

# Emotional Intelligence and Academic Achievement Motivation Among College Students

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**ABSTRACT:** The study is examined emotional intelligence and academic achievement motivation among college students. Emotional intelligence is the ability to sense and understand one's own emotions, to express and regulate them appropriately and to use them in the process of decision making. The objectives of the study are finding out the relationship between emotional intelligence and academic achievement. It also studies find out the relationship between emotional intelligence and academic achievements of Science, Humanities and commerce group students. Researcher adopted convenience sample and selected five different General Degree college (Govt & Govt Aided) affiliated to West Bengal State University, from North Twenty-Four Parganas and total 100 college students were selected. The Standardised attitude scale was developed and standardized by the researcher was used for data collection. Suitable descriptive and inferential statistics was used for analysis of data. The result of study reveals that there is relationship between emotional intelligence and academic achievement motivation among college students.

**Keywords:** Emotional Intelligence, Academic achievement, Motivation, college Students

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## I. INTRODUCTION:

Emotional intelligence consists of two words E.I. (Emotion and Intelligence). Emotion refers to intense feeling of human intelligence is basically based on mental ability of human to deal effectively with the environment. Emotional intelligence is the ability to sense and understand one's own emotions, to express and regulate them appropriately and to use them in the process of decision making. It includes the capacity to understand and feel for others, and so set up maintain quality relationships. Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it an inborn characteristic. Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. There are five elements identified as the components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills that comprise the field of emotional intelligence. Gardner (1983) had a major hand in resurrecting emotional intelligence theory in psychology. His influential model of multiple intelligence includes two types of personal intelligence, the interpersonal and intrapersonal intelligence.

Achievement Motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavour to interpret human and intra human behaviour. Achievement motivation has been referred to as the need for achievement (and abbreviated as n-Ach), a wish to do well. It refers to the behaviour of an individual who strives to accomplish something, to do his best, to excel others performance. This involves competition with a particular standard of excellence or performance. Achievement motivation is defined by Murray (1938) as a special motive to master, manipulate or organize physical objects, human beings or ideas, to do this as rapidly and independently as possible, to overcome obstacles and attain a high standard, to rival and surpass others, and to increase self-regard by successful exercise of talent.

## Statement Of the problem:

The study is formally entitled "Emotional intelligence and academic achievement Motivation among college students."

## II. REVIEW OF RELATED LITERATURE:

Umadevi (2009) investigated the relationship between Emotional Intelligence and Academic Achievement of primary school student teachers. Emotional Intelligence Scale and Achievement Motivation test were administered on 200 Diploma Teacher training students. The study reveals that there is a positive relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement. Male and female, Arts and Science student teachers do not differ in between Emotional Intelligence and Achievement Motivation

A study conducted by Roy et al, 2013 investigated Emotional Intelligence and Academic Achievement among adolescents. Academic Achievement Motivation Test of Dr. T. R. Sharma and Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubra Mangal were used as tools for the study. This study found that there is low positive correlation between emotional intelligence and academic achievement motivation among both boys and girls that indicates with increase in emotional intelligence, the students are academically motivated.

Mohzan et al, 2014 predicted that no significant relationship was found between emotional intelligence and students' academic achievement.

Narasgouda&Ganihar (2014) undertook a study of a Study of Emotional Intelligence and Academic Achievement of Student-Teachers of Colleges of Education. This study was exploring the relationship between emotional intelligence and academic achievement among student-teachers. The investigator personally visited the 35 Colleges of Education affiliated to Rani Channamma University, Belgaum and with the prior permission of the Principal administered the tools to student-teachers. The findings of the study revealed that the female student-teachers of colleges of education are significantly higher on emotional intelligence and its dimensions i.e., self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation and commitment as compared to male student-teachers of colleges of education.

Grace A. Fayombol (2001) in her study investigated the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of Baruch (2001)'s Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement.

Sharma et al. conducted a study the Impact of Emotional Intelligence on Academic Achievement of Teacher Trainees. 100 graduates teacher trainees batch of 2014-2015 pursuing B.Ed. from Lingaya's University consisted of the sample. The findings of the study that Emotional Intelligence is positively and highly correlated to Academic Achievement of Teacher Trainees.

### **Objectives of the study:**

The following objectives are formulated for the present study

- To find out the relationship between emotional intelligence and academic achievement motivation.
- To compare the Emotional Intelligence between Male and Female College Students.
- To compare the academic achievement motivation between Male and Female College Students.
- To find out the relationship between the Emotional Intelligence and academic achievements of Science, Humanities and commerce group students.

### **Hypothesis:**

The following hypothesis are formulated for the present study:

- There is no significance relationship between the emotional intelligences and academic achievements.
- There is no significance relationship between male and female students with respect of emotional intelligences.
- There is no significance relationship between male and female students with respect of academic achievements.
- There is no significance relationship between the emotional intelligences and academic achievements in Science, Humanities and commerce group students.

## **III. METHODOLOGY:**

### **Variables:**

**Emotional intelligence:** Independent variable

**Academic Achievement motivation:** Dependent variable

**Research Methodology:** In the present investigation, the normative survey research method was used. This methodology helps researcher to obtain general results about the sample. One of the main reasons employing survey methodology was that it would enable the researcher to go to the field and to collect data on the topic in question from a small sample of the population in a short period. This paper deals with the design and procedure adopted for the study. It also describes the development of necessary tool for data collection. This paper presents the design procedure under following subheads

**Population:** All the students studying in the General Degree college (Govt & Govt Aided) of North Twenty-Four Parganas, West Bengal, affiliated to West Bengal State University, has been considered as population of the present study.

**Sample and Sampling Techniques:** Researcher adopted purposive technique and selected five different General Degree college (Govt & Govt Aided) affiliated to West Bengal State University, from of North Twenty-Four Parganas and total 100 college students were selected as sample from all five colleges.

**Research Tool & Test Construction:** The Standardised attitude scale was developed and standardized by the researcher was used for data collection for Indian academia.

**Statistics:** Suitable descriptive and inferential statistics was used for analysis of data.

#### IV. RESULT AND DISCUSSION:

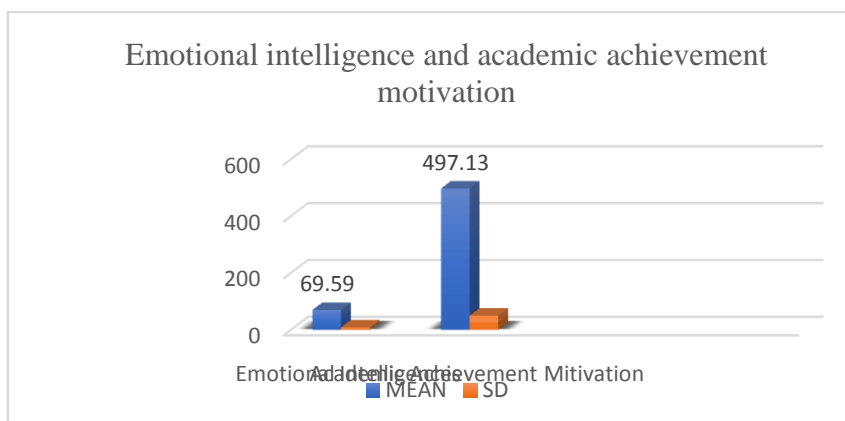
The chapter deals with the analysis of data collected over 100 college students. The data is subjected to statistical analysis and discussed in different sub-headings related to the objectives of the study. The statistics gives a comprehensive picture of relation Emotional Intelligences and Academic Achievements among College Students.

**To find the relationship between emotional intelligence and academic achievement motivation.**

To find out the difference in emotional intelligence and academic achievement motivation the data is subjected to Mean, S.D., and r-value is calculated as shown in Table No- 1

**Table no-1 Emotional intelligence and Academic Achievement Motivation**

| Variable                        | Mean   | SD    | r- value |
|---------------------------------|--------|-------|----------|
| Emotional intelligence          | 69.59  | 8.32  | 7.29     |
| Academic achievement motivation | 497.13 | 49.85 |          |



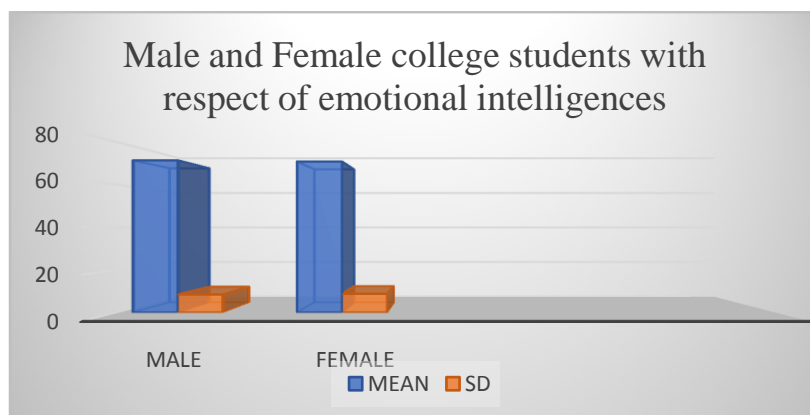
The table shows that the Mean value 69.59 is obtained on Emotional intelligence and Mean value 497.13 is obtained in Academic achievement motivation. The calculated r-value is 7.29. It should be noted that the observed value of r-test is more than the tabulated value both at 5% and 1% level of significance, therefore the null hypothesis is rejected. So, we can conclude that there is a relationship between emotional intelligence and academic achievement motivation.

**To compare the Emotional Intelligence between Male and Female College Students**

To find out the relationship between male and female students with respect of emotional intelligences the data is subjected to Mean, S.D., and r- value is calculated as shown in Table No- 2

**Table- 2 Male and Female Students with respect of Emotional Intelligences**

| Gender | Mean  | SD   | r- value |
|--------|-------|------|----------|
| Male   | 78.23 | 9.36 | .175     |
| Female | 77.09 | 9.03 |          |



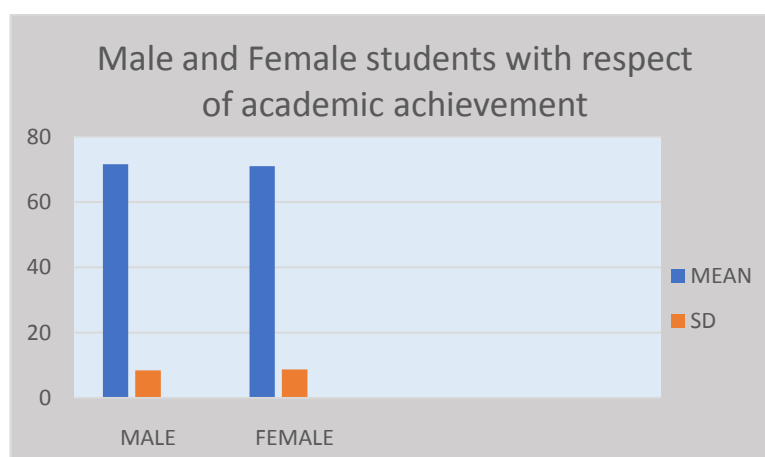
The table show that the Mean value 78.23 is obtained on Male students and Mean value 77.09 is obtained in Female Students. The calculated r- value is .175. It should be noted that the observed value of r- test is less than the tabulated value both at 5% and 1% level are not significant, therefore the null hypothesis is accepted. So, we can conclude that there is no relationship between male and female students with respect of emotional intelligences.

**To compare the academic achievement motivation between Male and Female College Students**

To find out the relationship between male and female students with respect of academic achievement the data is subjected to Mean, S.D., and F- test is calculated as shown in Table No- 3

**Table-3 Male and Female Students with respect of Academic Achievement.**

| Gender | Mean  | SD   | t- value |
|--------|-------|------|----------|
| Male   | 71.56 | 8.43 | .169     |
| Female | 70.98 | 8.77 |          |



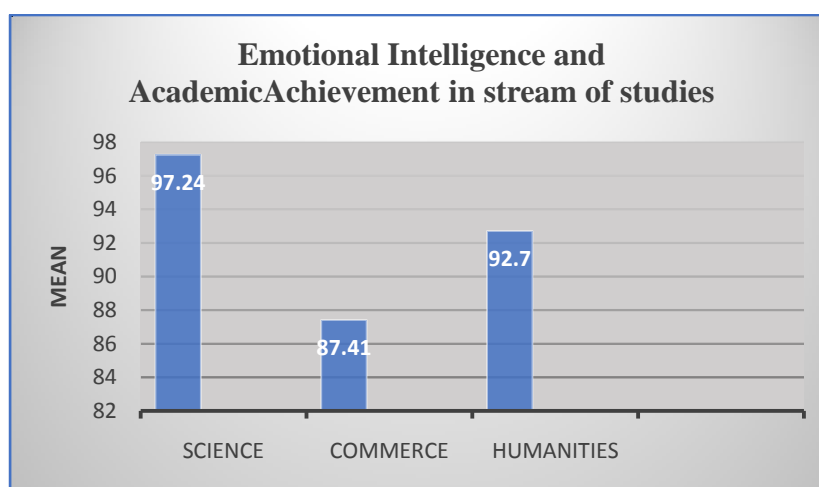
The table shows that the obtained t-value .169 between male and female students with respect of academic achievements than the table value (.195 and .254) that is not significant at .05 and .01 level. So, therefore null hypothesis is accepted. The result considered that, there is no significant male and female students with respect of academic achievements.

**To find out the relationship between the Emotional Intelligence and academic achievements of Science, Humanities and commerce group students.**

To find out the effect of Environmental Ethics among Trainee teachers in relation to stream of studies, the data collected is subjected to F-test as shown in Table no-4

**Table-4** Emotional Intelligence and academic achievements of Stream of studies

| Stream of science | Mean  | SD    | F-Value |
|-------------------|-------|-------|---------|
| Science           | 97.24 | 13.98 | 2.63    |
| Commerce          | 87.41 | 9.90  |         |
| Humanities        | 92.70 | 11.29 |         |



Using F-test, it has been found (Table-4) that there is a relationship of Emotional Intelligence and academic achievements of Science, Humanities and commerce group students'. The college students with Commerce stream show lowest mean (87.41) and Science stream show highest mean (97.24) on Academic Achievements. Therefore, the null hypothesis is rejected, there is significant relationship of Emotional Intelligence and academic achievements of Science, Humanities and commerce group students.

**Findings of the Study:**

Findings of the study with respect to their objectives are as follows:

- There is no significance relationship between the emotional intelligences and academic achievements, stands not accepted.
- There is no significance relationship between male and female students with respect of emotional intelligences. stands accepted.
- There is no significance relationship between male and female students with respect of academic achievements stands accepted.
- There is no significance relationship between the emotional intelligences and academic achievements in Science, Humanities and commerce group students, stands not accepted.

**Suggestion for the further research:**

The further work of present study is framed as follows –

- The researchers can study in various demographic and academic areas.
- The researchers can regard the state, West Bengal as their whole area instead of not taking North Twenty-Four Parganas as their own area.
- The researchers can develop a trend through different academic year on this area.

**Delimitations of the study:**

Because of paucity of time and resource the research had been delimited to be on specified area of investigation as-

- The present study conducted only in college students at geo-political area of North 24 Pgs.
- The study conducted on college students of academic session of 2017- 2018 only.

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