



Emotional Intelligence and Achievement Motivation among Adolescents

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ABSTRACT

This study examines Relationship between Emotional Intelligence and Achievement Motivation among Adolescents. Sample of the study consists of 100 adolescents (50 males and 50 females) who were taken from colleges of district Multan and Lodhran. The age range of the sample was between 15 to 18 years. Two different scales were used to measure the level of emotional intelligence and achievement motivation. "Achievement Motivation scale" by Henry Murray (1983) described the need for achievement as desire "to accomplish something difficult; to master, manipulate or organize, to overcome obstacle and attain a high standard; to excel one's self". "Emotional Quotient Test" which is valid and reliable scale consisting of 12 items (Saima Cheema, 2005). Results indicated that emotional intelligence influenced the development of achievement motivation in positive manner and female adolescents had higher level of emotional intelligence as compared to male adolescents.

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Introduction

Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. It is a relatively new area of psychological research. According to Hein (2007) emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. It seems reasonable to assume that emotional intelligence enables students to cope and adapt to the emotional experiences of role strain and their concerns as they transition from elementary school to middle school or middle school to high school (Goleman, 1995). The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful people are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements.

Motivation refers to the initiation, direction, intensity and persistence of human behavior (Geen, 1994). Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward (Bainbridge, 2008).

The major aim of this study was to examine how emotional intelligence is related to motivation. Employing Mayer and Salovey's (1997) model, emotional intelligence was conceptualized to comprise emotional awareness, emotional

regulation, understanding emotion and the use of emotion. Several hypotheses were then developed to test Goleman's (1995) claims that motivation is a component of emotional intelligence. Overall results identified a number of significant relationships and demonstrated predicted patterns of relationships that suggest motivation is linked to, rather than comprises part of, the emotional intelligence construct. This study contributes to the developing body of empirical evidence relating to the relatively new construct of emotional intelligence. Structural equation modeling indicates that motivation is not a factor of emotional intelligence but that it is related to the construct particularly through the regulation of emotion and the appraisal of others' emotions. Based on this finding, motivation should not be viewed as a factor of emotional intelligence (Christie et al., 2007).

Objectives

The study has the following objectives;

- To find relationship between Emotional Intelligence and Achievement Motivation.
- To find the level of Emotional Intelligence in adolescents.
- To find the level of Achievement Motivation in adolescents.

Literature Review

Conceptually the term Emotional intelligence is defined as the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). Operationally the term emotional intelligence is defined as those who scored above 36 on this scale are emotional intelligent and those who scored below 36 are less emotional intelligent.

According to Goleman (1995) emotional intelligence means the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come. Daniel Goleman argues that men particularly need to develop emotional skills and gives many examples of men with high intelligence that was not successful because they had problems with their people skills. According to Mayer and Cobb (2000) Emotional intelligence is the ability to process emotional

information, particularly as it involves the perception, assimilation, understanding, and management of emotion. There are two aspects of Emotional intelligence. To be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence. 1- Understanding yourself, your goals, intentions, responses, behavior. 2- Understanding others, and their feelings (Bohensky, n.d).

Conceptually, motivation is defined by Mayer (1997) as something that energizes, directs and sustains behavior. It gets student moving, points them in a particular direction and keeps them going (Mayer, 1997). Murray (1983) described it as to accomplish something difficult; to master, manipulate, organize to overcome obstacles and attained a high standards to excel one's self. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. It is generally seen that achievement motivated people evidenced a significantly higher rate of advancement in their company compared to others. (Romando, 2007).

The research findings suggest that much of the work on need for achievement motivation was conducted with males. The reason is that in the past relatively few women entered the educational field find even fewer opportunity to advance into high position in our culture. Now things have changed quite a bit since then. As career aspirations and opportunities for woman have hanged the need for achievement predicts success in education world for both genders (Deci, & Rayan, 1992).

Hypotheses

- Male adolescents will have "high level of emotional intelligence" and "high level of desire to work hard" than female adolescents.
- Level of mastery of skills will be high in male adolescents than female adolescents.
- Level of competitiveness and desire to enjoy of interpersonal competition will be high in female adolescents than male adolescents.

Methodology

The present study was designed to investigate the Relationship between Emotional Intelligence and Achievement Motivation among Adolescents. Sample of the study consisted of 100 adolescents (50 males and 50 females). Two different scales were used to measure the level of emotional intelligence and achievement motivation. "Achievement Motivation scale" by Henry Murray (1983) described the need for achievement as desire "to accomplish something difficult; to master, manipulate or organize, to overcome obstacle and attain a high standard; to excel one's self". "Emotional Quotient Test" which is valid and reliable scale consisting of 12 items which has been used in previous thesis work (Saima Cheema, 2003 to 2005). There were options that each item has. A participant can respond by opting 1 for "Strongly Disagree", 2 For "Disagree", 3 For "Neither agree nor disagree", 4 For "Agree" And 5 for "Strongly agree".

Purposive convenient sampling technique has been used for this study. The sample comprised of 100 adolescents (50 males and 50 females) who were taken from colleges of district Multan and Lodhran. The age range of the sample was between 15 to 18 years. Those who met the criteria of sampling, were given a brief introduction of the study and were requested to participate in the present study. Willing participants were given instructions

to fill questionnaire. Most of the questionnaires were collected back at the spot. A few were taken back in the second or third visit. Statistical analysis was done by using SPSS v.19. (Statistical Package for Social Sciences). Descriptive and inferential statistics was computed for the data obtained by the participants.

Results

Analysis and interpretation of result is the most important part of the research and this study was undertaken to investigate the correlation of emotional intelligence and achievement motivation among adolescents. The following tables show the effect of the scales of Emotional Intelligence and Achievement Motivation on Adolescents.

Table 1
Mean, Standard Deviation and t-values of female adolescents and male adolescents on the scale of emotional intelligence (N=100)

Group	M	SD	N	df	T	P
F	48.18	7.162	50	98	2.051*	0.022
M	45.02	8.213	50			

*P < 0.05

Results indicate that female adolescents have high level of emotional intelligence than male adolescents. The findings of the study do not support the hypothesis that male adolescents will have high level of emotional intelligence than female adolescents.

Table 2
Mean, Standard Deviation and t-values of female adolescents and male adolescents on (work) the subscale of achievement motivation (N=100)

Group	M	SD	N	df	T	P
F	26.62	3.838	50	98	.837	0.20
M	26.02	3.310	50			

*P < 0.05

Results indicate that female adolescents have high level of emotional intelligence than male adolescents. The findings of the study do not support the hypothesis that level of the desire to work hard will be high among male adolescents than female adolescents.

Table 3
Mean, Standard Deviation and t-values of female adolescents and male adolescents on (mastery) the subscale of achievement motivation (N=100)

Group	M	SD	N	df	T	P
F	27.06	4.264	50	98	-1.78*	0.04
M	28.54	4.037	50			

*P < 0.05

Results indicate that male adolescents have high level of mastery of skills and desire to do challenging tasks and for meeting internally prescribed standards for excellent performance than female adolescents. The findings of the study do support the hypothesis that level of mastery of skills will be high in male adolescents than female adolescents.

Table 4
Mean, Standard Deviation and t-values of female adolescents and male adolescents on (competitiveness) the subscale of achievement motivation (N=100)

Group	M	SD	N	df	T	P
F	21.52	2.823	50	98	1.68*	0.048
M	20.50	3.228	50			

*P < 0.05

Results indicate that female adolescents have higher level of competitiveness and desire to enjoy of interpersonal competition and the desire to win as compared to male adolescents. The findings of the study do support the hypothesis that level of competitiveness and desire to enjoy of interpersonal competition will be high in female adolescents than male adolescents.

Correlations

Correlation coefficient EI, Work, Mastery and Competitiveness

	EI	Work	Mastery	Comp
EI	1	.924**	.839**	.906**
Work		1	.836**	.897**
Mastery			1	.788**
Comp				1

**P<0.05

Results indicate that there is highly positive correlation among EI, Work, Mastery and Competitiveness.

Discussion

Over all the results indicate that emotional intelligence influences the development of achievement motivation in positive manner. Emotional intelligence influences the development of achievement motivation in positive manner because when an individual is emotionally sound then he uses his energy to achieve something. By becoming emotionally sound he saves his energy and uses this energy to gain success in every field of life. Conversely achievement motivation influences the development of emotional intelligence. When an individual struggles hard to achieve success, then he gains more exposure to world. By gaining exposure, he learns how to deal different people in different and positive manner. When an individual achieves success, his goals and tasks then he will become emotionally intelligent and sound.

The results of present study suggested that female adolescents had high level of desire to work hard and higher level of competitiveness and desire to enjoy of interpersonal competition and the desire to win as compared to male adolescents but the level of mastery of skills was higher in male adolescents than female adolescents.

Conclusion

This research explored the relationship between level of emotional intelligence and achievement motivation among adolescents. Emotional intelligence influenced the development of achievement motivation in positive manner. Female adolescents had higher level of emotional intelligence as compared to male adolescents while Male adolescents had higher level of mastery of skills as compared to female adolescents. Furthermore female adolescents had higher level of competitiveness, desire to enjoy interpersonal competition and higher desire to win as compared to male adolescents.

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