



Recognized by: Higher Education Commission (HEC), Government of Pakistan

Navigating University Life: How Emotional Intelligence Shapes Self-Motivation

Fatima Ikram

PhD Scholar, Department of Educational Leadership & Policy Studies, University of Education, Lahore

pds24000428@ue.edu.pk

Dr. Shakeela Shah

Assistant Professor, Faculty of Education, University of Sindh, Pakistan

Shakeela@usindh.edu.pk

Dr. Ijaz Ahmad Tatlah

Associate Professor, Department of Educational Leadership & Policy Studies, University of Education, Lahore

tatlah@ue.edu.pk

ABSTRACT

This quantitative research was conducted to investigate the relationship between emotional intelligence and motivational strategies of learners at university level. For this purpose, 130 undergraduate university students (cluster sample from one public and one private) were included. The sample was reflective of males and females. A research questionnaire was designed to gather data through survey by the researcher(s). Prior to use of the instrument for data collection, it was pilot tested. A Cronbach's Alpha of 0.67 indicated a reliability of the instrument. The data were analyzed with the help of Pearson's r correlation and the results showed a weak and non-significant negative correlation indicating no substantial relationship between the two measures. The direction of the relationship was negative, but the magnitude is extraordinarily small indicating that emotional intelligence and motivational strategies are essentially unrelated in this sample.

Keywords: Emotional Intelligence, Motivational Strategies, Quantitative Research, Undergraduate Students, Correlation Analysis

INTRODUCTION

Motivation and emotional intelligence are one off the factors in education that contribute to implementing on students learning. Emotional intelligence is the

ability to understand, apply, and manage emotions. Its main purpose would be to understand one's own feelings and others' feelings (Salovey & Mayer, 1990). In contrast, the word "motivation" refers to various factors that help initiate and maintain people's behavior in their pursuit of a goal.

Three types of skills may be associated with emotional intelligence: First of all, when internalizing external values and norms it is requisite to know and express one's feelings (Neubauer & Freudenthaler, 2005). As mentioned in the review published by Holt and Wood (2016), the second category is how an individual uses their emotions when performing tasks such as creativity or problem solving. The last category centers on the way people manage their own emotions while helping other to do the same (Sinha, 2014).

Emotional intelligence is a predictor of students' academic achievement and hassles among college student. Thus students are generally more motivated. Accordingly, there are several inherent benefits to integrating emotional intelligence into the teaching/learning continuum. 13 Emotions count for more than IQ in terms of predicting good outcomes (Goleman, 1995). Emotional incompetence, as one might expect, can present with several issues. Social relationships, psychological adjustment, academic performance and behavior problems have been four of the key categories that have been accepted as areas that may serve as potential targets for these types of behavioral disorders in learners (Fernández & Ruiz, 2008). To do well in school, the workplace and just generally with people, kids may want to build up their EQ. Students who have the ability to understand and control their emotions likely are more resilient, flexible and able to work with others (which are often valued in a large variety of jobs).

As Urhahne (2015) explained, motivation is the reason why we choose to adopt a given behavior by selecting some behaviors and avoiding others. One of the most difficult and frustrating challenges for educators is a student who refuses to work. The instructor is the key factor to encourage students to participate in instructional activities in their educational settings (Ryan & Deci, 2009; Wood, 2019).

Students as well as teachers need to have an appreciation for the importance of motivation and emotional intelligence in learning, and they need to develop the strategies that help students get involved. There are numbers of researches which were conducted on emotional intelligence and motivational strategies, while researchers didn't find any literature regarding this limitation so that create the gap in the literature to understand the bridge between emotional intelligence and motivational strategies particularly in universities of Pakistan. Consequently, the main purpose of this study was to explore students' motivational strategies and emotional intelligence at university level in Lahore.

Significance of the study

The value of this research lies in the contribution to understanding the relationship between emotional intelligence and university students' motivation. In theory, this integrates Emotional Intelligence Theory with motivational models and extends the scope of research on emotive-motivational interactions in higher

education. At a practical level, our findings inform how students can regulate emotions to sustain motivation, how teachers can develop supportive learning environments and how universities can design programs that foster emotional and motivational growth for enhancing both academic performance and overall well-being.

LITERATURE REVIEW

The literature review is stated as under:

Concept of emotional intelligence

The two terms that form emotional intelligence (EI) are emotion and intelligence. "The concept of intelligence is utilized by many philosophers, psychologists and educators" (Maridaki-Kassotaki, 2011). There are variety of meanings for the word "emotion" and the definition that relates to it. Emotion is an organismic process that helps one to be a better adapted and evolved human being in general, alone or in concert with cognitive tasks (Maridaki-Kassotaki, 2011). The capacity to behave in a manner furthering his aims, to reason soundly and to adjust himself is a wide ranging ' comportment of life (Wechsler 1940).

Emotional intelligence's impact on students

Students who have a strong sense of connection with others perform better at school and in the workplace, they can motivate others through their knowledge, achievements and communication skills, they are always ready for more new and challenging tasks. They excel in stress management, problem solving and interpersonal communication (Segal et al., 2023).

Physical health: If a student can't regulate emotions, it is likely the case that they will also struggle with stress control. Conversely, Students who are able to control such things as their emotional regulation and control can also manage stress. Serious health consequences are likely to follow. Unmanaged anxiety is associated with high blood pressure, immune system suppression, heart attack risks, infertility and a host of accelerated aging factors. The first measure, to begin increasing your emotional intelligence, is to learn how to control your stress (Segal et al., 2023).

Mental health: Stress and emotions can wreak havoc on relationships and mental health. Anxiety, depression and other psychological problems can cause long-term stress that in turn makes it difficult for a student to regulate his or her emotions, develop deep bonds with classmates and other students. We are all too familiar with impulsive behavior, temper tantrums, and conflicts in personal or professional relationships caused by people who do not understand or manage their emotions. They might feel isolated and lonely and find it difficult to be with other people (Segal et al., 2023).

Social intelligence: The ability to understand and successfully respond to social situations is referred to as social intelligence. It has the capacities to learn social rules and etiquettes, recognize one's own feelings as well as those of other people, and relate constructively with others. Becoming aware of emotions and socially intelligent can assist you in connecting with people on a deeper level - but

also help form long lasting relationships. Happiness, as well as love are parts of general well-being and can result in the contentment (Segal et al., 2023).

Concept of motivation

The verb "movere" in Latin is translated as move, hence the term that Latin "gave birth to" according to Printrich and Schunk (2002), motivation refers to students' capacity for activating themselves and performing well on their educative process, their need, desire and energy for doing so (Bomia, 1997).

Given free reign, motivated students will also collaborate with each other; they take initiative and select challenging projects that require a lot of their attention. When they are acting, their emotions are largely positive-emotional states such as confidence, interest, attention and enthusiasm (Bomia, 1997). In contrast, students with low motivation and interest are apathetic, trying minimally, and easily give up when they hit obstacles (Skinner & Belmont, 1991).

Motivational types

Motivation is a major factor in education. When it comes to learning, two types of motivation are crucial.

Extrinsic Motivation

Extrinsically motivated students expend energy trying not to be punished or achieve rewards which can take the form of approbation, good grades or teachers' acceptance (Lepper, 1988).

B.F. Skinner's behaviorist theories, which advocate for a rewards-and-punishment model as incentivizing aid, suggest that students who need incentives to achieve may be helped by them." A system where a person's well behavior is accelerated by an external incentive; preferentially by such in which the desired behaviour should be motivated or bad activities should be discouraged.

Intrinsic Motivation

Because of this desire to feel good about themselves and enjoy learning, students who are highly motivated try very hard (Lepper 1988). Humanistic theory also can explain that one may be driven to do something without viewing it as an outside incentive. Students have increased self-esteem about their accomplishments when they attain the goals they set for themselves students sense of satisfaction Both Tip 59: Involving Students in Activities and Goal Setting Content... Reach for a desired goal.

Models and theories on motivation

The models and theories on motivation are as under:

Keller's Arcs Model

The ARCS model accounts for the four determinants of learners' motivation to learn, Significance, Relevance, Confidence and Satisfaction (Keller, 2010). Along with providing an organized method to describe motivation influencing design, the ARCS model presents motivational techniques for each of these four dimensions. Interest is the first category in Keller's ARCS model of motivation. Your attention has to be drawn before you can learn to have it. Engaging students with the challenge is key in order to hold their attention and interest.

There are three types of stimulus devices: perceptual arousal, inquiry arousal, and random (Keller 2010). Use of students' emotions and senses to get their attention is a perceptual arousal. Inquiry curiosity refers to intellectual curiosity. Finally, but not least in my concerns is the variety of teaching methods.

The second element in Keller's ARCS model we need to consider is how you can make learning relevant or meaningful to the learner. In terms of goal theory, students' engagement in academic tasks contributes to achieving their goals (e.g., Locke & Latham, 1984). In addition, according to the expectancy-value theory and self-determination theory, people's perceived importance of a task plays a key role in motivating them (Deci & Ryan, 2000; Wigfield & Eccles, 1992).

Confidence, the third of Keller's ARCS model of motivation is based on the expectancy-value theory and relates to self-efficacy and expectations for future success. One motive that people have is the need for personal efficacy (Ryan & Deci, 2000). If competence needs are not satisfied during the learning process, students will have low expectations of success and self efficacy which in turn decreases motivation to study.

Keller's ARCS model of motivation The last of the Keller's ARCS model of motivational aspect is satisfaction, this meaningful that it focuses on the learner's motivating toward any academic achievement in a purpose. When they are successful, students may develop a love for learning that lasts a lifetime (Skinner, 1963).

As well as identifying the four key elements of motivational design, Keller's (2) ARCS model of motivation identifies ten steps for a systematic approach to motivating design.

The first four steps (1-4) are included in the analysis phase. This includes the who, assignments, and destination while getting information on topic and audience, what drives them and also availability of resources. These measures primarily aim to screen for motivational problems.

The four stages of the conventional instructional design process are represented in the following four steps. From the inspiring problems you listed in previous steps, the overall goal of this design phase is to determine learners' motivating behavior that you'd like to observe. The next phase, stages nine and 10, is deployment and evaluation. Once good motivational methods are found, these will be instantiated by design in actual motivation materials.

Attribution theory of motivation

Attribution theory is probably the most familiar theory of academic motivation. Attributions are the reasons that people give for their achievements, or even more importantly, for their past failures (Dörnyei 2001). Based on the theory of motivation, people's behavior is determined by their perception of success or failure.

Based on the theory of attribution, students can be braver and more persistent in approaching goals if they are attributing their success or failure to some internal, unpredictable and controllable factors (effort) (Dörnyei 2001; Mori et al.

The common denominator underlying the two theories is that individuals

attempt to determine which are the cause of their own success or failure (Weiner, 1986). For example, several individuals might believe that the success or failure is because of their luck, skill, effort, difficulty of task, mood, tiredness and so forth. These assumed causes of the outcome are termed attributions (Weiner, 1986). The motivation and behavior of an individual are motivated by what they believe cause their actions, even when that may not be the case.

Three attributions, or traits locus, stability and controllability can be used to categorize causes of both success and failure. Dimension of the locus: This revolves around the location of the cause and whether it is due to internal or external sources. Locus of causality and students' self-esteem Students feel worthy depending on there being an internal or external locus of causality (Weiner, 1986). The constancy of the cause is decided by second stability. They are seen as unstable, because they are capricious and mutable depending on someone's circumstances, 'arto' is 令人 in that it disappears due to one's situation changing. But it is thought it just determine ability quite reliably.

Finally, the dimension of controllability considers the amount of control a person has over a situation, and is associated with self-controlling emotions. Yet students have little control over fate or the difficulty of the job (Weiner, 1986).

Emotional intelligence and motivation

Emotional intelligence and self-motivation are strongly connected. Desire to be positive and raise life quality, wish to understand things from others point of view, belief in ability.

The construct of “emotional intelligence” refers to the ability to recognize one’s own and others’ feelings, including their antecedents, consequences, and causes, and use this knowledge for decision making (Goleman 1998). On the other hand, motivation is a force or incentive to act with an intention of achieving a goal or purpose. What makes us tick—the psychological quality that moves us in the things we think and do—largely relates to our aims, desires, and aspirations. Emotions are related to motivation because they can also change our interest and aspirations.

METHODOLOGY

This quantitative research was conducted to investigate the relationship between emotional intelligence and motivational strategies of learners at university level. This quantitative research was conducted to investigate the relationship between emotional intelligence and motivational strategies of learners at university level. For this purpose, 130 undergraduate university students (cluster sample from one public and one private) were included. The sample was reflective of males and females. A research questionnaire was designed to gather data through survey by the researcher(s). Prior to use of the instrument for data collection, it was pilot tested. A Cronbach’s Alpha of 0.67 indicated a reliability of the instrument. The survey consisted of three sections and had thirty-five statements. There were twelve motivational statements in the first section. There were twelve statements in the

second section of the questionnaire about learning strategies, and eleven statements in the last section about emotional intelligence.

DATA ANALYSIS & RESULTS

The data were analyzed with the help of Pearson's r correlation to investigate the relationship between the between emotional intelligence and motivational strategies. The detail is as under:

Table *Correlation between emotional intelligence and motivational strategies*

	Emotional intelligence	Motivational strategies
Emotional intelligence	1	
Motivational strategies	-.015	1

Table 1 shows the results of Pearson's r correlation analysis which was conducted to examine the relationship between emotional intelligence and motivational strategies among university students. The results showed weak and non-significant negative correlation ($r = -.015$, $p > .05$, indicating no substantial relationship between the two measures. The direction of the relationship was negative, but the magnitude is extraordinarily small indicating that emotional intelligence and motivational strategies are essentially unrelated in this sample.

CONCLUSION

This quantitative research was conducted to investigate the relationship between emotional intelligence and motivational strategies of learners at university level. The results showed a weak and non-significant negative correlation indicating no substantial relationship between the two measures. The direction of the relationship was negative, but the magnitude is extraordinarily small indicating that emotional intelligence and motivational strategies are essentially unrelated in this sample.

Recommendations

Based on the results, it is recommended that Universities may implement emotional intelligence and motivation-enhancing programs separately, as the findings suggest that improvements in one are unlikely to directly influence the other.

REFERENCES

- Goleman, D. 2001. The emotionally intelligent workplace. How to select for, measure, and
Publishing: London, United Kingdom, 1996.
- Goleman, D. 1995. Emotional intelligence, New York: Bantam.
- eclectic traits? *American Psychologist*, 63, 503–517.
- 28.
- standards for an intelligence. *Intelligence*, 27, 267–298.
- review of its first 15 years of history. *Psicothema*. 2006;18:7–12.
- theoretical analysis. *Developmental Review*, 12(3), 265–310.

- the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Research Journal of Business Management, 10, 58-73.
- Behavioral Sciences*, 8(5), 45.
- Instruction*, 5(4), 289-309.
- intelligence with the MSCEIT V2.0. *Emotion*, 3, 97–105.
- Intelligence Test (MSCEIT), Version 2.0*. Toronto, Canada: Multi Health Systems.
- (Eds.), *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations* (pp. 27-44). San Francisco, CA: Jossey-Bass.
- Ali, R. A., & Uddin, S. S. (2025). Rise of CRINK: Reshaping Alliances Since 9/11. *Pakistan Journal of Social Science Review*, 4(4), 246-269.
- Ali, W., Javaid, R. J. J. O. X. A. U. O. A., & No, T. I. (2020). A systematic mapping study on customers loyalty in Islamic banking: Comparative analysis by using PLS-MGA. *Journal Of Xi'an University Of Architecture & Technology*, 1006, 7930.
- Approach.
- attitudes in second language learning in Thailand. *Asian EFL Journal*, 12(1), 27–61.
- Authors.
- Bar-On R. The Bar-On model of emotional-social intelligence (ESI) *Psicothema*. 2006;18:1–
- Bomia, J., & Others. (1997). *The impact of teaching strategies on intrinsic motivation* [Report].
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University
- Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Emotional Intelligence in Individuals, Groups, and Organizations*. Volume 1. John Wiley & Sons; Hoboken, NJ, USA: 2001. An EI-based theory of performance; pp. 27–44.
- Farooq, M., Saeed, M., Ali, W., & Javid, R. (2020). Online buying and customer satisfaction in the era of transformative marketing. *City University Research Journal*, 10(2), 274-288.
- Fernández-Berrol P., Extremera N. Emotional intelligence: A theoretical and empirical
- Goleman D. *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve*
- Goleman, D. (1998a) *Working with Emotional Intelligence*. New York, Bantam Books.
- Goleman, D. (2001). An EI-based theory of performance. In D. Goleman, & C. Cherniss
- Goleman, D. *Emotional Intelligence: Why It May Matter More Than IQ?* Bloomsbury

- Goleman, D. An EI-based performance theory. _ In The Emotionally Intelligent Workplace:
Hogrefe & Huber.
How to Select, Measure, and Improve Emotional Intelligence in Individuals, Teams, and Organizations.
- Huang, S. H., Hsu, W. K., Le, T. N. N., & Huynh, N. T. (2025). The selection model of international air express for high-tech manufacturers in airfreight of sample products: the fuzzy best-worst method. *Asia Pacific Journal of Marketing and Logistics*.
- Hussain, A., Shah, A., & Latif, Q. (2025). Strength, Weaknesses, Opportunities and Threats (Swot) Analysis of Public Sector Elementary School Leadership in Karachi. *Journal of Political Stability Archive*, 3(3), 1612-1650.
- improve emotional intelligence in individuals, groups, and organizations (pp. 182-206). San Francisco: Jossey-Bass
Institute of Education Sciences.
- Kanwal, M., & Tasleem, S. (2025). Advancements in Nutraceuticals and Peptide Therapeutics: A Comprehensive Review. *Multidisciplinary Surgical Research Annals*, 3(3), 1208-1221.
- Kassotakis, M. _ & Flouris, G. (2006). Learning and teaching. Vol. A. Athens: Ed.
- Keller, J. M. (2010). Motivational Design for Learning and Performance The ARCS Model
- Khan, S., & Haq, E. U. (2025). The role of pedagogical strategies in teaching management science to hospitality management students. *Journal of Political Stability Archive*, 3(1), 805-826.
- Khan, S., Khan, M. L., & Waqas, M. (2025). Parental Expressed Emotions, Social-Emotional Competence and Vocational Identity in Adolescents. *Journal of Political Stability Archive*, 3(1), 244-263.
- Lepper, M. R. (1988). *Motivational considerations in the study of instruction. Cognition and*
- Masih, S. H. A. H. B. A. Z. (2022). The Effect of Humor in Leadership on the Change-Oriented Organizational Citizenship Behavior in Telecom Sector of Pakistan: A Moderated Mediation Model of Power Distance Orientation and Leader-Member Exchange. *Limkokwing University of Creative Technology*.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). *The Mayer-Salovey-Caruso Emotional*
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or
- Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). Measuring emotional
- Mori, S., Gobel, P., Thepsiri, P., & Pojanapunya, P. (2010). The roles of motivation

and

- Naseer, M., Rehan, M. S., & Shah, S. M. A. (2024). Exploring the Determinants of Career Satisfaction Among Employees: Evidence from Pakistan's Pharmaceutical Sector. *Journal of Political Stability Archive*, 2(4), 207-225.
- Neubauer, A. C., & Freudenthaler, H. H. (2005). Models of emotional intelligence. In R. Press.
- Rana, A. M., & Ahmed, A. M. (2022). A Propose Sustainable Mechanism For Academia And Industry Linkages: Perspective Of Transfer Of Innovation And Technology. *Journal of Positive School Psychology*, 6(8), 10012-10026.
- Schulze & R. D. Roberts (Eds.), *Emotional intelligence: An international handbook* (pp. 31–50). Hogrefe & Huber.
- Schulze, R., & Roberts, R. D. (2005). *Emotional intelligence: An international handbook*.
- Sinha, D. (2014). *Study of emotional intelligence amongst the employees of service sector*.
- Skinner, B. F. (1958). Reinforcement today. *American Psychologist*, 13(3), 94–99.
- Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–34). New York, NY: Basic.
- Stephens, & P. Watson (Eds.), *International Handbook of Social Psychology of the Classroom* (pp. 304-315). Routledge.
- ul Haq, A. (2019). Proposing A Model of Financial Access for Small and Medium Enterprises (SMES) Through Islamic Banking. *City University Research Journal*, 9(4), 692-715.
- un Nisa, S. (2025). THE NEW WORLD ORDER: BRICS AND THE PERSPECTIVE OF PAKISTAN. *Policy Journal of Social Science Review*, 3(6), 107-113.
- Urhahne, D. (2015). *Teacher judgment and student motivation*. In C. M. Rubie-Davies, J. M.
- Weiner, B. (1986) *An Attributional Theory of Motivation and Emotion*. Springer-Verlag, New
- Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A York.