

# Emotional Intelligence and Achievement Motivation among Orphans and Non-Orphans

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**Abstract:** *The present paper is an attempt to explore Emotional Intelligence in relation to Achievement Motivation among orphans and non-orphans. The objectives of the study were –to understand the relationship between Emotional Intelligence and Achievement Motivation, to study whether there is any difference in Achievement Motivation between orphans and non-orphans and to study whether there is any difference in Emotional Intelligence between orphans and non-orphans. The data were collected from two colleges of Malappuram district. The sample included 100 participants of which 50 were orphans and the remaining 50 were non-orphans which were selected by using random sampling method. The age group of the sample ranges between 18-23. 'Test of Emotional Intelligence scale' developed on 2003 by Immanuel Thomas and Sushama S.R at Department of Psychology of Kerala University and 'Achievement Motivation scale' developed by Prof. Pradibha Deo and Dr. Asha Mohan were used as tools for the study. The major statistical analysis used in the study involve Pearson correlation and 't' test. The result shows that Emotional Intelligence has no significant effect on Achievement Motivation. The study also revealed that non-orphans are having higher Emotional Intelligence than orphans and also revealed that orphans are having higher Achievement Motivation than non-orphans.*

**Keywords:** Emotional Intelligence, Achievement Motivation.

## 1. Introduction

Achievement motivation is one of the most relevant and influential type of motivation in the present world. Orphans are usually facing a lack of family, social support and care. These increased social isolation leads to many psychological problems. When

orphans or non-orphans get rejected or isolated from society, it adversely affect them. All students experience frustration and failure to achieve their goals. They depend on the strength on fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve their goals. A high emotional Intelligence help to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning process. Students low on emotional intelligence may find failure more difficult to deal with, which undermines their achievement motivation. There is a positive relationship between emotional intelligence and achievement motivation. Teachers should help students learn the abilities underlying the emotional intelligence. So it could lead to the achievement from formal education years of the child. In the current society, there are so many stressful situations we are facing, and especially orphans are facing with situations that effect emotional intelligence. In this study we clearly look upon the relationship between emotional intelligence and achievement motivation among orphans and non-orphans and gather information regarding the reasons behind the problems faced by students and how they overcome this problem.

Emotional Intelligence is a set of obtained skills and competencies that predict positive outcomes at homes with one's family, in school and at work. People who hold better levels of Emotional Intelligence are more productive at work, have better relationship, less depressed and healthier.

Mayer and Salovey used the term Emotional Intelligence in the first half of 1990, and explained it as an individual understand emotions, making a selection among these and operating this knowledge in thoughts and behaviour. Emotional intelligence is the ability to identify and manage own emotions and the emotions of others. It include three skills- Emotional awareness including the ability to identify own emotions and those of others. The ability to harness emotions and apply them to tasks like problem solving and thinking. The ability to manage emotions, including the ability to calm down or please another person and the ability to regulate own emotions.

Goleman (1996) defined Emotional Intelligence as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope".

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

There are two kinds of people with low emotional intelligence and with high emotional intelligence in this world. Their attitude and behaviour to each other is different. Low emotional intelligence people are generally very aggressive by nature, face difficulty to adjust with other, poor listener, they easily distracted, had low confidence etc. People with high emotional intelligence are having strong will power, soft and polite by nature, patient, good listener etc.

Emotional Intelligence plays an important role in life. Emotional Intelligence can be a key to success in personal and career life. Emotional Intelligence is basically the

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combination of the feeling or emotions of the head and heart.

Atkinson and Feather (1966) defined achievement motivation as it is conceived as a latest predisposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

Achievement Motivation consists of complex and varied set of assumptions, values, standards and affective reactions that may be irrational, inaccurate and contradictory. Achievement Motivation indicates a level one's motivation to engage in achievement behaviours.

Achievement motives include the need for achievement and fear for failure. Achievement goals are viewed as more cognitive representations pointing individuals toward a specific end. Achievement Motivation is lateral personal disposition to strive for a particular goal. It is person's deep desire to do something necessary to attain the feelings of personal accomplishment. It is also a personal disposition to achieve something difficult. Therefore, Achievement Motivation is unique and is important to attain a feeling of self-accomplishment and satisfaction.

Emotions play a major role in motivation, if there is no emotion involved, no action occurs. The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements.

The objectives of the study were –to understand the relationship between Emotional Intelligence and Achievement Motivation, to study whether there is any difference in Achievement Motivation between orphans and non-orphans and to study whether there is any difference in Emotional Intelligence between orphans and non-orphans.

The first hypothesis is that there will be a significant relationship existing between emotional intelligence and achievement motivation among orphans and non-orphans, second, there will be a significant difference in emotional intelligence between orphans and non-orphans and third, there will be a significant difference in achievement motivation between orphans and non-orphans.

Main aim of study was to measure strength of relationship between achievement motivation and emotional intelligence. It was hypothesized that, achievement motivation and emotional intelligence, as well as, components of emotional intelligence are positively and significantly related.

## 2. Materials and Methods

The data were collected from two colleges of Malappuram district. The sample included 100 participants of which 50 were orphans and the remaining 50 were non-orphans which were selected by using random sampling method. The age group of the sample ranges between 18-23.

'Test of Emotional Intelligence scale' developed on 2003 by Immanuel Thomas and Sushama S.R at Department of Psychology of Kerala University. The scale consists of 50 items. Reliability of EII has been established using the Cronbach alpha the coefficient obtained is 0.88.

'Achievement Motivation scale' developed by Prof. Pradibha Deo and Dr. Asha Mohan were used as tools for the study. It consisted of 50 questions. The reliability for Achievement Motivation scale for mixed group was found to be 0.69 and for male it was found to be 0.67 and 0.78 for females respectively.

The major statistical analysis used in the study involve Pearson correlation and 't' test. Pearson correlations were used to find out the relationship among Emotional Intelligence and Achievement Motivation. To understand the influence of demographic variables on mainstream variables 't' test was conducted.

## 3. Result

Table I shows the correlation between emotional intelligence and achievement motivation

**Table I:** Correlation between Emotional Intelligence and Achievement Motivation

Variable	Achievement Motivation
Emotional Intelligence	0.39

Table I shows that there is no significant relationship existing between emotional intelligence and achievement motivation. The correlation of emotional intelligence is 0.39. That is, it has a negative correlation. This indicates that as emotional intelligence increases achievement motivation decreases. It is understood from the study that emotional intelligence has no important role in developing achievement motivation. Emotional intelligence was found to have no significant effects on achievement motivation among orphans and non-orphans. Thus the hypothesis I is rejected.

**Table II:** Mean, SD and t Value of EI and AM

Variables	Group	N	Mean	SD	T value
EI	Orphans	50	149.72	9.243	7.401
	Non-orphans	50	166.04	12.557	
AM	Orphans	50	111.12	8.778	.317
	Non-orphans	50	110.40	13.432	

Non-orphans are having higher Emotional Intelligence than orphans and also revealed that orphans are having higher Achievement Motivation than non-orphans.

Table II shows that there is a significant difference between orphans and non-orphans on emotional intelligence is accepted. It also shows that there is no significant difference between orphans and non-orphans on achievement motivation.

#### 4. Discussion

Achievement motivation is one of the most relevant and influential type of motivation in the present world. Orphans are usually facing a lack of family, social support and care. These increased social isolation leads to many psychological problems. When orphans or non-orphans get rejected or isolated from society, it adversely affects them. All students experience frustration and failure to achieve their goals. They depend on the strength on fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve their goals. A high emotional intelligence help to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning process. Students low on emotional intelligence may find failure more difficult to deal with, which undermines their achievement motivation. There is a positive relationship between emotional intelligence and achievement motivation. Teachers should help students learn the abilities underlying the emotional intelligence. So it could lead to the achievement from formal education years of the child. In the current society, there are so many stressful situations we are facing, and especially orphans are facing with situations that effect emotional intelligence. In this study we clearly look upon the relationship between emotional intelligence and achievement motivation among orphans and non-orphans and gather information regarding the reasons behind the problems faced by students and how they overcome this problem.

The present study was conducted with an intention to find out whether there is any significant relationship existing between emotional intelligence and achievement motivation. From the study it is clear that there is no significant relationship existing between emotional intelligence and achievement motivation. There is a significant difference in emotional intelligence between orphans and non-orphans and there is no significant difference in achievement motivation between orphans and non-orphans.

#### 5. Conclusion

From the study we can conclude that there is no significant relationship existing between emotional intelligence and achievement motivation among orphans and non-orphans. Thus the hypothesis I is rejected. There is a significant difference in emotional intelligence between orphans and non-orphans, thus the hypothesis II is accepted. There is no significant difference in achievement motivation between orphans and non-orphans, thus the hypothesis III is rejected.

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