



Academic Motivation of Adolescents in Relation to their Social Intelligence

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ABSTRACT

The present study was carried out on 300 adolescents from Panipat district of Haryana state. Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship between aspects of academic motivation of adolescents. The scale included four dimensions namely; extrinsic motivation –identified, extrinsic motivation- introjected, extrinsic motivation –external regulation and amotivation. Results revealed that extrinsic motivation –identified were correlated with extrinsic motivation –introjected ($r = 0.68^{**}$), and extrinsic motivation –external regulation ($r = 0.57^{**}$). Extrinsic motivation –external regulation were correlated extrinsic motivation –identified extrinsic motivation – introjected ($r = 0.68^{**}$). Amotivation were correlated with extrinsic motivation –introjected ($r = 0.76^{**}$) and Social intelligence scale by Chadda and Ganeshan (1986) was used to assess the relationship between aspects of social intelligence of adolescents. Results revealed that patience were significantly correlated with co-cooperativeness ($r = 0.22^{**}$), confidence ($r = 0.21^{**}$), sensitivity ($r = 0.31^{**}$) and non significantly tactfulness ($r = 0.10$). Confidence was significantly correlated with patience ($r = 0.21^{**}$). Sensitivity were significantly correlated with patience ($r = 0.31^{**}$) and confidence ($r = 0.29^{**}$). Results revealed that Academic motivation and social intelligence of respondents was positively and significantly correlated in three blocks namely; Panipat ($r = 0.99^{**}$) Bapoli ($r = 0.32^{**}$) and Smalkha ($r = 0.27^{**}$)

KEYWORD: Academic motivation, social intelligence, adolescents and blocks

INTRODUCTION

Social Intelligence is when a child is able to meet with other children, and win with their support. It is a combination of sensitivity to the needs and interests of others, sometimes called your “social radar,” an attitude

of generosity and consideration, and a set of practical skills for inter-acting successfully with people in any setting. Social Intelligence provides a highly accessible and comprehensive model for describing, assessing, and developing social intelligence at a personal level. Dealing with social situations depends upon the person's ability. Socialization of the child starts when the child is born. The time of adolescence can be thought as full of risk, particularly during the transition from middle school to high school. Therefore academic motivation during adolescence has become an increasingly important issue for educators and changes in motivation have become an area of emerging research interest for researchers (Turner & Patrick, 2008).

So, adolescents need academic motivation that occurs during the transitions to middle school and high school age (Skinner et al., 2008). Motivation has been defined as the attribute that “moves” us to do or not do something. Academic motivation is multidimensional in nature, and is comprised of three global types of motivation: intrinsic motivation, extrinsic motivation, and amotivation (Deci and Ryan, 2000). Lepper et al. (2005) postulate that intrinsic and extrinsic motivation may be largely orthogonal dimensions of motivation in school, and developing both intrinsic and extrinsic motives can be adaptive for students. Within-domain interrelations among these motivation constructs were generally consistent with previous research. More important, consistent patterns of relations were observed in four different academic domains within each age group (Bong, M., 2001). Teacher support has been associated with greater school/academic engagement and motivation, as well as better academic performance Demaray and Malecki (2006).

Academic motivation is considered a prerequisite for success in academic settings. It can be considered as extended person- intrinsic motivation which arises from an interaction within the person. Achievement motivation is “a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship. Social intelligence helps to maintain a state of harmony in oneself and finally motivate deal with the challenges of living and learning in educational institutions (Saxena and Jain, 2013). Social intelligence is defined as awareness of the motivations of self and others and the ability to flourish in social situations (Park & Peterson, 2006; Peterson & Seligman, 2004). Social intelligence appears to be one of the important psychological abilities that relate to success in life as students low on social- emotional intelligence face more difficulties to deal with others which undermines their academic motivation (Drago, 2004). Academic motivation and social intelligence level of adolescents, dependency of academic motivation on social intelligence and most interesting by the indicators of the academic motivation and social intelligence.

METHODS

Participant

A sample of 300 hundred students studying in the age group of 13-14 years and studying in the 8th grade. These adolescents were selected from six government schools from three Block of district Panipat. The boys and girls were included in the sample.

Instrument

Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship between aspects of academic motivation of adolescents and Social intelligence scale by Chadda and Ganeshan (1986) was used to assess the relationship between aspects of social intelligence of adolescents.

Statistical Analysis

Descriptive analysis and Correlation coefficient was used to analysis the results.

Procedure

Present study was conducted purposively at rural government schools of the district Panipat of state Haryana. Random sampling procedure was used to select the sample. A sample of 300 hundred students studying in the age group of 13-14 years and studying in the 8th grade. These adolescents were selected from six government schools from three Block of district Panipat. The boys and girls were included in the sample. Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship between aspects of academic motivation of adolescents and Social intelligence scale by Chadda and Ganeshan (1986) was used to assess the relationship between aspects of social intelligence of adolescents.

RESULTS AND DISCUSSION

Correlation between aspects of academic motivation

Displayed correlation between aspects of academic motivation. It was found that extrinsic motivation – identified were correlated with extrinsic motivation –introjected ($r = 0.68^{**}$) and extrinsic motivation –external regulation ($r = 0.57^{**}$). Results supported by Sikhwari (2004) who observed that intrinsic motivation seems to be the most desirable form of motivation, and extrinsic motivation also proved to be important in some educational settings.

Extrinsic motivation –external regulation were correlated extrinsic motivation –identified extrinsic motivation – introjected ($r = 0.68^{**}$). Extrinsic motivation –external regulation were correlated with extrinsic motivation –identified. Chowdhury et al. (2007) viewed that motivation is inner drive that directs students' behavior

towards the fulfillment of their goal. Result revealed that extrinsic and intrinsic motivation has positive relationship with academic motivation.

Another aspects amotivation were correlated with extrinsic motivation –introjected ($r = 0.76^{**}$). Amotivation is undesirable and not conducive to academic motivation at all. Rodriguez (2009) agreed the intrinsic motivational properties linked to the academic self-concept as students with positive academic self-concepts are more likely to be intrinsically motivated and more likely to achieve academically. Results revealed that aspects of academic motivation was significantly positively correlated. Ahmed and Bruinsma (2006) found that academic motivation was positively related to academic achievement. Also found that the positive relationship between academic self-concept and intrinsic motivation significant. Therefore, those the students felt positive about themselves and their academic abilities were more intrinsically motivated for academic tasks.

Table: 1 Correlation between aspects of academic motivation of Adolescents

Sr. No.	Aspects of Academic motivation	Aspects of Academic motivation			
		Extrinsic motivation – identified	Extrinsic motivation – introjected	Extrinsic motivation – external regulation	Amotivation
1.	Extrinsic motivation – identified	1.00	-	-	-
2.	Extrinsic motivation – introjected	0.68**	1.00		-
3.	Extrinsic motivation – external regulation	0.57**	0.68**	1.00	-
4.	Amotivation	0.09	0.76*	0.05	1.00

Correlation between aspects of social intelligence

It was evident that patience were significantly correlated with co-cooperativeness ($r = 0.22^{**}$), confidence ($r = 0.21^{**}$), sensitivity ($r = 0.31^{**}$). It was observed that patience was significantly correlated with co-cooperativeness, confidence, sensitivity and tactfulness. In another aspects confidence was significantly correlated with patience and sensitivity were significantly correlated with patience, confidence and tactfulness. Parto et.al. (2013) found that there was significant correlation between overall social intelligence and its all aspects which showed effective influence of

these aspects on overall social intelligence scores and non significantly tactfulness ($r = 0.10$). Confidence was significantly correlated with patience ($r = 0.21^{**}$) reported that confidence was found to be positive in respondents, the reason for this may be that it deals with the ability to develop firm trust in oneself and one's chances Buss (2000). sensitivity were significantly correlated with patience ($r = 0.31^{**}$) and confidence ($r = 0.29^{**}$) Results supported by Steinberg (1990) who revealed that adolescents who come from homes were better adjusted and socially more intelligent they were confident about their abilities and competent in areas of achievement.

Table: 2 Correlation between aspects of social intelligence

1.	Aspects of Social Intelligence	Aspects of Social Intelligence				
		Patience	Co-cooperativeness	Confidence	Sensitivity	Tactfulness
2.	Co-cooperativeness	0.22**	1.00	-	-	-
3.	Confidence	0.21**	0.02	1.00	-	-
4.	Sensitivity	0.31**	0.30**	0.29**	1.00	-
5.	Tactfulness	0.10	0.08	0.05	0.05	1.00

** Significant at 1% level of significance

Correlation between academic motivation and social intelligence in three blocks

Table 3 and correlation between academic motivation and social intelligence in three blocks. Academic motivation and social intelligence of respondents was positively and significantly correlated in three blocks namely; Panipat, Bapoli and Smalkha. The study also revealed that students with high, moderate and low academic motivation differ from one another on social intelligence.

Table: 3 Correlation between academic motivation and social intelligence

Sr. no.	Blocks	r- value
1.	Panipat	0.99**
2.	Bapoli	0.32**
3.	Smalkha	0.27**

** Significant at 1% level of significance

FINDING

All aspects of academic motivation and were significantly correlated with each other except amotivation respectively. Social intelligence was significantly correlated with each other. On block wise comparison in academic motivation and social intelligence significant difference was found in blocks namely; Panipat, Bapoli and Smalkha.

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