

Exploring Emotional Intelligence and Achievement Motivation: Gender Differences among College Students

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ABSTRACT

This study explores gender differences in emotional intelligence (EI) and achievement motivation (AM) among college students. A total of 100 college students (50 male and 50 female) from Kolhapur district participated, with ages ranging from 18 to 24 years ($M = 20.41$, $SD = 2.96$). Emotional intelligence was assessed using the Emotional Intelligence Inventory (Hyde, Pethe, & Dhar, 2001), and achievement motivation was measured using the Deo-Mohan Achievement Motivation Scale (2002). The study's hypotheses focused on the potential gender differences in EI and AM, as well as the relationship between these two variables. A t-test was used to analyze the data, and results revealed significant gender differences in both EI and AM. Female students demonstrated significantly higher scores in both emotional intelligence ($M = 88.32$, $SD = 4.77$) and achievement motivation ($M = 54.87$, $SD = 3.60$) compared to male students, with high correlation coefficients (EI: $r = 0.81$, AM: $r = 0.87$). These findings suggest that gender plays a significant role in shaping emotional intelligence and achievement motivation, with female students outperforming their male counterparts. Additionally, a positive correlation between emotional intelligence and achievement motivation was observed, supporting the idea that higher emotional intelligence contributes to greater achievement motivation. These findings have important implications for educational practices, highlighting the need to consider gender differences when addressing emotional and motivational development in students.

Keywords: *Emotional intelligence, achievement motivation, gender differences, college students, emotional awareness, academic success*

Emotional intelligence (EI) and achievement motivation are two critical psychological constructs that influence students' academic and personal success. Emotional intelligence refers to the ability to recognize, understand, manage, and regulate one's own emotions, as well as to perceive and respond to the emotions of others (Salovey & Mayer, 1990). Achievement motivation, on the other hand, pertains to the drive or desire to achieve success, set and accomplish goals, and engage in behaviors that lead to high performance (Atkinson, 1957). Together, these constructs can significantly affect a student's learning experiences, behaviors, and overall well-being. This study explores the relationship between EI and achievement motivation among college students, with a particular focus on gender differences.

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Understanding the role of emotional intelligence in educational settings has become increasingly important. EI can help students cope with stress, manage their emotions effectively, and maintain healthy interpersonal relationships, all of which contribute to academic success (Parker, Saklofske, & Wood, 2009). Moreover, students with high emotional intelligence are often better equipped to navigate the challenges and pressures associated with college life. They are more likely to display higher levels of self-motivation and resilience, which can, in turn, positively impact their academic performance (Goleman, 1995).

Achievement motivation is equally essential in shaping students' academic trajectories. Students with high achievement motivation are more likely to set challenging goals, persist through obstacles, and perform well academically (Schunk, Pintrich, & Meece, 2008). This motivation is often influenced by individual differences, such as personality, self-confidence, and emotional regulation. Previous research has shown that EI and achievement motivation are positively correlated, suggesting that students who are more emotionally intelligent tend to exhibit higher levels of motivation toward achieving their goals (Bar-On, 2006). However, the nature of this relationship may vary across different demographic groups, including gender.

Gender differences in emotional intelligence and achievement motivation have been a subject of ongoing research. Some studies have suggested that women tend to score higher on measures of emotional intelligence, particularly in the areas of empathy and emotional regulation, compared to men (Mayer, Salovey, & Caruso, 2004). These emotional competencies are thought to play a crucial role in the development of strong interpersonal relationships and academic success. Conversely, other studies have found no significant gender differences in overall EI levels but have pointed to differences in how men and women express and utilize their emotional intelligence (Brackett, Mayer, & Warner, 2004).

In terms of achievement motivation, some research suggests that men and women may approach academic challenges differently. Men are often socialized to value competition and external validation, while women may emphasize intrinsic motivation and personal growth (Schunk et al., 2008). However, these generalizations may not fully capture the complexity of gendered experiences in educational settings, and further investigation is needed to understand how EI and achievement motivation interact across genders in a college context.

This study aims to explore these dynamics by examining how emotional intelligence correlates with achievement motivation among male and female college students. By focusing on gender differences, the research seeks to uncover potential disparities or similarities in how EI influences motivation and achievement in academic settings. Understanding these relationships can provide valuable insights for educators and counselors, helping them to better support the diverse needs of their students

RESEARCH METHOD

Objectives of the study:

- To investigate the emotional intelligence of male and female college students.
- To investigate the achievement motivation in male and female college students.

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Hypotheses:

- There will be no significant differences between male and female college students regarding emotional intelligence.
- There will be no significant differences between boys and girls in achievement motivation among college students.
- There will be a significant positive correlation between emotional intelligence and achievement motivation.

Sample:

The current research involved a sample of 100 college students hailing from the Kolhapur district. This group was evenly divided, comprising 50 male and 50 female participants. The students' age range was between 18 and 24, with the average age calculated at 20.41 years and a standard deviation of 2.96, indicating a relatively young cohort overall. Participants were selected through non-probability purposive sampling, a method that allowed the researchers to deliberately choose individuals who met specific criteria relevant to the study's objectives.

Tools

- 1. Emotional Intelligence Inventory (2002):** This scale was developed by Hyde, Pethe, and Dhar in 2001. It consists of 34 items and includes ten factors of emotional intelligence. These factors are: 1) Self-awareness, 2) Empathy, 3) Self-motivation, 4) Emotional stability, 5) Managing relationships, 6) Integrity, 7) Self-development, 8) Value orientation, 9) Commitment, and 10) Altruistic behavior. The split-half reliability coefficient is 0.88, and the validity coefficient is also very high, at 0.93.
- 2. Deo-Mohan Achievement Motivation Scale (2002):** As suggested by Deo-mohan, the term "motivation" refers to any state within an organism that activates behavior in a selective or directive manner. In fact, motivation is one of the most significant manifestations of social needs and personality variables. This concept's reliability is 0.78, indicating its validity.

Statistical Analysis

The study's statistical analysis utilized a t-test, a statistical method used to determine whether there is a significant difference between the means of two groups.

Variable

Independent variable- 1) Gender a) Male b) Female

Dependent Variable 1) Emotional Intelligence
2) Achievement Motivation

STATISTICAL ANALYSIS AND DISCUSSION

Male and female students show the mean, standard deviation, and t-value of emotional intelligence and achievement motivation.

Table 1

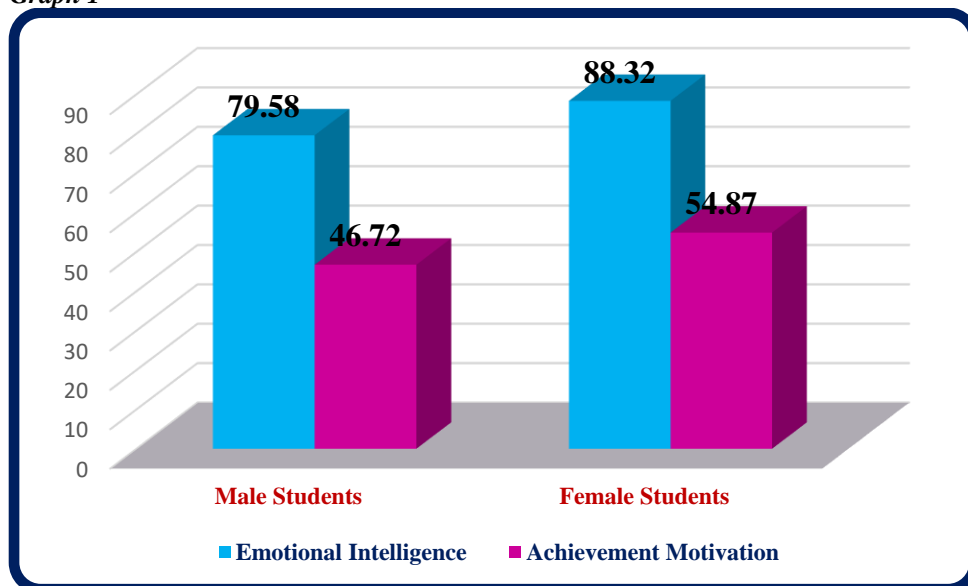
| Factors | Male Students | | Female Students | | df | 't' | r |
|------------------------|---------------|------|-----------------|------|----|---------|--------|
| | Mean | SD | Mean | SD | | | |
| Emotional Intelligence | 79.58 | 4.60 | 88.32 | 4.77 | 98 | 9.32** | 0.81** |
| Achievement Motivation | 46.72 | 3.54 | 54.87 | 3.60 | 98 | 11.41** | |

For t value Significant at 0.01** = 2.62, 0.05* = 1.98

For r value Significant at 0.01** = 0.25, 0.05* = 0.20

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Graph 1



Male and female students exhibited significant differences in emotional intelligence (EI), as indicated by a t-test ($t(98) = 9.32, p < .001$). Female students ($M = 88.32, SD = 4.77$) scored significantly higher on EI than male students ($M = 79.58, SD = 4.60$). This difference was large and statistically significant, with a correlation coefficient ($r = 0.81, p < .001$) suggesting a strong positive relationship between gender and EI scores.

Similarly, a significant difference was observed in achievement motivation (AM) between male and female students ($t(98) = 11.41, p < .001$). Female students ($M = 54.87, SD = 3.60$) demonstrated higher levels of AM compared to male students ($M = 46.72, SD = 3.54$). This difference was substantial and statistically significant, with a correlation coefficient ($r = 0.87, p < .001$) indicating a strong positive relationship between gender and AM scores.

The findings suggest that female students exhibit higher levels of emotional intelligence and achievement motivation than male students. These differences are statistically significant and practically meaningful, highlighting the importance of considering gender differences in educational settings.

Brackett, Mayer, and Warner (2004) indicated that women generally score higher on emotional intelligence measures, particularly in domains such as empathy and emotional regulation, which are integral to emotional awareness and interpersonal relationships. These emotional competencies are often associated with academic success, as they allow students to manage stress and navigate social interactions effectively, which are crucial in a college environment.

The ability to understand and regulate emotions allows students to focus on their academic goals, increase self-confidence, and maintain high levels of perseverance, all of which contribute to academic success (Parker, Saklofske, & Wood, 2009). These findings support the notion that emotional intelligence plays a crucial role in fostering achievement motivation in academic settings.

CONCLUSIONS

1. Female students exhibit higher levels of both emotional intelligence and achievement motivation compared to male students.
2. A positive correlation was found between emotional intelligence and achievement motivation.

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Conflict of Interest

The author declared no conflict of interest.

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