

Impact of Emotional Intelligence on Achievement Motivation of Young Adults and Middle-Aged Adults: A Comparative Study

Mehak Chaudhary¹, Dr. Anjali Sahay²

Abstract: Emotions play a very crucial role in our daily lives. Emotions are the most important way to express our thoughts and opinions. Emotions not only help us explain our behavior, but they are also the reflection of our thoughts and personality. Our emotional intelligence is subjected to challenges and change with age. This research aimed to examine and compare the impact of emotional intelligence¹ on achievement motivation² of two age groups, young adults³, and middle - aged adults⁴. Here emotional intelligence is the dependent variable whereas achievement motivation is the independent variable. Previous research under these two variables shows that emotions significantly influence our motivation. low emotional handling capacity tends to lower our achievement motivation, whereas higher emotion handling capacity increases our achievement motivation. The research was conducted on a sample of 80 adults (40 young adults and 40 middle aged adults) were given a 64 - item questionnaire to fill. Results suggested that there is a significant difference in the emotional intelligence of young adults and middle - aged adults. And there is also a significant difference between the achievement motivation of young adults and middle - aged adults. It was also seen that emotional intelligence shares a positive and strong correlation with achievement motivation with respect to both young adults and middle - aged adults respectively. This means that higher the emotional intelligence, higher will be the achievement motivation of both young adults and middle - aged adults. However, on comparing both correlations, it was seen that young adults have a slightly high effect of emotional intelligence on their achievement motivation. Thus, young adults depend more on their emotional intelligence for their achievement motivation as compared to middle aged adults.

Keywords: Emotional Intelligence, Achievement Motivation, Young adults, Middle - aged adults

1. Introduction

Emotional Intelligence

Emotions play a very crucial role in our daily lives. Emotions are the most important way to express our thoughts and opinions. Emotions not only help us explain our behavior, but they are also the reflection of our thoughts and personality. Before understanding what emotional intelligence, it's important to understand what intelligence is. Intelligence refers to the unique human mental ability to handle and reason about information (Mayer, Roberts & Barsade, 2008).

Thus, emotional intelligence (EI):

“Concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought”
(Mayer et al., 2008, p.511).

Range of our emotional intelligence varies from one age group to another, the most vulnerable and variable stage being adolescence. During the adolescent period our emotions vary quite fast due to puberty and ongoing hormonal changes. Personality development takes place during the age of 12 - 19 years and hence this age is responsible for shaping the emotional intelligence of the individual. However, one witnesses a major lifestyle change when one goes from school to college. With a different setting, comes a different set of responsibilities and therefore the emotional intelligence of the individuals are put to test every now and then. Therefore, it regularly interferes with the daily life of college going students.

Another major change that challenges a person's emotional intelligence is when the person starts working. When one

works for an organization, he/she is subjected to an immense swing of emotions daily. The notion of EI consisting of five different components was first introduced by Daniel Goleman, as psychologist, according to him the five components of EI are:

1) Self - awareness

Self - awareness alludes to the ability to perceive and get feelings and to know how one's activities, dispositions and the feelings of others produce results. It includes monitoring feelings and seeing distinctive passionate responses, just as having the option to recognize the feelings accurately. Self - awareness likewise incorporates perceiving how we feel and what we do are connected and having awareness of one's very own qualities and limits. Self - awareness is related with being available to various encounters and novel thoughts and gaining from social communications.

2) Self - regulation

This part of EI includes the suitable articulation of feeling. Self - regulation incorporates being adaptable, adapting to change, and overseeing struggle. It likewise alludes to diffusing troublesome or tense circumstances and monitoring what one does activities mean for other people and making responsibility for moves.

3) Social skills

This part of EI alludes to communicating great with others. It includes applying a comprehension of the feelings of weas well as other people to impart and communicate with others on an everyday premise. Diverse social skills incorporate – undivided attention, verbal relational abilities, non - verbal relational abilities, authority, and creating compatibility.

4) Empathy

Empathy alludes to having the option to see how others are feeling. This segment of EI empowers a person to react properly to others dependent on perceiving their feelings. It empowers individuals to detect power elements that have influence on the whole friendly connections, yet in addition most particularly in working environment relations. Empathy includes understanding force elements, and what these mean for emotions and conduct, just as precisely seeing circumstances where power elements come into power.

5) Motivation

Motivation, when considered as a segment of EI, alludes to inherent motivation. Inherent motivation implies that an individual is headed to address private matters and objectives, as opposed to being propelled by outside remunerations like cash, acclaim, and acknowledgment. Individuals who are characteristically propelled likewise experience a condition of 'stream', by being drenched in a movement. They are bound to be activity situated and set objectives. Such people normally have a requirement for accomplishment and quest for approaches to improve. They are likewise bound to be submitted and step up. This has been a concise presentation into the 5 parts of Emotional Intelligence: mindfulness, self - guideline, social abilities, sympathy, and motivation.

Mayer, Salovey and Caruso's EI Ability Model (Faltas, 2017)

This model proposes that data from the perceived comprehension of emotions and overseeing emotions is utilized to encourage thinking and guide our dynamic. This EI structure underlines the four - branch model of EI.

The four - branch model

Mayer, Salovey, and Caruso (2004) built up the four - branch capacity model of EI.

They recommend that the capacities and abilities of EI can be partitioned into 4 territories – the capacity to:

- 1) Perceive emotion
- 2) Use emotion to encourage thought
- 3) Get emotions, and
- 4) Manage emotion

These branches, which are requested from emotion discernment through to management, line up with how the capacity fits inside the person's general character. branches 1 and 2 address the discrete pieces of data handling that are believed to be bound in the emotion framework – while emotion management (branch 4) is coordinated into his/her arrangements and objectives. Likewise, each branch comprises abilities that progress formatively from more fundamental abilities through to more complex abilities.

Branch 1 includes the view of emotion, including having the option to distinguish emotions in the facial and postural articulations of others. It reflects non - verbal insight and emotional appearance to convey by means of the face and voice.

Branch 2 remembers the capacity to utilize emotions for requests to help thinking.

Branch 3 addresses the ability to get emotion, including having the option to investigate emotions and familiarity with the probable drifts in emotion after some time, just as an enthusiasm for the results from emotions. It additionally incorporates the ability to mark and separate between emotions.

Branch 4 emotional self - management, incorporates a person's character with objectives, self - information, and social mindfulness molding how emotions are managed.

Achievement Motivation

Motivation is the word gotten from the word 'motive' which means needs, wants, needs, or drives inside the people. It is the way toward animating individuals to activities to achieve the objectives. In the work objective setting the mental components invigorating individuals' conduct can be -

- want for cash
- victory
- acknowledgment
- work fulfillment
- cooperation, and so forth

Perhaps the main element of the executives is to make eagerness among the representatives to act in the most amazing aspect their capacities. Accordingly, the job of a pioneer is to stimulate interest in execution of representatives in their positions. The interaction of motivation comprises of three phases: -

- A felt need or drive
- A boost in which needs must be stimulated
- At the point when necessities are fulfilled, the fulfillment or achievement of objectives.

In this manner, we can say that motivation is a psychological phenomenon which means needs and desires of the people must be handled by outlining a motivator plan.

We are all familiar with the basic idea of motivation. Television and newspapers often describe athletes who spend years training for the Olympics, scientists who spend long hours searching for a cure for cancer, or entrepreneurs who seek to make their first multimillion dollar deal before 30. The common denominator in each of these activities is need, desire, and determination to strive for a goal or accomplishment. In everyday terms, we would say these are the actions of highly motivated individuals. to put it in other words we can say that these individuals are motivated towards an achievement they want to conquer. this leads us to a relatively new term that is Achievement Motivation

The term achievement motivation might be characterized by freely thinking about the word's achievement and motivation. Achievement alludes to competence (a condition or nature of viability, capacity, adequacy, or success). Motivation alludes to the empowerment (induction) and heading (point) of conduct.

Accordingly, achievement motivation might be characterized as the empowerment and bearing of capability, significant conduct or why and how individuals endeavor toward skill (success) and away from ineptitude (failure).

Research on achievement motivation has a long and recognized history. Truth be told, analysts have zeroed in on achievement motivation ideas since the development of brain science as a logical order (i. e., the last part of the 1800s), when William James offered hypotheses regarding how capability strivings are connected to self - assessment.

Achievement motivation is at present an exceptionally dynamic territory of examination, especially in the fields of educational psychology, sport and exercise psychology, industrial/organizational psychology, developmental psychology, and social - personality psychology. Achievement motivation research is led both in the exploratory lab (where factors are ordinarily controlled) and in certifiable achievement circumstances like the classroom, the working environment, and the ball field (where variables are typically measured).

McClelland's Achievement Motivation theory

McClelland's Achievement Motivation theory is one of the content theories of Motivation Psychology. McClelland (1961) in looking at the motivation for achievement discovered that people establish and control their current circumstance from multiple points of view as they look for achievement. They energize and supplement their achievement through processes dependent on mental components. It was from this work that his Theory of Achievement Motivation created.

Being persuaded, as per McClelland's Theory emerges from one of three intentions: achievement, power, or affiliation. Notwithstanding, just each of these components in turn can affect a person's conduct. The tenets of this theory also extend that internal or external drivers influence the manifestation of achievement, power, or affiliation.

McClelland (1961) recommends that the helpers for his theory are learned, and the drivers are something very similar for people, regardless of their age, sex, or class. The theory can be applied even in workspaces, where managers can utilize it to rouse employees to deliver.

This paper aims to understand the relationship between emotional intelligence and achievement motivation of young adult's v/s middle aged adults. it also aims to understand how emotional intelligence impacts achievement motivation.

2. Review of Literature

Bempechat, Shernoff (2020) did a paper discusses the effect of emotional intelligence on versatility and accomplishment inspiration in an authoritative setting. As per this examination, high emotional intelligence assumes a significant part in achievement in an authoritative setting. members are 488 Italian laborers, matured between 18 to 55 years. discoveries affirm a huge pretended by emotional intelligence on flexibility and accomplishment inspiration.

Lancaster, Thomas (2019) investigates to comprehend the impact of emotional intelligence on achievement motivation and mental change of school going understudies. For this examination, an example of 450 male understudies was taken by utilizing an emotional intelligence scale by Hyde, Pethe and Dhar. achievement worth and tension inventory (AVAI) by Mehta. results uncovered that there is a huge of EI on the achievement motivation of school going understudies. Nonetheless, EI had no critical impact on mental change.

Katarzyna, Dariusz (2019) did his research which analyze achievement motivation and emotional intelligence and to set up connections between them in first class female and male grapplers. The investigation included 11 female and 64 male Greco - Roman grapplers who matured 16 - 26. Two similar gatherings (11 females and 11 guys) were shaped for the necessities of the relative investigation. The investigation of exploration results makes it conceivable to express that in the inspected gathering of female and male grapplers, the components of both achievement motivation and of emotional intelligence fall inside the scope of normal outcomes. The investigation uncovered huge contrasts in the outcomes concerning the degrees of achievement motivation in ladies and men. The men showed more significant levels of energy to learn, pride in efficiency, commitment, intensity, and stream than the ladies. A general outcome acquired with the utilization of LMI was likewise higher in male grapplers. Besides, male contenders were found to display altogether more elevated levels of desire. Various relationships between specific components of emotional intelligence and achievement motivation were noted; notwithstanding, it additionally alludes to factor results. Intrapersonal emotional intelligence was related with self - affirmation and poise, though broad emotional intelligence was corresponded with confidence and aspiration.⁸

Linnenbrink, Pintrich (2019) in his paper tries to inspect the connection between Emotional Intelligence and Achievement Motivation of school going understudies in Dubai. The information was dissected, discoveries uncover that there is a positive connection between emotional intelligence and achievement motivation among school going understudies in Dubai.

Castella, Byrne (2018) aim to understand how emotions and motivation influence the academic performance of college going students. a sample of 328 girls and 210 boys (undergraduate) were taken for this research. apart from the various scales, their GPA was also asked. The results showed that emotions do influence the academic performance of students. negative affect effects negatively while positive affect effects positively. Likewise, achievement motivation also has a positive correlation with the academic performance of college going students.

Brunstein, Heckhausen (2017) studied correlation between emotional intelligence and scholarly achievement in nontraditional school going understudies. information was gathered by utilizing MSCEIT, STAI, and STAI. results showed that emotional intelligence is essentially identified with achievement motivation of understudies. The paper additionally proposes that there is a need to consolidate

emotional intelligence courses into professional educations to help understudies increment their EI.

Kanfer, Ackerman (2017) in his paper talks about the exact proof on the calculated and built legitimacy of the motivational quality scientific classification proposed by Kanfer and Heggstad is introduced. 228 grown-ups finished an abbreviated type of the Motivational Trait Questionnaire (MTQ), alongside a battery of character and capacity measures. Connections of the MTQ with character estimates show proof of focalized and discriminant legitimacy for attribute builds of Personal Mastery, Competitive Excellence, and Motivation Related to Anxiety. Likewise, MTQ scale scores were by and large irrelevant to composite proportions of liquid and solidified intelligence. Assessment old enough contrasts showed an example of formative decrease in the achievement quality complex, yet not the tension complex.⁹

Cabello, R., & Fernández - Berrocal, P. (2016) did research with an example of 300 working grown-ups was taken (150 guys, 150 females.) to look at the effect of emotional intelligence on achievement motivation of working guys v/s that of working females. Every one of the applicants was given two questionnaires to fill. After the scoring, it was discovered that females have a higher emotional intelligence than guys anyway guys are high on achievement motivation. there was no huge impact on emotional intelligence on achievement motivation of females anyway emotional intelligence of guys essentially affected their achievement motivation.

Wigfield, A., Eccles, J. S., Schiefele (2016) try to analyze the effect of the five emotional intelligence components distinguished as mindfulness, emotional administration, self-motivation, sympathy, relational abilities towards optional school understudies' scholastic achievement. This investigation likewise means to recognize whether the five components of emotional intelligence have had the option to add to scholastic achievement. Measurable surmising of the Pearson - r and numerous relapses is utilized to examine the information. The outcomes showed the huge connection between mindfulness ($r = 0.21$), emotional administration ($r = 0.21$) and compassion ($r = 0.21$) at the degree of $p < 0.05$ with scholarly achievement. Different relapse examination (stepwise) result showed that just three components of emotional intelligence which is mindfulness ($\beta = 0.261$), self-motivation ($\beta = -0.182$) and sympathy ($\beta = 0.167$) represented 8.7% of variety in rule (scholarly achievement).

Stein, A. H. (2014) states that children's sex - role standards for 6 achievement areas (mechanical, athletic, math, reading, artistic, and social skills) are related to their attainment values, expectancies, and standards of performance in these areas. Ss were 235 6th and 9th graders divided into 2 socioeconomic status (SES) groups. The major hypothesis is supported. Further, as predicted, 9th graders' attainment values were more influenced by sex typing than 6th graders', and expectancies and standards of lower SES Ss were more influenced by sex typing than those of higher SES Ss. There was no age or SES differences in sex - role standards, but individual differences in sex - role standards were correlated

with motivation scores. Sex - role preferences were not related to the pattern of motivation scores.

Yilmaz, Emrullah; Kaygin, Hüseyin, (2014) in his paper aims to uncover the connection between deep rooted learning propensity and achievement motivation. The examination consisted of 570 planned instructors going to an academic¹⁰ arrangement course at two colleges in Turkey in 2016. Social screening model was utilized in the investigation and the information was gathered through achievement centered motivation scale and deep - rooted learning propensity scale. The gathered information was examined utilizing relapse examination on SPSS 22. As the discoveries propose, there is a low, positive relationship ($r = 0.095$) between planned educators' achievement motivation and long - lasting learning propensity at 95% certainty span. Concerning the connection between deep rooted learning propensity and the sub - measurements of achievement motivation, long lasting learning inclination has a critical relationship with the extension of objective ($r = 0, 139$), hesitation ($r = 0, 128$) and interior impact ($r = 0, 089$). Be that as it may, it doesn't connect altogether with outside impact ($r = -0, 024$). As the normalized relapse coefficient (β) demonstrates, the overall request of significance of indicator esteems on long lasting learning inclination is as per the following: outside impact, extension of unbiased, reluctance and inside impact.

Chaukiu Cheung (2012) did a study which involved 405 students in Hong Kong, China. Results showed the vital job of emotional intelligence. Basically, emotional intelligence gave off an impression of being a solid determinant of confidence and rationalized the beneficial outcome of social fitness on confidence. The outcomes suggest the benefit of bringing emotional intelligence up in request to merge the reason for the youthful grown-up's confidence.

Weiner, Bernard (2012) in his study proposes a hypothesis of motivation and feeling where causal credits assume a key part. Proof is introduced showing that in achievement - related settings there are a couple of prevailing causal insights, and it is recommended that the apparent reasons for progress and disappointment share the 3 regular properties of locus, strength, and controllability, with purposefulness and globality as other conceivable causal designs. The apparent strength of causes impacts changes in hope of progress; every one of the 3 elements of causality influence an assortment of regular emotional encounters, including outrage, appreciation, blame, sadness, pity, pride, and disgrace. Hope and influence, thus, are ventured to control propelled conduct. The hypothesis hence relates the construction of intuition to the elements of feeling and activity. Examination of a made motivational scene including achievement strivings is offered, and various experimental perceptions are inspected from this hypothetical position. The strength of the experimental proof and the ability of this hypothesis to address pervasive human feelings are pushed, and instances of exploration on parole choices, smoking end, and aiding conduct are introduced to outline the generalizability of the hypothesis past the achievement - related hypothetical core interest.

Carlyle, Ericsson (2011) in his paper aims to examine the impact of emotional intelligence on achievement motivation of adults working in an organization in Sweden. A sample of 500 employees was taken for the examination. results suggested that there was a positive correlation between achievement motivation and emotional intelligence. This means that people who were high at EI were also found to be high on achievement motivation.

Andrews, shaw (2010) in his study aims to understand the effect of emotional intelligence on achievement motivation of college professors. it also tries to understand how it is different across genders. data was collected from 300 respondent teachers. findings were made by the help of Karl Pearson coeff of correlation and t - test. The study reveals that the males were high on achievement motivation as compared to females. however, females were high on EI as compared to males. Moreover, there was a negative correlation between EI and achievement motivation.

James, Haward (2010) did research of Positive Organizational Behavior, the development of Psychological Capital recognizes four mental limits that influence motivation and execution in the working environment: self - viability, expectation, confidence, and strength. Emotional Intelligence, at that point, addresses self - administrative cycles of feelings and motivation that empower individuals to make acclimations to accomplish individual, bunch, and authoritative objectives; Emotional Intelligence is unequivocally corresponded with singular headway and achievement in a hierarchical setting and with singular execution. Also, Emotional Intelligence is viewed as a precursor to strength. The current examination expects to explore the part of flexibility and emotional intelligence in achievement motivation, checking if emotional intelligence intercedes the relationship among versatility and achievement motivation. Members are 488 Italian laborers, matured somewhere in the range of 18 and 55 years. The discoveries affirm the huge pretended by emotional intelligence on flexibility and on motivation to achievement.

Baloch, Saleem, Zaman (2010) in his research target to investigate the way that can connect the emotional intelligence with the representative's exhibition precisely. This investigation will help the Head of Departments of various public area colleges to create and investigate the idea of EI to guarantee an undeniable level of representative's profitability bringing about expanded achievement of hierarchical and singular objectives.

Watson, Brook (2009) tried to find a relation between EI, achievement motivation and employee productivity of the people living in countries with strong cultural influence like India, Pakistan. Sample of 300 participants filled in the questionnaires about each variable respectively. Research revealed that EI has a positive correlation with both employee productivity and achievement motivation.

Chestnut, Cullen (2007) in a research try to analyze the impacts of self - viability, assumptions for future workplace, and emotional intelligence on preservice instructor obligation to the showing calling on an example of 209 preservice educators. The reason for the investigation was to

add to the current information encompassing preservice educator responsibility and elevate better approaches to move toward instructor training. Utilizing relationship and relapse investigations, we found that preservice educator self - adequacy assumptions encompassing homeroom the board, instructional methodologies, and understudy commitment were emphatically associated with responsibility. Preservice instructor assumptions for future workplace affected their fulfillment with the calling, which was likewise emphatically associated with their obligation to enter the calling. Preservice instructors with more prominent emotional mindfulness and supportive of motivational reasoning likewise exhibited more elevated levels of responsibility.

Rode, Mooney, Day (2006) conducted a study on the direct and directed impacts of an ability-based proportion of emotional intelligence (MSCEIT© V2.0) on singular execution in an example of business students. Controlling for general mental capacity and character, emotional intelligence clarified extraordinary gradual fluctuation in execution evaluations on just one of two proportions of relational viability (public talking adequacy).

In any case, the collaboration of emotional intelligence with principles clarified interesting gradual fluctuation both in broad daylight talking and gathering conduct adequacy, just as scholarly execution (aggregate GPA).

Bellemare, Lepage (2006) did a paper which results from a genuine exertion test, recreating real work environment conditions, looking at the efficiency of laborers under fixed wages and piece rates. Laborers, who were paid to enter information, were presented to various levels of friend pressure under both installment frameworks. The companion pressure was created as private data about the efficiency of their friends. It has two principal results. In the first place, we track down no amount of friend pressure for which the efficiency of one or the other male or female specialists is fundamentally higher than the profitability without peer pressure. Second, it tracks down that low and extremely undeniable degrees of friend pressing factor can essentially diminish profitability (especially for men paid fixed wages). These outcomes are steady with models of traditionalism and self - motivation.

Murthy, Rajrajan (2005) in his study tries understanding the effect of self - concept on student achievement. A total of 962 research studies were collected during the literature review, out of which 123 were included in the meta - analysis. The 123 research studies were compiled to obtain a sample size of 223, 068 subjects. The results of the random effect model showed that self - concept had a medium - level positive effect on student achievement. The moderators identified for the study were the publication year, publication type, country (culture), school subject or assessment type and school level, of which publication type and school grade were found to be moderator variables.

Hasan, Singh (2004) tries to analyze the achievement motivation of Indian field hockey players at three distinct degrees of rivalries. To chip away at the motivation behind the study 300 male Indian field hockey players played at

various degrees of rivalries were chosen. The age of the members went from 17

to 25 years. For the reason of the current investigation three layers were made, between university, north - zone intervarsity, and all India intervarsity hockey players. Separated irregular testing strategy (proportionate) was done and 100 members were chosen for every layer. Achievement motivation of the subjects was estimated by utilizing sports achievement motivation test created by Kamlesh (1990). To discover the achievement motivation of the field hockey players of various degrees of rivalries, One Way Examination of Variance (ANOVA) was utilized to discover the critical distinction between university, north - zone intervarsity, and all India intervarsity level field hockey players. To find out about the example of contrasts existing inside a bunch of populace implies Least Significant Difference (LSD) Post - hoc tests were utilized. The importance was tried at 0.05 level. Aftereffects of the investigation showed that critical contrast exists between university, north - zone intervarsity, and all India intervarsity level hockey players on achievement motivation. In this way it tends to finish up that achievement motivation as perhaps the main mental part that impacts the presentation of the field hockey players.

Cabello, R., & Fernández - Berrocal, P. (2003) In his paper with an example of 300 working grown - ups was taken (150 guys.150 females.) to look at the effect of emotional intelligence on achievement motivation of working guys v/s that of working females. Every one of the applicants were given two polls to fill. Based on the scoring, it was discovered that females have a higher emotional intelligence than guys anyway guys are high on achievement motivation. there was no significant impact on emotional intelligence on achievement motivation of females still, emotional intelligence of guys essentially affected their achievement motivation.

Shawn, Fred (2002) in his paper aims to examine the impact of emotional intelligence on achievement motivation of adults working in an organization in Sweden. A sample of 500 employees was taken for the examination. results suggested that there was a positive correlation between achievement motivation and emotional intelligence. This means that people who were high at EI were also found to be high on achievement motivation.

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3. Methodology

Aim

To see the comparison between young adults and middle - aged adults on their level of emotional intelligence and achievement motivation.

Objectives:

- 1) To see the difference between young adults and Middle - aged adults on their level of emotional intelligence
- 2) To see the difference between young adults and Middle - aged adults on their level of achievement motivation.
- 3) To See the relationship between emotional intelligence and achievement motivation of middle - aged adults.
- 4) To See the relationship between emotional intelligence and achievement motivation of young adults.

Hypothesis

H1 - there would be a significant difference between young adults and Middle - aged adults on their level of emotional intelligence

H2 - there would be a significant difference between young adults and Middle - aged adults on their level of achievement motivation.

H3 - there would be a significant positive relationship between emotional intelligence and achievement motivation of young adults

H4 - there would be a significant positive relationship between emotional intelligence and achievement motivation of middle - aged adults

Rationale of the Study

A lot of research and development is done on the variable's emotional intelligence and motivation, both together and independently, however achievement motivation is not much research together with emotional intelligence. There was hardly any past research on effect of emotional intelligence on achievement motivation based on age range. A few research that were there were conducted by foreign authors and no study was based on an Indian sample. Thus, this research is being conducted to bridge this gap.

Variables

Independent variable: Emotional intelligence

Dependent variable: achievement motivation

Sample

This research targets the group of people ranging from 18yrs to 60 yrs. The sample size is N=80, in which 40 are young adults (i. e. - 18yrs - 44yrs) and 40 are middle aged adults (i. e. - 45yrs - 60yrs). The target population was given the questionnaire to be filled through google forms, from which a sample of 80 people was collected through random selection.

Description of tools

Emotional intelligence scale EIS - SANS

Emotional Intelligence Scale developed and normalized by Dr. Arun Kumar Singh, Dr. Shruti Narain (2014). It comprises 31 items altogether in the scale and all things are into four regions: (1) Understanding Emotions, (2)

Understanding Motivation, (3) Sympathy, (4) Handling Relations. The scale can be managed in 12 years and above matured. The validity (test - retest technique) for the scale is 0.86 and is significant at 0.01 level. The reliability of the scale is 0.86 and is significant at 0.01 level.

Achievement Motivation Inventory (short version)

AMI (S)

The Achievement Motivation Inventory was developed by Schuler et al in 2004. AMI instrument measures 17 dimensions of achievement motivation via Likert scale from one to five representing responses from “does not apply” The AMI questionnaire is 170 items and each of the 17 subscales are measured via the responses to 10 questions associated to each dimension (Schuler et al, 2004). These dimensions are

- Compensatory effort
- Competitiveness
- Confidence in success
- Dominance
- Eagerness to learn
- Engagement
- Fearlessness
- Flexibility
- Flow
- Goal setting
- Independence
- Internality
- Persistence
- Preference for difficult tasks
- Pride in productivity
- Self - control
- Status orientation

But, due to the excessive amount of time it would take for a survey participant to complete all 170 items of the AMI, this study utilized a 30 - item modified short version of AMI.

These 30 items are those that best represent the overall questionnaire. (Schuler et al, 2004). this 30 - item version was first developed in German which was later translated in English using google translate.

Reliability (Cronbach’s α) for the total score is $\alpha = .96$, and ranges from $\alpha = .66$ to $\alpha = .83$ for individual scales. Retest reliability is $rtt = .94$ for the total score ($rtt = .71$ to $rtt = .89$ for single scales).

Validity is (ranging up to $r = .72$). Criterion related validity is indicated by prediction of grade point averages in US colleges ($r = .22$ for the total score and up to $r = .29$ for single scales) and early academic achievements (ranging between $r = .21$ to $r = .36$ on different scales).

Statistical Analysis

The research was conducted with a 64 - item survey that was filled by a sample of 80 people. 40 young adults and 40 middle aged adults. The responses were then collected on Microsoft excel and the software SPSS was used to do the scoring and tabulation of results.

- 1) To find the difference between young adults and Middle – aged adults on their level of emotional intelligence, their respective mean scores were used.
- 2) To find the difference between young adults and Middle – aged adults on their level of achievement motivation, their respective mean scores were used.
- 3) To See the relationship between emotional intelligence and achievement motivation of middle - aged adults, t - test was used, and Pearson’s correlation method was employed
- 4) To See the relationship between emotional intelligence and achievement motivation of young adults, t - test was used, and Pearson’s correlation method was employed

4. Analysis of Results

Table 1: t - test of mean scores of emotional intelligence and achievement motivation of both young adults and middle – aged adults

	Young adults		Middle age				
Variable	Mean	Sd	Mean	Sd	T	P	remark
Emotional intelligence	3.70	.356	3.72	.40	.22	.825	p>0.05
Achievement motivation	3.98	.455	3.84	.648	1.15	.253	P>0.05

Interpretation: Table 2 shows the t test of the mean scores of

- a) Emotional intelligence of young adults and middle - aged adults
- b) Achievement motivation of young adults and middle - aged adults

Results show that there is a significant difference in the mean scores of emotional intelligences (EI) of young adults and middle – aged adults, on the grounds that the p value is 0.825 which is more than 0.05 which shows that hypothesis

1 (- there would be a significant difference between young adults and Middle - aged adults on their level of emotional intelligence) is accepted.

Likewise, there is a significant difference in the mean scores of achievement motivation (AM) young adults and middle - aged adults, because the p value is 0.254 which is greater than 0.05 which shows that the **hypothesis 2** - (there would be a significant difference between young adults and Middle - aged adults on their level of achievement motivation) is **accepted**.

Table 2: Correlation between emotional intelligence and achievement motivation of young adults

		Emotional intelligence	Achievement motivation
Emotional intelligence	Pearson correlation	1	.597
	Sig. (2 - tailed)		.00
	N	40	40
Achievement motivation	Pearson correlation	.597	1
	Sig. (2 - tailed)	.00	
	N	40	40

Interpretation - table 3 shows the relationship between emotional intelligence and achievement motivation of young adults.

Results suggest that there is a significant positive correlation between emotional intelligence and achievement motivation which means that high emotional intelligence leads to high achievement motivation in young adults. The correlation is significant at 0.01 level.

Thus, hypothesis 3 (there would be a significant positive relationship between emotional intelligence and achievement motivation of young adults) is accepted.

Table 3: Shows the correlation between emotional intelligence and achievement motivation of middle – aged adults

		Emotional intelligence	Achievement motivation
Emotional intelligence	Pearson correlation	1	.564
	Sig. (2 - tailed)		.00
	N	40	40
Achievement motivation	Pearson correlation	.564	1
	Sig. (2 - tailed)	.00	
	N	40	40

Results suggest that there is a significant positive correlation between emotional intelligence and achievement motivation which means that high emotional intelligence leads to high achievement motivation in middle aged adults. The correlation is significant at 0.01 level.

Thus, hypothesis 4 (there would be a significant positive relationship between emotional intelligence and achievement motivation of middle - aged adults) is accepted.

5. Discussion and Conclusion

5.1 Discussion

Emotions play a very crucial role in our daily lives. Emotions are the most important way to express our thoughts and opinions. Emotions not only help us explain our behavior, but they are also the reflection of our thoughts and personality. Our Emotional intelligence influences a great deal of our day - to - day activities and behaviors. One of the five factors that determines our emotional intelligence is motivation. Motivation, when considered as a segment of EI, alludes to inherent motivation. Inherent motivation implies that an individual is headed to address private matters and objectives, as opposed to being propelled by outside remunerations like cash, acclaim, and acknowledgment. Individuals who are characteristically propelled likewise experience a condition of 'stream', by being drenched in a movement. They are bound to be

activity situated and set objectives. Such people normally have a requirement for accomplishment and quest for approaches to improve. They are likewise bound to be submitted and step up. However, achievement motivation is slightly different than motivation. The term achievement motivation might be characterized by freely thinking about the word's achievement and motivation. Achievement alludes to competence (a condition or nature of viability, capacity, adequacy, or success). Motivation alludes to the empowerment (induction) and heading (point) of conduct. Accordingly, achievement motivation might be characterized as the empowerment and bearing of capability, significant conduct or why and how individuals endeavor toward skill (success) and away from ineptitude (failure). Achievement motivation is at present an exceptionally dynamic territory of examination, especially in the fields of educational psychology, sport and exercise psychology, industrial/organizational psychology, developmental psychology, and social - personality psychology. Achievement motivation research is led both in the exploratory lab (where factors are ordinarily controlled) and in certifiable achievement circumstances like the classroom, the working environment, and the ball field (where variables are typically measured).

While there is ample evidence on the effect of emotional intelligence on motivation, there is little evidence on the effect of emotional intelligence on achievement motivation based on age range. There was also no research conducted on Indian adults with these two variables. Therefore, this research aims to see to see the comparison between young adults and middle - aged adults on their level of emotional intelligence and achievement motivation. Here emotional intelligence is our dependent variable whereas achievement motivation is our independent variable. Previous research under these two variables show that emotions significantly influence our motivation. low emotional handling capacity tends to lower our achievement motivation, whereas higher emotion handling capacity increases our achievement motivation.

This research focused on four main objectives that were

- 1) To see the difference between young adults and Middle - aged adults on their level of emotional intelligence
- 2) To see the difference between young adults and Middle - aged adults on their level of achievement motivation.
- 3) To See the relationship between emotional intelligence and achievement motivation of middle - aged adults.
- 4) To See the relationship between emotional intelligence and achievement motivation of young adults.

Based on these objectives, four hypotheses were formed that were

H1 - there would be a significant difference between young adults and Middle - aged adults on their level of emotional intelligence

H2 - there would be a significant difference between young adults and Middle - aged adults on their level of achievement motivation.

H3 - there would be a significant positive relationship between emotional intelligence and achievement motivation of young adults

H4 - there would be a significant positive relationship between emotional intelligence and achievement motivation of middle- aged adults.

To test these hypotheses a sample of 80 adults (40 young adults and 40 middle aged adults) were given a 64 - item questionnaire that they filled online through Google forms. The results were taken on Microsoft excel and then the scores were tabulated in the SPSS software.

Results suggested that there is a significant difference in the emotional intelligence of young adults and middle - aged adults. And there is also a significant difference between the achievement motivation of young adults and middle - aged adults. This was found out by conducting a t - test on the mean scores of emotional intelligence and achievement motivation of young adults and middle - aged adults respectively (refer table - 1). Both the p values came out to be more than 0.05 which means that hypotheses 1 and 2 were accepted. This means that there is a difference in the emotional intelligence of young adults and middle - aged adults. Likewise, there is also a difference in the achievement motivation of young adults and middle - aged adults. Pearson's correlation was also employed on the sample of young adults (refer table 2) which came out to be which indicates that emotional intelligence shares a positive and strong correlation with achievement motivation with respect to young adults. Similarly on employing Pearson's correlation again on the sample of middle - aged adults (refer table 3) which came out to be which indicates a strong and positive correlation between emotional intelligence and achievement motivation of middle - aged adults.

This means that higher the emotional intelligence, higher will be the achievement motivation of both young adults and middle - aged adults. However, on comparing both correlations, it was seen that young adults have a slightly high effect of emotional intelligence on their achievement motivation. Thus, young adults depend more on their emotional intelligence for their achievement motivation as compared to middle aged adults.

5.2 Conclusion

Our ability of dealing with feelings is exposed to a ton of progress as we develop. Our emotional intelligence begins shaping from our youth and is exposed to its first significant change when a human hits pubescence. It again will in general change when an individual drops from school and steps into school life. With the recently discovered autonomy and an inclination to encounter the world, understudies with high emotional intelligence are believed to be over achievers because their EI impacts their achievement motivation decidedly, and the other way around occurs for

understudies with low EI. Notwithstanding, throughout when youthful grown - ups travel into moderately aged grown - ups the pressing factor of duties will in general diminish the impact of emotional intelligence on achievement motivation. Albeit this distinction is extremely less, it can in any case be found in day - to - day life. For instance, a youthful grown - up might delay their due tasks on the off chance that they are not in the state of mind to do it, while a moderately aged grown - up should present their function admirably in time regardless of their mind - set. Along these lines, an individual's capacity, and limit of dealing with their feelings altogether influences their motivation to accomplish their objectives and wants.

6. Future Implications

The findings of this research can be used to

- Regulate educational setups in colleges and universities.
- Promote work life balance in organizational setups.
- Better understanding and handling of freshers that transition from college life to work setups.

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