



## A Study on the Relationship between Achievement Motivation and Emotional Intelligence

Kalpna Sharma Research Scholar, Dept. Of Education, Maharaja Agrasen Himalayan Garhwal University,

Dr. Kuldeep Singh Tomar Professor, Dept. Of Education, Maharaja Agrasen Himalayan Garhwal University

### Abstract

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Achievement Motivation typically refers to the level of one's motivation to engage in achievement behavior based on such parameters as need for achievement, expectancy for success, and the incentive value of success (Jackson, Ahmed & Heapy, 1976). The present study is aimed to investigate Achievement Motivation test by Bhargava and emotional intelligence scale by Hyde, Pethe and Dhar were administered on 56 Ss. It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with achievement motivation. Product moment correlations were computed to test the hypothesis. Except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence and achievement motivation were positively and significantly related.

**Keywords:** Achievement Motivation and Emotional Intelligence

### Introduction

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1995). Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systemic solution to improve outcomes, both academic and social.

Achievement motivation is an effort to attain successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938). Meaning, people's behavior is centered on this two orientations, to attain success or to avoid failure. Later, Ames & Archer (1987) suggested that two goal-orientations influenced AM; the performance and the mastery goal. The performance goal focused on the demonstration of competence while the mastery goal focused on developing competence. Both orientations had distinct consequences, for example, people with performance goal would withdraw their effort in the face of failure while people with mastery goal would persist (Elliot and Church, 1997).

There are several motives, such as needs for affiliation and power, which often involve complex cognitive and social elements that appear to be basic to their operation as motivational system. One such drive is achievement motivation. Although it influences the behavior of a single individual, it is typically played out in a social context. Of the several drives enlisted by Murray (1938) probably achievement motivation is the most researched one. A uniquely human drive, achievement motivation is a striving to overcome challenges, improve oneself, attain excellence and accomplish more than others (Smith, 1998). Several studies have been conducted to examine



the relationship between need for achievement scores and actual behavior. One such relationship is being studied between achievement motivation and emotional intelligence.

During the last one decade researchers were attracted towards emotional intelligence. Like several psychological teams emotional intelligence is defined by different people in different manner. The term "emotional intelligence" was used by Mayer and Salovey in the first half of 1990, and defined it "as an individual understands of his/her and other's emotions, making a selection among these and operating this knowledge in thoughts and behavior (Salovey & Myers, 2000). Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include 3 skills. Emotional awareness, including the ability to identify your own emotions and those of others. The ability to harness emotions and apply them to tasks like thinking and problems solving. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

As there are several definitions of emotional intelligence, regarding the components of emotional intelligence there are different opinions. However, in this study it was assumed that emotional intelligence consists of ten components: self-awareness, empathy, self-motivation, emotional stability, managing relationship, integrity, self development, value orientation, commitment and altruistic behavior. It was believed that need for achievement is strongly related to each of these components and of course to emotional intelligence.

### **Review of Literature**

Asl, Maryam and Bayat (2011) measured strength of association between emotional intelligence, achievement motive, and locus of control. Relationship between emotional intelligence and locus of control was significant; but strength of association between emotional intelligence and need for achievement was negligible. Kumar, Mehta and Maheshwari (2013) measured emotional intelligence of 450 urban male students of tenth standard and examined its effects on achievement motivation. The investigators found strong and significant effect on achievement motivation. Srivastava (2013) measured emotional intelligence, achievement motivation and spiritual intelligence of 100 pupil teachers. Main effects of achievement and emotional intelligence were found significant. Ohizu and Ojaga (2014) in a study found that emotional intelligence and achievement motivation were significant predictors of career commitment. In present study an attempt has been made to measure strength of association between achievement motivation, emotional intelligence and components of emotional intelligence.

Main aim of study was to measure strength of relationship between achievement motivation and emotional intelligence, as well as, components of emotional intelligence. It was hypothesized that, achievement motivation and emotional intelligence, as well as, components of emotional intelligence are positively and significantly related.

Dinesh Naik, Ahirrao D Kiran, (2018) conducted study to explore the correlation between Emotional Intelligence (EI) and Achievement Motivation of Senior college students as well as comparison between boys and girls in relation with Emotional Intelligence and Achievement Motivation. Accidental sampling method was used to collect the data of 150 undergraduate students (75 males & 75 females) from Ahmednagar city. The assessment tools consist of Emotional Intelligence scale by Schultz et al.(1998) and Achievement Motivation Scale by Bhargav (1994) To test the hypotheses statistical methods like Pearson product moment correlation and 't' test were used. The correlation between EI and Achievement Motivation was found  $r = .384$ , which show significant positive correlation between Emotional Intelligence and



Achievement Motivation of College students. Computed  $t = 2.24$  indicates gender differences on emotional intelligence, females score higher than males on Emotional intelligence, where as gender difference was not found on achievement motivation, as  $t = .029$  is not significant.

### Sample of Study

Total sample consisted of 56 Ss, studying at under graduate level in Meerut. The Ss were selected randomly from two educational institutions of Meerut. There were 40 males and 16 females. Age range was 18 to 20 years.

### Tools Used For Data Collection

Two standardized tests were used for collecting data.

### Achievement Motivation Test

Author of the test is Bhargava. It consists of 50 items. Each item is an incomplete sentence, and with each incomplete sentence three alternatives are given. The job of the subject is to select one of the three alternatives which he thinks is most appropriate to complete the sentence. Reliability of these test reported by the author is and 0.87 validity is 0.80

### Emotional Intelligence Scale

This scale was constructed and standardized by Pethe and Dhar. The scale consisted of 34 statements depicting one or the other component of emotional intelligence. Each statement is provided with five alternatives ranging from strongly agrees to strongly disagree. The scale measures ten components of emotional intelligence. Reliability of the scale reported by the authors is 0.88.

### Research Design

A correlation approach was used in the present study.

### Results and Discussion

First the data were treated by mean and standard deviation. Means and SDs obtained by the group on ten components are given in the following table.

**Table-1**

**Showing Means and SDs obtained on different measures of emotional intelligence and need for achievement**

	SA	E	SM	ES	MR	I	SD	VD	C	AB	EI	nAch
x	10.14	10.96	14.71	10.93	10.89	9.86	5.07	5.68	5.25	5.68	89.18	24.86
S	2.10	2.66	3.21	2.24	2.06	1.94	1.45	1.38	1.28	1.01	12.64	2.01

SA = Self Awareness, E = Empathy, SM= Self-Motivation, ES = Emotional Stability, MR = Managing Relationship, I = Integrity, SD = Self Development, VO= Value Orientation, C = Commitment, AB = Altruistic Behavior, EI= Emotional Intelligence, nAch= Need for Achievement.

Mean and SD valued depicted in table 1 show that in each factor distribution of scores is more or less normal. So, further the data could be treated by parametric statistics. Since, a correlational approach was used product moment correlations were computed.

**Table-2**

**Showing correlation coefficient between n-Ach and different factors of emotional intelligence.**

	SA	E	SM	ES	MR	I	SD	VO	C	AB	EI
n-Ach	0.87**	0.01	0.39**	0.24	0.82**	0.61**	0.94**	0.84**	0.77**	0.67**	0.84**

\*\*Significant al.01 level.





Very high significant relationship was found between achievement motivation and emotional intelligence ( $r = 0.84$ ,  $df = 54$ ,  $p < .01$ ). Also, it was expected that correlation coefficients between components of emotional intelligence must be positive and significant, but some of the components failed to show significant relationship with achievement motivation. For example, empathy was found unrelated to achievement motivation ( $r = .01$ ,  $df = 54$ ,  $p > .05$ ). Not in line with the assumption of study emotional stability was poorly related to achievement motivation ( $r = .24$ ,  $df = 54$ ,  $p > .05$ ). It is difficult to justify these non significant relationships. But in an earlier study also achievement motivation and emotional intelligence were found unrelated. With some of the components achievement motivation was very strongly related. For example with self development correlation coefficient was .94; with self-awareness correlation coefficient was .87; and with value orientation and managing relationship values of correlations were .84 and .82 respectively. All these relationships are in favour of the hypothesis of study.

## Conclusion

Emotional intelligence is the ability to identify, assess and control one's own emotions, the emotion of others and that of groups (Daniel Goleman, 1995). Achievement motivation is an effort to attain successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938). Achievement motivation and emotional intelligence were positively and very strongly related to each other. Empathy was unrelated to achievement motivation; and relationship between emotional stability and achievement motivation was positive but poor and non significant. Remaining all the other components were positively and significantly related to achievement motivation.

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