The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

Dr. Afifa Djedidi[1]

[1]Lecturer Professor in Education Sciences, University of Akli Mohand Oulhadj at Bouira State – Algeria

Abstract:

The present study aimed to reveal the relationship between levels of emotional intelligence and achievement motivation in university students. Emotional intelligence Degree were divided into three levels (low, average, high). The members of the sample were selected from the students of Akli Mohand Oulhadj University in Bouira (Algeria) and the sample contained 99 students (male and female). The tools in this study are: The Emotional Intelligence Scale (prepared by Abdel Moneim Al-Dardir, 2002), and the Achievement Motivation Test for Adults (prepared by H.J.M. Hermans, 1970). As for the approach adopted, we chose the descriptive approach, and the results led to the following:

• There is a weak, negative and not statistically significant correlation between the low emotional intelligence and achievement motivation among university students.

• There is a weak, positive and statistically significant correlation between average level of emotional intelligence and achievement motivation among university students.

• There is a strong, positive, and statistically significant correlation between the high emotional intelligence and achievement motivation among university students.

Keywords:

1. Introduction:

Emotional intelligence represents a different model from the general intelligence (academic or mental) recognized; the first is the ability of the individual emotionally to understand emotions, feelings and various affections, whether his own or otherwise, as well as the ability to act appropriately in light of his understanding of these emotions. Academic intelligence, on the other

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

hand, is the general mental ability that allows the individual to understand and perceive, as well as the ability to think rationally, solve problems and make decisions.

Emotional intelligence is linked to an individual's ability to build and manage relationships effectively, whether within the family, in the academic or professional field, or in everything related to social relationships (with neighbors, friends or relatives). While general intelligence is the main factor in the success of the individual academically and professionally, by highlighting his competence and mental abilities in the formative or vocational academic framework.

On the other hand, achievement motivation is the locomotive that leads the individual forward towards the pursuit of his goals and ambitions. It represents the energy that motivates an individual to exert his maximum strength, and pushes him to succeed academically or professionally. Achievement motivation is also one of the strongest non-cognitive mental abilities that contribute to motivating the individual, as it provides him with the necessary discipline, seriousness and relentless pursuit of the path of success, as well as pushing him to discover his potential through his perseverance and efforts.

The issue of the relationship between emotional intelligence and achievement motivation among university students in particular occupies a wide area of interest for researchers, because of its great importance, both in the field of human relations, through their interactions with self and others on the one hand, and on the other hand, understanding the mechanism that pushes university students to make an effort to succeed; in their studies in particular and in their planning for their future in general.

2. Study problem:

Many studies have shown that emotional intelligence affects success in academic studies and improves students' overall performance. Research has also shown that emotionally intelligent students are perceived by their classmates (as well as their teachers and administrative staff) as friendly and non-hostile. This leads to good relationships between classmates, as well as helps in the development of intellectual performance and superior academic achievement.

In a study (Sharma, 2017), which was conducted to identify social intelligence, emotional intelligence and achievement motivation for arts and sciences students enrolled in senior secondary schools in Chandigarh, India. He concluded that emotional intelligence, social intelligence, and achievement motivation all play an important role in a student's life. Success in every area requires attention, effort and collaboration with others. Social and emotional intelligence also indirectly contribute to academic success. To become mature and successful, students need to learn basic social skills, emotional stability, empathy, the ability to stay active and goal-oriented, seek help when needed, and participate in and benefit from relationships. The

development of emotional bonds Social relationships will help them work better in groups and will also indirectly increase their level of motivation to achieve.

In this study, we want to uncover the relationship between each level of emotional intelligence (low, average, high) and achievement motivation. Therefore, we ask the following fundamental question:

- **To what extent are levels of emotional intelligence related to achievement motivation among the university students?**

In order to be able to answer this question, three basic questions will emerge:

- Is there a significant correlation between the low level of emotional intelligence and achievement motivation among university students?

- Is there a significant correlation between the average level of emotional intelligence and achievement motivation among university students?

- Is there a significant correlation between the high level of emotional intelligence and achievement motivation among university students?

3. Hypotheses of the Study:

- There is a statistically significant correlation between the low level of emotional intelligence and achievement motivation among university students.

- There is a statistically significant correlation between the average level of emotional intelligence and achievement motivation among university students.

- There is a statistically significant correlation between the high level of emotional intelligence and achievement motivation among university students.

4. Importance of the study:

We find many studies that have dealt with the subject of emotional intelligence and its relationship to achievement motivation, because of the great importance of this topic, whether with regard to the academic and training path of individuals, or in the professional field and moving up the career ladder. The current study sheds light on these two variables among university students by revealing the most levels of emotional intelligence related to their achievement and motivation. The importance of the study lies in the following:

- Enhancing the self-confidence and self-esteem of the university student by revealing his potential abilities. This is done by understanding the student himself, recognizing his intellectual and emotional potential, and awakening the energy that lies deep within each student by revealing their talents and creativity.

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

- Forming the student emotionally through understanding his emotions and good management and management, as well as understanding the emotions of others and employing them in appropriate situations, or containing and modifying them in order to achieve balance and harmony inside and outside the campus. The development of emotional intelligence in students produces active individuals capable of attracting others, through their ability to persuade and speak well and communicate.

- Forward-looking vision; by building sound and strong future frameworks mentally and emotionally; they are able to manage and produce, and have sufficient efficiency and ability to face various obstacles, and flexibility in dealing with various stressful and obstructive situations.

5. Objectives of the study:

The current study aims to:

- Highlight the extent to which low level of emotional intelligence is related to the achievement motivation of university students. That is, we want to know if a low level of emotional intelligence leads to low achievement motivation.

- Detecting the extent to which the average level of emotional intelligence is related to the achievement motivation of university students. That is, we want to know if an average level of emotional intelligence leads to an average achievement motivation.

- Demonstrate the extent to which the high level of emotional intelligence is related to the achievement motivation of university students. That is, we want to know if a high level of emotional intelligence leads to high achievement motivation.

6. Define study concepts:

6.1 Emotional intelligence:

Interest in studying the concept of emotional intelligence increased, when Peter Salovey in 1990 in his study on giving conscience the color of intelligence, to five categories of abilities: "that a person is aware of his emotions and feelings, that a person manages his feelings, that he pushes himself (to be a source of motivation for himself), that he recognizes the feelings of others, that he manages his relationship with others." (Robbins and Scott, 2000: 73)

(Mayer & Salovey 1997: 3) defined it as: "the ability to accurately perceive, evaluate and express emotions, with the ability to generate or reach emotions, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions in a way that promotes mental emotional development."

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

Serrat (2009) argues that emotional intelligence describes the self-perceived ability to identify, evaluate, and control emotions in oneself and others. He also pointed out that individuals with a high degree of emotional intelligence know themselves well, and are also able to sense the emotions of others.

Emotional intelligence is: " the ability of an individual to understand his own emotions and the emotions of others, and to manage them well through self-control, absorbing negative emotions, and containing the emotions of others for the purpose of alleviating them." (Djedidi, 2022)

It is determined procedurally, through the total score obtained by the members of the study sample in the emotional intelligence scale of Abdel Moneim Al-Dardeer (2002).

6.2 Achievement motivation:

McClelland defines achievement motivation – as stated in (Al-Youssef, 2018) – as what moves the individual to carry out the tasks assigned to him better than what was accomplished in the past, efficiently, quickly and with minimal effort to achieve the best result.

Khalifa (2000: 89) states that the concept of achievement motivation as defined by Murray refers to: "the desire or inclination of an individual to overcome obstacles, to exercise forces and to struggle or strive to perform difficult tasks well and quickly whenever possible."

Achievement Motivation is a state of change in the general activity of the individual, which provokes him towards achieving a goal previously planned to achieve, and pushes him to exert his utmost activity and effort to achieve this goal in the fullest form.

The achievement motivation is determined procedurally, through the total score obtained by the study sample in the Achievement Motivation Test for Adults prepared by Hermans (1970).

7. Previous studies:

In the following, a presentation of a group of studies that dealt with the topic of emotional intelligence and its relationship to achievement motivation. It varied between foreign studies and local studies (Algerian):

✓ **A study** (Titrek, 2009) **entitled Emotional intelligence (EQ) levels of the senior students in secondary education system in Turkey based on teacher's perceptions:** The study aimed to determine the levels of competency acquisition The emotional intelligence of adult students in the secondary education system according to the teacher's perceptions, where the survey method was used as the main research method. The sample size was (262) teachers selected from seven secondary schools randomly. The results revealed that students with higher academic achievements had the highest level of emotional intelligence traits. Students of science

132

schools and Anatolian high schools also have higher levels of emotional intelligence as cognitive skills.

✓   **A study** (Babli, Rashmi, & Sapna, 2013) **on the relationship between emotional intelligence and academic achievement motivation among adolescents:** The study aimed to examine the relationship between emotional intelligence and motivation for academic achievement. It also aimed to study the emotional intelligence of students with high, medium and low academic motivation. The study sample included (105) students (48 males and 57 females) from the twelfth semester in Patna (India). The results of the study revealed a positive relationship between emotional intelligence and motivation for academic achievement. The results also revealed that students with high, medium and low motivation differ from each other in emotional intelligence.

✓   A study (Dhakir Kamour, 2013) **on achievement motivation and its relationship to the level of emotional intelligence among students of the Arab Open University / Jordan Branch:** which aimed to explore the relationship between emotional intelligence and achievement motivation among students of the Arab Open University / Jordan Branch, and the study sample consisted of (201) male and female students in four faculties: Education, Information Technology, English Literature and Business Administration. Two scales were used: The "Bar On" scale of emotional intelligence, and the scale of achievement motivation prepared by the researcher. The results of this study indicated a statistically significant positive relationship between emotional intelligence and achievement motivation among the study sample members.

✓   **Study** (Anjum & Naheed, 2013) **on the relationship between emotional intelligence and achievement motivation among adolescents (Pakistan):** The study sample consisted of (100) adolescents (50 males and 50 females) who were taken from the Colleges of Multan and Lodhran district. The age group of the sample ranged between (15-18) years. The results indicated that emotional intelligence affected the development of achievement motivation in a positive way, and that adolescent girls have a higher level of emotional intelligence compared to male adolescents.

✓   **A study** (Belkacem, 2014) **entitled Emotional Intelligence and its Relationship to Academic Achievement among Secondary Education Students:** The study aimed to reveal the nature of the relationship between the emotional intelligence of second-year secondary students and their academic achievement, and to identify through this the impact of the gender factor, academic specialization and educational level of parents. Where the researcher used the emotional intelligence scale according to the Bar-On model and applied it to a sample of (643) male and female students from the high schools of the province of Relizane (Algeria). The most important results resulted in the following: The members of the study sample are characterized by a high level of emotional intelligence; there is a statistically significant positive and weak correlation (= 0.103) between emotional intelligence and academic achievement among students in the second year of secondary education. In light of his findings, the researcher recommended the preparation

of programs to develop emotional intelligence at all educational levels, and the expansion of research on emotional intelligence and academic achievement and their study of other variables.

✓ **A study (Sabek, 2015) entitled Emotional Intelligence and its Relationship to General Intelligence and Achievement Motivation among University Students (Egypt):** The study aimed to investigate the relationship between emotional intelligence, and both general intelligence and achievement motivation among university students, as well as to identify differences in the variables of the study in light of gender and specialization variables. The study sample consisted of (200) male and female students from the third year of the Faculty of Education, Benha University, (98) male and female students from Scientific disciplines, (102) male and female students from literary disciplines, their ages extended from (19.3 to 21.2 years) with an average of (20.2) years, and a standard deviation of (4.9), and the study tools consisted of the emotional intelligence scale, the initial mental abilities test, and the achievement motivation scale. The results of the study resulted in: There is no statistically significant relationship between emotional intelligence and general intelligence., There is a statistically significant relationship between emotional intelligence and achievement motivation amounting to (=0.371)., There are no statistically significant differences between the averages of female students' Degree and students' average Degree on the study scales., There are no statistically significant differences between the average Degree of students of scientific specialization and the averages of the Degree of students of literary specialization, there are statistically significant differences between the averages of the Degree of students of scientific specialization and the averages of the Degree of students of literary specialization on the dimensions of the mental abilities test (numerical ability - ability to perceive - ability to understand), in favor of the averages of the Degree of students of scientific specialization, while non-statistically significant differences were found between the averages of the Degree of students of scientific specialization, and the averages of the Degree of students of literary specialization on the fourth dimension (language ability) of the initial mental abilities test.

✓ **A study (Agarwal, Kamal, & Singh, 2016) on the relationship of emotional intelligence to achievement motivation among university students:** A sample of (200) students was randomly selected from a list of (500) students from 4 colleges in Muzaffarnagar district) in India. The study concluded that there was a significant difference in emotional intelligence between males and females in favor of females. However, there were no statistically significant differences in achievement motivation attributable to gender. The results also showed that there is a significant impact of emotional intelligence on students' achievement motivation, and emotional intelligence is a good indicator of achievement motivation (high emotional intelligence leads to high achievement motivation).

✓ **A study (Damle & Dipti, 2016) on Achievement Motivation and Emotional Intelligence of Junior College Teachers with Respect to Gender (India):** The researchers believe that achievement motivation and emotional intelligence are the two most important concepts in the modern work environment. It serves as a competitive advantage in the personal

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

and educational life of the teacher. Experts believe that an enthusiastic teacher can motivate his students. However, no There are only a few studies exploring the factors that influence these two concepts in relation to complementary teachers. The primary objective of this study is to examine the relationship between achievement motivation and emotional intelligence of complementary teachers. The study also aims to analyze how gender affects achievement motivation and emotional intelligence. Data was collected from 300 teachers in Nagpur, India (150 males and 150 females). The study revealed a significant difference in the levels of achievement motivation of male and female teachers, with male teachers having higher levels compared to female teachers. The relationship between emotional intelligence and achievement motivation in the study sample is negative and weak (= -0.174); that is, the greater the emotional intelligence levels of achievement motivation decrease. This suggests that complementary teachers should not only be trained to be intelligent and emotional, but also given higher tasks and responsibilities, to keep them motivated to achieve more. Because giving only a higher salary will not help improve the quality of performance.

✓ **A study (Amzal, 2017) entitled Emotional intelligence and its relationship to achievement motivation and job satisfaction among primary school teachers: Tizi Ouzou as a model (Algeria):** The study aimed to reveal The relationship between emotional intelligence and both motivation for achievement and satisfaction Employment among primary education teachers on the one hand, And detect differences in emotional intelligence and motivation for achievement and satisfaction Job according to gender, educational level and years of seniority In education. The sample of the study reached (120) individuals (51 males and 69 females) of primary education teachers during the academic year 2014/2015, who were randomly selected by stratified method. One of the most important results reached is the existence of a very weak inverse relationship that is not statistically significant (=-0.007) between emotional intelligence and achievement motivation among primary education teachers.

✓ **A study (Meskat, 2018) on Emotional Intelligence and Academic Achievement Motivation Among College Students:** The study aimed to find out the relationship between emotional intelligence and motivation for academic achievement, for a sample of (100) undergraduate students in science, humanities and commerce at West Bengal State University. The results of the study showed a significant relationship between emotional intelligence and motivation for academic achievement among the sample members. The results also showed that there were no differences in emotional intelligence and motivation for achievement due to the gender variable. The results also showed a significant relationship between emotional intelligence and motivation for achievement according to students' specializations, where the highest correlation value was among science students, then humanities students and commerce students, respectively (=0.97, 0.93, 0.87).

✓ **A study (Shibila & Sannet, 2020) on Emotional Intelligence and Achievement Motivation among College Students (India):** The study was conducted on (100) university students (50 males and 50 females). The results of the study showed that there is no significant

135

difference in the level of emotional intelligence attributed to the gender variable. There were no statistically significant differences in achievement motivation attributable to JR Gender. There is also no statistically significant relationship between emotional intelligence and achievement motivation among the sample members (= -0.037).

All the mentioned studies agreed to investigate the relationship between emotional intelligence and achievement motivation, but they differed in the sample, whether in nature (varied between middle and secondary school students and university students, and between primary, middle and secondary school teachers) or in its size, where the sample size ranged between (100-643 individuals).

Previous studies also differed from the subject of the current study, in that they did not address the levels of emotional intelligence and the extent to which they are related to achievement motivation; Therefore, the current study is a distinctive addition to understanding the relationship between these two variables, including the possibility of predicting the level of achievement motivation given the level of emotional intelligence.

As for the results of previous studies, they were different (some of them proved the existence of a significant relationship between the two variables and some proved the absence of a significant relationship between them, and the direction of the relationship was direct in some studies and inverse in others).

These results helped us to adjust the hypotheses of the study, as well as to discuss the findings of the current study.

8. Study Methodology:

The descriptive approach was adopted, because it is the most appropriate for this type of study, which deals with various behavioral phenomena and is studied without change or modification in the surrounding conditions.

Since the subject of the study is interested in identifying the extent to which the levels of emotional intelligence are related to the motivation for achievement among university students, in this case we will reveal the relationship without subjecting the sample members to artificial situations, but rather we will rely on their responses to the items of the study tools according to their previous experience, or according to what they may usually act if they are situations that they have not experienced before.

9. Study sample:

The study population is represented by university students enrolled at the University of Colonel Akli Mohand Oulhadj (Bouira State). The field study was conducted in the first semester of the academic year 2016/2017, between October and November. To select the members of the

research sample, the occasional method (facilitated sample) was adopted, the selection of the sample members by chance, from among the students who were met within the walls of the university. The sample size was (104) male and female students (18 males and 86 females).

A test of Normality was performed to ensure that the sample followed a normal distribution (due to the selection of its members by chance, as well as the small sample size compared to the size of the study population). The test results were as shown in the following table:

Table N°(01): Shows the results of Testing Distributions for Normality

Variable	Kolmogorov-Smirnov Test		
	Test value	Degree of freedom	Significance Index
Achievement Motivation	0.069	104	0.200
Emotional intelligence	0.085	104	0.067

Source: Researcher by SPSS

The value of the Kolmogorov-Smirnov test in achievement motivation was 0.069 and the result was not statistically significant (because the significance index value is greater than 0.05), so the sample is characterized by a normal distribution. As for emotional intelligence, the value of the Kolmogorov-Smirnov test was 0.085 and the result was not statistically significant, so the sample is characterized by normal distribution. Therefore, parametric statistical tests can be applied in order to verify the validity of the hypotheses of the study.

Anomalous values were also detected in the dependent variable (achievement motivation), as this led to a decrease in the sample size of (99) male and female students (83 females and 16 males).

In order to determine the levels of emotional intelligence of the study sample, the raw Degree obtained in the emotional intelligence scale were converted into standard Degree, as shown in the following table:

Table N°(02): Shows the Raw Degree on the emotional intelligence scale and the corresponding standard Degree

Raw Degree	Standard Degree	Raw Degree	Standard Degree	Raw Degree	Standard Degree	Raw Degree	Standard Degree
89	-3,42	172	-0,55	191	0,11	205	0,6
89	-3,42	172	-0,55	191	0,11	208	0,7
118	-2,42	173	-0,51	192	0,14	210	0,77

137

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

128	-2,07	176	-0,41	192	0,14	211	0,8
136	-1,8	177	-0,37	192	0,14	211	0,8
140	-1,66	180	-0,27	193	0,18	212	0,84
143	-1,55	181	-0,24	194	0,21	212	0,84
148	-1,38	182	-0,2	195	0,25	212	0,84
150	-1,31	182	-0,2	195	0,25	212	0,84
153	-1,21	183	-0,17	196	0,28	213	0,87
156	-1,1	183	-0,17	197	0,32	214	0,91
160	-0,96	184	-0,13	198	0,35	215	0,94
161	-0,93	184	-0,13	198	0,35	217	1,01
161	-0,93	184	-0,13	199	0,39	221	1,15
162	-0,89	184	-0,13	200	0,42	223	1,22
163	-0,86	186	-0,06	200	0,42	225	1,29
166	-0,76	186	-0,06	200	0,42	226	1,32
166	-0,76	187	-0,03	200	0,42	228	1,39
168	-0,69	187	-0,03	200	0,42	229	1,43
168	-0,69	187	-0,03	200	0,42	230	1,46
169	-0,65	189	0,04	201	0,46	235	1,63
169	-0,65	189	0,04	202	0,49	236	1,67
170	-0,62	189	0,04	202	0,49	237	1,7
170	-0,62	190	0,08	204	0,56	264	2,64
171	-0,58	190	0,08	205	0,6		

Source: Researcher by SPSS

The study sample was divided – in light of the standard Degree – into three groups, according to the levels of emotional intelligence recorded among its members, as shown in the following table:

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in
University Students

Table N°(03): Shows the distribution of sample members according to levels of emotional
intelligence

Emotional intelligence levels	Standard Degree Limits	Raw Degree limits	Group size
Low	Less than -1	Less than 160	11
Medium (average)	[-1 ‹+1]	[160 ‹215]	76
High	More than +1	More than 215	12

Source: Researcher by SPSS

From the previous table, we find that the size of the first group with a low level of emotional intelligence reached (11) students, while the second group with an average level of emotional intelligence reached (76) students, while the size of the third group with a high level of emotional intelligence reached (12) students.

10. Study Tools:

10.1 Emotional Intelligence Scale:

The emotional intelligence scale, prepared by Abdel Moneim Ahmed Al-Dardeer (2002), was used, where the answer to the vocabulary of the scale is according to five alternatives, namely: (applies to me completely, applies to me a lot, applies to me sometimes, applies to me a little, does not apply to me at all), and is given weights from (5 = applies to me completely) to (1 = does not apply to me at all). Thus, the overall Degree ranges between (54 − 270).

This scale is characterized by having all the psychometric properties necessary for a good scale in its original environment, and it was re-codified by (Hansali, 2014: 171-176) on a sample of (50) individuals to suit the Algerian environment, and after using different methods reached high degrees of honesty and stability.

10.2 Achievement Motivation Test for Adults:

The achievement motivation test for adults prepared by (H.J.M. Hermans, 1970) was used after he identified the components of motivation for achievement, and selected the most common ones, as confirmed by previous studies..

The test consists of (28) items that are answered in a multiple-choice manner, where each item consists of an incomplete item followed by (4 or 5) suggestions that complete the item, as the test includes (10) items with four choices to answer, and (18) items with five suggestions. The overall score ranges between (28 − 130).

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

The test was standardized by (Maamria, 2012: 310-313), on a sample of (422) individuals (201 males and 221 females), aged between (17-60) years, and they were withdrawn from secondary education institutions and university faculties in Batna state (Algeria). The coefficients of validity and reliability were extracted in several ways, and they were all functional.

11. Presentation and interpretation of results:

11.1 Presentation and interpretation of the results of the first hypothesis:

Table N°(04): Shows the relationship between low level of emotional intelligence and motivation for achievement

Statistical indicators / Variables	Group size	Arithmetic mean	Standard deviation	Correlation coefficient	Significance index (SIG)
Low level of emotional intelligence	11	131.82	23.891	-0.103	0.763
Achievement Motivation		95.82	9.432		

Source: Researcher by SPSS

The value of the correlation coefficient between the low level of emotional intelligence and achievement motivation was (-0.103), while the (sig) was (0.763), which indicates that the relationship is not significant between the two variables, so there is no significant relationship between the low level of emotional intelligence and achievement motivation.

We also find that the direction of the relationship was reversed; low degree of emotional intelligence was offset by high degree of motivation for achievement. The strength of the relationship is also weak (0.103); that is, there are other interrelated factors that contribute to raising achievement motivation.

This leads us to conclude that a low level of emotional intelligence is not an indication of low motivation for achievement in university students.

The following graph shows the strength and direction of the relationship between low level of emotional intelligence and achievement motivation:

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students
Graph N°(01): shows the strength and direction of the relationship between the low level of emotional intelligence and achievement motivation
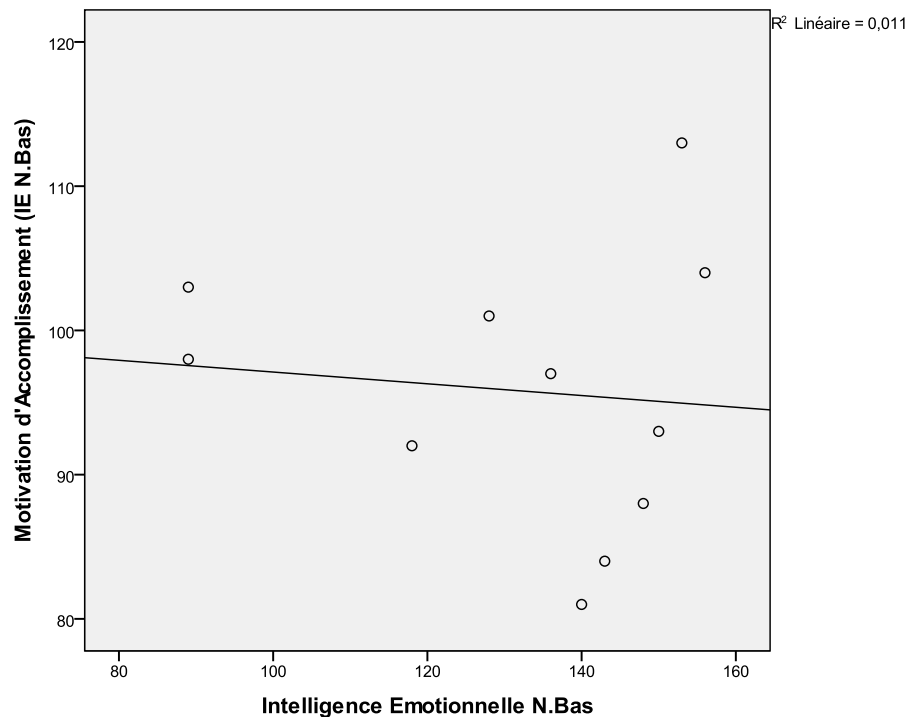
Source: Researcher by SPSS

We can see from the previous graph, that most of the degrees come off the graph (this proves the weakness of the relationship between the two variables). We can also see that the graph tends to decrease (somewhat high to the right and slightly low to the left), that is, the relationship between the two variables is inverse and weakly strong.

From this, we conclude that a poor degree in emotional intelligence does not lead to a poor Degree in achievement motivation (by virtue of the fact that the relationship was inverse), which leads us to assume that there are other factors that lead to high achievement motivation when the level of emotional intelligence is low in university students.

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students
11.2 Presentation and interpretation of the results of the second hypothesis:

Table N°(05): Shows the relationship between the average level of emotional intelligence and motivation for achievement

| Statistical indicators / Variables	Group size	Arithmetic mean	Standard deviation	Correlation coefficient	Significance Index (SIG)
Average level of emotional intelligence	76	189.12	15.242	* 262. 0	0.022
Achievement Motivation		95.43	8.778		
* The correlation is statistically significant at the level 0.05					

Source: Researcher by SPSS

The value of the correlation coefficient between the average level of emotional intelligence and achievement motivation was (0.262), while the (sig) was (0.022), meaning that there is a statistically significant correlation between the average level of emotional intelligence and achievement motivation.

We also find that the direction of the correlation was direct; average degree of emotional intelligence was offset by relatively average degrees of achievement motivation. However, the strength of the relationship was less than the average despite its significance (0.262), meaning that the average level of emotional intelligence among university students is one of the important factors that helps in raising achievement motivation, but it is not the only factor in that.

This leads to the conclusion that the average level of emotional intelligence is an acceptable indicator of achievement motivation of university students'.

The following is a graphic of the strength and direction of the relationship between the average level of emotional intelligence and achievement motivation:

Graph N°(02): Shows the strength and direction of the relationship between the average level of emotional intelligence and achievement motivation

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students
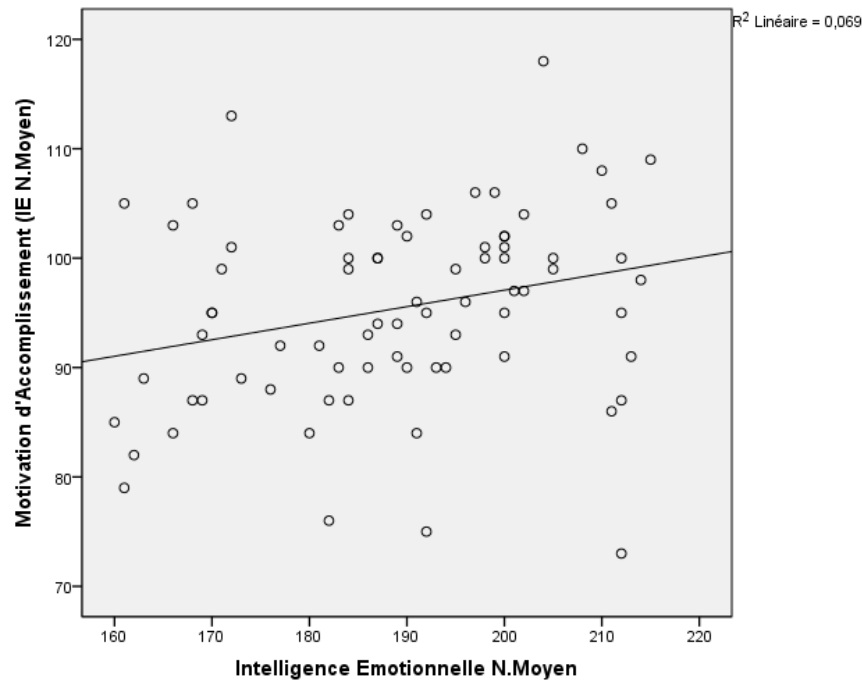
Source: Researcher by SPSS

From the graph above, we can see that the data spread chart is moderately centered around the graph, so the degree of dispersion is rather weak (this shows that the relationship between the two variables tends to be relatively strong). We also see that the graph tends to increase significantly (slightly lower to the right and moving up to the left), that is, the correlation between the two variables is direct but weakly strong.

11.3 Presentation and interpretation of the results of the third hypothesis:

Table N°(06): Shows the relationship between the high level of emotional intelligence and motivation for achievement

Statistical indicators ⟍ Variables	Group size	Arithmetic mean	Standard deviation	Correlation coefficient	Significance index (SIG)
High level of emotional intelligence	12	230.92	12.064	* 0.688	0.013
Achievement Motivation		99.42	7.077		
* The correlation is statistically significant at the level 0.05					

Source: Researcher by SPSS

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

The value of the correlation coefficient between the high level of emotional intelligence and achievement motivation was (0.688), while the (sig) was (0.013), which shows that the relationship between the two variables at the level of significance (0.05);

We also find that the direction of the correlation was direct; high degree of emotional intelligence was offset by high Degree in achievement motivation. The strength of the correlation was also high (0.688), meaning that high level of emotional intelligence is one of the essential factors in raising the achievement motivation among university students.

This leads us to conclude that a high level of emotional intelligence is a strong indicator of achievement motivation in university students.

The following graph clearly highlights the strength and direction of the correlation between high level of emotional intelligence and achievement motivation:

Graph N°(03): Shows the strength and direction of the correlation between the high level of emotional intelligence and achievement motivation
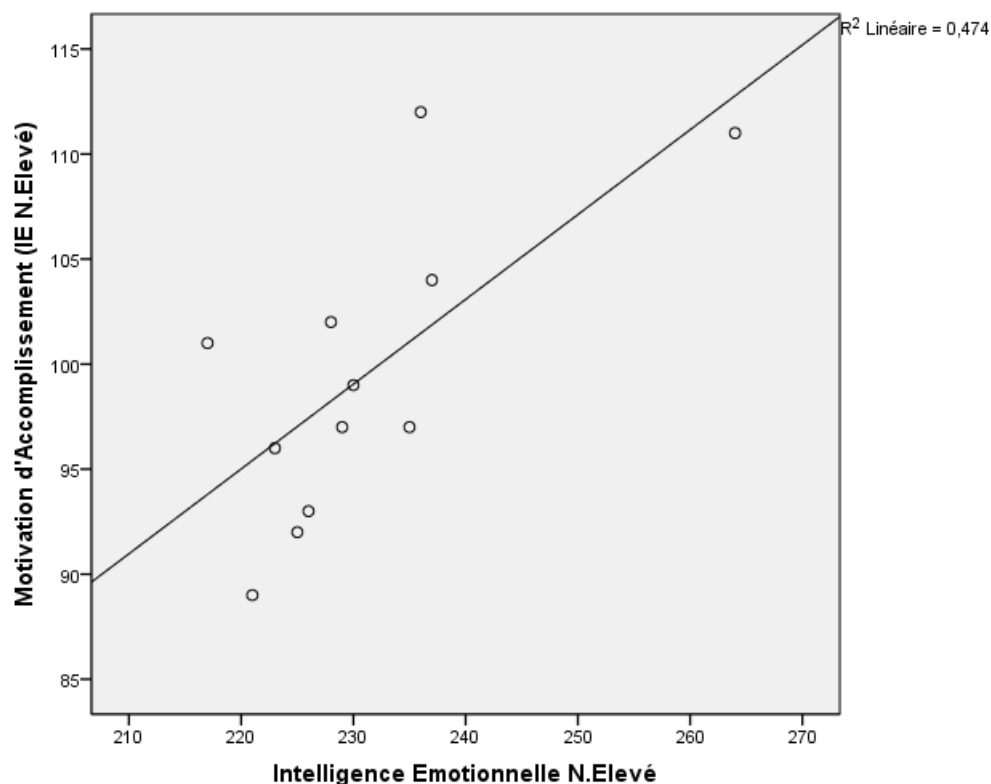
Source: Researcher by SPSS

We can see from the diagram above, that the spread of the data was centered on the graph, that is, the correlation between the two variables is strong. We also note that the graph is significantly increased (low to the right and clearly high to the left), that is, this indicates the strength of the

relationship between the two variables, as well as the increase and positivity of the relationship (a high level of emotional intelligence corresponds to a high level of achievement motivation).

12. Discussion of the results:

12.1 Discussion of the results of the first hypothesis:

The results of the statistical treatment resulted in the failure of the first hypothesis, that is, there is no statistically significant relationship between the low level of emotional intelligence and achievement motivation among university students, and the value of the correlation coefficient was (-0.103) between the two variables.

This result agreed with the findings of (Damle & Dipti, 2016) in his study on achievement motivation and emotional intelligence among completion teachers according to the gender variable, where the correlation coefficient between the two variables was (-0.174).

The result of this hypothesis also agreed with the findings of (Amzal, 2017) in her study on emotional intelligence and its correlation to achievement motivation and job satisfaction among primary school teachers, as it reached the value of the correlation coefficient (-0.007) between the two variables.

In a study (Shibila & Sannet, 2020) on emotional intelligence and achievement motivation among university students, the researchers found that there was no statistically significant relationship between achievement motivation and emotional intelligence among the sample members, as the value of the correlation coefficient between the two variables was (-0.037).

12.2 Discussion of the results of the second hypothesis:

The results of the statistical treatment showed the fulfillment of the second hypothesis, that is, there is a statistically significant correlation between the average level of emotional intelligence and achievement motivation among university students, where the value of Pearson's correlation coefficient between the two variables was (0.262).

This finding is consistent with what was found in a study (Babli, Rashmi, & Sapna, 2013) on the correlation between emotional intelligence and motivation for academic achievement in adolescents. There was a low positive association between emotional intelligence degree and high and medium levels of motivation (=0.320 and 0.198, respectively). The value (-0.320) shows the negative correlation between emotional intelligence and the low level of motivation of the total sample.

The result of the hypothesis also agreed with a study (Belkacem, 2014) entitled Emotional intelligence and its relationship to academic achievement among secondary education students: The most important results resulted in a positive and weak statistically significant correlation (=

0.103) between emotional intelligence and academic achievement among students of the second year of secondary education.

It also agreed with a study (Sabek, 2015) on emotional intelligence and its relationship to general intelligence and achievement motivation among university students (Egypt): The results of the study resulted in a statistically significant relationship between emotional intelligence and achievement motivation amounting to (= 0.371).

12.3 Discussion of the results of the third hypothesis:

It became clear through the results of statistical processing that the third hypothesis was achieved, that is, there is a statistically significant correlation between the high level of emotional intelligence and achievement motivation among university students, as the value of Pearson's correlation coefficient was (0.688) between the two variables.

The result of the third hypothesis agreed with what was concluded in a study (Titrek, 2009) entitled Levels of Emotional Intelligence of Adult Students in the Secondary Education System in Turkey Based on Teacher Perceptions: The results revealed that students with higher academic achievements have the highest level of emotional intelligence traits.

The result also agreed with a study (Dhakir Kamour, 2013) on achievement motivation and its relationship to the level of emotional intelligence among students of the Arab Open University / Jordan Branch: the results of this study indicated a statistically significant positive correlation between emotional intelligence and achievement motivation among the study sample members amounting to (0.631).

A study (Anjum & Naheed, 2013) on the correlation between emotional intelligence and achievement motivation among adolescents (Pakistan) confirmed that emotional intelligence affected the development of achievement motivation in a positive way, as the value of the correlation coefficient between emotional intelligence and both work (or achievement), mastery and competitiveness respectively as follows: (0.924., 0.839., 0.906).

Also in a study (Agarwal, Kamal, & Singh, 2016) on the correlation of emotional intelligence to achievement motivation among university students: it was concluded that there is a significant impact of emotional intelligence on students' achievement motivation, and emotional intelligence is a good indicator of achievement motivation, as the value of the correlation coefficient square was (0.64).

We also find agreement between the result of the third hypothesis and the findings of a study (Meskat, 2018) on emotional intelligence and academic achievement motivation among university students: the results of the study showed a significant relationship between emotional

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students
intelligence and academic achievement motivation among the sample members amounting to (0.729).

13. Conclusion:

The results of the current study showed that a high level of emotional intelligence leads to high achievement motivation (= 0.688). The correlation between average emotional intelligence and achievement motivation was statistically significant but weak (=0.262); that is, the average level of emotional intelligence is one of the important factors in raising achievement motivation, but it is not the essential variable that leads to this. While the correlation between weak emotional intelligence and achievement motivation was not significant, and the relationship between the two variables is inverse and very weak (=-0.103); here we emphasize the importance of training students to develop their emotional intelligence and bring it to high levels, to ensure that they obtain high achievement motivation.

Many studies have shown the importance of emotional intelligence and its strong association with achievement motivation, and this is confirmed by the current study. In addition, what has been found shows that achievement motivation is closely linked to the high level of emotional intelligence, so we recommend the following:

- Positive interaction between students, professors and administrative staff, which leads to the formation of positive attitudes towards the components of the university family, which in turn will positively affect the students' attitude towards study, which pushes them to make an additional effort for academic achievement.

- Benefiting from training programs that have proven effective in the field of emotional intelligence, with the aim of developing students' emotional intelligence, which leads to increasing their achievement motivation.

- The inclusion of emotional intelligence as an exploratory study subject is included in the formative track for students, due to its importance, whether in the academic or professional field in the future, and even in the relational field and self-understanding, including raising self-esteem among university students.

References:

[1]   Agarwal, M., Kamal, R., & Singh, S. P. (2016). The Relationship of Emotional Intelligence to Achievement Motivation. The International Journal Of Business & Management , 4 (4).

[2]   Al-Youssef, Rami Mahmoud. (2018). Motivation for achievement among graduate students at the University of Jordan in light of a number of variables. Journal of Studies. Educational Sciences, 45(02), pp. 360-374.

[3] Amzal, Halima. (2017). Emotional intelligence and its relationship to achievement motivation and job satisfaction among primary school teachers: Tizi Ouzou as a model. Master's note in social psychology. Faculty of Humanities and Social Sciences, Department of Psychology, Algeria: University of Mouloud Mammeri-Tizi Ouzou.

[4] Anjum, N., & Naheed, Z. (2013). Emotional Intelligence and Achievement Motivation among Adolescents. Elixir Social Science (59), pp. 15600-15602.

[5] Babli, R., Rashmi, S., & Sapna, S. (2013). Emotional Intelligence and Academic Achievement Motivation among Adolescents: a relationship study. Journal of Arts Science & Commerce , 4 (2), pp. 126-130.

[6] Belkacem, Mohamed. (2014). Emotional intelligence and its relationship to academic achievement among secondary school students. Master's note in educational psychology. Faculty of Social Sciences, Department of Psychology, Educational Sciences and Orthophonia, Algeria: University of Oran.

[7] Damle, A., & Dipti, C. (2016). Study of Achievement Motivation and Emotional Intelligence of Junior College Teachers with Respect to Gender. International Journal of Innovative Research in Science, Engineering and Technology , 5 (5), pp. 8231- 8236.

[8] Dhakir Kamour, Mimas. (2013). Motivation for achievement and its relationship to the level of emotional intelligence among students of the Arab Open University / Jordan Branch. Journal of Al-Quds Open University for Educational and Psychological Research and Studies, 1(2), pp. 321-354.

[9] Djedidi, Afifa. (2022). The level of emotional intelligence among university students according to some demographic variables. Al-Miar Journal, 26(64), pp. 913-932.

[10] Hansali, Mariama. (2014). Stress management and its relationship to the two immune personality traits (psychological hardness and assertiveness) in the light of emotional intelligence. PhD thesis in clinical psychology, Algeria: University of Mohamed Khider. Biskra.

[11] Khalifa, Abdul Latif Muhammad. (2000). Achievement Motivation. Cairo: Dar Gharib for Printing, Publishing and Distribution.

[12] Maamria, Bachir. (2012). Motivation to achieve. Algeria: Dar Khaldounia for Publishing and Distribution.

[13] Mayer, J., & Salovey, P. (1997). What is Emotional intelligence? In P. Salovey & D. Sluyter (Eds). Emotional development and Emotional intelligence: Implications Educators. New York: Basic Books.

[14] Meskat, K. M. (2018). Emotional Intelligence and Academic Achievement Motivation Among College Students. International Journal of Humanities and Social Science Invention , 7 (10), pp. 1-5.

[15] Robbins, Pam and Scott, Jean. (2000). Emotional intelligence. (Translation: Al-Assar Safa, and Kafafi Aladdin) Cairo: Dar Quba for Printing, Publishing and Distribution.

Dr. Afifa Djedidi
The Extent related of Emotional Intelligence Levels with Achievement Motivation in University Students

[16]   Sabek, Mona Ahmed Mohamed. (2015). Emotional intelligence and its relationship to general intelligence and achievement motivation among university students. Journal of Education, 4(164), pp. 382-421.

[17]   Serrat, O. (2009, 06). Understanding and Developing Emotional Intelligence. Retrieved 07 16, 2022, from Knowledge Solutions: https://www.adb.org/search0?keywords=serrat%2C+2009.+emotional+intelligence

[18]   Sharma, R. (2017). Emotional Intelligence, Social Intelligence and Achievement Motivation of Arts and Science Students (Chandigarh, India). International Journal of Research in all Subjects in Multi Languages , 5 (7), pp. 4-7.

[19]   Shibila, S., & Sannet, T. (2020). Emotional Intelligence and Achievement Motivation among College Students. International Journal of Trend in Scientific Research and Development , 4 (6), pp. 1351-1353.

[20]   Titrek, O. (2009). Emotional intelligence (EQ) levels of the senior students in secondary education system in Turkey based on teacher's perceptions. International Journal of Human Sciences , 6 (1), pp. 712-731.