CHAPTER V

DISCUSSION

Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head (value) and heart (devalue). This logical Inquiry continues over the years not only in developing countries like India but all over the world, psychologists Mayer, et al (1989) came with an answer by introducing the concept of Emotional Intelligence, though it was referred by various names - from smartness and personality to soft skills and competence.

Emotional Intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. The I. D scores are often used for selection, classification and promotion of individuals in various programs, courses and job placements etc. The concept of Emotional Intelligence and its measure, Emotional Quotient (E.Q) have revealed that a person's emotional intelligence measured through his E Q may be a greater predictor of success than I Q (Mangal, 2003). The ability to detect and to manage emotional cues and information (Robbins P. Stephen and Timothy A. Judge, 2007).

One's emotional intelligence as a unitary ability (related to, but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one's thanking process to behave in a proper way, for the ultimate realization of the happiness and welfare of the self in tune with others (Mangal, 2003).
Emotional Intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim is an inborn characteristic.

All learning has an emotional base (Plato). Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Daniel Goleman, Emotional Intelligence, 2007).

In 1997. Salovey and Mayer recharacterized emotional intelligence as "The ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and / or generate feelings when they facilitate thought and the ability to regulate emotions in ways that assist thought' (Lennick. Doug. keel. Fred. 2005) Emotional Intelligence is the innate potential to feel, use. communicate, recognize, remember. describe, identify, learn from, manage, understand and explain emotions (Hein, 2007).

Emotional Intelligence is essential to succeed. The idea of Emotional Intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Happy people are more apt to retain information and do so more effectively than dissatisfied people.

Building one's Emotional Intelligence has a lifelong impact. Many parents and educators. alarmed by increasing levels of conflict in young
school children from low self-esteem to early drug and alcohol use to depression. are rushing to teach students the skills necessary for Emotional Intelligence. And in corporations, the inclusion of Emotional Intelligence in training programs has helped employees cooperate better and motivate more, thereby increasing productivity and profits. Emotional Intelligence is a powerful and at times more powerful than I Q which contributes only about 20% of success in life, the other forces contribute the rest.Unlike I Q emotional intelligence may be the best predictor of success in life.

- Unlike what is claimed of I.Q., we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy - enjoyable and successful in the coming days.

- The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.

- In working situations too, emotional intelligence helps more than one's intellectual potential in terms- of one's I.Q. or even professionally skills and competencies.

- The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development (Mangal, 2003).
• Emotional Intelligence may be the most important influencer of success on the job, according to studies done over the last decade. Effective management of emotional intelligence is a strong predictor of success in both our personal life and in the office.

Goleman (1995) suggests that emotional intelligence consists of five major components and each component plays an important role in shaping the outcomes we experience in life.

(I) Knowing our own Emotions

Emotions are often powerful reactions, so it would seem at first glance that everyone ought to be able to recognize their own feelings. In fact, however, this is not always the case. Some persons are highly aware of their own emotions and their thoughts about them, but others seem to be almost totally obvious to these. The extent individuals are not aware of their own feeling, they cannot make intelligent choices. The persons are not aware of their own emotions. They are often low in expressiveness they don't show their feelings clearly through facial expressions, body language, or other cues to recognize others' feelings. This can have adverse effects on their interpersonal relationships. because other people find it hard to know how they are feeling or reacting.

(ii) Managing our Emotions

The persons are already aware of the fact that we often try to manage our emotions to regulate their nature, intensity, and expression. Doing so is very important both for our own mental health and from the point of view of interacting effectively with others. They will probably be
avoided by many people and will not get the jobs promotions, or lovers they want.

(iii) Motivating Ourselves

Emotional intelligence have been able to motivate oneself to work long and hard on a task. remaining enthusiastic and optimistic about the final outcome, and being able to delay gratification to put off receiving small rewards in order to get larger ones later on. Being high in such skills can indeed contribute to success in many different contexts.

(iv) Recognizing and Influencing Others' Emotions

Another aspect of emotional intelligence the ability to 'read' others accurately to recognize the mood. they feel what emotion they are experiencing. This skill is valuable in many practical settings. The persons are skilled at generating strong emotions in others are often highly successful in such fields as sales and politics. They can get other people to feel what they want them to feel.

(v) Handling Relationships

Some people seem to have a knack for getting along with others: most people who meet these people like them and as a result they have many fields and often enjoy high levels of success in their careers. In contrast, others seem to make a mass of virtually all their personal relationships. According to Goleman (1995), such differences in emotional intelligence or, as some researchers would phase it, differences
interpersonal intelligence. Such skills as being able to co-ordinate the efforts of several people and to negotiate solutions to complex interpersonal problems, being good at giving others feedback that doesn't make them angry or resentful and being a team player. Again, these skills are clearly distinct from the ones needed for getting good grades or scoring high on tests of intelligence, but they often play a key role in important life outcomes (Baron, A. Robert, 2001).

Above discussion support the following hypotheses :-

- The Ss coming from urban area develop significantly better emotional intelligence than Ss coming from rural area.
- Science faculty Ss develop significantly better emotional intelligence than arts faculty Ss.
- Male Ss develop significantly better emotional intelligence than female Ss.

Motivation is an important factor in everyday life. Our basic behaviours and feelings are affected by our inner drive to succeed over life's challenges while we set goals for ourselves. Our motivation also promotes our feelings of competence and self- Worth as we achieve our goals. It provides us with means to compete with others in order to better ourselves and to seek out new information to learn and absorb. Individuals experience motivation in different ways, whether it is task- or ego-based in nature. Some people strive to achieve their goals for personal satisfaction and self-improvement while others compete with their surroundings in achievement settings to simply be classified as the best. Motivation and the resulting behaviour are both affected by the
many different models of achievement motivation. These models, although separate, are very similar in nature and theory. The mastery and performance achievement settings each have a considerable effect on how an individual is motivated. Each theorist has made a contribution to the existing theories in today's achievement studies. More often than not, theorists build off of each other's work to expand old ideas and create new ones.

**Characteristics of people with high n-Achievement:**

a- A person with high n-Ach likes to take personal responsibility.

When he undertakes a task, he prefers to have it clearly understood that he will see it through. He wants the credit for the success of the undertaking, but he is equally prepared to accept the blame should it fail. The high n-Ach individual, then, is not a 'buck passer'. When he is successful he does not rail against the unkind fate, nor lays the faults at his superiors, competitors, subordinates or the government. He likes games of skill. Games of chance do not appeal to him because he feels no control over their outcome.

b- High achiever prefers to work on challenging task and like to take moderate risks which promises success:

He does not like either excessive odds against his success or to easy a task. The reasonable possibility of failure excites him to increase his efforts he wants to make extra efforts to achieve his goal, on the other hand the person with low need for achievement prefer an easy task,
where his likelihood of succeeding is quite high and where he can avoid a reasonable chance of failure. Such a person values security, and generally attempts goals that are to difficult to achieve. However, a chance success may catapult him to glory. But such successes are rare. Since he can not be sure of succeeding, he wants to make it clear to the whole world that the task was so difficult that no one could really have succeeded. His failure is not due to him but success, even if by chance, is only due to him; Isn't he great? A high n-Ach person enjoys a calculated risk where he feels that he is pitting himself against a worthy adversary, be this a human competitor or the conditions of the game.

c - A person with high n-Ach wants to know the results of his efforts:

They like tasks with their performances can be compared with that of others. They like feed-back on how they are doing. They prefers that this be objective, and that it be available soon after he has finish the job. Not only is this 'feedback' stimulating and satisfying to him; He uses to adjust and improve his efforts. We find the high n-Ach person seeking task an occupations where this type of feedback is available, such as in sales or production rather than in industrial relations or research.

d - A high n-Ach person tends to persist in the face of adversity:

He tends to raise his level of aspiration in a realistic way so that he will move on slightly more challenging and difficult task. He is not easily discouraged by failure. His underlying self-confidence leads him to carry on despite setbacks. He looks at failures as temporary and as a natural part of the game. He uses the knowledge of his failures as a learning experience.
The achievement motivated individual is not content to live the task unfinished. He feels tension so long as there is something undone. Some step must be taken to achieve the goal. So he tends to carry on or go back to the unfinished task and put forth extra efforts to carry it through to a definite conclusion. This is not to say, however, that he will continually hit his head against the wall. 'When it becomes clear that the odds are too much against him, he readily shifts tactics or ever objectives, it is noticeable, however, that he is not quick to abundant a task simply because he has encountered difficulties.

**e-A high n-Ach person tends to be innovative:**

Once he has determined his goals, he is prepared to try. First one approach and then another, we may say that he is more goal-oriented than technique-oriented. For him, the method of choice is the method which will work best. If the commonsense approach does not work, he will invent new ones. He is not a creative person in the sense that a painter or writer is. He is, however, ingenious at adapting and modifying whatever is at hand to solve the problem or achieve the objectives. He like to work situations in which he has some control over the outcome, n-Ach people are not gamblers.

**f-A high n-Ach person usually demonstrates some interpersonal competence:**

He recognized the importance of interpersonal relationships in achieving objectives. Therefore, he devotes responsible effort to develop and maintain adequate relations with others. Because he is task oriented,
he selects experts as work colleagues, rather than friends and people of high status.

**g-A high n-Ach motivated individual is oriented towards the future:**

He tends to be persistent in working on tasks on which he perceives as career related. While he may not necessarily have a clear idea of his long-term goal, he addresses himself with maximum efforts to his task with the underlying feeling that his successful accomplishment of this task will prepare him for more important activities in the future. Perhaps we can say that he has some sense of destiny, that is, the belief that he is destined for bigger things. Accordingly, each current task, no matter how, insignificant it may be is perceived as important in itself because of its relationship to his own growth process and preparation for the future.

**Factor influencing the strong need for achievement**

The need for achievement is considerably influenced by the following factors:

1. Independence Training in Childhood: Several studies show that early childhood experience has a lot to do with it. Individual who are high in need for achievement come from families where they have been trained to be independent right from childhood? Some individual are given enough freedom to do their task. Parents differ in how much they value independence in their children. Parents expect children to learn different things on their own. In some studies it is found that parent expect their children to act
independently at an earlier age than did parents of people with less need for achievement.

2. Socio-cultural Environment: In some societies like the 'Arapesh' of New Guinea and Zuni Indians, this motive is absent. In average American is high in need for achievement as compared to an average Indian. McClelland (1969) has shown how learning influences the n-Ach. Achievement motivation is a learned motive and is influenced considerably by our upbringing and socio-cultural environment. One's socio-cultural environment also influences the need for achievement. (Ruth Benedict, 1934) and (McClelland, D.C. 1969).

3. Past Success: Individual who has a past history of success in a given task is likely to be high in need for achievement as compared to those who have a past history of failure.

4. Sex: Another factor is the sex of the individual. It is said that sex influences need for achievements. Women generally show low level of n-Ach as compared to men. There is a greater-emphasis on achievement by males than by females in the American society. According to Maslow's (1954) theory people are not free to emphasize achievement needs unless psychological safety and belongingness needs are reasonably well met. Thus people who live constantly with deprivation threat and loneliness are less likely to have strong achievement needs.

5. Economic Growth: McClelland, D.C. et Al. (1953) have done considerable work on the need for achievement. McClelland has
observed that need for achievement is related to economic progress in society. It has found that achievement is followed by economic progress in the society. Societies with a high need for achievement have a high rate of economic growth than societies with a low need for achievement.

**The measurement of n-Ach**

Psychologists have developed tests to measure social motives in general and need for achievement in particular. Projective test a are generally used to measure the need achievement. The technique McClelland and his collaborators development to measure n-Achievement, n-Affiliation and n-Power (McClelland et al, 1958) can be viewed as a radical break with the dominant psychometric tradition. However, it should be recognized that McClelland's thinking was strongly influenced by the pioneering work of Henry Murray, both in terms of Murray's model of human needs and motivational processes (1938) and his work with the OSS during World War Two. It was during this period that Murray introduced the idea of "situation tests" and multirater/multi-method assessment. It was Murray who first identified the significance of Need for Achievement, Power and Affiliation and placed these in the context of an integrated motivational model.

Whilst trait-based personality theory assume that high-level competencies like initiative, creativity, and leadership can be assessed using "internally consistent" measure the McClelland measures recognize that such competencies are difficult and demanding activities they care about (Strongly motivated to undertake). Furthermore, it is the cumulative number of independent, but cumulative and substitutable,
components of competence they bring to bear while seeking to carry out these activities that will determine their success. Accordingly, the n-Ach, n-Aff and n-Pow scoring systems simply count how many components of competence people bring to bear whilst carrying out activities they have a strong personal inclination (or motivation) to undertake.

An important corollary is that there is no point in trying to assess people's abilities without first finding out what they care about. So one cannot (as some psychometricians try to do) assess such things as "creativity" in any general sense. One has always to ask "creativity in relation to what?" So McClelland's measures, originally presented as means of assessing "personality", are best understood as means of measuring competence in ways which break radically with traditional psychometric approaches.

**n-Ach and Gender**

The researcher is also interested to know the relationship between n-Ach and gender. From the several studies it is revealed that the males had higher achievement scores than the females. In one study i.e. a study by Godwin A. Ugal (1990) of Nigeria, it is fond that Nigerian female students had higher achievement score than their Indian female students had higher achievement score than their Indian female counterparts. Male subjects consistently improved their scores from 'neutral' to around conditions, while female subjects responded more complex ways than did males.

Achievement Motivation (n-Ach) is third important area of this research study. Following are some of the studies relevant to the
Achievement motivation. Godwin A. Ugal of Nigeria (1990) made a study on "Sex difference in Achievement motivation among Indian and Nigerian University students." This study was carried out to examine the sex differences among 50 Indian and Nigerian University students. Results revealed that the males had higher achievement score than their Indian female counterparts. Results were discussed in the light of cultural and socialization differences.

Bimaleshar De 'and Aftab Ahmad Khan (1969) of Patna University have conducted, a study on Achievement Motivation. The study was on "Achievement Motivation and two personality dimension," The results obtained in this study are summarized as follows :
1. There is significant differences between arts and science student in the need achievement score. The science students were found more achievement oriented than the arts one.
2. Arts students score significantly higher on neuroticism scale than science students.

Me Clelland, Atkinson, Clark and Lowell (1953) used the thematic apperception test to measure the achievement motivation. Atkinson (1957) showed that any situation which calls for evaluation against a standard of excellence, gives rise to two dissimilar alternative motives, He labeled them as motive to achieve success (MS) and motive to avoid failure'.

The most of the above characteristics were found in urban students studying in science faculty, so our hypotheses:-

1. The urban area Ss having significantly high achievement motivation than rural area Ss.
2. Science faculty Ss having significantly high achievement motivation than arts faculty Ss.

3. Male Ss have significantly high achievement motivation than female Ss., got support.

Adolescence is a transitional period of one's life between childhood and adulthood, during which some important biological, psychological and social changes take place. It is a period of storm and stress. Adolescents have to adjust with their own changes in personality on one side and the changing socioeconomic environment on the other side. Some adolescents find it difficult to adjust normally with these changes and experience some problems, which are characteristic of this developing stage.

Duncan (1949) the term adjustment means a state of harmonious relationship between a person and his environment. It also refers to a continuous process by which a person changes his own behaviour or tries to change the environment or brings change in both to produce satisfactory relationship with his environment. It also means how efficiently an individual performs his duties in different circumstances.

It is concerned with the individual's ability to cope effectively with his environment. According to Parameswaran and Beena (2004) Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behaviour or action. This adjustment is of two types, viz., adjustment to external conditions and adjustment becomes necessary, as a person grows older.
Adjustment is a very significant factor in determining the degree of achievement of students.

The adolescence boy or girl may be faced with serious problem of adjustment when there is a difference of opinions, ideas and a difference of opinions. ideas and attitudes with their parents. Conflicts may arise between the adolescent and the parents that are difficult to resolve if both of them want to willing compromise. It takes all the tact and understanding of parents to handle their adolescent (Coleman. 1974). Families of delinquent or uncontrollable adolescents are characterized by poorer family relationship and less social connectedness and adjustment. In general these families are lower on cohesion and independence and higher on conflict and control (Fox 1998).

Necessity is the most remarkable element in making all people have various needs including biological adjustment and mental ones. The former comprises the needs such as sleep, subsidiaries which cause the survival and satisfy the basic human demands, and the latter contributes to making a healthy personality and growth and removing the mental illness or breakdown. The needs can be named as self - esteem, security and invention. Man has to satisfy the sophisticated and various demands and satiaie his needs within the social regulations. Hence, social adjustment underlines the coordination between and individual needs and the social interests which may cause a conflict between individual interest and the entire social interest.

Academic achievement and social functioning are considered important indexes of adjustment in schools (X. chen, Rubin, and .Li. 1995b). According to the state Educational Outlines, the goals of school
education are to help students develop thoroughly in moral, intellectual and physical aspects and become a well-educated worker imbued with socialist sciousness" ("the goals of school education" 1970). On the basis of collectivistic principles in school education, children's political, social, academic, and recreational activities are organized to reflect collectivistic ideology. For example, students are required to participate in extracurricular group activities that are organized and controlled by formal organizations such as the young pioneer and the youth league. In the group, adolescent are encouraged to cooperate with each other and to maintain harmonious relationship with each other and to maintain harmonious relationships with peers. At the same time, they are encouraged to help each other with schoolwork and to explore their common academic interests. Adolescent are expected to develop appropriate social behaviour as well as academic competence through collectivities activities.

Adolescent who display antisocial behaviour in a variety of settings are at risk of low academic achievement and school failure. As early as the age to school entry, behaviour problems are negatively correlated with verbal ability and reading readiness (Richman, Stevenson, and Graham, 1982), and aggressive students in the primary grades are at elevated risk for grade retention and special education placement (Ledingham and Schwartzman, 1984).
With above references the following hypotheses got strong support :-

- Ss coming from urban area have significantly better emotional adjustment than Ss coming from rural area.
- Science faculty Ss have significantly better emotional adjustment than arts faculty Ss.
- Male Ss have significantly better emotional adjustment than female Ss.
- Ss coming from urban area have significantly better family adjustment than Ss coming from rural area.
- Science faculty Ss have significantly better family adjustment than arts faculty Ss.
- Female Ss have significantly better family adjustment than male Ss.
- Ss coming from urban area have significantly better Social adjustment than Ss coming from rural area.
- Science faculty Ss have significantly better Social adjustment than arts faculty Ss.
- Male Ss have significantly better Social adjustment than female Ss.
- Ss coming from urban area have significantly better health adjustment than Ss coming from rural area.
- Science faculty Ss have significantly better health adjustment than arts faculty Ss.
- Male Ss have significantly better health adjustment than female Ss.
- Ss coming from urban area have significantly better adjustment than Ss coming from rural area.
• Science faculty Ss have significantly better adjustment than arts faculty Ss.

• Male Ss have significantly better adjustment than female Ss.

Results discussed so far brought out a fact that most of the hypotheses got strong support however, one thing is clear, that development of emotional intelligence depends on many factors, so also achievement motivation and adjustment in different fields depends on more factors. There is a need of exploring the possible factors which shape the emotional intelligence and achievement motivation. Also it is necessary to explore the factors that will helps the students in developing satisfactory adjustment in different area.