

EMOTIONAL INTELLIGENCE IN RELATION TO ACADEMIC ACHIEVEMENT OF
UNDERGRADUATE STUDENTS



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ABSTRACT

The researcher attempted to examine whether there is any difference in Emotional Intelligence and Achievement Motivation due to gender and also to find out whether there is a relationship between Emotional Intelligence and Achievement Motivation. Survey research was used for the present study. Stratified random sampling was used to collect data for the study. 240 students from undergraduate colleges were selected from different undergraduate colleges of Kolkata affiliated to the University of Calcutta. The findings of the study revealed that no significant differences were found between male and female undergraduate students in Emotional Intelligence and Achievement Motivation. The results of the study further indicated that Emotional Intelligence is significantly and positively correlated with Achievement Motivation. The researcher thus concluded that the undergraduate students with high Emotional Intelligence were found to have high Achievement Motivation. The study is consistent with other researches (Roy et al., 2013; Parker et al., 2004 and Low & Nelson 2004).

KEYWORDS: Achievement Motivation, Emotional Intelligence, Undergraduate Students

INTRODUCTION

Emotional intelligence has received much attention as a factor that is useful in understanding and predicting an individual's performance at work, at home, at school etc. (Kaur, 2010). Emotional Intelligence is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotional Intelligence is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Through emotional intelligence, one can become more successful in life as compared to individuals who gain solely, high levels of

intellectual intelligence (Goleman, 1998). The ability to monitor feelings from moment to moment is crucial for psychological insight and self-understanding (Sowmya & Betsur, 2010). A well-educated man is able to meet the conflicting challenges and tide over all the difficulties, which confront him in day-today living (Gupta, 2011). Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them (Sharma et. al., 2012). Human beings are full of emotions and the teacher who knows how to use it will have dedicated learners (Negi, 2011). Emotional intelligence equips them with emotional competencies necessary for teamwork (Kukreti & Balodi, 2011).

The term "need for achievement" was used for the first time and introduced into psychology by H. Murray in Explorations in Personality (1938). Murray defined it as "an intense, prolonged and repeated efforts to

accomplish something difficult; to work with singleness of purpose towards a high and distant goal; to have the determination to win" [7, p.164]. Research on Achievement Motivation was extended by D. McClelland (1961). McClelland defined Achievement Motivation as associated with a variety of goals but in general the behaviour adopted will involve activity which is directed towards attainment of some standard of excellence. According to him, the Achievement Motivation is a constant drive to improve one's level of performance, to accomplish success in contention. Busato, Elshout & Hamaker (2000) stated, Achievement Motivation is defined as "the striving tendency towards success with the associated positive effects and towards the avoidance of failure and the associated negative effects". Elliot (1999) defined Achievement Motivation as "the energizing and direction of competence-based affect, cognition, and behaviour. Therefore, when defining achievement motivation as an individual difference, can be described as an individual's tendency to desire and work toward accomplishing challenging personal and professional goals".

Achievement Motivation which is the acquired tendency and is one of the most important social needs has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In fact Achievement Motivation is one of the most important manifest and social needs and personality variable enlisted by Murray (1938).

McClelland claimed that need for achievement is the result of emotional conflict between the hope to approach success and the desire to avoid failure (Steinmayr & Spinath, 2009). Hence what is essential is the ability to

understand and manage one's own emotions and emotions of others. Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. The same view is supported by Low and Nelson (2004) who reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively.

Lam and Kirby (2002) are of the opinion that Emotional Intelligence involves perceiving, understanding, and regulating emotions. High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992, Svetlana, 2007). Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation (Drago, 2004). Academic Motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioural characteristics related to motivation (Hwang et al, 2002). It is the orientation to the actions which is important to compel with the perfect standards. Goleman's (1995, 1998) mixed model refers that motivation forms a subset of Emotional Intelligence. Other Emotional Intelligence researchers reject this notion, arguing that they are related, yet separate constructs (Jordon et al, 2003; Mayer & Salovey, 1997). The link between emotions and motivation has been explicitly stated in a broad range of research (Frijda, 1994; Zurbriggen & STurman, 2002). Goleman saw motivation as a prime antecedent of behaviour while formulating his concept of Emotional Intelligence. According to Mayer and Salovey (1997), motivation co-varies but is not a part of the emotional intelligence construct. Similarly Christie, Jordon, troth and Lawrence (2007) reported that motivation is a factor related to emotional intelligence but it is not a component part of it. Gyanani and Kushwaha (2001) opined that self-motivation is necessary for emotional

intelligence. Other researchers are of the opinion that emotions are critical ingredient for motivation (Kusche & Greenberg, 2006). Sabath (2010) opined that emotional Intelligence is the basic stuff out of which all motivation arises. People with high Emotional Intelligence have the characteristic of motivating oneself (Salovey & Mayer, 1990). Behnke (2009) remarked Emotional Intelligence directly influences motivation. Motivation among students encompasses both academic motivation and Achievement Motivation. Academic motivation is one's determination to succeed in academic studies (Srivastava, 1974). It includes academic aspiration and attitude towards schools. Achievement Motivation refers to a pattern of actions and feelings connected to striving to achieve some internalized standard of excellence in performance (Vidler, 1977). Achievement oriented behaviour is a function of a number of factors including the motive to succeed, the motive to avoid failure, the perceived probability of success and the incentive value of success (Paul, 1982). All these are influenced by an individuals' emotional state of mind. Students low on Emotional Intelligence may find failure more difficult to deal with, which undermines their academic motivation (Drago, 2004) ultimately affecting their Achievement Motivation. Goc (2010) has stated the factors affecting students' Achievement Motivation as; effectiveness of the teacher, friends, the individual's attitude towards school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school.

REVIEW OF LITERATURE

Pool (1997) the senior editor of Educational Leadership, stated in an article in 1997 that emotional well being is a predictor of success in academic achievement and job success among others. Finnegan (1998) argues that schools should help students learn the

abilities underlying emotional intelligence. Possessing those abilities, or even some of them, "can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and in society." Abisamra, N. M. (2000) of Auburn University stated that the purpose of this study is to see whether there is a relationship between emotional Intelligence and academic success. The results of the study revealed high achievers in 11th grade have a high emotional intelligence and there is a relationship between their achievement and their emotional intelligence. Mahyuddin et al. (2009) examined the academic performances among students from the Public Higher Institutions and the Private Higher Institutions. It was found there was no correlation between EQ and Academic Achievement (except a dimension of EI) but there was a positive correlation between Achievement Motivation and Academic Achievement. There is also a significant correlation between Emotional Quotient and Achievement Motivation. Ogundokun & Adeyemo (2010) in their study examined the moderating influence of Emotional Intelligence, age, and academic motivation on Academic Achievement of secondary school students. The results of their study revealed that Emotional Intelligence, age and Academic Motivation were potent predictors mildly associated to academic achievement. Dubey (2012) presented a paper with an attempt to explore Emotional Intelligence in relation to academic motivation. The objectives of the study were- to study the relationship between Emotional Intelligence academic motivations and to compare the Emotional Intelligence of students with high and low academic motivation. The findings of the study revealed positive relationship between Emotional Intelligence and academic motivation and that students with high, moderate and low academic motivation differ from one another on Emotional Intelligence. Roy et al. (2013)

attempted to examine relationship between Emotional Intelligence and academic achievement motivation. It also studies the Emotional Intelligence of students with high, average and low academic achievement motivation. The findings of the study reveal positive relationship between Emotional Intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic Achievement Motivation differ from one another on Emotional Intelligence.

OBJECTIVE

The objectives of the study is to

- i To find out whether there is any difference in Emotional Intelligence and Achievement Motivation due to gender.
- ii To find out whether there is a relationship between Emotional Intelligence and Achievement Motivation.

HYPOTHESIS

Ho 1: There is no significant difference between male and female students with regard to their Total Emotional Intelligence

Ho 2: There is no significant difference between male and female students with regard to their Total Achievement Motivation

Ho 3: There is no significant relationship between total Emotional Intelligence and total Achievement Motivation

OPERATIONAL CONCEPT OF THE VARIABLE

Salovey and Mayer (1997) define Emotional Intelligence as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 10).

D. McClelland (1961) defined Achievement Motivation as associated with a variety of goals but in general the behaviour adopted will involve activity which is directed towards attainment of some standard of excellence.

METHODOLOGY

Survey research was used for the present study. Stratified random sampling was used to collect data for the study.

SAMPLE

240 (120 male and 120 female) students from undergraduate colleges were selected from different undergraduate colleges of Kolkata affiliated to the University of Calcutta.

TOOLS USED

Mangal Emotional Intelligence Inventory (MEII) by Dr. S. K. Mangal and Mrs. Shubhra Mandal. National Psychological Corporation.

DEO-MOHAN Achievement Motivation (n-Ach) Scale by Dr. (Mrs.) Pratibha Deo and Asha Mohan 1985. National Psychological Corporation.

ANALYSIS AND INTERPRETATION OF DATA

Ho 1: There is no significant difference between male and female students with regard to their Total Emotional Intelligence

Table I

Source	Sex Grade	N	Mean	Std. Deviation	Std. Error Mean	t	df	Si g.
Emotional Intelligence Total	Male	120	60.61	9.398	.858	.872	238	N S
	Female	120	61.71	10.123	.924			

From the above Table it is found that,

There is no significant difference regarding total Emotional Intelligence between male and female students. Therefore the **Ho 1** is retained.

Ho 2: There is no significant difference between male and female students with regard to their Total Achievement Motivation

Table II

Source	Sex Grade	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.
Achievement Motivation total	Male	120	58.00	9.450	.863	1.038	238	NS
	Female	120	59.41	11.472	1.047			

From the above table it is found that,

There is no significant difference regarding total Achievement Motivation between male and female students. Therefore the **Ho 2** is retained.

Table III

	EI_total Total	AM_total Total
EI_total Pearson Correlation Sig. (2-tailed) N	1	.804** .000 240
AM_total Pearson Correlation Sig. (2-tailed) N		1
** Correlation is significant at the 0.01 level (2-tailed).		
* Correlation is significant at the 0.05 level (2-tailed).		

From the above Table of Total Scores:

Emotional Intelligence is significantly and positively correlated with Achievement Motivation at .01 level. Therefore **Ho 3** is rejected.

CONCLUSION

The findings of the study revealed that no significant differences were found between male and female undergraduate students in Emotional Intelligence and Achievement Motivation. The results of the study further indicated that Emotional Intelligence is significantly and positively correlated with Achievement Motivation. The researcher thus concluded that the undergraduate students

with high Emotional Intelligence were found to have high Achievement Motivation. The study is consistent with other researches (Roy et al., 2013; Parker et al., 2004 and Low & Nelson2004).

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