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INVESTIGATING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE WITH HIGH SCHOOL STUDENTS ACADEMIC MOTIVATION

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ABSTRACT

The aim of this study is to investigate the relationship between emotional intelligence and academic motivation of high school students in Lavasanat and Rudbare Qasran district. As psychology science this research is Practical solidarity - descriptive. In this study 33-item shot questionnaire to measure emotional intelligence standard and 40-item questionnaire to measure the academic motivation by Pariva Qolipoor and Marzieh Bahrami was used .this questionnaire was spread among 182 high school students of Lavasanat and Rudbare Qasran district. To analyze the data obtained from questionnaires, according to data normality, Pearson correlation and linear regression was used. The results showed that emotional intelligence and empathy and emotional management research community has a positive and significant relationship (p<0.05) with the students educational motivation. But self consciousness, spontaneity, and interpersonal skills within a significant relationship (p<0.05) was not the students' academic motivation in the research community.

Keywords: Emotional Intelligence, Motivation

INTRODUTION

Developing school education is one of the main objectives of and modern education [1], Teaching students with the aim of progress is made in the field of education. Factors affecting academic achievement are a complex issue, because it is an element and very elegant way to develop physical, social, cognitive and emotional students is concerned. Most of the previous research on the effects of mental abilities and cognitive achievement were emphasized. But over time it became clear that although mental and cognitive abilities and academic achievement are related to some extent and to some extent predict academic achievement, but not the only key to predicting academic achievement. For this

reason, in recent years researchers have discovered a series of non-cognitive factors that can affect academic achievement and overall success[2],According to its traditional definition of intelligence for a long time as the most important factor in success and academic achievement were considered. More than a hundred years, IQ tests measure a person's intelligence was considered. IQ tests only measure that reflects a person's ability to learn was considered[2],The theoretical changes on constituent elements of intelligence, it can be considered predictive of success for achievement. Proponents believe that emotional intelligence to predict individual performance, emotional intelligence can be more than general intelligence. Emotional intelligence and decisive factor are in real life outcomes, such as success in school, success in business and personal relationships[5],Thus, according to the researcher, it was referred to the importance of the issue to study, "Relationship between emotional intelligence and academic motivation of high school students and Rudbar Lavasanat Qasran" done.

MATERIALS AND METHODS

Study of the target application, the data collection methods, descriptive and correlational research is part of the performance. The population consisted of all high school students and Rudbar Qasran

Lavasanat sector is equal to 385, which is based on a formula Kakran required sample size is 182, the number selected by simple random sampling be. In this study, to measure emotional intelligence, emotional intelligence standard questionnaire Schutte (Schutte EQ) was used reliability through Cronbach's alpha coefficient for total emotional intelligence, is 81%. The 40-question questionnaire to measure students' academic motivation, option 5 (strongly agree to strongly disagree) taken from a questionnaire Research of Pasha Sharifi and partners that was edited by Pariva Gholipour and Marzieh Bahrami Hesari Were used. Reliability through kronbach's alpha coefficient for motivation, is 88%. For the analysis of the test data correlation, regression and Friedman used.

RESULTS

Pearson correlation test

To investigate the relationship between emotional intelligence and its dimensions (self-awareness, emotional management, spontaneity, empathy and interpersonal skills) with motivation and with regard to the adoption of the assumption of normality test, Pearson correlation coefficients apply. The results of this factor are given in Table 4-6. The initial hypothesis testing and correlations are defined as follows:

H_0: **There is no significant relationship between the two components desired**

H_1: **There is a significant relationship between the two components desired**

Given that significant levels achieved to investigate the relationship between emotional intelligence and emotional control and empathy with the motivation of school students in the community studied, less than 0.05 is the first type of error it is estimated to be significant relationships. Given the estimated coefficients are positive, from the perspective of the Relationship between emotional intelligence and emotional control and empathy of the students' academic motivation are positive. Achieved significant levels of self consciousness (0.187), spontaneity (0.318), interpersonal skills (0.125) and interpersonal skills (0.109)suggests that the relationship between these components and the academic motivation Lavasanat the high school and the first 0.05 Rudbar Qasran in error is not significant.

Regression model

There is a significant relationship Between Lavasanat and Rudbar Qasran emotional intelligence and academic motivation of high school students. Details regression model between the predictor variables response variable motivation and emotional intelligence, is given in the **Table 2**.

Since the value is between 1.5 to 2.5 cameras Watson from the table, it can be accepted assumption of independence sentences regression error. As a result, the model of goodness of fit is appropriate to establish the independence of the error terms is provided. According to the obtained coefficient of determination (0.033), using an explanatory variable EI from the perspective of the study population can be 3.3% of the variation in students' academic motivation variable justified. The results of the analysis of variance model (due to significantly lower levels 0.001) 0.05 Type I error level, significant estimates. Emotional Intelligence test significant level zero regression coefficient of the fitted model, 0.014 achieved,there by rejected the null hypothesis that the coefficient of the main research hypothesis, in the first 0.05 fault, will be accepted. This means that there is a significant relationship between emotional intelligence and academic motivation of high school students of Lavasanat and Rudbar Qasran.

Positive regression coefficient obtained for Emotional Intelligence (0.128), show a positive correlation with the response variable is motivation. This means that the emotional intelligence of students have a higher level of motivation will enhance their education. Regression model fitted to express this relationship can be summarized as indicated below: Error + (EI) 0.128 = motivation

The dimensions of emotional intelligence and academic motivation of high school students and Lavasanat and Rudbar Qasran

there is a significant relationship. Details regression model between the predictor variables response variable motivation and self-awareness, emotional management, spontaneity, empathy and interpersonal skills are given in the **Table 3**.

The coefficient of determination obtained from the **Table 3** shows that the dimensions of emotional intelligence can be up to 9.2% of the variation in students' academic motivation variable justified. According to the statistics obtained Watson camera (1.970) can also be said that in terms of the independence of error terms, the model of goodness of fit is good. The results of analysis of variance test results in table changes justified response variable motivation in this model, the first type of error 0.05 is significant. As a result, we can say that the dimensions of emotional intelligence and academic motivation of high school students of Lavasanat and Rudbar Qasran there is a significant relationship.

Due to significant levels obtained for test management component regression coefficient is zero emotion and empathy (0.025 and 0.023), we can say that the presence of these components in the fitted regression model, was significant. As a result of these factors and assumptions to be accepted by 95 percent and can say:

* there is a significant relationship between the emotional management and motivation of high school students of Lavasanat and Rudbar Qasran.

* there is a significant relationship between empathy and motivation among high school students of Lavasanat sector and Rudbar Qasran. Coefficients estimated components of emotional management and 0.261 and 0.213 respectively empathy is achieved, meaning that for a unit change in each of these components as the principal component regression coefficient, an increase in the variable motivation. But self consciousness is spontaneity between and within individual skill levels were significantly higher than the 0.05 model have a significant presence (as well as the results of the Pearson correlation coefficient). As a result of the assumption of these components with the 95 percent rule and to say:

* there is no significant relationship between awareness and motivation among high school students of Lavasanat sector and Rudbar Qasran.

* There is no significant relationship between spontaneity and motivation among high school students of Lavasanat sector and Rudbar Qasran.

* There is no significant relationship between interpersonal skills and motivation

among high school students of Lavasanat sector and Rudbar Qasran.

* There is no significant relationship between interpersonal skills and motivation among high school students of Lavasanat sector and Rudbar Qasran.

The fitted regression model can be summarized as indicated below:

Error + (empathy) 0.213 + (emotional management) 0.261 = motivation

Friedman test

In order to prioritize the use of emotional intelligence test ratings with Friedman, the results of this test are given in the table. In this test, a large component based on average ratings, rankings and each component has a greater average ratings among the other components are more important **(Table 4)**.

According to tabulate, there was a significant difference between the dimensions of emotional intelligence. The average grade obtained important element of spontaneity is the first priority. Other components are prioritized as follows:

2- Emotional Management 3- Interpersonal skills 4- Consciousness 5- Empathy 6- Interpersonal skills.

Table 1: Pearson correlation test results

Component		Educational motivation
Consciousnes	Pearson Solidarity	0.098
	Confidence level	0.187
Emotional Management	Pearson Solidarity	0.228
	Confidence level	0.002
Spontaneity	Pearson Solidarity	0.074
	Confidence level	0.318
Empathy	Pearson Solidarity	0.241
	Confidence level	0.001
Interpersonal skills	Pearson Solidarity	0.114
	Confidence level	0.125
Interpersonal skills	Pearson Solidarity	0.119
	Confidence level	0.109
Emotional Intelligence	Pearson Solidarity	0.182
	Confidence level	0.014

Table 2: The results of the regression model between emotional intelligence and academic motivation

Parameter	Regression coefficient	Estimation error	Standardized coefficients	T test statistics	Confidence level
Emotional Intelligence	0.128	0.051	0.182	2.482	p>0.014
Analysis of variance test: 6.171 significant level model: p<0.001 correlation: 0.182 Determining factor regression model: 0.033 Watson camera test: 1.925					

Table 3: The results of the regression model between the dimensions of emotional intelligence and academic motivation

Parameter	Regression coefficient	Estimation error	Standardized coefficients	T test	Confidence level
Component	0.014	0.085	0.207	0.3371	0.183
Consciousness	0.152	0.067	0.261	0.2682	0.025

Emotional Management	0.050	0.052	0.097	-0.971	0.333
Spontaneity	0.134	0.058	0.213	0.2932	0.023
Empathy	0.025	0.066	0.042	0.384	0.702
Interpersonal skills				-0	
Interpersonal skills	0.062	0.081	0.110	0.771	0.442
Analysis of variance test: 2.944 significant level model: P<0.009 correlation: 0.303 **Determining factor regression model: 0.092 Watson camera test: 1.970**					

Table 4: Friedman's test results Rankings

Component	Rank	Average Rating
Consciousness	4	3.50
Emotional Management	2	3.83
Spontaneity	1	4.37
Empathy	5	2.62
Interpersonal skills	3	3.57
Interpersonal skills	6	3.10
Pearson chi-square test: 101.461 Significant levels:P<0.001		

CONCLUSION

The main hypothesis of the study there is a significant relationship between emotional intelligence and academic motivation of high school students of Lavasanat and Rudbar Qasran , Showed that in high school and Rudbar Qasran and Lavasanat sector, and significant relationship between emotional intelligence and academic motivation is positive, A positive correlation between these two variables implies that the emotional intelligence of students increase their academic motivation will improve. The results of this study with the results of research by Khalili Azar [4],sobhi ghara melki[6],fernold (2010), Chan(2005),lif(2003) and digusp(2002) Is aligned[1],. The results of all studies are positive and significant relationship between emotional intelligence and motivation (development) education is emphasized.Investigating the sub-hypotheses showed that: 1- Between components of emotional management and motivation of high school students of Lavasanat and Rudbar Qasran a positive relationship exists,2- there is no relation between The spontaneous component has a significant correlation with academic motivation research community.3- there is Components of empathy and motivation in the academic research community.4- Has a positive and significant relationship between interpersonal skills and academic motivation is not compatible.5- Interpersonal skills have a significant positive correlation between students' academic motivation is not a relation. According to tabulate, there was a significant difference between the dimensions of emotional intelligence. The average grade obtained important element of spontaneity is the first priority. Other components are prioritized as follows:

2- Emotional Management.3- Interpersonal skills.4 Consciousness.5- Empathy.6- Interpersonal skills.

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