

## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work Independently by **Jeewan Das**, Roll no.-202606305723 and Reg no.-KUI1619274/2016 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Jeewan Das** is partial fulfillment of the requirements for the project work.

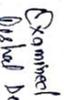
Place: Chaibasa

Date: 30/09/21

*Jeewan Das*

  
30/09/21  
**DR. DHARMENDRA RAJAK**

Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

  
30/09/21  
Examined  
Ajshel Deep

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
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Registration No-  
KU1619274

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Session-2019-2021

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Chaibasa

Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

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Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

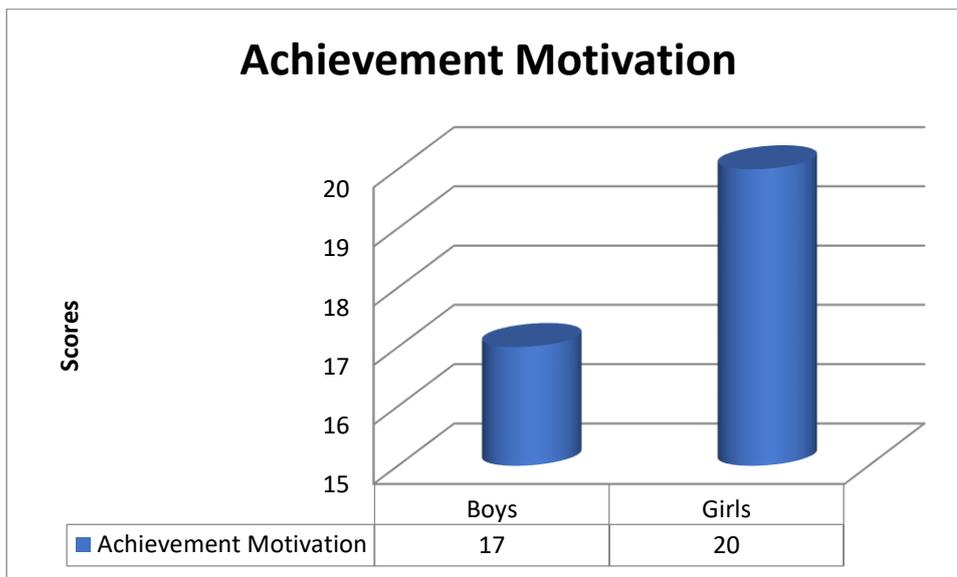


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 17 and girls was 20. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

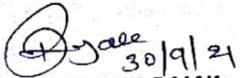
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**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
**Nirmala Dodray**

Registration No-  
KU1619272

Roll No-202606305724  
Session-2019-2021

Department of Psychology  
Kolhan University,  
Chaibasa

Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
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## INTRODUCTION

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## **REVIEW OF RELATED LITERATURE**

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### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

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### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

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The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

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## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

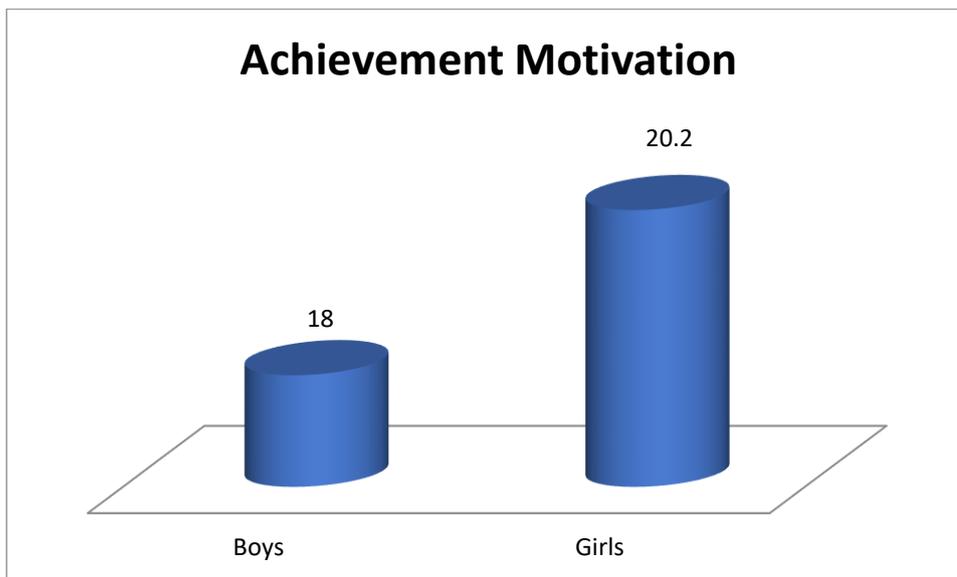


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 18 and girls was 20.2. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy's subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.

## CERTIFICATE

This is to certify that the Project of entitled "***A comparative study of Emotional Intelligence Among Adolescents***" is an authentic work carried out of the Project Work independently by **Sangita Kumari**, Roll no. - **202606305725** and Reg no. – **KU1722837** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Sangita Kumari** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:- 30/09/2021

*Sangita Kumari*  
30/09/2021

*Mahesh Prasad Ray*  
30/09/21  
**Prof. Mahesh Prasad Ray**  
Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
*Bishal Deep*  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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Session-2019-2021

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Name of the Supervisor  
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**Head**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the

girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures,

wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities including perceiving, assimilating, understanding and managing emotions. (Mayer

and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ = Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word 'emotion', but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

## **METHOD OF THE STUDY**

### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

## **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

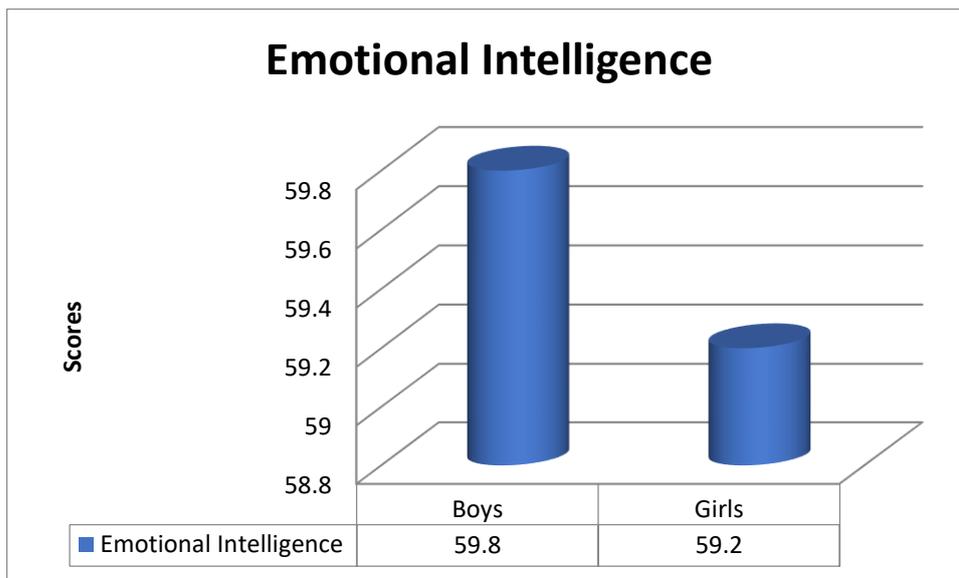


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 59.8 and girls was 59.2. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

- Ajmal, S., Javed, S., & Javed, H. (2017). Gender differences in emotional intelligence among medical students. *International journal of business and social science*, 8(3), 205-207.
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Place: - Chaibasa

  
Prof. Mahesh Prasad Ray  
Head

Date:- 30/09/2021

P.G. Department of Psychology  
Kolhan University, Chaibasa

  
Jayanti Tamsoy  
Examined

  
Biswal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-

**Jayanti Tamsoy**

Registration No-

KU1418346

Roll No-202606305726

Session-2019-2021

Department of Psychology

Kolhan University,

Chaibasa

Name of the Supervisor

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**INTRODUCTION**

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remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

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Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits,

values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellectual and Emotional abilities including perceiving, assimilating, understanding and managing emotions. (Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ = Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word 'emotion', but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

## **METHOD OF THE STUDY**

### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

## **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal , (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness(Knowing about one's own emotions), Inter-personal awareness(Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

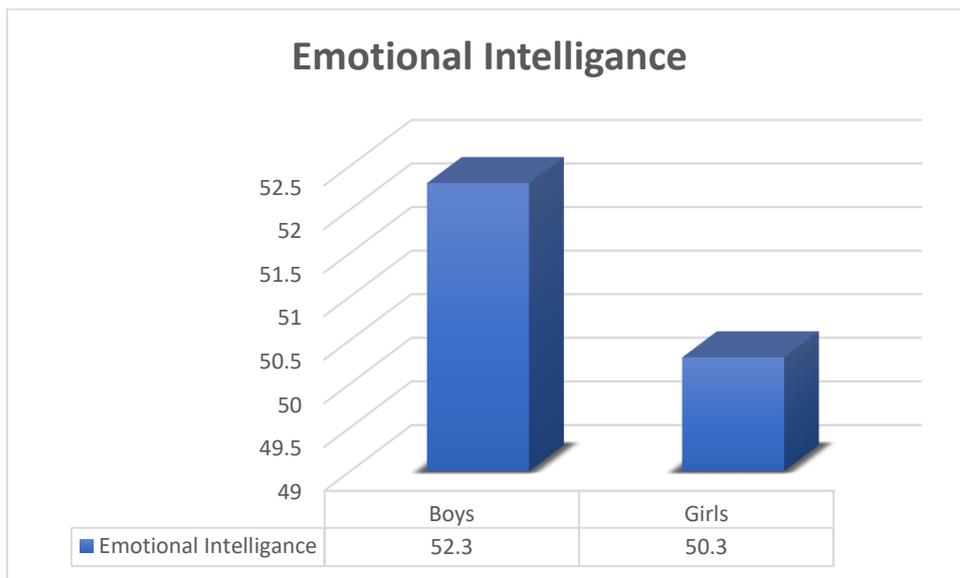


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 52.3 and girls was 50.3. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Jhorna Deogam**, Roll no.-**202606305727** and Reg no.-**KU1615761/2016** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Jhorna Deogamis** partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: - 30-09-2021

Jhorna Deogam

Examined  
Dishal Deep  
30/09/21

 Date  
30/9/21

**Dr. DHARMENDRA RAJAK**  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

DholakiaKetan C. &Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students"the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

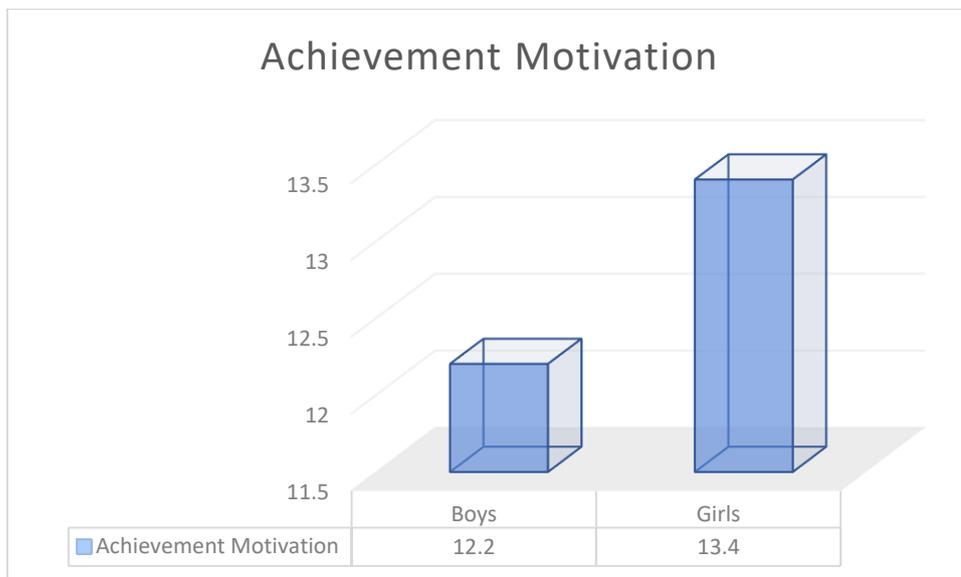


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 12.2 and girls was 13.4. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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- Ross, P. (2005). Hyper-heuristics. In *Search methodologies* (pp. 529-556). Springer, Boston, MA.
- Shah, Raju P. (2009). A Study of Achievement Motivation of Secondary School Students with relation to their gender and father's occupation, National Seminar, Organized by Department of Psychology, School of Psychology, Education and Philosophy, Gujarat University, Ahmedabad.
- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.

## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Lalita Hembram, Roll no.- 202606305728 and Reg no.-KU1418349/2014** under My Supervision and Guidance. In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Lalita Hembram** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

  
30/9/21  
**DR. DHARMENDRA RAJAK**

Assistant Professor

Date: 30-09- 2021

P.G. Department of Psychology,  
Kolhan University, Chaibasa.

**Lalita Hembram**

Examined

(Signed) Deep

30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

DholakiaKetan C. &Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
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### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet2.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

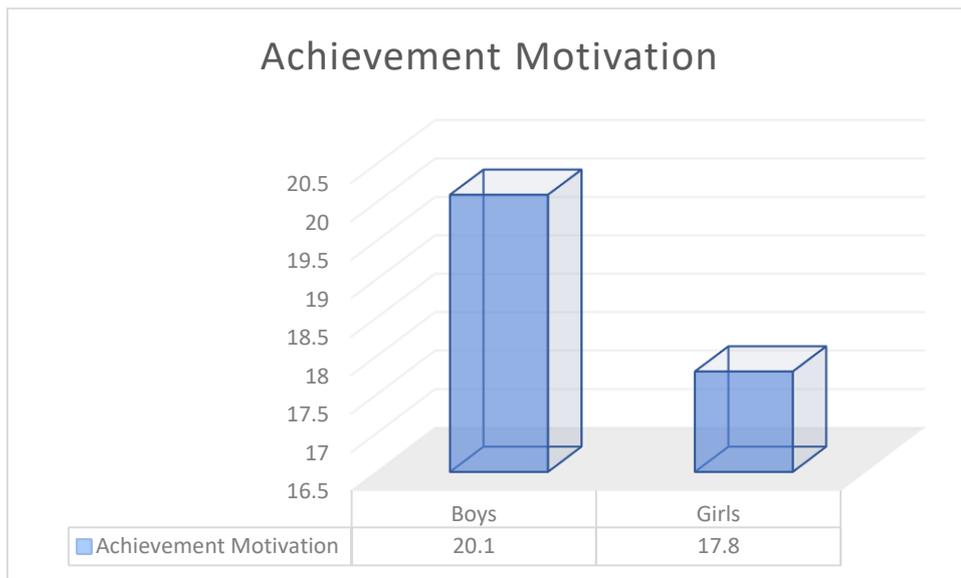


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 20.1 and girls was 17.8. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Madhuri Samad**, Roll no.- 202606305729 and Reg no.-KU1415694/2014 under My Supervision and Guidance ,In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Madhuri Samad** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30.09.2021

Madhuri Samad

 30/9/21

**Dr. DHARMENDRA RAJAK**  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Arshad Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

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Registration No-  
KU1415694

Roll No-202606305729  
Session-2019-2021

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Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
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## INTRODUCTION

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## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

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Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

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- Participants having history of psychiatric illness
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**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

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## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motive Test.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

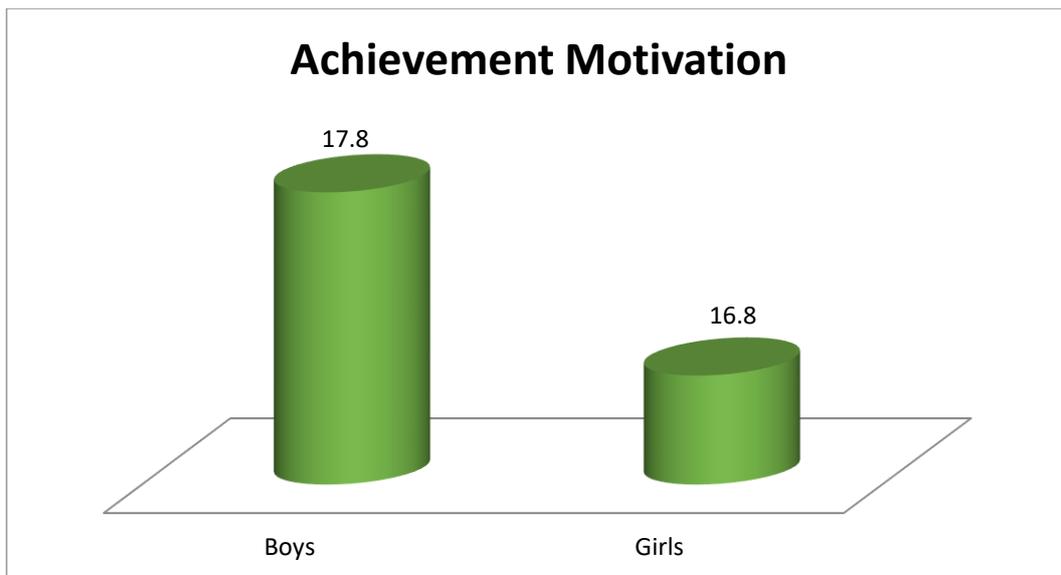


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 17.8 and girls was 16.8. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

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### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Rajeev Mahato**, Roll no. - 202606305730 and Reg no. - KU1416803/2014 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **Rajeev Mahato** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date: - 30-09-2021

Rajeev Mahato



**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Bishal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
**Rajeev Mahato**

Registration No-  
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Roll No-202606305730

Name of the Supervisor  
**Prof. Mahesh Prasad Ray**  
**Head**  
PG Department of Psychology  
Kolhan University, Chaibasa

## **INTRODUCTION**

---

### **INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McCelland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a

remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers,

artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to

possess a combination of a high level of both Intellectual and Emotional abilities including perceiving, assimilating, understanding and managing emotions. (Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ = Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word 'emotion', but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The

sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

### **The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants,

10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

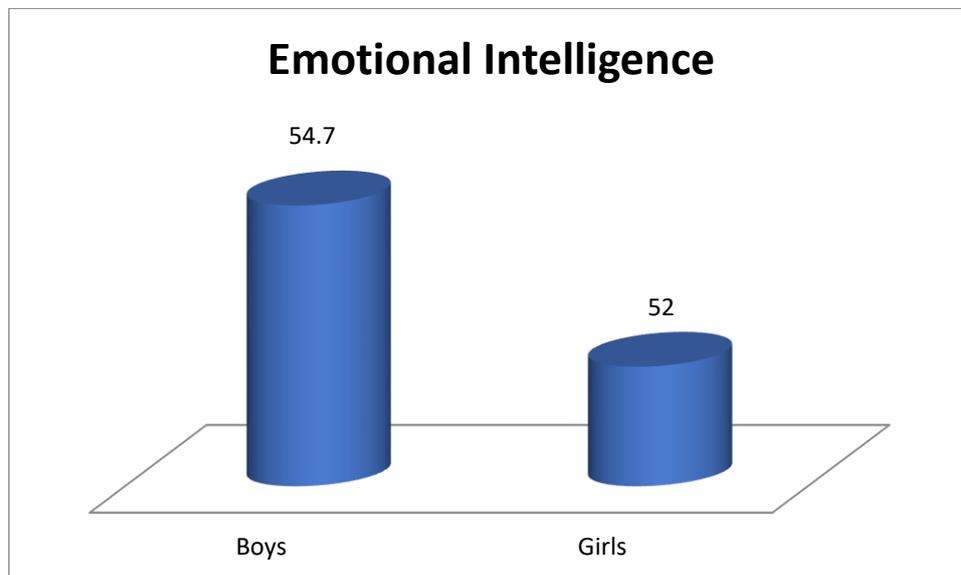


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 54.7 and girls was 52. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional

intelligence ability in comparison to girl's subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## *Chapter-5*

# **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

## **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

## **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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3. History of Major Co- Morbid Psychiatric Condition: (1) Yes (2) No
4. Family History of Mental Illness: (1) Yes (2) No

## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Lalita Bari** Roll no. -202606305732 and Reg no. - KU1615759/2016 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **LALITA BARI** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:-30/09/21

Lalita Bari



**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Prakash Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
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Registration No-  
KU1615759/2016  
Roll No-202606305732  
Session-2019-2021  
Department of Psychology  
Kolhan University,  
Chaibasa

Name of the Supervisor  
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**Head**  
PG Department of Psychology  
Kolhan University, Chaibasa  
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**INTRODUCTION**

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## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

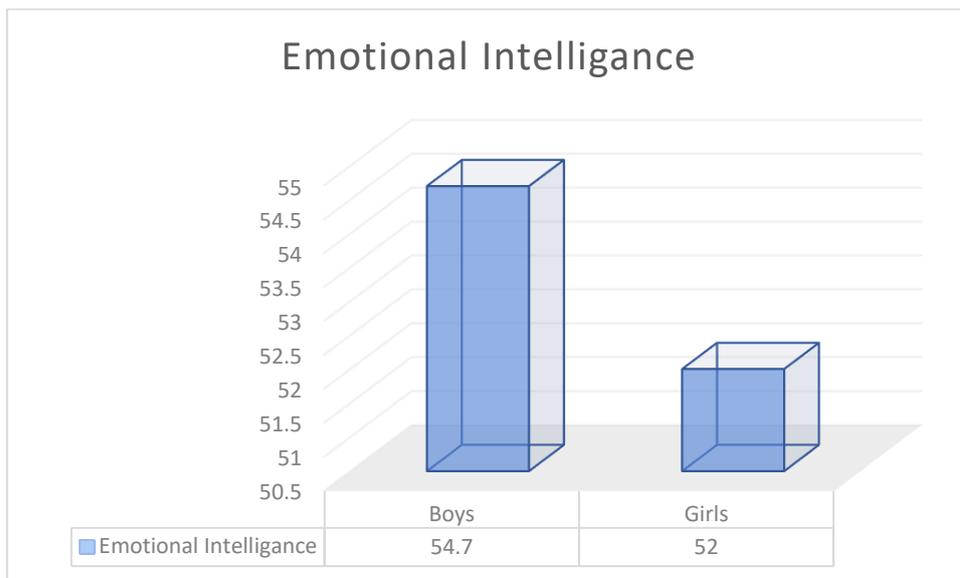


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 54.7 and girls was 52. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

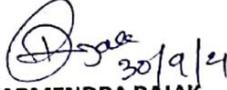
This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Munita Kumari Gope**, Roll no.-**202606305733** and Reg no.-**KU1415696/2014** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Munita Kumari Gope**is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/9/21

Munita Kumari Gope

  
30/9/21  
**Dr. DHARMENDRA RAJAK**  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Vishal Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
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Registration No-  
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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

DholakiaKetan C. &Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet2.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

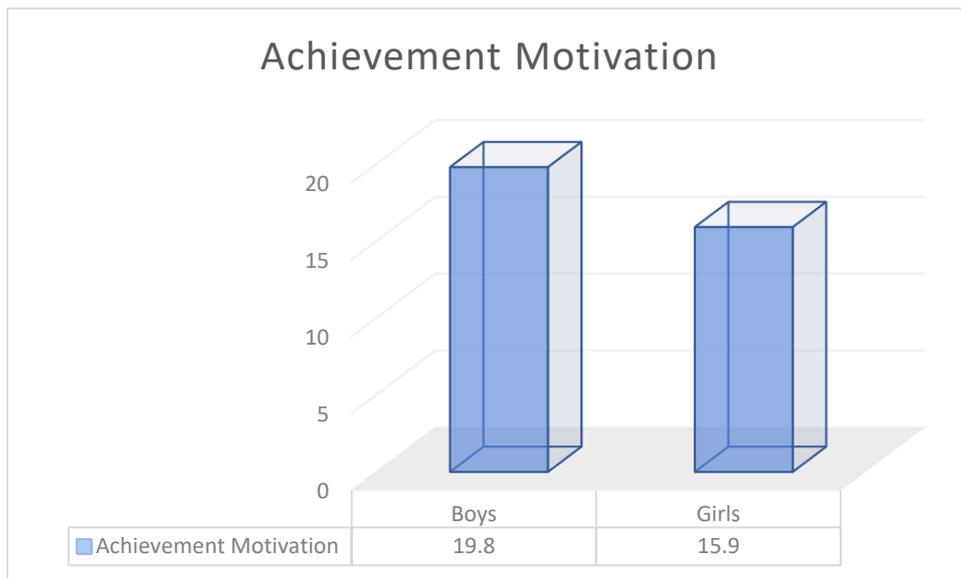


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 19.8 and girls was 15.9. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

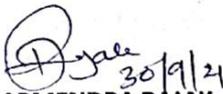
This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Sarita Mundri, Roll no.-202606305735** and **Reg no.-KU1221394** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Sarita Mundri** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

Sarita Mundri

  
30/9/21  
**Dr. DHARMENDRA RAJAK**  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Deekhal Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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Session-2019-2021

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Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

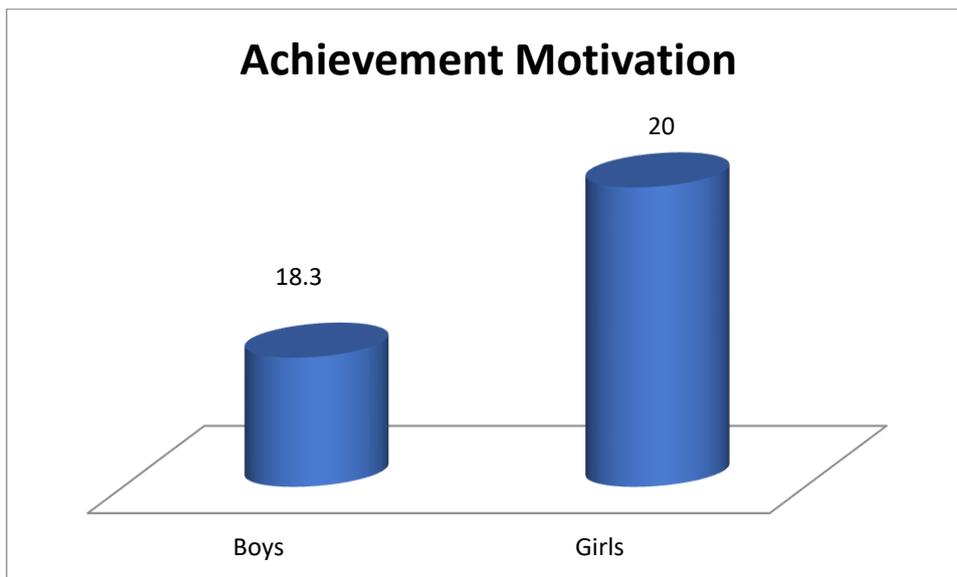


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 18.3 and girls was 20. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy's subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "**A comparative study of Emotional Intelligence Among Adolescents**" is an authentic work carried out of the Project Work independently by **Savitri Pareya Roll no. -202606305736 and Reg no. - KU1415697** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **SAVITRI PAREYA** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:- 30/9/2021

Savitri Pareya

  
30/9/21

**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Atishad Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain

all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

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Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering,

fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities including

perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## REVIEW OF RELATED LITERATURE

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives–1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables-Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analysed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically insignificant

difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

## METHOD OF THE STUDY

### Aims and Objectives

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### Hypothesis

There will be no difference between boys and girls on Emotional Intelligence.

## DESIGN

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## INCLUSION CRITERIA

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## EXCLUSION CRITERIA

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness(Knowing about one's own emotions), Inter-personal awareness(Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

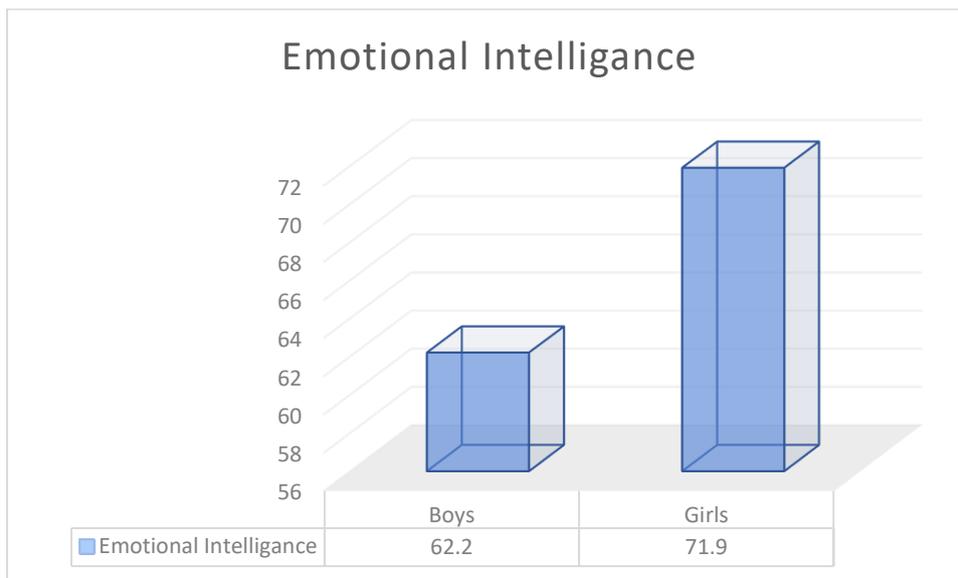


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 62.2 and girls was 71.9. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

---

The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.



## CERTIFICATE

This is to certify that the Project of entitled "**A comparative study of Emotional Intelligence Among Adolescents**" is an authentic work carried out of the Project Work independently by **Kumari Mangala Mahato, Roll no. - 202606305737** and Reg no. – **KU1416814/2014** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **Kumari Mangala Mahato** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:-30/09/2021

  
30/9/21  
**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Kumari mangala Mahato

Examined  
Dehal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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**Head**  
PG Department of Psychology  
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Jharkhand

**INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the

girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

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wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities including perceiving, assimilating, understanding and managing emotions. (Mayer

and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

## **METHOD OF THE STUDY**

### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

## **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

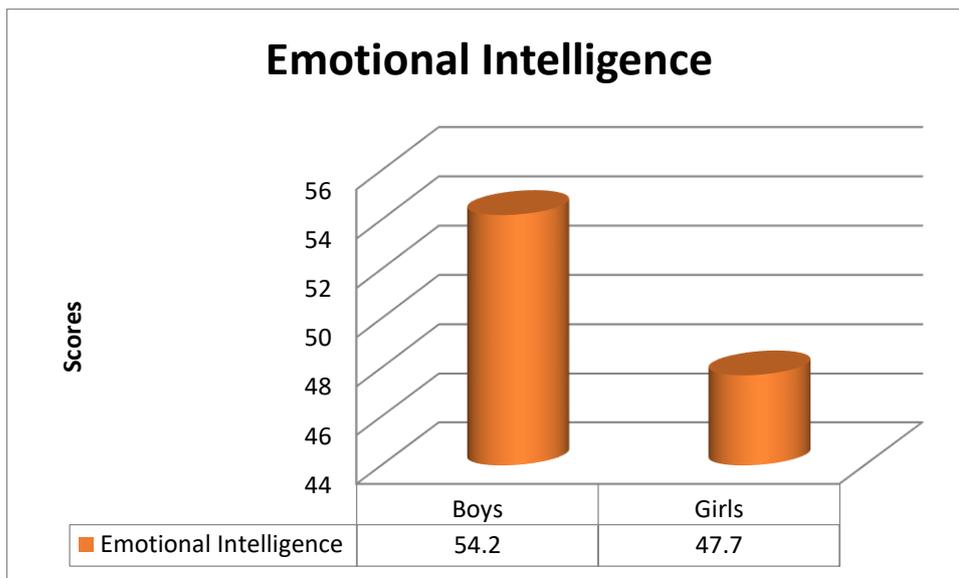


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 54.2 and girls was 47.7. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

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1. Similar study should be undertaken with larger sample size.
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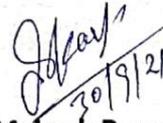
This is to certify that the Project of entitled "***A comparative study of Emotional Intelligence Among Adolescents***" is an authentic work carried out of the Project Work independently by **Sita May Tiu, Roll no. -202606305738 and Reg no. – KU1323100** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

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Place: - Chaibasa

Date:- 30/09/2021

Sitamay Tiu

  
30/9/21

**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Deshal Deep  
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# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

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Kolhan  
University,Chaibasa

Name of the Supervisor  
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**Head**  
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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

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With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills-a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities including

perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## REVIEW OF RELATED LITERATURE

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives–1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’ and boys’ ‘rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample–Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables–Dependent variable is emotional intelligence and independent variables is gender. Research tool– Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analysed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically insignificant

difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

## METHOD OF THE STUDY

### Aims and Objectives

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### Hypothesis

There will be no difference between boys and girls on Emotional Intelligence.

## DESIGN

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## INCLUSION CRITERIA

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## EXCLUSION CRITERIA

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

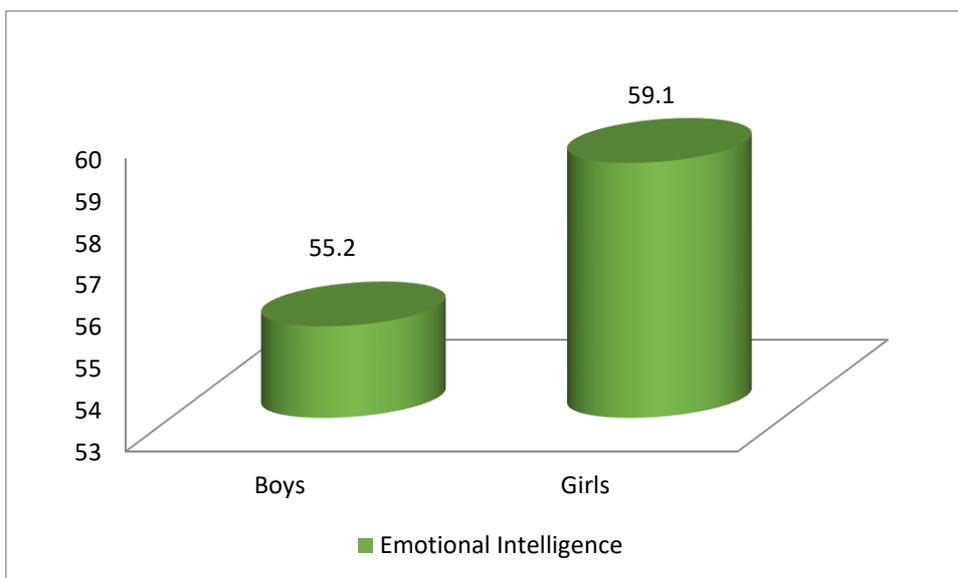


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 55.2 and girls was 59.1. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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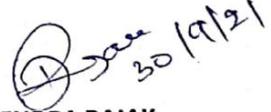
## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Sonia Majhi, Roll no.-202606305739** and **Reg no.-KU1614220/2016** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Sonia Majhi** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021  
Sonia Majhi

  
Dr. DHARMENDRA RAJAK  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Dishal Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

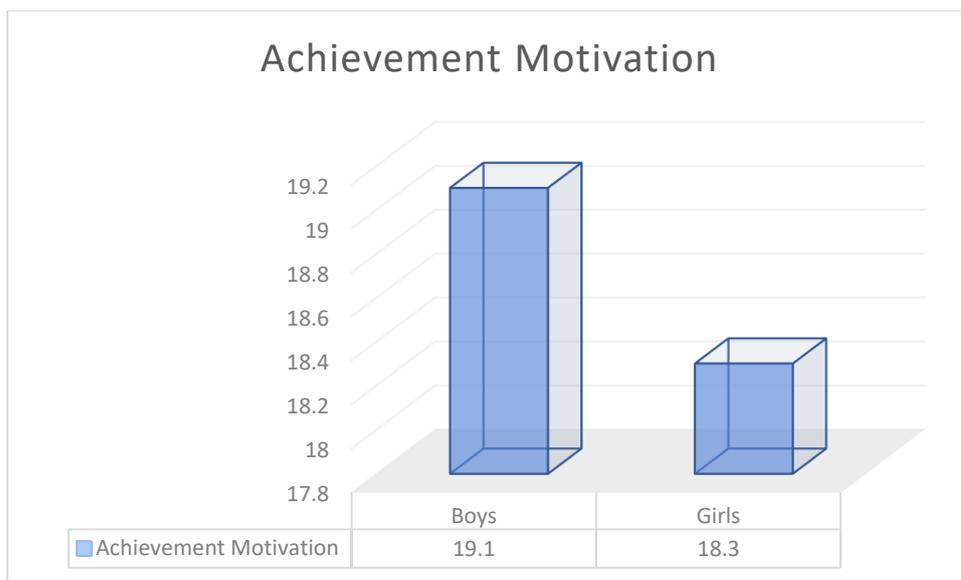


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 19.1 and girls was 18.3. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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- Shah, Raju P. (2009). A Study of Achievement Motivation of Secondary School Students with relation to their gender and father's occupation, National Seminar, Organized by Department of Psychology, School of Psychology, Education and Philosophy, Gujarat University, Ahmedabad.
- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.

## CERTIFICATE

This is to certify that the Project of entitled "***A comparative study of Emotional Intelligence Among Adolescents***" is an authentic work carried out of the Project Work independently by **Jaydev Mahato**, Roll no. - **202606305740** and Reg no. – **KU1321384/2013** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **Jaydev Mahato** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:-

Jaydev  
Mahato  
30-09-21

Examined  
Rishad Deep  
30/09/21



**Prof. Mahesh Prasad Ray**  
Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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**INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the

girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures,

wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities including perceiving, assimilating, understanding and managing emotions. (Mayer

and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ = Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word 'emotion', but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

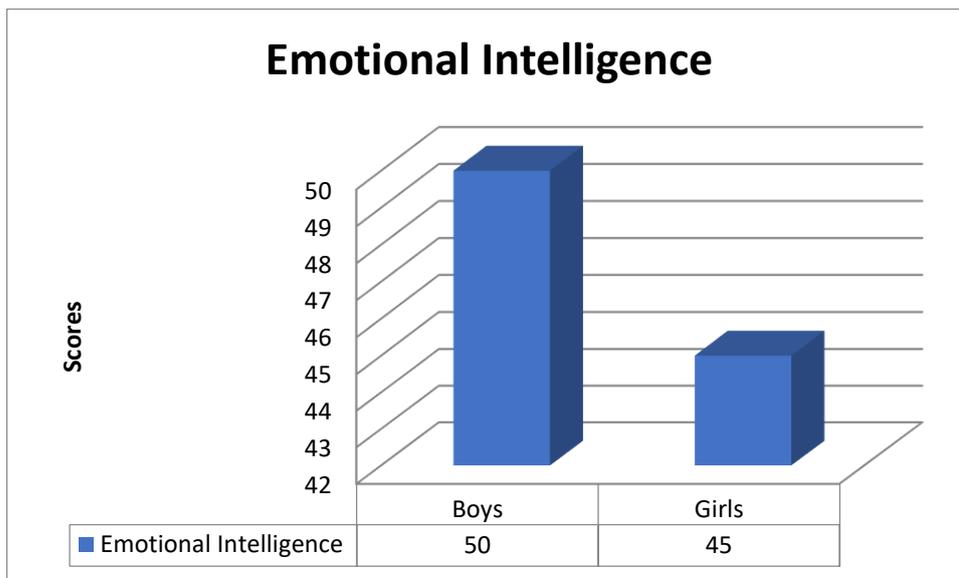


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 50 and girls was 45. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Maresh Patro** Roll no. -202606305741 and Reg no. – **KU1614250** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **MAHESH PATRO** is partial fulfillment of the requirements for the project work.

  
20/09/21

**Prof. Mahesh Prasad Ray**  
Head  
P.G. Department of Psychology  
Kolhan University, Chaibasa

Place: - Chaibasa  
Date:- 30/09/21  
*Maresh Patro*

Examined  
*Abhishek Deep*  
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**INTRODUCTION**

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including perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

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## **REVIEW OF RELATED LITERATURE**

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Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analyzed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically

insignificant difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

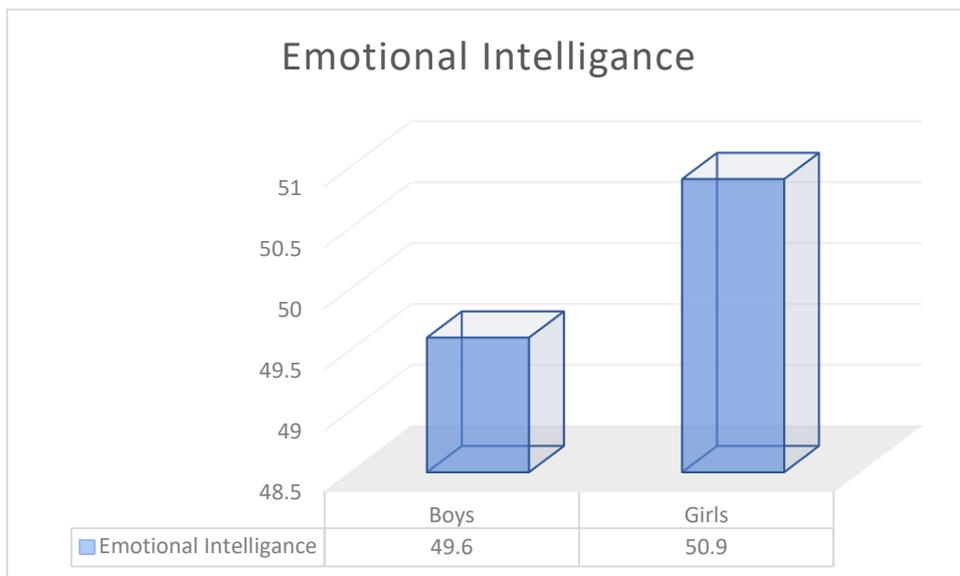


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 49.6 and girls was 50.9. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "A comparative study of Achievement Motivation Among Adolescents" is an authentic work carried out of the Project Work independently by Pushpa Munduiya, Roll no.- 202606305742 and Reg no.-KUI1516260/2015 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character Pushpa Munduiya is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

Pushpa Munduiya

  
30/9/21  
Dr. DHARMENDRA RAJAK

Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Oshob Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

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Registration No-KU156260

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement instudents with their gender and father's occupations. The samples consisted of 160 students, inthat 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

DholakiaKetan C. &Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students"the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motive Test.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

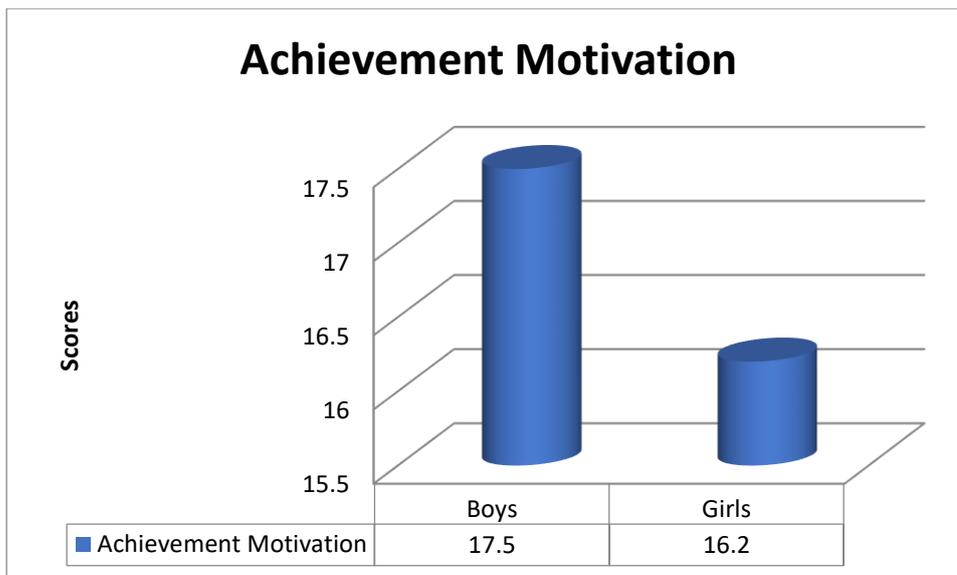


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 17.5 and girls was 16.2. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

- Adsul, R. K., Kamble, V., & Sangli, K. W. (2008). Achievement motivation as a function of gender, economic background and caste differences in college students. *Journal of the Indian Academy of Applied Psychology*, 34(2), 323-327.
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- Shah, Raju P. (2009). A Study of Achievement Motivation of Secondary School Students with relation to their gender and father's occupation, National Seminar, Organized by Department of Psychology, School of Psychology, Education and Philosophy, Gujarat University, Ahmedabad.
- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.

## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Shakuntala Deogam, Roll no.- 202606305743 and Reg no.-KU1615758/2016** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Shakuntala Deogamis** partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/21

*Shakuntala Deogam*

Examined

*Michael Deep*  
30/09/21

  
30/09/21

**DR. DHARMENDRA RAJAK**  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

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Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students"the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

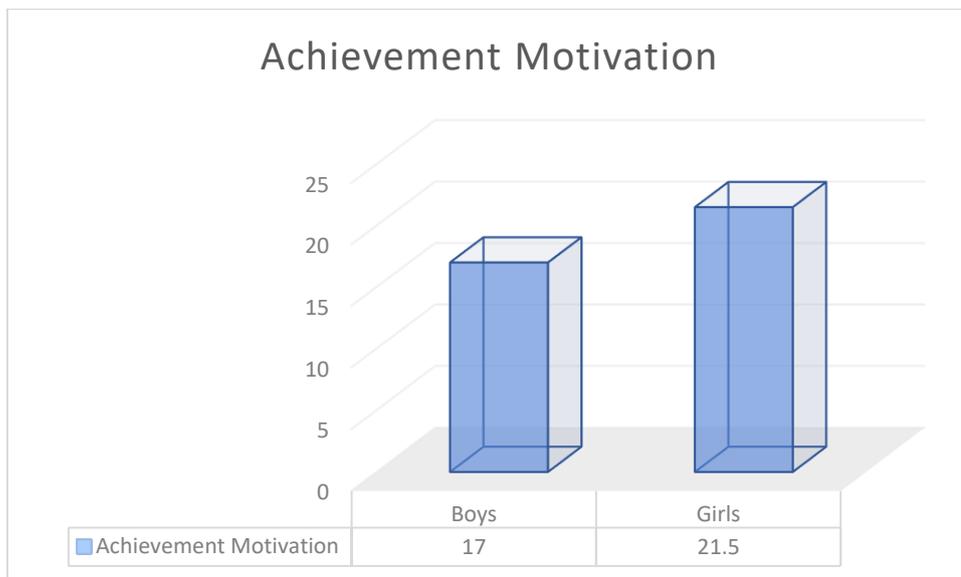


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 17 and girls was 21.5. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "***A comparative study of Emotional Intelligence Among Adolescents***" is an authentic work carried out of the Project Work independently by **Anusha Kumari** Roll no. - **202606305744** and Reg no. - **KU19005501/2019** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **ANUSHA KUMARI** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:- 30/9/2021

Anusha Kumari

  
30/9/21

**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Dishal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain

all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering,

fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills-a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotional, abilities including

perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## REVIEW OF RELATED LITERATURE

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives–1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’ and boys’ ‘rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample–Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables–Dependent variable is emotional intelligence and independent variables is gender. Research tool– Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analysed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically insignificant

difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

## METHOD OF THE STUDY

### Aims and Objectives

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### Hypothesis

There will be no difference between boys and girls on Emotional Intelligence.

## DESIGN

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## INCLUSION CRITERIA

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## EXCLUSION CRITERIA

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

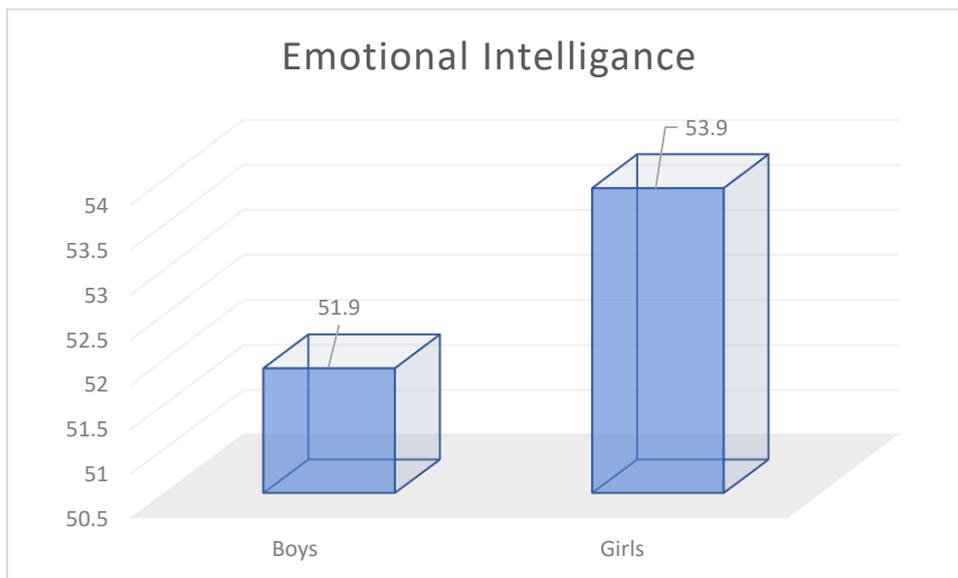


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 51.9 and girls was 53.9. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.



## CERTIFICATE

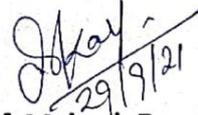
This is to certify that the Project of entitled "***A comparative study of Emotional Intelligence Among Adolescents***" is an authentic work carried out of the Project Work independently by **Shankar Mahato**, Roll no. - **202606305745** and Reg no. - **KU1614246** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **Shankar Mahato** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:- 29/09/2021

Shankar Mahato

  
29/9/21

**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Ushad Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain

all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering,

fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills-a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotional, abilities including

perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## REVIEW OF RELATED LITERATURE

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives–1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’ and boys’ ‘rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample–Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables–Dependent variable is emotional intelligence and independent variables is gender. Research tool– Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analysed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically insignificant

difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

## METHOD OF THE STUDY

### Aims and Objectives

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### Hypothesis

There will be no difference between boys and girls on Emotional Intelligence.

## DESIGN

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## INCLUSION CRITERIA

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## EXCLUSION CRITERIA

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

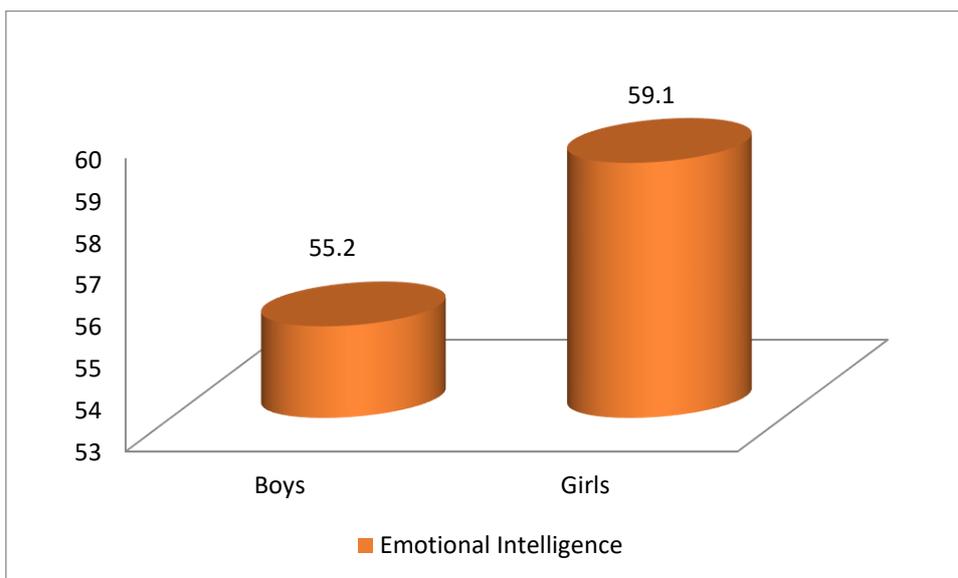


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 55.2 and girls was 59.1. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Fagu Beshra**, Roll no.-202606305746 and Reg no.-**KU1614228/2016** under My Supervision and Guidance, in fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Fagu Beshra** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

*Fagu Beshra*

  
30/09/21  
Dr. DHARMENDRA RAJAK

Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examiner  
Unishu Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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Registration No-  
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**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

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## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

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With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

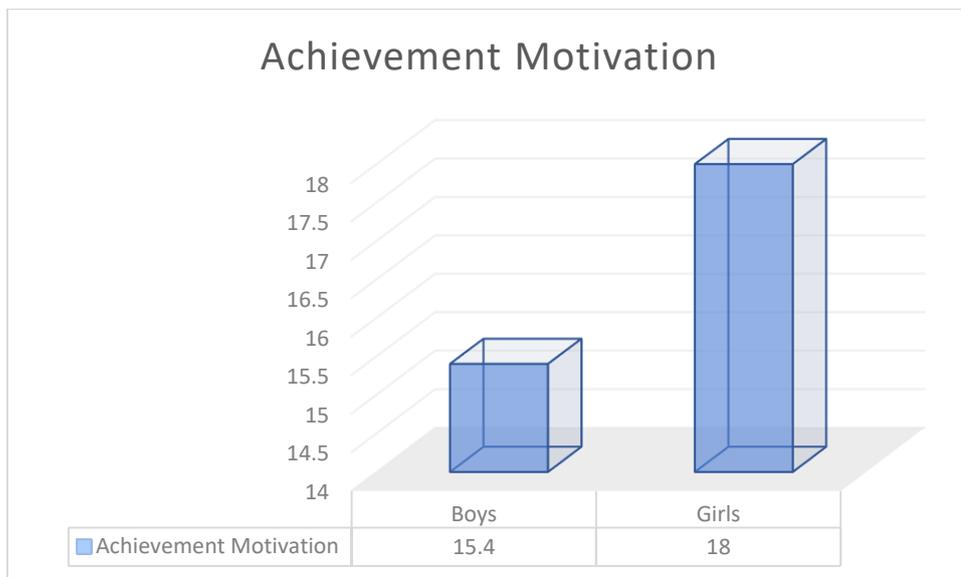


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 15.4 and girls was 18. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "**A comparative study of Emotional Intelligence Among Adolescents**" is an authentic work carried out of the Project Work independently by **Golmai Sinku Roll no. -202606305747 and Reg no. - KU1615767/2016** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **GOLMAI SINKU** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:- 30/09/2021

*Mahesh*  
30/9/21

**Prof. Mahesh Prasad Ray**  
Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Golmai sinku

Examined  
Arshal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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**INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the

girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures,

wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities

including perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analyzed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically

insignificant difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

## **METHOD OF THE STUDY**

### **Aims and Objectives**

Present study “**A Comparative Study of Emotional Intelligence among Adolescents**” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

## **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

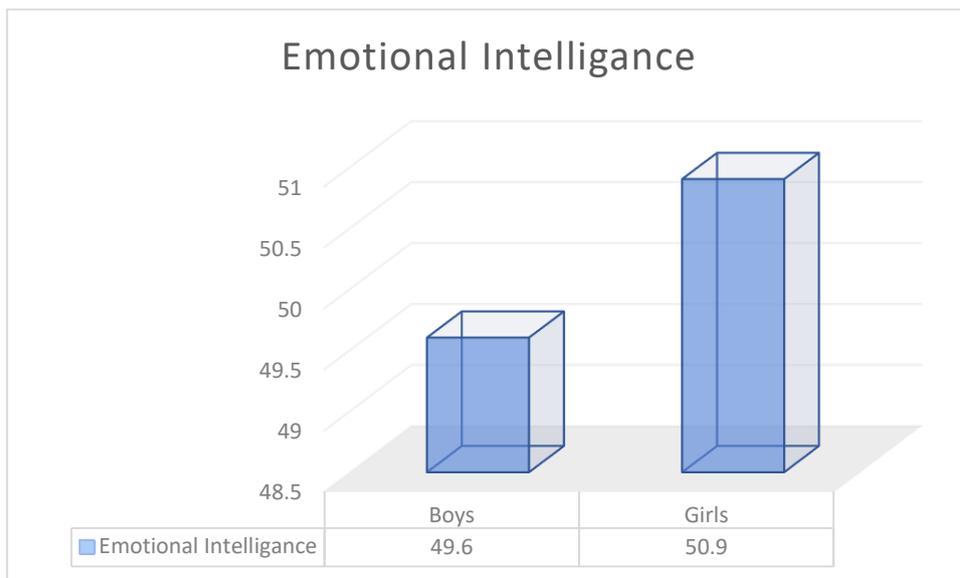


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 49.6 and girls was 50.9. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited highscores of emotional intelligence as well as betteremotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

- Katyal, S., & Awasthi, E. (2005). Gender differences in emotional intelligence among adolescents of Chandigarh. *Journal of Human Ecology*, 17(2), 153-155.
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- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.



## CERTIFICATE

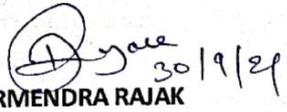
This is to certify that the Project of entitled "**A comparative study of Achievement Motivation Among Adolescents**" is an authentic work carried out of the Project Work independently by **Kumari Mecho Sawaiyan**, Roll no.- **202606305748** and Reg no.- **KU1625869/2016** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Kumari Mecho Sawaiyan** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

Mecho  
Sawaiyan

  
Dr. DHARMENDRA RAJAK  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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Name of the Supervisor  
**Dr Dharmendra Rajak**  
**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

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Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

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Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

---

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

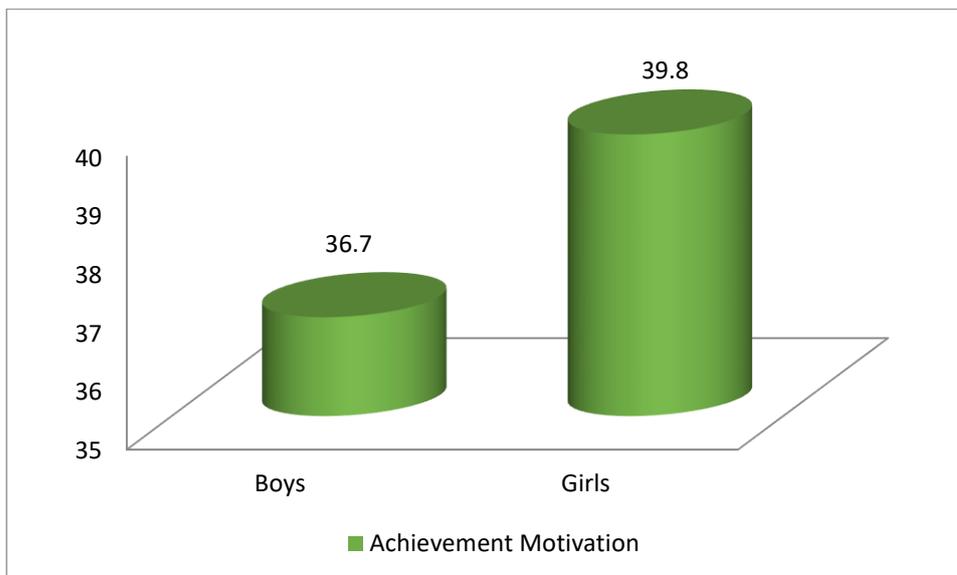


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 36.7 and girls was 39.8. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy's subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

**The limitations of present study can be discussed as following:**

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

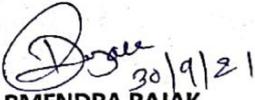
This is to certify that the Project of entitled "**A comparative study of Achievement Motivation Among Adolescents**" is an authentic work carried out of the Project Work independently by **Lalita Mahato, Roll no.-202606305749 and Reg no.-KU1514739/2015** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Lalita Mahato** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

Lalita Mahato

  
30/9/21  
**Dr. DHARMENDRA RAJAK**  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Arshad Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
**Lalita Mahato**

Registration No-  
KU1514739

Roll No-202606305749  
Session-2019-2021

Department of Psychology  
Kolhan University,  
Chaibasa

Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

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Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

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Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

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Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
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- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

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Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from bellow 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motive Test.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

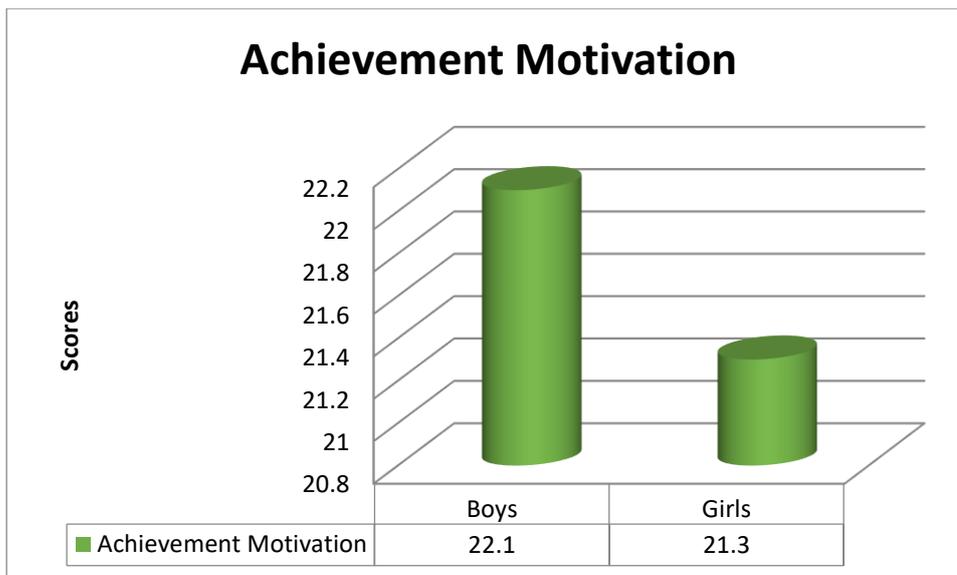


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 22.1 and girls was 21.3. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

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## CERTIFICATE

This is to certify that the Project of entitled "A comparative study of Achievement Motivation Among Adolescents" is an authentic work carried out of the Project Work Independently by Sangita Purty, Roll no.-202606305750 and Reg no.-KUI1516265/2015 under My Supervision and Guidance, in fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character Sangita Purty is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

Sangita Purty

Dr. DHARMENDRA RAJAK

Assistant Professor  
P. G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Ushad Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

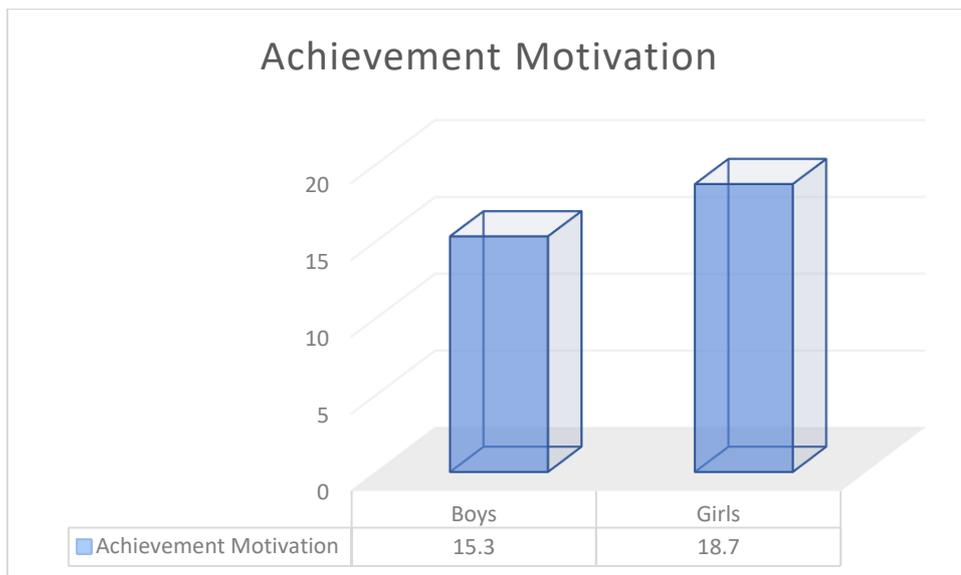


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 15.3 and girls was 18.7. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

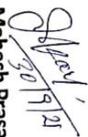
1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "A comparative study of *Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Duli Hembrom** Roll no. - **202606305751** and Reg no. - **KU1614279** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that Inhabit and character **DULI HEMBROM** is partial fulfillment of the requirements for the project work.

  
30/09/21

**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Place:- Chaibasa

Date:- 30/09/21

  
Duli Hembrom

Examined  
Asishal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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**INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

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Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

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## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the

glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

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Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligencel.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skillsl which was labeled as Emotional Intelligencel by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skillsl-a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to

possess a combination of a high level of both Intellectual and Emotional abilities including perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion or any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional states and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives–1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables-Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the

participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

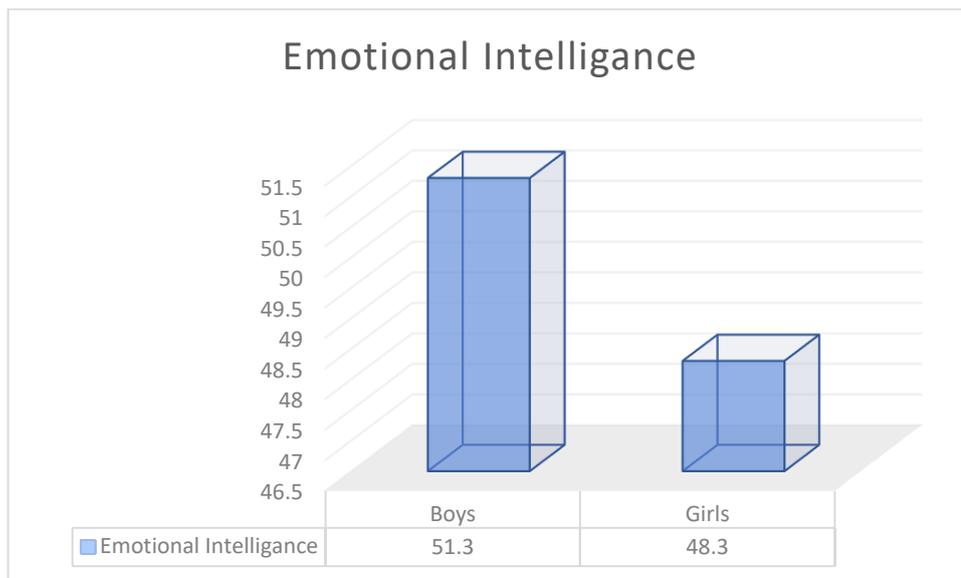


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 51.3 and girls was 48.3. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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**Socio-Demographic Data Sheet**

1. Name .....
2. Father's Name .....
3. Age .....
4. Class .....
5. Date and Time .....
6. College Name .....
7. Sex: (1) Male (2) Female
8. Marital Status (1) Unmarried (2) Married
9. Religion:  
(1) Hindu (2) Islam (3) Shikh (4) Christian (5) Other
10. Language Known: (1) Hindi (2) English (3) Others
11. Domicile : (1) Rural (2) Semi Urban (3) Urban
13. Family Income .....
14. Type of Family: (1) Nuclear (2) Joint
  
15. Address: .....

**Clinical Data Sheet**

1. History of Severe Physical Illness or Neurological Disorder (1) Yes (2) No
2. History of Epilepsy (1) Yes (2) No
3. History of Major Co- Morbid Psychiatric Condition: (1) Yes (2) No
4. Family History of Mental Illness: (1) Yes (2) No

## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Kamla Hasda, Roll no. -202606305752 and Reg no. – KU1615762** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **Kamla Hasda** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date:- 30/09/2021

Kamla Hasda



**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Examined  
Dishal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
**Kamla Hasda**

Registration No-  
KU1615762

Roll No-202606305752

Session-2019-2021

Department of Psychology  
Kolhan University,  
Chaibasa

Name of the Supervisor  
**Prof. Mahesh Prasad Ray**

**Head**

PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

**INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the

girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures,

wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities

including perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

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Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

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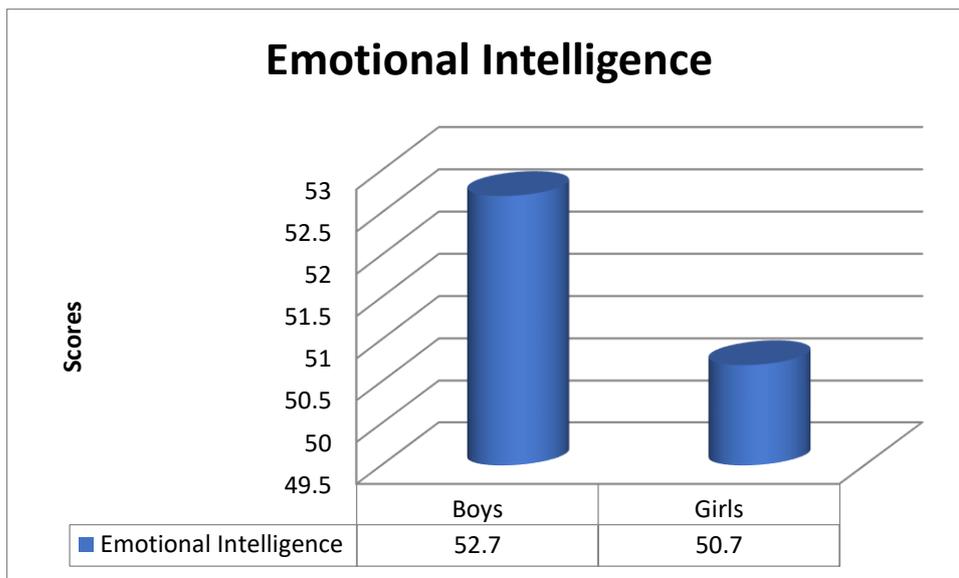


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## **CONCLUSION**

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### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

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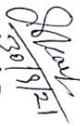
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This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by Madan Baskey Roll no. - 202606305753 and Reg no. - KU1614263 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **MADAN BASKEY** is partial fulfillment of the requirements for the project work.

  
30/09/21

Place: - Chaibasa

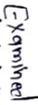
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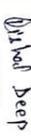
Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

Date: 30/09/2021

Madan Baskey

  
Examiners

  
Examiners

30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-

**Madan Baskey**

Registration No-

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Roll No-202606305753

Session-2019-2021

Department of Psychology

Kolhan University,

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Name of the Supervisor

**Prof. Mahesh Prasad Ray**

**Head**

PG Department of Psychology

Kolhan University, Chaibasa

Jharkhand

**INTRODUCTION**

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Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the

girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures,

wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills—a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotion, abilities

including perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives– 1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’and boys’rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables- Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Mokhlesi and Patil (2018) conducted study on A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children. They found that significant gender differences in learning behaviour among children, in which male children have significantly higher on learning behavior than female children.

Ajmal, S., Javed, S., & Javed, H. (2017) conducted study on Gender differences in emotional intelligence among medical students. The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-I

developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Lalet., et. al. (2010). studied the EI of students in the Schedule Caste category in relation to achievement in academics. The main of the research was to examine the relationship between achievement in academics and emotional intelligence in female and male students. The students taken were from the science and arts stream. Cluster sampling technique was used to select 300 students randomly from Meerut. It was found out that in schedule caste students the females had lower emotional intelligence than the males. Between the students of schedule caste of science and arts stream, a difference which was significant was found between mean achievement scores. The males of schedule caste category had low and high emotional intelligence. For the females of schedule caste category, no significant difference existed in mean achievement score. The females too were having low and high EI.

Mishra and Ranjan (2008) Conducted study on studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicated that they were better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) were of higher order than the adolescent girls.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

## **METHOD OF THE STUDY**

### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

## **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

## **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

## **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

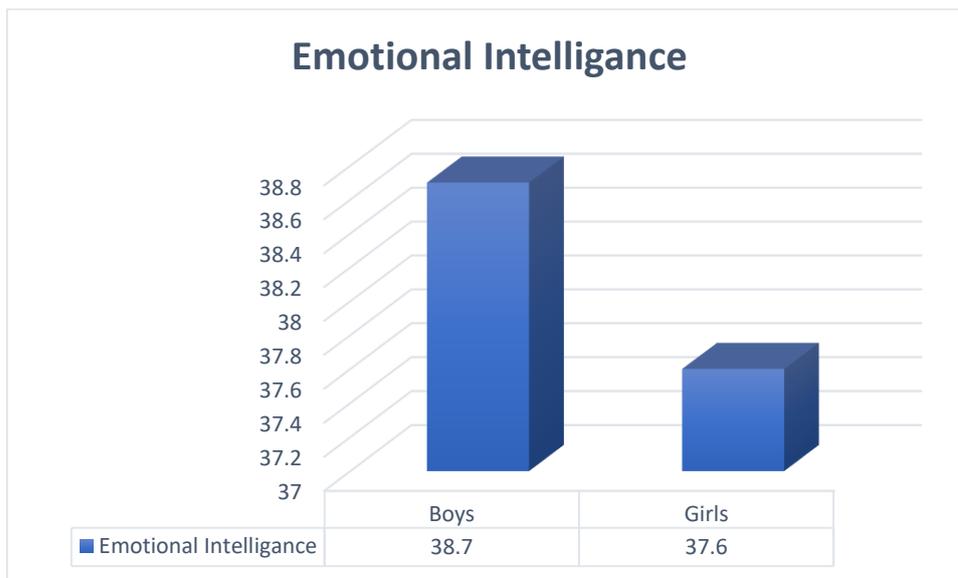


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 38.7 and girls was 37.6. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Milian Munduiya** Roll no. - **202606305755 and Reg no. - KU1615760** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **MILAN MUNDUIYA** is partial fulfillment of the requirements for the project work.



Place: - Chaibasa

**Prof. Mahesh Prasad Ray**  
Head

Date: 30/09/2021

P.G. Department of Psychology  
Kolhan University, Chaibasa

Milian Munduiya

Examined  
Gopal Deep  
30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

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**Millan Munduiya**

Registration No-  
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Session-2019-2021

Department of Psychology  
Kolhan University,  
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Name of the Supervisor  
**Prof. Mahesh Prasad Ray**

**Head**

PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, up to one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

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### **Physical Development**

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glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

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In more simple terms Emotional Intelligence can be defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “A Comparative Study of Emotional Intelligence among Adolescents” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
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## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the

participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

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The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

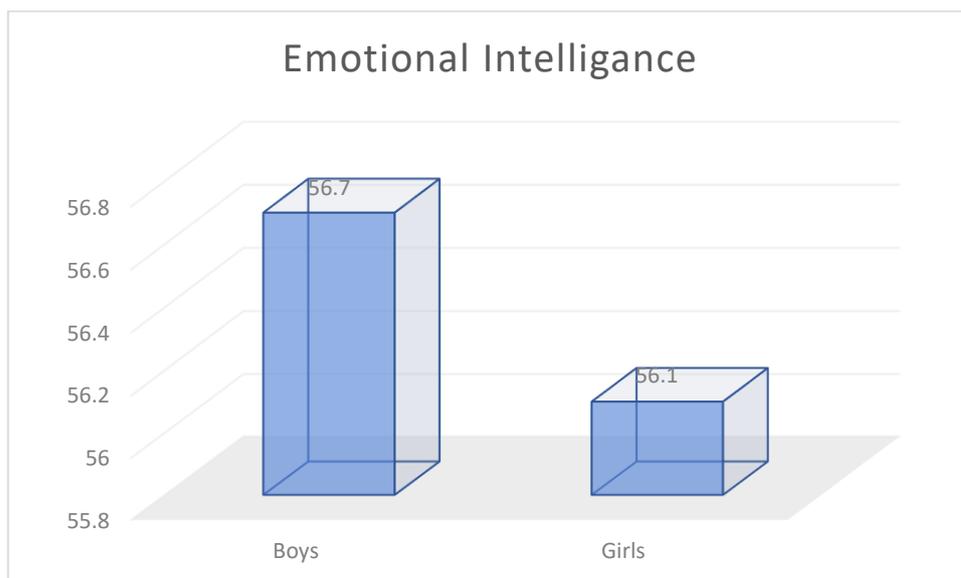


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 56.7 and girls was 56.1. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to girl’s subjects. These study also supported by by Mokhlesi and Patil (2018), Lalet., et. al. (2010) and Mishra and Ranjan (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that boys subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work Independently by **Monika Purty**, Roll no.-202606305756 and Reg no.-KUI513466/2015 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Monika Purty** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30-9-21

*Monika Purty*

  
30/9/21  
DR. DHARMENDRA RAJAK

Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Abdul Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

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Registration No-  
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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

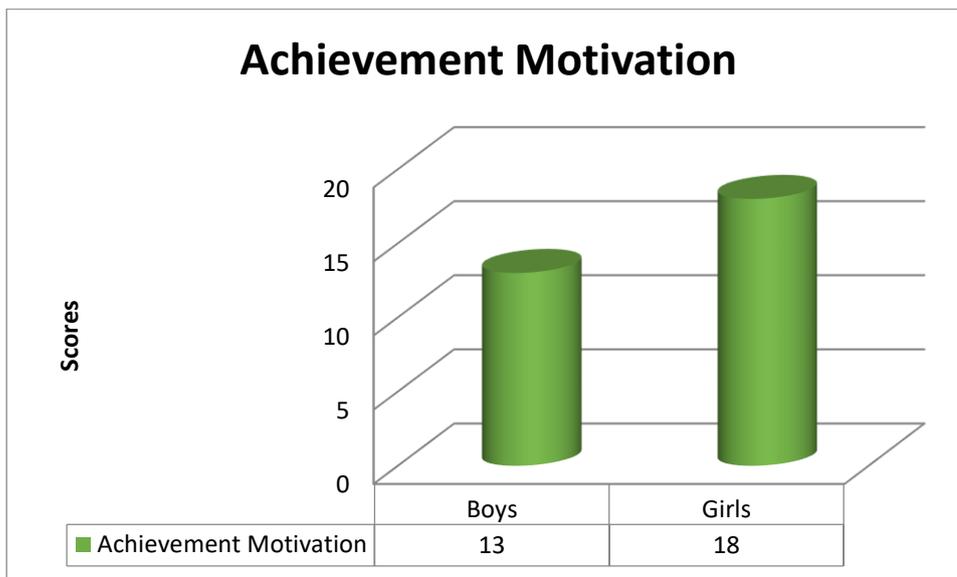


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 13 and girls was 18. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

- Adsul, R. K., Kamble, V., & Sangli, K. W. (2008). Achievement motivation as a function of gender, economic background and caste differences in college students. *Journal of the Indian Academy of Applied Psychology*, 34(2), 323-327.
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- World Health Organization. (2012). Adolescent mental health: mapping actions of nongovernmental organizations and other international development organizations.

## CERTIFICATE

This is to certify that the Project of entitled "**A comparative study of Achievement Motivation Among Adolescents**" is an authentic work carried out of the Project Work independently by **Purnima Patro**, Roll no.-202606305757 and Reg no.-KUI1513461/2015 under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Purnima Patro** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/9/2021

*Purnima Patro*

  
30/9/21  
**DR. DHARMENDRA RAJAK**

Assistant Professor  
P. G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined

*(Michael Deep)*  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
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Registration No-  
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Session-2019-2021

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Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

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Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

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In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

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Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

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Dholakia Ketan C. & Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students "the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in

the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salili (1996) investigated the gender differences in achievement motivation. The study was conducted on British high school and Chinese students, Results revealed that female subjects of both the cultures had higher scores than the males.

Shekhar & Devi (2012) studied achievement motivation in college students and found that boys and girl are significantly different on levels of achievement motivation. Girls are more motivated than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

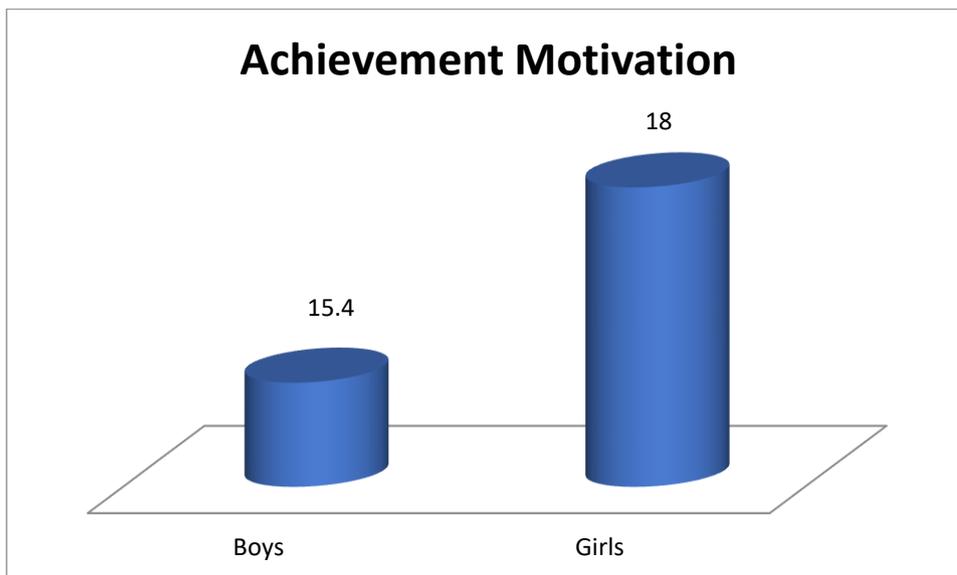


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 15.4 and girls was 18. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

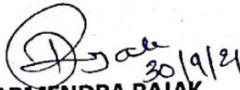
This is to certify that the Project of entitled "***A comparative study of Achievement Motivation Among Adolescents***" is an authentic work carried out of the Project Work independently by **Sheela Tiriya, Roll no.-202606305758 and Reg no.-KU1516263/2015** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Sheela Tiriya** is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30-09-21

Sheela Tiriya

  
Dr. DHARMENDRA RAJAK  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Bishal Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

Name of the Student-  
**Sheela Tiriya**

Registration No-  
KU1516263

Roll No-202606305758  
Session-2019-2021

Department of Psychology  
Kolhan University,  
Chaibasa

Name of the Supervisor  
**Dr Dharmendra Rajak**

**Assistant Professor**  
PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

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### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

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- Participants having history of psychiatric illness
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### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet.
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## **DESCRIPTION OF THE TOOLS**

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The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

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## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motivation.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

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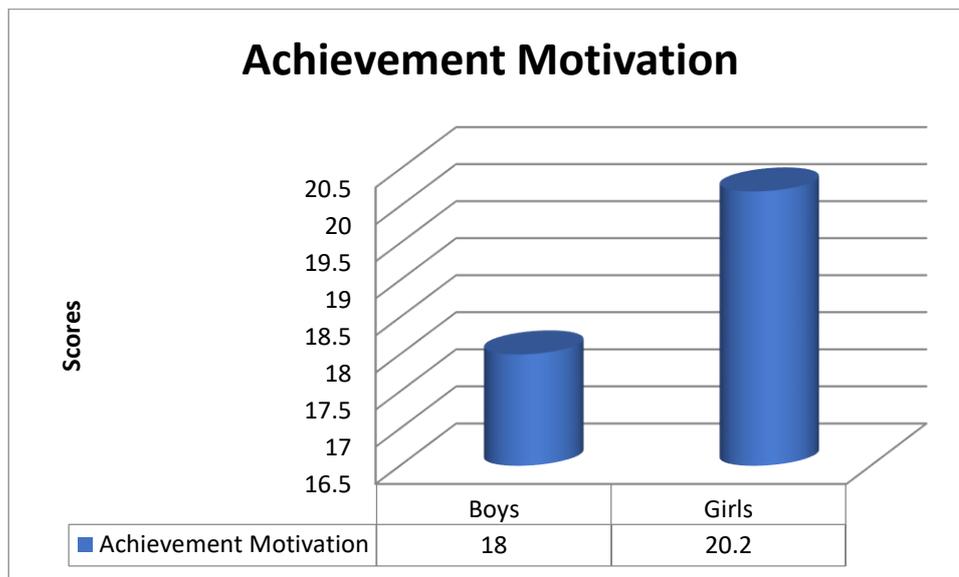


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 18 and girls was 20.2. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high Achievement Motivation as well as better Achievement Motivation in comparison to boy’s subjects. These study also supported by Chaturvedi (2004), Kaur (2004) and Salili (1996).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that girls subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
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## CERTIFICATE

This is to certify that the Project of entitled "*A comparative study of Emotional Intelligence Among Adolescents*" is an authentic work carried out of the Project Work independently by **Babulal Murmu** Roll no. - **202606305759** and Reg no. - **KU1614229** under My Supervision and Guidance, In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Science of Kolhan University, Chaibasa.

I further certify that inhabit and character **BABULAL MURMU** is partial fulfillment of the requirements for the project work.

Place: - Chaibasa

Date: 30/09/2021

*Babulal Murmu*

**Prof. Mahesh Prasad Ray**

Head

P.G. Department of Psychology  
Kolhan University, Chaibasa

*M Prasad*  
30/09/21

Examined

*Deep*

30/09/21

# **A Comparative Study of Emotional Intelligence Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

**PG Department of Psychology (M.A.)  
Kolhan University, Chaibasa, Jharkhand-833202(India)**

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**Babulal Murmu**

Registration No-  
KU1614229

Roll No-202606305759  
Session-2019-2021

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Name of the Supervisor  
**Prof. Mahesh Prasad Ray**

**Head**

PG Department of Psychology  
Kolhan University, Chaibasa  
Jharkhand

## **INTRODUCTION**

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

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Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programmed should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain

all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering,

fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to individual differences in the capacity to perceive emotions, to use emotions in productive ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling.

Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one's Emotional intelligence.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of People Skills which was labeled as Emotional Intelligence by Salovey and Mayer in 1990, who has really brought the concept to the fore front. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920's and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key People skills-a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both Intellect and Emotional, abilities including

perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 2000). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that **IQ + EQ =Success.**

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

## **REVIEW OF RELATED LITERATURE**

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The review of earlier studies conducted in related area are as following:

Tyagi M. & Bansal S. (2021) A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi. the study of emotional intelligence of urban and rural senior secondary students. Objectives–1. To study emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Hypothesis–1. There is no difference in emotional intelligence of girls’ and boys’ urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls’ and boys’ rural students with regard to their different constituent aspect of emotional intelligence. Methodology Sample-Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls’ and 50 boys’ studying in 12<sup>th</sup> class were selected randomly. Variables-Dependent variable is emotional intelligence and independent variables is gender. Research tool–Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. Statistical tools–Means, standard deviations and t test used. Conclusions–Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Ahuja (2016) conducted a survey on “A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment.” The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analyzed by t’ test and Karl Pearson’s Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys

but in adjustment, boys significantly outperformed girls. Statistically insignificant difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

Pooja Verma and Pubalin Dash (2014) conducted study on Gender and Emotional Intelligence of Collage going students. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female. All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized “Emotional Intelligence Test” by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010).

Katyal and Awasthi (2005) Conducted study on studied the gender differences in emotional intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75 girls) aged 15 years, studying in X class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting the data. For analyzing the data, Percentage and t-test was used. The findings revealed that girls were found to have greater emotional intelligence than boys.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Emotional Intelligence among Adolescents**” has been undertaken to compare the difference between boys and girls on their emotional intelligence.

#### **Hypothesis**

There will be no difference between boys and girls on Emotional Intelligence.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years having emotional intelligence were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

## **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Mangal Emotional Intelligence Inventory

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Mangal Emotional Intelligence Inventory**

Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, (2004) Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida. This Inventory has been designed for use with Hindi and English knowing school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness(Knowing about one's own emotions), Inter-personal awareness(Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using

Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Emotional Intelligence Scale.

### **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

The present research study “A Comparative Study of Emotional Intelligence among Adolescents” was conducted to understand the emotional intelligence between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Mangal Emotional Intelligence Inventory.**

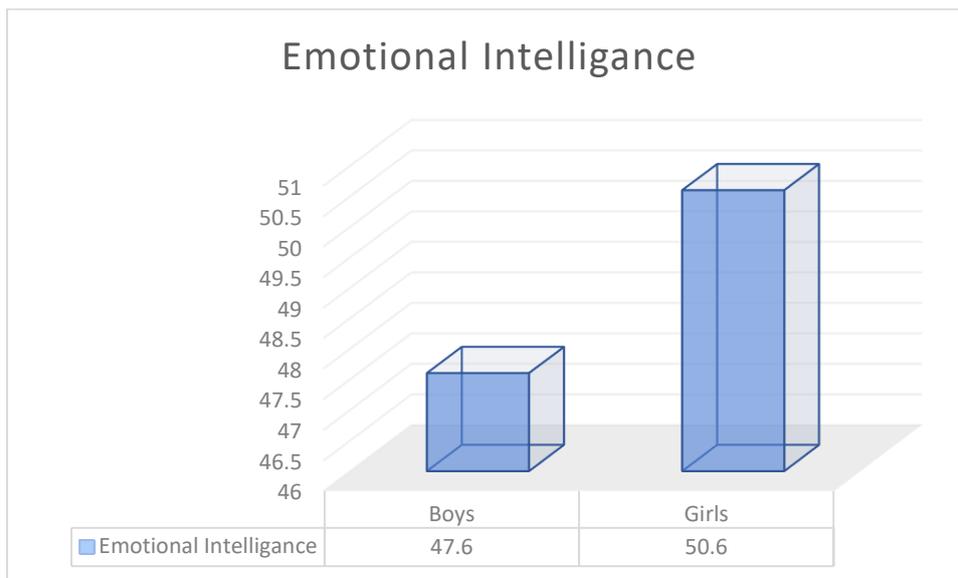


Figure 1 shows the comparison of emotional intelligence between boys and girls on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 47.6 and girls was 50.6. Result shows that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy’s subjects. These study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014) and Katyal and Awasthi (2005).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girl's subject exhibited high scores of emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

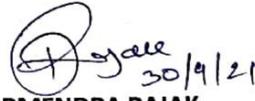
This is to certify that the Project of entitled "*A comparative study of Achievement Motivation Among Adolescents*" is an authentic work carried out of the Project Work independently by **Kamal Kamini Jena**, Roll no.- 202606305760 and Reg no.-KU1900549/2019 under My Supervision and Guidance ,In fulfillment of the requirements for the project work in Psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character **Kamal Kamini Jenais** partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30.9.2021

Kamal Kamini Jena

  
Dr. DHARMENDRA RAJAK  
Assistant Professor  
P.G. Department of Psychology,  
Kolhan University, Chaibasa.

Examined  
Aishal Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

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Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement instudents with their gender and father's occupations. The samples consisted of 160 students, inthat 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

DholakiaKetan C. &Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students"the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motive Test.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

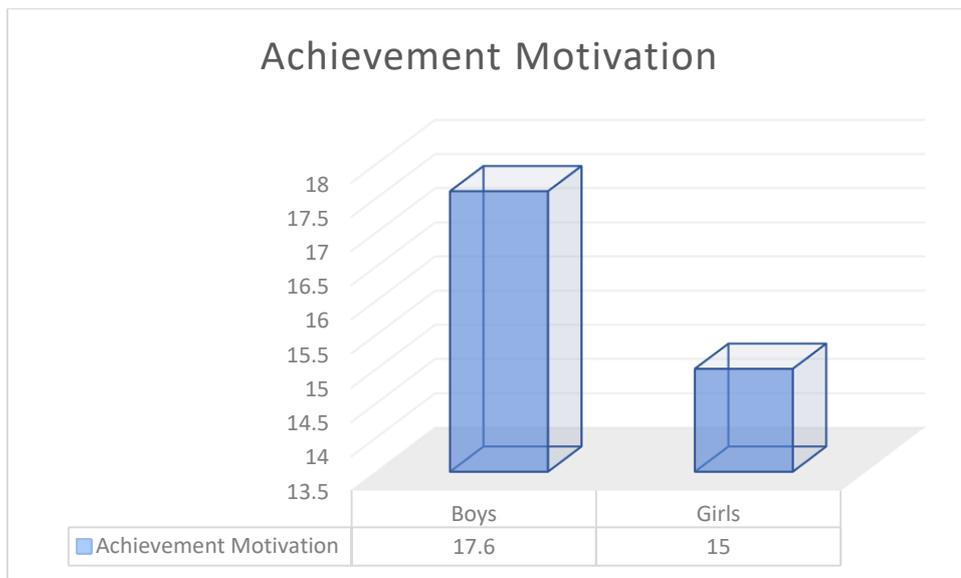


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 17.6 and girls was 15. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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## CERTIFICATE

This is to certify that the Project of entitled "A comparative study of Achievement Motivation Among Adolescents" is an authentic work carried out of the Project Work independently by Madhuri Kumari, Roll no.- 202606305761 and Reg no.-KUI513459/2015 under My Supervision and Guidance, In fulfillment of the requirements for the project work in psychology. In the faculty of Social Sciences of Kolhan University, Chaibasa.

I further certify that inhabit and character Madhuri Kumari is partial fulfillment of the requirements for the project work.

Place:-Chaibasa

Date: 30/09/2021

Dr. DHARMENDRA RALAK

Assistant Professor  
P.G. Department of Psychology,  
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Madhuri Kumari

Examined  
Gopal Deep  
30/09/21

# **A Comparative Study of Achievement Motivation Among Adolescents**

A Project Work submitted to Department of Psychology, Kolhan University, Chaibasa for the partial fulfillment of the Degree of Master of Psychology  
(M. A.)  
(Faculty of Social Sciences)



**Submitted**

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## INTRODUCTION

Adolescence is one of the imperative periods of any individual's life with its innumerable and unique problems. This period of life is also considered as a cultural construct that varies across settings and contexts. The future of a nation depends on the quality of its population specially the youth. Thus in terms of the future health status of countries and regions, the period of adolescence can generally be considered as the "gateway" and the period of youth as the "pathway" to adult health. In many countries like India and Senegal, upto one third of the population are between the ages of 10 and 24. On the other hand, in countries such as France, the demographic pyramid long ago evolved into a cylinder that is with fewer young people supporting a larger ageing population. In emerging economies such as the Republic of Korea this phenomenon is becoming more and more prevalent. Some transitional economies, in particular the Russian Federation, are experiencing rapid drops in fertility even to below replacement levels but still have a sizeable youth population.

World Health Organization (2012) defines Adolescence as the period of life between 10-19 years, youth as between 15-24 years and young people as those between 10-24 years. Adolescence poses many challenges as this is when they are confronted with dynamic and biggest changes such as physiological, biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. An adolescent's inability to confront and deal with a developmental challenge successfully may result in unhelpful psychological, emotional and behavioural consequences. Adolescent development can be considered in terms of some inevitably occurring challenges namely, biological, cognitive, psychological, social, moral and spiritual (Newman & Newman, 2017).

Jean Piaget (1976) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

## **ADOLESCENCE AND THE SCHOOL**

According to McClland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from. The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society. The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

## **DEVELOPMENT OF ADOLESCENTS**

### **Physical Development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

### **Emotional Development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent's lives are intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression".

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

### **Social Development**

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

### **Mental Development**

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

### **Moral and Religious Development**

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.

The growing 'group feeling' makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

### **ACHIEVEMENT MOTIVATION**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

## **REVIEW OF RELATED LITERATURE**

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**The review of earlier studies conducted in related area are as following:**

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

Pany (2014) revealed that there is a significant difference in level of achievement motivation between girls and boys.

Raju P. Shah (2009)“A study of Achievement Motivation of secondary school students with relation to their gender & father’s occupation” this study aimed to know achievement instudents with their gender and father's occupations. The samples consisted of 160 students, inthat 80 boys and 80 girls with an equal member of students are service class and business class of father's occupations.

DholakiaKetan C. &Ashwin B. Jansari (2006) "A study of Achievement Motivation inventory among the secondary school students"the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex,69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

Adsul and Kamble (2008)“ study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed

that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes 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.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams.

Gurgova (2016) performed a research on 213 university students out of which 102 are women and 111 are men, she found that females are less motivated than males.

### **METHOD OF THE STUDY**

#### **Aims and Objectives**

Present study “**A Comparative Study of Achievement Motivation among Adolescents**” has been undertaken to compare the difference between boys and girls on their Achievement Motivation.

#### **Hypothesis**

There will be no difference between boys and girls on Achievement Motivation.

### **DESIGN**

**Research Design:** It was cross sectional research design.

**Venue of Research:** The study was conducted at PG Department of Psychology and data was collected from Chaibasa.

**Sample:** Twenty students with an age range between 14 to 19 years were selected through purposive sampling technique. Then, these 20 students, 10 were boys and 10 girls were selected.

### **INCLUSION CRITERIA**

- Boy and Girl Students were included
- Age ranging from 14 to 19 years
- Students who are able to read and comprehend English and Hindi.

### **EXCLUSION CRITERIA**

- Participants having history of psychiatric illness
- Family history suggestive of psychiatric illness
- Participants having epilepsy, other neurological disorders
- Participants having major/severe physical illness.

### **TOOLS**

**The following tools were used for data collection:**

1. Socio-Demographic Data Sheet
2. Achievement Motive Test By V.P. Bhargava (1984)

## **DESCRIPTION OF THE TOOLS**

### **1. Socio Demographic and Clinical Data Sheet:**

The data sheet was specifically designed to record relevant details of each case. The socio- demographic data sheet has been included information like age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history etc. which were the details regarding the patients.

### **2. Achievement Motive Test By V.P. Bhargava (1984)**

Achievement Motivation Test was developed by V.P. Bhargava (1984). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test- retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach a method as 0.76.

## **PROCEDURE**

In the present study 20 participants who were meeting the inclusion and exclusion criterion were selected through purposive sampling technique. Out of these 20 participants, 10 participants were boys and 10 participants were girls. The sample were selected from Chaibasa. The socio demographic data was collected from all the participants by using Socio-demographic and clinical data sheet. Then after the assessment of selected samples was done by using Achievement Motive Test.

## **STATISTICAL ANALYSIS**

The statistical analysis was done with the help of Statistical Package for Social Science-20 (SPSS-20). For the analysis of obtained data Mean and SD was calculated.

## RESULT AND DISCUSSION

The present research study “A Comparative Study of Achievement Motivation among Adolescents” was conducted to understand the Achievement Motivation between boys and girls. In the present study, as stated, the analysis of the data has been conducted with the help of SPSS-20.0 version. The data collected is presented below in tabular form.

**Figure-1: Shows the Graphical Representation of Boys and Girls on Achievement Motivation Scale.**

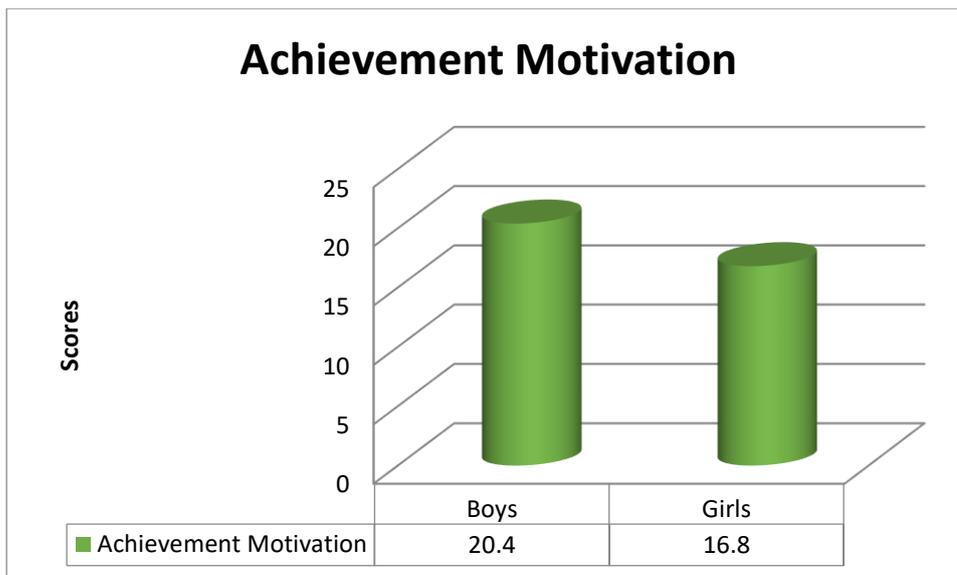


Figure 1 shows the comparison of Achievement Motivation between boys and girls on Achievement Motive Test. The present findings indicate that mean score of boys was 20.4 and girls was 16.8. Result shows that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high Achievement Motivation as well as better Achievement Motivation ability in comparison to girl’s subjects. These study also supported by Gurgova (2016), Pany (2014)and Adsul and Kamble (2008).

## **CONCLUSION**

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The present findings indicate that there was difference between boys and girls on Achievement Motive Test. Result also indicates that boys subject exhibited high scores of Achievement Motivation as well as better Achievement Motivation ability in comparison to girl's subjects.

### **LIMITATIONS**

The limitations of present study can be discussed as following:

1. Sample size was not large enough which made generalization of the result somewhat questionable.

### **FUTURE DIRECTIONS:**

1. Similar study should be undertaken with larger sample size.
2. Other variables can be considered in future studies.

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