

Study of Achievement Motivation and Emotional Intelligence of Junior College Teachers with Respect to Gender

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ABSTRACT: 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. Experts say that a motivated teacher can motivate his students. However, there are only a few studies that explore the factors that affect these two concepts with respect to the Junior College Teachers.

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 levels of Achievement Motivation as compared to the female Junior College teachers. [N=300, m= 20.5, 17.45, df=298, t=2.56]

Also the Levels of Emotional Intelligence in Female Junior College teachers is higher than that of the Male teachers. [N=300, m= 672.77, 770.94, df=298 and 't' value for of 3.72 is significant at 0.05 & 0.01 levels]

In-fact the co-relation between the Emotional Intelligence and Achievement Motivation of the total respondents is negative and weak. (N=300, m=18.75, 721.86, r = -0.174). Indicating that as the emotional intelligence increases the levels of achievement motivation gets reduced. The lower levels of achievement motivation are synergistic to satisfaction perhaps becoming complacent.

This suggests that the Junior College Teachers should not only be trained for being emotionally intelligent but also should be given higher responsibilities, to keep them motivated for achieving more. Only giving higher salary will not help to enhance quality.

KEYWORDS: Emotion; Intelligence; Emotional Intelligence; Achievement Motivation; Junior College Teachers.

I. INTRODUCTION

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. Our education system is based on "Imparting Quality Education to all", and the policy makers have always kept the socio-economically weaker on the top priority.

This quality indicates the efficiency and effectiveness of an individual as a teacher.

And also the technical abilities required to perform a job skilfully, or the qualifications as prescribed by the regulatory bodies. Only a motivated teacher can motivate students better.

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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 [1]. People who possess better levels of Emotional Intelligence are healthier, less depressed, more productive at work, and have better relationships [2].

Coleman, Andrew (2008) defined Emotional intelligence as, "The ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour" [3]. *In simple terms* Emotional Intelligence is the capacity of the individual to recognize, understand and choose how we think, feel and act.

Though, Intelligence Quotient (IQ) is an important factor that can determine the success of a person, studies shows that beyond a level it is 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.

Dweck & Elliot (1983) pointed out that achievement-motivation consists of varied and complex set of assumptions, assessments, predictions, inferences, values, standards and affective reactions that may be irrational, inaccurate, and contradictory. [4]

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland 1985) [9] All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002, 10). Perhaps they are influenced by the teachers who have higher levels of achievement motivation. Achievement motivation indicates a level of one's motivation to engage in achievement behaviours based on the interaction of such parameters as need for achievement, expectancy of success, and the incentives value of success. (McClelland 1993)[9]

There are people who take on the role of achievement motivation in a different manner. For instance there are some who are motivated to achieve their goals only if their performance is evaluated and an award is given. However, there are some who are motivated to achieve their goals because of their fear of success or failure.

The investigators feel that it would be interesting to study if there is any relationship between Achievement Motivation and Emotional Intelligence of the employees. This research also proposes to study the effect of gender on the Emotional Intelligence and Achievement Motivation of Junior College Teachers.

II. RELATED WORK

Emotional Intelligence: Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived grand ability to identify, assesses, manage and control the emotions of one's self, of others, and of groups. Emotional intelligence is considered to play a crucial role in the modern work life [6, 7, 8 & 9]. Its principles help in evaluating employee behaviour, management styles, attitudes, interpersonal skills and potentials and is considered to have great relevance in areas like job profiling, planning, recruitment and selection [10]. Another major advantage of emotional intelligence is that it allows people to better understand and manage emotions [11]. It also helps in understanding one's own conduct as well as relationship with others [12, 13]. Various studies have shown that understanding and controlling emotions play significant role in gratifying one's life and work environment [14]

Achievement Motivation: According to Heckhausen (1967), "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" [5]. Our achievement motivation is an orientation referred with the motivational behaviour from the childhood. It is the child, which adopts this way of behaviour in the classroom learning. Thus achievement motivation becomes an integral part

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(An ISO 3297: 2007 Certified Organization)

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of an individual's personality. Gradually as the child choose a profession and becomes a teacher, he may engage himself in the schoolwork [teaching] for internal reasons, because the work is challenging, enjoyable, piques one's curiosity / creativity or alternatively, or he may engage in teaching work for extrinsic reasons like, salary, authority, position etc.

So studying the achievement motivation of a teacher's group will help us understand the behaviour of the students in future.

Emotional Intelligence and Achievement Motivation: The teachers with higher emotional intelligence will have higher levels of Achievement motivation. This is because the teachers with higher emotional intelligence are able to decide better than those who are not. Further they will be able to motivate themselves in case of failures. They can overcome the possible consequences. These consequences may arise out of disturbances because of failures, whereas those with less emotional intelligence will not be in a position to overcome them.

Srivastava and Krishna (1994) [16a] made a comparative analysis of male and female teachers with regard to their work motivation and job involvement. The results indicated that the male teachers maintained a markedly higher level of work motivation and job involvement. Teachers' work motivation generated by most of their needs was positively correlated with their job involvement. A perusal of the results indicated that the 'need for achievement' and 'self-control' were the most dominant motivating forces for male as well as female teachers whereas the 'monetary gain' was the least effective motivator for them. However, the male teachers were found to be more motivated in their jobs as compared to the female teachers.

III. METHODOLOGY

The present study uses the method of co-relational design where the extent of relationship between Emotional Intelligence & Achievement Motivation between Junior College Teachers is verified. Also the gender difference for the Achievement Motivation & the Emotional Intelligence of Junior college teachers is studied in the research. The study was conducted among the Junior College Teachers of Nagpur City. Data was collected from 300 Junior College Teachers of various Junior colleges of Nagpur city.

IV. HYPOTHESIS

Based on the objectives of the research, the following hypotheses were formulated

The female Junior College Teachers have a higher level of Emotional Intelligence than the male Junior College teachers.

There is no gender difference with respect to the levels of Achievement Motivation of the Junior College Teachers.

There is a positive relationship between Achievement Motivation and Emotional Intelligence of the Junior College Teachers.

V. TOOLS USED

Mangal Emotional Intelligence Inventory

This inventory has been designed for use with Hindi and English knowing college and university subjects. Four aspects of Emotional Intelligence namely, Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, and Interpersonal Management are measured in this Inventory.

The test has 100 Items, 25 each from the four area to be answered either Yes, OR No.

The reliability of this inventory with split half method is 0.89 and test retest method is 0.92. The validity for this inventory has been established by adopting two different approaches namely, factorial & criterion related approach, and was found to be substantially high.

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Achievement Motivation Test

ACMT (Achievement Motivation test) by Dr. Bhargava

This test is specifically designed for use with Hindi & English knowing adult & adolescent subjects. The test consists of 50 items of incomplete sentences which are to be completed by the subjects by putting a check mark on any one of the three alternative responses given against each item scoring.

The test-retest reliability is 0.87, and by comparing the responses on similar items is 0.79.

The validity by correlating it with the test scores of SCT of B.Mukherji was 0.80 and with Educational Achievement Test it was 0.75.

VI. EXPERIMENTAL RESULTS

The female Junior College Teachers have a higher level of Emotional Intelligence than the male Junior College teachers.

Table No.1

Variable	Emotional Intelligence			
	Mean	sd	df	t
Male	672.77	136.28	298	3.72
Female	770.94	120.54	298	

Table no.1 indicates that the t value of 3.72 is significant at 0.05 & 0.01 level; hence we can conclude that there is a significant difference between the Emotional Intelligence of the Male & Female Junior College Teachers. Examining the difference in the mean values, the female Junior College Teachers have a higher level of Emotional Intelligence as compared to the Male Junior College Teachers. Hence, the hypothesis that female Junior College Teachers have a higher level of Emotional Intelligence than the male Junior College teachers stands true.

There is no gender difference with respect to the levels of Achievement Motivation of the Junior College Teachers.

Table No.2

Variable	Achievement Motivation			
	Mean	sd	df	t
Male	20.5	3.34	298	2.56
Female	17.45	4.26	298	

Table No.2 shows that the critical value of t at 0.05 levels for df-298 is 1.646 & that of 0.01 levels for df-298 is 2.330, hence we can conclude that there is a significant difference between the Achievement Motivation of the Male & Female Junior College Teachers, and that the difference that has come, is not by chance. So hypothesis 2 is rejected. More over the mean scores indicate that, level of achievement motivation of the male junior college teachers is significantly higher than the female junior college teachers.

There is a positive relationship between Achievement Motivation and Emotional Intelligence of the Junior College Teachers.

Table.No.3

Variable	EI & Achievement Motivation			
	Mean	sd	df	r
EI	721.86	137.53	298	-0.174
Achievement Motivation	18.75	4.08	298	

International Journal of Innovative Research in Science, Engineering and Technology

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The 'r' value is itself explanatory that there is a negative and weak correlation between the Emotional Intelligence and Achievement Motivation of the Junior College Teachers. This is an indicator that if the emotional intelligence increases the levels of achievement motivation get reduced. Hence the hypothesis that there is a positive relationship between Achievement Motivation and Emotional Intelligence of the Junior College teachers does not hold true.

Suggestions:

1. The level of Emotional Intelligence in Male Junior College Teachers is significantly lower than the Male Junior College Teachers; imparting training to the male teachers will help them to become competent enough to manage their emotions.
2. Achievement Motivation is a subjective term and can never be the same for male & female teaching staff. In fact there may be many other reasons for having lower or higher Achievement Motivation that need to be studied further.
3. Further, research should be conducted to study the various other factors affecting the levels of Emotional Intelligence and Achievement Motivation of Junior College Teachers.

VII. LIMITATIONS OF THE STUDY

The scope of the study was limited to Junior College Teachers of Nagpur city only hence the results may not be generalized to the whole teaching fraternity. It is well known that no two individuals perceive things alike. So, further research may be conducted with the State Board & CBSE teachers independently.

VIII. CONCLUSION

The idea behind the concept of Emotional Intelligence is that it can be developed with formal training. As it is now termed as social Intelligence by Daniel Goleman, this Emotional stability can be learnt by the students, and is crucial for development of the student's behaviour.

Research consistently shows that higher scores of EQ helps individual to manage his life better. Achievement Motivation is an integral component of educational institutions and an important element in the management of employee work efficiency. The educational institutions need to develop methods of enhancing Achievement Motivation amongst the teachers.

One research finding is that Emotional Intelligence is negatively correlated with Achievement Motivation. This correlation is reverse, meaning that teachers who are emotionally intelligent are less motivated to achieve. Perhaps they tend to become more complacent, when their emotional intelligence levels go up.

Also there is a significant difference in the Achievement Motivation of male teachers as compared to the female teachers. Indicating that the male teachers could be shared higher responsibilities as compared to the female teachers.

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Vol. 5, Issue 5, May 2016

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