MOTIVATIONAL BELIEFS OF SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIAL INTELLIGENCE

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Abstract:

In the present study the investigator made an attempt to study motivational beliefs of secondary school students in relation to their academic anxiety. A sample of 500 students was taken. Motivational Strategies for Learning Questionnaire (Printrich, Smith, Garcia, & Mckeachic, 1991) and Social Intelligence Scale (SS) by Chadha (1971)) tools were used to collect the data. The findings of the present research revealed that 1. There is no significant difference in the motivational beliefs of boys and girls of secondary school. 2. There is no significant difference in motivational beliefs of secondary school students at high and low level of social intelligence. 3. There is positive and significant relationship between motivational beliefs and social intelligence of secondary school students. 4. There is no significant interaction effect of social intelligence and gender on motivational beliefs of secondary school students.

Key Words: *Motivational beliefs, social intelligence, Secondary School Students*

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Teaching learning process and curriculum is three important pillars of any educational system. If anyone among them weakens, the whole education system will be prone to be collapsed. A learner learns essentially through interacting with the environment and he needs a stimulating environment with a variety of experiences to arouse and sustain her/his curiosity and learning (Singh, 2004)

Recent education and psychological research highlights the role of multiple affective variables and specifically of motivational towards learning in pursuing educational goals (Boekaerts, 2001). Learning involves the cultivation of adaptive motivational beliefs. To the extent student develop the adaptive motivational beliefs, they are more likely to seek out challenges, take risk, persist in the face of difficulty and ultimately affect their academic anxiety.

The Latin root of the word "motivational" means "to move"; hence, in this basic sense the study of motivational is the study of action. Motivational involves a constellation of beliefs, perception, values, interest and action that are all closely related. As a result, various approaches to motivational can focus on cognitive behaviour (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs and attitudes). The subscales for the motivational scale are intrinsic goal orientation, extrinsic goal orientation, task value, control of learning and performance, and test anxiety.

Motivational beliefs are cognition-mediation variables that are constructed by the child through his success or failure experience, are influenced by the adults who interact with him, influences, subsequent efforts in the similar activities (Skinner, 1995). There are many theories of motivational that are relevant to students learning (Seiferd, 2004) namely:

(a) Self-efficacy beliefs,

(b) Task value beliefs and

(c) Goal orientations (Pintrich, 1999 and Wolters and Rosenthal, 2000).

Self-efficacy as one`s judgment of his ability to plan and execute actions that lead to achieving a specific goal (Bandura, 1986; Tanner and Jones, 2003). Self efficacy is a self-appraised belief concerning one`s competence to succeed in a task. It is supported that high self-

efficacy functions as incentive for the pursuing of a goal and low self-efficacy functions as barrier that urges to avoiding the goal (Hamilton and Ghatala, 1994; Seiferd, 2004).

Task value beliefs refer to the students` evaluation about the value of the task. A student may be motivated towards working on a task if the task itself is important, interesting and useful for him (Eccles, 1983; Pintrich, 1999).

Goal orientation refers to the student`s perception of the reasons, why to engage in a learning task. Intrinsic and extrinsic goal orientations are two classical distinctions. Intrinsic goal orientation is directly linked with the natural instincts, urges and impulses of the organism. Intrinsic goal orientation concerns the degree to which a student perceives himself to be participating in a task for reasons such as challenges, curiosity and mastery, using self-set standards and self improvement (Pintrich, 1999). Extrinsic goal orientation denotes that a student participates in a task for reasons such as grades, rewards, performance, evaluation by others and competition (Hamilton and Ghatala, 1994).

Expectancy components are another integral part of motivational which deals with control of learning beliefs efficacy for learning and learning refers to students beliefs that their efforts to learn will result in positive outcome. If students believe that their efforts to study make a difference in their learning and they can control their academic achievement, then they should be more strategic and efficient too (Eccles, Wigfield and Schiefele, 1998).

Test anxiety means worry and emotionality on the face of the individual as a result of academic demands which are perceived as self threatening. Too much anxiety about test is commonly referred to as test anxiety. When an individual feels positive, the level of his test anxiety comes down and when an individual feels negative the level of his test anxiety goes up (Meenakshi, 2002).

Intelligence also sensitizes the persons in making adjustment in his life. Intelligence is of various types like emotional, spiritual and social intelligence. All these types of intelligence and motivational beliefs indirectly or directly make the person adjustable in life.

Social intelligence is the ability to get along well with others and to get them cooperates with you. Social intelligence includes an awareness of situation and the social dynamic that govern them, and knowledge of interaction styles and strategies that can help a person to achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one`s own perception and reaction patterns.

From the stand point of interpersonal skills, Albrect classified behavior towards others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour make people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behaviour indicates a low level of social intelligence.. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others. Nourishing behaviours are the indicators of high social intelligence.

Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behaviour of people in group. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioural clues in other people that can indicate their emotions and intentions. Social intelligence includes the following abilities:

- The ability to observe and interpret very subtle facial expressions that signal particular emotions or intentions in other people;
- The ability to detect and understand hidden meanings in verbal expressions of other people - such as when people say one thing, but actually mean the opposite;
- The ability to interact with other people verbally and through gestures in such a way that these partners feel comfortable, relaxed and understood;
- The ability to intentionally provoke other people through cynicism, mockery or insults;
- The ability to tell and understand jokes;
- The ability to motivate other people to actions by providing verbal encouragement;
- The ability to incite rage, fanaticism, or (religious) ecstasy in other people;
- The ability to coordinate one's actions with the behavior of other people.

It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 1997; Marlowe, 1986; Weis et al.). These concepts of social intelligence are incorporating internal & external perception, social skills and other psychosocial variables, (Taylor, 1990).

Marlowe's (1986) equated social intelligence to social competence. He defined it as the ability to understand the feeling, thoughts and behaviour of persons, including one self, interpersonal situation and to act appropriately upon that understanding (1982, p 15). His model of social intelligence comprised five domains- personal attitude, social performance skills, empathetic ability, emotional expressiveness and confidence. Pro-social attitude is indicated by having an interest and concern for others, social performance skills is demonstrated in appropriate interaction with other, empathetic ability refers to one's ability to identify with others, emotion expressiveness describes ones emotionality towards others and confidence in social situation is based on one's comfort level in social situations Weis and Sub (2007) showed that social undertaking and social knowledge were separate constructs of social intelligence. Willimann, Fedlt and Amelang (1997) viewed supporting harmony and restoring equilibrium between individual as acts of being socially intelligent. So, social intelligence is an ability of an individual to deal with social situations of daily life. It is the ability to get along with others. It includes an awareness of situation and the social dynamics that govern them and knowledge of interaction styles and strategies that can help in dealing with others.

OBJECTIVES

1. To study the motivational beliefs of secondary school students.
2. To compare the motivational beliefs of secondary school students with respect to gender.
3. To compare the motivational beliefs of secondary school students with respect to high and low of social intelligence.

4. To study the relationship between motivational beliefs and social intelligence.
5. To study the interaction effect of social intelligence and gender on motivational beliefs of secondary school students.

HYPOTHESES

1. There is no significant difference in the motivational beliefs of boys and girls of secondary schools.
2. There is no significant difference in motivational beliefs at high and low levels of social intelligence.
3. There is no relationship between motivational beliefs and social intelligence of secondary school students.
4. There is no significant interaction effect of social intelligence and gender on motivational beliefs of secondary school students.

SAMPLE

The sample size was of 500 students both male and females from government and private schools of Amritsar city.

TOOLS USED

In view of the variable involved in the present investigation, the following tools were used to collect the data:

(a) Motivational Strategies for Learning Questionnaire by Printrich, Smith, Garcia, and Mckeachic (1991)

(b) Social Intelligence Scale (SS) by Chadha (1971)

EMERGENCE OF THE PROBLEM

Motivational beliefs are cognitive meditational beliefs that are formed in the individual after he got success or failure in life. These motivational beliefs further deal with three aspects i.e. value components, expectancy components and affective components. Individual is also

under the influence of social intelligence i.e. his awareness about the situation, he is dealing with. It means knowledge of interaction, interaction styles, strategies that help the person to achieve his objectives and to deal with various social situations.

Keeping in view the above facts, investigator undertakes the interrelationship among motivational beliefs social intelligence of secondary school students.

ANALYSIS AND INTERPRETATION

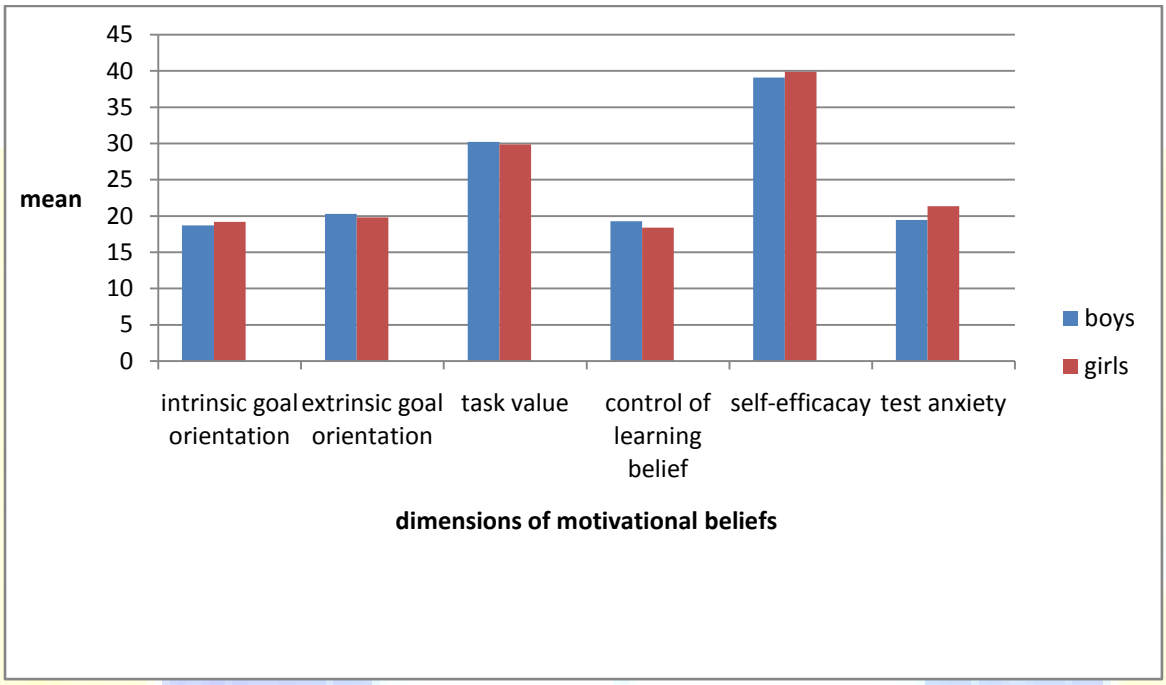
HYPOTHESIS 1: There is no significant difference in the motivational beliefs of boys and girls of secondary schools.

In order to test this hypothesis, difference in mean scores of six dimensions (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety) of motivational beliefs with respect to gender (boy/ girl) were calculated. .

TABLE SHOWING DIFFERENCE IN MEAN SCORES OF BOYS AND GIRLS OF SECONDARY SCHOOL STUDENTS ON THE VARIABLE OF MOTIVATIONAL BELIEFS AND ITS VARIOUS DIMENSIONS

Dimensions of Motivational beliefs	N	Mean (Boys)	Mean (Girls)	S.D. (Boys)	S.D. (Girls)	t-value
Intrinsic goal orientation	500	18.72	19.09	5.937	5.303	0.574
Extrinsic goal orientation	500	20.30	19.80	6.572	5.308	0.725
Task value	500	30.22	29.88	6.534	6.208	0.462
Control of learning beliefs	500	19.26	18.38	5.405	5.176	1.440
Self-efficacy	500	39.08	38.88	9.288	7.472	2.712
Test anxiety	500	19.47	21.37	6.152	5.939	0.672

FIGURE SHOWING DIFFERENCE IN MEAN SCORES OF BOYS AND GIRLS OF SECONDARY SCHOOLS ON THE VARIABLE MOTIVATIONAL BELIEFS AND ITS DIMENSIONS



DISCUSSION OF RESULTS

Table depicts the t-value calculate to test significance difference in the mean scores of intrinsic goal orientation (dimension of motivational beliefs) of boy (M=18.72, S.D=5.937) and girl (M=19.09, SD=5.303) comes out to be .574, which is not significant. The t-value calculate to test significance difference in the mean scores of extrinsic goal orientation (dimension of motivational beliefs) of boy (M=20.30, SD=6.572) and girl (M=19.80, SD=5.308) comes out to be.725, which is not significant. The t-value calculate to test significance difference in the mean scores of task value (dimension of motivational beliefs) of boy (M=30.22, SD=6.534) and girl (M=29.88, SD=6.208) comes out to be.462, which is not significant. The t-value calculate to test significance difference in the mean scores of control of learning beliefs (dimension of motivational beliefs) of boy (M=19.26, SD=5.405) and girl (M=18.38, SD=5.176) comes out to be1.440, which is not significant. The t-value calculate to test significance difference in the mean

scores of self-efficacy beliefs (dimension of motivational beliefs) of boy (M=39.08, SD=9.288) and girl (M=39.88, SD=7.472) comes out to be.822, which is not significant. The t-value calculate to test significance difference in the mean scores of test anxiety (dimension of motivational beliefs) of boy (M=19.47, SD=6.152) and girl (M=21.37, SD=5.939) comes out to be2.712, which is significant.

In the light of above discussion hypothesis that "there exist no significant difference in motivational beliefs (dimension wise) of boys and girls of secondary school", is not rejected.

The obtained results indicate that both boys and girls of secondary school have similar motivational beliefs. The probable reason for this result is that boys and girls of secondary school may have same beliefs, perceptions, values, interest and actions. The results of present study are in concurrence with study of Jerath (1979) who found difference between intrinsic and extrinsic aspects of non-achievement in terms of their correlation with other variables. Among females, non achievement and self-sentiment could not adequately match with factors obtained for the male sample.

In contrary to above result, Chauhan (1990) revealed that boys in scheduled tribe and scheduled caste students had slightly higher achievement motivational than the girls, Afif (1977) studied the motivational beliefs on students' achievement n mathematics and found that male students had higher achievement gain scores than female and Kavita (2009) found that the male students significantly higher level for learning and performance as compared to female students.

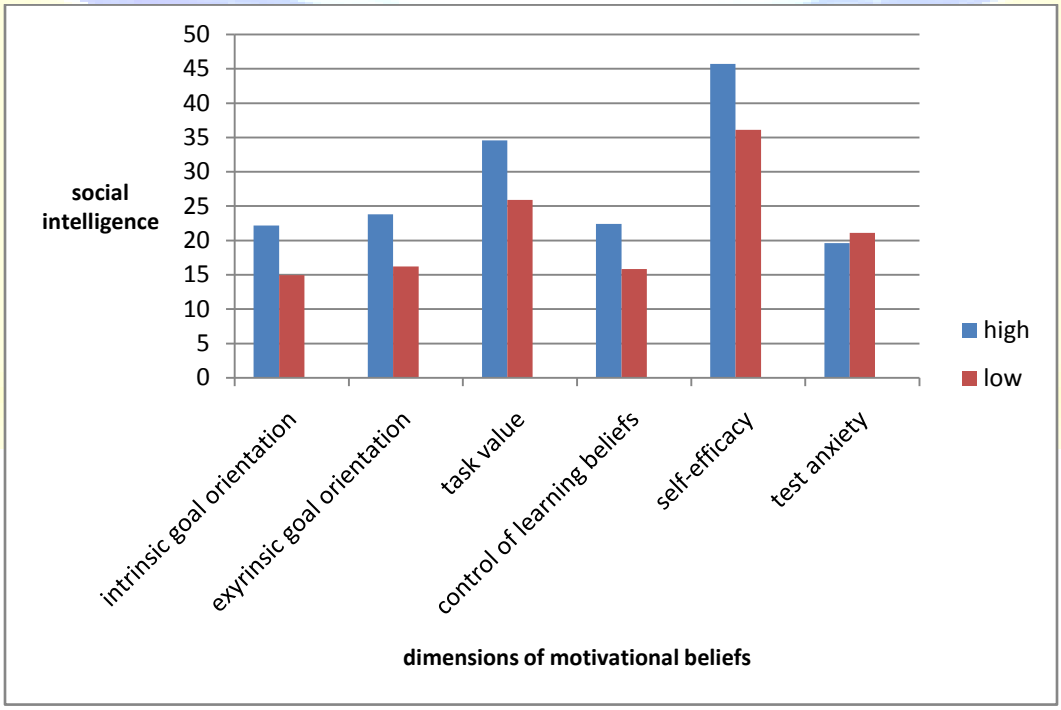
HYPOTHESIS 2: There exists no significant difference in motivational beliefs (dimension wise) of secondary school students at high and low level of social intelligence

In order to test this hypothesis, difference in mean scores of six dimensions (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety) of motivational beliefs with respect to social intelligence (high/low) were calculated.

TABLE SHOWING DIFFERENCE IN MEAN SCORES OF DIFFERENT LEVELS OF SOCIAL INTELLIGENCE (HIGH/LOW) ON THE VARIABLE OF MOTIVATIONAL BELIEFS AND ITS DIMENSIONS

Variables of Motivational beliefs	N	Mean (High)	Mean (Low)	S.D. (High)	S.D. (Low)	t-value
Intrinsic goal orientation	162	22.20	14.95	3.964	5.303	9.851
Extrinsic goal orientation	162	23.83	16.22	4.582	4.914	10.187
Task value	162	34.59	25.90	5.412	5.132	10.487
Control of learning beliefs	162	22.48	15.86	4.620	4.361	9.304
Self-efficacy	162	45.72	36.10	7.130	7.344	8.456
Test anxiety	162	19.64	21.12	7.985	4.451	1.457

FIGURE SHOWING DIFFERENCE IN MEAN SCORES OF LEVELS OF SOCIAL INTELLIGENCE (HIGH/LOW) ON THE MOTIVATIONAL BELIEFS AND ITS DIMENSIONS



DISCUSSION OF RESULTS

Table 4.19 depicts the t-value calculate to test significance difference in the mean scores of intrinsic goal orientation (dimension of motivational beliefs) of high (M=22.20, SD=3.964) and low (M=14.95, SD=5.303) comes out to be 9.851, which is significant. The t-value calculate to test significance difference in the mean scores of extrinsic goal orientation (dimension of motivational beliefs) of high (M=23.83, SD=4.582) and low (M=16.22, SD=4.914) comes out to be10.187, which is significant. The t-value calculate to test significance difference in the mean scores of task value (dimension of motivational beliefs) of high (M=34.59, SD=5.412) and low (M=25.90, SD=5.132) comes out to be10.487, which is significant. The t-value calculate to test significance difference in the mean scores of control of learning beliefs (dimension of motivational beliefs) of high (M=22.43, SD=4.620) and low (M=15.86, SD=4.361) comes out to be 9.304, which is significant. The t-value calculate to test significance difference in the mean scores of self-efficacy beliefs (dimension of motivational beliefs) of high (M=45.72, SD=7.130) and low (M=36.10, SD=7.344) comes out to be8.456, which is significant. The t-value calculate to test significance difference in the mean scores of test anxiety (dimension of motivational beliefs) of high (M=19.64, SD=7.985) and low (M=21.12, SD=4.451) comes out to be 1.459, which is insignificant.

In the light of above hypothesis that "there exist no significant difference in motivational beliefs (dimension wise) on different levels of social intelligence (high/low)", is not accepted.

On the basis of discussion, it can be concluded that hypothesis that "There is no significant difference in the motivational beliefs of secondary school students at high and low of social intelligence", is not accepted.

The obtained results indicate that students with different level of social intelligence (high/low) have different motivational beliefs. The probable reason for this result is that the socially intelligent individual will always try to release the tensions, which help him to seek out challenges, take risk of life and have high motivational beliefs as compared to low social intelligent individual.

HYPOTHESIS 3: There is no relationship between motivational beliefs and social intelligence of secondary school students.

In order to test this hypothesis, relationship on five dimensions (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety) of motivational beliefs of secondary school students and social intelligence was calculated.

TABLE SHOWING CORRELATION MATRIX AMONG SOCIAL INTELLIGENCE ON (DIMENSION WISE) MOTIVATIONAL BELIEFS

Dimensions of Motivational beliefs	**Intrinsic goal orientation**	**Extrinsic goal orientation**	**Task Value**	**Control of learning beliefs**	**Self-Efficacy**	**Test anxiety**	**Total**	**Social Intelligence**
Intrinsic goal orientation	1							
Extrinsic goal orientation	.490**							
Task value	.421**	.535**						
Control of leaning beliefs	.381**	.558**	.438**					
Self-Efficacy	.429**	.444**	.624**	.417**				
Test anxiety	-.039	-.034	-.178**	-.046	-.211**			
Total	.688**	.766**	.763**	.684**	.750**	.098		
Social Intelligence	.548**	.494**	.550**	.439**	.458**	-.038	.655**	1

**** Correlation is significant at the 0.01 level**

DISCUSSION OF RESULTS

Table shows that the value of relationship among social intelligence and different dimensions of motivational beliefs (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety)

Intrinsic goal orientation first dimension of motivational beliefs have significant relationship between extrinsic goal orientation, task value, control of learning beliefs, self-efficacy, social intelligence are .490, .421, .381, .429, .548 and insignificant relationship with test anxiety are -.039 respectively at 0.01 level, which in comparison to table value was found overall positive and significant (.688). Extrinsic goal orientation second dimension of motivational beliefs have significant relationship between task value, control of learning beliefs, self-efficacy, social intelligence are .535, .558, .444, .494 at 0.01 level and insignificant relationship with test anxiety are -.034 respectively, which in comparison to table value was found overall positive and significant(.766). Task value third dimension of motivational beliefs has significant relationship with control of learning beliefs, self-efficacy, social intelligence are .438, .624, .550 at 0.01 level and insignificant relationship with test anxiety are -.178 respectively, which in comparison to table value was found overall positive and significant(.763). Control of learning beliefs fourth dimension of motivational beliefs has significant relationship between self efficacy, social intelligence are .417 and .439 at 0.01 level and insignificant with test anxiety are -.046, which in comparison to table value was found overall positive and significant(.684). Self-efficacy fifth dimension of motivational beliefs has significant relationship with social intelligence are .458 and insignificant relationship with test anxiety are -.211 at 0.01 level respectively, which in comparison to table value was found overall positive and significant(.750). Test anxiety sixth dimension of motivational beliefs has insignificant relationship with social intelligence is -.038 at 0.01 level.

So, overall there exists positive and significant relationship between motivational beliefs (dimension wise) and social intelligence of secondary school students is .655 at 0.01 level respectively.

On the basis of above discussion, it can be concluded that hypothesis which states that there is no relationship between motivational beliefs and social intelligence of secondary school students is not accepted.

The obtained results indicate that there is positive and significant relationship between motivational beliefs (dimension wise) and social intelligence. The probable reason of this result is that socially intelligent student seeks out challenges, take risk and positively effect to their motivational beliefs. The results of the present study are similar with the studies of Shea,Cheary, Breen (2010), King, Ibolya (2013), Zahra, Agha, Rasoul (2013),who found positive and significant relationship with social intelligence.

HYPOTHESIS 4: There is no significant interaction effect of social intelligence and gender on motivational beliefs of secondary school students.

In order to test this hypothesis, the interaction effect of social intelligence (high/low) and gender (boy/girl) on motivational beliefs of secondary school students was calculated.

Table: Descriptive statistics

Dependent variable Motivational beliefs

Levels of Social Intelligence	Gender	Mean	S.D.	N
High	Boy	172.05	13.185	41
	Girl	165.58	20.105	40
	Total	168.85	17.163	81
Low	Boy	128.78	14.825	40
	Girl	129.80	13.045	41
	Total	129.30	13.874	81
Total	Boy	150.68	25.846	81
	Girl	147.47	24.616	81
	Total	149.07	25.211	162

Table: Summary of Analysis of Variance (2*2) factorial design

Source of variation	Sum of squares	df	Mean of sum of squares	F-ratio
Level of social intelligence (A)	63250.736	1	63250.736	262.333
Gender (B)	300.020	1	300.020	1.244
Interaction (AB)	570.000	1	570.000	2.364
Error term	38095.091	158	241.108	

(Critical value3.87 at 0.05 level and 6.72 at 0.01 level, df 1/300)

MAIN EFFECT

- **Social intelligence (A)**

  It may be observed from table that the F-ratio for difference between the mean scores for high and low social intelligence groups are 262.333, which in comparisons to the table value was found significant at 0.01 level of significance. This suggests that social intelligence variable effects on motivational beliefs which was significant at specified level.

- **Gender (B)**

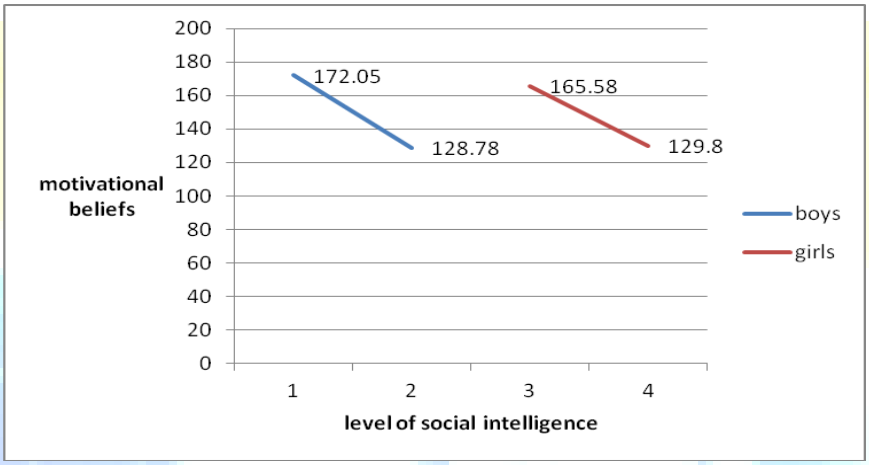
  It may be observed from table 4.29.1 that the F-ratio for difference between the mean scores for gender (male and female) groups are 1.244, which in comparisons to the table value was found insignificant at 0.01 level of significance. This suggests that gender variable effects on motivational beliefs which were insignificant at specified level.

- **Interaction effect between Social Intelligence and Gender (A*B)**

It can be observed from table 4.29.1 that the F-ratio from interaction between social intelligence and gender groups is 2.364, which in comparison to the table value was found insignificant at 0.01 level of significance, thus, the null hypothesis that there exist no significant interaction effect of social intelligence and gender on motivational beliefs of secondary school students, is

not rejected. It may be concluded that no difference was found in the mean scores on motivational beliefs due to interaction effect of social intelligence and gender.

FIGURE SHOWING INTERACTION EFFECT BETWEEN ACADEMIC ANXIETY AND GENDER ON MOTIVATIONAL BELIEFS



Findings

The analysis and interpretation of results presented in this section leads to following findings:

1. There is no significant difference in the motivational beliefs of boys and girls of secondary school.

   a) There is no significant difference in the intrinsic goal orientation of boys and girls of secondary school.

   b) There is no significant difference in the extrinsic goal orientation of boys and girls of secondary school.

   c) There is no significant difference in the task value of boys and girls of secondary school.

   d) There is no significant difference in the control of learning beliefs of boys and girls of secondary school.

e) There is significant difference in the self-efficacy of boys and girls of secondary school.

f) There is no significant difference in the task value of boys and girls of secondary school

2. There is no significant difference in motivational beliefs of secondary school students at high and low level of social intelligence.

a. There is significant difference in the intrinsic goal orientation of secondary school students at high and low level of social intelligence.

b. There is significant difference in the extrinsic goal orientation of secondary school students at high and low level of social intelligence.

c. There is significant difference in the task value of secondary school students at high and low level of social intelligence.

d. There is significant difference in the control of learning beliefs of secondary school students at high and low level of social intelligence.

e. There is significant difference in the self-efficacy of secondary school students at high and low level of social intelligence.

f. There is no significant difference in the task value of secondary school students at high and low level of social intelligence.

3. There is positive and significant relationship between motivational beliefs and social intelligence of secondary school students.

4. There is no significant interaction effect of social intelligence and gender on motivational beliefs of secondary school students.

EDUCATIONAL IMPLICATIONS

The expansion of educational system and student centered education programmers in the previous decades has created a situation in which the teachers are required to meet the needs of students. In this context there is a need to make education according to the needs and capacities of learners. The teacher should try motivating and increasing the level of

social intelligence which automatically lay down their level of academic anxiety. The present study laid down certain educational implications:

- ❖ Students can use motivational beliefs as a part of evaluation their performance in social settings. No doubt, to encourage the development of adaptive goal orientation. As a result of it socially intelligent student seeks out challenges, take risk and this will have positive effect in the lives of students.

- ❖ Assessment of students' goal orientations provides teachers with important information that can be used in formative evolutions of their own teaching. Teachers can make necessary and timely to make the students socially intelligence thereby support students' academic learning.

- ❖ Intrinsic motivational factors trigger students' involvement in learning at secondary level. Intrinsic motivation was described as personal interest and joy for learning.

- ❖ Since the high achiever students have been found to be better in task value and control on learning beliefs, it would be worthwhile to suggest that these motivational beliefs need to be made integral part of teaching learning process so that students can become socially more intelligent.

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