	Sum of Squares	df	Mean Square	F	Sig
Emotional intelligence	Between Groups	622.35	4	155.59	1.29	0.27
	Within Groups	23445.85	195	120.24		
	Total	24068.20	199			

The table 5 revealed that there was no significant difference in different standards in emotional intelligence of the girl students.

Table 5 F-test for significant difference in different standards in academic motivation

Scale	Source of variation	Sum of Squares	df	Mean Square	F	Sig
Academic Motivation Inventory	Between Groups	483.71	4	120.75	12.17*	0.27
	Within Groups	2034.82	195	9.92		
	Total	2518.53	199			

The ANOVA test was used to compare the scores of emotional intelligence and study involvement of the students studying in different standards. The significant difference between the scores of emotional intelligence and study involvement was tested with respect to various personal profile factors like different standards (6th, 7th, 8th, 9th, & 10th). In F- test analysis showed that there was no significant difference in different standards in emotional intelligence. But there was significant difference between different standards in study involvement. The earlier researchers had similar findings (Hutchinson, & Pope, 2007; Salovey, & Mayer, 1990; Salovey, & Mayer, 1990; Buckley, Storino, & Saarni, 2003)

Limitations of the study:

- Low socio economic group students were not to be considered for the study,
- Variables like personality, adjustment, were not included although they might play an important role in study involvement.

Conclusion: Sixth standard students had high score in emotional intelligence and sixth and tenth standards students had high score in academic motivation. Significant association was found in emotional intelligence and demographic variables such as standard, age, and religion of the girl students but significant association was found in academic motivation and demographic variables like age, religion and father's education. The different standards of the girl students did not differ significantly in emotional intelligence and they differed significantly in academic motivation.

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