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RESEARCH PAPER

Emotional Intelligence as Influencer between Academic and Achievement Motivation in College Students

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ABSTRACT

The study aimed to investigate the emotional intelligence as influencer between academic and achievement motivation in college students. The mediating role of emotional intelligence between academic and achievement motivation was studied. The sample was consisted of 300 college students from different colleges of Multan city. Emotional Intelligence Scale, Achievement motivation scale, and Academic Motivation Scale were used to collect the data. The findings revealed that the emotional intelligence, academic and achievement motivation are positively correlated with each other and emotional intelligence play mediating role between academic and achievement motivation. It is also revealed in findings that the science students and the students belong to nuclear family system have higher level of emotional intelligence, academic and achievement motivation. The results of the study reflected that the emotional intelligence is a significant part of academic and achievement motivation and it plays role in enhancing the academic and achievement motivation of the students. Longitudinal study should be conducted to study the learning of emotional intelligence and its effects on students' academic and achievement motivation. There should be need to conduct a research to study the effects of IQ and EQ on academic and achievement motivation.

Introduction

Emotional intelligence comprises of two words E.I. (Feeling and Intelligence). Feeling alludes to the extraordinary sensation of human intelligence is essentially founded on the mental capacity of humans to manage the climate. Emotional intelligence is the ability to perceive and realize one's own thoughts and emotions, to converse, control and manage them appropriately. A few scientists recommend that emotional intelligence can be acquired and boosted, while others have the view that it is an innate tendency. Emotional intelligence is the capability to understand your sentiments and the ability to understand what others are trying to tell you along with the capability to accept that other have feelings about you. Emotional intelligence also represent your own thoughts, views, opinion and behaviors regarding others. Experts identified by five different aspects of emotional intelligence which includes the mindfulness, self-guideline, inspiration, sympathy, and social skills (Akinola, Adebisi, & Oyewo, 2015).

Roy, Sinha & Suman. (2013), identified a positive link between emotional intelligence and academic achievement motivation. Preeti's (2013) revealed that academic achievement could not make the direction of future achievements without the emotional intelligence and lack of emotional intelligence would leads towards the limited or problematic capacity to develop and maintain appropriate relationships at school or negatively affect the quality of education of the students. Maraichelvi and Rajan (2013)

stated that emotional intelligence has four core areas includes the: intrapersonal and interpersonal mindfulness, intrapersonal and interpersonal relationships. Nwabuebo (2013) found no noticeable connection between emotional intelligence and academic CGPA in his qualitative study.

Maizatul, Norhaslinda, & Norhafiza. (2013) stated that each individual has some level of emotional intelligence and an aspect of emotional intelligence known self-evaluation of feelings is significantly correlated with academic achievement, while, Chew, Zain, & Hassan. (2013), concluded that the students with high level of emotional intelligence is viably connected with better educational performance. According to Fernandez, Salamonson, Y. & Griffiths. (2012), emotional intelligence arises as a significant parameter of academic achievement and there is noteworthy link between emotional intelligence and academic achievement. Emotional intelligence practically justifies the 11% academic performance and achievement of students. Al-Rofo (2011) reviewed that emotional intelligence with its all five components represents about 47% of the educational performance and achievements of college students. Similarly, Al-Alwan (2011) found a significantly positive correlation between emotional intelligence. Intrapersonal and interpersonal skills.

Motivation helps us to move from tedium to enjoyment. It also gives energy and direction to our behavior. Student motivation is exampled like a engine and steering wheel of a vehicle. As an automobile cannot move without its energy, so also a student cannot move ahead in the process of education without motivational energy and direction which are the centre of the concept of motivation. Motivation has been defined as the attribute that moves us to do or not do something (Gardner, 1983). Our physical or psychological requirements, interests, ethics, opinions, ambitions and inducements effects our level of energy and give direction to our behavior. Motivation may has its origin in the crucial need to reduce physical pain and to increase pleasure, or it may be consisted of precise needs such as eating and sleeping, or get a proffered things, hobby, precise target, well-being, ideal, or it may be ascribed to internal characteristics like self-sacrifice, egotism, ethics, or to go against mortality. Achievement motivation is a consistent acquired trait in which satisfaction gained through attempt for and to getting a level of brilliance. Achievement Motivation is a desire to do well to some standard of excellence.

Coleman (2008) stated achievement motivation as a kind of social motivation which is consisted of the desire to compete to get a precise level of excellence. In other words, we can say that achievement motivation is indeed a motive to achieve. Individuals who have high level of achievement motivation get more than the success when they achieve a task or desired target. It is also considered as the desire to get mastery and skills in any difficult task through high level of performance like in the field of education it is related to the achievement of high grades.

Mayer, Salovey, & Caruso (2004) stated that when students make different goals to achieve and use their skills more adaptive and flexible way, this helps them to behave and perceive their goals in more optimistic way and they get good results. The achievement need differ in each individual as other personality characteristic depending on the determination of individuals with their goals. It also helps students to analyze their present situation at goals and the difference from the level which they want to achieve. Desire, need and fear to avoid failure is the strong determent of the achievement motivation among students. Students with high achievement motivation show sensitivity to their educational tasks such as completing assignments, focus on grades, feedback from teachers and to find the unseals ways to solve the problems, On the other hand at the teacher's role easy assignments, reinforcement on good performance, progressive tasks, not giving embarrassing remarks are some good strategies which help students to avoid failure and to increase their level of achievement motivation (Berger, & Freund, 2012). The main and core component of the achievement motivation is the desire for success. It occurs when an individual's make some

sorts of goals for him/her to attain and then consistently work to achieve those goals. Those goals motivate individuals to do struggle, make strategies and planning to achieve them, without the goals the motivation has no meanings. Individuals who have strong goals and high desire to achieve them show high level of performance for their goals and they also have good ability to analyze and compare their performance with others, they more learn from their mistakes and show more focus on their goals as compared to the individuals with weak goals and low level of motivation to achieve them (Byrne, 2016).

Achievement motivation represents the level of proficiency attained. It is the main point of all educational goals. The main focus of all educational work is to what the learner achieves. Achievement is considered as the most essential objective of education. The effects of education are assessed thought the achievement level of students from the material that has been taught to the students. Achievement represents the condition of a person's learning ability to practice his/her learned skills. The attainment level of a person depends on the extent to which natural potentialities have developed. The synonym of Achievement is accomplishment and professional performance a designated area of learning or behavior indicate the extent one's achievement (Chemolli, & Gagné, 2014).

The main characteristic of achievement motivation is goal based behavior and the individuals' performance evaluation is conducted according to the given criteria of that goal, in which the individuals have to compete others or to achieve some standard. In general way the achievement produces urge and give direction to behavior, whereas achievement motivation supervise and control the behavior regarding the goals which an individual have to achieve. To make this point more transparent, generally we say that when a student is motivated he/she probably will be active (Christenson, Reschly, & Wylie, 2012).

The achievement motivation is an acquired tendency of the individual. It implies action to aspire, strive and achieve. The achievement motivation theory tries to explain the factors which gives direction of an individual's behavior to achieve his/her goals. Achievement motivation can be understood simply as the tendency to strive for accomplishment of a desirable goal. In general, it is considered as the behavior of an individual who do struggle for getting or attaining a specific standard through his/her performance. (Christenson, Reschly, & Wylie, 2012) This quality of achievement motivation makes it different from other kinds of motives. Generally, there are positive and negative aspects of achievement motivation. The performance of a person will improve with the identification of achievement motivation. The concept of achievement motivation owes its birth to USA. First Murray presented the concept of achievement motivation but it was the intense struggle and hard work of McClenlland and his colleagues who presented its significance and practical implications in the field of education (Clycq, Nouwen, & Vandenbroucke, 2014).

Achievement motivation is to elucidate intra and inter individual differences in the point of reference, strength and consistency as behavior of attainment. Contently, achievement motivation is described an individual's propensity to uphold and enhance expertise in all areas which require a specific standard of equality. Individual differs in their strength of motive to achieve and similarly there is difference in the types, intensity and consistency of activities which individuals adopt to achieve their goals. Similarly, the individuals who have positive approach towards their goal have higher level of achievement motivation as compared to the individuals who have negative approach towards their goals (Coe, Aloisi, Higgins, & Major, 2014).

Achievement motivation is also understood in terms of an individual's willingness to perform his/her best to attain success. Achievement motivation is seen in the persistency of struggle, urge to face difficulties and behaviors in the direction of the goals which an individual want to achieve. So the motivation is considered as a force which direct and energize the actions of an individual. When a motive develops it produces a tension and

imbalance in the individuals and forces them to initiate an action to reduce tension and to become balanced.   Therefore, when an individual's get motivated he/she feels a push to behave in specific way (Correia, & Rosado, 2018).

Hassanzadeh and Mahdinejad (2012) explored the link of happiness with achievement motivation among male and female students and found a noticeable association between happiness and achievement motivation. But these variables were non-significant with gender. Bajaj (2012) conducted a study to investigate the achievement motivation amid students and teachers who were studying in various colleges of Jammu and Kashmir. The findings revealed a viable difference of achievement motivation between students and teachers.

Hassan and Khalid (2012) studied achievement motivation among high and low achieving students. They found that students with high grades have higher level of achievement motivation as compared to the students with low grades in study. They also found that students with high achievement level had higher level of competence and work-oriented behavior than students with low achievement level.

Singh (2012) studied achievement motivation of secondary students with respect of their self-concept and socio-emotional environment of the school. The study reveals no significant difference between achievement motivation, self-concept and socio-emotional environment of the school. Lone (2013) studied aptitude about teaching with respect to achievement motivation and values among trainee teachers. The results revealed no considerable difference in the teaching aptitude of male and female teacher trainees and no considerable difference of achievement motivation was seen among male and female trainee teachers. There is positive association of teaching aptitude and value pattern; there is positive connection among achievement motivation and value pattern; and there is positive association of teaching aptitude, achievement motivation and value pattern.

Kaur (2014) conducted a study on college going students to know about academic achievement of college students in relation to their meta cognition in the district of Kapurthala. The researcher observed that male students differed significantly from female college student with respect to their academic achievement motivation. Female college students have better meta cognition than male college students. The rural and urban college students do not differ significantly with respect to their meta cognition. The study concluded that there exists a positive correlation between academic achievement and meta cognition of college going students.

Emmanuel et. al (2014) investigated about the link achievement motivation, self-concept and academic achievement among high school students. All three variables found to be strongly associated with each other and showed positive correlation at significant level. Similarly, Stanly (2014) studied about the achievement motivation and problem solving ability in mathematics among secondary school students and revealed that the achievement motivation level of students at secondary level was above average whereas the problem solving ability was low and the gender difference of these variables was non-significant. Similarly, it was also found that there was no difference of achievement motivation among students of urban and rural areas but their problem solving ability differ due to the school environment and teaching strategy, therefore students belonged to urban areas showed higher level of problem solving ability as compared to the students of rural areas.

Academic motivation is characterized as the process that leads towards the student engagement (Reeve, 2012). In other words, motivation affects the engagement level of students in learning and influence the involvement level of students in their work (Headden & McKay, 2015). Petri (1981) described achievement motivation as the force that acts within an organism which initiate and give direction of its behavior. Similarly, it is

characterized as a psychological process which gives direction, vigour and persistence of behavior to an organism and the motivation is characterized as the moved to do something (Ryan & Deci, 2000). Crookes & Schmidt (1991) defined the academic motivation as persistence involvement in a learning task, without the persistent direction and encouragement. But the main deficiency of the most definitions of academic motivation is that considers as whole and single perspective did not focus on its other elements or component perspective.

Often teachers use different techniques or strategies to motivate and engage students. The most commonly used tactic for this purpose is fear appeal. They use fear as stimulant that engage students in desired behaviors to avoid failure (Nicholson, Putwain, & Nakhla et al. 2018)). Besides this external incentive are also utilized to engage students. In other words, mostly both internal and external factors and stimulants are used at a time to motivate students to avoid failure and to do struggle for success. (Pantziara & Philippou, 2015). External stimulants like rewards, praise, grades, scholarships and written feedback, influence the academic motivation of students and tend to diminish feelings of autonomy and undermine intrinsic motivation (Deci & Ryan, 1985). The cognitive evaluation theory presented by Deci and Ryan (1985) efficiently describes that how and why external factors affect motivation. Ryan (1982) described that external factors have two functional aspects, one is controlling and the other is informational aspect.

The present study was conducted with the aim to examine the role of emotional intelligence between academic and achievement motivation among college students. Emotional intelligence makes able the individuals to wisely use, control and express their emotions and motivation. Therefore, it was hypothesized that emotional intelligence plays a significant role between academic and achievement motivation of the students.

Material and Methods

Research Design

Descriptive research design was utilized in this study to check the correlation between variables.

Sample Strategy

Convenient sampling technique was utilized in this study because it was a general study and had no need to measure any special kind of variable and individuals, therefore convenient sampling was utilized for this study.

Sample Size

The sample size was consisted of 300 college students of secondary level. Half of the participant (150) were males and the half (150) were females taken from different secondary level colleges in Multan city.

Instruments

Four instruments were used in this study to collect the data to measure the relationship between variables.

Demographic Form

This form was consisted of demographical characteristics of the students like gender, family system, residence, education etc.

Wong Law Emotional Intelligence Scale (WLEIS):

This scale was developed by Wong & Law (2002). This is a 16 item scale which measures four domains of emotional intelligence Self-Emotion Appraisal, Others Emotion Appraisal, Use of Emotions and Regulation of Emotion.

Achievement Motivation Scale

This is a 10 item scale developed by Lang and Fries (2006). The purpose of this scale is to measure the desire to complete, master or manipulate a difficult task in individuals.

Academic Motivation Scale

This scale was developed by Vallerand, Blais, Brière, and Pelletier (1989). This scale was developed in accordance with the self- determination theory of Deci and Ryan (1985, 2000). This is a 28 item scale. This scale measures three types of motivation, to know, to accomplish and to experience stimulation. This is a 7 point Likert Scale.

Results and Discussion

Table: 1
Reliability of Extrinsic, Intrinsic, Academic, Achievement Motivation and Emotional Intelligence

Variables	n	α Value
ExM	10	.717
InM	12	.775
AdM	22	.807
EIS	16	.779
AMS	10	.750

Table 1 represents the values of cronbach α for above mentioned variables which are .717, .775, .807, .779 and .750 respectively.

Table 2
Matrix of Correlations Coefficients for ExM, InM, AdM, EIS and AMS

	1	2	3	4	5	6	7	8
ExM	1							
InM	0.384**	1						
AdM	0.795**	0.866**	1					
EIS	0.615**	0.673**	0.776**	1				
AMS	0.441**	0.985**	0.887**	0.722**	1			

Notes: ExMS: Extrinsic Motivation; InMS: Intrinsic Motivation; AdM: Academic Motivation; EIS: Emotional Intelligence; AMS: Achievement Motives

**. Correlation is significant at the 0.01 level (2-tailed).

The table 2 describes the correlation of all the studied variables which revealed that all the variables of the present study are significantly correlated with each other.

Table 3
Mediation analysis of Emotional Intelligence between Revised Achievement Motives as predictor and Academic Motivation as an outcome among students

Mediator	Path Coefficients				$a * b$ (95% CI)	R^2
	A	b	c	c'		
Extrinsic Motivation	.926**	.461***	.421***	-0.007	.427(.341, .530)	.378

Intrinsic Motivation	.926***	-.073***	1.141***	1.208***	-.068(-.095, -.045)	.974
Academic Motivation	.926***	.389***	1.562***	1.202***	.360(.267, .470)	.825

Emotional
Intelligence

a= .926***
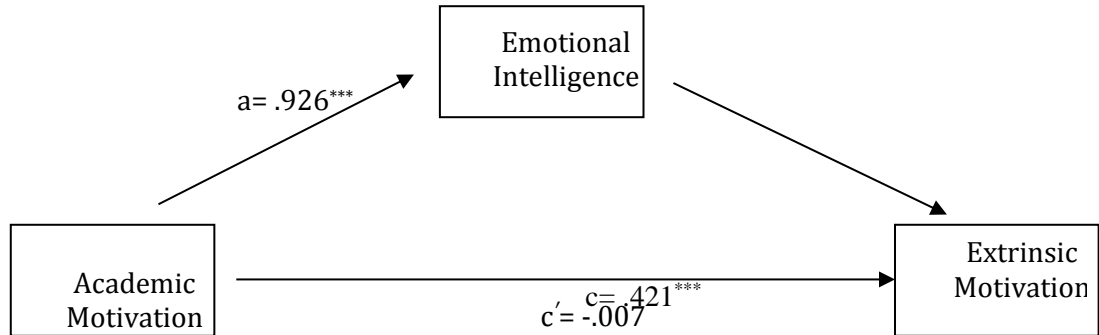
Academic
Motivation

Extrinsic
Motivation

c'= -.007   c= .421***

Figure 1 represents the mediation role of emotional intelligence between achievement motivation and extrinsic motivation among students.
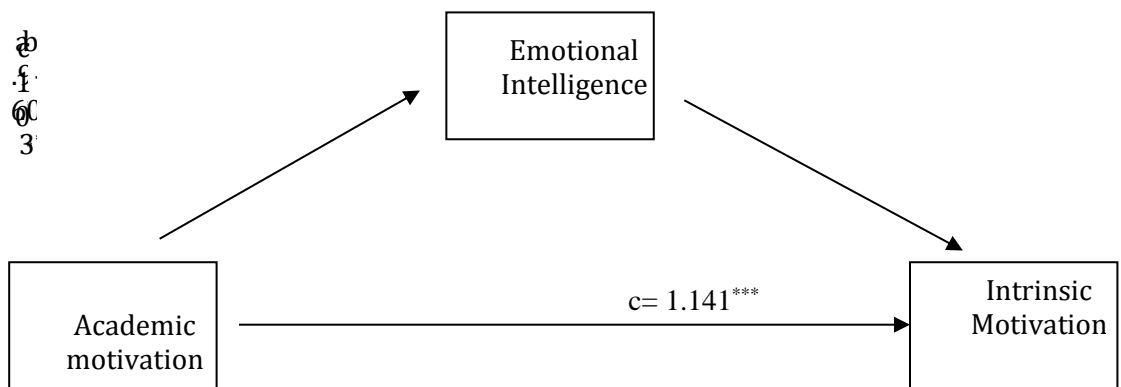
Emotional
Intelligence

Academic
motivation

Intrinsic
Motivation

c= 1.141***

Figure 2 represents the mediation effects of emotional intelligence between achievement and Intrinsic motivation among students.

Emotional
Intelligence

a= .926***   b= .389***b= .461

Achievement
Motivation

Academic
Motivation
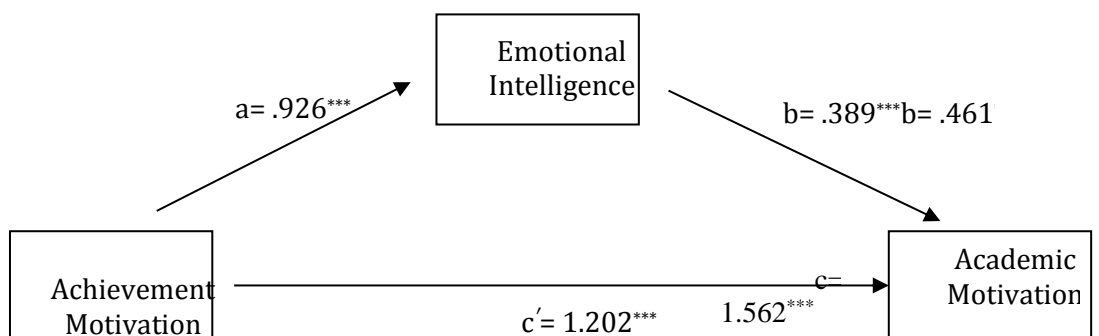
c'= 1.202***   1.562***   c=

Figure 3. The mediation effect of Emotional Intelligence between Achievement Motives and Academic Motivation among all students.

Table 3, figure1, 2, and 3 shows the results of mediation analysis using Emotional Intelligence as mediators, Achievement Motives as predictor and Academic Motivation (Extrinsic and Intrinsic Motivation) as an outcome. The findings of these figures revealed that emotional intelligence significantly mediates between achievement motivation and extrinsic motivation whereas it mediates partially between Academic and intrinsic motivation.

Table 4
The comparison of Extrinsic, Intrinsic, Academic Motivation and Emotional Intelligence Achievement Motives according to the gender of students

Variables	$M \pm SD$		t	P
	Male (n=150)	Female (n=150)		
ExM	31.39±2.24	33.08±2.71	-5.904	.000
InM	40.29±3.22	41.31±3.07	-2.793	.003
AdM	71.68±4.42	74.39±4.86	-5.044	.000
EIS	46.23±3.66	46.97±3.35	-1.811	.036
sAMS	33.09±2.77	34.00±2.65	-2.896	.002

Table 4 represent the comparison of Extrinsic, Intrinsic Academic and achievement motivation or emotional intelligence between gender of students. The findings revealed that all the types of motivation and emotional intelligence are significantly higher among female students as compare to male students.

Table 5
The comparison of Extrinsic Intrinsic, Academic, Achievement motivation and Emotional Intelligence according to the subjects of the students.

Variables	$M \pm SD$		t	P
	Science (n=216)	Arts (n=84)		
ExM	32.62±2.74	31.25±2.00	4.162	.000
InM	41.00±3.25	40.30±2.94	1.713	.044
AdM	73.61±5.13	71.55±3.59	3.377	.001
EIS	46.78±3.49	46.13±3.57	1.442	.075
AMS	33.75±2.78	33.02±2.59	2.069	.020

Table 5 represent the comparison of Extrinsic Intrinsic, Academic and achievement motivation or Emotional Intelligence between subjects of students. The findings that all types of motivation were significantly higher among science students whereas there was no difference of emotional intelligence found between science and arts students.

Table 6
The comparison of Extrinsic, Intrinsic, Academic, achievement motivation and Emotional Intelligence among students with regard to their residence.

Variables	$M \pm SD$		t	P
	Urban (n=202)	Rural (n=98)		
ExMS	32.30±2.65	32.09±2.56	.651	.258
InMS	41.07±3.19	40.24±3.09	2.119	.018
MAS	73.37±4.86	72.34±4.74	1.745	.041
WLEIS	46.88±3.51	46.03±3.49	1.960	.026
RAMS	33.80±2.75	33.02±2.67	2.330	.010

Table 6 The findings of this table revealed that Intrinsic, academic, achievement motivation were significantly higher among students belonged to urban areas whereas there was no significant difference found in extrinsic motivation in both urban and rural areas students.

Table 7
The comparison of Extrinsic, Intrinsic, Academic and achievement motivation and Emotional Intelligence among students with regard to their family system.

Variables	M ± SD		t	P
	Joint (n=210)	Nuclear (n=90)		
ExM	34.00±2.50	32.79±2.82	-2.423	.008
InM	40.30±3.16	41.97±2.91	-4.281	.000
AdM	72.30±4.64	74.76±4.87	-4.148	.000
EIS	46.26±3.41	47.39±3.66	-2.564	.006
AMS	33.13±2.73	34.52±2.54	-4.138	.000

Table 7 The findings of the present table revealed that all the variables were found significantly higher among students belonged to nuclear family system as compared to joint family system.

Discussions

Motivation either academic or achievement motivation and emotional intelligence are very important factors of student's life. Unlikely in Pakistani culture these important factors are not given proper attention for student success which results in many emotional, psychological and behavioral problems along with bad academic performance. These problems in student life eventually negatively affect the whole life of individuals including their social, marital and occupational aspects of life. The major goal of the present study was to evaluate the role of emotional intelligence between academic and achievement motivation of students.

The findings of this study shed light on the importance of emotional intelligence and revealed that it plays a significant role between academic and achievement of the students as secondary level. We can consider the emotional intelligence as a predictor of academic performance and achievement of students. Findings of this research are in compliance of many other researchers like (Mick, 2011; Hassan, & Khalid, 2012; Dana, & Farhangib 2014; Abdulrehman, 2016). The findings of this research are partially incompliance with many researchers like Headden, & McKay (2015), Topçu, et. al (2018) and Debdi (2016), majority of the studied along with the mentioned above found noticeable and positive relation between emotional intelligence and academic achievement. The reliability of variables was .717, .775, .807, .779 and .750 respectively, which indicated that all the scales are reliable with each other. Findings also revealed that both types of motivation extrinsic and intrinsic motivation are positively correlated with emotional intelligence, academic and achievement motivation. Similarly, academic motivation was found significantly correlated with emotional intelligence and achievement motivation. Similarly, emotional intelligence and achievement motivation were also found correlated with each other.

The mediating role of emotional intelligence was also found significant in this study, which indicates that emotional intelligence has considerable influence on academic and achievement motivation and also play role between both types of motivation extrinsic and intrinsic.

Findings regarding the demographical variables of the study indicated that both types of motivation along with academic, achievement motivation and emotional intelligence found higher among female students as compared to male students. It may be

due to that in Pakistani society females are considered inferior than males in all aspects of life which develops strong urge to prove themselves and to overcome feelings of inferiority in females and this urge result in higher level of motivation in females. The findings of this study also revealed that the academic and achievement motivation along with extrinsic and intrinsic motivation were found higher in science students as compared to arts students. The main reason of such finding is also the cultural pattern of Pakistan where science students are considered more intelligence and smart as compared to arts students and they are also considered to get higher social and professional status as compared to arts students. Similarly, the results also showed that academic and achievement motivation and emotional intelligence was higher among urban areas students as compared to rural areas students. This may due to that in urban areas more educational facilities and competition as compared to students of rural areas. Another findings of the present study showed that all these variables are significantly higher among students living in nuclear family system, because students in nuclear family system have more opportunity and environment to focus on their goals and do persistent activities to achieve their goals as compared to students living in joint family system.

Conclusion

The purpose of this research was to learn more about college students' emotional intelligence, academic motivation, and drive to succeed. In this study, 300 college students from Multan city's metropolitan regions served as the sample. The information was collected using both convenient and random methods of sampling. Wong and Law's (2002) Emotional Intelligence Scale (EIS), Lang and Fries' (2006) Achievement Motivation Scale, and Vallerand, Blais, Brière, and Pelletier's (2007) Academic Motivation Scale were utilised to collect the data (1989). The study found that there is a positive correlation between EQ, academic motivation, and accomplishment motivation, and that EQ also acts as a mediator between EQ and academic motivation.

Recommendations

Suggestions for future study on this subject are provided below.

- The need for a research comparing civilizations such as Punjab and Sindh

- The impact of teaching children to develop their emotional intelligence and how that relates to their desire to succeed is an important topic that warrants more investigation in a longitudinal study.

- Third, further investigation is needed to determine how IQ and EQ relate to intrinsic motivation to succeed in school.

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