# Effect of Emotional Intelligence And Achivement Motivation on Academic

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***Abstract***

*The present study is to assess the effect of emotional intelligence and achievement motivation on academic achievement of BTC students. For this purpose 160 subjects (80 male and 80 female) were selected with purposive sampling technique. Data collection was made with standardized tools including Emotional Intelligence Scale developed by Hyde, Pethe and Dhar and Achievement Motivation test was developed and standardized by Bhargava. Data was analyzed using statistics like mean, standard deviation and Analysis of Variance. Obtained result suggested that emotional intelligence and achievement motivation significantly influence the academic achievement of BTC students.*

***Keywords:*** *Emotional Intelligence, Achievement Motivation,*

*Academic achievement.*

**Introduction**

In educational settings, academic achievement can be considered as the measurement of educational performance. And efforts are always being made to understand the factors which influence and enhance the maximum acquisition of educational endeavors. Intelligence has been the focus of this concern in the beginning period of research, but during last couple of decades emotional intelligence has been the leading factor of such concern. Emotional intelligence as defined by Mayer & Salovey (1997) is "the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". It has been proved in widely conducted studies that emotional intelligence can affect various aspects of human performance. Physical and psychological health, social interaction and performance at school and in the work place have been found to be affected by emotional intelligence of an individual (Bar-On, 1997). Emotional intelligence (also called as emotion quotient) has been found to be associated with career and personal life success, including success in academic life, which has been proved in a number of researches carried out in order to establish the relationship between emotional intelligence and academic achievement including the studies of Mayer and Salovey, (1997) and Goleman (1995). Jaeger's (2003) study (as cited in Romanelli, Cain and Smith, 2006) reveals that levels of emotional intelligence were associated with academic performance conducted on 150 students of a general management graduate-level course. This study also suggested that emotional intelligence is both teachable and learnable by teachers and students. In another study involving more than 3,500 first-year students of a public university, Jaeger and Eagan (2007) found that interpersonal, stress management and adaptability can be considered as the significant predictors of students' academic achievement. In conclusion it can be said that a student needs to have these abilities to be calm, flexible, and realistic when dealing with stressful situations in order to have academic success. In their study Aminuddin, Tajularipin, and Rohaizan's (2009) examined level of emotional intelligence among 223 Form One and Form Four students in rural areas, which revealed the significant influence of emotional intelligence on academic achievement. They found that the emotional intelligence is closely related to the students' academic achievement. Jaeger, Bresciani, and Ward (2003) also state that there is significant association among interpersonal skills, students' general mood and his high school GPA.

The results of one another study reveal that basically two domains (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence are

to be significantly and positively associated with the respondents' academic achievement (Akmal, Mohzan, Hassan, and Halil, 2013).

## Emotional Intelligence and Achievement Motivation

Achievement motivation is a unique human drive that seems to make an individual to strive to overcome challenges, improve oneself, attain excellence and accomplish more than others. And the relationship between need for achievement scores and actual behavior has been demonstrated in several studies. As we see that during the last one decade researchers are attracted towards a concept named 'emotional intelligence'.

Asl, Maryam and Bayat (2011) measured strength of association between emotional intelligence, achievement motive, and locus of control. Relationship between emotional intelligence and locus of control was significant; but strength of association between emotional intelligence and need for achievement was negligible. Kumar, Mehta and Maheshwari (2013) measured emotional intelligence of 450 urban male students of tenth standard and examined its effects on achievement motivation. The investigators found strong and significant effect on achievement motivation. Srivastava (2013) measured emotional intelligence, achievement motivation and spiritual intelligence of 100 pupil teachers. Main effects of achievement and emotional intelligence were found significant. Ohizu and Ojaga (2014) in a study found that emotional intelligence and achievement motivation were significant predicators of career commitment. In present study an attempt has been made to measure strength of association between achievement motivation, emotional intelligence and components of emotional intelligence.

In a study conducted by Jayashree and Sontakke (2016) it was hypothesized that emotional intelligence as well as components of it is positively and significantly related with achievement motivation. As the conclusion of this study it has been found that except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence was found positively and significantly associated with achievement motivation.

## Objectives

1. To test the significance of difference between high and low scorer on emotional intelligence with respect to academic performance.
2. To test the significance of difference between high and low scorer on achievement motivation with respect to academic performance.
3. To test the significance of difference between male and female students with respect to academic performance.
4. To test the significance of interaction effect of gender and emotional

intelligence on students' academic achievement.

**5.** To test the significance of interaction effect of gender and achievement motivation on students' academic achievement.

## Hypotheses

**1.** There is no significant difference between high and low scorer on emotional intelligence with respect to academic performance.

**2.** There is no significant difference between high and low scorer on achievement motivation with respect to academic performance.

**3.** There is no significant difference between male and female students with respect to academic performance.

**4.** There is no significant interaction effect of gender and emotional intelligence on students' academic achievement.

**5.** There is no significant interaction effect of gender and achievement motivation on students' academic achievement.

## Method

**Design:** To attain the objectives of the present study an Ex-post-facto experimental design (2*2 factorial design) has been adopted.

**Sample:** A total of 160 BTC students (80 male and 80 female), studying in various colleges of district Saharanpur, allotted by DIET Patni, Saharanpur, U.P., were selected as the sample by using purposive sampling procedure.

**Statistical technique:** In order to analyze the obtained data mean, standard deviation and Two-way analysis of variance (ANOVA) have been used.

## VARIABLES OF THE STUDY

### Independent Variables

**1.** Emotional Intelligence

**2.** Achievement Motivation

### Dependent Variable

**1.** Academic Performance

## TOOLS FOR DATA COLLECTION

For collection of data related to academic achievement merit list, produced by DIET Patni for the purpose of admission in BTC, has been used. Except it following two scales were used, which have been described as follow:

**1.** **Emotional Intelligence Scale:** Emotional Intelligence Scale is consisted of 34 statements depicting one or the other component of emotional intelligence, developed by Hyde, Pethe and Dhar. Each statement is provided with five alternatives ranging from strongly agrees to strongly disagree. The scale measures ten components of emotional intelligence. Reliability of the scale reported by the authors is 0.88.

**Achievement Motivation Test:** This test was developed and standardized by Bhargava. It consists of 50 items. Each item is an incomplete sentence, which required to be completed by selecting one of the three alternatives by the respondents which they thinks is most appropriate to complete the sentence. High score implies high achievement motivation and low score implies low achievement motivation. Reliability of these test reported by the author is and 0.87 validity is 0.80.

## RESULTS AND DISCUSSION

In this study each independent variable has been categorized into two levels. First independent variable is 'Emotional Intelligence' which categorized subjects into high scorer and low scorer on emotional intelligence. Second independent variable is 'Achievement Motivation' which categorized subjects into high scorer and low scorer on achievement motivation. And third one is 'gender'. First two independent variables have been assessed under interaction with gender in 2x2 factorial-design form, but separately.

Table first presents the descriptive statistics for the score of academic achievement obtained by male and female with high and low emotional intelligence. And table 2 is ANOVA table, which shows the F-ratio for the descriptive statistics shown in table 1.

**Table-1: Descriptive Statistics**

| GENDER | Emotional Intelligence | Mean | Std. Deviation | N |
|---|---|---|---|---|
| MALE | High Emotional Intelligence | 203.28 | 13.236 | 40 |
| | Low Emotional Intelligence | 194.42 | 6.979 | 40 |
| | Total | 198.85 | 11.417 | 80 |
| FEMALE | High Emotional Intelligence | 207.40 | 13.690 | 40 |
| | Low Emotional Intelligence | 195.20 | 13.445 | 40 |
| | Total | 201.30 | 14.814 | 80 |
| Total | High Emotional Intelligence | 205.34 | 13.539 | 80 |
| | Low Emotional Intelligence | 194.81 | 10.651 | 80 |
| | Total | 200.08 | 13.241 | 160 |

**Table-2: ANOVA**

| Source | Type III Sumof Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 4783.350[a] | 3 | 1594.450 | 10.772 | .000 |
| Intercept | 6404800.900 | 1 | 6404800.900 | 4.327E4 | .000 |
| GENDER | 240.100 | 1 | 240.100 | 1.622 | .205 |
| EI | 4431.025 | 1 | 4431.025 | 29.934 | .000 |
| GENDER * EI | 112.225 | 1 | 112.225 | .758 | .385 |
| Error | 23091.750 | 156 | 148.024 | | |
| Total | 6432676.000 | 160 | | | |
| Corrected Total | 27875.100 | 159 | | | |

Table-1 shows that the mean score on academic achievement of male students and female student with high emotional intelligence are 203 and 207, respectively. When level of emotional intelligence is poor, mean score of male and female scores are 194 and 195. The gender difference looks higher when level of emotional intelligence is high comparing to low level of emotional intelligence. The F-value for gender difference, as shown in table-2, is 1.62, which has been found non-significant. And when we talk about the difference between mean score of students with high emotional intelligence (205) and students with low emotional intelligence (195) is proved significant at .01-level, as the F-value is 29.93, shown in table-2. So it can be said that both gender and level of emotional intelligence can significantly influence student's academic achievement, but no interaction effect is noticeable as the F-value is .758, which is non-significant.

Further table-3 presents the descriptive statistics for gender and achievement motivation with respect to the scores of academic achievement, which immediately follows the table-4 showing the F-values between levels of both independent variables.

**Table-3: Descriptive Statistics**

| GENDER | Achievement Motivation | Mean | Std. Deviation | N |
|---|---|---|---|---|
| MALE | High Achievement Motive | 203.70 | 11.391 | 40 |
| | Low Achievement Motive | 194.00 | 9.276 | 40 |
| Total | 198.85 | 11.417 | 80 | |
| FEMALE | High Achievement Motive | 207.15 | 15.518 | 40 |
| | Low Achievement Motive | 195.45 | 11.556 | 40 |
| Total | 201.30 | 14.814 | 80 | |
| Total | High Achievement Motive | 205.42 | 13.636 | 80 |
| | Low Achievement Motive | 194.73 | 10.437 | 80 |
| Total | 200.08 | 13.241 | 160 | |

**Table-4: ANOVA**

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 4859.700[a] | 3 | 1619.900 | 10.980 | .000 |
| Intercept | 6404800.900 | 1 | 6404800.900 | 4.341E4 | .000 |
| GENDER | 240.100 | 1 | 240.100 | 1.627 | .204 |
| ACHMOTIVATION | 4579.600 | 1 | 4579.600 | 31.041 | .000 |
| GENDER * ACHMOTIVATION | 40.000 | 1 | 40.000 | .271 | .603 |
| Error | 23015.400 | 156 | 147.535 | | |
| Total | 6432676.000 | 160 | | | |
| Corrected Total | 27875.100 | 159 | | | |

By observing table-3 it is clear that the mean score on academic achievement of those students, who have high achievement motivation, is 205, which in comparison of mean score (195) of those with low achievement motivation, is low. And this difference is proved significant difference, as the F-value is 31.04, at .01-level, as shown in table-4. As mentioned earlier, there is no significant difference between male and female students with respect to academic achievement mean-score. But the purpose of introducing the variable of gender again is to see its effect of interaction with achievement motivation on academic achievement. Table-4 shows that there is no significant interaction effect of these to variables on academic achievement, as the F-value is .27, which too small to be significant at any standard level

**Conclusion**

On the basis of obtained result following conclusion has been drawn:

1. As the first objective was to test the difference between high and low scorer on emotional intelligence with respect to academic performance, the null hypothesis related to this objective is rejected. Because there is significant difference has been found.

2. The second hypothesis, which was formed as 'there is no significant difference between high and low scorer on achievement motivation with respect to academic performance', is also to be rejected, because there is no significant difference has been found.

3. Third hypothesis was no gender difference, which is to be accepted as there is no significant difference has been found between male and female students score on academic achievement.

4. Fourth hypothesis as well as fifth hypothesis is also to be accepted, as the no significant interaction effect has been found on academic achievement.

These findings are consistent with the study of Akmal, Mohzan, Hassan, and Halil, (2013), which indicated that emotional intelligence is significantly and positively associated with the respondents' academic achievement. Aminuddin, Tajularipin, and Rohaizan's (2009) also found that the emotional intelligence is closely related to the students' academic achievement, which support our findings. Jaeger, Bresciani, and Ward (2003) also state that there is significant association among interpersonal skills, students' general mood and his high school GPA. Our findings are consistent with research related to achievement motivation and academic achievement including Kumari and Chamundeswari (2015) and Blank (1997) who found a significant difference between students in different categories of schools and gender pertaining

to achievement motivation, study habits and academic achievement.

**Limitations**

Following limitations are to be considered of the present study:

1. Sample size could be considered as small.
2. Sampling process could be more probabilistic.
3. It often considered injustice to rely on scoring system as the criteria of academic achievement.
4. Experimental variance can be increased more to have clearer results.

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