



## MOTIVATIONAL FACTORS FOR ACADEMIC SUCCESS AMONG COLLEGE STUDENTS IN CONNECTION TO THEIR SOCIAL EMOTIONAL INTELLIGENCE AND STUDY ROUTINE

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**Abstract:** Provide findings from studies that examine the relationships between students' social and emotional intelligence and their study habits and their desire for academic achievement in higher education. Several studies by different authors have been analysed and included into the current analysis. Researchers discovered that including considerations for students' emotions into the classroom led to improvements in test scores across the board, especially in mathematics. From what has been said above, it is quite evident that this research's conclusions run counter to those of the earlier study in several ways. As a result, it's safe to say that kids' emotional intelligence isn't the primary determinant in determining their academic success. Having a high EQ is helpful, but it is not required in order to boost academic performance. Success in life does need such a high degree of emotional acuity.

**Keywords:** Motivational factors, academic success, college students, social emotional intelligence and study routine.

### INTRODUCTION

Predictive psychologists have come to know that only by factoring in information about motivational and psychological elements can accurate predictions of behaviour be made. Sometimes we are employed for our technical abilities, but then let go because of our lack of soft skills. According to Goleman (1995), success requires not just one but several intelligences, as well as the ability to rein in one's emotions. According to Castella (2001), "what actually counts for success character, happiness and the life long accomplishment is a specified set of emotional talents." The research by Low and Nelson (2004) found that kids' emotional intelligence is strongly correlated with their success in school. But these days, we believe that education in India places more of an emphasis on the acquisition of facts than on the development of a growth mindset in its students. A student who takes in too much information at once will have a hard time processing it all, setting him up for a life of struggle rather than achievement. Despite having the intelligence to do well in college, some people have been shown to struggle with emotional disorders, exhibit bad interpersonal behaviours, and make poor decisions. On the other side, having strong emotional intelligence abilities may help you feel at peace with yourself, which in turn can give you greater confidence as you face the daily struggles of being a student. It has been observed that leaders and top performers are not identified by their I.Q. or even their technical competence on the job, but rather by their emotional intelligence (Yong, 2001). But, without these, even the most devoted and technically-capable individual may be undermined by poor communication and interpersonal skills. Inadequate emotional intelligence is a major contributor to underachievement in the job, even among very talented individuals (Wall, 2007). Emotional intelligence (EI) is the capacity to recognise and manage one's own emotions, as well as those of others, and to put that knowledge to good use. Need for success (n-Ach) seems to have an impact on life, even more so than emotional intelligence. According to Haywood et al. (1992), everyone who is goal-oriented may grow intellectually. As opposed to being the end goal, an achievement-oriented attitude is what drives people to succeed. Cognitive actions including planning, organising, decision-making, learning, and self-evaluation rely heavily on a person's level of motivation (Pintrick and Schunk, 1996). Individuals that are very motivated to succeed will take measures that will allow them to excel, set new standards, or create something original (Schmidt & Frieze, 1997). A student's level of interest, engagement, and tenacity in their studies, all of which affect their academic and personal development, may be better understood via research on accomplishment motivation (Gilman & Huebner 2006). So, when we inspire pupils to give their all in the classroom, they will acquire knowledge commensurate with their capacities. Highly driven people thrive when given difficult tasks, rigorous evaluations, specific



feedback, novel difficulties, and several opportunities to succeed.

### **ACHIEVEMENT MOTIVATION**

All of our behaviours are driven by some kind of motivation. When we create personal objectives, our intrinsic motivation to achieve them has a profound impact on how we act and feel. When we achieve our objectives, we get a sense of accomplishment and pride in ourselves, thanks to the positive effect of motivation on these emotions. Also, it allows us to engage in healthy rivalry with one another as we seek and assimilate new knowledge. Motivation is the driving force behind our actions, and it includes our wants, objectives, and goals in life. The term "motivation" refers to the process of getting someone to start doing something and keep them doing it. This idea is narrowed down to one facet, such as the vigour of conduct or the control of action for a certain purpose. It's a crucial component of being educated. When a student is intrinsically driven to study, he or she is more likely to successfully acquire the knowledge he or she seeks. Inspiration is the driving factor that may alter how students approach their studies. Aspirations to succeed are the source of accomplishment motivation. Having a desire to succeed is considered the driving force behind every successful educational endeavour. The Latin word *movex* or *motum*, which meaning to move, motor, and motion, is whence we get the English word motivation. It's people taking action to achieve their own aims. Motives for success direct actions that enhance academic performance and intellectual growth. The field of motivation has only lately come to recognise the importance of achievement motivation. The term "achievement motivation" describes a student's drive to succeed academically, whether that means getting better grades, becoming an engineer, or something else else. The desire to succeed is what drives people to get things done. Achievement-motivated workers are those that put forth effort because they want to see results. How people learn new talents and whether or not they put their current ones to use may both be affected by one's knowledge of the idea of accomplishment motivation. Educators and psychologists have taken a keen interest in the phenomenon of achievement motivation in recent years. The term "need for achievement" (n-Ach) has been used to describe the desire to succeed that drives those who are accomplishment motivated. It's the way someone acts when they have one goal in mind and that goal is to do it better than everyone else has. This requires a comparison to some predetermined standard of quality or efficiency. Nowadays, the study of what drives people to succeed is one of the most important areas in both psychology and education. It's a crucial aspect of the scientific quest to understand human beings and their interactions with one another.

### **SOCIAL INTELLIGENCE**

Evolved to facilitate and direct our engagements with one another, our brains are inherently social instruments. Everyone, whether professionally or socially, has to be able to present oneself professionally and win the respect of others. As a result of our social brains, we may "infect" "others with our feelings and "catch" their dispositions. Our species is unique in its ability to form meaningful relationships with other individuals. The ability to heal may be seen in a doctor treating a patient or a mother soothing a kid before bedtime. Despite the fact that our society places a premium on intelligence and education, the truth is that the quality of our personal connections has a much greater impact on our happiness. The time and effort spent cultivating meaningful friendships is money well spent. The opposite is true as well; although a healthy social network strengthens our resistance to illness and disease, a lack of meaningful connections puts us at greater risk for mental health issues, anxiety, and isolation. Dewey (1909) and Lull (1911) used the phrase "social intelligence," but E. L. Thorndike's (1920) classification of intelligence is where the present notion originates. The traditional assumption that one's "IQ" score can assess and forecast one's potential in life has lost a lot of credibility in the previous decade or two. Edward Thorndike, a psychologist active in the 1920s, "proposed that other types of abilities existed and needed to be differentiated from general intelligence and framed intelligence into three comprehensive categories: abstract intelligence" (the capacity for understanding and manipulating with verbal and mathematical symbols), "concrete intelligence" (the capacity for understanding and manipulating with objects), and "social intelligence" (the ability to understand and relate to people). This kind of intelligence may be seen as the foundation for developing higher forms of intelligence, such as cognitive and emotional intelligence. According to Thorndike's traditional definition, social intelligence is "the capacity to comprehend and manage men and women, boys and



girls - to behave sensibly in human connections." "

We are talking about a broad concept when we define social intelligence as the ability to comprehend current events and formulate appropriate responses, both individually and collectively. When defining social intelligence, we need to be careful not to make it a catch-all for all desirable human traits.

### **EMOTIONAL INTELLIGENCE (EI)**

The term "achievement" may refer to a variety of different things depending on the context. Our teaching is always geared at helping students achieve their goals. The key question is: how do we evaluate success? Just having a keen scientific intellect suffice? No! Indeed, it seems to have been thus in the past. According to Goleman's (1995) book on the subject of emotional intelligence, intelligence as understood via purely abstract means is insufficient. According to him, standard I.Q. is overrated, and one's emotional intelligence is a better predictor of success in life. Learning to empathise with others who are different from oneself appears to be a skill of paramount value. So, it seems that multi-intelligence and emotional regulation are crucial to achieve success. We may get employed for our technical abilities, only to be let go due to our lack of soft skills. Most students struggle to deal with anger or resolve conflicts because neither society nor their parents have taken the initiative to teach them these essential life skills. Even the great Greek philosopher Aristotle admits that becoming upset is simple for everyone. Yet it's not simple to direct your anger towards the right person, in the right amount, at the right moment, for the right reason, and in the right manner. When it comes to making a smooth transition from one environment to another, EI may be a game-changer for pupils (Hettich, 2000).

Social responsibility and the maintenance of positive relationships with others need high levels of emotional intelligence. Those with high levels of EI are better equipped to adapt to changing circumstances by responding appropriately to novel circumstances. Thus, EI has increasingly crucial implications for society, especially in the motivation to enhance educational performance in the actual world.

It's crucial to grasp the definition and idea of emotional intelligence before delving into the function of emotional intelligence in an individual's life.

Neuroscientist at NYU's Institute for Neural Science, Joseph LeDoux, found that humans have two distinct minds: the logical (thinking) mind and the emotional (feeling) mind (emotional mind). Emotions like anger, sorrow, fear, surprise, love, hatred, contempt, etc. originate in the emotional mind. Humans' ability to love, care, and establish moral and ethical differences is made possible by the rational mind, which is located in the neo-cortex, the outer region of the brain. Everyone does what is right for them emotionally and logically. The limbic system and other emotional regions are located in the sub cortex, a lower layer of the brain. EI requires the coordination of these feeling and thinking processes. He identified the nerve cells responsible for transmitting sensory data to the brain and found that data received through the senses is first sent to the thalamus, which serves as a "mail sorter" of sorts for the brain, selecting where the data should be sent. The thalamus sends two signals, one to the amygdala (the brain's emotional hub) and one to the neocortex (the higher brain regions), depending on the nature of the incoming information. This would seem to imply that in times of crisis, the emotional brain gets access to information before the logical brain does and may act accordingly before the latter has had a chance to process the data and assess its alternatives. Goleman refers to this as an emotional hijacking, explaining that it happens so quickly that the rational brain has little time to process it and choose an appropriate response. Even though the amygdala (the "alarm sentry") and the neocortex (the "cool strategist") seem like they would work well together—the former alerting you to potential danger while the latter helping you choose the most prudent course of action—the former is easily overridden, and strong emotions can interfere with your ability to think and reason. That's why it's common to say that anger makes it hard to think clearly. Those who struggle to maintain equilibrium in their emotional lives are constantly engaged in internal struggles that undermine their productivity and clarity of mind. Emotional intelligence is the capacity for the emotional and cognitive sides of one's mind to work together in tandem and harmony.

### **Emotional Intelligence and Study routine**

Notwithstanding conceptual differences between the ability and mixed models of emotional



intelligence, both emphasise the importance of emotional intelligence in interpersonal relationships. As emotional intelligence, whichever it is defined, is likely to play a role in a wide variety of contexts, including but not limited to the family, the classroom, the workplace, and beyond, it is important to devote significant resources to developing it. Whilst the family is often credited as the first setting for the development of social and emotional competence, the educational institution is often cited as the primary venue for the promotion and teaching of emotional intelligence. According to Bocchino (1999), educational institutions should enhance students' emotional literacy (i.e., the acquirable skills of emotional intelligence) by cultivating an environment that encourages the development and use of such talents. Several North American schools have integrated whole-school approaches to social and emotional learning (SEL) into their curricula, and the results have been favourable for students' school performance, personal development, interpersonal skills, and desire to give back to their communities (Payton et al., 2000). To ensure that SEL is included in formal education from early childhood through high school, the Cooperative for the Advancement of Social and Emotional Learning (CASEL) was established in 1994. To effectively foster these skills, CASEL has built a framework of core SEL abilities and pinpointed essential programme elements. The four main types of SEL skills are as follows:

- Awareness of oneself and one's surroundings; this includes emotional regulation, a healthy sense of identity, and the ability to see things from other people's points of view.
- Having the right mentality, one that includes consideration for others and the greater good.
- Decision-making that takes into account relevant factors, such as social norm analysis, flexible goal-setting, and the identification of existing issues.
- Capabilities for interacting with others, such as listening attentively, talking creatively, working together, negotiating, saying "no," and asking for and accepting assistance.

Schools throughout North America now have access to CASEL's core competencies and quality programme characteristics, allowing them to make educated decisions about which school-based SEL programmes to implement and better prepare their students for future academic, personal, and social success. As a result, it can be deduced that the development, implementation, and evaluation of such programmes should hopefully lead to an improved understanding of education reform that goes beyond the efficient management of schools and the standards used to measure students' academic achievement to include the development of learning environments that maximise students' holistic growth. To face this challenge, today's schools must provide their pupils with more than just a foundation in the conventional subjects. Educating today's children means helping them acquire a broad base of knowledge, taking personal responsibility, and learning to manage their emotions.

### **STUDY ROUTINE**

"because we live in the information age, this fact plainly imposes new demand on the educational system, needing fundamental reforms on what and how pupils learn and why they are not doing as per expectations," Sawar et al. (2009) write. It is true that each student's success is contingent on his or her own talent, knowledge, and effort, yet academic failure remains one of the biggest tragedies in the lives of college students, and this may not necessarily be related to a lack of intellectual aptitude. Even the most intelligent students might fall victim to the negative effects of a lack of a regular study schedule. It's true that there are other causes of their failure, but a lack of study skills instruction certainly doesn't help. According to Butterweck (1957), who studied the issues surrounding studying, freshman students fail to succeed in their study activities because they lack a goal, read in tiny units, and don't take enough notes, summaries, remember, or answer questions about the reading content. Successful high school and university students often study on their own time and adhere to a study method that they have developed themselves, including desired methods. Creating a productive study regimen is relevant and useful not only for academic pursuits, but also for the advancement of one's professional goals. Students' study habits might indicate a lot about who they are as people. Their dedication to studying is shown in the disciplined study habits they develop. Learning routines may be seen as a means to a goal, but they also act as the medium through which knowledge is conveyed. Learning is defined as making a "effort of the mind to acquire information," according to the Learner's Dictionary. That's why it's important to develop good study habits and a love of learning, since that's what it takes to succeed academically.





Under the rubric of "Study routine," we analyse the habits that students develop when they dedicate themselves to learning. Hence, it follows that learning entails a shift in approach. Their cognitive abilities, physical development, manipulative proficiency, and the maturation of their values and interests all attest to this transformation. Students may be encouraged to learn, grow, and tackle real-world challenges by following a well-thought-out curriculum. The term "study" may also refer to a methodical approach to learning a certain topic.

The primary goals of a regular study regimen are: i) to learn and practise skills that will help you deal with novel circumstances and understand abstract concepts. ii) to hone existing abilities, and iii) to form new perspectives. The college classroom has been seen to be distinctive from the high school one. In contrast to high school, college is less regimented and calls for greater self-monitoring skills. Despite this, modern students are sloppy in their study habits, opting for the path of least resistance by relying on low-quality bazaar notes to get them through exams rather than making use of the invaluable resources made available by libraries. Dismal projections suggest that in the twenty-first century, just one in two college freshmen will graduate (Owen, 2010). It may be a tragedy for both the kids and the community as a whole if such a large number of pupils are lost to withdrawal or dropout. This may be due to the fact that our educational system has, at times, failed to instill in its students the habits necessary to succeed academically. Educators should keep in mind that one of the goals of schooling is to equip students with the tools they need to solve problems on their own, to develop personally and professionally, to use what they've learned in the classroom to address issues outside of it, and to see the value in things in order to benefit from them in one's everyday life. Neither being taught what to do nor seeing others can replace actual, repeated practise as a means of learning. Each student has his or her own distinct style of understanding and retaining new material. Every learner needs to identify their most effective learning strategies and methods. Each individual has their own set of talents and ways of processing information, so they need a toolkit that will allow them to learn, adapt, and build methods that will work best for them. In order to succeed in higher education, students need to recognise their individual learning styles and make the necessary adjustments. Motivation, time management, information processing, the application of self-regulated strategies, and basic study abilities are all crucial components of effective learning. Students may benefit just as much from establishing good study habits for their time off as they do for their schoolwork. Each and every one of us who is "being educated and is educated" has a common trait: the Study regimen. What we mean by the term "study routine" is a set of habits and behaviours that are consistently shown by an individual when they are engaged in the process of gaining knowledge via study. Simply said, a person's study habits are their routines. Students must actively participate in a wide range of mental processes referred to collectively as "Studying" if they are to make progress towards their educational objectives. There is no question that in the modern day, we have access to a plethora of resources for learning. Nowadays students have access to a plethora of resources for learning about all facets of human existence. Despite these benefits, most modern students lack analytical depth and conceptual breadth owing to a lack of discipline in their study habits. Regardless matter whether they were elementary schoolers, high schoolers, or college freshmen, students often displayed signs of an inefficient Study regimen. Students' academic success is not the result of formal instruction in study techniques but rather of ad hoc methods of study that turn out to be effective. A student's study routine entails more than just putting in long hours in front of a textbook; it also involves getting into the habit of preparing class-notes and reading one's study notes; getting into the habit of studying different types of books, newspapers, magazines, etc.; interacting with his teachers, parents, or friends for better learning; and more. Students who follow the study schedule, put in the time to prepare for and understand their courses, and maintain an appropriate sitting position while studying are more likely to succeed than their peers of same intellect who do not. Methods of regular study. Reading is a lifelong activity that begins at a young age and serves as a pivotal entryway into the world of information. Consistent study is likely to help one become more inventive and strengthen one's analytical skills. The successful student figures out how to balance work and relaxation to avoid letting exhaustion get in the way of performance. He's honed his study skills by learning to read quickly, take detailed notes, pay close attention during class debates, and more. A person's study routine consists of the systematic steps they take on a regular basis to improve their study performance



and knowledge retention in advance of an exam. The term "study regimen" refers to the methods by which students organise their time and materials in order to achieve academic achievement. A student's study habit may be defined as the frequency and nature of their study activities during scheduled study time in an optimal setting.

### CONCLUSION

In general, pupils have a high degree of emotional intelligence. Students' high levels of self-motivation were shown to be followed by above-average levels of self-awareness, empathy, and social skills. Self-control at a moderate degree is the baseline dimension. The results of this study contradict those of Azizi et al. (2009), who found that people's emotional intelligence was only moderate. The location of the research, as well as the cultural norms and religious or philosophical orientation of the respondents, may account for the discrepancy. There was a significant cultural gap in emotional intelligence, and this was especially true for minorities. In addition, the results of this investigation demonstrate that emotional intelligence has no appreciable impact on scholastic performance. In other words, academic success is unrelated to emotional intelligence. This study's results corroborate those of Adil Adnan et al. (2012), who found no correlation between EQ and academic performance. Najib Ahmad Marzuki et al. (2006) concluded that a student with strong emotional intelligence is more proficient in English, however this research contradicts that. Furthermore, the results go against the work of Hogan et al. (2010), Qualter et al. (2012), and Adeoyo et al (2010). This result also conflicts with the results obtained by Nwadinigwe et al., who used a quasi-experimental design (2012). They discovered that the positive behaviour worked best when the subject allowed themselves to feel and think more logically. Students with strong emotional intelligence tend to do well in math and science, contrary to the results of Downey et al. (2008). Yet contrary to what Norila Binti Md Salleh (2009) discovered, that incorporating emotional intelligence into the classroom leads to higher math scores, I find the opposite to be true. From what has been said above, it is quite evident that this research's conclusions run counter to those of the earlier study in several ways. As a result, it's safe to say that kids' emotional intelligence isn't the primary determinant in determining their academic success. Having a high EQ is helpful, but it is not required in order to boost academic performance. One must have a certain amount of emotional intelligence in order to thrive in life.

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