



**THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH ACHIEVEMENT
MOTIVATION AMONG UNIVERSITY STUDENTS**Tahira Riaz^{1,2}, Asghar Ali² (Correspondence Author), Abid Khan³¹ Department of Psychology, University of Malakand, Pakistan² Département of Education, University of Malakand, Pakistan, asghar.ali@uom.edu.pk³ University of Malakand, Pakistan, drabidkhan21@gmail.com**Abstract**

The purpose of this study was to analyze the relationship of emotional intelligence with achievement motivation. A sample of 400 students were taken from 10 different departments of the University of Malakand. Departments were further divided into 3 faculties i.e. 1. Physical sciences, 2. Social sciences, 3. Arts and humanities. 4 of departments were taken from physical sciences, 3 from social sciences and 3 from arts and humanities. The data was collected through simple random sampling technique. Two instruments were used for data collection. The first instrument was an emotional intelligence scale which was self-report consist of 45 items of Likert scale, another instrument was achievement motivation scale self-report, consist of 27 items of Likert scale. The scales were self-developed. Data was analyzed through SPSS 25 by applying frequencies, mean, median, descriptive statistics and correlation among three variables i.e. emotional intelligence and achievement motivation. The study found a strong positive correlation between emotional intelligence and achievement motivation. Null hypothesis H_{01} : There is no significant correlation of emotional intelligence with achievement motivation was rejected and alternative hypothesis was accepted as strong positive correlation of emotional intelligence with achievement motivation with the value of .734*.

Keywords: Emotional Intelligence, Achievement Motivation, University Students**Introduction**

Emotional intelligence is one of the positive emotions which can be defined as one's ability to understand his or her emotions in a better way and utilize those emotions in daily life smoothly. A person with emotional intelligence is always able to express his or her emotions as well as to recognize other people's expressions and emotions. In this case a person with emotional intelligence can deal with people in society effectively through recognizing his or her own emotions and those of others. Emotional intelligence helps a person to conform to society's best values accordingly and use them empathetically. Emotional intelligence helps a person to clear his or her mind from doubt which leads to better understanding, thinking and learning which make him or her a better member of a society (Goleman, 1995).

Achievement motivation is the drive or desire to accomplish specific goals, excel in one's endeavors, and strive for success. It involves setting challenging goals, demonstrating persistence in the face of setbacks, and engaging in activities with a strong focus on accomplishment (McClelland, 1958). The concept of achievement motivation has been extensively studied in the fields of psychology and education, with research dating back to the pioneering work of David McClelland in the 1950s.

The Bureau of Labor Statistics (1999) suggested that achievement motivation is made two aspects of personality 1: how to proceed towards favorable outcomes. 2: How to avoid distress in failures. The term achievement motivation can be defined as an innate tendency, force or urge to accomplish a goal or target. McClelland et al. (1987). In theoretical construct achievement motivation is divided into two forms intrinsic motivation which engage an individual in a struggle from an internal urge to fulfil the target. Extrinsic motivation on the other hand driven an individual from external forces (parents, teachers, friends etc.) to fulfill his or her goal. People who demonstrate high achievement motivation are driven to achieve (Deci & Ryan, 1991).

Emotional intelligence is positively correlated to academic performance (MacCann, 2020). Researches based on emotional intelligence and learning programs are not limited to only educational settings but aims of these programs are to equip academic performance by strengthen students' emotional states as to be a better part of society and well balanced with their own emotions which ultimately improve their learning capacity (Panayiotou, 2019) (Schonert-Reichl, 2019) (Okwuduba, 2021) (Zhoc, 2028). During higher studies university students go through many difficulties which develop anxiety and stress among them. (Ubago-Jimenez et al. 2024). Hence, students have to deal with adverse situations and negative emotions which ultimately lead them to be successful academically (Ubago-Jimenez et al. 2024). At class level teaching strategies were made to develop and improve higher emotional intelligence which ultimately developed resilience among students academically and will reduce anxiety and stress level. (Sánchez-Alvarez 2020). On the other hand, negative emotional state leads to several issues either psychological or physiological. Moderate association had been found between emotional intelligence and academic performance.

Educationist consider emotional intelligence as an integral part of education and performance at different areas (Sarrionandia, 2020). Therefore, educational professionals made efforts to provide students with chances for development and enhancing emotional wellbeing. (MacCann, 2020) evidences showed that educational programs on development of emotional intelligence has shown improvements in students' academic performance and enhancing of new skills.

Achievement motivation in some cases also subsides the student's emotional condition. More specifically, emotional intelligence is something that regulates a person's ability to regulate his emotions (Hourani *et al.*, 2020; Issah, 2018). It has been seen through research that those problems that obstruct the learning process ultimately lead to an unstable emotional condition in children, emotional intelligence always remains linear with aptitude to manage such emotions (Zysberg & Tell, 2013). Besides this, cognitive activity is also influenced by emotional intelligence because to expedite human cognitive activity that is more stable and fluent, emotional stability is essential (Christopher, 2006). To support the achievement of educational goals even in difficult circumstances, which calls for all parties involved in education to pay attention to the emotional intelligence of students.

Study found a significant positive correlation of emotional intelligence with achievement, motivation and self-esteem among students. According to the study, emotional intelligence students would have more stable emotions, enthusiasms and self-confidence which ultimately give students popularity among other students and consequently boost their self-esteem level and achievement motivation to accomplish their goals. Furthermore, achievement motivation is not only dependent on intelligence but on emotional intelligence as well. Some elements are important aspects of achieving motivation i.e. Problem-solving ability, express opinion with stable emotions, manage emotion in stressful situations as a result emotional intelligence enhance achievement motivation among students to accomplish their goals (Odeh Murad, 2020).

Statement of the Problem

Students' motivation is significantly influenced by emotional intelligence. Emotional intelligence, drive, motivation and learning are all factors that contribute to students' success in institutions, and this research may provide light on how to best cultivate these qualities in the classroom (Adane, 2024).

Objective

The main objective of this study is to find out the correlation of emotional intelligence with achievement motivation.

Hypothesis of the Study

H₀₁: There is no significant correlation between emotional intelligence with achievement Motivation

Research Design

The study had correlational research designs. The quantitative approach was used for the study. The study was of descriptive research, and the survey method was used for data collection. The simple random sampling technique was used for data collection. The University of Malakand teaching departments were divided in three strata e.g. Physical Sciences (Physics, Chemistry, Botany, Zoology, Biochemistry, Biotechnology Pharmacy, Mathematics) Social Sciences (Psychology, Hotel Management Sociology, Criminology, economics and Education) and Arts and Humanities (Pashto, Urdu, Islamic studies and English). From each department 40 students were selected, which made a sample of 400 students.

Population and Sample

The present study covers ten teaching departments of the University of Malakand. The population of the study included around 9000 students at the University of Malakand. The sample of 400 students were taken randomly from 10 different departments. The selected ten departments were divided into three faculties. Among which four departments were taken from physical sciences, three departments from social sciences and three departments from arts and humanities respectively. Chemistry, Botany, Zoology, Biochemistry were taken from the faculty of Physical Sciences while Hotel Management, Economics and Education were taken from the faculty of Social Sciences and Pashto, Urdu and English were taken from the faculty of Arts and Humanities. So far, the student population is concerned, the study was confined to 400 students of age from 19 to 23 of various departments having BS 4-year degree programs.

Research Instrument

The following research instruments were used for data collection;

Emotional Intelligence Scale EI

After thorough review of related literature, previous scales and consultation with teachers and students an emotional Intelligence scale was developed. Emotional Intelligence Scale of self-report measure of emotional intelligence. Different components and elements of emotional intelligence were kept in mind i.e., (appraisal of own emotions and others, Regulation of own emotions and others, Utilization of own emotions and of others). It consists of 45-items and work on 5-point Likert scoring. The scale was developed to get data and evaluate the students' emotional intelligence at University of Malakand.

The scale was data collecting tools for the study and administered personally to the sample. The students' responses were carefully analyzed, calculated and tabulated in the light of the stated objectives of the study. The responses were collected on 5-Likert's scale: e.g. 1. Strongly disagree, 2. Disagree, 3. Neither disagree nor agree, 4. Agree and 5. Strongly agree.

Achievement Motivation Scale (AMS)

The Achievement Motivation Scale (AMS) mainly emphasize two main factors of achievement motivation which are distress of failure and the hopefulness of success. The 27 items of self-report were developed covering two areas i.e. distress in failure and hopefulness of success. The responses were collected on 5-Likert's scale: e.g. 1. Strongly disagree, 2. Disagree, 3. Neither disagree nor agree, 4. Agree, 5. Strongly agree. The results were tabulated in different tables.

Delimitation

This study had delimited to only graduate students and no post graduate students were taken in the sample.

Results and Discussion

Data was collected through the structured questionnaires and analyzed through SPSS. Descriptive and inferential techniques were used for the analysis and for the concluding result. The results are presented in the light of objectives. Coding and analysis were executed through the IBM SPSS. After validation and pilot study, the data were collected from selected sample. Data collected from the questionnaire were analyzed using descriptive and inferential statistics including mean, and frequencies, percentage, correlation and t-tests. A formal consent description was completed before getting their opinion. The respondents were aware of the purpose of this study and its background. The sampling technique of this research was simple random but still it was kept in view that they must have the option of voluntary participation. The information shared by the participants was only used for the purpose of research. Not only the information but also the identity of participants were kept anonymous.

Table 1: Demographic Information

Gender	N	Percentage
Male	204	51
Female	196	49
Total	400	100

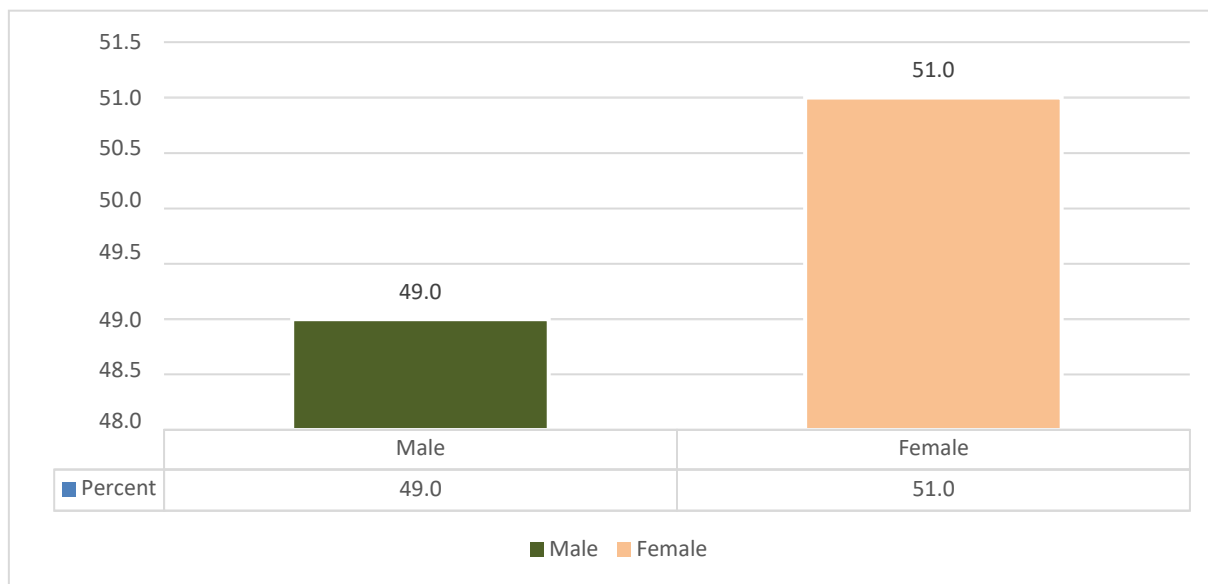


Figure 1. Gender of the Respondents

Total 400 number of participants were selected from three teaching faculties of the University of Malakand including Physical Sciences, Social Sciences and Arts and Humanities. In which the female to male ratio is 51:49 as shown in Table 1 and Figure 1. There were 156 participants from Physical Sciences, 103 from Social Sciences and 141 from Arts and Humanities as shown in Figure 2.

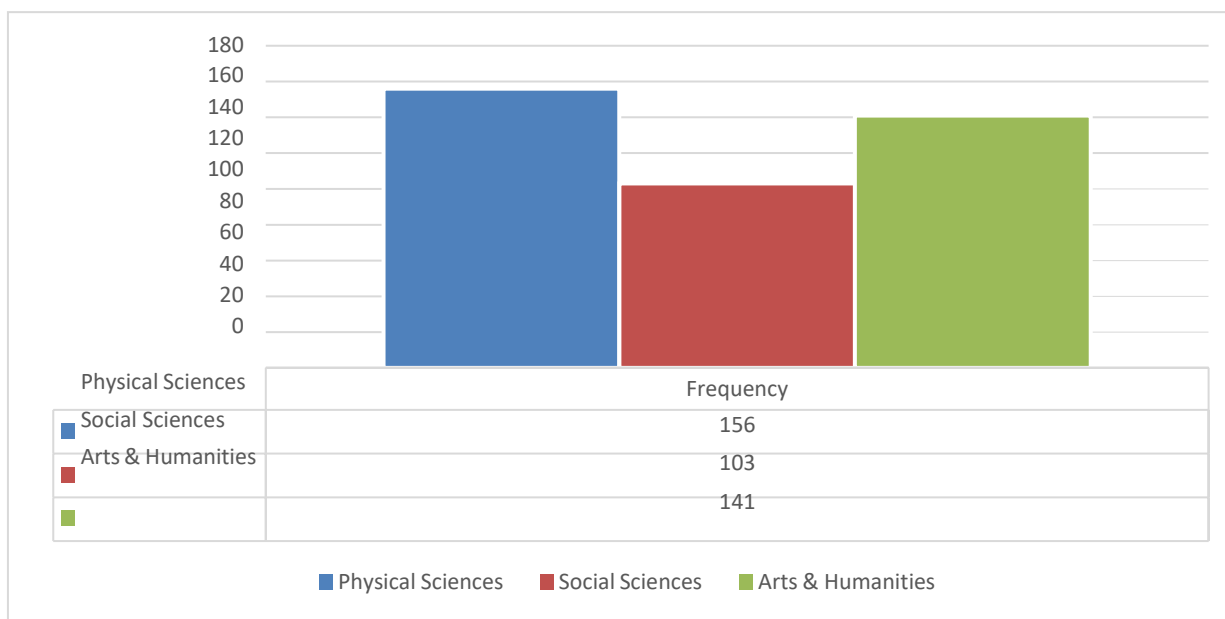


Figure 2. Faculty-wise distribution of the Respondents

The department wise distribution of the participants are shown in Figure 3. In which 39 from Chemistry, 40 from Biochemistry, 37 from Botany, 40 from Zoology, 38 from Education, 39 from Economics, 26 from tourism and Hotel Management, 48 from English, 38 from Urdu and 55 from Pashto Department.

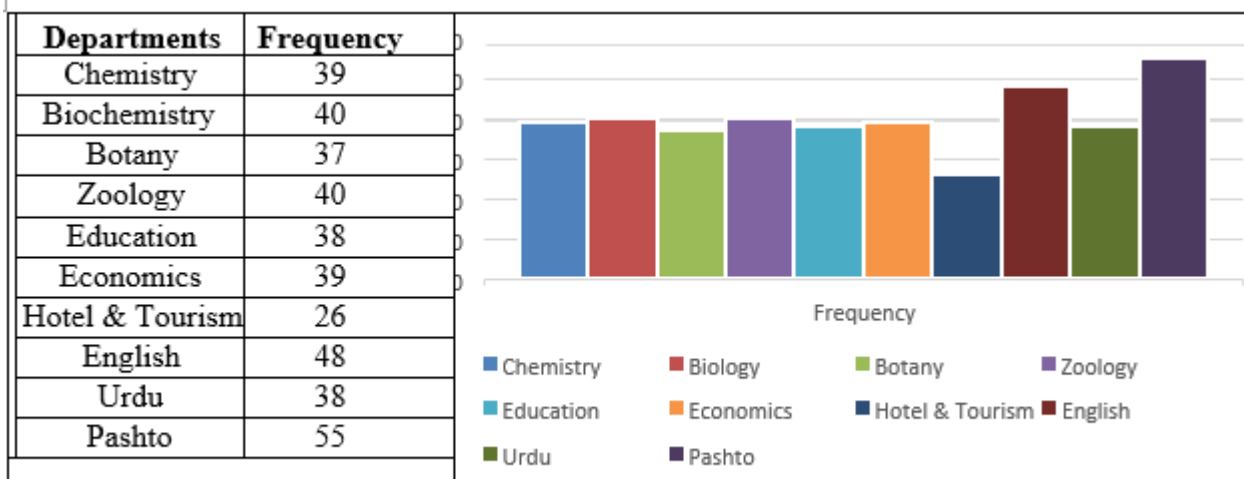


Figure 3. Department-wise Distribution of the Respondents

Table 2. Reliability Statistics

Scales	Items	C-Alpha
Emotional Intelligence	45	0.812
Achievement Motivation	27	0.78

The Reliability of Emotional intelligence 45 items scale and achievement Motivation 27 Items scale were tested and shown in Table 2. It was found emotional intelligence has highest reliability with C-Alpha 0.81, also Achievement Motivation scale has high reliability with C-Alpha 0.78.

Table 3. Descriptive Statistics of the Scales

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Sum of Emotional Intelligence	400	87.00	213.00	157.6125	21.29604
Sum Achievement motivation	400	43.00	134.00	97.9875	12.78946

The data of 400 students for each scale, i.e. Emotional Intelligence, Achievement motivation, were collected. For descriptive statistics frequencies, mean mode, standard deviation was taken.t-test was employed for further statistics.

Table 4. Emotional Intelligence

	Frequency	Percentage
Low Emotionally Intelligent	51	12.75
High Emotionally Intelligent	349	87.25

Through the median of emotional intelligence, scale, high intelligence and low intelligence was selected. Frequency of students having emotionally low intelligence was 51 whereas 349 were emotionally highly intelligent students among 400 students. Table 4 shows 12.57% of students with low level of emotional intelligence and 87.2% were highly emotionally intelligent.

Table 5. Achievement Motivation

	Frequency	Percentage
Low Achievement Motivation	35	8.75
High Achievement Motivation	365	91

Among 400 students 35 students responded for low level of Achievement Motivation which showed 8.7% of students. High Achievement Motivation showed by 91%, in which 365 students responded.

Table 6. Correlation of Emotional Intelligence with Achievement Motivation

Emotional Intelligence	Achievement Motivation
Pearson Correlation	.734**
P-value	0.000

Table 6 shows a strong positive correlation of emotional intelligence with achievement motivation which is 0.734 whereas the value of p is 0.00 which is highly significant. As a null hypothesis H_0 is rejected, and alternative hypothesis is accepted.

Conclusion

The purpose of this study was to explore the correlation of two variables via emotional intelligence, and achievement motivation respectively. The correlation of emotional intelligence with achievement motivation was found strongly positive among students which shows that high emotional intelligent students would have a high level of achievement motivation. The strong and positive correlation shows to accept the first alternative hypothesis and null hypothesis “There is no significant correlation of emotional intelligence with achievement motivation” is rejected. The value of $P > 0.005$ shows 0.00, which is significant.

According to the study, emotional intelligence students would have more stable emotions, enthusiasms and self-confidence which ultimately give students popularity among other students and consequently boost their self-esteem level and achievement motivation to accomplish their goals. There were two scales used as instruments for scoring emotional intelligence and achievement motivation in this study. The reliability of emotional intelligence showed high reliability of C-alpha 0.81. Achievement motivation scale showed high reliability C-alpha 0.75.

Suggestions and Recommendations

Apart from students, the research should be done on other demographics, i.e. parents, teachers, administrators and leaders etc.

There should be workshops and seminars on emotional intelligence and achievement motivation to guide students, teachers and parents to create a better society. University counselors and psychologist should work with different therapies and techniques to enhance positive emotions among students.

Emotional intelligence should also be studied as mediator with cause and effect with other important variable i.e. parenting styles, self-improvement, mindfulness, personality etc.

Experimental work should be done on positive emotions to make society more positive, which is the ultimate work of education.

The students or other participants who have low level of emotional intelligence and achievement should introduce psychological treatments or techniques and further monitor the improvement and progress.

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