CHAPTER IV

RESULTS AND DISCUSSION

In this chapter obtained results have been discussed in the light of relevant research. Looking to the objectives and relevant hypotheses and methodology this chapter has been divided in to three parts.

Part I

This part of the present research includes findings regarding effect of gender and Community on

- Self-concept
- Need for Achievement (n-Ach)
- Emotional Intelligence

Part II

This Part of investigation considered those findings which are related to the correlation between

- Achievement Motivation and Self-Concept
- Achievement Motivation and Emotional Intelligence
- Emotional Intelligence and Self-Concept

Part I

Self-Concept

- Self-Concept and Gender
The major controversy of scientific studies in the field of psychology revolves around the contribution of various variables in determining psychological characteristics within the person. In this reference results of the present study will be conducive as in this research effort has been made to determine the effect of gender and Community on student’s achievement motivation, emotional intelligence and their self-concept.

Obtained results have been discussed in the light of relevant research studies with reference to the hypotheses laid down.
4.1 Self-Concept

The core of personality is the self-concept; the concept an individual has of oneself as a person in relation to the world, which one lives in. Cattell (1957) referred to self-concept as the “Key stone of personality”. Its important seems from its influence over the quality of a person’s behaviour and methods of adjustment to life situations. Rogers (1951) and his followers felt that the basic problem of many disturbed people is that their self-concepts are source of inner discord. In other words, Self-concept can be defined as a person’s perception of oneself. This perception is formed through experience with the environment and influenced by environmental reinforcements and significant others (Chung, 1996). Self-concept is organized, multifaceted, hierarchical, stable, developmental, evaluative and differentiable.

4.1.1 Self Concept and Gender

Hypothesis g)

“There will be no significant difference between male and female on their self-concept.”
Table 4.1

Mean values for Gender on Self-Concept

<table>
<thead>
<tr>
<th>Measured Variable</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>187.60</td>
<td>134.35</td>
</tr>
</tbody>
</table>

Above result table and respective figure present the Mean value on the self-concept of male and female students. It can be observed from above table and figure that the Mean score of the male students are higher than female students which revealed that male having higher self concept as compare to female students.
### Table 4.2

<table>
<thead>
<tr>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.96</td>
<td>.01</td>
</tr>
</tbody>
</table>

The above result table of f value for gender on self-concept elucidates the significant level at .01 level of confidence. As the main effect of gender was found significant, indicating that male and female subjects are significantly different as far as self-concept is concerned. Male subjects were found significantly superior on self-concept than female subjects. **Thus hypothesis (g) stating that “there will be no significant difference between male and female on their self-concept is rejected”**

As individuals mature, the emergence of new cognitive capacities allows subjects’ self-conceptions to become increasingly more abstract and psychological. In fact, various researchers Green, Nelson, Martin and Marsh (1989) contend that self-conceptions tend to become more differentiated, complex and better organised as individuals progress from childhood to adulthood (for example, Byrne and Shavelson, 1996; Harter, 1999; Marsh, 1989). This observed developmental trend is good reason to suggest that our understanding of academic achievement and well being
will be further enhanced by giving consideration to self-concept. For this reason, research into self-concept has attracted considerable attention over the past few decades.

Further gender is the single most salient individual variable in the socialization process, affecting how people think of themselves and how others respond to them [Ben, 1993; Katz 1986]. Differences in the social interaction based on gender begin in infancy and influence expectations throughout the life span. During adolescence, gender variable take on heightened significance and are frequently associated with psychological characteristics in which self-concept is prominent one.

The present finding collaborate the earlier findings suggested that boys scored higher scores as compared to Girls. O’Brien (1998) examined sex difference in self-esteem and reported that men scored significantly higher in global self-esteem than woman. A majority of other researchers (Kelikangas-Jarvimen, 1990, Sekaran, 1983) have also observed that male student scored higher on the self-esteem than female students. Kling, Hyde, Showers & Bus well (1999) and Rabbins et al., (2002) have also reported that subjects’ boys have higher self-esteem than subjects’ girls. Gender can also affect the level of self-esteem and academic achievement. Girls experience low self-esteem as compared to boys (Carlson, Uppal & Prosser 2000; DuBois et al., 2002). O’Brien
(1991) examined sex difference in self-esteem and reported that men scored significantly higher in global self-esteem than women. A majority of other researchers (Kelikangas-Jarvimen, 1990, Sekaran, 1983) have also observed that male students’ scored higher on the self-esteem than female students. Kling, Hyde, Showers and Buswell (1999) and Rabbins et al. (2002) have also reported that subjects’ boys have higher self-esteem than adolescent’s girls.

In same reference two analyses were conducted to examine gender differences in global self-esteem in the study of Kling KC, Hyde JS, Showers CJ, Buswell BN (1999). In analysis I, a computerized literature search yielded 216 effect sizes, representing the testing of 97,121 respondents. The overall effect size was 0.21, a small difference favoring males. A significant quadratic effect of age indicated that the largest effect emerged in late adolescence (d = 0.33). In Analysis II, gender differences were examined using 3 large, nationally representative data sets from the National Center for Education Statistics (NCES). All of the NCES effect sizes, which collectively summarize the responses of approximately 48,000 young Americans, indicated higher male self-esteem (ds ranged from 0.04 to 0.24). Taken together, the 2 analyses provide evidence that males score higher on standard measures of global
self-esteem than females, but the difference is small. Potential reasons for
the small yet consistent effect size are discussed.

Again analysis of the 12,266 responses to the three Self
Description Questionnaires, which measure multiple dimensions of self-
concept in preadolescence, early-to-middle adolescence, and late
adolescence and early adulthood, examined (a) age and sex effects
revealed that sex differences in specific areas of self-concept were
generally consistent with sex stereotypes and relatively stable from
preadolescence to early adulthood. There was little support for the
increased differentiation of dimensions of self-concept beyond early

Though there are number of studied in which gender was found to
be significant but in study of Polce (1996) contrast result was found. He
concluded that self-esteem was similar for males and females in
childhood and adolescence. Pandit (1969) also reported no significant
difference in the self-concept of boys and girls, but the gender difference
may be significant in interaction with other variables like age and self
concept domain in producing difference in rating of self concept as found
in a research by Gordiner (1996).

Overall in summary, there are small sex effects favoring boys for
total self-concept measures and for measures of esteem derived from the
Self-Esteem Scales. There also appear to be larger, counterbalancing sex differences in more specific facets of self that are generally consistent with sex stereotypes.

On the basis of the above finding it can be concluded that there is significant effect of gender on students’ self-concept so the null hypothesis in this regard has been proven wrong and thus it has been rejected here.

4.1.2 Self Concept and Community

Hypothesis h)

“There will be significant difference between tribal and non-tribal student’s on their self-concept.”

<table>
<thead>
<tr>
<th>Measured Variable</th>
<th>Tribal</th>
<th>Non-Tribal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-concept</td>
<td>114.35</td>
<td>147.60</td>
</tr>
</tbody>
</table>
Above result table and respective figure present the Mean values on the self-concept of students who belong to tribal and non-tribal communities. It can be observed from above table and figure that the Mean score of the students who belongs to non-tribal community is higher than those who belong to tribal community on their self-concept measure which indicating that non-tribal student evaluate their self in more positive as compare to those student who are living in tribal community.

**Table 4.4**

**F value for Community on Self-Concept**

<table>
<thead>
<tr>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.19</td>
<td>.01</td>
</tr>
</tbody>
</table>

Above result table revealed that the main effect of Community (Tribal and non-tribal) was found significant at .01 level of confidence. It indicates that there are significant differences among tribal and non tribal
students on their self-concept. **Hence the hypothesis (h) stating that “There will be significant difference between tribal and non-tribal students on their self-concept is accepted”** It is due to the fact that both tribal and nontribal subjects belong to different surrounding in which nontribal climate due to modernization facilitates the development of self-concept of the students.

During the last three decades, the general trend in the research literature suggests that certain types of socio-cultural environments are generally associated with lower level of aspiration, language deficiencies and minimal occupational and social adjustment. DuBois, Burk, Braston, Swenson, Tevendale and Hardesty (2002) revealed that environment has been shown to play important role in determining trajectories of subjects’ self-concept. The self-concept defined in terms of self-as-object is an important aspect of personality and that individual differences along this dimension are as meaningful as differences in attitudes, motives, and abilities.

Self-concept origin in observations of therapist-client interactions, Rogers’ self-theory deals extensively with the problem of maladjustment personality. In this theory, maladjustment is defined in term of the magnitude of the discrepancy between self and experience. Increasing discrepancy leads to anxiety, disorganization of the self-structure, and
(with maximum discrepancy) psychological breakdown (personality disorder). Presumably, these progressive changes would be reflected in the magnitude of the discrepancy between self and ideal self.

Poor self-concept among tribal subjects can be attributed on the fact that as the tribes are economically inferior, uneducated at times and are less exposed to the modern world. Being the earliest inhabitant of the country, they have maintained a distinctive life style for centuries. Unfortunately the isolation has kept them out of mainstream and made them easy prey to exploitation (Talesara 1994) and when they are forced to get along with the mainstream culture, they don’t get adjusted easily. Kundu (1984) stated that lack of education and deprivation that these tribes face due to poverty may result in frustration both in personal as well as social relationships thereby resulting in poor self-concept and low self-esteem.

Researchers have noted the particular vulnerabilities of tribal students, who tended to more isolated and have to fewer educational, recreational and other public health resources (Apostal & Bilden, 1991; Markstrom, Marshall & Tryon, 2000; Hurray & Keller, 1991). In addition, relative to tribal and non tribal Community tribal settings are characterized by greater isolation, fewer educational and public health resources, and higher levels of poverty (Apostal & Bilden, 1991;

There are indications from research that the environment plays a determining role student in self-esteem. Student come from urban environment are found to be superior as compared to the students from the urban environments. The important social changes in the subjects included increased peer group influence, more mature patterns of social behavior new social groupings and social acceptance. For the proper development of child, organized and effective environment in the family and his social world are pre-requisites. An absence of these means in deprived environment affects their self-concept and indirectly affect their mental health.

Deidra J. Young (1998) investigated the relationships between student aspirations, student self-concept, and student achievement and found contradictory result. These relationships were estimated using structural equation modelling. Results demonstrated that, while urban
students had significantly higher aspirations and self-concept to rural students.

On the basis of the present finding it can be concluded that Community influences the persons’ view about their own regarding their characteristics they posses within themselves, thus the above hypothesis has been proved.

4.1.3 Self Concept and Interaction Effect

Hypothesis i)

“Interaction effect of gender and community will be significant on student’s self-concept.”

Table 4.5

<table>
<thead>
<tr>
<th>Interaction of Independent Variable</th>
<th>F-Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender X Community</td>
<td>13.01</td>
<td>.01</td>
</tr>
</tbody>
</table>

Table 4.5 shows F value for interaction of independent variables (gender and Community) on students’ self-concept. F values for interaction among independent variables were found to be to be significant at the level of .01 which indicates that gender and Community
(tribal and non-tribal) work together in order to determine one’s self-concept. **Thus hypothesis (i) stating that “Interaction effect of gender and community will be significant on student’s self-concept is accepted.**

The present finding was found to be consistent with following studies:

Shobhna Joshi and Rekha Srivastava (2009) investigated the self-esteem and academic achievement of urban and rural subjects, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 subjects (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban subjects. There were significant differences with regard to academic achievement of rural and urban subjects. Urban subjects scored higher in academic achievement as compared to rural subjects. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to
boys. Both gender and inhabitance were found to be interacting to affect students’ self-concept.

Pandit (1969) also reported no significant difference in the self-concept of boys and girls, but the gender difference may be significant in interaction with other variables like age and self concept domain in producing difference in rating of self concept as found in a research by Gordiner (1996).

Aforementioned studies as well as finding of the present research conform the above stated alternative hypothesis regarding the effect of interaction among gender and Community on the student’s self-concept so it has been accepted here.

4.2 Need for Achievement (n-Ach)

Achievement motivation or the need for achievement is the psychological drive to excel, a social form of motivation to perform at a high level of competence. It is sometimes abbreviated to N Ach or n Ach. Need for Achievement (n-Ach) is a social activity in specific areas, to overcome obstacles, and strive to accomplish something possible to achieve success or the desire or trends. Atkinson (Atkinson) that every person also has two conflicting motivation trends: One is the tendency to
succeed, one is the tendency to avoid failure, the level of achievement motivation is the desire for success minus the fear of failure.

The nature of achievement motivation, the energization and direction of competence-relevant behavior, has captured the interest of researchers and theorists since the beginning of this century. Early theoretical conceptualizations of achievement motivation focused on individual differences in global motivational tendencies as central determinants of achievement behaviour (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938; see also Lewin, Dembo, Festinger, & Sears, 1944).

The theory of achievement motivation started to form in the Anglo-Saxon countries already in the 1930s thanks to F. Hopp who analyzed psychological conditions for structuring an activity on the basis of new goals. The term achievement motive was mentioned for the first time in the works of H. A. Murray in the 1930s. Later, J.D. Frank attempted to elaborate a projective method determined for the diagnostics of motivational peculiarities. It was D.C. McClelland and his colleagues J.W. Atkinson, R.A. Clark and E.L. Lowel who succeeded in this effort and in 1953 they published the paper: “The achievement motive“. At that time the theory of achievement motivation aroused interest not only of
the professional, but also the general public. Other authors responded to the well-known theory, Beata Zitniakova-Gurgova (2007)

4.2.1 Need for Achievement (n-Ach) and Gender

Hypothesis a)

“There will be no significant effect of gender on students’ need for Achievement (n-Ach).”

Table 4.6

Mean values for Gender on need for Achievement (n-Ach)

<table>
<thead>
<tr>
<th>Measured Variable</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation</td>
<td>129.40</td>
<td>122.80</td>
</tr>
</tbody>
</table>

Figure 4.3 Bar Diagram Showing Mean Scores for Male and Female on need for Achievement (n-Ach)
Above result table and respective figure present the Mean values on the achievement motivation of male and female subjects. It can be observed from above table and figure that the Mean score of the male subjects found comparatively higher than their counterparts on the measure of achievement motivation.

Table 4.7

<table>
<thead>
<tr>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50</td>
<td>NS</td>
</tr>
</tbody>
</table>

Above table presents the F value i.e. 2.50 for gender on achievement motivation that was not found significant at any level of confidence. It can be revealed on the basis of computed f value that the level of achievement motivation among male and female students is parallel.

In the present investigation attempts were focused on the investigation into the influence of gender on students’ achievement motivation. In order to measure the level of achievement motivation among college students, means were separately calculated for male and female students. Findings are presented in above result tables which show clearer that though on achievement motivation males score was found to
be slightly higher than females but this difference was not found to be significant. **Thus the hypothesis (a) stating that “There will be no significant effect of gender on student’s need for achievement (n-Ach) is accepted”**

Following empirical studies were found to be in favour of present finding;

Pratibha Sood (2006), and Pandey and Ahmad (2007) have found no significant gender difference in college student’s need for achievement though male student’s are having higher level of achievement motivation than female students

Nagarathanamma and Rao (2007) designed a study to see the difference between adolescent boys and girls on achievement motivation. They found that there was no significant difference between boys and girls with regard to achievement motivation level.

Kaushik and Rani (2005) also confirmed the findings that there was no significant gender difference on achievement motivation in students of four educational streams.

Whereas in contrast R.K. Adsul and Vikas Kamble(2008) investigated the effects of gender on achievement motivation possessed by college students on the basis of societal transformation. An
exploratory method of research was employed by adopting 2X3X4 factorial design. The study was based on one hundred and ninety two undergraduate students of various colleges from Sangli city of Maharashtra, was selected by random sampling procedure. As per research plan 48 subjects from each caste group i.e. forward castes, other backward castes, Scheduled castes and Nomadic tribes were selected on the basis of male - female ratio was 1:1, and three levels of economic background of family. Achievement Motivation Test (ACMT) developed by Bhargave was used to collect the data from the sample. ‘t’ test, Duncan’s Multiple Range test and three way ANOVA were calculated for deriving the results. The results show that there is a significant difference between male and female students. Male students having a high achievement motivation while female students having a below average level of achievement motivation.

In same line the research of Beata Zitniakova-Gurgova (2007) was performed on the sample of 213 university students, out of whom 102 were women and 111 men. The research method was achievement motivation inventory (AMI), which diagnoses the achievement motive, anxiety hindering achievement and anxiety supporting achievement. The research findings have confirmed assumptions about gender differences in all the measured variables.
Various research which concern to the gender difference in level of achievement motivation have different findings, some are in line and other are inconsistent but as far as result of the present research is concerned, no gender difference was found in students’ achievement motivation. Thus the considered null hypothesis has been proven true here.

4.2.2 Need for Achievement (n-Ach) and Community

Hypothesis b)

“Subjects belonging to non tribal Community will be significantly higher on their need for Achievement (n-Ach) as compare to tribal subjects. “

Table 4.8

Mean values for Community on need for Achievement (n-Ach)

<table>
<thead>
<tr>
<th>Measured Variable</th>
<th>Tribal</th>
<th>Non-Tribal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation</td>
<td>107.50</td>
<td>144.15</td>
</tr>
</tbody>
</table>
Above result table and respective figure present the Mean values on the achievement motivation of students who belong to tribal and non-tribal Community. It can be observed from above table and figure that the Mean score of the students who belong to non tribal Community is higher than those who belong to tribal Community on their achievement motivation.

Table 4.9

<table>
<thead>
<tr>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.16</td>
<td>.01</td>
</tr>
</tbody>
</table>

Above table presents the F value i.e. 21.16 for Community on achievement motivation that was found significant at .01 level of
confidence. It can be revealed from the obtained result table that the level of achievement motivation among students fluctuate from their surrounding or in other words from the environment within they are growing as non-tribal students were found with significantly higher on their level of achievement motivation as compare to students belongs to tribal Community. **Thus hypothesis (b) stating that “subjects belonging to non-tribal community will be significantly higher on their need for achievement as compare to tribal subjects is accepted**

Achievement motivation is relatively a new concept in the world of motivation (Mangal 2000). It is now widely used and heard in the area of education. Sunita Sharma (1998) pointed out that achievement motivation refers to the tendency to strive for success or the attainment of desired end. According to Atkinson and Feather (1966).“Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.” students high in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. However they do relatively less well when required to manage excessive tasks or to function in highly stressful environments.
The present research studied the effect of Community or can say surrounding environment on achievement motivation of students and it has been found to be significant in order to determine students’ level of achievement motivation.

Almost all the studies on learner achievement levels in India have shown that tribal students have lower achievement compared to non-tribals (Govinda and Varghese, 1993, Varghese 1994, Sujatha 1998, Prakash et al. 1998). The low achievement levels among tribals were attributed to school-related variables as in the case of non-tribal students. However, tribal students had additional disadvantages arising out of social and locational factors (Sujatha 1998).

Sujatha (1998), Shukla (1994), Prakash (1998) who mentioned that the achievement of tribal students are lower than that of non tribal students in primary levels. The studies mentioned that the various factors related to school, location and Community contribute to their lower level of achievement. Agnihotri (1991) suggested that there were more adjustment problems in the tribal group and so proper remedial measures need to be thought out and executed to improve their adjustment. Biswal (1991) found that the indifference of parents, lack of motivation in pupils, traditional customs and beliefs etc. hinders the progress of ST students. The above studies suggest the need for the proper academic support to the
ST students to improve their achievement and motivation and to help them to become well adjusted individuals.

A silver lining in this regard is that the achievement levels of tribal children showed slight improvement during the period from 1993 to 1998 as revealed by the baseline studies conducted under the DPEP (Prakash 1998). However, this marginal improvement is not sufficient to achieve educational parity in terms of levels of achievement between tribal and non-tribal students and it must be admitted that tribal students still have low achievement levels and fall a long way behind the expected levels. On the basis of result it can be stated that the tribal and non-tribal gap in achieving competency is very big, to say the least. This is a major concern and requires strategic intervention.

This review clearly underlines that in spite of constitutional guarantees and persistent efforts, tribal communities continue to lag behind the general population in education. The reasons for this can be categorized as external, internal, and socio-economic and psychological. The external constraints are related to problems and difficulties at levels of policy, planning, implementation, and administration. Internal constraints refer to problems associated with the school system, content, curriculum, medium of instruction, pedagogy, academic supervision, monitoring, and teacher-related problems. The third set of problems
relates to social, economic, and cultural background of tribals and psychological problems of first-generation learners.

In a broad sense, these socio-economic and cultural factors can be outlined as poverty and poor economic conditions, social customs, cultural ethos, lack of awareness and understanding of the value of formal education, conflict and gap between the home and school, etc.

Previous studies as well as present result does support the considered alternative hypothesis as non tribal students were found to be higher in their level of achievement motivation as compare to tribal students. Hence it has been accepted here.

4.2.3 Need for Achievement (n-Ach) and Interaction Effect

Hypothesis c)

“There will be no significant interaction effect between gender and community in order to affect students’ need for Achievement (n-Ach)”

<table>
<thead>
<tr>
<th>Interaction of Independent Variables</th>
<th>F-Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender X Community</td>
<td>5.01</td>
<td>.05</td>
</tr>
</tbody>
</table>
Table 4.10 shows F value for interaction of Community (tribal and non-tribal) and gender on achievement motivation of college students. Calculated F values for interaction among independent variables were found to be significant at the level of .05 which revealed that students biological characteristic i.e. Gender interacts with their surrounding or community aspects to determine their level of achievement motivation. It can be concluded on the basis of gender effect on achievement motivation that gender alone not works as an influencing factor for student motivation regarding their achievement as it was not found significant. 

**Thus the hypothesis (c) stating that “There will be no significant interaction effect between gender and community in order to affect student’s need for Achievement (n-Ach)” is rejected.**

The present finding was found in line with the study of R.K. Adsul and Vikas Kamble(2008) has investigated 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 2X3X4 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. As per research plan 48 subjects from each caste group i.e. forward castes, other
backward castes, Scheduled castes and Nomadic tribes were selected on the basis of male - female ratio was 1:1, and three levels of economic background of family. Achievement Motivation Test (ACMT) developed by Bhargave was used to collect the data from the sample. ‘t’ test, Duncan’s Multiple Range test and three way ANOVA were calculated for deriving the results. 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 significant which indicates that caste, gender and economic background of family does not jointly affect on achievement motivation of college students.

Xi’an Jiaotong University (2010) also conducted a survey of college students, on this basis, of the self-efficacy, achievement motivation and the relationship between professional values, to guide students to establish the right career values, meet the employment
situation, meet the needs of the community. Gender, professional, urban and rural student’s self-efficacy, achievement motivation, comparison of professional values. Compares the different gender, professional, socio culture in self-efficacy, achievement motivation and occupational values of the difference. It can be seen: men and women college students in self-efficacy, achievement motivation and occupational values were significantly different. male self-efficacy was significantly lower than girls, boys are more likely to succeed in the achievement motivation, while girls tend to avoid failure are more achievement motivation, professional values in boys than girls and the fame factor is more emphasis on the importance of the development, while girls more than boys stressed the importance of protection factors.

Ahluwalia (1985) also found no relationship between sex, age, birth order, economic status, size of family, father’s occupation and climate on the one hand and n-ach on the other.

On the basis of present result as well as aforementioned research studies it can be concluded that gender and Community work together to determine students’ level of achievement motivation Thus null hypothesis in this regard has been rejected in the present investigation.
4.3 Emotional Intelligence

Youth today are living in an anxiety–ridden atmosphere: “an age of anxiety”. The all pervasive atmosphere encourages subjects constantly to compare themselves, consequently the new generation has to live, eat and breathe competition which makes them vulnerable to the threats of various psychosomatic problems.

Regarding the present emotional state of subjects, Goleman (1995) cited that “there is a world-wide trend for the present generation to be more troubled emotionally than the last; more lonely and depressed; more angry and unruly; more impulsive and angry and more nervous and prone to worry.” With the mushrooming of so many of multinational companies with lucrative packages, the demand for individuals with soft skills like the ability to communicate, promote teamwork, present ideas, solve problems and manage projects and people has arisen. Now it is believed that within a person’s soft-skills lies his true smartness and this smartness is defined as emotional intelligence (EQ).

Emotional intelligence is the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to guide one’s own thinking and action (Salovey and Mayer 1990).
4.3.1 Emotional Intelligence and Gender

Hypothesis d)

“There will be no significant effect of gender on subjects’ emotional intelligence.

Table 4.11

Mean values for Male and Female on Emotional Intelligence

<table>
<thead>
<tr>
<th>Measured variable</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>91.02</td>
<td>66.87</td>
</tr>
</tbody>
</table>

Table 4.11 and figure 4.5 present the mean values on the emotional intelligence. It can be observed from the table 4.11 and figure 4.5 that the scores of the male are higher than their female counterparts on their level of emotional intelligence.
Table 4.12

<table>
<thead>
<tr>
<th>Measured Variable</th>
<th>F-Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>9.06</td>
<td>.01</td>
</tr>
</tbody>
</table>

The F value of emotional intelligence for adolescent male and female have been presented in above table and respective figure. The table clearly depicts that there is significant difference of emotional intelligence between adolescent male and female at .01 level of significance. On the basis of obtained result it can be revealed that male are significantly higher in their emotional intelligence as compare to female. **Thus hypothesis (d) stating that “There will be no significant effect of gender on student’s emotional intelligence is rejected**: 

Gender is the single most salient individual variable in the socialization process, affecting not only the way person behave towards various social situations but also their psychological characteristics they posses as all psychological characteristics including adjustment level of the students is the result of their surroundings in which they interact. Though some heredity factors are also responsible for this but the external environment is most important factor whose effect take place
within the individual. Differences in the social interaction based on gender begin in infancy and influence expectations throughout the life span. During adolescence, gender variable take on heightened significance and are frequently associated with psychological characteristics including emotional intelligence in person.

It can also be seen that the mean scores of emotional intelligence of male are comparatively higher than that of female. This may be due to the reason that in India a patriarchal system is still dominant: boys in all cultures are amongst the advantaged members of the family as well as Community. They are allowed more exposure to their surroundings in comparison to girls. In tribal societies too, during adolescence, the girls are expected to do household chores like cooking, cleaning and taking care of younger siblings.

For boys having higher emotional intelligence than girls, the reason may be the socialization in the Community. The tribal girls are less often exposed to an enhanced social climate (Henry and Mishra 2006) and thus their interpersonal skills get hampered. Boys in all culture in India are amongst the advantageous member of the family as well as Community. In tribes too, girls are expected to do household chores, cooking, cleaning and taking care of younger siblings and in adolescence, they are usually confined in home. This also contributes to their lesser awareness of their
own potentialities, emotions and of others and thus lowers emotional intelligence level.

If biological reasons are looked at, boys are able to control their emotions and are able to express them in a socially approved manner. Boys have lesser anxiety and that’s why they are free of emotional conflicts (Audichya 2005). These differences in emotional aspects and better ability of boys to manage emotion make them emotionally intelligent than girls.

If the school context is taken into account, the tribal girls also take a backseat over there. They participate less in the activities like educational and co-curricular in school in comparison to boys. These activities provide an opportunity for self-awareness, self-expression and fosters communication skills and awareness about the world, which all contribute to emotional intelligence.

As girls participate less in these activities they lag behind in acquiring higher emotional intelligence.

The result also can be attributed on the fact that genetic makeup, time and rate of maturity differs between boys and girls especially during subjects. In Indian Community norms and perception are different for boys and girls. Hence the adjustment of boys and girls will be different.
As far as the present finding is concerned, it can be concluded that there is significant effect of gender on emotional intelligence of student’s. Thus the above stated null hypothesis regarding gender effect on emotional intelligence has been proven wrong here.

4.3.2 Emotional intelligence and Community

Hypothesis e)

“Community has significant effect on student’s level of emotional intelligence.”

Table 4.13

Mean values for Community on Emotional Intelligence

<table>
<thead>
<tr>
<th>Measured variable</th>
<th>Tribal</th>
<th>Non-Tribal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>76.42</td>
<td>102.87</td>
</tr>
</tbody>
</table>

![Figure 4.6 Bar Diagram Showing Mean Score for Community on Emotional Intelligence](image)

Table 4.13 and Figure 4.6 present the mean values on the emotional intelligence scale of tribal and non tribal student’s. It can be
observed from the above table and figure that non tribal student’s scored higher as compare to tribal student’s. The mean difference result revealed that both tribal and non tribal student’s are different in their level of emotional intelligence.

Table 4.14

<table>
<thead>
<tr>
<th>Measured variable</th>
<th>F-Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>13.20</td>
<td>.01</td>
</tr>
</tbody>
</table>

Above Result Table 4.14 represents the data regarding mean score of tribal and non tribal student’s with regard to their emotional intelligence. The emotional intelligence of the tribal student’s was assessed by administering the emotional intelligence Scale- EIS (2001). The obtained result (mean score and f value) revealed that the emotional intelligence of the tribal student’s was found to be significantly poor than non tribal student’s. Thus the hypothesis (e) stating that “community has significant effect on student’s level of emotional intelligence is accepted.” The probable reason behind this may be attributed to the adherence of tribes to their culture. A strong sense of community belongingness in them and confinement to their cultural values and norms may restrict them to get involved with the changing outside world. Tribes are primitive and prefer living in isolation i.e. in remote areas or dense
forests, which generally cut-off from other civilized areas. Hence the tribal have limited contact with other societies.

The habit of isolation helps to preserve them to their social customs and traditions to a larger extent (Mehta 1994). Another reason for the poor level of emotional intelligence among the tribal subjects may be attributed to the distinctive lifestyle or socio-cultural characteristics of the nomadic Community. The social isolation, lower socio-economic status and educational backwardness may be some of the factors accounting for lower emotional intelligence of tribal subjects as these conditions do not provide stimulating environment to them to develop the competent emotional skills in them. The lower the economic status of a person more frustration he experiences both in personal and social relationships and thereby has a poor emotional intelligence level (Henry and Mishra 2006).

Goodnow (1985) in his study argues that if societies differ in their conception of the ideal traits in children then parental beliefs and goals might differ reasonably as parents seek to develop culturally defined traits. In tribes, the parents prepare their children for arranging the basic physiological needs only. Their culture do not addresses the emotional needs to be developed.

This can be supported by Maslow (1976) as he stated that when physiological needs are not met, psychological needs take a backseat.
Thus in tribal culture, less stress is given on emotional skills enrichment and hence resulting in poor level of emotional intelligence among tribal subjects.

The present result also supported by the study of B. Rangaiah and Mewa Singh (2009). They studied the Cognitive styles among children and adults in tribal and urban contexts. Story pictorial embedded figure test (SPEFT) was employed to assess the cognitive styles. The sample consisted of 70 adults and 30 children in each group. Results showed that the urban sample were psychologically more differentiated compared to tribes; urban sample had taken more response scores and lesser time to complete the test than tribal sample. Tribal children found to be quicker than tribal adults in completing the test. Urban children were less differentiated psychologically compared to the adults in urban context. Urban children were found to be psychologically more differentiated as compared to tribal children.

Foregoing attributional facts, parallel empirical studies as well as the results of the present study, it could be concluded that the more emotionally intelligent an adolescent is, more easily he bears the turmoil and pressures of this age group. The socio-cultural, economic and educational variables of tribal population operate as a limiting factor for subjects to be emotionally intelligent. Thus, to bring this culturally and
socially isolated population into the mainstream which is a need for national integration their emotional intelligence needs to be enhanced.

The considered alternative hypothesis regarding the effect of Community on student’s emotional intelligence has been proven true in the present research.

4.3.3 Interaction effect of Independent variables on emotional intelligence

Hypothesis f)

“There will be no interactional effect between Gender and Community on student’s level of emotional intelligence.”

Table 4.15

F value for interaction effect between Community and gender on Emotional Intelligence

<table>
<thead>
<tr>
<th>Interaction of Independent Variable</th>
<th>F-Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community X Gender</td>
<td>23.34</td>
<td>.01</td>
</tr>
</tbody>
</table>

Result of the present study [Table- 4.10] indicates that interaction effect of Gender and students’ category according to their Community whether they belong to tribal or non tribal was found significant on their emotional intelligence as calculated F value depicted
in above result table have been found significant at the 0.01 level of significance. **Hence hypothesis (f) stating that “There will be no interactional effect between gender and community on student’s level of emotional intelligence is rejected.”**

Subjects are found to be different in their level of emotional intelligence, it means that there are some factors that help and the other factors that hinder the development of emotional intelligence. These factors independently as well as interacting with other factors and affect the persons’ level of adjustment. In order to understand that, attempt has been made not only to see the effect of considered independent variables (Gender, Living Area and personality) separately but also to see their interaction effect on subjects’ emotional intelligence.

The present finding was found to be consistent with the study of Shobha Nandwana and Kushagra Joshi (2010) who have studied the Emotional Intelligence of Tribal Subjects of Udaipur: An Exploratory Study. **ABSTRACT** The study was conducted on 60 tribal subjects (30 boys and 30 girls) of 16-18 years studying in senior secondary school of purposively selected “Tidi” village of Udaipur. The level of emotional intelligence of the tribal subjects was assessed by administering a standardized emotional intelligence inventory - MEII (2004) by S.K.Mangal and Shubhra Mangal. Percentages were calculated to draw
inferences and t-test was applied to assess the impact of gender on emotional intelligence of tribal subjects.

On the basis of the present finding in which interaction effect of gender and community on student’s emotional intelligence was found significant, thus the null hypothesis regarding interaction effect of independent variables (Gender and Community) on emotional intelligence of student’s has been proven wrong.

Part II

➢ Need for Achievement (n-Ach) and Self-Concept

➢ Need for Achievement (n-Ach) and Emotional Intelligence

➢ Emotional Intelligence and Self-Concept

To study the relation between achievement motivation and emotional intelligence, achievement motivation and self-concept and emotional intelligence and self-concept of students, correlation among variables were worked out for the pooled sample. Coefficients of correlation were calculated by the method of Pearson’s Product Moment. Obtained correlation coefficients have been presented in following table and its significance has been discussed.
4.4 Need for Achievement (n-Ach) and Self-Concept

Hypothesis k)

“Subjects with higher need for Achievement (n-Ach) also possess more positive self-concept.”

Table 4.16

Correlation Coefficient between need for Achievement (n-Ach) and Self-Concept

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.64</td>
<td>.01</td>
</tr>
</tbody>
</table>

Above result table show the correlation between Achievement Motivation and self-concept which was found to be 0.64. As this correlation value was found significantly positive it can be revealed that subjects who are having higher achievement motivation also possessed positive self-concept. Thus the hypothesis (k) is accepted

Of the many factors that contribute to achievement motivation, the constructs under focus in this study are self-concept. An abundance of research has examined the relations between achievement motivation and self-concept. Less integral to research however has been the investigation of the combined effects of motivation and self-concept on academic
achievement. Although the literature suggest motivation and self-concept are related to one another. This paper seeks to address the relations between self-concept and achievement motivation.

Self-concept was defined as “a person’s perception of himself formed through his experience with his environment” (Shavelson et al., 1976, p.411). Hence, it was reasonable to consider that a positive self-concept would be valued as a desirable or critical goal across many educational settings (Australian Educational Council, 1989; Brookover and Lezotte, 1979). In support of deeming self-concept as an important educational factor, research has shown that higher levels of self-concept are linked to various education outcomes such as academic effort, coursework selections, educational aspirations and academic achievement (for example, Marsh, 1990a; Marsh and Craven, 1997; Marsh and Hau, 2003). Although the relationship between self-concept and achievement is well established in the research literature, there is little agreement about the causal ordering of these constructs. Of the few researchers who have attempted to examine causal relations between achievement motivation and self-concept, most have estimated correlations based on cross-sectional studies (Byrne, 1996a, 1996b; Skaalvik, 1997). Clearly, more sophisticated research designs are needed to clarify the causal relations between self-concept and achievement motivation. Based on the available
literature, it is plausible to suggest that there are three distinct models regarding the causal ordering between self-concept and academic achievement. They are the self enhancement model, the skill development model and the reciprocal effects model.

In reference of relation of these variable (Achievement motivation and self-concept) the following empirical studied were found to be consistent with present finding-

Einar m. Skaalvik and Harald valås (1999) studied relations among achievement, self-concept, and motivation. The results were consistent with a skill-development model of the achievement-self-concept relation, that is, the view that achievement affects subsequent self-concept. No evidence was found that self-concept affects subsequent achievement (self-enhancement model). However, there was no evidence that self-concept affects subsequent motivation or achievement. Moderate-to-strong relations between academic achievement and self-concept have been found in a large body of research (e.g., Brookover & Passalacqua, 1981; Byme & Worth Gavin, 1996; Maruyama, Rubin, & Kingsbury, 1981; Skaalvik, 1990; Skaalvik & Rankin, 1990, 1995a, 1995b; Skaalvik, Valås, & Sletta, 1994). Those researchers have found persistent correlations of .4 to .6 between achievement and self-concept.
Jasmine Green, Genevieve Nelson, Andrew J. Martin and Herb Marsh (2006) studied the casual relationship between academic self-concept, academic motivation and its effect on academic achievement. Do changes in academic self-concept and academic motivation lead to changes in subsequent academic achievement? Various studies have attempted to answer this question by examining the causal relations between academic self-concept and academic achievement as well as academic motivation and academic achievement. Less integral to research however has been the investigation of the relationship between both academic self-concept and academic motivation and their combined effects on academic achievement. For this reason, this paper aims to elucidate further the relationships among self-concept, motivation and academic achievement by proposing a longitudinal design by which self-concept and motivation are measured from a multidimensional perspective.

Self-efficacy which refers to a person’s judgment of own capabilities to organize and execute courses of action required to attain designated type of performance has also been found to be a major contributor to an individual’s academic achievement. Self-efficacy reflects students’ judgments of their capability to accomplish specific tasks; it is
also a crucial variable in the learning and performance of social, cognitive and motor skills, strategies and behaviors. (Bandura, 1986).


Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, persist longer when they encounter difficulties and achieve at a higher level (Adeyemo 2008, Aremu & Ogbuagu 2005, Covington, 2000).

Adegbija, (2000) Adeagbo, (2004) and Palmer, (1994) have emphasized the effect of students’ attitude, socio-economic background, gender and peer group influence on students’ academic achievement. Apart from these factors, other factors that can also affect academic achievement include emotional intelligence and self-efficacy.

As correlation between achievement motivation and self-concept was found to be significant and positive the considered hypothesis has been accepted here.
4.5 Need for Achievement (n-Ach) and Emotional Intelligence

Hypothesis j)

“Subjects having high need for Achievement (n-Ach) also have superior emotional intelligence.”

Table 4.17

Correlation Coefficient between need for Achievement (n-Ach) and Emotional Intelligence

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.56</td>
<td>.01</td>
</tr>
</tbody>
</table>

Above result table show the correlation between need for Achievement (n-Ach) and Emotional Intelligence, this was found to be 0.56. It can be revealed that significant positive relation was obtained between Achievement Motivation and Emotional Intelligence (Table 5.16). The positive correlation elucidate that students who scored higher on their achievement motivation measure had also scored higher on emotional intelligence scale. In other word subjects who were found higher achievement motivation within them also possessed high emotional intelligence. Overall on the basis of present obtained result it
can be concluded that emotional intelligence facilitate person towards higher achievement motivation or vice versa. Thus the hypothesis (j) stating that subjects having high need for achievement (n-Ach) also have superior emotional intelligence is accepted”

Researchers have struggled to define adequate predictors of educational success. The most commonly used predictors of academic achievement are measures of cognitive ability, or IQ test (Stinnett, Harvey, & Oehkler-Stinnet, 1994; Wilson & Reschly, 1996). IQ test has a rich history of accounting for meaningful levels of achievement variance (Bracken & Walker, 1997; Brody, 2002; Flanagan, Andrews, & Genshaft, 1997; Grigorenko & Stenberg, 1997; Jensen, 1981; McDermott, 1984). In fact, it is often said that one of the most important applications of intelligence tests is their ability to predict student achievement (Brown, Reynolds, & Whitaker, 1999; Weiss & Prifitera, 1995). Tramontana, Hooper, and Selzer (1998) examined 74 longitudinal studies published between 1973 and 1986, in which kindergarten measures were used to predict achievement in grade school. Their findings revealed a variety of sources that had served as predictors of student achievement such as: (a) cognitive abilities, (b) academic skills/readiness, (c) language abilities, (d) motor skills, (e) behavioural-emotional functioning, (f) personality, (g) self-image, (h) achievement
motivation, (i) study attitude and habit, (j) peer-relationships, (k) student-teacher relationships, and (l) demographic factors. Some variables were more effective than others, with the predictive validity of others more inconclusive. The argument above shows that academic success does not depend on IQ alone. Currently, some fundamental new theories have been introduced namely, The Multiple Intelligence Theory (Gardner, 1983) and The Emotional Intelligence Theory (Bar-On, 1988; Mayer & Salovery, 1990; Goleman, 1995). These theories argue that success depends on several intelligences and the control of emotions. IQ only counts for 20%, and the rest goes for Emotional and Social Intelligence, and luck (Goleman, 1995).

Emotional intelligence is a relatively new concept. Much of the recent work on emotional intelligence is based on the foundation provided by Gardner (1983). Although he did not use the term “emotional intelligence”, his reference to intrapersonal and interpersonal intelligence has been a foundation in more recent models on this topic. Gardner’s (1983) concept refers to having the ability to know and understand one’s own emotions and other individuals’ emotions and intentions. This understanding, in turn, is presumed to guide one’s behaviour.

Emotional and social skills is very important in schools and colleges. It can affect academic achievement positively not only during
the year they are taught, but during the years that follows as well (Elias et al., 1991).

In similar reference Maghar Singh and Kuldip Singh (2009) also studied the influence of emotional intelligence and learning styles on academic achievement of University Technology Mara Sarawak students. The findings showed significant positive relationship between emotional intelligence and academic achievement and also between learning styles and academic achievement. The level of emotional intelligence of the students was found to be moderate and no dominant learning style was found amongst the students. The study concluded that emotional intelligence and learning styles have a positive impact on students’ academic achievement.

In general, the findings and conclusion of this study substantiate the major findings reported by Stenberg (1997), Vermunt (1998), Nelson and Low (1998), Vela (2003) and Stottlemyer (2002) that Emotional intelligence have a positive relationship with student achievement motivation.

In this study correlation between emotional intelligence and students’ achievement motivation was found to be significant. In other words emotionally intelligent students would have better academic achievement. motivation On the basis of present finding the considered
hypothesis regarding correlation between emotional intelligence and academic achievement has been proven true here.

4.6 Emotional Intelligence and Self-Concept

Hypothesis 1)

“Subjects with high emotional intelligence tend to have better self-concept.”

Table 4.18
Correlation Coefficient between Emotional Intelligence and self-concept

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.61</td>
<td>.01</td>
</tr>
</tbody>
</table>

Above result table show the correlation between emotional intelligence and self-concept which was found to be 0.61. As this correlation value was found significantly positive it can be revealed that subjects who scored higher on emotional intelligence scale (which shows higher emotional intelligence) also scored higher on self concept scale measure (which is indicative of better self-concept). The finding elucidate that subjects with higher emotional intelligence were also found with positive self-concept. Thus the hypothesis (1) is accepted.

Though the concept of emotional intelligence was first introduced in organizations, its relevance made the concept an inevitable concept of
consideration in the educational sector too. Teaching emotional intelligence skills in schools is very important because it can positively affect academic achievement not only during the session they are taught, but in subsequent years as well (Elias, Brune, Butler, Blum dd Schumier, 1997).

Emotional intelligence is an ability to recognize one’s own feeling and those of others, for motivating self as well as one’s relationship with others. Laabs’ (1999) study of the climate of individual teacher’s classroom concluded that teachers who are more aware of how students feel in the classroom are better able to design a learning environment that suits students and better able to guide them towards success. Studies (e.g. Ediger, 1997; Parker, Summerfeldt, Hogan dd Majeski 2004)) have shown that the acquisition of emotional intelligence skills can significantly contribute to positive thinking in students and increase their ability to concentrate for a long time. In today’s complex global environment, emotional intelligence in educational area encompasses self-concept.

According to Goleman et al the definition of emotional intelligence is the ability to handle manners so that they are expressed effectively, enabling individual to work together smoothly. In regard of their relation Goleman further stated that self-concept or regard plays an important role
in emotional intelligence. Self-concept is individuals’ perception of
themselves. The self concept can be an agent and motivates individuals to
take on an action. Those people who see themselves positively tend to
engage in communicating with others and doing a better work in
connecting with others. A study showed that self-concept is positively
correlated with emotional intelligence. In other Words, individuals with
high self-concept tend to have higher emotional intelligence and this
action lead to improve communication effectiveness.

Further in reference of relation between emotional intelligence and
self-concept the study of Hassan Jorfi, Saeid Jorfi, Hashim Fauzy Bin
Yaccob, Ishak Mad Shah (2010) found to be in line with the present result.
They have investigated the relationship between emotional intelligence
especially self-concept. Data (N = 145) for this study were collected
through questionnaires that participants were managers and employees
educational administrations of Iran. Result revealed that Individuals with
high self-concept tend to have higher emotional intelligence.

Forgoing description, empirical studies as well as the present result
supported the considered hypothesis and thus it has been accepted here.