

Emotional Intelligence and Achievement Motivation among College Students

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ABSTRACT

AIM: Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). **Achievement Motivation** typically refers to the level of one's motivation to engage in achievement behavior based on such parameters as need for achievement, expectancy for success, and the incentive value of success (Jackson, Ahmed & Heapy, 1976). The present study is aimed to investigate emotional intelligence and achievement motivation among college students. **METHOD:** The study was done on 100 College students out of 50 males and 50 females were selected through purposive sampling technique. Emotional Intelligence quotient scale (Dr Dalip Singh Dr NK Chadha, 2003) and Ray's Achievement Motivation scale (John Ray, 1990) were used to collect data. Data were analyzed by using mean, S. D, independent sample t -test, pearson product moment correlation. **RESULT:** Results of study showed that there is no significant difference in the level of Emotional Intelligence among college students across their gender. There is no significant difference in the Achievement motivation among college students based on their gender. There is no significant relationship between Emotional intelligence and Achievement motivation among college students.

KEYWORDS: Emotional Intelligence, Achievement Motivation

INTRODUCTION

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1995). Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systemic solution to improve outcomes, both academic and social.

Achievement motivation is an effort to attain successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938). Meaning, people's behavior is centered on this two orientations, to attain success or to avoid failure. Later, Ames & Archer (1987) suggested that two goal-orientations influenced AM; the performance and the mastery goal. The performance goal focused on the demonstration of competence while the mastery goal focused on developing competence. Both orientations had distinct consequences, for example, people with performance goal would withdraw their effort in the face of failure while people with mastery goal would persist (Elliot and Church, 1997).

This study was aim to investigate the relationship between emotional intelligence and achievement motivation among college students and to compare the significant differences in

the level of emotional intelligence and achievement motivation among college students across their gender.

Definition of key terms

Emotional intelligence: (Salovey & Mayer, 1990) defined (EI) as the ability to manage, recognize, use, understand, and regulate emotions.

Achievement Motivation: It is an effort to attain successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938).

REVIEW OF LITERATURE

(Dinesh Naik, Ahirrao D Kiran, 2018) conducted study to explore the correlation between Emotional Intelligence (EI) and Achievement Motivation of Senior college students as well as comparison between boys and girls in relation with Emotional Intelligence and Achievement Motivation. Accidental sampling method was used to collect the data of 150 undergraduate students (75 males & 75 females) from Ahmednagar city. The assessment tools consist of Emotional Intelligence scale by Schultz et al. (1998) and Achievement Motivation Scale by Bhargav (1994). To test the hypotheses statistical methods like Pearson product moment correlation and t test were used. The correlation between EI and Achievement Motivation was found $r = .384$, which show significant positive correlation between Emotional Intelligence and Achievement Motivation of College students. Computed $t = 2.24$ indicates gender differences on

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emotional intelligence, females score higher than males on Emotional intelligence, where as gender difference was not found on achievement motivation, as $t' = .029$ is not significant.

METHODS

Problem

Is there any significant difference in the level of emotional intelligence and achievement motivation among college students across their gender?

Aim

To investigate the level of emotional intelligence and achievement motivation among college students based on gender.

Objectives

1. To study the relationship between emotional intelligence and achievement motivation among college students.
2. To compare the significance difference in the level of emotional intelligence and achievement motivation among college students across their gender.

Variables

1. Independent Variables: Gender
2. Dependent variables: Emotional Intelligence, Achievement motivation

Hypothesis

1. There will be no significant difference in emotional intelligence among college students based on gender.
2. There will be no significant difference in the level of achievement motivation among college students based on gender.
3. There will be no significant relationship between emotional intelligence and achievement motivation among college students.

Research Design

The study was the quantitative type and used a correlational design to determine if there is a relationship between emotional intelligence and achievement motivation among college students. The study also adopted a between-group research design to assess significant differences in emotional intelligence and achievement motivation based on gender.

RESULTS

Data Analysis and Interpretation

The main purpose of present study was investigating the Emotional intelligence and Achievement motivation among college students. For this purpose investigator formulated 3 hypotheses. Results are shown in the below given table.

Table.1 shows t- ratio for male and female on Emotional Intelligence and Achievement Motivation

Variable	Gender	N	Mean	S. D	t	df	Sig
Emotional intelligence	Male	50	150.4000	25.06807	-2.428	98	.054
	Female	50	164.7400	33.41014	-2.428	90.894	
Achievement motivation	Male	50	32.6400	3.61268	-.671	98	.378
	Female	50	33.1000	3.22775	-.671	96.782	

Table 1 the t ratio for emotional Intelligence and achievement motivation among college students across their gender. The significant value of Emotional Intelligence among college students across their gender is 0.54 which is not significant 0.05 level of significant so that the null hypothesis is accepted so there is no significant difference in the level of emotional Intelligence among college students across their gender. The mean value of emotional intelligence of male participants is 150 and whereas female have the mean value of 164.74 .So female shows higher level of emotional intelligence compared to males. The significant value of Achievement Motivation among college students across their gender is .378 which is not significant 0.05

Research Sample

Purposive sampling method was used for this study. The study was done on 100 college students out of which 50 were males and 50 were females. The sample was equally taken from the population by the basis of gender.

Sampling Criteria

Inclusion criteria:

1. Willingness of the participants via online
2. College students (18 -25)

Exclusive criteria:

1. Except (18-25) students are not taken.

Tools

1. Emotional intelligence scale (Dr. NK chadha, 2003)
2. Ray's achievement motivation scale(John Ray,1990)

Procedure

Purpose of the study was explained to the participants through online and their willingness to participate in the study was ascertained. Emotional intelligence scale (Dr. NK chadha). Ray's achievement motivation scale (John Ray, 1990) were given to the sample through online with proper instructions one after the other. Responses were collected from the participants. The scoring for both the assessments was done and interpreted according to the manual.

Analysis of the data

The collected were analyzed using following statistical test. The statistical analyses were carried out using the statistical package for social science science (SPSS) version 20 was used for analysis.

1. Mean
2. Standard Deviation
3. Independent sample t-test.
4. pearson product moment correlation.

Ethical Issues

1. Data collected has been used only for research purpose.
2. Confidentiality of the obtained information was maintained throughout the study.
3. Informed Online consent was taken from the samples before collecting the data.

level of significant so that the null hypothesis is accepted so there is no significant difference in the level of Achievement Motivation among college students across their gender. The mean value of Achievement motivation of male participants is 32.64 and whereas female have the mean value of 33. Female shows higher level of Achievement Motivation compared to males.

Table 2 Shows correlation between variables

		Emotional Intelligence	Achievement motivation
Emotional Intelligence	Pearson correlation	1	-.037
	Sig. (2-tailed)		.715
	N	100	100
Achievement motivation	Pearson correlation	-.037	1
	Sig(2 tailed)	.715	
	N	100	100

Table 2. Shows the correlational coefficient of the variable Emotional Intelligence and Achievement Motivation is -.037 and the significant value is .715 so statistically there is no significant correlation between Emotional Intelligence and Achievement Motivation among college students.

SUMMARY AND CONCLUSION

Emotional intelligence is the ability to identify, assess and control one's own emotions, the emotion of others and that of groups (Daniel Goleman, 1995). Achievement motivation is an effort to attain successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938). The aim of the study was to find significant difference emotional intelligence and achievement motivation among college students across gender and also to find out relationship between Emotional Intelligence and Achievement motivation. The sample was chosen through purposive random sampling on 100 college students out of 50 were males and 50 were females. The tool of the study was emotional Intelligence quotient scale (Dr. NK chadha, 2003) and Ray's achievement motivation scale (John Ray, 1990). Data analyzed by using mean, S. D, independent sample t-test, Pearson product moment correlation.

Major Findings

1. There is no significant difference in the level of Emotional Intelligence among college students across their gender.
2. There is no significant difference in the Achievement motivation among college students based on their gender.
3. There is no significant relationship between Emotional intelligence and Achievement motivation among college students.
4. when look on to the emotional intelligence females have higher level of emotional intelligence compared to males similarly females have higher level of achievement motivation compared to the males.

Limitations

1. Sample size was small.
2. Since the study was conducted by online survey, the seriousness with which participants answered the questions cannot be verified.

Implications

As the results of study indicate that females have higher level of emotional intelligence compared to males. We can develop some intervention plan for the enhancement of the emotional intelligence for the male counterpart.

Scope for the study

It can done on large population across difference socio demographic areas.

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