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## **The Relationship of Emotional Intelligence to Achievement Motivation**

**Monika Agarwal**

Research Scholar, Department of Management, Mewar University, Chittorghar, Rajasthan, India

**Dr. Raj Kamal**

Professor, Department of Business Administration, MJP Rohialkhand University, Bareilly, UP, India

**S. P. Singh**

Professor, Faculty of Management Studies, Gurukul Kangri University, Uttarakhand, India

### ***Abstract:***

*The aim of this study was to examine the impact of emotional intelligence on the achievement motivation of students. A sample of 200 students was randomly selected from a list of 500 students of 4 colleges of Muzaffarnagar district, U.P. India. The study concluded that there is a significant difference of emotional intelligence of women and men. But there is no statistically significant difference of achievement motivation of women and men. The results also show that there is a significant impact of emotional intelligence on achievement motivation of students. However, emotional intelligence is not a good predictor of achievement motivation in case of women.*

**Keywords:** *Emotional intelligence, achievement motivation*

### **1. Introduction**

The concept of emotional intelligence has acquired a very pivotal position in psychological and management research in recent years, especially with respect to its affects on today's workforce. People are the most important component of Businesses. Therefore, all those things that impact the effectiveness of people also impact the businesses they conduct or work for. Researchers believe that an individual's emotional intelligence quotient (EQ) may be a better predictor of success.

Dan Goleman defined emotional intelligence as the ability to recognize, understand and manage our own emotions as well as recognize, understand and influence the emotions of others. In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), and learn Mayering how to manage those emotions – both our own and others – especially when we are under pressure.

Mayer and Salovey (1997) indicate that emotional intelligence is the ability to percept precisely, appraise and express emotions of one's own and others', access and generate feeling when they facilitate thinking, as well as regulate and utilize emotions in problem solving

Dr. Georgia has outlined four Dimensions of Emotional Intelligence

#### ***1.1. Self-Awareness***

self-awareness is the ability to perceive ones emotions accurately, being able to notice physiological changes associated with emotional arousal, nonverbal signals (such as body language and facial expressions), the type and intensity of the emotion that we are feeling, and emotional triggers (the stimuli or events, as well as thoughts that trigger our emotional reactions). It also involves being aware of behaviors that may suggest the presence of certain emotions.

#### ***1.2. Self-Management***

Self-management refers to one's ability to manage his or her emotions and behaviors, regulating one's emotions and responding appropriately (with the right emotion and emotional intensity, as well as with the appropriate behavior) to life circumstances. This includes the emotions and behaviors of others.

#### ***1.3. Social Awareness***

Social awareness means the ability to recognize and understand the emotions of others, recognizing the emotional signals of others and assessing accurately what they mean.

#### ***1.4. Relationship Management***

Relationship management refers to the ability to manage the emotions and emotional reactions of others. It involves knowing how to respond to the emotions of others in an empathic, skillful, and sensitive way to your needs and theirs.

The emotional intelligence is tied to an individual's physical health, mental well-being, better manage our relations and resolve conflicts. Higher emotional intelligence assists to be stronger internal motivators, reduce procrastination, increase self-confidence, and improve the ability to concentrate on our goals. The ability to understand and motivates others, relate in a positive manner, builds stronger bonds with others in the workplace. This makes people with higher emotional intelligence better and effective leaders who can recognize the needs of his people, encourages higher performance and workplace- satisfaction build stronger and cohesive work teams by strategically managing the emotional diversity of their team members for the benefit of the team as a whole.

## 2. Achievement Motivation

Bigge and Hunt (1980) explained achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition points out three major elements: the stimulation of personal capabilities, perennial efforts with drive and attaining of sense of satisfaction. Achievement motivation is the desire to perform in terms of a standard of excellence or to be successful in competitive situations (Singh, S.P. & Minny Mehta, 2013). Persons having high need for achievement own personal responsibility for the solution o tasks, fix moderately difficult goals, take calculated risks, and have strong desire for feedback on their performance as indexed by compensation (Lawson and Shen,1998)

## 3. Review of Literature

Several researchers have carried out difference in Emotional Intelligence between males and females (e.g. Tapai, 1998; Sutarso1998, Zeidener et.al., 2001 etc.).

Fataneh Naghavi, Marof Redzuan (2011), ' studied the relationship between Gender and Emotional Intelligence', in Malaysia and found that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement Dhimen Jani & Lalit Pipliwal (2013) studied the emotional intelligence of students of Valsad districtin Gujaraton a sample of 200 students. The result revealed that there is no significant difference in emotional intelligence of male and female category of students of Valsad District.

There is growing research that connects emotional intelligence and emotional skills to achievement, productivity, career success, personal health, resilience and leadership (H. Gardner,1983, 1993, 1997; Goleman, 1995, 1997; Stemberg, 1985, 1990; Salovey and Mayer, 1997; Wesenger, 1985, 1998; Greenspan, 1997; Astin and Associates, 1993; Townsend and Gephardt, 1997; Nelsonand low, (1997-2003)

Researchers have also studied emotional intelligence in relation to factors such as personality (Mohsin Atta, 2013; Salovey and Mayer, 1990; Goleman (1995 & 1998; Brackett and Mayer, 2003; Costa, Terracciano and McCrae (2001; Sala, 2002) overall intelligence, optimism, adaptability and life satisfaction and emotional disorders.

Achievement motivation has been studied in connection with behavior, emotion, academic achievements (Kulvinder Singh, 2011; entrepreneurial behavior (Collins & Hanges, 2004; to parental support to adolescents (Neha Achaya & Shobhna Joshi, 2011; self-concept Sita Chetri, 2014).Collins & Hanges studied the relationship of achievement motivation to entrepreneurial behavior. The study revealed that achievement motivation was significantly correlated with choice of an entrepreneurial career and entrepreneurial performance. Acharya and Joshi studied the relationship of achievement motivation to parental support to adolescents and reached the conclusion that there is a positive correlation between achievement motivation and parental support. Girls were found sensitive to parental support in comparison to boys. Achievement motivation is related to success in life, life satisfaction and quality of life.

## 4. Objectives of the Study

The study was undertaken with the following objectives:

1. To study the Emotional Intelligence of students of Muzaffarnagar district.
2. To measure the academic achievements of students.
3. To examine the impact of emotional intelligence on the academic achievements of students.

## 5. Hypothesis

- $H_{01}$ : There is no significant difference between the emotional intelligence of boys and girl students.
- $H_{02}$  There is no significant difference between the achievement motivation of boys and girl students.
- $H_{03}$ : There is no significant impact of emotional intelligence on academic achievements of students.

## 6. Research Method

### 6.1. Research Design

This study followed an ex-post factor survey research design where questionnaire instruments were used to collect data from the respondents on the emotional intelligence and achievement motivation.

### 6.2. Sample and Sampling Technique

A sample of 200 students of 4 colleges of different streams served as the sample for the study. The sample was randomly selected from a list of 500 students.

### 6.3. Measures

In order to collect the primary data a self administered questionnaire to measure the emotional intelligence based on four dimensions self-awareness, self management, social awareness and relationship management and the academic achievements was designed. The questionnaire was discussed with the subject experts to test the reliability and validity of the questionnaire. Relevant suggestions of the experts were suitably incorporated. The scale consists of 22 items. The respondents indicated the extent to which each item reflected their emotional intelligence on a 5-point Likert type scale. The reliability of the inventory by Cronbach's alpha is  $\alpha=.75$ . The achievement motivation scale used four items to measure achievement motivation of students. The reliability of the inventory by Cronbach's alpha  $\alpha= .72$

### 6.4. Administration

The questionnaire was administered on students of different stream of graduate and post-graduate colleges located in Muzaffarnagar district. A total of 200 questionnaire were distributed out of which 125 were recovered giving a return rate of 60.5 percent out of which 121 questionnaires were found to be used for data analysis.

## 7. Data Analysis and Findings

The data collected were analyzed using percentages, frequencies, t test and regression analysis. The criterion variable or dependent variable was academic achievement, while the predictor variable was gender, and emotional intelligence.

The respondents were classified on the basis of gender:

Gender	Frequency	%
Male	63	50.41
Female	61	49.58

Table 1: Classification of Respondents on the Basis of Gender

The above table shows that the majority of respondents are that of male. However, the females are no less in number

### 7.1. T-test on Emotional Intelligence

The t-test was performed on the data to assess whether the means of emotional intelligence of the boys and the girl students are statistically different from each other.

Gender	Number	MEAN	SD	t	p-Value
Women	63	299.02	26.11	5.41	0.000
Men	61	281.01	23.01		

Table 2: Results of T-Test on Emotional Intelligence

The results of t-test demonstrate since  $t= 5.41 > 2.58$  S.E. (1% level of significance), the null hypothesis is rejected. It can be inferred that there is a statistically significant difference in the mean score of emotional intelligence of boys and girls. Women (M=299, SD= 26.11) reported significantly higher level of emotional intelligence than men (M=272, SD=23.01),  $t = 5.41$ ,  $p = 0.000b < 0.05$ .

### 7.2. The t-test on Achievement Motivation

The t-test was performed on the data to assess whether the means Achievement Motivation of the boys and the girl students are statistically different from each other.

Gender	Number	Mean	SD	t	p-Value
Women	63	52.62	11.26	0.56	0.575
Men	61	51.62	10.62		

Table 3: Results of T-Test on Achievement Motivation

The results of t-test demonstrate since  $t= 0.56 < 2.58$  S.E. (1% level of significance), the null hypothesis is accepted. It can be inferred that there is no statistically significant difference in achievement motivation of men and women. Women (M=52.62, SD= 11.26) did not report significantly higher level of achievement motivation than men (M=51.62, SD= 10.62),  $t = 0.56$ ,  $p > 0.05$ .

### 7.3. Regression Analysis

A Simple Regression analysis was calculated to predict achievement motivation based on emotional intelligence.

→ Table 4 and 5 presents the results of regression analysis

Factors	R-Square	R-Square (Adj)	F-Value	$\beta$	p-Value
Emotional Intelligence	.64	.57	8.40	0.1	0.004

Table 4: Model Summary

Factors	Coefficient	SE Coefficient	t	p-value
Constant	<b>24.03</b>	<b>9.73</b>	<b>2.47</b>	<b>0.015</b>
Emotional Intelligence	<b>0.0983</b>	<b>0.0339</b>	<b>.09</b>	<b>0.004</b>

Table 5: Coefficients

### Regression Equation

Achievement Motivation = 24.03 + 0.0983 Emotional Intelligence

The results on table 4 and 5 indicate that a significant regression equation was found. Since  $R^2 = 6.44$ ,  $(F(1,123) = 8.40)$ ,  $\beta = 0.98$ ,  $p = 0.004 < 0.05$ . the null hypothesis is rejected. It can be inferred that emotional intelligence has significant impact on achievement motivation. Higher emotional intelligence leads to higher achievement motivation.

### 8. Discussion

The results of the study indicate that there is a statistically significant difference of emotional intelligence between boys and girl students. The results bear out the work of other researchers who found that women tend to have an edge over men when it comes to emotional intelligence for a happy and successful life (Dan Goleman, 2011). However, the results of another study contradict with the findings of our study which indicate that investigated whether there is no gender based difference of emotional intelligence among students of Valsad district (Jani and Pipliwal, 2013).

The results also exhibited that there is no statistically significance difference of achievement motivation between boys and girls and the emotional intelligence has statistically significant impact on achievement motivation.

The results also indicated that emotional intelligence is a significant predictor of achievement motivation. However, emotional intelligence is not a good predictor of achievement motivation in case of women. The results are substantiated by previous researchers who found that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement (Fataneh Naghavi & Marof Redzuan, 2011)

### 9. Conclusion

The study concluded with the findings that women have higher emotional intelligence as compared to men. However, there is no statistically significant difference of achievement motivation between men and women. The study revealed that achievement motivation is not a better predictor of achievement motivation in case of women. The results of the study have great implication of parents and teachers of students.

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