



# Emotional Intelligence And Achievement Motivation: A Symbiotic Relationship For Student Success

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## ARTICLE INFO

## ABSTRACT

As we move into the new millennium, adolescent development has become a major area of psychological research. With the world becoming more and more competitive, the current generation of children are experiencing more emotional troubles, stress, anxiety, and worry. The psychosocial and cognitive development of adolescents, along with their existential development, are all important areas to consider when it comes to Emotional Intelligence. Adolescents face a unique set of difficulties and problems during their transition to adulthood, and education plays a crucial role in their overall development. Therefore, Achievement Motivation is necessary for better success. Both Emotional Intelligence and Achievement Motivation are important for adolescents in order to achieve their goals and become successful adults. That's why the objectives of the study were to assess the relationship between Emotional Intelligence and Achievement Motivation of 1st year undergraduate students and to assess the Achievement Motivation of undergraduate students of different departments. For this study random sampling technique was used and the sample of this study comprises of 120 undergraduate (1st year) students. For data collection, the Achievement Motive test (ACMT) developed by V.P. Bhargava and the Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar were utilized. The present study indicates a low positive correlation between Emotional Intelligence and Achievement Motivation.

**Keywords:** EI (Emotional Intelligence), AM (Achievement Motivation), undergraduate students.

## Introduction

Emotional Intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions and those of others. Coined by psychologists John D. Mayer and Peter Salovey, EI encompasses self-awareness, empathy, and emotional control. Daniel Goleman's influential book, "Emotional Intelligence: Why It Can Matter More Than IQ," further popularized this concept. For graduate students, EI plays a pivotal role in their academic journey:

**Self-Recognition and Self-Regulation:** Graduate students with high EI are adept at recognizing their emotional states and regulating them effectively. This self-awareness enables them to navigate stress, setbacks, and challenges more resiliently.

**Empathy and Interpersonal Skills:** EI fosters empathy—the ability to understand and connect with others' emotions. Graduate students who exhibit empathy build strong relationships, collaborate effectively, and thrive in group projects or research endeavors.

**Motivation and Persistence:** Achievement Motivation, the driving force behind goal pursuit, aligns closely with EI. Students with well-developed EI are intrinsically motivated, setting ambitious academic goals and

persistently working toward them. Their ability to manage setbacks and maintain focus contributes to sustained achievement.

**Adaptability and Coping Skills:** Graduate life is dynamic, with shifting priorities, deadlines, and demands. EI equips students with adaptability—the capacity to adjust to changing circumstances. Effective coping strategies, rooted in EI, help them handle stress, anxiety, and academic pressures.

**Intrapersonal Growth:** EI facilitates introspection and personal growth. Graduate students who engage in self-reflection, understand their strengths and weaknesses, and actively seek self-improvement are better positioned for academic success.

**Academic Achievement, in turn, benefits from EI:**

**Higher Performance:** Graduate students with elevated EI tend to excel academically. Their emotional resilience, effective communication, and motivation contribute to outstanding performance in coursework, research, and examinations.

**Effective Problem-Solving:** EI enhances critical thinking and problem-solving abilities. Students who can manage emotions during complex tasks find innovative solutions and overcome academic hurdles.

**Positive Relationships:** Strong EI fosters positive interactions with professors, peers, and mentors. These relationships provide academic support, networking opportunities, and valuable feedback.

Therefore, graduate students who cultivate Emotional Intelligence not only enhance their personal well-being but also elevate their academic achievements. Recognizing the symbiotic relationship between EI and AM is essential for fostering holistic student development and preparing future leaders. The modern world is highly competitive, and the quality of performance largely determines personal progress. Parents aspire to see their children climb to the highest levels of performance. Now the question arises that is there any relationship between Emotional Intelligence and Achievement Motivation.

#### **Objective of this study-**

1. To assess the relationship between Emotional Intelligence and Achievement Motivation of first year undergraduate students of Amity University Kolkata.

#### **Studies related to Emotional Intelligence -**

**Adeyemo D. A. (2008)** studied on "Measured Influence of Emotional Intelligence and Some Demographic Characteristics on Academic Self-Efficacy of Distance Learners" aimed to investigate the impact of emotional intelligence, gender and age on the academic self-efficacy of distance learners. The study hypothesized that (i) there was no significant correlation between emotional intelligence, gender, age and academic self-efficacy of the participants, (ii) emotional intelligence, gender and age did not predict academic self-efficacy of the distance learners, and (iii) there was no significant difference in the academic self-efficacy of male and female participants. The study was conducted on a total of 320 distance learners, consisting of 150 males and 170 females. Two reliable instruments, namely, Emotional Intelligence Questionnaire and Academic Self-Efficacy Scale were used to collect data.

**Jazaei Seyed Amir and Kumar S. K. Kiran (2008)**'A study was conducted to investigate Emotional Intelligence and cultural adjustment among foreign students in India. The study included 376 male and 242 female foreign students from four regions: Middle East, Africa, East Asia, Western and European countries. These students were pursuing their studies in various courses at five universities located in Mysore, Bangalore, Pune, Hyderabad and Delhi. The Bar-on Emotional Quotient Inventory: Short Bar-on EQ-i:s, 2002, and Cerny Smith Adjustment Index, CSAI (Cerny-Smith, 2005) were used to collect data. Stepwise Regression Analysis revealed that positive impression, general mood, adaptability and intrapersonal component of EI were significant predictors of cultural adjustment.

**Pasang Batool and Singh Mridula (2008)** aimed to understand how people with different degrees of Emotional Intelligence vary in the use of coping strategies. The study examined the relationship between Emotional Intelligence and coping strategies in adults (n = 599). The tools used were Emotional Intelligence scale developed by Anukool Hyde and Sanjyot Pathe and Coping Checklist developed by Rao Subbakrishna and Prabhu. The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of EI used these strategies more than those with low levels of EI. On the other hand, the subjects with the lowest level of EI coped with their anxiety through negative distraction, religious, denial or social support more than the other strategies.

**Singh Dr. Angad and Dr Pramila (2008)** did research on Emotional Intelligence and Academic Achievement. The main objectives of this study were to determine the difference in mean scores of Emotional Intelligence between boys and girls, to compare the mean scores of academic achievements of boys and girls, and to analyze the influence of Emotional Intelligence on Academic Achievement of boys and girls separately. The sample size for this study was 70 students, including 35 boys and 35 girls. The data was collected using the Emotional Intelligence Scale. The results of this study suggest that gender plays a significant role in both Emotional Intelligence and Academic achievement. Additionally, the study indicates that there is a positive relationship between Emotional Intelligence and Academic achievement. Therefore, these findings support the idea that Emotional Intelligence has a positive impact on academic performance.

**Stella Mavroveli , K.V. Petrides, Chole Shove and Amanda Whitehead (2008)** conducted a study on the trait Emotional Intelligence (EI) in children. The focus of this study was on measuring trait EI in children using the Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF). I have briefly explained the theoretical background and development of the TEIQue-CF. The TEIQue-CF has shown satisfactory levels of internal consistency ( $\alpha=0.76$  and  $\alpha=0.73$ ) and temporal stability ( $r=0.79$  and  $r$  (corrected)) in two independent studies. The findings of this study support the trait EI theory that trait EI correlates positively with positive behavior and negatively with negative behavior (emotional symptoms, conduct problems, peer problems, and hyperactivity). The results also showed that the TEIQue-CF can differentiate between pupils with unauthorized absences or exclusions from school and controls.

Based on the analysis of the given researches, it was discovered that Emotional Intelligence was studied in relation to several variables, such as academic achievement and coping strategies. Having understood the concept and aligned with the objective, the hypothesis of the study is now:

#### **Hypothesis of this study-**

There is no significant relationship between emotional intelligence and achievement motivation of first year undergraduate students of Amity University, Kolkata.

#### **Operational definitions of variables-**

**Emotional intelligence-** For understanding Emotional Intelligence, ten factors were identified, based on these factors, the tests were constructed. These factors were self-motivation, emotional stability, Managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior.

**Achievement. Motivation-** Achievement Motivation is the strong desire to accomplish something characterized by ambition, high energy, and independence.

**Undergraduate students-** First year undergraduate students of seven departments from Amity University Kolkata were taken in this study.

**Sample-** The sample of this study comprises of 120 undergraduate students of different departments. 20 students have been selected from each Department by random sampling technique. Hence, the sample size was 120.

**Method of study -** The survey method was used because it aims to describe and interpret the present conditions, practices, trends, effects, attitudes, beliefs, and other relevant aspects that can help in finding a solution.

**Tools Used-** The objective of this study was to assess the relationship between Emotional Intelligence and Achievement Motivation. For measuring emotional intelligence, Emotional Intelligence scale developed by Anukool Hyde and Sanjoy Peth was used. For measuring Achievement Motivation, the Achievement Motive test developed by V. P. Bhargava was used.

**Process of data collection-** After selection of tools, Students were selected from different departments. Like Fine arts, Education, Fashion etc. After selection of the students, the tests were administered. In the Emotional Intelligence scale, each statement is scored from 1 to 5, with 5 being strongly agree and 1 being strongly disagree. In the Achievement Motive Test, each item indicating Achievement Motivation was given a score of 1 and scoring was done through scoring key. In the next step, appropriate statistical techniques were used for analysis and interpretation of data gathered from the test. As this is the correlational study, so after calculating mean rank order correlation was calculated to analyze the correlation between both the variables.

#### **Delimitation-**

- The study is limited to Amity University Kolkata campus.
- The study is limited to undergraduate students.

### Data analysis -

After that analysis, interpretations are given according to the framed hypothesis.

So the hypothesis was *“There is no significant relationship between emotional intelligence and achievement motivation of first year undergraduate students of Amity University, Kolkata.”*

To see the relationship between emotional intelligence and achievement motivation, the coefficient of correlation was calculated between the score of emotional intelligence and achievement motivation. 20 students have been selected from six different departments. So, the total sample comprises of 120 students. Department-wise correlation was also calculated.

Value of coefficient of correlation is given in the table 1.

**Table-1 Correlation between Emotional Intelligence and Achievement Motivation**

Variables	N	Correlation Coefficient ( $\rho$ )	t-value	Verbal description of ( $\rho$ )
Emotional Intelligence & Achievement Motivation	120	0.05	0.55	Very Low positive

As shown in table #1. It can be seen that the coefficient of correlation between scores of Emotional Intelligence and Achievement Motivation comes to be + 0.05. These values indicate a positive but very low relationship between Emotional Intelligence and Achievement Motivation.

After analyzing the correlation to find out that the coefficient of correlation between Emotional Intelligence and Achievement Motivation was significant or not, t-value was calculated. The value was found to be 0.55. The calculated value was compared with the table value at 0.05 level of significant, and it was found that the calculated value was less than the table value at 0.05 level. Therefore, it shows that the hypothesis was selected at 0.05 level and there was no significant relationship between Emotional Intelligence and Achievement Motivation.

**Table No.-2 Department wise coefficient of correlation between emotional intelligence and achievement motivation.**

Departments	Correlation Coefficient ( $\rho$ )	Verbal Description of ( $\rho$ )
Science	0.26	Low Positive
Psychology	0.41	Low Positive
Education	0.32	Low Positive
Fine Arts	0.11	Very Low positive
Textile & Fashion	0.31	Low Positive
Mass Communication	0.11	Very Low Positive

As shown in the table #2, it can be seen that department wise coefficient of correlation between scores of Emotional Intelligence and Achievement Motivation was found to be 0.26,0.41,0.32, 0.11,0.31 and 0.11 respectively. These values indicate that low positive correlation was seen between these variables among four departments. On the other hand very low positive correlation was found in the two departments viz. Fine Art and Mass communication.

### Findings of this study-

The findings were given according to the frame hypothesis and then discussion was done with the findings.

The null hypothesis is that *“There is no significant relationship between the Emotional Intelligence and Achievement Motivation of first year's undergraduate students of Amity University, Kolkata.”* Calculated value indicates that there is positive but very low Relationship found between Emotional Intelligence and Achievement Motivation. On this basis, we can't say that the students having better or poor emotional intelligence has better or poor achievement motivation respectively. For testing the null hypothesis, t-value was calculated, and it was found that relationship between Emotional Intelligence and Achievement Motivation was not significant.

Here the study of Darshana M. (2007) is mentionable. He did research on the relationship between Emotional Intelligence and certain achievements facilitating variables of higher secondary school students. In this study, achievement motivation was considered as an achievement facilitating variable. He found that there was a significant relationship between Emotional Intelligence and Achievement Motivation.

Department wise calculated value also indicates positive relationship between Emotional Intelligence and Achievement Motivation among these six departments. Such as Science, Psychology, Education, Fine Arts, Textile & Fashion and Mass Communication. However, for departments, which show low positive correlation are Science, Psychology, Education, and Textile & Fashion. So, Fine arts and Mass communication departments indicate very low positive correlation between Emotional Intelligence and Achievement Motivation.

### **Educational implication of the study-**

The current study has several applications that can be useful in both counseling and educational settings. The study examines the relationship between Emotional Intelligence and Achievement Motivation, which is an important subject in today's context.

The study shows that there is a positive correlation between Emotional Intelligence and Achievement Motivation. Therefore, teachers should create a learning environment that stimulates children's curiosity and intrinsic motivation, making high achievement valuable and enjoyable. The study also suggests that there is a positive relationship between achievements, so teachers and parents should provide their children with guidance and support to develop Achievement Motivation.

### **Suggestions for further research-**

- The present study covers only undergraduate 1<sup>st</sup> year students. Therefore, the study draws samples from Amity University, Kolkata. For more comprehensive study, different students of different genders can also be taken as a sample. Then comparison can also be done.
- This present study covers 2 variables, Emotional Intelligence and Achievement Motivation. Another variable like learning style and spiritual intelligence can also be considered with Emotional Intelligence.
- Similar study can be done at different academic levels at different Universities and colleges.

### **Conclusion-**

The findings suggest a low but positive correlation between EI and Achievement Motivation, indicating that students with higher levels of EI may tend to have stronger motivation to achieve their academic and personal goals. This relationship underscores the importance of fostering emotional intelligence in educational settings to enhance students' motivation and potential for success. Additionally, the study reveals no significant difference in Achievement Motivation across different faculties, suggesting that the development of EI may be universally beneficial regardless of academic discipline. Overall, the research highlights the pivotal role of emotional intelligence in the academic and personal development of students, advocating for its integration into the educational curriculum to support student achievement and well-being.

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