

An Intermediary Study of Problems Related to Motivation, Aptitude and Emotional Intelligence: A Comparative Analysis

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Abstract: The objective of this research paper is to study the correlation between problems related to motivation, interest, and emotional intelligence among high school adolescent students. Adolescence is a sensitive phase of life, characterized by rapid emotional, cognitive, and social changes. The impact of these changes is clearly visible in students' Aptitude, emotional understanding, and motivation to learn. The findings can be useful for educational psychology, counseling services, and school intervention programs.

Keywords: Motivational problems, Aptitude, Emotional intelligence

I. INTRODUCTION

In the current educational system, adolescents are expected to achieve high levels of academic success, which is leading to increased mental stress, emotional imbalance, and motivational problems. Lack of interest in studies, emotional instability, and decreased motivation are becoming common problems among high school adolescent students. The competitive academic environment, examination pressure, family expectations, technological influences, and social changes further exacerbate the emotional vulnerability of adolescents. As a result, many students are unable to perform according to their intellectual potential. Interest is considered the fundamental basis of any learning process. When a student develops an interest in subjects, they engage in learning through self-motivation. Similarly, emotional intelligence helps adolescents recognize and control their emotions and establish effective adjustments in social situations. High emotional intelligence not only strengthens mental health but also positively influences the level of motivation.

Motivation is the inner force that drives an individual to continuously strive towards achieving their goals. Lack of motivation, unclear goals, and a lack of self-confidence give rise to serious motivational problems in adolescents. Previous studies indicate that Aptitude, emotional intelligence, and motivational problems are deeply interconnected.

The objective of this research paper is to study the correlation between Aptitude, emotional intelligence, and motivational problems among high school adolescents, so that effective intervention strategies can be developed for their educational and psychological development. Education is not limited to textbook knowledge; it is a process of holistic personality development. If a student lacks interest in subjects, has poor emotional control, and low levels of motivation, their academic progress is hampered. In a developing country like India, mental health problems among adolescents are increasing rapidly.

The study is also important because it will help teachers, parents, and educational administrators understand the psychological needs of adolescents. Furthermore, this study can be helpful in the development of counseling and guidance programs.

Aptitude : Aptitude refers to an individual's attraction and inclination towards a particular activity, subject, or task. According to psychologists, interest strengthens the learning process and motivates the individual to participate actively.

Studies on Aptitude : Aptitude is the intrinsic inclination that reflects students' long-term engagement with a subject, class, or activity. Interest is a dynamic construct that develops from initial curiosity into a personal passion. It is closely linked to academic achievement and the depth of learning. In adolescence, a positive correlation has been found between academic interest and the ability to focus attention. When students have a greater interest in a particular subject, they cope with challenges more effectively and remain motivated to learn. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and the emotions of others. According to Goleman, emotional intelligence is a crucial determinant of academic and professional success.

Studies on Emotional Intelligence

Emotional intelligence is defined as the ability to recognize, understand, and manage one's own emotions and the emotions of others. Emotional intelligence is fundamental to social skills, self-regulation, and self-motivation. Studying emotional intelligence in adolescents is particularly important because it is linked to social behavior, self-esteem, and stress management. Adolescents with high emotional intelligence generally cope better with challenges and have greater self-regulation and social adaptability.

Motivation Problems : Motivation is the internal force that propels an individual towards achieving a goal. Lack of motivation, unclear goals, and lack of self-confidence are considered motivation problems.

Study on Motivation : Motivation is a mental process that provides direction, energy, and persistence to an individual's behavior. The source of motivation can be internal or external. Intrinsic motivation comes from the enjoyment of learning itself, while extrinsic motivation is associated with rewards and praise. The development of intrinsic motivation is crucial during adolescence as it ensures long-term learning and goal-oriented behavior. Students with intrinsic motivation are better at self-confidence, accepting challenges, and self-assessment.

Comparative Analysis

Aptitude, emotional intelligence, and motivation influence a student's academic and social behavior. Emotional intelligence influences motivation because controlling emotions provides a safe mental state for learning. Similarly, interest is a precursor to motivation; when students have a natural interest in a subject, their intrinsic motivation is higher. Research conducted on high school students shows a direct positive correlation between emotional intelligence and motivation; students have higher motivation to learn and better collaboration with peers.

A comprehensive comparative study of the combined effects of interest, emotional intelligence, and motivation as independent factors is limited. Especially given the complexities of the socio-cultural landscape, academic pressures, and the dynamics of psychological development, a holistic analysis of these three factors is necessary. This research explores how interest, emotional intelligence, and motivation mutually influence academic and social behavior.

The objective of this study was to conduct a comparative analysis of the interrelationships between interest, emotional intelligence, and motivation problems among high school adolescents. The study's findings indicate that these three psychological factors are closely interconnected and play a significant role in the educational, social, and emotional development of adolescents. The study found that adolescents with higher levels of interest showed greater engagement in academic tasks, higher self-confidence, and clearer goal orientation. Conversely, adolescents with lower levels of interest exhibited a greater tendency towards lack of motivation, disengagement from studies, and emotional imbalance. The conclusion is that interest strengthens the learning process and fosters intrinsic motivation.

In the context of emotional intelligence, the study revealed that adolescents with higher emotional intelligence were better able to understand and manage their emotions and exhibit adaptive behavior in social situations. These adolescents experienced fewer problems related to motivation stemming from stress, anxiety, and academic pressure. In contrast, adolescents with lower emotional intelligence showed a greater tendency towards frustration, self-doubt, and a lack of purpose, which negatively impacted their motivation.

Comparative analysis revealed differences in the levels of these factors across various groups, such as gender, educational background, or school environment, indicating that the social and educational environment influences the psychological makeup of adolescents. This study reinforces the fact that focusing solely on intellectual ability is

insufficient for the holistic development of adolescents; rather, the integrated development of psychological dimensions such as interest, emotional intelligence, and motivation is essential.

II. CONCLUSION

The study found that students with high interest levels have higher levels of emotional intelligence. This conclusion is consistent with previous studies, which have shown that when students are interested in the learning process, they are more emotionally balanced and self-controlled. Interest provides students with positive emotional experiences, which enhances their emotional understanding and social adjustment abilities.

Furthermore, students with lower emotional intelligence showed more motivational problems. This finding reinforces the fact that emotional intelligence is a significant determinant of motivation. The overall significant correlation between interest, emotional intelligence, and motivational problems indicates that for the educational development of adolescents, equal attention should be given not only to cognitive aspects but also to emotional and motivational factors. This study provides important guidance for school counseling and intervention programs.

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