

Emotional Intelligence and Educational Motivation among University Students

*Amirzeb Khan, Abdurab Tariq Kiyani, Sana Waheed,
Anum Zamaan Afridi and Fariha Shafiq*

Department of Psychology, Hazara University Mansehra, Pakistan

Abstract: The study was intended to examine the relation between the emotional Intelligence and Educational motivation among Hazara University students. It was also aimed to find out the emotional Intelligence and Educational Motivation among different levels of education. Population of study included male and female students of Hazara University. Sample size for present study was taken 150 students (75 males and 75 females). Two scales Emotional intelligence inventory and Student motivation scale were used for data collection to find the relationship between Emotional Intelligence and Educational Motivation among university students, SPSS-16 was used to analyze data. The result of study found insignificant difference among emotional intelligence and different levels of study. The result of study found insignificant difference among educational motivation and different levels of education. The result of study found a negative correlation between emotional intelligence and educational motivation. The recommendation and limitations are also discussed.

Key words: Self-awareness • Mood management • Empathy • Managing relationships

INTRODUCTION

Emotional intelligence is defined as “the composite set of capabilities that enable a person to manage himself/herself and others” [1-4]. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions [5]. Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands and pressures. High emotional intelligence can contribute to a student in the learning process [6, 7]. Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation [8]. Academic motivation is an as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioral characteristics related to motivation [9]. It is the orientation to the actions which is important to compel with the perfect standards.

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence encompasses the following five characteristics and abilities:

- Self-awareness--knowing your emotions, recognizing feelings as they occur and discriminating between them
- Mood management--handling feelings so they're relevant to the current situation and you react appropriately
- Self-motivation--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness
- Empathy--recognizing feelings in others and tuning into their verbal and nonverbal cues
- Managing relationships--handling interpersonal interaction, conflict resolution and negotiations

Similarly, Goleman [3] stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy) and handling relationships. Goc [10] stated the factors affecting students' achievement motivation as; effectiveness of the teacher, friends, the individual's attitude towards school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school. All students experience frustration and failure to achieve

their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well. Finnegan [11] argued that school should help students learn the abilities underlying the emotional intelligence. Again, in another study researcher suggested that an emotionally intelligent person is skilled in four areas: identifying, using, understanding and regulating emotions [12]. In an attempt to clarify the plethora of definitions of emotional intelligence suggested that there are mixed and mental ability model of emotional intelligence [13]. Mixed models encompass social and emotional competencies that include aspects of social skills and personality, while mental ability model explore the interaction between emotion and cognition opined that emotional intelligence is the basic stuff out of which all motivation arises. Gyanani [14] Opined that self-motivation is necessary for emotional intelligence. Other researchers are of the opinion that emotions are critical ingredient for motivation [15].

The link between emotions and motivation has been explicitly stated in a broad range of research [16, 17]. Motivation as a prime antecedent of behavior while formulating his concept of emotional intelligence. According to [18], motivation co-varies but is not a part of the emotional intelligence construct.

Emotional Intelligence Models: There are many models that explain Emotional Intelligence, but three models have gained the interest of many researchers. These are Mayer and Salovey's Model, Bar-On's Model and Goleman's Model. All of these models look at Emotional Intelligence from two perspectives:

Firstly: They consider Emotional Intelligence as one of the different mental abilities. In this regard, Emotional Intelligence is thought of as a form of intelligence. The only example of this perspective is Mayer and Salovey's model. Secondly: They consider Emotional Intelligence as a mixture of mental abilities and personality traits. Examples of this perspective are Bar-On's Model and Goleman's Model. Motivation as making an effort to achieve goals [19].

A study examined that intrinsic motivation strengthen and maintain activities through the spontaneous innate in effective volitional action. Intrinsic motivation appears in behaviors such as play, exploration and challenges seeking that people frequently do for external rewards [20]. Many researchers mostly compare intrinsic motivation with extrinsic motivation. The extrinsic motivation is that motivation that is governed by

reinforcement contingencies. Generally educators think that intrinsic motivation is more attractive than extrinsic motivation. Researchers suggested that self-motivation is essential for emotional intelligence [14]. While others researchers are thought that emotions are critical ingredient for motivation [15]. People with high emotional intelligence have the characteristic of motivating oneself [21]. According to, emotional intelligence directly influences motivation. Motivation among students encompasses both academic motivation and achievement motivation. Academic motivation is one's determination to succeed in a academic studies [22].

MATERIALS AND METHODS

Objectives:

- To measure the level of emotional intelligence among university student
- To measure the level of educational motivation among university student
- To find the relationship between Emotional intelligence and educational Motivation

Hypotheses 1: Significant difference is likely to exists among different levels of education on emotional intelligence scores

Hypotheses 2: Significant difference is likely to exist among different levels of education on educational motivation.

Hypotheses 3: There is a positive correlation between EI and EM.

Sample: A sample of 150 students studying in BS, M.Sc and M. phil level was conveniently taken from Hazara University KP.

Research Instruments

Demographic Sheet: Age and current level of studies were noted on the demographic sheet.

Procedure of the Study: Data collection was done from Hazara University. The Participants were approached individually by researcher and questionnaires were distributed individually in face to face pattern. Clear instructions were given. Participants were briefed regarding the nature of the research being carried out in order to obtain their cooperation. And after their willingness the questionnaires were handed over to them and they were requested to fill the questionnaires as per

instructions. In order to remove any misapprehension they might have regarding the research, it was made clear to them that the collected information would be kept confidential and would be used only for research purposes. The completed forms were checked when they were handed back. The scores were calculated and statistical analysis for testing the hypotheses was carried out.

Analysis and Interpretation of the Data: After data collection, the next step was interpretation and analysis of the data in light of hypotheses of the study. Data was analyzed through SPSS (version 16). One-way anova test was applied to find out difference. There are 28 items of EI inventory and 30 items of SMS. Each item of EI inventory is rated on likert scale 0, 1, 2,3,4,5 from left to right and each item of SMS is also rated on likert scale 1,2,3,4. Score ranges from 1 to 41. Scores about 5-12 are considered Low EI. Scores about 13-20 are considered moderate EI. Scores about 21-30 are considered above average EI. Scores about 31-41 are considered high EI. Scores greater than 41 is the evidence of very high emotional intelligence. The percentage of SMS is calculated by dividing the item mean score by the maximum possible score for the item. All student outcome expectation scales items have a maximum possible score of four.

RESULTS

The results indicate that there is a negative nonsignificant correlation between the Emotional intelligence and educational motivation.

DISCUSSION

Objective of the present study was to find out the relationship between emotional intelligence and educational motivation among university students. Data was collected specifically from Hazara University Mansehra. The finding of the first hypothesis showed that there is non significant difference among emotional intelligence and different levels of education. These results are consistent with the existing research literature conducted by [23] who found no difference between emotional intelligence and different levels of studies. These results can also be compared to studies conducted by [24, 25], who also found an insignificant difference among emotional intelligence and different levels of studies. The finding of the second study showed there is insignificant difference between educational motivation and different levels of education. These results are consistent with previous researches e.g., Soenens and Rozell [26, 27] greater academic motivation and higher levels of subjective well-being [28].

Table 1: Group differences among emotional intelligence and different levels of education.

Sources	Df	SS	MS	F	P
Between Group	2	346.734	173.367		
Within Group	146	21765.065	149.076	1.163	.315
Total	148	22111.799			

df=147, 148, p>0.05

The results indicate that there is nonsignificant difference among the groups.

Table 2: Group differences between educational motivation and different levels of education

Sources	Df	SS	MS	F	P
Between Group	2	696.931	348.466		
Within Group	79	9889.373	125.182	2.784	.068
Total	81	22111.799			

df=147, 148, p>0.05

The result indicates that there is nonsignificant difference among the groups.

Table 3: Correlations between EI and EM

Scale	EI	EM	M	SD
EI	--	-0.093	60.69	12.223
EM	-0.093	--	78.55	11.432

p>0.05

The results indicate that there is a negative nonsignificant correlation between the Emotional intelligence and educational motivation.

The result contrasts the study by [29-32]. They found that there is little significant difference between educational motivation and different levels of studies. The findings of study showed insignificant difference among the groups. These findings of the study are consistent with the previous literature and researches [33]. They [33] found insignificant relationship between Emotional intelligence and Educational motivation. Hypothesis of the study states that there is a significant relationship between Emotional intelligence and educational motivation. Finding of study suggests that there is non significant relationship between emotional intelligence and educational motivation among students [34] found no relationship between emotional intelligence and intrinsic motivation and achievement motivation respectively. The result contrast the study by [35], who Found that there is a significant relationship between emotional intelligence and educational Motivation. It means that emotional intelligence is positively correlated with emotional Intelligence among students. It may be due to the reason that as educational motivation of Students of increases, they are better motivated to handle, manage and control their own Emotions.

The topic of emotional intelligence is controversial. Debates rage on and critical questions continue to arise as to the concept of emotional intelligence, as well as its definition, nature, measurement and application. As noted by [36], the difficulty to provide an operational definition of emotional intelligence that is accepted by all has been largely due to the differing names given to emotional intelligence. The reason emotional intelligence models differ has to do with the fact that these models were developed by different people for different purposes.

Generally, researchers claimed that students need early emotional intelligence programs in order to success in their environment because it incorporates a number of abilities, including the ability to be aware of one's own and others emotions, to be able to manage those emotions and to understand the complex relationships that can occur between emotions and likely emotional transition [37, 18].

A study examined the effect of emotional intelligence on academic performance of 246 adolescent students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence [38].

A researcher examined the relationship between emotional intelligence and academic achievement in non-traditional college students [8]. Since students

differed in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood.

A study also examined the impact of emotional intelligence on the successful transition from high school to university. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies [39]. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

Another study Investigated in a sample of 127 Spanish adolescents, the ability to understand and manage emotions, assessed by a performance measure of emotional intelligence (the MSCEIT), correlated positively with teacher ratings of academic achievement and adaptation for both males and females [40].

The study conducted by [41] involved a sample of 223 form 1 and form 4 students. Process of data collection was administered by using a set of questionnaire which includes a self-report measure of emotional intelligence adapted from Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age.

A study was conducted on 6,050 students at the University of Kashan to explore the relationship between emotional intelligence, self-concept and self-esteem with academic achievement [42]. It was found from the study emotional intelligence, self-concept and esteem, of students was found to be significantly related to their academic achievement.

A study was also conducted to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state [43]. He found a positive relationship between emotional intelligence and academic achievement of students.

The study conducted by [44, 45] investigated the relationship between the identified five dimensions of emotional intelligence, namely self-awareness, emotional management, self-motivation, empathy, interpersonal skills and academic performance. The results showed that the significant relationship between self-awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic

performance. Findings from multiple regression analysis (stepwise) showed that only three dimensions of emotional intelligence which is self-awareness ($\beta = 0.261$), self-motivation ($\beta = -0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion (academic performance).

CONCLUSION

The purpose of present study was to identify the relationship between emotional intelligence and educational motivation among students of Hazara University Mansehra, Pakistan. It was also intended to see the differences between emotional intelligence and educational motivation. The finding of the study suggested that there is no significant difference between emotional intelligence and educational motivation. The findings of the study suggested that there is no significant difference between emotional intelligence related with different levels of education. It was also concluded that there is no significant difference between educational motivations.

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