Emotional Intelligence, Social Intelligence and Achievement Motivation of Arts and Science Students

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Abstract:

The present study was conducted to know the social intelligence, emotional intelligence and achievement motivation of students of Arts and science streams studying in senior secondary schools of Chandigarh. Descriptive survey method was used and the data was collected by using Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganesan (2004)Achievement Motivation Scale (By Deo and Mohan1990).Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2002).The data was analyzed by using 't' test. The findings indicates that Arts student's posses more social intelligence than Science students, whereas Science students have greater achievement motivation than students from arts stream.

Keywords: *Achievement Motivation, Arts, Emotional Intelligence, Science, Social Intelligence*

1. Introduction

The assessment of individual differences is one of the oldest areas of psychology and with age it becomes more meaningful since search could be made with the help of measurement tools for talent in different area and steps or measures could be taken to be nurtured. There is also a greater awareness among the parents regarding the educational, vocational, and social guidance towards their children along with curiosity about their future. Educators generally agree on the importance of emotional intelligence, social intelligence and achievement motivation as major variables effecting classroom performance. Emotional intelligence is the ability to identify and manage your emotions as well as the emotions of others. Emotions do affect how and what we learn. Being more aware of our emotions and reaction to it will help us manage the stress. Once we learn to understand our emotions we will be able to communicate better. Social intelligence is the ability of the individual to be sensitive about attributes. It includes an awareness of situations and social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. Achievement motivation governs behaviour relevant to achieving and learning. It is a tendency to strive for success or attainment of a desired goal. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. They are more concerned with their personal achievement rather than the rewards of success.

2. Significance of the Study

Although individual differs in many aspects yet the role emotional and social intelligence and level of achievement motivation cannot be denied in the life of the individual. Therefore out of the large number of factors where individual differences are seen, the investigator has selected the above factors for her investigation. From the Second, Third, Fourth, Fifth and Sixth Survey of Research in Education, it has been found that very few studies have been conducted in this field where through individual differences, individual behaviour is understood.

3. Review of Related Studies

Kaur(2000) in her study concluded no significant relationship between children of joint and nuclear families with respect to different dimensions of social intelligence.

Lekhi (2005) in her study on a sample of 939 male and female adolescents found that adolescents of general category were having higher level of emotional maturity as compared to the adolescents of scheduled caste category.

Szubaria (2006) in her study found n significant relationship between school success and emotional intelligence.

Kaur (2007) conducted her study 400 students of XI class studying in senior secondary school in Jallandhar city (Punjab) revealed significant difference in the level of educational aspiration of high stress students and low stress students.

Singh(2007)in his study revealed insignificant, difference in social intelligence between low creative and high creative adolescents, between high creative boys and high creative girls. But significant difference was found in the social intelligence of low creative boys and low creative girl adolescents.

Upadhyay (2009) in his study on Achievement Motivation across different academic majors came to the conclusion that the students of science faculty have significantly higher achievement motivation in comparison to social science, humanities and commerce faculty. But it does not significantly differ from the vocational courses.

Yahaya et al. (2011) investigated the relationship between the identified five dimensions of emotional intelligence, namely self-awareness, emotional management, self- motivation, empathy, interpersonal skills and academic performance. This study aimed to identify whether the five dimensions of emotional intelligence have been able to contribute to academic performance. Statistical inference of the Pearson-r and multiple regression was used to analyze the data. The results showed that the significant relationship between self-awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic performance. Findings from multiple regression analysis (stepwise) showed that only three dimensions of emotional intelligence which is self-awareness ($ß = 0261$), self motivation ($ß =- 0182$) and empathy ($ß = 0167$) accounted for 8.7% of variation in criterion (academic performance). Research also presented a model designed to reflect the relationship between the dimensions of emotional intelligence and academic performance.

Sembiyan, R and Visvanathan, G (2012) A study on social intelligence of college students.The study was intended to find out the social intelligence of college students in Cuddalore, Villupuram, Nagapattinam, Thanjore, vellore and Thiruvannamalai Districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1050 college students Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that the locality, type of family and type of colleges had no significant difference but, gender and type of institution exhibited significant difference in respect of their social intelligence of college students.

4. Objectives of the Study

1. To find and compare difference in emotional and social intelligence of Arts and Science stream.
2. To find and compare the difference in the achievement motivation of students of Arts and Science stream.

5. Hypotheses

Ho$_1$: There will be no significant difference in the emotional intelligence of arts and science students.
Ho$_2$: There will be no signifcant difference in the social intelligence of arts and science students.
Ho$_3$: There will no significant difference in the achievement motivation of arts and science students.

6. Method

Descriptive survey method is used in the present study.

7. Sample

Out of all the senior secondary Chandigarh a random sample of three schools was selected. Whenever there was more than one Arts and Science sections, one section was selected randomly. From the selected three schools one section from Arts stream and one section from science (non-medical stream was selected to be included in the final sample. Thus present study was conducted on a sample of 200 students studying in 10+1 class in arts and Science stream (Arts stream = 140, Science stream = 60 students).

8. Tools

1. Achievement Motivation Scale (By Deo and Mohan, 1990).
2. Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2002).
3. Social Intelligence Scale (By Chadha and Ganesan, 2004).

9. Statistical Technique Used

Mean S.D. and t-ratio techniques were used for analyzing the data.

10. Analysis and Interpretation

	Arts			Science			df	t-ration
	N	M	SD	N	M	SD		
Emotional Intelligence	140	128.87	11.13	60	125.62	10.17	198	2.01*
Social Intelligence	140	84.11	8.11	60	81.02	7.16	198	2.63*
Achievement Motivation	140	74.12	9.20	60	79.28	8.31	198	3.90**

*Significant at .50 level.
**Significant at 0.1 level.

As per the results of table 1 significant difference was obtained in the emotional intelligence of arts and science students due to significant t-value at .05 level. Level of emotional intelligence of arts students was higher (mean 128.27) as compared to the science students (mean = 125.62). Thus hypothesis 1 was not accepted.

There was significant difference in the social intelligence of arts and science students due to significant t-value (t = 2.63) at .05 level. Level of social intelligence of arts students was higher (mean=84.11) as compared to the science students (mean=81.02). Thus hypothesis I was not accepted. Reasons may be due to advancement in technology and culture in this modern world, arts students make efforts for their socialization. Moreover arts students have more time and opportunities for socialization as compared to science students.

As per the results of table 1, significant difference was found in the level of achievement motivation of arts and science students due to significant t-value (t = 3.90) at .01 level. In other words students of science and arts stream differed significantly from each other in the level of achievement motivation. When mean scores of two groups were compared, it was found that achievement motivation level of students of science stream was higher (mean = 79.28). Thus hypothesis 2 was not accepted.

From the results it can be concluded that special emphasis should be given on the development of emotional and social intelligence of students from science stream, so that they can develop relationships with other students, which will further help them to function better in groups,where as special strategies

should be developed for Arts stream students to develop their level achievement motivation which will further enhance their capabilities.

11. Conclusion

Emotional Intelligence, Social Intelligence and Achievement Motivation plays a large role in student's life Success in every field requires interest, effort and collaboration with peers. Social and emotional intelligence of students indirectly contributes to academic success. To become successful adults, they need to learn fundamental social skills, emotional stability, empathy and ability to persist in goal-oriented activity, to seek help when needed and to participate in and benefit from relationships. Development of emotional bonds, social relationships will help them to function better in groups and will also indirectly increase their level of achievement motivation.

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