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Achievement Motivation of Secondary Students in Relation to their Emotional Intelligence

Shailendra Kumar[1], Dr. Tarun Rashtriya[2]

[1]Research Scholar, MJP Rohilkhand University, Bareilly, UP
Email: drskmssc@gmail.com
[2]Associate Professor, Department of B.Ed./M.Ed. (IASE), MJP Rohilkhand University, Bareilly, UP

Abstract:
The present study investigates relationship between achievement motivation and emotional intelligence among secondary students in Shahjahanpur District, Uttar Pradesh. The study employed the descriptive survey method, and a sample of 1,948 students studying in Classes IX and X was selected from 60 secondary schools through a two-stage stratified random sampling technique. Achievement motivation was assessed using the Achievement Motivation Scale (Deo and Mohan), while emotional intelligence was measured using the Emotional Intelligence Scale (Singh and Narain). Percentage analysis, the Mann–Whitney U test, Kruskal–Wallis H test, Chi-square test, and Pearson's coefficient of correlation were employed for data analysis.

The findings indicate that the majority of secondary students possessed average or below-average achievement motivation, while emotional intelligence was predominantly average, followed by low and high levels. Significant differences in achievement motivation were observed with respect to educational board and residential status, whereas gender and social category differences were statistically non-significant. Furthermore, achievement motivation did not differ significantly across high, average, and low levels of emotional intelligence. The Chi-square analysis revealed no statistically significant association between the two variables. Similarly, the correlation analysis indicated a negligible and statistically non-significant relationship between overall emotional intelligence and achievement motivation. None of the emotional intelligence dimensions exhibited a significant relationship with achievement motivation. The findings suggest that emotional intelligence was not significantly associated with achievement motivation among secondary students in the present sample.

Keywords: Achievement Motivation, Emotional Intelligence, Secondary School Students, Adolescents, Academic Motivation, Secondary Education.

Introduction

Education extends beyond the acquisition of knowledge and contributes to the development of attitudes, aspirations, emotional competencies, values, and psychological characteristics that influence students' academic performance. Students with similar intellectual abilities and learning opportunities may differ considerably in their effort, persistence, and willingness to accept academic challenges. Such differences may be associated with achievement motivation, which plays an important role in students' academic engagement and learning outcomes (Pintrich, 2003). Achievement motivation refers to an individual's

tendency to strive towards standards of excellence and accomplish challenging tasks successfully (McClelland et al., 1953). Achievement-oriented students generally demonstrate greater responsibility, persistence, and commitment to academic goals. However, their motivational tendencies may also be associated with emotional experiences arising from academic competition, examination anxiety, interpersonal relationships, and expectations from parents and teachers.

Pekrun (2006) emphasized that achievement-related emotions significantly influence students' motivation, engagement, and academic performance. Students' ability to recognize, understand, and regulate emotions may therefore be relevant to their responses to academic challenges and setbacks. In this context, emotional intelligence represents an important psychological construct. Mayer et al. (2004) conceptualized emotional intelligence as the ability to perceive, utilize, understand, and manage emotions effectively. These abilities may help students regulate academic stress, maintain interpersonal relationships, and respond constructively to success and failure. Consequently, examining the relationship between emotional intelligence and achievement motivation among secondary school students may provide valuable insights into their motivational characteristics and emotional functioning, thereby contributing to a broader understanding of the psychological factors associated with academic engagement and achievement.

Achievement Motivation

Achievement motivation may be understood as the tendency or desire of an individual to attain success, accomplish difficult tasks, improve performance and reach standards that are personally or socially valued. It represents more than a simple wish to obtain high marks. It includes goal orientation, willingness to expend effort, persistence, aspiration, responsibility and satisfaction obtained through successful accomplishment.

McClelland et al. (1953) conceptualized achievement motivation as a motive associated with competition against standards of excellence. Such standards need not always involve competition with other persons. A learner may attempt to perform better than his or her previous performance or may seek to meet an internally accepted standard.

In school settings, achievement motivation may influence participation in classroom activities, completion of assignments, preparation for examinations, persistence with difficult subjects, involvement in co-curricular activities and willingness to pursue higher educational goals. Students with stronger achievement motivation generally attempt to improve performance through continued effort. In contrast, students with weak motivation may not use their available abilities effectively.

Achievement motivation is particularly important at the secondary stage because educational expectations increase considerably during Classes IX and X. Students encounter board-related academic pressures, increased subject specialization and important decisions concerning further study. The capacity to remain motivated under such circumstances may contribute significantly to their educational development.

Emotional Intelligence

Emotional intelligence refers to the ability to perceive, understand, utilize, and regulate emotional information effectively. Mayer et al. (2004) conceptualized emotional intelligence through four interrelated abilities: perceiving emotions, using emotions to facilitate thinking, understanding emotional experiences, and managing emotions. These abilities are particularly relevant to students, who regularly encounter academic pressure, examination anxiety, interpersonal conflicts, and expectations from parents

and teachers. Emotional intelligence may enable students to recognize their emotional experiences, regulate negative feelings, and respond constructively to challenging academic situations.

Achievement-oriented behaviour involves emotional experiences such as hope, anxiety, pride, frustration, and disappointment. Pekrun (2006) emphasized that achievement-related emotions are associated with students' motivation, engagement, and academic performance. Students possessing effective emotional regulation abilities may interpret academic setbacks as opportunities for improvement rather than indications of permanent inability. Emotional intelligence may consequently support self-awareness, persistence, concentration, and the maintenance of achievement-oriented goals.

Empirical investigations have examined the relationship between emotional intelligence and achievement motivation. Kumar et al. (2013), in a study involving 450 urban male students of Class X, reported a significant effect of emotional intelligence on achievement motivation and educational adjustment. Similarly, Sontakke (2016), investigating 56 participants, observed a significant positive relationship between emotional intelligence and achievement motivation, although the relationships varied across emotional intelligence components.

However, empirical findings have not been entirely consistent. Ishak (2018), in a study involving 100 orphans and non-orphans aged 18–23 years, reported no statistically significant relationship between emotional intelligence and achievement motivation.

These contrasting findings indicate the need for further investigation across different educational and demographic contexts. Therefore, examining emotional intelligence in relation to achievement motivation among secondary school students may contribute to a better understanding of the psychological characteristics associated with their motivational tendencies.

Literature Background

Kumar, Mehta, and Maheshwari (2013) examined the effect of emotional intelligence on achievement motivation, psychological adjustment and scholastic performance among 450 urban male Class X students in Jaipur District. The Emotional Intelligence Scale of Hyde, Pethe and Dhar, the Achievement Value and Anxiety Inventory and the Adjustment Inventory for School Students were employed. Emotional intelligence was found to have a significant effect on achievement motivation and educational adjustment. **Roy, Sinha, and Suman (2013)** studied emotional intelligence and academic achievement motivation among 105 Class XII students. Their results indicated a positive relationship between the two variables. Students characterized by different levels of academic achievement motivation also differed in their emotional intelligence. These findings are documented in the literature material compiled for the present research. **Sontakke (2016)** investigated achievement motivation and emotional intelligence among students in Jalgaon. Emotional intelligence and achievement motivation were found to be positively and significantly related. Most dimensions of emotional intelligence showed positive significant correlations with achievement motivation, although empathy and emotional stability produced different patterns. **Roy (2018)** examined achievement motivation, emotional intelligence and academic achievement among 100 higher-secondary students. The study reported a positive relationship among achievement motivation, emotional intelligence and academic achievement. **Ghorai (2023)** investigated emotional intelligence and achievement motivation among 200 higher-secondary students in Paschim Medinipur District. The study focused on differences with respect to gender, grade and stream and on the relationship between the two psychological variables. **Landge and Abrol (2026),** in a review focusing specifically on emotional intelligence and achievement motivation among adolescents, concluded that the available literature

generally supports a positive relationship and called for additional investigations involving culturally and educationally diverse adolescent populations.

The reviewed literature therefore indicates substantial interest in the relationship between emotional functioning and achievement behaviour. Nevertheless, differences in samples, age levels, tools, geographical locations and methodological procedures make further investigation necessary, especially among secondary students in Uttar Pradesh.

Significance of the Study

Secondary education represents an important stage of students' academic and the present study was undertaken to examine the relationship between emotional intelligence and achievement motivation among secondary school students. Its significance lies in understanding the extent to which students' emotional abilities are associated with their motivation to achieve academic goals. Since adolescence is a crucial period of emotional, psychological, and educational development, examining these two constructs may provide valuable insights into the motivational characteristics of students studying in Classes IX and X.

The study is significant from both theoretical and practical perspectives. Theoretically, it may contribute to the existing body of knowledge concerning the relationship between emotional intelligence and achievement motivation in the context of secondary education. Practically, the findings may help teachers, parents, and school counsellors understand the importance of emotional awareness, emotional regulation, and motivational support in students' educational experiences. They may also provide a basis for developing appropriate guidance, counselling, and educational support programmes aimed at addressing students' emotional and motivational needs.

Objectives of the Study

The study was conducted with the following objectives:

1. To assess the level of achievement motivation among secondary students.
2. To compare achievement motivation of secondary students based on socio-demographic factors: gender, school board, caste category and residential status.
3. To assess the status of emotional intelligence of secondary students.
4. To compare emotional intelligence of secondary students based on socio-demographic factors: gender, school board, caste category and residential status.
5. To compare the achievement motivation of secondary students having different levels of the emotional intelligence, and
6. To examine the relationship between achievement motivation and the emotional intelligence.

Hypotheses

The following null hypotheses were formulated:

1. There is no significance difference in achievement motivation of secondary students based on gender, school board, caste category and residential status.
2. There is no significance difference in emotional intelligence of secondary students based on gender, school board, caste category and residential status.
3. There is no significant difference in achievement motivation of secondary students having different levels of emotional intelligence.

4. There is no significant relationship between achievement motivation and emotional intelligence of secondary students.

Methodology

Research Design and Procedure:

Keeping the stated objectives in view, the present study was *descriptive in nature*. The investigation focused on secondary schools situated in *Shahjahanpur District*, and the required data were collected and analysed by employing the *descriptive survey method.*

Study Population:

The population of the study comprised all students enrolled in Classes IX and X in secondary schools located in Shahjahanpur District. According to the information provided by the District Inspector of Schools (DIOS), Shahjahanpur, the district had 368 high school and intermediate colleges and 30 CBSE/ICSE secondary schools, with approximately 80,000 students studying in Classes IX and X across rural and urban areas. Since it was not feasible for the researcher to approach every student included in the population, a representative sample was selected from the total population for the purpose of the investigation.

Sample and Sampling Technique:

The study adopted a two-stage stratified random sampling design for the selection of the sample. At the first stage, the total population of secondary schools was divided into two strata on the basis of their board affiliation, namely U.P. Board schools and CBSE/ICSE schools. This stratification was done because CBSE/ICSE schools constituted only about 8.27% of the total schools, and proportionate sampling might have resulted in their inadequate representation. Therefore, approximately 15% of the U.P. Board schools, comprising about 50 schools, and 30% of the CBSE/ICSE schools, comprising about 10 schools, were selected randomly.

At the second stage, students were selected from the schools chosen in the first stage. Approximately 20% of the students enrolled in Classes IX and X in each selected school were chosen through random sampling. Thus, schools constituted the sampling units at the first stage, while students constituted the sampling units at the second stage. Following this two-stage sampling procedure, the final sample consisted of approximately 1,948 students drawn from 60 secondary schools.

Tools Used

- **Achievement Motivation Scale-** Achievement motivation was assessed using the Achievement Motivation Scale (AMSn-DM) developed by Pratibha Deo and Asha Mohan (2022). The standardized scale was administered and scored according to the procedure provided in the test manual. The obtained scores were used for determining levels of achievement motivation and for statistical analysis.
- **Emotional Intelligence Measure-** Emotional intelligence was assessed through the standardized Emotional Intelligence Scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2023).

Statistical Techniques

Percentage analysis was used to describe levels of achievement motivation and emotional intelligence. Whereas the students were classified into categorical levels according to test norms, the percentage analysis, Mann–Whitney U test, Kruskal–Wallis H test, Chi-square test of independence, and correlation analysis were used to compare and examine the association between achievement motivation and emotional intelligence. Pearson's coefficient of correlation was employed to examine the relationship

between achievement motivation scores and emotional intelligence when assumptions for its use were satisfied. Statistical significance was judged at the .05 and .01 levels of significance.

Data Analysis and Results

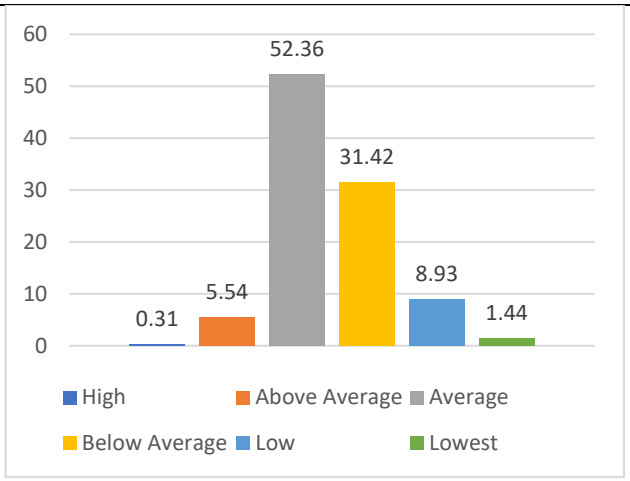
Achievement Motivation of Secondary Students

To assess the level of achievement motivation among secondary students, percentage analysis was carried out on the basis of the different levels of achievement motivation. The table 1 presents the percentage-wise distribution of secondary students across these levels.

Table 1

Levels of Achievement Motivation among Secondary Students

Level of Achievement Motivation	Total	
	N	%
High	6	0.31
Above Average	108	5.54
Average	1020	52.36
Below Average	612	31.42
Low	174	8.93
Lowest	28	1.44
Total	**1948**	**100.00**



Considering the overall sample of 1,948 students, the largest proportion, 1,020 students (52.36%), belongs to the Average Motivation category. This is followed by 612 students (31.42%) in the Below Average category, 174 students (8.93%) in the Low category, and 108 students (5.54%) in the Above Average category. Only 28 students (1.44%) fall in the Lowest Motivation category, while merely 6 students (0.31%) show High Motivation. Thus, the findings indicate that the achievement motivation of most secondary students is concentrated at the average and below-average levels.

Socio-demographic Comparisons of Achievement Motivation

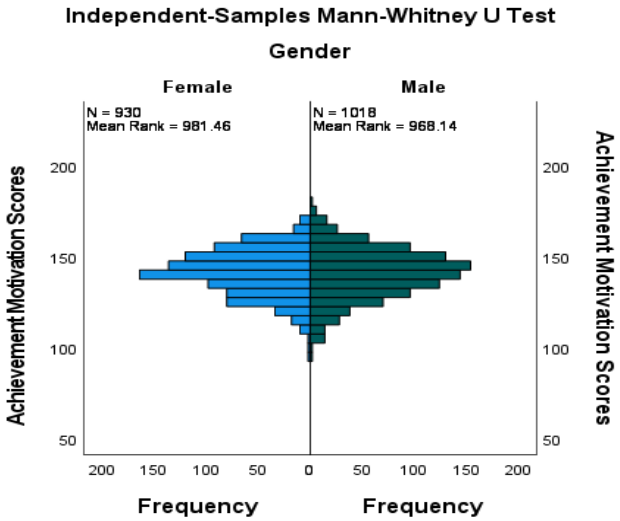
A socio-demographic analysis of data was also conducted with a view to identifying dispositions of achievement motivation regarding gender, school-board affiliation, caste categories and residential status of students. The table 2a, 2b, 2c and 2d present the socio-demographic comparisons of secondary students across these independent factors.

Table 2a

Comparison of Achievement Motivation between Male & Female Secondary Students

Gender	N	U_{Stat}	p	

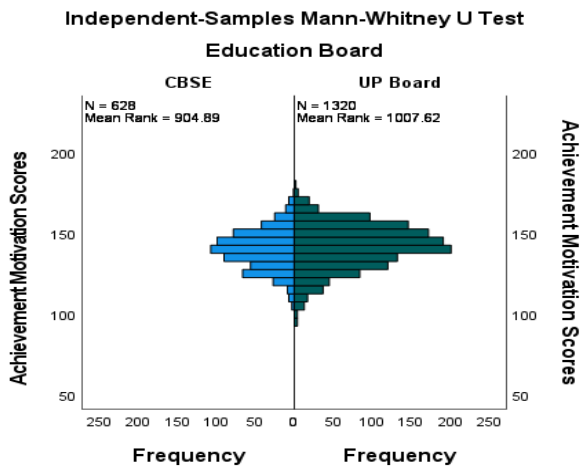
Male	1018	479840	0.602
Female	930		
Total	1948		
Null hypothesis retained.			



The Mann–Whitney U test was applied to compare the achievement motivation of male and female secondary school students. The obtained U-value was 479840 with a two-tailed significance value of 0.602, which is greater than the 0.05 level of significance. Although female students (Mean Rank = 981.46) showed a slightly higher achievement motivation than male students (Mean Rank = 968.14), the difference was not statistically significant. Therefore, the null hypothesis was not rejected, indicating that male and female secondary school students did not differ significantly in their achievement motivation.

Table 2b
Comparison of Achievement Motivation between Secondary Students of UP Board and CBSE/ICSE

Education Board	**N**	***U*Stat**	**p**
UP Board	1320	**370762**	**< 0.001**
CBSE/ ICSE	628		
Total	1948		
Null hypothesis rejected.			

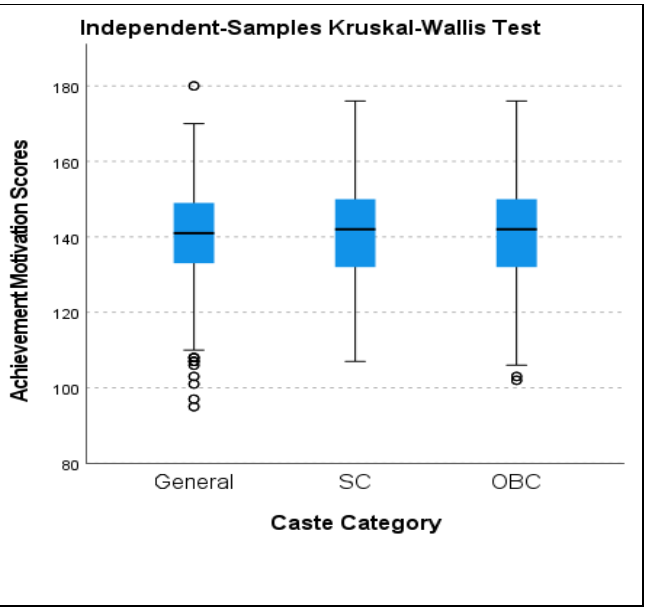


The Mann–Whitney U test was employed to compare the achievement motivation of secondary students studying under the UP Board and CBSE/ICSE Boards. The obtained U-value was 370762 with a two-tailed significance value of $p < 0.001$, indicating a statistically significant difference at the 0.01 level. The mean rank of UP Board students (1007.62) was higher than that of CBSE/ICSE students (904.89), showing comparatively higher achievement motivation among UP Board students. Therefore, the null hypothesis

was rejected, indicating a significant difference in achievement motivation with respect to education board.

Table 2c
Comparison of Achievement Motivation
between Secondary Students belonging to Different Caste Categories

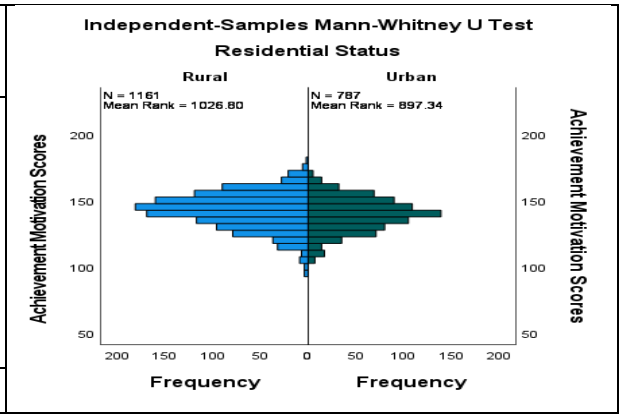
Caste Category	N	H_{Stat}	p
General	578	**0.956**[a,b]	**0.620**
SC	515		
OBC	855		
Total	1948	*d.f. = 2*	
a. The test statistic is adjusted for ties. b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.			
Null hypothesis retained.			



The Kruskal–Wallis H test was applied to compare the achievement motivation of secondary students belonging to General, SC and OBC caste categories. The obtained H-value was 0.956 with 2 degrees of freedom and a significance value of 0.620, which is greater than the 0.05 level of significance. Therefore, the difference in achievement motivation across the three caste categories was found not to be statistically significant. Hence, the null hypothesis was retained, indicating that secondary students belonging to General, SC, and OBC categories did not differ significantly in their achievement motivation. Since the overall test was non-significant, further post hoc comparisons were not required.

Table 2d
Comparison of Achievement Motivation
between Rural & Urban Secondary Students

Residential Status	N	U_{Stat}	p
Urban	787	**517574.5**	**< 0.001**
Rural	1161		
Total	1948		
Null hypothesis rejected.			



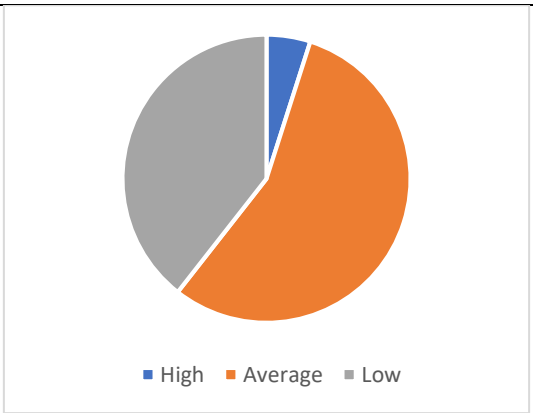
The Mann–Whitney U test was applied to compare the achievement motivation of rural and urban secondary students. The obtained U-value was 517574.5 with a two-tailed significance value of $p < 0.001$, indicating a statistically significant difference at the 0.01 level. The mean rank of rural students (1026.80) was higher than that of urban students (897.34), showing comparatively higher achievement motivation among rural secondary students. Therefore, the null hypothesis was rejected, indicating a significant difference in achievement motivation with respect to residential status.

Emotional Intelligence of Secondary Students

To assess the status of emotional intelligence among secondary students, dimension-wise percentage analysis was carried out on the basis of the different levels of emotional intelligence. The table 3 presents the percentage-wise distribution of secondary students across these levels.

Table 3
Levels of Emotional Intelligence of Secondary Students

Level of Emotional Intelligence	Total	
	N	%
High	96	4.9
Average	1084	55.6
Low	768	39.4
Total	**1948**	**100.0**



Socio-demographic Comparisons of Emotional Intelligence

A socio-demographic analysis of data was also conducted with a view to identifying dispositions of emotional intelligence with cross reference to gender, school-board affiliation, caste categories and residential status of students. The tables 4a, 4b, 4c and 4d present the socio-demographic comparisons of secondary students across these independent factors.

Table 4a
Gender-wise Assessment of Emotional Intelligence of Secondary Students

Level of Emotional Intelligence	Male		Female		Total	
	N	%	N	%	N	%
High	54	5.30	42	4.52	96	4.9
Average	580	56.97	504	54.19	1084	55.6
Low	384	37.72	384	41.29	768	39.4
Total	**1018**	**100.00**	**930**	**100.00**	**1948**	**100.0**

Comparison between Male & Female Secondary Students	
***U*Stat**	**p**
446000	**0.026**
Null hypothesis rejected.	

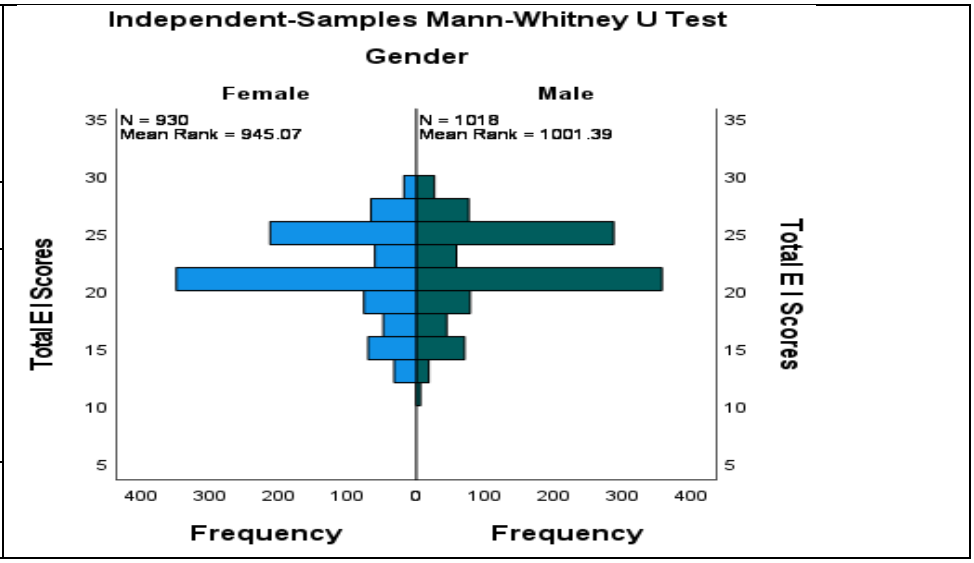


Table 4a reveals that the majority of secondary students (55.6%) possessed an Average level of emotional intelligence, followed by 39.4% with Low and only 4.9% with High emotional intelligence. Gender-wise analysis indicates that male students had slightly higher proportions in the Average (56.97%) and High (5.30%) categories than female students (54.19% and 4.52%, respectively). Conversely, a higher proportion of female students (41.29%) than male students (37.72%) exhibited Low emotional intelligence. Thus, emotional intelligence was predominantly Average among secondary students, while High emotional intelligence was relatively uncommon. A comparison of emotional intelligence scores between male and female students, conducted through Mann-Whitney U Test, shows significant difference at 0.05 level of significance, leading to the inferences that significant differences occur based on gender, further re-affirming the fact that the tool used for assessing emotional intelligence showed different norms for male and female students.

Table 4b

School-wise Assessment of Emotional Intelligence of Secondary Students

Level of Emotional Intelligence	**UP Board**		**CBSE**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**
High	60	4.55	36	5.73	96	4.9
Average	724	54.85	360	57.32	1084	55.6
Low	536	40.61	232	36.94	768	39.4
Total	**1320**	**100.00**	**628**	**100.00**	**1948**	**100.0**
Comparison between Students of UP Board and CBSE/ICSE						
***U*Stat**	**p**					

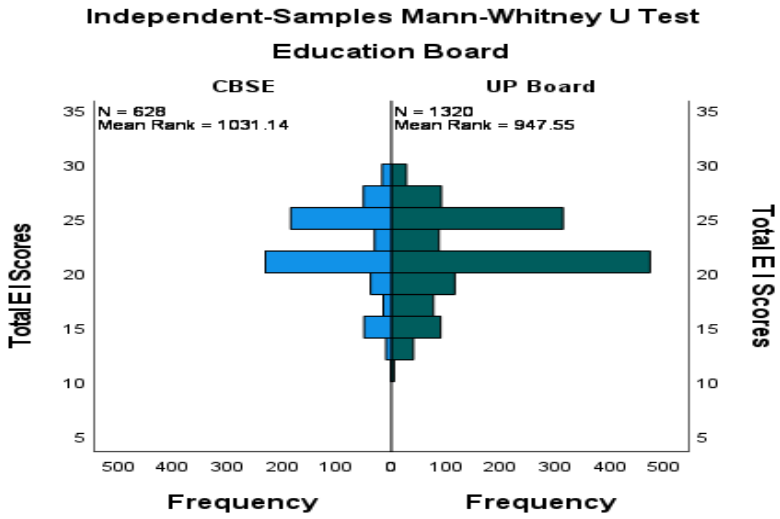
450049	**0.002**	
Null hypothesis rejected.		

Table 4b reveals that the majority of secondary students (55.6%) possessed an Average level of emotional intelligence, followed by 39.4% with Low and only 4.9% with High emotional intelligence. Board-wise analysis indicates that CBSE students had slightly higher proportions in the Average (57.32%) and High (5.73%) categories than U.P. Board students (54.85% and 4.55%, respectively). Conversely, a higher proportion of U.P. Board students (40.61%) than CBSE students (36.94%) exhibited Low emotional intelligence. Thus, Average emotional intelligence predominated among students of both boards, while High emotional intelligence was relatively uncommon. Comparison of Total EI scores between students belonging to schools affiliated to UP Board and CBSE/ICSE revealed significant differences with Ustat being below the p-value 0.01.

Table 4c

Category-wise Assessment of Emotional Intelligence of Secondary Students

Level of Emotional Intelligence	**General**		**SC**		**OBC**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
High	24	4.15	28	5.44	44	5.15	96	4.9
Average	324	56.06	290	56.31	470	54.97	1084	55.6
Low	230	39.79	197	38.25	341	39.88	768	39.4
Total	**578**	**100.00**	**515**	**100.00**	**855**	**100.00**	**1948**	**100.0**
Comparison between Students of Different Caste Categories								
H_{Stat}	**p**							
.978[a,b]	.613							
d.f. = 2								

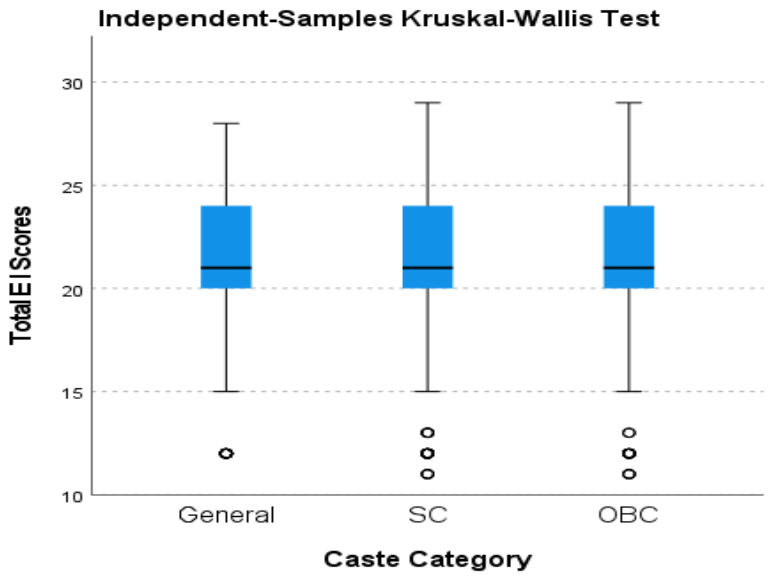
a. The test statistic is adjusted for ties. b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.	
Null hypothesis retained.	

Table 4c reveals that the majority of secondary students (55.6%) possessed an Average level of emotional intelligence, followed by 39.4% with Low and only 4.9% with High emotional intelligence. Category-wise analysis indicates that SC students had slightly higher proportions in the Average (56.31%) and High (5.44%) categories than General (56.06% and 4.15%) and OBC students (54.97% and 5.15%), respectively. OBC students showed a marginally higher proportion in the Low category (39.88%). Thus, the distribution of emotional intelligence was broadly similar across all three social categories, with Average emotional intelligence predominating and High emotional intelligence remaining relatively uncommon. Kruskal-Wallis Test revealed no significant variances, with p-value > 0.05, across the three caste categories of students.

Table 4d
Residential Status-wise Assessment of Emotional Intelligence of Secondary Students

Level of Emotional Intelligence	Urban		Rural		Total	
	N	%	N	%	N	%
High	35	4.45	61	5.25	96	4.9
Average	438	55.65	646	55.64	1084	55.6
Low	314	39.90	454	39.10	768	39.4
Total	**787**	**100.00**	**1161**	**100.00**	**1948**	**100.0**

Comparison between Rural & Urban Students	
U_{Stat}	**p**
44652.5	**0.389**
Null hypothesis retained.	

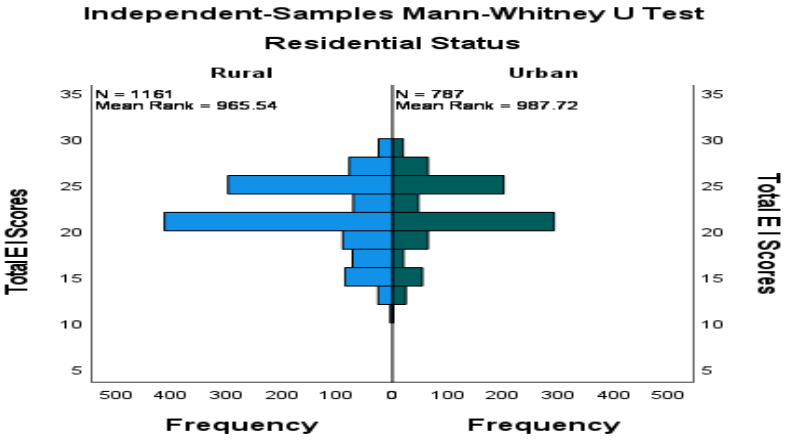


Table 4d reveals that the majority of secondary students (55.6%) possessed an Average level of emotional intelligence, followed by 39.4% with Low and only 4.9% with High emotional intelligence. Residential status-wise analysis indicates that urban and rural students had almost identical proportions in the Average category (55.65% and 55.64%, respectively). Rural students showed a slightly higher proportion in the High category (5.25%) than urban students (4.45%), whereas urban students had a marginally higher proportion in the Low category (39.90%) than rural students (39.10%). Thus, emotional intelligence exhibited a broadly similar distribution across both residential groups, with Average emotional intelligence predominating and High emotional intelligence remaining relatively uncommon. However, a comparison of total EI scores between urban and rural students found Ustat > 0.05, leading to the inferences that no significant difference was observed between students based on their residential status.

Comparison of Achievement Motivation of Secondary Students having Different level of Emotional Intelligence

To compare achievement motivation of secondary students having different levels of emotional intelligence researcher used Krukal-Wallis H test. Analysis is given in table 5.

Table 5
Comparison of Achievement Motivation of Secondary Students having Different Levels of Emotional Intelligence.

Level of Emotional Intelligence	N	*d.f.*	H_{Stat}	Significance (2-Tailed)
High	96	2	**0.577**[a,b]	**0.749**
Average	1084			
Low	768			
Total	**1948**			

a. The test statistic is adjusted for ties.
b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Table 5 reveals that achievement motivation did not differ significantly across students with High, Average, and Low levels of emotional intelligence (H = 0.577, df = 2, p = 0.749). Since the p-value exceeded the 0.05 level of significance, the null hypothesis was retained. Thus, no statistically significant difference in achievement motivation was observed across the three emotional intelligence levels, and post-hoc multiple comparisons were not required.

Relationship between Achievement Motivation and Emotional Intelligence

To find out relationship between achievement motivation and emotional intelligence of secondary students, researcher applied test of independence and correlation analysis. Those are given in tables 6a and 6b.

Table 6a
Test of Independence of Achievement Motivation and Emotional Intelligence of Secondary Students

Emotional Intelligence		Level of Achievement Motivation					*d.f.*	χ^2
		Above Average or High	Average	Below Average	Low or Lowest	Total		
Level of Emotional Intelligence	High	4	52	34	6	96	6	**7.969**
	Average	64	564	354	102	1084		
	Low	46	404	224	94	768		
	Total	**114**	**1020**	**612**	**202**	**1948**		**p=0.24**

Table 6a reveals that the association between emotional intelligence and achievement motivation among secondary students was statistically non-significant (χ^2 = 7.969, df = 6, p > 0.05). Students with High, Average, and Low emotional intelligence showed broadly similar distributions of achievement motivation, with the majority falling in the Average category. Since the calculated Chi-square value was lower than the critical value (12.592) with p-value 0.24, the null hypothesis was not rejected. Thus, no statistically significant association was found between emotional intelligence levels and achievement motivation among secondary students.

Table 6b
Correlation between Achievement Motivation and Emotional Intelligence of Secondary Students

	Achievement Motivation		
Emotional Intelligence	**r**	***d.f.***	**Significance (2-tailed)**
Understanding Emotions	-0.020	1946	0.383
Understanding Motivation	-0.032	1946	0.160
Empathy	0.006	1946	0.786
Handling Relations	0.031	1946	0.167
Total E I Scores	-0.001	1946	0.968

Table 6b presents the relationship between achievement motivation and the dimensions of emotional intelligence among secondary students. The obtained correlation coefficients for Understanding Emotions ($r = -0.020$, $p = .383$), Understanding Motivation ($r = -0.032$, $p = .160$), Empathy ($r = 0.006$, $p = .786$), and Handling Relations ($r = 0.031$, $p = .167$) were found to be statistically non-significant at the 0.05 level. The correlation between the total emotional intelligence score and achievement motivation was $r = -0.001$ with $p = .968$, indicating an almost negligible and statistically non-significant relationship. Therefore, the null hypothesis $H_0 2$, stating that there is no significant correlation between emotional intelligence and achievement motivation of secondary students, was not rejected. Thus, it may be concluded that emotional intelligence was not significantly related to achievement motivation.

Findings

Based on the data analysis, laid out in earlier section, the following are findings of the study:

1. The majority of secondary students (52.36%) possessed an Average level of achievement motivation, followed by 31.42% with Below Average and 8.93% with Low motivation. Only 5.54% exhibited Above Average motivation, 1.44% had the Lowest level, and 0.31% demonstrated High achievement motivation.
2. Achievement motivation did not differ significantly between male and female students ($U = 479840$, $p = .602$) or among students belonging to General, SC, and OBC categories ($H = 0.956$, $p = .620$). However, statistically significant differences were observed with respect to educational board and residential status. U.P. Board students exhibited higher achievement motivation ranks than CBSE/ICSE students, while rural students exhibited higher ranks than urban students.
3. The majority of secondary students (55.6%) possessed an Average level of emotional intelligence, followed by 39.4% with Low and only 4.9% with High emotional intelligence. The distribution was broadly similar across gender, educational board, social category, and residential status, with relatively minor percentage variations.
4. While, obviously, the male and female students were found to be having significant differences in their emotional intelligence; significant differences were also observed based on school affiliation ($U = 450049$, $p < .01$). On the other hand, caste categories and residential status were not found to be a factor contributing differences in emotional intelligence of secondary students.

5. The Kruskal–Wallis H test revealed no statistically significant difference in achievement motivation among students with High, Average, and Low levels of emotional intelligence ($H = 0.577$, $df = 2$, $p = .749$). Therefore, the corresponding null hypothesis was not rejected.
6. The Chi-square analysis indicated no statistically significant association between emotional intelligence levels and achievement motivation ($\chi^2 = 7.969$, $df = 6$, $p > .05$). Thus, the null hypothesis concerning the association between the two variables was not rejected.
7. Correlation analysis revealed that Understanding Emotions ($r = -.020$), Understanding Motivation ($r = -.032$), Empathy ($r = .006$), and Handling Relations ($r = .031$) were not significantly related to achievement motivation. Similarly, the correlation between total emotional intelligence and achievement motivation was negligible and statistically non-significant ($r = -.001$, $p = .968$).

The findings of the present study differ from those reported in several earlier investigations. Kumar et al. (2013), in their study involving 450 urban male students of Class X, reported a significant relationship between emotional intelligence and achievement motivation. Similarly, Sontakke (2016) reported a significant positive relationship between the two variables, although the strength of the relationship varied across different emotional intelligence components. Roy (2018) also reported positive relationships among emotional intelligence, achievement motivation, and academic achievement among higher-secondary students. In contrast, the present study revealed no statistically significant difference in achievement motivation across emotional intelligence levels and no significant correlation between overall emotional intelligence or its individual dimensions and achievement motivation.

However, the findings are consistent with the non-significant relationship reported by Ishak (2018) in a study involving orphans and non-orphans aged 18–23 years. The differences between the present findings and those of earlier investigations may be associated with variations in sample characteristics, educational levels, geographical settings, measurement instruments, and methodological procedures. Since these possible explanations were not directly tested in the present study, they require further empirical investigation. Overall, the comparative analysis indicates that the relationship between emotional intelligence and achievement motivation has not been consistent across the studies reviewed.

Conclusion

The findings of this study demonstrate that the majority of secondary school students exhibit moderate (average) levels of achievement motivation and emotional intelligence, though a notable cohort manifests sub-average achievement motivation alongside low emotional intelligence. Inferential statistical analyses revealed that achievement motivation varies significantly as a function of educational board affiliation and residential status; conversely, the main effects of gender and socio-economic category on achievement motivation were statistically non-significant. Furthermore, achievement motivation remained uniform across varying strata of emotional intelligence.

Regarding the secondary outcomes, the emotional intelligence of students differed significantly based on gender and institutional affiliation (specifically contrasting UP Board with CBSE/ICSE systems). However, stratification by caste category and residential status yielded no statistically significant variations in emotional intelligence scores. Crucially, both Chi-square tests of independence and Pearson correlation analyses consistently demonstrated a lack of statistically significant association between achievement motivation and emotional intelligence, a finding that persisted across both global measures and individual dimensions.

Consequently, these data indicate that within the current sample, emotional intelligence does not serve as a meaningful correlate of achievement motivation among secondary school students. These outcomes underscore the necessity for future empirical inquiries to examine alternative psychological, familial, and pedagogical constructs that may more robustly account for variance in student achievement motivation.

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