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A STUDY ON RESILIENCE, EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION AMONG INDIAN STUDENTS

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Abstract

The study's goal is to evaluate students' resilience, emotional intelligence, and achievement motivation in India. The study examines the emotional intelligence, resilience, and academic achievement of male and female college students through their college years. The researcher is particularly interested in the connections between emotional intelligence, resilience, and achievement motivation and stress experiences in college. The t-test indicated that the Indian male and female students are on higher scale on resilience (F = 85.67), emotional intelligence (F = 72.27) and achievement motivation (F = 100.51).

Keywords: Emotional Intelligence, Resilience, Achievement Motivation, Students.

Introduction

Block and Block (1980) defined resilience as the 'The ability of an individual to change their modal degree of ego control in either direction as a consequence of environmental demand characteristics.' According to Wagnild and Young (1987), resilience connotes emotional stamina and is used to describe individuals, who display courage and adaptability in the wake of life's misfortunes. Mayer et al. (2001) have suggested that emotional intelligence (EI) is a true form of intelligence, which can be defined as "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion." "Emotional intelligence is an assortment of noncognitive capacities, talents, and skills that impact one's capacity to manage in coping with environmental demands and pressures," according to Bar-On (2010). Achievement motivation is a well-studied issue in both psychology and education, and it's best understood by looking at the definitions of "achievement" and "motivated" individually. Typically, achievement emphasizes the value of achievement and attainment, as well as the effort required (Mandel & Marcus, 1988). Motivation is associated with a person's motivation for participation in an activity, as well as the amount to which the individual maintains the activity and his or her tenacity in doing so (Graham & Weiner, 1996). It has been linked to academic self-concept (Marsh & Ayotte, 2003), academic self-efficacy (Bong &Skaalvik, 2003), and gender differences. Achievement motivation is an important topic for psychologists and students (Mandel & Marcus, 1988).

Resilience, Emotional Intelligence and Achievement Motivation

Resilience describes a category of phenomena characterized by great results in spite of severe risks to development" or adaptation (Wagnild& Young, 1987). Social systems and cultures might in addition be considered "resilient," though we have to better comprehend unique psychology of resilience first. Scientists have reported that resilience is due to people who, in the face of tremendous adversity, are in a position to bring equilibrium to the lives of theirs and also stay away from potentially deleterious effects of stress (Rutter, 1987). Studies on students have centered on attempts to know how all those growing up in negative situations effectively avert later stress and disorders (Byrne et al., 1986).

Alongside the debate about exactly how resilience must be defined, there's been considerable debate around the conceptualization of resilience. Whereas definitions explain the significance of an expression, a concept is an abstract idea that's produced from a mix of consistent evidence and personal intuition. From the viewpoint of mental resilience, scientists have just recently performed concept-based analyses to elucidate essential attributes, consequences, and the antecedents of resilience (Windle, 2011). Adversity is regarded the fundamental antecedent of resilience, while effective adaptation is regarded the key consequence, as discussed in the previous section. A key argument that has emerged from the research is the understanding of resilience as a process or an attribute. When resilience is considered a quality, it is seen to be one of a range of characteristics that allow people to adapt to their surroundings. (Davidson and Connor, 2003). Block and Block (1980) used the phrase "ego resilience" to describe a group of attributes that indicate fundamental resourcefulness, character strength, and the ease with which people operate in response to changing environmental demands. Excessive levels of ego resilience were associated with feelings of power, optimism, curiosity, and the ability to detach and analyze difficulties. These characteristics are known as safety factors, which Rutter (1985) defined as "influences that vary, alleviate, and modify an individual's behavior to many green hazards that predisposes to some maladaptive consequence."

Emotional intelligence (E.I.) is a term that represents our ability to recognize and control emotions in ourselves and others (Goleman, 2001). Mayer and Salovey (1990) described emotional intelligence as "The capacity to observe one's own as well as others' emotions and feelings, distinguish between them, and then use that information to guide one's actions and thoughts." According to this hypothesis, Emotional intelligence is separated into two groups: strategic and experiential. Each location is further subdivided into two branches, ranging from simple psychological activities to significantly more complex processes including cognition and emotion. The ability to be self-aware of emotions and to appropriately convey emotional needs and emotions to others is the first branch, mental perception. Emotional perception includes the capacity to discriminate between dishonest and genuine emotional responses. The ability to identify among the many emotions you are feeling, as well as to determine all those that are affecting their mental processes, is the next section, emotional absorption. The capacity to grasp complicated emotions and to recognize transitions from one person to the other are the third branch, emotional understanding. Finally, emotion management is the capacity to link and disengage from an emotion depending on how beneficial it is in a certain context (Salovey and Mayer, 1997).

Achievement motivation is a commonly researched subject in both the areas of education and psychology and might be best understood by evaluating the meanings of "motivation" and "achievement" separately. Achievement typically stresses the value of attainment and accomplishment with effort involved (Marcus and Mandel, 1988). Motivation pertains to an individual's reason behind doing an exercise, the level to which a private pursues the task, and also the perseverance of the single (Weiner and Graham, 1996). Achievement motivation is a crucial concern for students and psychologists since it's been correlated with academic self-concept, academic self efficacy, character traits, developmental level, as well gender differences (Mandel and Marcus, 1988).

Achievement Motivation is the mindset to get instead the achievements themselves. It may be looked at as extended person intrinsic motivation since its reinforcement is delayed. It comes up from an interaction within the individual. Achievement motivation is "a pattern of preparation of steps and of thoughts associated with working to attain several internalized standards of excellence, as contrasted for instance, will friendship" or power as academic achievement isn't a characteristic of cognitive variable alone the emphatic pressure on the contribution of the mental variable is essential. Study indicates there's an interest in Achievement Motivation as it pertains to students. Numerous scientific studies are performed to learn what motivates students. With these experiments came suggestions regarding how to predict an individual's job performance (Atkinson, 1999).

Research Methodology

For the purpose of study, 166 college students from India aged 20-24 – from graduate students of Arts faculty with equal representation of gender were selected. All these individuals were selected from college students in Pune city (India) only. Purposive sampling method was used for data collection. Following psychological tests were used for the study:

1. Wagnild& Young's Resilience scale (1987)
2. Emotional Intelligence Scale by Bar_On and Parker (2000)
3. Achievement Motivation Scale by Hermans (1970)

The present research is designed to study psychological aspects of Indian college students as discussed above. Comparative research design (2 x 2 factorial designs) was employed. The components of the proposed research design are as follows:

ProposedVariable Inputs

Dependent Variables	Independent Variable	Control Variables
Resilience	Nationality (Indian)	Age
Emotional Intelligence	Gender (male, female)	Qualification
Achievement Motivation		

Demographic Characteristics of Participants

	Gender				Total	
	Male		Female			
	n	%	n	%	n	%
Indian	82	24	84	25	166	49

Note. N = 341. Participants' age ranged from 20 to 24 years old. (Mean = 21.27 SD = 1.07)

The following statistical methods were used for the study - Mean, standard deviation and standard error of mean for each of the measures were computed. In the analysis, Two-way ANOVA (2 x 2 factorial models) was employed.

Results and Conclusion

The normality of the variables was checked using a normal probability plot (P-P plot). The approach of boxplot (summaries of different variables) was used to check for and remove outliers. Table 1 contains descriptive data and a two-way ANOVA (2 x 2 factorial design), whereas Table 2 contains descriptive statistics and a t test for Indian male and female students.

Table. 1.Mean, standard deviation, and tests of between-subjects effects

Dependent Variable	Source (IV)	Level	N	M	SD	F ratio	df	η^2
Emotional Intelligence	Nationality	Indian	166	440.71	37.97	72.27**	1	.177
		Male	172	426.63	41.72			
	Gender	Female	169	419.11	41.65	3.89*	1	.011
Resilience	Nationality	Indian	166	131.37	13.82	85.67**	1	.203
		Male	172	125.42	14.52			
	Gender	Female	169	123.75	14.98	1.78	1	.005
Achievement motivation	Nationality	Indian	166	45.96	6.94			
		Male	172	41.83	7.82	100.51**	1	.230
	Gender	Female	169	42.82	7.07	1.19	1	.004

(**p < 0.01) (*p < 0.05)

Table. 2.Mean, SD, and t test value of emotional intelligence, resilience, and achievement motivation for Indian male and Indian female Students

Variable	Indian male		Indian female		t (164)
	M	SD	M	SD	
Emotional intelligence	442.27	39.29	439.10	36.81	.528
Resilience	131.76	13.06	131.01	14.62	.357
Achievement motivation	46.62	6.72	45.34	7.16	1.173

Note. Indian male (n = 82) and Indian female (n = 84). The result of t test (assuming unequal variance) is shown. (**p < 0.01) (*p < 0.05).

It was found that Emotional intelligence is found higher in India students, F = 72.27, p < 0.01, η^2 = .177, also Emotional intelligence is found higher in male students compared to female students, F = 3.89, p < 0.05, η^2 = .011. The Resilience was noted on the higher side F = 85.67, p < 0.01, η^2 = .20. While, Achievement motivation was also on a higher side of the students, F = 100.51, p < 0.01, η^2 = .23. Overall, there was no discernible difference in resilience between male and female students. Similarly, there was no discernible difference in accomplishment motivation between male and female students. As a result of the t-test, it was shown that Indian male and female students have better emotional intelligence. The resilience and achievement motivation of Indian male and female students are higher.

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