

## To Study the Relationship between Emotional intelligence and Achievement Motivation in Adolescents: A Review Paper

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### ABSTRACT

This review paper synthesizes the previous studies to examine the relationship between emotional intelligence and achievement motivation in adolescents and its significance in general. It also summarized the papers based on the sample size, assessment instruments, theoretical framework, outcomes of the studies, research gaps, and future research directions of the current studies. All the researchers have used the reliable and validated instruments to measure achievement motivation and emotional intelligence and used mean, SD, t-tests, Pearson's correlation, and regression analysis using SPSS software. A strong positive bidirectional relationship was found between EI and AM, moderated by gender and age. Based on the research studies, improvement in academic achievements as a result of elevation in emotional intelligence and motivation has been demonstrated. Most of the studies are correlating the EI with academic achievements only. So, it emphasizes the need for research studies on the correlation between EI and achievement motivation of adolescents. It also emphasizes the need for the longitudinal studies and culturally responsive frameworks. This study guides the researchers, educators, and policymakers in developing the learning environments by enhancing the emotional and motivational skills to elevate adolescents' educational and overall performance.

**Keywords:** *Achievement motivation, Emotional Intelligence, Academic motivation, Adolescents*

Emotional intelligence and achievement motivation have gained significant importance in the field of research due to their implications for the educational and overall development of adolescents. Studies have highlighted emotional intelligence as a key factor influencing academic success and traditional cognitive abilities (Roy et al., 2013; Al-Qadri & Zhao, 2021). Achievement motivation has been identified as a driving force behind students' goal-directed behaviors and academic persistence (Alyana, 2023; Ahmad & Rana, 2012). Thus, incorporating emotional and motivational dimensions stated to be significant, underscoring their combined role in shaping academic engagement and performance (Shukla & Verma, 2024; Gaikwad, 2024). Adolescence is a critical period for emotional and motivational growth. Self-motivation in adolescents acts as a predictor of academic performance and regular participation in physical activity that helps to develop good lifestyle habits (Trigueros et al., 2019). Despite the fact that much research has been done,

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there is a gap of knowledge about how the mechanism of emotional intelligence affects the motivation of adolescents and vice versa in educational settings. The gap is significant because unresolved ambiguities hinder the development of targeted interventions aimed at enhancing both emotional competencies and motivational drives, potentially limiting improvements in academic outcomes (Getty et al., 2021; Yau et al., 2022). Few of the quantitative research studies have been included in this review that focuses on analyzing the relationship between the emotional intelligence and achievement motivation of adolescents in the educational settings.

### ***Scope of Review***

It analyzes the previous research studies to examine the bidirectional relation between emotional intelligence and achievement motivation of adolescents and its implications in educational settings. This review will help the researchers to understand the previous studies and to enhance the study between EI and AM by minimizing the gaps of previous studies. Also, it will help the educators and policymakers to develop the intervention programs for the development of emotional intelligence and achievement motivation of adolescents and their overall success.

### ***Statement***

To analyze and summarize the previous research studies based on the bidirectional relation between emotional intelligence and achievement motivation of adolescents, in terms of instruments to measure these constructs, statistical techniques, outcomes of the studies, research gaps and how to take the studies further.

### ***Objective***

- To summarize the previous research studies on the bidirectional relation between emotional intelligence and achievement motivation.
- To identify different demographic and psychosocial factors affecting the relation between the constructs.
- To summarize the assessment instruments, theoretical frameworks, and the academic outcomes.
- To identify the limitations of the previous studies.
- To summarize the gap area and the future research directions.

This review conducted a study of seven quantitative research papers on the topic and employs a systematic literature review to collect and analyze these studies.

### ***Data Sources***

Relevant published studies were identified using different search engines like Pub Med, Google Scholar, Science Direct and Web of Science using keywords like ‘achievement motivation and Emotional intelligence’, ‘achievement motivation and emotional intelligence in adolescents’, ‘achievement motivation in adolescents’, and emotional intelligence in adolescents. The reference lists of the earlier studies were also examined to find the relevant papers. 7 relevant papers were identified for the study.

### ***Inclusive criteria***

1. Studies that focused on the correlation between achievement motivation and the emotional intelligence of adolescents.
2. Studies that included the adolescents from various countries.

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3. Studies that included the samples ranging from secondary school to university students of different genders.
4. Studies included the recent research papers from the year 2023 and 2024.

**Exclusive criteria**

1. Excluded the papers that have the samples of adults and the geriatric population.

**COMPARATIVE ANALYSIS**

No	Author's name and Title	Sample size	Assessment instrument	Theoretical Frameworks	Outcomes
1	Ghorai, B. C. (2023). Emotional Intelligence and Achievement motivation: An investigation on higher secondary school students in Paschim Medinipur District	200 (100 boys and 100 girls) higher secondary students randomly selected from Paschim Medinipur.	Emotional Intelligence Scale by A K Singh and Shruti Narain and Achievement motivation Scale by Prof. Pratibha Deo and Dr Asha Mohan	SPSS 20, Mean and SD, t-test, and Pearson correlation (r)	<ul style="list-style-type: none"> <li>• No significant difference in EI and ACM concerning gender, grader.</li> <li>• Though significant difference in ACM concerning education stream.</li> <li>• Positively moderate and significant correlation exists between EI and ACM.</li> </ul>
2	Mahrous, R. M., Bugis, B. A., & Sayed, S. H. (2023) Emotional intelligence, academic motivation, and achievement among health science students in Saudi Arabia: A self-deterministic approach	450 students were selected using cluster sampling	Modified Schutte self-report inventory by Schutte et al., (1998), Academic Motivation Scale by Vallerand et al., (1992)	Discriptive cross-sectional study, Multiple regression analysis,	<ul style="list-style-type: none"> <li>• EI significantly correlates the AM, intrinsic and extrinsic motivation and GPA.</li> <li>• EI positively predicted AM and GPA.</li> </ul>
3	Sayed, S. H. (2024) The mediating role of emotional intelligence (EI) in the relationship between learning motivation (LM) and academic outcomes (AO	400 students from health science were conveniently selected.	Digital Survey, Personal Characteristics, Academic Outcomes (GPA), Modified Schutte Self-Report Inventory by Schutte et al., (1998),	Descriptive cross-sectional study, IBM SPSS 26.0, mean, SD, t-test, Pearson correlation coefficient (r). AMOS ( Analysis of Moment Structure Software)	<ul style="list-style-type: none"> <li>• EI positively correlated with LM and AO.</li> <li>• AO weak positive correlation with LM.</li> <li>• No significant gender differences concerning EI an AO though male students had significantly higher LM than female</li> </ul>

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	) : Conditional indirect effect of gender		Academic Motivation Scale by Vallerand et al., (1992)		students.
4	Taibolatov, K. M., Pfyfer, N. E., Burdina, E. I., Kudysheva, A. A., & Bolatov, A. K. (2024, May). The role of emotional intelligence on academic motivation of schoolchildren.	682 children in grades 6 to 8.	Online questionnaire about the social-demographic characteristics via Google forms, Lyusin's emotional intelligence scale (2006), Lukyanova's Academic Motivation Scale (2001)	Cross-sectional study, SPSS 20.0, mean, SD, t-test, and ANOVA, Bayes factor analysis, Pearson's correlation coefficients, and linear regression analysis.	<ul style="list-style-type: none"> <li>• Positive correlation between EI and AM.</li> <li>• EI levels change by class and gender. Males were scored higher on intrapersonal EI, emotional management and general EI while females were higher on interpersonal EI.</li> <li>• AM also varies by grade and gender. 6<sup>th</sup> grade females had higher levels of AM.</li> <li>• Significant positive correlation between EI and AM.</li> </ul>
5	Marbun, A. M., Tricia, E., & Uranus, H. C. (2024). The Role of Academic Motivation (AM) with Emotional Intelligence (EI) in Late Adolescence.	250 late teens selected by purposive sampling using online questionnaires.	Emotional Intelligence scale by Salovey, Academic Motivation Scale by Natalya (2018)	Linear regression analysis	<ul style="list-style-type: none"> <li>• Positive correlation between EI and AM in late adolescents.</li> <li>• Higher EI is linked to increased AM.</li> </ul>
6	Yu, C., Xue, A., Zeng, Z., & Wu, Q. (2024). Effects of emotional intelligence(EI) on physical activity engagement (PAE) and the mediating roles of achievement motivation and interpersonal relationships in Chinese undergraduate students	810 Chinese Undergraduate students were selected using the stratified sampling technique.	Emotional Intelligence Scale by Schutte, Achievement Motivation Scale by Hermans, Interpersonal Relationships Scale by Garthoeffner, Physical Activity Rating Scale by Hashimoto.	IBM SPSS 26.0, AMOS, correlation analysis, chi-square test	<ul style="list-style-type: none"> <li>• Positive effect of EI on AM and PAE.</li> <li>• AM mediates the relationship between PAE and EI.</li> </ul>

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**Gaps and Future Research Directions:**

No.	PAPERS	GAP	FUTURE RESEARCH
1.	Ghorai, B. C. (2023). Emotional Intelligence and Achievement motivation: An investigation on higher secondary school students in Paschim Medinipur District	<ol style="list-style-type: none"> <li>1. Small sample size and the sample from only one district limits the results in terms of generalization.</li> <li>2. Other factors affecting the EI and ACM need to be considered in the current study.</li> <li>3. No previous studies were found to support the result that there is no significant difference in EI of students concerning their stream of education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Same study can be done on the large sample size and from different districts.</li> <li>2. More studies need to be done to explore the EI and ACM concerning their grade and education stream.</li> </ol>
2)	Mahrous, R. M., Bugis, B. A., & Sayed, S. H. (2023). Emotional intelligence, academic motivation, and achievement among health science students in Saudi Arabia: A self-deterministic approach	<ol style="list-style-type: none"> <li>1. Sample from the health science stream limits the generalizability of the findings.</li> <li>2. Lack of gender-based findings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Studies need to be done from different streams of population.</li> <li>2. Studies based on gender and culture need to be explored.</li> </ol>
3.	Sayed, S. H. (2024) The mediating role of emotional intelligence (EI) in the relationship between learning motivation (LM) and academic outcomes (AO): Conditional indirect effect of gender	<ol style="list-style-type: none"> <li>1. Self-report data about the GPA and online survey to collect the data may limit the reliability of the study.</li> <li>2. Sample was collected only from health science college, which may limit the generalizability of the findings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Studies need to explore the sample from diverse college streams.</li> <li>2. Interplay between LM, AO, and EI needs to be explored.</li> </ol>
4.	Taibolatov, K. M., Pfyfer, N. E., Burdina, E. I., Kudysheva, A. A., & Bolatov, A. K. (2024, May). The role of emotional intelligence on academic motivation of school children.	<ol style="list-style-type: none"> <li>1. Casual relationships are limited due to the cross-sectional study.</li> <li>2. Generalizability may get affected due to specific educational system.</li> <li>3. Online data collection method may affect the reliability of data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Longitudinal studies can be done for the deeper understandings.</li> <li>2. Investigate the impact of cultural and educational system on EI and motivation.</li> </ol>
5.	Marbun, A. M., Tricia, E., & Uranus, H. C. (2024). The Role of Academic Motivation with Emotional Intelligence in Late Adolescence.	<ol style="list-style-type: none"> <li>1. Small sample size limits the results in terms of generalization.</li> <li>2. Limited studies on EI and AM.</li> <li>3. Limited understanding of factors affecting AM other than EI.</li> <li>4. Lack of gender-based results.</li> <li>5. Online data collection may affect the reliability of data.</li> </ol>	<ol style="list-style-type: none"> <li>1. More studies needs to be done addressing more factors influencing AM and EI like bullying, loneliness, family environment etc.</li> <li>2. To explore the patterns in gender-based and culture-based studies affecting AM and EI.</li> </ol>

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6.	Yu, C., Xue, A., Zeng, Z., & Wu, Q. (2024). Effects of emotional intelligence (EI) on physical activity engagement (PAE) and the mediating roles of achievement motivation and interpersonal relationships in Chinese undergraduate students.	<ol style="list-style-type: none"> <li>1. The causal relationship has been limited due to the cross-sectional design of the study.</li> <li>2. Generalization may not be achieved due to the limitation on the sample from one of the universities in China.</li> <li>3. Small sample limits the validation.</li> <li>4. Mechanisms of emotional intelligence in physical activity engagement need to be explored.</li> <li>5. Gender-specific studies need to be done.</li> </ol>	<ol style="list-style-type: none"> <li>1. Casual relationships between EI and PAE can be explored.</li> <li>2. Longitudinal studies with the larger sample size should be done.</li> <li>3. Studies should be done in all the university students by including the samples from different universities to improve the generalizability.</li> </ol>
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### OVERALL SYNTHESIS AND CONCLUSION

This review paper analyzed seven recent research studies to examine the bidirectional relation between EI and AM of adolescents. Many researchers have used the reliable and valid instruments like Emotional Intelligence Scale by A K Singh and Shruti Narain and Achievement Motivation Scale by Prof. Pratibha Deo and Dr Asha Mohan, the Modified Schutte Self-Report Inventory by Schutte et al., (1998), Academic Motivation Scale by Vallerand et al., (1992), Lyusin’s Emotional Intelligence Scale (2006) , Lukyanova’s Academic Motivation Scale (2001), Emotional Intelligence scale by Salovey, Academic Motivation Scale by Natalya (2018) and collected the data online and offline way. The online data collection may face the concern of reliability of data though it increases the scope of research in terms of time, money, and demographic limitations. The researchers have used the descriptive and inferential statistics like mean, SD, t-test, Pearson’s correlation, and regression analysis to analyze and interpret the data using SPSS 20 and SPSS 26.0 software. Most of the studies concluded that there a strong positive correlation between EI and AM, and some studies concluded that there is no significant difference in EI and ACM concerning gender and grade (Ghorai, 2023). Though one study concluded that male students had significantly higher LM than female students (Sayed, 2024). Another study showed that EI and AM levels change by class and gender (Taibolatov et al., 2024).

The concern of generalisability was identified in some of the studies due to the small sample size (Ghorai, 2023; Yu et al., 2024) and the selection of sample from one specific education system (Marbun et al., 2024; Taibolatov et al., 2024; Mahrous et al., 2023; Sayed, 2024) hence the scope of future research has identified by studying bigger sample size from different education systems Similarly some studies have the scope to conduct the gender and culture-based research in future. (Yu et al., 2024), (Marbun et al., 2024), (Mahrous et al., 2023). Different factors like family environment, socioeconomic status of parents, school environment, teaching methodology, social environment, peer pressure, etc which may relate the EI and AM of adolescents can be studied in future. Adolescents are the future of the nation, holds the great importance therefore, the factors like EI and AM which are the keys for their successful life need to be studied in detail.

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***Conflict of Interest***

The author(s) declared no conflict of interest.

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