

# A Study of Emotional Intelligence and Achievement Motivation among College Students

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## ABSTRACT

The present study aims to investigate the relationship between emotional intelligence and achievement motivation among college students. The sample consists of 120 college students, comprising 60 males and 60 females, selected from different cities of Uttarakhand. The Emotional Intelligence Scale (EIS) developed by Dr. A.K. Singh and Dr. Shruti Narain and the Achievement Motivation Scale by Prof. Pratibha Deo and Dr. Asha Mohan were administered to the participants. Descriptive statistics, Pearson correlation, and independent samples t-test were used for analysis. The findings indicate a significant positive correlation between emotional intelligence and achievement motivation. Female students report higher emotional intelligence and achievement motivation than male students, and the difference is statistically significant.

**Keywords:** *Emotional Intelligence, Achievement Motivation, EIS, College students*

## INTRODUCTION

College life is an important transitional phase characterized by academic stress, social adjustments and future-oriented decision-making. During this period, emotional intelligence and achievement motivation play a crucial role in academic performance and psychological adjustment. Emotional intelligence was first defined and conceptualized by Salovey and Mayer (1990). According to Mayer JD et al. (2008) Emotional intelligence also reflects an ability to use intelligence, empathy, and emotions to enhance understanding of interpersonal dynamics. Achievement motivation is also referred to as the need for achievement (and abbreviated n-Ach). Atkinson (1964) defined achievement motivation as the comparison of performances with others and against certain standard activities. Achievement motivation is a drive to excel in learning tasks combined with experience tried in accomplishment. According to McClelland et al. (1953), people who strive for excellence in a field for the sake of achieving and not for some rewards are considered to have a high need for achievement. In India, there is a growing need to understand these constructs among college students, as the competitiveness of higher education increases.

## REVIEW OF LITERATURE

Molla (2018) examined emotional intelligence and academic achievement motivation among college students. Researcher adopted convenience sample and selected five different General Degree college (Govt & Govt Aided) affiliated to West Bengal State University, from North Twenty-Four Parganas and total 100 college students were selected. The Standardised attitude scale was developed and standardized by the researcher was used for data collection. Suitable descriptive and inferential statistics was used for analysis of data. The result of study reveals that there is relationship between emotional intelligence and academic achievement motivation among college students.

Sabir and Thomas (2020), investigated emotional Intelligence and achievement motivation among college students. The study was conducted on 100 College students out of 50 males and 50 females were selected through purposive sampling technique. Emotional Intelligence quotient scale (Dr Dalip Singh Dr NK Chadha, 2003) and Ray's Achievement Motivation scale (John Ray, 1990) were used to collect data. Data were

analysed by using mean, S. D, independent sample t -test, Pearson product moment correlation. Results of study showed that there is no significant difference in the level of Emotional Intelligence among college students across their gender. There is no significant difference in the Achievement motivation among college students based on their gender. There is no significant relationship between Emotional intelligence and Achievement motivation among college students.

Bereded DG et al. (2025), investigated the relationship between emotional intelligence (EI) and academic achievement, with academic engagement serving as a mediator. A correlational research design was employed to achieve this objective. The Trait Emotional Intelligence Questionnaires-Short Form (TEIQue-SF) and Utrecht Work Engagement Scale-Student Version (UWES-S) were used to collect data from 1,351 randomly selected students. The following analyses were performed: descriptive statistics, Pearson product–moment correlation, measurement model analysis to ascertain the reliability and validity of the measures used in the study, and structural equation modeling (SEM) analysis to test the relationships between the study variables. Findings showed that trait EI had a positive and direct effect on academic achievement and engagement.

Kumari (2025) The purpose of the present study was to find out the Level of Achievement Motivation and the Impact of Religion and Gender on Achievement Motivation among College Students. The Study was conducted on 80 respondents using Stratified Random Sampling Method based on two levels of Religion (Hindu and Muslim) and Gender (Male and Female) from different Colleges of Ranchi District. The findings Showed that Most of the Students have High level of Achievement Motivation. There is Significant Impact of Religion and Gender on Achievement Motivation, Hindu College Student's Achievement Motivation is higher than Muslim College Students. Female College Student's Achievement Motivation is higher than Male College Students. Hindu Students is Slightly higher than Muslim College Students in Achievement Motivation because of their differences in Culture freedom. Female College Students have Significantly higher Achievement Motivation as compare to Male College Students because of their Need, Government plan and Interest in Learning.

### **Objectives**

1. To study the relationship between emotional intelligence and achievement motivation among college students.
2. To compare emotional Intelligence between male and female college students.
3. To compare achievement motivation between male and female college students.

### **Hypotheses**

1. There would be a significant positive correlation between emotional intelligence and achievement motivation among college students.
2. There would be a significant difference in emotional intelligence between male and female college students.
3. There would be a significant difference in achievement motivation between male and female college students.

### **METHODOLOGY**

#### **Sample**

- In this study a total of college students (60 male and 60 female) of age range 18-23 years were selected from four cities in the Kumaun region of Uttarakhand, India, to meet the study's objectives and these cities from which sample was taken are Haldwani, Rudrapur, Ramnagar and Kashipur. Students from government degree colleges were included. The sample was drawn from various government degree colleges using a convenient random sampling technique.

## Tools

### 1. Emotional Intelligence Scale (EIS) – Dr. A.K. Singh & Dr. Shruti Narain (2014)

Self-administered scale for individuals aged 12 years and above. 31 items distributed across four dimensions: understanding emotions, understanding motivation, empathy, and handling relations. Five-point Likert-type responses; higher scores indicate higher emotional intelligence. Reliability (Cronbach’s alpha)  $\approx 0.86$ ; concurrent validity  $\approx 0.86$  ( $p < 0.01$ ).

### 2. Achievement Motivation Scale – Prof. Pratibha Deo & Dr. Asha Mohan (1985)

50-item self-administered scale for adolescents and college students. 37 positively scored items and 13 negatively scored items. Scoring range: 0–200; higher scores indicate higher achievement motivation. Available in Hindi and English versions.

## Procedure

Participants were contacted individually and asked for the participation after building a good rapport. It took around 40-50 minutes for each participant to fill the questionnaire.

## Statistical techniques

- Descriptive statistics (Mean, SD).
- Pearson Product-Moment Correlation to examine the relationship between emotional intelligence and achievement motivation.
- Independent samples t-test to compare scores of male and female students.

## Variables

### Independent Variables-

1. Gender- a) male b) female

### Dependent Variables-

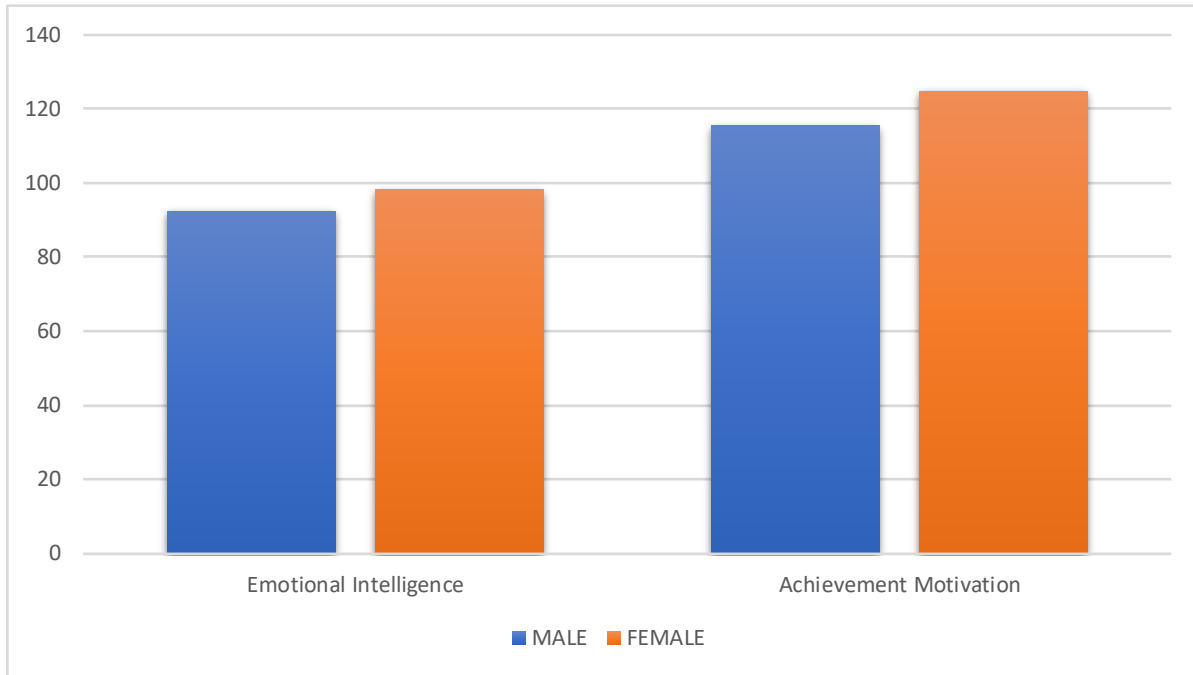
- 1) Emotional Intelligence
- 2) Achievement Motivation

## RESULTS

**Table 1- Descriptive statistics of the variables**

Variable	Gender	N	Mean	SD
Emotional Intelligence	Male	60	92.5	10.2
	Female	60	98.3	9.8
Achievement Motivation	Male	60	115.4	14.1
	Female	60	124.7	13.6

**Figure 1- Graphical representation of the mean values of different variables**



**Table 2- Correlation between emotional intelligence and achievement motivation**

VARIABLES	CORRELATION
Emotional Intelligence	0.68*
Achievement Motivation	

\*p < 0.01

The correlation is significant and positive; this indicates that higher emotional intelligence is associated with higher achievement motivation.

**Table 3- Comparison between Emotional Intelligence of male and female students**

Gender	N	Mean	SD	t-value
Male	60	92.5	10.2	3.92*
Female	60	98.3	9.8	

\* p < 0.01

Female students scored significantly higher than male students. Hence the hypothesis that states that “there would be a significant difference in emotional intelligence between male and female college students” is accepted.

**Table 4- Comparison between Achievement Motivation of male and female students**

Gender	N	Mean	SD	t-value
Male	60	115.4	14.1	4.17*
Female	60	124.7	13.6	

\* $p < 0.01$

Female students score significantly higher than male students. Hence the hypothesis that states that “there would be a significant difference in achievement motivation between male and female college students” is accepted.

## DISCUSSION

The findings indicate a significant positive correlation between emotional intelligence and achievement motivation among college students. This suggests that students who better understand and regulate their emotions are also more likely to set goals, persist in academic tasks, and experience higher achievement motivation. These results align with earlier studies that have reported emotional intelligence as a predictor of academic motivation and performance.

The comparison between male and female students shows that female students score higher on both emotional intelligence and achievement motivation. This may be due to greater emotional awareness, stronger social support, and higher expectations regarding academic success in the female group. These findings are consistent with previous research where female students often report higher emotional intelligence and motivational levels.

The study highlights the importance of integrating emotional intelligence-based workshops and counselling in college settings. Emotional intelligence training, stress-management programs, and career-oriented sessions may enhance students’ self-awareness, regulation, and motivation, thereby improving academic engagement and adjustment.

## CONCLUSIONS

1. Emotional intelligence and achievement motivation are significantly and positively related among college students.
2. Female college students show higher emotional intelligence and achievement motivation than male students.
3. Emotional intelligence plays an important role in academic and personal development during college years. College authorities should therefore promote emotional intelligence-based interventions to enhance motivational levels among students.

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