

## **ACHIEVEMENT MOTIVATION AND EMOTIONAL INTELLIGENCE AMONG MEDICAL COLLEGE STUDENTS**

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### **Abstract:**

This study investigates the difference & relationship between achievement motivation and emotional intelligence (EI) among medical college students. Achievement motivation, defined as the drive to attain goals, and emotional intelligence, the ability to identify, understand, and manage emotions, are crucial for academic and professional success in the medical field. In the present study where a total sample consists of 100 medical students participated from GMC, Nandurbar. Standardized questionnaires, such as the Achievement Motivation (Achievement Motivation Inventory), and emotional intelligence (Emotional Quotient Inventory). 't' test and Pearson Correlation test was incorporated to reach the final findings. There is no significant difference between Male and Female medical college students among achievement motivation. There is no significant difference between male medical college students and female medical college students among emotional intelligence. and significant positive Correlation between achievement motivation and emotional intelligence.

**Keywords:** *Achievement Motivation, Emotional Intelligence, Medical College Students*

### **Introduction:**

During the last few years, psychologists have been trying to find out answers to questions such as, "Who will be successful in education?" Why some people despite having high intelligence coefficient in education and the post-education processes, they experience huge failures? "How is the role of intelligence co efficiency in the success of the students especially the academic one?" Other than intelligence co efficiency are there other factors effective in academic success? "Scientists have done researches that tremendously have changed the traditional view of Intelligence Quotient (IQ) and its effects on humans' lives. Educational institutions are known by the teachers and the students they develop. The intangibles i.e., the human assets are of top priority to impart quality education. The relationship between student and teacher plays a large role in the path of a child's academic success and social development. Establishing a positive relationship with their teacher helps a student feel more comfortable and safer in their classroom environments. Emotional intelligence can help in creating an enthusiastic learning environment, students' satisfaction, and efficient administration, useful vision for the future and achieving student's development. Hence, educational management will also do well if they incorporate practices of emotional intelligence, thus leading to emotional quality management in the colleges, supporting today's young students.

**Achievement motivation** - Achievement motivation refers to the drive or desire to accomplish goals, excel, and succeed. It involves setting and striving toward personal or professional targets and often encompasses the following components:

**Intrinsic Motivation** - This is the internal drive to achieve goals for personal satisfaction and growth. People motivated intrinsically enjoy the process and find fulfilment in the task itself.

**Extrinsic Motivation** - This is driven by external rewards or recognition, such as money, status, or praise. People with high extrinsic motivation are motivated by the outcomes or benefits they will receive from achieving their goals.

**Goal Setting** - Setting clear, specific, and challenging goals can enhance achievement motivation. Goals provide direction and a sense of purpose, and achieving them can boost confidence and motivation.

**Self-Efficacy** - This is the belief in one's ability to succeed. High self-efficacy can increase persistence and effort, while low self-efficacy can lead to avoidance of challenging tasks.

**Feedback and Progress** - Regular feedback and tracking progress can help maintain motivation. Seeing progress toward a goal can be encouraging and can reinforce the desire to continue working toward it.

**Achievement Goals** - Different types of achievement goals include mastery goals (focused on self-improvement) and performance goals (focused on demonstrating ability relative to others). Both can influence motivation in different ways.

**Emotional intelligence** - Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and use emotions effectively in one and others. It involves several key components:

**Self-Awareness** - The ability to recognize and understand your own emotions and how they affect your thoughts and behaviour. This includes being aware of your strengths and weaknesses.

**Self-Regulation** - The capacity to manage your emotions in a healthy and constructive manner. This involves controlling impulses, maintaining composure, and adapting to changing circumstances.

**Motivation** - The drive to pursue goals with energy and persistence, often fuelled by internal factors such as personal values and aspirations rather than external rewards.

**Empathy** - The ability to understand and share the feelings of others. Empathy involves recognizing others' emotional states and responding to them appropriately.

**Social Skills** - The ability to manage relationships effectively, communicates clearly, and handle social interactions in a way that fosters positive connections and collaboration.

**Medical Students** - Medical students are defined as individuals enrolled in undergraduate or graduate programs in medical fields, respectively. In this study, they are categorized based on their field of study.

**Gender Differences** - Gender differences refer to the measurable variations between male and female students in terms of achievement motivation and emotional intelligence. These differences are quantified using psychometric scales, with gender being categorized as a binary variable (male or female).

## Review of Literature

**Singh (2001)** study of comparison of male and female managers with respect to emotional intelligence reported that there is no significant difference between emotional intelligence of male and female.

**Rabideau (2005)** define motivation as a driving force behind all the actions of an individual. The needs and desires of an individual have a strong impact on the direction of his/his behaviour. Motivation is based on emotions and achievement related goals. The is term also used in a general sense to refer to a person's arousal desire for participation in the learning process (Ardord, 2006).

**Parveen (2007)** studies achievement of 724 students among them 410 were female and 314 were male students. Results of this study indicate that male and female differ significant on achievement mean value for female students was higher that of male students. Therefore, it was concluded that performance of female students was better than male students.

**Shankman et al. (2010)** studies emotional intelligence of 566 students from 139 colleges and Universities in the United States. Finding of this study indicate that women demonstrate significantly higher levels of emotional intelligence leadership in the constructs of consciousness of self and consciousness of other.

**Samuel,(2011).** This study looked at the association between teenage psychological health and the Big Five Personality traits, as well as the moderating effect of emotional intelligence in that relationship. Psychological well-being was found to have a substantial link with both emotional intelligence and Personality traits. The association in neuroticism, extraversion, and psychological well-being was mediated by emotional intelligence. Future research directions and implications for counselling teenagers are indicated.

**Klootwijk et al. (2021)** found that adolescent's academic motivation was lower on online classes compared with physical school days. Mak (2021) confirmed that children in India were significantly less motivated to learn during the pandemic and he revealed that a child's motivation to learn at home was associated with a variety of factors, including household income, parents' employment status, child's academic achievement, and parent's enjoyment of home-schooling. Bembenuddy et al. (2000) discovered students' self-efficacy is often viewed as the more influential variable on their achievement.

## Objectives:

1. To find out the difference in achievement motivation among medical college students.
2. To find out the difference in emotional intelligence among medical college students.
3. To find out the correlation between achievement motivation and emotional intelligence among medical college students.

## Hypotheses:

1. There is no significant difference in achievement motivation between male and female students.
2. There is no significant difference in emotional intelligence between male and female students.

3. There is no significant relationship in achievement motivation and emotional intelligence among medical college students.

**Sample:**

In the present study total sample consists of 100 medical college students out of 50 male and 50 female students were selected from government medical college in Nandurbar district. The sample selected by using the random sampling methods.

**Variables:****Independent variable**

- 1) Gender - Male and Female medical college students

**Dependent variable**

1. Achievement motivation
2. Emotional intelligence

**Tools :****1. Achievement Motivation Test –**

Achievement motivation Scale (n-Ach)-DM developed by Prof. Pratibha Deo and Dr. Asha Mohan. This inventory is based on five point rating scale and there will contain 50 items. The scale's reliability was confirmed using the test-retest method, and its validity was established through the high-low discrimination methods, with a concurrent validity coefficient of 0.54.

**2. Emotional Intelligence Test –**

Emotional intelligence scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain. This scale is meant for use from 12 years and above. The scale contains 31 items. Reliability it was found to be 0.86 alpha coefficients, which was significant at .01 level.

**Result and discussion:**

**Table no. 1.** shown that Mean, SD and T- value of Achievement Motivation of Medical College Students.

Medical College Students	Achievement Motivation			
	N	M	SD	t
Male	50	77.5	.68	.52
Female	50	74.8	.63	

The table no.01 shown that the mean value of male medical college students is 77.5, female medical college students is 74.8, the SD value of male medical college students is .68 and female medical college students is .63 and the t value is .52 the all-value show that there is no significant difference between male medical college students and female medical college students among achievement motivation. The null hypotheses are accepted at 0.01 level of significance.

**Table no. 2.** Shown that Mean, SD and T- value of Emotional Intelligence of Medical College Students.

Medical College Students	Emotional Intelligence			
	N	M	SD	t
Male	50	84.12	68.4	.89
Female	50	79.09	62.21	

The table no.02 shown that the mean value of male medical college students is 84.12, female medical college students is 79.09, the SD value of male medical college students is 68.4 and female medical college students is 62.21 and the t value is .89 the all-value show that there is no significant difference between male medical college students and female medical college students among emotional intelligence. The null hypotheses are accepted at 0.01 level of significance.

**Table no. 3. Correlation between variables.**

Variables.	N	M	SD	r
Achievement Motivation	50	24.08	13.64	.93
Emotional Intelligence	50	21.26	06.09	

Table 3 presents the correlation between achievement motivation and emotional intelligence. The mean scores for achievement motivation and emotional intelligence were found to be 24.08 and 21.26, respectively. Correlation coefficient 'r' of 0.93 was obtained. This indicates a significant positive relationship between achievement motivation and emotional intelligence.

#### Conclusion:

1. There is no significant difference between male medical college students and female medical college students among achievement motivation.
2. There is no significant difference between male medical college students and female medical college students among emotional intelligence.
3. This indicates a significant positive relationship between achievement motivation and emotional intelligence.

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