



*Level of Emotional Intelligence and Achievement Motivation  
among Students of Two Selected High schools, Gulele Sub-City,  
Addis Ababa*

**Addis Ababa University  
School of Psychology  
Developmental Psychology MA Program**

**By: Ayesha Selman**

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**STUDENT APPROVAL SHEET**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

This thesis is submitted to the School of Psychology, Addis Ababa University in Partial Fulfillment of the Requirements for the Masters of Art in Developmental Psychology.

I, **Ayesha Selman**, hereby declare that this thesis entitled “*Emotional Intelligence and Achievement Motivation among High school Students, Gulele Sub-City, Addis Ababa*” submitted by me for the award of the degree of Master of Arts (MA) in Developmental Psychology, is my original work and it has never been presented in any university. All sources and materials used for this thesis have been duly acknowledged.

**Ayesha Selman**

Name student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**ADVISOR APPROVAL SHEET**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

This is to certify that the thesis entitled as the “Level of *Emotional Intelligence and Achievement Motivation among Students of two Selected High schools, Gulele Sub-City, Addis Ababa*” has been carried out by **Ayesha Selman**. ID Number: GSR/1455/14 under my supervision. Therefore, I recommend that the student’s thesis can be presented for review and open oral presentation.

**Mulat Asnake (PhD)**

Name of main Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**EXAMINORS' APPROVAL SHEET**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

This thesis entitled “Level of *Emotional Intelligence and Achievement Motivation among Students of two Selected High schools, Gulele Sub-City, Addis Ababa*” has been approved by the following examiners, department head and SGC Coordinate in the partial fulfillment of MA in Developmental Psychology .

**Ayesha Selman**

Name of Student

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of examiner-1

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of examiner-2

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Department head approval

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PG coordinator approval

Signature

Date

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## **Acronyms and Abbreviations**

**MOE:** Ministry of Education

**ANOVA:** Analysis of Variance

**EVT:** Expectancy-Value Theory

**SD:** Standard Deviation

**SES:** Socioeconomic Status

**SPSS:** Statistical Package for Social Science

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## Abstract

*This study investigated the relationship between emotional intelligence and achievement motivation among students of two selected high schools in Gulele sub city, Addis Ababa. The research aimed to assess emotional intelligence and achievement motivation levels, examine their correlation, and compare them across gender, grade level, and family income. A survey research design was employed to collect data from 365 grade 9 and 10 students from two high schools in Gulele sub city, Addis Ababa, using stratified sampling. Self-administered questionnaires were used to gather data on emotional intelligence (Assessing Emotions Scale) and achievement motivation (Achievement Motives Scale). The collected data was analyzed using SPSS version 26. Overall, students demonstrated high emotional intelligence levels (mean score = 122.06) and a moderate level of achievement motivation (68.8% scored in the moderate range). Moreover, a significant positive correlation ( $r = .347$ ,  $p < .001$ ) was identified between emotional intelligence and achievement motivation, suggesting that higher emotional intelligence is associated with greater achievement motivation. Furthermore, Family income significantly influenced emotional intelligence levels. While no significant differences were found between genders or grade levels. Regarding achievement motivation levels of students, females demonstrated slightly higher achievement motivation scores. The study emphasizes the importance of fostering emotional intelligence development in educational settings. Schools can integrate emotional intelligence into the curriculum, create supportive learning environments, and provide teacher training to equip students with essential skills for achievement. Future research is needed to examine the long-term implications of emotional intelligence and determine effective approaches for its development in Ethiopian schools. Likewise, Parents can foster emotional intelligence in their children by modeling emotional regulation, empathy, and effective communication, setting realistic expectations, and encouraging a growth mindset.*

# Chapter One

## 1. Introduction

### 1.1. Background

Motivation is the process of energizing and directing behavior, providing guidance to actions, and maintaining reinforced behavior (Wlodkowski, 1982), whereas Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others, and feelings of personal mastery (McClelland, 1985). Additionally, Murray defines achievement motivation as the drive to overcome challenges, outperform others and achieve excellence in order to attain high standards (Schunk et al., 2008).

Over the past four decades, key theories of achievement motivation have increasingly emphasized intrinsic motivations in children and adolescents, such as their aspirations, ideals, and goals. These approaches, particularly social cognitive theories like self-determination theory and Dweck's unified theory, highlight the crucial role of psychological needs and emotions in shaping motivation (Pekrun et al., 2017).

Several influential theories have emerged to explain achievement motivation. McClelland's theory of achievement motivation suggests that people possess a strong desire to succeed, driving them to set and accomplish challenging goals. They find satisfaction in personal growth and accomplishment (McClelland, 1961, 1985). Atkinson's theory emphasizes the interplay of the aspiration for achievement and anxiety of failure, influencing individuals' motivation based on their expectations and the perceived importance of the task (Atkinson, 1957; Atkinson & Feather, 1966). Expectancy theory further explores the role of perceived outcomes in driving motivation. Individuals are more inclined to be driven when they believe they have a good chance of success and value the outcome (Vroom, 1964). These theories offer diverse perspectives on the factors that influence achievement motivation, providing valuable insights for understanding and influencing individuals' pursuit of success.

Building upon the above theories, emotional intelligence is considered as a factor that directly influences achievement motivation levels (Bikash, 2023). The study of emotional intelligence can be traced back to Charles Darwin's era, when he emphasized the essentiality of emotional

expression for survival. While ancient Greek literature focused on cognitive skills, the European movement embraced the emotional expression of arts and consider the significance of intrinsic, emotional knowledge. Gradually, scientists recognized the limitations of traditional cognitive intelligence in explaining individual behavior, analyzing success and predicting failure (Gagari & Tapas,2017).

In the 20th century, Psychology expanded to include emotional and social skills beyond traditional intelligence measures. The concept of emotional intelligence gained attention for its role in decision-making and relationships, showing that success and happiness require more than just intellectual brilliance (Turakulove,2020). Vygotsky stressed the unity of affective and intellectual processes in human development, emphasizing their dynamic interplay. He critiqued the separation of intellect from emotions in traditional psychology, although his groundbreaking insights on this dynamic system were not fully developed in his era (Priyam & Tanu,2016).

Over time, various theories and models of emotional intelligence have emerged, broadly categorized into three main approaches: trait, ability, and mixed. These frameworks, proposed by Mayer and Salovey (1990, 1997), Bar-On (1997), and Goleman (1995), conceptualize emotional intelligence either as a purely cognitive capacity or as a combination of cognitive ability and personality traits. Mayer and Salovey's (1990, 1997) ability model focuses on cognitive ability and describes it as the understanding of one's own emotions and those of others, the ability to choose among these emotions, and the application of this knowledge in thought. In contrast, Bar-On underscores the interplay between emotional intelligence and personality traits in fostering well-being. Goleman's mixed model integrates both abilities and personality traits to explain workplace performance (Priyam & Tanu, 2016).

Today, emotional intelligence is increasingly recognized as a pivotal factor in achieving high levels of accomplishment, retention, positive behavior, and overall life success (Shibila & Sannet, 2018) and actions (Salovey & Myers, 2007). It involves the capacity to recognize and regulate one's own emotions as well as the emotions of others (Jayashree, 2016), while Bar-On emphasizes the interplay between emotional intelligence and personality traits for well-being. Goleman's mixed model combines abilities and personality for workplace performance (Priyam & Tanu,2016). Nowadays, emotional intelligence is increasingly recognized as a crucial factor

for maintaining high levels of achievement, retention, and positive behavior, while also enhancing overall life success (Shibila & Sannet, 2018).

Our emotions can limit our potential by hindering our thinking, planning, and problem-solving skills. This can happen due to intense emotions or lack of emotional control. However, emotions can also be a source of motivation and drive success. When we feel passionate, engaged, or even appropriately anxious, we can push ourselves further. Emotional intelligence acts as a "master skill" that influences how effectively we utilize other mental abilities including cognitive intelligence (Emel,2012).

According to educators, students' performance is primarily influenced by their motivation (Martin & Douglas,1971). And their motivation and self-regulated learning in turn is influenced by students' emotions (Carolina et al.,2014).

This interconnectedness is further supported by research on high school students, which consistently indicates a strong positive association between achievement motivation and emotional intelligence (Bikash, 2023; Jayashree, 2016). Students who possess higher emotional intelligence tend to demonstrate greater motivation, effectively manage stress, and exhibit self-discipline. These qualities enable them to set more ambitious academic goals and ultimately achieve greater academic success (Duckworth & Seligman, 2005; Elliot & Dweck, 2005, cited in Costa, & Faria, 2020).

## **1.2. Statement of the problem**

According to Steinberg (2014), the critical transition of adolescence, marked by heightened changes in cognitive abilities and pivotal educational and career decisions, demands a strong foundation of achievement motivation and emotional intelligence. This need is amplified by the fact that effective self-regulation is paramount for adolescent well-being. As research consistently demonstrates, the capacity for self-regulation is probably the single most important contributor to achievement, mental health, and social success. The ability to exercise control over what we think, what we feel, and what we do protects against a wide range of psychological disorders, contributes to more satisfying and fulfilling relationships, and facilitates accomplishment in the worlds of school and work. Achievement motivation and emotional

intelligence, which significantly contribute to self-regulation, are therefore crucial for navigating the complexities of adolescence (Steinberg, 2014).

Yet, this crucial period is fraught with challenges, particularly in contexts like Ethiopia. While cognitive development enables adolescents to envision future possibilities, the reality is that many students struggle to translate these visions into tangible goals. The disconnection between potential and realized achievement is clearly evident in Ethiopia, where assessments reveal alarmingly low levels of student engagement, participation, and intrinsic motivation (MOE, 2018). This isn't merely a matter of individual student shortcomings; it reflects a systemic failure to cultivate the very agency and resilience the world health organization identifies as cornerstones of adolescent well-being, concepts closely aligned with, and indeed foundational to, achievement motivation and emotional intelligence (WHO, 2024).

The Ethiopian educational landscape, despite its aspirations for producing innovative, inventive, productive, self-directed, and responsible citizens who contribute to national development (MOE, 2020), is persistently troubled by a prevailing lack of hope and limited optimism among its youth (Belay, 2016). This crisis is aggravated by factors like low teacher motivation (MOE, 2018), creating an impairing cycle of disengagement. Furthermore, global reports echo this concern, highlighting a systemic failure to adequately address youth well-being and prepare them for the future. Moreover, the learning outcomes have fallen short of acceptable standards in many countries (WHO, 2024). Similarly, according to different assessments carried out in Ethiopia, the level of involvement and participation of Ethiopian high school students measured through their motivation to learn, interest in academic activities, reading habits, and attendance, was found to be extremely low. Numerous stakeholders who were participated in the assessment also confirmed the lack of engagement and energy among students. These stakeholders observed a notable absence of perseverance in attending classes and carrying their books to school, as well as a general lack of enthusiasm for classroom participation and completing homework assignments. The disinterest and lack of energy exhibited by students in acquiring knowledge and skills can be attributed to the educational system's failure to instill motivation. It is important to note that these characteristics are not inherent to the students themselves (MOE, 2018).

Research has explored the impact of achievement motivation on student performance and school engagement (Ming & Jacquelynne, 2013). Global interventions enhancing adolescent social and

emotional skills have been successfully implemented worldwide, demonstrating positive impacts on mental health and social skills (Joseph et al., 2018). These interventions have also been well-received by students and found to be a significant contributor to improved resilience in academic life (Laura et al., 2022). Among the successful interventions which have been practiced worldwide, achievement motivation training is a recommended program for high school students (Fitriyah et al., 2023), given that high schools offer a platform for reaching large numbers of students. While schools prioritize knowledge and skill acquisition, they often overlook the development of motivation to actively apply those skills. Therefore, incorporating cognitive programs that teach achievement-oriented thoughts and behaviors can empower young individuals to effectively pursue their goals and achieve greater success (Smith, 2011, cited in Robert, 2015).

This critical gap, observed both in the broader systemic context and in direct interactions with students, underscores the need for this study. My internship at one of Addis Ababa's youth centers provided direct observations that, in addition to the reviewed literature, informed this research. Beyond the scholarly insights, my firsthand experience revealed a consistent pattern of low achievement motivation among students. This was evidenced by disinterest in academic tasks, avoidance of challenges, and frequent expressions of self-doubt. These observations reinforced the need to explore the underlying factors contributing to these trends and to identify potential interventions. Therefore, this study aims to enhance our understanding of achievement motivation among Students of two selected high schools in gulele sub city, Addis Ababa, ultimately contributing to the development of strategies that foster greater engagement and achievement.

### **1.3. Objectives**

#### **1.3.1 General Objective**

The general objective of this study is to investigate the relationship between emotional intelligence and achievement motivation among students of two selected high schools in Gulele Sub-city, Addis Ababa.

### **1.3.2 Specific Objectives**

1. To determine the levels of emotional intelligence and achievement motivation among students of two selected high schools in Gulele Sub-city, Addis Ababa.
2. To examine the correlation between emotional intelligence and achievement motivation levels among students of two selected high schools in Gulele Sub-city, Addis Ababa
3. To investigate the predictive relationship between emotional intelligence and achievement motivation among students of two selected high schools in Gulele Sub-city, Addis Ababa
4. To compare the significance difference in the level of emotional intelligence and achievement motivation among students of two selected high schools in Gulele Sub-city, Addis Ababa, across their gender, grade level, and perceived income level of their family.

### **1.4. Research Questions**

1. What are the levels of emotional intelligence and achievement motivation exhibited by students of two selected high schools in Gulele Sub-city, Addis Ababa?
2. What is the correlation between emotional intelligence and achievement motivation among students of two selected high schools in Gulele Sub-city, Addis Ababa?
3. Does emotional intelligence significantly predict achievement motivation in students of two selected high schools in Gulele Sub-city, Addis Ababa?
4. Are there statistically significant differences in the levels of emotional intelligence and achievement motivation among high school students based on their gender, grade level and perceived income level of their family?

### **1.5. Significance**

The significance of this study on "Level of Emotional Intelligence and Achievement Motivation among students of two selected high schools in Gulele sub city, Addis Ababa" lies in its potential to contribute to our understanding of these constructs within this specific context.

1. **Educational Institutions:** The study's findings may offer insights that could inform strategies for supporting student motivation and academic performance in Addis Ababa high schools. It could be a starting point for discussions about potential interventions or programs.

2. **Teachers and Educators:** This study may provide teachers and educators with a better understanding of the relationship between emotional intelligence and achievement motivation. This understanding could potentially inform their teaching practices.
3. **Parents and Guardians:** The study may offer parents and guardians information that could be helpful in supporting their children's development.
4. **Policy Makers:** The study's findings may be of interest to policymakers considering factors related to student well-being and academic success.
5. **Future Research:** This study may highlight areas for future research on emotional intelligence and achievement motivation in similar or different populations.

## 1.6. Delimitation

This study is subject to the following delimitations:

1. **Geographic Scope:** The geographic scope is restricted to two randomly selected government high schools, Qechene Debreselem and Dilber, within the Gulele Sub-city of Addis Ababa. While six government schools with similar characteristics exist in the sub-city, the selection of only two schools was necessitated by feasibility and resource constraints. This focused approach allows for a more in-depth exploration of the research questions within a manageable scope.

The study further delimits its focus to Grade 9 and 10 students. These grade levels represent a crucial developmental period for adolescents, particularly within the Ethiopian educational system. Students at this stage are typically making critical decisions regarding their academic future, including selecting their stream of study (social sciences or natural sciences). This transition can be a significant source of stress, requiring strong motivation and emotional regulation skills. Moreover, focusing on early high school offers a greater opportunity to implement and evaluate potential interventions aimed at enhancing these crucial skills, potentially impacting students' long-term academic trajectories. While the findings may not be generalizable to all high school students in Addis Ababa or other regions, this focused approach provides valuable insights into the specific dynamics within this defined context, contributing to a broader understanding of adolescent development.

**2. Self-Report Measures:** Since self-report measures were used to gather data on emotional intelligence and achievement motivation, it may be subject to response biases or inaccuracies.

**3. External Factors:** Beyond the scope of this research, several other external factors may also influence the variables under investigation. These include, but are not limited to, school climate, media influence, cultural norms surrounding emotional expression, and personality traits. While this study focuses on the relationship between emotional intelligence and achievement motivation, acknowledging these additional potential influences provides a more complete picture of the complex factors affecting the findings.

### **1.7. Operational Definition**

**Emotional Intelligence:** The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997)

**Achievement Motivation:** Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others, and feelings of personal mastery (McClelland, 1985).

## **Chapter Two**

### **Review of Related Literature**

This chapter presents a comprehensive review of the existing literature examining the relationship between emotional intelligence and achievement motivation among high school students in Addis Ababa. It covers theories of emotional intelligence and achievement motivation, their development in adolescence, factors influencing achievement motivation, and the interplay between these constructs. The review aims to provide a solid foundation for understanding association between emotional intelligence and achievement motivation in the context of Addis Ababa's high school students.

#### **2.1. Overview**

Motivation refers to understanding the forces that drive our actions. It explores what triggers behavior, what keeps it going, and what ultimately stops it (Graham & Weiner 2011). Researchers delve into various aspects of behavior to understand the complexities of human motivation. These aspects include the specific actions individuals choose, the speed with which they initiate activities (latency), the intensity of their efforts, the duration of their engagement (persistence), and the interplay of their thoughts and feelings throughout the process (cognitions and emotional reactions) (Sandra, 2020).

While talent may provide a foundation, achieving success requires a combination of ability, drive, and unwavering determination to overcome challenges and reach one's goals (Duckworth et al., 2007). Individuals vary in their level of ambition, and this ambition, independent of ability, contributes significantly to their overall success (Wigfield et al., 2011). The key difference between successful and unsuccessful individuals often lies in their motivation and self-discipline rather than their intelligence (Steinberg, 2013).

According to Bandura's social learning theory, individuals who struggle with development often have difficulty setting realistic goals and finding effective ways to achieve them (Belay, 2016).

#### **2.2. Achievement Motivation in the Period of Adolescence**

Adolescence is a period characterized by significant emotional and psychological development, during which individuals strive to establish independence and envision their future roles in

society. This process, as highlighted by Erikson (1968) in his theory of psychosocial development, involves navigating the crucial stage of "Identity vs. Role Confusion," where adolescents struggle with forming a coherent sense of self amidst emotional fluctuations. The journey is often characterized by "emotional ups and downs" as adolescents explore various roles and strive to find their place. Furthermore, contemporary perspectives, as presented by Steinberg (2014), emphasize the complexities of adolescent development, acknowledging the interplay between these internal changes and external forces such as cultural expectations, gender roles, and the pressures of globalization, which significantly shape their experiences during this period.

During adolescence, the drive to achieve intensifies as individuals prepare for adulthood and begin planning their future goals. And motivation plays a critical role in adolescent success. Research indicates that adolescents who believe they can enhance their abilities, are motivated by internal rewards, can delay gratification, possess confidence in their skills, and attribute their outcomes to effort are more likely to excel academically. Literature suggests that adolescents' beliefs about intelligence change throughout this period. Older adolescents often perceive intelligence as fixed rather than flexible and may consider failures to be a result of personal limitations rather than lack of trying (Ablard & Mills, 1996) (Swinton et al., 2011).

Adolescence is a crucial stage for shaping educational and career paths. During this time, many individuals make important decisions about pursuing higher education or entering the workforce. These choices significantly impact future opportunities, plans, income, lifestyle, self-identity, and overall psychosocial development (Steinberg, 2013).

Unlike adults who have greater control over their learning and achievements, students often have limited choices and autonomy. School and national curricula typically dictate their learning paths, restricting their options. Regular assessments, competitive learning environments, and social comparisons can diminish students' perceived abilities (Archambault, Eccles, & Vida, 2010).

### **2.3. Achievement Motivation and Emotional Intelligence Theories**

This review examines key theories that have shaped our understanding of achievement motivation and emotional intelligence. Achievement motivation, the driving force behind our pursuit of success, has been explored through various theoretical lenses. Expectancy-value theory, a prominent cognitive perspective, posits that motivation is a function of an individual's

expectation of success and the perceived value of the outcome (Eccles et al., 2023; Wigfield & Eccles, 2000). This model emphasizes the interplay of expectancy (often measured as self-efficacy), value (including attainment, intrinsic, and utility value), and cost (Ketlyn et al., 2017). Building on earlier work, Eccles-Parsons et al. (1983) expanded this concept to include a broader range of psychological, social, and cultural factors.

Attribution theory, another significant cognitive approach, shifts the focus from predicting future behavior to understanding how individuals interpret current actions (Weiner, Russell, & Lerman, 1979). Originating with Heider (1958), attribution theory centers on perceived causality (Sandra, 2020). Weiner's attribution theory (1986) further explored the perceived causes of achievement success and failure, examining the precursors, characteristics, and consequences of attributions. This theory highlights the crucial role of causal attributions in shaping individuals' understanding of the world and their subsequent behavior (Harold & John, 1980; Paul & Mark, 2009; Sandra, 2020).

McClelland's Achievement Motivation Theory (McClelland, 1985; Lussier & Achua, 2007; Daft, 2008), also known as Acquired Needs Theory or Learned Needs Theory, is a prominent framework for understanding what drives individuals to excel. McClelland proposed that individuals are motivated by three primary needs: achievement, affiliation, and power. This theory suggests that these needs are acquired or learned throughout life, and individuals exhibit a combination of these needs with varying levels of intensity.

The theory centers around three core components. The need for achievement (nAch) refers to an individual's desire for accomplishment, mastery, and success. Individuals with a high need for achievement are characterized by a strong drive to excel, a preference for challenging tasks, a desire for feedback and recognition, and a tendency to take calculated risks. They are motivated by the intrinsic satisfaction derived from achieving goals and overcoming obstacles. The need for affiliation (nAff) reflects an individual's desire for positive relationships, social connection, and belonging. Individuals with a high need for affiliation prioritize building and maintaining strong interpersonal relationships, seek approval and acceptance from others, enjoy collaborative work environments, and tend to avoid conflict. The need for power (nPow) involves an individual's desire to influence, control, and have an impact on others. Individuals with a high need for power

are motivated by the desire to lead, influence decision-making, exercise authority, and gain recognition for their influence. They may seek positions of leadership and enjoy competition.

McClelland emphasized that these needs are acquired through learning and socialization processes. Cultural norms, family upbringing, and life experiences play a significant role in shaping the relative strength of these needs within an individual. This suggests that these needs can be developed and modified over time. Individuals differ in the relative strength of each of these needs. One person may be primarily driven by the need for achievement, while another may be more motivated by the need for affiliation or power. Understanding these individual differences is crucial for effective management, leadership, and motivation strategies. These needs influence individuals' behavior and performance in various settings, including work, education, and social contexts. For example, individuals with a high need for achievement are likely to be more motivated to pursue challenging career paths and strive for excellence in their work. McClelland's theory has significant implications for various fields. In management and leadership, understanding employees' needs can help managers tailor motivational strategies, job assignments, and leadership styles to enhance performance and job satisfaction. In human resources, the theory can inform employee selection, training, and development programs. The need for achievement is often considered a key driver of entrepreneurial success. Furthermore, the theory can be applied to understand cultural variations in motivation in cross-cultural psychology.

However, McClelland's theory also has limitations. Accurately measuring these needs can be challenging. While the theory emphasizes individual needs, situational factors also play a role in motivation. Some argue that the theory oversimplifies the complexity of human motivation.

McClelland's Acquired Needs Theory (McClelland, 1985; Lussier & Achua, 2007; Daft, 2008) holds particular relevance during adolescence, a developmental period characterized by profound psychological, social, and emotional transformations (Steinberg, 2014). The core tenets of McClelland's theory—the needs for achievement, affiliation, and power—find heightened expression in the context of adolescent development. Adolescents navigate critical tasks such as identity formation, social role exploration, and preparation for future endeavors, making these motivational needs especially salient. For instance, the need for achievement is amplified by academic pressures and future-oriented goal setting, while the need for affiliation is central to the

heightened importance of peer relationships and social support during this stage. Similarly, adolescents' pursuit of autonomy and social influence reflects the growing need for power (Santrock, 2021).

In conclusion, McClelland's Achievement Motivation Theory provides a valuable framework for understanding the role of acquired needs in shaping human motivation and behavior. By recognizing the importance of achievement, affiliation, and power, and by understanding how these needs are developed and expressed, individuals and organizations can create environments that foster motivation, performance, and overall success. Expanding on these concepts, Atkinson's Achievement Motivation Theory (Atkinson, 1957; McClelland, 1961; Weiner, 1986) further elaborates on this, suggesting that the desire to succeed or avoid failure is influenced by motivation to achieve, expectation of success, and the incentive value of the goal.

Regarding the concept of emotional intelligence, studies show that it has also been explored through various lenses. Early work by Thorndike focused on "social intelligence," and Gardner's theory of multiple intelligences introduced intrapersonal and interpersonal intelligence (Mayer & Salovey, 1997). Salovey and Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others' emotions, to distinguish between them, and to use this information to guide one's thoughts and actions." Conceptualizations vary, with Goleman (1995) emphasizing personal characteristics, Bar-On (1997) focusing on abilities and competencies, and Petrides and Furnham (2001) describing it as a constellation of emotional self-perceptions. These diverse conceptualizations have led to the development of different models of emotional intelligence (Pavitra, 2019).

The ability model of emotional intelligence views it as a cognitive ability rooted in the processing of emotional information (Mayer & Salovey, 1997). This model identifies emotional intelligence as encompassing several mental abilities, including perceiving, appraising, and expressing emotion; utilizing emotion to facilitate thought; understanding emotions; and reflecting on and regulating emotions. Mayer and Salovey (1997) propose a hierarchical structure of these abilities. This model is considered a leading model due to its focus on cognitive abilities and scientific validation (Ana & Luisa, 2023).

In contrast, mixed models of emotional intelligence, such as those by Bar-On (1997) and Goleman (1995), combine intellectual abilities and personality traits. While these models offer a

multi-dimensional approach, they are criticized for potential overlap with personality traits and lack of clarity (Bar-On, 1997). The trait model of emotional intelligence conceptualizes it as a combination of personality traits related to emotional self-perception (Petrides & Furnham, 2001). This model emphasizes dimensions such as well-being, self-control, emotionality, and sociability. However, the question of whether emotional intelligence is a trait or an ability remains a subject of debate (Petrides & Furnham, 2001).

This review highlights the diverse theoretical perspectives on achievement motivation and emotional intelligence, demonstrating the ongoing exploration and refinement of these complex constructs.

## **2.4. Factors Affecting Achievement Motivation**

### **2.4.1. Gender**

Gender is a significant factor influencing achievement motivation, and research on this topic among high school students presents a complex picture. While some studies suggest males exhibit higher achievement motivation, particularly a stronger drive for success (Liu, 2009), a significant body of research indicates females demonstrate greater motivation. This is evidenced by studies consistently showing girls scoring higher in achievement motivation assessments (Farshid et al., 2011; Jayasree, 2013; Kavita & Aruna, 2016). These findings are often attributed to factors such as females' stronger work ethic, greater interest in studies, and reduced distractions compared to males (Jayasree, 2013).

Moreover, some researchers propose that males may be more prone to underachievement and less likely to value achievement as a general outcome (Chandra, 2017). Additionally, Ruben et al. (2019) found girls' motivation scores to be higher, attributing this to their better alignment with contemporary school environments due to exceptional verbal skills, agreeableness, self-control, and specific motivational aspects. This study further suggests that schools should consider modifying their environments to better support boys' academic success, aiming to address educational inequality.

The disparity in findings across studies highlights the multifaceted nature of achievement motivation and the potential influence of contextual factors. The consistent trend of females displaying higher achievement motivation in several studies suggests a possible shift in societal

expectations and academic engagement. However, the opposing findings emphasize the need for further exploration into the specific factors that contribute to these gender differences. These factors may include cultural norms, educational environments, and individual student characteristics. Understanding these nuances is crucial for developing effective interventions to support and enhance achievement motivation for both male and female students.

#### **2.4.2. Parental Income**

Socioeconomic resources significantly influence children's development, as Elder's (1974) life course perspective emphasizes. This theory suggests that material scarcity and economic hardship negatively impact parental psychological well-being and cognitive capacities, leading to detrimental effects on parenting and children's development (Bornstein, Leventhal & Lerner, 2015). Parents facing economic stress often struggle to provide a supportive home environment, which can negatively affect adolescents' school life, causing academic difficulties and decreased achievement (Flook & Fuligni, 2008). This is further supported by studies indicating that adolescents from unstable family environments experience greater academic struggles, particularly in schools with high-achieving student populations (Steinberg, 2013). Similarly, research conducted in Addis Ababa has demonstrated that children's achievement motivation is significantly affected by their mothers' income status (Milka, 2016).

Empirical studies consistently show that family income levels are positively correlated with children's achievement motivation and academic achievement (Jangra & Balda, 2018). Teenage students from high-income families exhibit higher levels of achievement motivation compared to those from low-income families (Musthafa, 2020; Rajesh, 2019). These findings underscore the importance of socioeconomic stability in fostering an environment conducive to children's academic and motivational development.

#### **2.4.3. Emotional Intelligence**

Previous research has demonstrated a direct relationship between emotional intelligence and achievement motivation. Behnke (2009) mentioned that emotional intelligence directly influences motivation. Studies by Jayashree (2016) and Bikash (2023) support this, finding significant direct association between emotional intelligence and achievement motivation among highschoolers. This finding can be interpreted as students who score high emotional intelligence

level may have a higher motivation to achieve their goals and persevere through challenges (Jayashree, 2016; Bikash, 2023).

Regarding the historical background of the concept of emotional intelligence, researchers have explored the concept in various ways. For example, Thorndike's prior study on emotional intelligence focused on "social intelligence," another perspective of intelligence. He explained it as "the ability to understand and manage people effectively". In essence, Social intelligence encompasses the skills needed to understand and interact with others successfully. Later, Gardner's theory of multiple intelligences introduced the concept that intelligence is not solely cognitive but also encompasses various abilities, including intrapersonal and interpersonal intelligence. Intrapersonal intelligence refers to self-awareness, while interpersonal intelligence involves understanding others. These two aspects have significantly influenced the development of the emotional intelligence concept by Salovey and Mayer (Mayer & Salovey, 1997; Salovey & Mayer, 1990, cited in Pavitra & Norsia, 2019).

Given that the concept of emotional intelligence has been explained by various scholars in different ways, the models developed following these definitions became different as well. Salovey and Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others' emotions, to distinguish between them, and to use this information to guide one's thoughts and actions". According to Goleman (1995) emotional intelligence is personal characteristic which is not related to intellectual abilities of individuals. whereas for Bar-On (1997) emotional intelligence is a combination of abilities, competencies, which can help people to do challenging tasks. Moreover, Petrides and Furnham (2001) explained it as a constellation of emotional self-perceptions at the lower levels of personality hierarchies. Based on the above different conceptualization of the construct, the three major models were developed: (1) ability model, (2) mixed model, and (3) trait model (Pavitra, 2019)

## **2.5. The Relationship between Emotional Intelligence and Achievement**

### **Motivation**

Understanding the intensity of individuals' drive to engage in and persist with challenging tasks is the primary focus of studies conducted on achievement motivation (Diane, 1980), there is growing consensus that academic achievement is not solely determined by cognitive abilities but

is also a result of other different emotional and motivational factors (Lau & Roeser, 2002, cited in Izvirni,2020). And while reviewing the existing literature, majority of the global studies conducted on emotional intelligence and achievement mainly targeted secondary school and university students. The studies were mainly associate between emotional intelligence level of students and their academic achievement(success).

In relation to this, one of the studies carried out in a secondary school located in Taiwan, researchers found a direct relationship between emotional intelligence and learning motivation (Hui-Wen& Su-ching,2021).Similarly, the result of other studies conducted on emotional intelligence and academic achievement in different countries shows a direct relationship between the two variables(Anastasia,2022; Maghar,2008; Tahmas&Samari,2008; Izvirni,2020).

Regarding related researches conducted in Ethiopia, emotional intelligence is studied in relation to different factors. According to a study conducted in one of the universities of Ethiopia, students who have higher emotional intelligence exhibited a higher pro-social behavior (Wesen,2023). In another study carried out in Desie town, emotional intelligence of high school students and their skills in writing was corelated and the result shows that emotional intelligence is significantly associated with their writing skill (Belete & marew,2024).Similarly ,based on a research carried out in Mada Welabu university, academic achievement of students was related to their emotional intelligence scores and the result shows there is a direct relationship between the two variables. Furthermore, male and female students shows a significant difference on their overall emotional intelligence level(Zenebe et al.,2019). Eventhough most reviewed local studies within the Ethiopian context have primarily focused on the relationship between achievement motivation (motivation) and academic achievement (performance) (Asrat, 2017; Moges, 2020; Abesha, 2012), research specifically examining the link between emotional intelligence and achievement motivation within this context is limited.

While most reviewed local studies within the Ethiopian context have primarily focused on the relationship between achievement motivation (motivation) and academic achievement (performance) (Asrat, 2017; Moges, 2020; Abesha, 2012), research specifically examining the link between emotional intelligence and achievement motivation within this context is limited. A review of global literature reveals some studies exploring this relationship (Jayashree, 2016; Bikash, 2023; Shibila & Sanet, 2020). Among these studies, Jayashree (2016) and Bikash (2023) reported a positive association between emotional intelligence and achievement motivation.

However, Shibila & Sanet (2020) found no statistically significant relationship between these variables. Given this limited research base and the lack of specific studies within the Ethiopian context, further investigation is needed to explore the complex interplay between emotional intelligence and achievement motivation among Ethiopian high school students.

## **2.6. Summery and Implication**

Achievement motivation and emotional intelligence were the two primary variables examined in this literature review. The overall review highlights that achievement motivation is a complex construct that influences individuals' behaviors. While ability plays a role, motivation, including ambition and self-discipline, is crucial for success. Bandura's social learning theory suggests that developmental challenges can impact goal-setting and achievement.

Several theories explain achievement motivation. These include expectancy-value theory, attribution theory, McClelland's theory, Atkinson's theory, and various emotional intelligence models. These theories offer diverse perspectives on the factors driving achievement motivation.

Regarding the achievement motivation of adolescents, the review shows that adolescence is a formative stage for educational and career paths. Thus, Motivation plays a key role in the life of adolescents, influenced by factors such as beliefs about intelligence and school environment. Moreover, as adolescents develop, their beliefs change, and school experiences can impact their motivation.

Gender, parental income, and emotional intelligence was mentioned as factors that influence achievement motivation of students. Research suggests gender differences and the negative impact of economic stress on students. Additionally, emotional intelligence has been positively linked to achievement motivation.

Finally, the findings of empirical studies that relate between emotional intelligence and achievement motivation were discussed. While few of the reviewed global studies indicate a positive relationship, local studies in Ethiopia primarily focus on other aspects, such as pro-social behavior, writing performance, and academic achievement. A more in-depth examination if required in order to get a comprehensive knowledge of this relationship in the Ethiopian context, given the absence of local studies directly examining it.

## **2.7. Conceptual Framework of the Study**

This review highlights the diverse theoretical perspectives on achievement motivation and emotional intelligence. Building upon these foundations, this study is guided by the ability model of emotional intelligence (Mayer & Salovey, 1997) and McClelland's theory of achievement motivation (McClelland, 1985). Emotional intelligence is conceptualized as the ability to perceive, access, generate, understand, and regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997). Achievement motivation is conceptualized as the need to strive for rewards, including physical satisfaction, praise, and feelings of mastery (McClelland, 1985). Informing this study, the conceptual framework examines the relationship between emotional intelligence and achievement motivation among Grade 9 and 10 high school students in Addis Ababa. Achievement motivation, defined as the drive to succeed and persist through challenges, is conceptualized as influencing academic performance, career aspirations, and goal-setting. Emotional intelligence, defined as the ability to perceive, understand, manage, and utilize emotions, is examined through self-awareness, emotional regulation, social skills, and interpersonal relationships. The framework posits a direct positive relationship between these constructs, with higher emotional intelligence predicting greater achievement motivation, mediated by the ability to set realistic goals, persist, and cope with challenges. Grade level, gender, and parental income are considered potential moderating variables influencing this relationship.

## **Chapter Three**

### **3. Methods**

#### **3.1. Design**

The current study utilized a correlational research design to examine whether there is a relationship between the levels of achievement motivation and emotional intelligence of students at Kechene Debreselam and Dilber high schools in Gulele Sub-city, Addis Ababa.

#### **3.2. Study Setting**

This research was conducted in the city administration of Addis Ababa, the capital of Ethiopia. Situated in central Ethiopia (Mulat, 2013), Addis Ababa is comprised of 11 sub-cities. Gulele Sub-city, one of these 11 sub-cities, was randomly selected as the data collection site.

#### **3.3. Population of the Study**

For this research, high school students, enrolled in government schools in Gulele Sub-city, Addis Ababa was targeted. According to the education office of Gulele Sub-city administration (2024), there are seven government and 11 private high schools in the sub-city. For this study, only government high schools were targeted.

Of the seven target high schools, one was a female boarding school (Etege Menen), which was excluded due to its unique features. Therefore, from the rest of six high schools, two high schools, Kechene Debreselam and Dilber, were selected for the data collection. And the selected high schools have a total population of 1947 grade 9 and 10 students during the relevant academic year (2016 EC).

#### **3.4. Participants of the Study**

Respondents of the study were selected from a total number of grade nine and ten students 'Kechene Debreselam' and 'Dilber' schools, which is 1947. The proportion of the schools and each grade level is demonstrated in the following table.

**Table 1***Profile of the target population*

Name of the School	Grade					Sub Total	Total
	Nine		Sub Total	Ten			
	Male	Female		Male	Female		
Kechene Debre Selam	225	210	435	201	275	476	911
Dilber	237	248	485	275	276	551	1036
Total	462	458	920	476	551	1027	1947

### 3.5. Sampling Procedure

The sample size of the study was calculated using Draper and Smith's formula (1998) formula,  $n = (Z^2 * \Sigma(N_h * \sigma_h^2)) / (N * E^2 + Z^2 * \Sigma(N_h * \sigma_h^2))$  where N is number of population which is 1947, Z is the level of confidence 95% and e is error margin at 5 % with standard value of 0.05 and the calculated sample size found to be 365.

A total of 365 students were selected from Qechene Debre Selam and Dilber secondary schools in Gulele sub-city using a stratified sampling technique. To ensure representativeness, the sample size for each school was determined proportionally to its estimated enrollment within the target population. Qechene Debre Selam, with an estimated enrollment of 46.85% of the total population, contributed 171 students to the sample. Stratified sampling within Qechene Debre Selam ensured proportional representation across grades. 82 students (47.75%) were selected from grade 9, mirroring the proportion of grade 9 students within the school, while 89 students (52.25%) were selected from grade 10.

Similarly, Dilber Secondary School, with an estimated enrollment of 53.15% of the total population, contributed 194 students to the sample. Within Dilber Secondary School, stratified sampling was employed to select 91 students (47%) from grade 9 and 103 students (53%) from grade 10, reflecting the respective proportions of each grade level within the school. This stratified sampling approach helps to ensure that the sample was representative of the target population across both schools and grade levels(creswell,2014).

### **3.6. Tools of Data Collection**

Emotional intelligence and achievement motivation are the two primary variables that are analyzed in this study. Additionally, it examines other demographic characteristics of the respondents.

Data for this study were collected through a self-administered questionnaire completed by students. The questionnaire consisted of three sections. The first section gathered demographic information, including participants' sex, age, grade level, and perceived monthly family income. The second section assessed participants' level of emotional intelligence, and the third section measured their level of achievement motivation.

#### **Assessing Emotions Scale**

The Assessing Emotions Scale (AES), is known with a variety of names like the Emotional Intelligence Scale, the Self-Report Emotional Intelligence Test, or the Schutte Emotional Intelligence Scale, is derived from Salovey and Mayer's original model of emotional intelligence (Nicola et al., 2009). According to literature, It is one of the most widely recognized and internationally used self-report instruments to assess emotional intelligence. This tool consists of 33 items rated on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." Research has demonstrated the scale's reliability and internal consistency (Nicola et al., 1998).

The scale consists of 33 items, 30 of which are positively stated and 3 are negatively stated. Items 1-4, 6-27, 29-32 are positively stated, while items 5, 28, and 33 are negatively worded. Each response is assigned a value of 5, 4, 3, 2, or 1, with higher values indicating greater agreement for positively stated items and lower values indicating greater agreement for negatively worded items.

To get the total scores of the scale, items 5, 28 and 33 need to be reversed and then summing up all items together (Nicola et al,1998). According to the authors of the tool, The Assessing Emotions Scale is a one-dimensional instrument designed to measure the overall perceived level of emotional intelligence. To assess emotional intelligence using the AES, it is recommended to calculate the total score of the instrument. Scores range from 33 to 165, with higher scores indicating a higher perceived level of emotional intelligence (Brown & Schutte, 2006; Schutte et

al., 2009, 2001;Ciarrochi, Chan, & Caputi, 2000; Dawda & Hart, 2000; Woyciekoski & Hutz, 2009, cited in Cibebe et al,2020).

### **The Achievement Motives Scale**

The Achievement Motives Scale is a well-established instrument designed to assess individuals' levels of hope of success and fear of failure. Building upon Atkinson's earlier work, the AMS focuses on these two key components of achievement motivation. The scale comprises ten items, with items 1-5 measuring hope of success and items 6-10 measuring fear of failure. Research has demonstrated the scale's reliability and validity in measuring these constructs. The AMS exhibits strong reliability, with a Cronbach's alpha coefficient of 0.71 for the hope of success subscale (HS) and 0.79 for the fear of failure subscale (FF) (Jonas & Stefan, 2006; Amanda, 2022). The AMS is widely used and has been adapted for various populations, including high school students (Yvonne et al., 2022).And it is scored by summing the responses to each item, without requiring any reverse scoring (Ethan, 2023).

### **3.7. Validity and Reliability**

To ensure cultural appropriateness and maximize participant understanding, the data collection tools were professionally translated into Amharic by a qualified translator, with careful consideration and adaptation of terminology to ensure cultural relevance and clarity within the Ethiopian context. Subsequently, an independent review was conducted by an experienced instructor from the Institute of Language Studies at Addis Ababa University to verify the accuracy and cultural appropriateness of the translated materials.

After that, minor editorial works were made to enhance the clarity and simplicity of the questionnaire items. Finally, a PhD candidate from the School of Psychology at Addis Ababa University reviewed the final version of the questionnaire to ensure that the translation process did not unintentionally distort the original meaning or purpose of the instrument and that it remained aligned with the study's objectives.

The school selected for pilot study was Entoto Amba secondary school which is located in Gulele sub city. To ensure the validity and reliability of the data, a pilot test was conducted with 40 randomly selected students from the target population. This sample size was determined based on the recommendation of Browne (1995), who suggests a pilot sample size of

approximately 30 participants, with a contingency of 10 additional participants to account for potential non-response or data exclusion. Out of the 40 questionnaires administered for the pilot test, 36 (90%) usable questionnaires were collected. The collected questionnaires were filled by 19 male and 17 female students. Then, the gathered data were analyzed, and internal consistency of the achievement motivation scale and emotional intelligence scale was computed using SPSS version 26.

The pilot test findings demonstrated adequate reliability for both the emotional intelligence scale (.80) and the achievement motivation scale (.75). A reliability points above 0.70 is generally considered acceptable, indicating that the instruments can be used for their intended purposes (Julie, 2020).

Based on the pilot test findings, minor revisions were made to the questionnaire. Specifically, two questions within the background section were modified: Question number 5 was removed due to ambiguity and lack of clarity, and Question number 6, originally an open-ended question, was revised into a multiple-choice format after consultation with the research advisor. These revisions were then incorporated into the final version of the questionnaire used for data collection

### **3.8. Procedure**

#### **3.8.1. Administration**

The initial step in the data collection process was obtaining permission from the target school administrations. Thanks to the support letter provided by Addis Ababa University and the collaborative efforts of the schools, data collection was successfully conducted in both institutions. To facilitate the administration process, two developmental psychology students (classmates) were selected and trained on the study's purpose, ethical guidelines, and proper questionnaire administration.

After ensuring the data collectors understood the process, they began by informing the respondents about the research objectives, questionnaire completion instructions, and the confidentiality of their responses. Following this preparatory phase, a structured data collection approach was implemented to ensure efficiency and consistency across sites. To achieve an

effective administration of the questionnaire, a stratified approach was employed .Questionnaires were allocated to each school based on their respective student population sizes, reflecting their proportions within the total sample, and a half-day session was dedicated to each school. This strategy, implemented in collaboration with two classmates, facilitated the collection of data within a focused timeframe, enabling the data collection team to maintain consistency in data collection procedures across both locations. Furthermore, the cooperation of teachers from the targeted schools was essential in coordinating the sessions and ensuring a smooth data collection process. Subsequently, the researcher and two classmates were able to administer the questionnaires to a sample of 365 grade 9 and 10 students at the selected schools. Out of the 365 questionnaires distributed, 45 were discarded due to incomplete responses and all completed questionnaires were collected, resulting in a usable response rate of 87.67% (320 out of 365). However, the loss of these questionnaires is acknowledged as a limitation of the study, and future research could benefit from employing strategies to minimize incomplete responses during data collection.

### **3.8.2. Data Analysis**

Following the collection of completed questionnaires, questionnaires with a missing item were excluded and only the usable ones coded and following that normality and reliability of the data were checked. Reliability of the emotional intelligence scale I and achievement motivation scale is 0.828 and 0.633 respectively. Next to that, different statistical analysis were carried out with the help of SPSS software (version 26). Both descriptive and inferential analysis were conducted in line with the research questions. The major one include:

- Descriptive statistics were used to analyze the demographic characteristics of respondents. The total sum score of respondents was employed to assess the emotional intelligence levels of students. To distinguish between low and high scorers, cutoff points established in previous research were applied, and the percentages of high and low scorers were presented.
- Independent sample t-tests were conducted to compare emotional intelligence and achievement motivation scores between males and females. Both mean scores and the statistical significance of their differences were examined. Additionally, the same

analysis was applied to compare the differences between grade 9 and grade 10 students in terms of achievement motivation and emotional intelligence.

- Pearson product-moment correlation analysis was conducted in SPSS to examine the relationship between the two variables of the study. Both the correlation coefficient value and the significance of the relationship were presented.
- one-way ANOVA was utilized to analyze the emotional intelligence and achievement motivation scores of students across different family income levels.
- Finally, Simple regression analysis was also performed

### **3.9. Ethical Considerations**

Ethical Procedures Implemented During Data Collection:

- **Informed Consent Procedure:**
  - Conducted verbal informed consent sessions with all participants.
  - Provided detailed information regarding the survey's purpose and data usage.
  - Explicitly communicated participants' right to withdraw from the study at any point.
- **Confidentiality and Anonymization Protocols:**
  - Upon receipt of the questionnaires, names and any other identifying marks were immediately concealed or removed
  - Implemented a data mixing procedure, thoroughly combining questionnaires from different classes post-collection.
- **Participant Respect and Voluntary Participation:**
  - Treated all participants with respect and ensured their dignity was upheld throughout the survey process.
  - Emphasized the voluntary nature of participation and the unrestricted right to withdraw.
  - Facilitated participant withdrawals when requested, such as during questionnaire completion.
- **Debriefing and Feedback Session:**
  - Offered a post-survey debriefing session to all participants.
  - Provided a platform for participants to ask questions and give feedback regarding the survey.

## Chapter Four

### Results

This Section analyzes data collected from the sample respondents through questionnaire. To conduct the analysis, SPSS version 26 was used to analyze the data collected from the questionnaires.

Descriptive statistics was used to demonstrate demographic characteristics of respondents. Moreover, inferential analysis and interpretations were presented in light of the research questions mentioned in the introductory chapter of this research.

#### 4.1. Demographic Characteristics of Respondents

Table 2

##### *Demographic Characteristics of the respondents*

Variable	Min	Max	Mean
Age	14	19	16.35
	Category	frequency	percent
Sex	Male	139	43.4
	Female	178	55.6
	Total	317	99
Grade level	Nine	141	44.1
	Ten	172	53.8
	Total	313	97.9
Perceived family income	Low	38	11.9
	Medium	257	80.3
	High	24	7.5
	Total	319	99.7

## 4.2. Level of Emotional Intelligence of the Respondents

To determine the level of emotional intelligence of the respondents, a comparative analysis was conducted with a previous study conducted in Nigeria (Onyeka et al., 2020) that employed the same measurement instrument. Onyeka et al. (2020) established cutoff scores to categorize individuals into low and high emotional intelligence groups. Specifically, scores of 44.9 or higher were considered high for males, and 43.9 or higher were considered high for females.

In the present study, an analysis of the emotional intelligence scores of 318 participants revealed a significant degree of variability. The scores ranged from a minimum of 55 to a maximum of 165, with a mean score of 122.06 and a standard deviation of 17.02. Notably, all participants in the current study exhibited scores above the cutoff points established by Onyeka et al. (2020), indicating that all respondents demonstrated medium to high levels of emotional intelligence. This finding suggests that the emotional intelligence levels in the current sample are relatively higher compared to the Nigerian sample reported by Onyeka et al. (2020).

## 4.3. Level of Achievement Motivation of the Participants

The scores of 317 participants on the achievement motivation scale ranged from 15 to 50, with a mean score of 36.78, indicating moderate levels of achievement motivation within the sample. A review of the literature did not reveal consistently established cutoff points for categorizing individuals based on achievement motivation scores derived from similar scales. To address this, the present study employed a common approach in psychological research: categorizing participants based on standard deviation units around the mean (Cohen, 1992). Specifically, the following criteria were used:

- **Low:** Scores below the mean minus one standard deviation ( $\leq 30$ )
- **Moderate:** Scores between the mean minus one standard deviation and the mean (31-43)
- **High:** Scores above the mean plus one standard deviation ( $\geq 44$ )

**Table 3***Level of achievement motivation*

Level AM		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	52	16.3	16.4	16.4
	moderate	218	68.1	68.8	85.2
	high	47	14.7	14.8	100.0
	Total	317	99.1	100.0	
Missing	System	3	.9		
Total		320	100.0		

Analysis of the achievement motivation levels revealed considerable variability across participants. While 68.8% of respondents exhibited moderate levels of achievement motivation, a substantial proportion demonstrated either lower (16.3%) or higher (14.7%) levels, as shown in Table 3.

#### **4.4. Relationship between Emotional Intelligence and Achievement Motivation**

The primary target of this part is comparing the relationship between emotional intelligence and achievement motivation among respondents.

##### **Prior to conducting further analyses, key assumptions were assessed:**

- **Normality:** Normality of a data was examined through assessing skewness and kurtosis (Skewness and kurtosis values were within acceptable limits.) and by visual inspection of histograms. Results indicated that the distribution of scores was not significantly different from a normal distribution, suggesting that the normality assumption was met.
- **Linearity:** For subsequent analyses, such as correlations and regressions, the assumption of linearity was assessed by visually inspecting scatterplots of the two variables.
- **Independence of observations:** independence of observation was assumed, as each participant's response was considered independent of other participants' responses. This assumption was supported by the study design, where participants completed the survey independently without any known influence or interaction between them.

**Table 4***correlations between Emotional intelligence and Achievement Motivation(N=317)*

Variable	n	M	SD	1	2
1.Emotional intelligence	317	122.06	17.02	-	.347
2.Achievement motivation	317	36.77	6.33	.347	-

P &lt;0.05

The relationship between emotional intelligence and achievement motivation was analyzed using Pearson's correlation coefficient. A significant positive correlation was found between the total scores of emotional intelligence and achievement motivation,  $r(315) = .347, p = .001$ . This suggests that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation. However, it is important to note that other factors may also influence achievement motivation.

#### **4.5. Regression Analysis of Emotional Intelligence on Achievement Motivation**

To further explore the nature of the relationship between emotional intelligence and achievement motivation, a linear regression analysis was conducted. This analysis aimed to determine the extent to which emotional intelligence predicts achievement motivation among high school students in Addis Ababa. Given the significant positive correlation observed in the previous section, it was hypothesized that emotional intelligence would serve as a significant predictor. The following section presents the results of this regression analysis, showing the predictive power of emotional intelligence on achievement motivation.

**Table 5***Regression coefficient of Emotional intelligence on achievement motivation*

Variable	B	$\beta$	SE
Constant	20.99**		2.44
Emotional Intelligence	.13**	.35	.02
R <sup>2</sup>	.12		

\*\* $P < .05$

As presented in Table 5, a result of linear regression analysis demonstrated that emotional intelligence significantly and positively predicted achievement motivation among high school students. The model accounted for 12% of the variance in achievement motivation, as indicated by an  $R^2$  value of .12. This result was statistically significant,  $F(1, 313) = 42.87, p < .05$ . Specifically, the beta coefficient ( $\beta$ ) of .35,  $p < .05$ , indicates that for each one-unit increase in emotional intelligence, achievement motivation increased by .35 units, holding all other variables constant.

#### **4.6. Socio -Demographic Factors and Emotional Intelligence**

In this section the level of emotional intelligence of high school students will be compared across their gender, grade level, and perceived income level their family

##### **4.6.1. Gender Differences in Emotional Intelligence**

Prior to conducting the independent samples t-test, the assumption of homogeneity of variances was assessed. Levene's Test for Equality of Variances was conducted, and the results were non-significant ( $p > .05$ ), indicating that the assumption of equal variances across groups was met.

Following the confirmation of the assumption of homogeneity of variances, an independent samples t-test was conducted to examine potential gender differences in emotional intelligence scores between male and female students. The mean Emotional intelligence scores of male and female students were found 119.19 and 124.42 with SDs of 16.80 and 16.97 respectively. When the means of two groups compared, the t-test yielded a statistically significant difference between the mean scores of male and female students on the emotional intelligence level ( $t = -2.725, df = 313, P = .007$ ). More specifically, female students score significantly higher emotional intelligence level as compared to males.

##### **4.6.2. Grade level differences in emotional intelligence**

An independent samples t-test was conducted to compare emotional intelligence scores between grade 9 students ( $M = 122.08, SD = 15.23$ ) and grade 10 students ( $M = 122.02, SD = 18.46$ ). The result of Levene's Test for Equality of Variances:  $F(1, 313) = .319, p > .05$ , was non-significant, indicating that the assumption of homogeneity of variances was met.

The t-test revealed no statistically significant difference in emotional intelligence scores between grade 9 students and grade 10 students :  $t(313) = .02, p > .05$ . Therefore, we cannot conclude that there is a reliable difference in emotional intelligence scores between the two grade levels based on this data.

### 4.6.3. Family Income and Emotional Intelligence

**Table 6**

*ANOVA Results for Emotional intelligence by parental Income Level*

Measure	Low Income		Medium income		High income		$F(2,316)$
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Emotional Intelligence	127.02	14.45	120.85	17.50	126.25	13.49	3.017

A one-way analysis of variance (ANOVA) was conducted to examine whether emotional intelligence scores differed significantly across the three perceived parental monthly income levels (low, medium, and high). Prior to the ANOVA, Levene's test of homogeneity of variance was performed. The results were non-significant,  $F(2, 316) = \dots, p = .457$ , indicating that the assumption of equal variances was met.

The ANOVA results (Table 6) revealed a statistically significant difference in mean emotional intelligence scores across the three income groups,  $F(2, 316) = 3.017, p = .05$ . Post-hoc comparisons using Tukey's HSD test, however, indicated that the differences in mean emotional intelligence scores between the individual groups were not statistically significant.

This pattern of results, where a significant overall ANOVA is accompanied by non-significant post-hoc comparisons, can occur when the overall variance among groups is large enough to be statistically significant, but the pairwise differences are not sufficiently pronounced. This can be due to factors such as small sample sizes within groups or relatively small effect sizes (Jacobe, 2013).

### 4.7. Socio-Demographic Factors and Achievement Motivation

In this section the level of achievement motivation of high school students will be compared across their gender, grade level, and perceived income level their family.

#### **4.7.1. Gender Differences in Achievement Motivation**

To investigate potential gender disparities in the level of achievement motivation, an independent samples t-test was conducted to compare achievement motivation scores between male and female students. There were 138 male and 176 female participants. The mean achievement motivation score for males was 35.14, while for females it was 38.13. The standard deviations for both groups were almost similar, indicating a similar level of variability in achievement motivation scores within each group. The results suggest that females in the sample had slightly higher average achievement motivation scores compared to males.

The statistical significance of this difference was further examined using an independent samples t-test. The result of an independent samples *t*-test revealed a statistically significant difference in mean achievement motivation scores between male and female participants,  $t(312) = -4.236, p < .001$ . This significant difference was consistent regardless of whether equal variances were assumed. Regardless of whether equal variances are assumed or not, the t-test results consistently indicate a significant difference in mean achievement motivation scores between males and females.

#### **4.7.2. Grade Level Differences in Achievement Motivation**

To assess achievement motivation by grade level, descriptive statistics were analyzed for 139 grade 9 students and 171 grade 10 students. According to the results of the descriptive analysis, grade 9 students ( $M = 36.89, SD = 5.62$ ) had a slightly higher mean achievement motivation score than grade 10 students ( $M = 36.66, SD = 6.79$ ).

Levene's Test for Equality of Variances was significant,  $F(1, 308) = 7.940, p < .001$ , indicating a violation of the assumption of homogeneity of variances. Therefore, the results of the t-test for equality of means assuming unequal variances should be interpreted. The independent samples t-test revealed no statistically significant difference in achievement motivation scores between grade 9 students ( $M = 36.89, SD = 5.62$ ) and grade 10 students ( $M = 36.66, SD = 6.79$ ),  $t(307.908) = .347, p > 0.05$ .

### 4.7.3. Family Income and Achievement Motivation

*Table 7*

*ANOVA Results for Achievement Motivation by parental Income Level*

Measure	Low Income		Medium income		High income		<i>F</i> (2,313)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Achievement Motivation	37.97	5.87	36.55	6.43	36.775	5.46	0.815

To investigate potential variations in achievement motivation across income levels, an ANOVA was performed. The analysis, based on Table 7, revealed no statistically significant differences in achievement motivation scores among the three income categories (low, medium, and high),  $F(2, 313) = .815$ ,  $p = .44$ . Therefore, within this sample, students from different income levels exhibited similar levels of overall achievement motivation.

The analysis revealed that family income did not significantly predict achievement motivation among the sampled high school students in Addis Ababa. Despite categorizing students into low, medium, and high-income groups, no statistically significant differences were observed in their achievement motivation scores ( $p = 0.44$ ). This suggests that within this specific student population, factors other than family income, such as cultural values emphasizing education, equitable access to school resources, or strong intrinsic motivation, may play a more dominant role in shaping achievement motivation.

## **Chapter Five**

### **Discussion**

This chapter discusses the results of the research in relation to the specific questions that are intended to be answered by the current study, previous studies, and related literature. It also provides possible explanations and reasons for the results, drawing connections to existing research.

#### **5.1. Emotional Intelligence levels of the Respondents**

The current study analyzed the score of 318 participants for the particular research question, and found out a minimum total emotional intelligence score of 55. Previous research conducted employing similar instrument established cutoff scores of 44.9 for males and 43.9 for females (Onyeka et al., 2020). Comparing the results of the current research with a similar study conducted in Nigeria, all participants in the current study scored above these cutoffs, indicating high to medium emotional intelligence levels.

Related studies, including Maghar (2008), which utilized a similar instrument, have yielded consistent findings. A study conducted in a Thailand secondary school (Hui-Wen & Su-ching, 2021) and another in an Indonesian university (Anstasia, 2022), carried out by employing different tools, reported similar results, suggesting that high or medium emotional intelligence levels are prevalent among the studied populations.

However, the specific cutoff points established in the previous studies were different and make direct comparisons challenging. In depth examination is required to establish standardized cutoff points and explore the factors influencing emotional intelligence levels in different populations. While the findings from these studies suggest a positive trend towards higher emotional intelligence levels, it's necessary to consider the limitations and potential factors influencing these results. Further research is needed to explore the specific factors contributing to the observed levels of emotional intelligence and to establish more standardized cutoff points for accurate comparisons across studies.

The consistent findings of high or medium emotional intelligence levels among the studied populations can be interpreted as it is a result of Cultural values and norms can influence

emotional intelligence development. In some cultures, emotional expression and regulation may be highly valued, leading to the development of strong emotional intelligence skills.

## **5.2. Level of Achievement Motivation of the Participants**

In this study, the majority of respondents scored moderate to high level of achievement motivation, suggesting a positive outlook towards achievement and a willingness to strive for excellence. Even though the low achievers are only 16.3%, the majority of the respondents (68.1%) fall under the category of moderate level.

When comparing the mean achievement motivation score of the current study (36.77) to similar studies, the findings align with a study by Ethan (2023). Ethan's study, which utilized the same instrument but involved a different age group (22-70 years old), reported a mean score of 36.42. This suggests that the moderately high level of achievement motivation observed in the current study is consistent with previous research, even when considering variations in age.

Interestingly, a study by Amanda (2022) that employed the same scale to assess achievement motivation in employees found a lower mean score (28.97). However, the report suggests that most employees still scored within a high achievement motivation range.

This comparison highlights a potential difference in achievement motivation levels between student populations and working adults. Further investigation is needed to understand these potential discrepancies.

In relation to this findings, Local studies have reported mixed results regarding achievement motivation among Ethiopian secondary school students. Moges (2020) found that 67% of participants exhibited low to moderate levels of achievement motivation in two highschools of Addis Ababa . Contrast to this, Abesha (2012) found a positive and significant relationship between achievement motivation and academic achievement among university students of the country. Additionally, the participants in Abesha's study generally demonstrated high levels of achievement motivation. Similarly, Asrat (2017) reported a positive and significant attitude towards achievement motivation among high school students in Gonder, although specific achievement motivation score were not mentioned.

The differing findings between the Moges (2020) and Abesha (2012) studies on achievement motivation among Ethiopian secondary school students could be attributed to the Age differences of participants. The age range of participants in each study might have influenced the results. If Moges' study included younger students, they may have been in a developmental stage with lower intrinsic motivation, leading to the higher prevalence of low to moderate levels. In contrast, Abesha's study may have included older students who had developed stronger intrinsic motivation.

### **5.3. The Relationship between Emotional Intelligence and Achievement**

#### **Motivation**

Behnke (2009) mentioned a direct relationship between emotional intelligence and motivation. Several studies support this notion, with the current study finding a significant positive correlation ( $r = .347, p < .001$ ). The results of the current study show a consistent findings with some of the global studies conducted on a relationship between emotional intelligence and achievement motivation(Bikash, 2023;Jayashree, 2016) .While the studies demonstrate a direct relationship between the two variables, the strength of their correlation vary across different contexts and populations. However, in a study conducted on college students Shibila & Sannet (2020), the relationship between the two variables reported to be insignificant. Suggesting that the connection between emotional intelligence and achievement motivation may not be universally applicable

The varying strength of the relationship between emotional intelligence and achievement motivation may be a result of several factors: Participant demographics (age, education level, cultural background), educational settings, socioeconomic factors, cultural norms, measurement differences, and individual characteristics (personality traits, learning styles).

### **5.4. The Predictive Significance of Emotional Intelligence for Achievement**

#### **Motivation**

The findings presented in the regression analysis reveal a significant and positive predictive relationship between emotional intelligence and achievement motivation among high school students in Addis Ababa. Specifically, the linear regression analysis demonstrated that emotional intelligence accounted for 12% of the variance in achievement motivation ( $R^2 = .12, F(1, 313) =$

42.87,  $p < .05$ ). This indicates that while other factors undoubtedly contribute to achievement motivation, emotional intelligence plays a statistically significant role.

The beta coefficient ( $\beta$ ) of .35 ( $p < .05$ ) suggests that for every one-unit increase in emotional intelligence, we observe a corresponding .35-unit increase in achievement motivation, holding all other variables constant. This finding aligns with theoretical frameworks that emphasize the importance of emotional regulation, self-awareness, and social skills in fostering goal-oriented behavior and academic success.

While a 12% variance explained might seem modest, it is crucial to consider the complexity of achievement motivation. Multiple factors, including cognitive abilities, socioeconomic background, cultural influences, and individual personality traits, contribute to a student's drive to achieve. Therefore, emotional intelligence, as one piece of this multifaceted puzzle, demonstrates a meaningful and statistically significant impact.

This result adds to the growing body of literature highlighting the link between emotional intelligence and academic outcomes. For example, previous studies have shown that students with higher emotional intelligence tend to exhibit greater resilience, better coping mechanisms, and stronger interpersonal skills, all of which are conducive to academic success.

In the context of Ethiopian high school students, this finding underscores the importance of fostering emotional intelligence development. Educational interventions aimed at enhancing self-awareness, emotional regulation, and social skills could potentially lead to improvements in achievement motivation and, consequently, academic performance. Future research could explore the specific mechanisms through which emotional intelligence influences achievement motivation in this population, as well as investigate the effectiveness of targeted interventions.

## **5.5. Emotional Intelligence, Achievement Motivation, and Socio-demographic Factors**

### **5.5.1. Socio-Demographic Factors and Emotional Intelligence**

#### **A. Gender and Emotional Intelligence**

The current study found a significant difference in emotional intelligence scores between male and female respondents. The mean score for males was 119.19, while for females it was 124.42.

The p-value of 0.007 indicates that male and female respondents showed significantly different levels of emotional intelligence. Similarly, The findings of another study(Ibrahim& Ado,2018) revealed that female high school students were more emotionally intelligent than the males. While studies by Shibila & Sannet (2020) and Bikash (2023) contradicted the previously mentioned studies and found no significant differences across gender in emotional intelligence level of students.

The neurobiological theory suggests that inherent differences in the brain may contribute to variations in emotional regulation and expression between males and females. For example, research has shown potential differences in the amygdala, a part of the brain involved in emotional processing(Sara et al.,2011)

While neurobiological factors may play a role, it's important to recognize that environmental factors, such as upbringing, culture, and societal expectations, also significantly shape emotional development.Societal expectations and gender roles might influence the development of moral reasoning, which may, in turn, affect emotional intelligence. Girls may be socialized to be more empathetic and caring, while boys may be encouraged to be more assertive and independent in Ethiopian context.

Likewise, local research on gender differences in emotional intelligence shows contrasting results. Wesen (2023) found no significant difference in emotional intelligence scores between male and female university students in Ethiopia. However, Zenebe et al. (2019) reported a significant difference in mean scores between male and female university students in a similar study conducted within the country.

This variation in findings highlights the need for further research to understand the nuances of gender and emotional intelligence within the Ethiopian context. Factors like sample characteristics and specific emotional intelligence measures used could potentially influence the observed differences.

## **B. Grade Level and emotional intelligence**

The analysis of emotional intelligence level included 141 grade 9 and 171 grade 10 students. The mean emotional intelligence score for grade 9 students was 122.08, and for grade 10 students it was 122.02. The standard deviation for grade 9 students was 15.23, while for grade 10 students it

was 18.46. Statistical analysis revealed no significant difference in mean emotional intelligence scores between the two grades ( $p = 0.978$ ).

Comparably, Bikash (2023) examined the emotional intelligence levels of secondary school students and the result showed that the difference between the mean scores of grades 11 and grade 12 was not statistically significant. These findings suggest that emotional intelligence levels may remain relatively consistent throughout the secondary school years. And individual differences in emotional intelligence development may be more pronounced than grade-level differences. While there may be some general trends, individual factors such as personality, experiences, and family environment could play a more significant role in shaping emotional intelligence development.

### **C. Family Income and emotional intelligence**

The ANOVA results revealed a significant difference ( $p = 0.050$ ) in the mean total scores of emotional intelligence among the three income groups (low, medium, and high). However, pairwise comparisons did not identify any significant differences in emotional intelligence scores between specific groups ( $p = 0.092$ ).

A study conducted in Nigerian secondary school students found no significant difference in emotional intelligence between students with high and low socioeconomic parental backgrounds (Ibrahim & Ado, 2018).

## **5.5.2. Socio Demographic factors and achievement motivation**

### **A. Gender and achievement motivation**

To compare achievement motivation scores by gender, the score of 138 male and 176 female participants were analyzed. The mean score for males was 35.14, and for females it was 38.13. The comparison between the mean achievement motivation scores of the two groups shows a significant difference ( $p = 0.01$ ).

Similarly, Milka (2016) identified significant differences between male and female elementary students in Addis Ababa ( $p < .05$ ). In contrast to the mentioned studies, Bikash (2023) found no significant gender differences in achievement motivation.

### **B. Grade Level and achievement motivation**

The total score of achievement motivation by grade level was analyzed for 139 grade nine and 171 grade ten students. The mean achievement motivation score for grade 9 students was 36.89, while for grade 10 students it was 36.66. The results suggest that there is no significant difference in achievement motivation between grade 9 and grade 10 students ( $p = .734$ ). The comparable mean scores and standard deviations support this conclusion. This suggests that achievement motivation levels are relatively consistent across these two grade levels.

Bikash (2023) conducted a similar study on grade eleven and twelve students, finding a p-value of 0.848, which indicates no significant difference in the level of achievement motivation between grades. Similarly, Abesha (2012) found no significant gender differences in achievement motivation among Ethiopian undergraduate students.

### **C. Family Income and achievement motivation**

The ANOVA analysis revealed no significant difference ( $p = 0.443$ ) in the average total result of achievement motivation among the three income categories (low, medium, and high). This suggests that family income may not be a significant predictor of achievement motivation in this sample.

In contrast to these findings, Milka (2016) identified a significant difference in the level of achievement motivation among elementary students based on their mothers' income level. This highlights the potential influence of socioeconomic factors on achievement motivation, which may vary across different age groups and contexts.

The differing findings between the current study and Milka (2016) regarding the relationship between family income and achievement motivation, can be attributed to the differences in the age groups studied in the two studies. Younger students (like those in Milka's study) might be more susceptible to the direct impact of socioeconomic factors on their motivation, while older students (like those in the current study) may have developed more coping mechanisms and resilience to mitigate the effects of family income.

## **Chapter Six**

### **Summary, Conclusion and Recommendation**

#### **6.1. Summary**

The current research examined the relationship between emotional intelligence and achievement motivation among students of selected high school in gulele sub city ,in Addis Ababa. The specific objectives were to assess the level of emotional intelligence, measure the level of achievement motivation, examine the correlation between these two variables, compare their levels across gender, grade level, and family income, and determine the predictive power of emotional intelligence on achievement motivation.

Briefly, achievement motivation is considered crucial during adolescence due to significant educational and career decisions. Research suggests gender differences and a positive relationship between emotional intelligence and achievement motivation. However, local studies in Ethiopia primarily focus on other aspects. This study aimed to address the lack of research on this relationship among Ethiopian high school students.

Achievement motivation and emotional intelligence were the primary variables examined. The study employed a correlational research design, targeting 365 students from government high schools in Gulele Sub-city, Addis Ababa. Data was collected using self-administered questionnaires, including sections on background information, emotional intelligence, and achievement motivation, using the Assessing Emotions Scale and the Achievement Motives Scale. Data analysis included descriptive statistics, t-tests, Pearson correlation, ANOVA, and regression analysis.

The study included 318 respondents aged 14 to 19, with a mean age of 16.38 years. The sample consisted of slightly more female respondents (56.2%) than male respondents (43.8%). The majority of respondents (80.6%) reported having a medium family income.

The analysis revealed high levels of emotional intelligence and moderate levels of achievement motivation. A significant positive correlation ( $r = .347, p < .001$ ) was found between emotional intelligence and achievement motivation.

Demographic comparisons showed a significant difference in emotional intelligence across family income levels, but not between genders or grade levels. Females demonstrated significantly higher achievement motivation scores than males, while no significant differences were found across grade levels or family income.

A simple linear regression analysis indicated that emotional intelligence positively predicted achievement motivation ( $\beta = .35, p < .05$ ), explaining 12% of the variance ( $R^2 = .12, F(1, 313) = 42.87, p < .05$ ).

Generally, the results indicate that students in the selected government high schools of Addis Ababa demonstrate high levels of emotional intelligence, which positively influences achievement motivation. Further research is necessary to explore the long-term implications and develop effective interventions.

## **6.2. Conclusion**

These findings suggest that emotional intelligence is a valuable asset for high school students in Addis Ababa. The overall high emotional intelligence levels likely contribute to strong motivation to achieve among the students. This can translate to better academic performance, perseverance through challenges, and a stronger foundation for success in life.

The higher emotional intelligence level of female students might be a result of different factors. For instance, societal expectations and gender roles might influence the development of moral reasoning, which may, in turn, affect emotional intelligence. Girls may be socialized to be more empathetic and caring, while boys may be encouraged to be more assertive and independent in Ethiopian context.

The moderate achievement motivation level, while indicating that a majority of respondents scored above the low level, suggests that there is still need for improvement. Many students can benefit from interventions aimed at raising their achievement motivation to a higher level. Since Student adolescents with higher achievement motivation are more likely to exhibit greater effort, persistence, and resilience in their academic pursuits. setting ambitious goals and working towards achieving them. have higher self-efficacy, believing in their ability to succeed. This can boost their confidence and resilience, making them more likely to overcome challenges and setbacks. A class or school with a high prevalence of achievement motivation can create a positive and supportive learning environment. Students who are motivated to succeed can inspire and encourage their peers, leading to a more productive and collaborative atmosphere.

The positive relationship between the two variables highlights that in predicting achievement motivation level of high school students in Addis Ababa, emotional intelligence can be considered among the crucial factors. This in turn indicates the importance of fostering emotional intelligence development in educational settings.

The significant impact of family income on emotional intelligence underscores the need for interventions that address socioeconomic disparities. Schools and policymakers should consider implementing programs and initiatives that support emotional intelligence development, particularly for students from low-income backgrounds.

The finding that males have significantly lower achievement motivation scores than females in this study suggests that there may be underlying factors influencing the way males and females' approach and engage with academic tasks: Males may have lower self-efficacy or confidence in their academic abilities compared to females. This can lead to reduced motivation and effort. Moreover, the school environment, including factors like teacher expectations and peer relationships, can influence achievement motivation. If males feel unsupported or discouraged, it can impact their motivation to succeed.

Furthermore, these findings have several important implications for developmental psychology, contributing to our understanding of emotional intelligence, achievement motivation, and adolescent development, particularly within the Ethiopian context. The components include:

### **1. Emotional Intelligence as a Developmental Asset:**

- **Positive Development:** The findings that emotional intelligence is a valuable asset and that higher EI likely contributes to strong achievement motivation reinforce the idea that emotional intelligence is a key positive developmental asset during adolescence, aligning with developmental psychology's emphasis on identifying factors that promote healthy development.
- **Contextual Variation:** The study highlights that EI levels vary within a specific cultural context (Addis Ababa), contributing to developmental psychology's understanding of how cultural and social factors shape emotional development.
- **Gender-Specific Pathways:** The higher EI in female students exemplifies how gender socialization influences emotional development, which is important for understanding the complex interplay of biology and environment in shaping developmental outcomes and supports developmental psychology research on gender differences in social and emotional development.

## 2. Achievement Motivation in Adolescence:

- **Developmental Significance:** The findings emphasize the developmental significance of achievement motivation during adolescence, as high achievement motivation is linked to positive outcomes like effort, persistence, resilience, goal-setting, and self-efficacy—all critical for successful transition to adulthood.
- **Social-Cognitive Alignment:** The findings align with social-cognitive theories of development, which highlight the importance of self-beliefs (e.g., self-efficacy) and goal-directed behavior.

## 3. Interplay of Emotional Intelligence and Achievement Motivation:

- **Developmental Link:** The positive relationship between EI and achievement motivation highlights the developmental link between these constructs, contributing to our understanding of how different aspects of development interact.
- **Predictive Value:** The finding that EI can be considered a factor in predicting achievement motivation level has implications for developmental psychology's focus on

identifying predictors of positive development, suggesting that EI could be a target for interventions aimed at promoting academic success.

### **6.3. Recommendations**

While this study provides valuable insights into the relationship between emotional intelligence and achievement motivation among high school students in Addis Ababa, further research may be beneficial to explore this topic in more depth. Future studies could further investigate the specific mechanisms through which emotional intelligence influences achievement motivation. Additionally, longitudinal studies might examine the long-term implications of emotional intelligence development on academic and career outcomes.

The study doesn't examine how these high levels of emotional intelligence developed. Investigating the factors contributing to this strength in Addis Ababa's students could potentially inform the development of educational programs and interventions that foster emotional intelligence in other contexts.

Addressing the gender gap in achievement motivation requires a multifaceted approach. Schools and policymakers can possibly consider implementing a variety of teaching methods to meet the needs of different learning styles, providing opportunities for males to develop their self-efficacy and confidence, and creating a supportive and inclusive school climate where all students feel valued and encouraged.

Schools could prioritize emotional intelligence development by incorporating it into the curriculum, fostering a positive school climate, and providing teacher training on emotional intelligence. These strategies can help students develop essential skills like self-awareness, self-regulation, empathy, and social skills, while creating a supportive environment that promotes higher achievement motivation and overall well-being. By investing in emotional intelligence, schools can create a more conducive learning environment for students.

Concerning the role of parents, Parents can potentially foster emotional intelligence in their children by modeling emotional regulation, empathy, and effective communication, parents

might teach their children these valuable skills. Additionally, setting realistic expectations and providing support can help children develop resilience and a positive attitude towards challenges. Encouraging a growth mindset might further foster motivation and a belief in personal development.

To create a truly motivating educational environment, policymakers should allocate resources for two key strategies: (1) integrating emotional intelligence into the curriculum at all levels, and (2) supporting schools with resources and programs that foster gender-equitable learning and promote both emotional intelligence and achievement motivation for all students.

By working together to implement these recommendations, schools, parents, and policymakers can potentially cultivate a more supportive and inclusive learning environment that fosters emotional intelligence in students. This, in turn, will equip students with the skills and resilience needed to set ambitious goals, navigate challenges, and achieve success in all aspects of life.

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## **Appendices**

### **APPENDIX I: ENGLISH VERSION OF THE QUESTIONNAIRE**

#### **Questionnaire to be filled by High school Students**

**Addis Ababa University  
Post Graduate Study  
School of Psychology**

Dear participants,

I am a graduate student in the Department of Developmental Psychology at Addis Ababa University, currently pursuing a master's degree. This study investigates the relationship between emotional intelligence (EI) and achievement motivation among high school students in Gulele Sub-City, Addis Ababa, Ethiopia. The data collected through this questionnaire will contribute to a Master's thesis titled "Emotional Intelligence and Achievement Motivation among High School Students in Addis Ababa, Ethiopia" within Developmental Psychology Program at Addis Ababa University.

Your authentic response for each question holds significant value and contributes to the success of this research.

We appreciate your willingness to participate in this study!

**Notice:-**

Your responses will be kept strictly confidential and used solely for research purposes.

There are no correct or incorrect answers for most items, except for demographic information.

Please answer each question according to the provided guidelines

**Part –I: Demographic characteristics**

**Instruction I:** Please provide the necessary information by circling the appropriate option for multiple-choice questions and writing your answer in the designated space for open-ended questions. The following questions pertain to your personal details.

1. Name of the school you are attending \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Sex: 1. Male 2. Female
4. Grade level: 1. Grade 9<sup>th</sup> 2. Grade 10<sup>th</sup>
5. What was your average grade for the first semester? And what was your class rank?  
\_\_\_\_\_
6. Compared to other families in your neighborhood, how would you classify your family's monthly income?  
1. Low 2. Medium 3. High

**Part –II: The Emotional Intelligence Scale (EIS)**

No.	Items	5	4	3	2	1
1.	I know when to speak about my personal problems to others.					
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
3.	I expect that I will do well on most things I try.					
4.	Other people find it easy to confide in me.					
5.	I find it hard to understand the nonverbal messages of other people.					
6.	Some of the major events of my life have led me to re-evaluate what is important and not important.					
7.	When my mood changes, I see new possibilities.					
8.	Emotions are some of the things that make my life worth living.					
9.	I am aware of my emotions as I experience them.					
10.	I expect good things to happen.					
11.	I like to share my emotions with others.					
12.	When I experience a positive emotion, I know how to make it last.					
13.	I arrange events others enjoy.					
14.	I seek out activities that make me happy.					
15.	I am aware of the nonverbal messages I send to others.					
16.	I present myself in a way that makes a good impression on others.					
17.	When I am in a positive mood, solving problems is easy for me.					

18.	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19.	I know why my emotions change.					
20.	When I am in a positive mood, I am able to come up with new ideas.					
21.	I have control over my emotions.					
22.	I easily recognize my emotions as I experience them.					
23.	I motivate myself by imagining a good outcome to tasks I take on.					
24.	I compliment others when they have done something well.					
25.	I am aware of the nonverbal messages other people send.					
26.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.					
27.	When I feel a change in emotions, I tend to come up with new ideas.					
28.	When I am faced with a challenge, I give up because I believe I will fail.					
29.	I know what other people are feeling just by looking at them					
30.	I help other people feel better when they are down.					
<b>No.</b>	<b>Items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
31.	I use good moods to help myself keep trying in the face of obstacles.					
32.	I can tell how people are feeling by listening to the tone of their voice.					
33.	It is difficult for me to understand why people feel the way they do.					

**Instruction II:** Dear participants! The following items (1-33) in this survey ask for your Emotional Intelligence. To indicate your level of agreement with each statement please place a checkmark (✓) next to the corresponding number assigned to each item.

1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree

### Part –III: The Achievement Motives Scale

**Instruction II:** Dear participants! The following items (1-10) in this survey ask for your achievement motives. To indicate your level of agreement with each statement please place a checkmark (✓) next to the corresponding number assigned to each item.

1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree

No.	Items	5	4	3	2	1
1.	I like situations in which I can find out how capable I am.					
2.	When I am confronted with a problem, which I can possibly solve, I am enticed to start working on it immediately.					
3.	I enjoy situations in which I can make use of my abilities.					
4.	I am appealed by situations allowing me to test my abilities.					
5.	I am attracted by tasks in which I can test my abilities.					

6.	I am afraid of failing in somewhat difficult situations, when a lot depends on me.					
7.	I feel uneasy to do something if I am not sure of succeeding.					
8.	Even if nobody would notice my failure, I'm afraid of tasks which I'm not able to solve.					
9.	Even if nobody is watching, I feel quite anxious in new situations.					
10.	If I do not understand a problem immediately I start feeling anxious					

**N.B:** Please ensure all three pages of the questionnaire are completed

The questionnaire has been concluded

**We appreciate your time and effort in completing the questionnaire**

## APPENDIX II: AMHARIC VERSION OF THE QUESTIONNAIRE

በሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች የሚሞላ ፅሁፍ መጠይቅ  
 አዲስ አበባ ዩኒቨርሲቲ  
 የድህረ ምረቃ ጥናት  
 የስነ-ልቦና ትምህርት ቤት

ውድ ተሳታፊዎች፣

እኔ (የዚህ ጥናት ባለቤት) በአዲስ አበባ ዩኒቨርሲቲ የስነ-እድገት ስነ-ልቦና ትምህርት ክፍል የማስተርስ ፕሮግራም ተመራቂ ተማሪ ነኝ።ይህ ጥናት በሁለተኛ ደረጃ ተማሪዎች በስሜታዊ ኢንተሊጂንስ እና በስኬት ተነሳሽነት መካከል ያለውን ግንኙነት ይመረምራል። በዚህ መጠይቅ የሚሰበሰበው መረጃ በአዲስ አበባ ዩኒቨርሲቲ የእድገት ስነ-ልቦና(ሳይኮሎጂ) መርታ-ግብር “በስሜታዊ ኢንተሊጂንስ እና የስኬት ተነሳሽነት ግንኙነት በአዲስ አበባ፣ ጉለሌ ክፍለ ከተማ ሁለተኛ ደረጃ ትም/ት ቤት ተማሪዎች” በሚል ርዕስ ለሚደካሄደው የማስተርስ ጥናት አስተዋፅኦ ያደርጋል።

እርስዎ ለእያንዳንዱ ጥያቄ የሚሰጡት ትክክለኛ ምላሽ ትልቅ ዋጋ ያለው ሲሆን ለዚህ ጥናት ስኬትም ወሳኝ ሚና ይኖረዋል።



18.	ህይወቴን ጠቃሚ ከሚያደርገው ነገሮች መካከል ስሜቶች ከጥቂቶቹ ናቸው።				
19.	ስሜቶቼን እየተለማመድኳቸው ስመጣ እንዘባቸዋለሁ				
20.	ጥሩ ነገሮች እንደሚከሰቱ እጠብቃለሁ።				
21.	ስሜቴን ለሌሎች ማጋራት አወዳለሁ።				
22.	የአወንታዊ ስሜት ሲሰማኝ እንዴት ዘላቂ ማድረግ እንደምችል አውቃለሁ				
23.	ሌሎች የሚዘናኑባቸውን ዝግጅቶች አዘጋጃለሁ።				
24.	ደስተኛ የሚያደርገኝን እንቅስቃሴዎች ማድረግ እሻለሁ።				
25.	ሌሎች የምልክላቸውን የቃል ያልሆኑ(አካላዊ) መልዕክቶች አውቃለሁ።				
26.	ራሴን በሌሎች ላይ ጥሩ ስሜት በሚፈጥር መንገድ አቀርባለሁ።				
27.	አውንታዊ ስሜት ውስጥ ስሆን ችግሮችን መፍታት ቀላል ይሆንልኛል፡ ፡				
28.	የፊታቸውን ገጽታ በመመልከት፣ ሰዎች ያሉበትን የስሜት ሁኔታ አውቃለሁ/አረዳለሁ።				
29.	ስሜቶቼ ለምን እንደሚቀያየሩ አውቃለሁ።				
30.	አውንታዊ ስሜት ውስጥ ስሆን አዳዲስ ሀሳቦችን ይገጥሙ መምጣት እችላለሁ።				
31.	ስሜቶቼን የመቆጣጠር አቅም አለኝ።				
32.	ስሜቶቼን እየተለማመድኳቸው ስመጣ በቀላሉ እንዘባቸዋለሁ።				
33.	በምሰራቸው ሥራዎች ላይ ጥሩ ውጤትን በምናቤ በመሳል ራሴን አነሳሳለሁ				
34.	ሌሎች ጥሩ ነገር ሲያደርጉ አደንቃቸዋለሁ/አመሰግናቸዋለሁ።				
35.	ሌሎች ሰዎች የላኩትን የቃል ያልሆኑ(አካላዊ) መልዕክቶችን እንዘባለሁ።				
36.	ሌላ ሰው በህይወቴ ወስጥ ስላለ አንድ አስፈላጊ ክስተት ሲነግረኝ፣ እኔ ራሴ ይህ ክስተት ያጋጠመኝ ያህል ሆኖ ይሰማኛል።				
37.	የስሜት ለውጥ ሲሰማኝ አዳዲስ ሀሳቦችን ማመንጨት ይቀናኛል።				
38.	ፈታኝ ሁኔታ ሲያጋጥመኝ ተስፋ እቆርጣለሁ፤ ምክንያቱም አስቅድሜ እንደምወድቅ አምናለሁ።				
39.	ሌሎች ሰዎችን በማየት ብቻ ምን እይነት ስሜት እንደሚሰማቸው/እየተሰማቸው እንደሆነ አውቃለሁ				
40.	ሌሎች ሰዎች ጥሩ ያልሆነ ስሜት ውስጥ ሲሆኑ የተሻለ ስሜት እንዲሰማቸው አግዛቸዋለሁ				
41.	መሰናክሎች ሲገጥሙኝ ሙከራዬን ለመቀጠል ጥሩ ስሜትን በመጠቀም እራሴን አበረታታለሁ።				
42.	የሰዎችን የአነጋገር ሁኔታ/ድምጸተ በማዳመጥ ሰዎች ምን እንደሚሰማቸው መናገር እችላለሁ።				
43.	ሰዎች የተለያዩ ስሜት ላይ ሲሆኑ ለምን እንደዚያ እንደሚሰማቸው ለመረዳት ይከብደኛል።				

ክፍል III: የስኬት ተነሳሽነት ልኬት

መመሪያ III: ውድ ተሳታፊዎች! በዚህ የዳሰሳ ጥናት ውስጥ የሚከተሉት ጥያቄዎች (ከ1-10) የአንተን/ቺን የስኬት ተነሳሽነት ይጠይቃሉ። ስለዚህ ለእነዚህ ጥያቄዎች መልስ ስትሰጥ/ጩ ከእያንዳንዱ መግለጫ ጋር ያለህን/ሽን የስምምነት ደረጃ ለማመልከት፣ በእያንዳንዱ ጥያቄ ትይዩ በተሰጠው ሰንጠረዥ ውስጥ ይህንን (✓) ምልክት አድርግ/ጊ ።

1=በጣም አልሰማም፣ 2=አልሰማም፣ 3=መወሰን አልችልም 4=እስማማለሁ 5=በጣም እስማማለሁ

No.	ጥያቄዎች	5	4	3	2	1
1.	ምን ያህል ችሎታ እንዳለኝ ለማወቅ የምችልባቸውን ሁኔታዎች እወዳለሁ።					
2.	ልፈታው የምችለው አንድ ችግር ሲያጋጥመኝ፣ ወዲያውኑ እሱን ለመፍታት የሚያስችለኝን ስራ ለመጀመር እበረታታለሁ።					
3.	ችሎታዬን መጠቀም የምችልባቸው ሁኔታዎች ያስደስቱኛል።					
4.	ችሎታዎቼን እንድፈትሽ ለሚያስችሉኝ ሁኔታዎች ትኩረት እሰጣልሁ።					
5.	ችሎታዎቼን መግባት የምችልባቸው ተግባራት ይማርኩኛል።					
6.	በተወሰነ አስቸጋሪ ሁኔታዎች ውስጥ፣ ብዙ ሃላፊነት በእኔ ላይ ሲጣል ውድቀትን እፈራለሁ።					
7.	ስኬታማ ስለመሆኑ እርግጠኛ ካልሆንኩ አንድ ነገር ለማድረግ ይከብደኛል።					
8.	ማንም ሰው የእኔን ውድቀት ባያስተውልም እንኳ፣ አይሳኩልኝም ብዬ የማስባቸውን ስራዎች እፈራለሁ።					
9.	ማንም ባያጠኝኝም እንኳ፣ በአዳዲስ ሁኔታዎች ውስጥ በጣም እጨነቃለሁ።					
10.	አንድ ችግር ካልገባኝ ወዲያውኑ መጨነቅ እጀምራለሁ።					

ማሳሰቢያ: ሁሉንም የመጠይቁን 3 ገጾች መሙላትዎን ያረጋግጡ።

ይህ የመጠይቁ መጨረሻ ነው!

መጠይቁን ለመሙላት ጊዜዎትን ስለሰጡኝ በድጋሚ አመሰግናለሁ!!

### APPENDIX III: Documents related to data collection

አዲስ አበባ ዩኒቨርሲቲ  
የሳይክሎሎጂ ት/ቤት

ADDIS ABABA UNIVERSITY  
SCHOOL OF PSYCHOLOGY

Date: 22/03/24

To: \_\_\_\_\_

**Subject: Request for Cooperation**

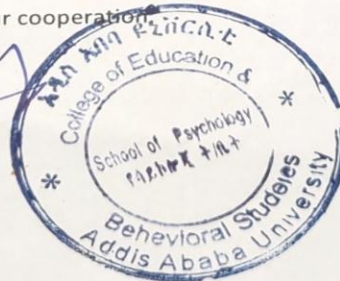
Ayesha Selman is a graduate student in the School of Psychology, Addis Ababa University. She/he is now working on her/his thesis which necessitates a fieldwork at your organization.

This is, therefore, to kindly request your good office to facilitate the fieldwork at your facility. We guarantee that the student will follow all ethical standards and guidelines while working at your organization.

Thank you in advance for your cooperation.

Kind regards,

Kassahun Habtamu (PhD)  
Head, School of Psychology  
Addis Ababa University



☎ : 011 (1) 2259 49

✉ : 1176

E-mail: School.psych@edu.aau.edu.et



2384	2501	4895	2419	2914	5333	1827	2487	4314	1937	2455	4392	8577	10357	18934
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ድል በር አጠቃላይ ሁለተኛ ደረጃ ት/ቤት  
 MANA BARUMSAA WALIIGALA SAD. 2<sup>FFAA</sup> DILBAR  
 DILBER GENERAL SECONDARY SCHOOL



ቁጥር:- 91/1/565/16

ቀን:- 06/10/2016

ለአዲስ አበባ ዩኒቨርሲቲ ማይኮሎጂ ት/ቤት

አዲስ አበባ

ጉዳይ: መረጃ መስጠትን ይመለከታል

ከላይ በርዕሱ ለመጥቀስ እንደተሞከረው ተማሪ አይሻ ሰልማን በቀን 22/08/16 በትምህርት ቤታችን መጠይቅ ለማስሞላት ትብብር እንዲደረግላት ጠይቃ ነበር። እኛም ተገቢውን ትብብር በማድረግ ተማሪዎችን በማስተባበር መጠይቁን መሙላት ችላለን።



ከሠላምታ ጋር!  
 ሆ.ቁ. 25ው ገበያ ልጅ ልጅ  
 Libbo Gaashaw Tesfaye Adamu  
 Mr. Gaashaw Tesfaye Adamu  
 የት/ቤት መዝገብ ም/ርዕስ መምህር  
 I/A/Hog. SFMB  
 SIP V. Director

አዲስ አበባ ዩኒቨርሲቲ

የሳይክሎሎጂ ት/ቤት

ADDIS ABABA UNIVERSITY

SCHOOL OF PSYCHOLOGY

Date: 22/03/24

To: \_\_\_\_\_

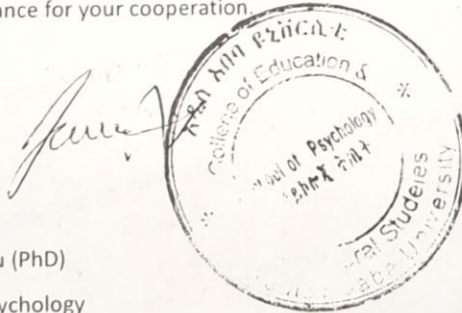
Subject: Request for Cooperation

Ayesta Selman is a graduate student in the School of Psychology, Addis Ababa University. He/she is now working on his/her thesis which necessitates a fieldwork at your organization.

This is, therefore, to request your good office to facilitate the fieldwork at your facility. We guarantee that the student will follow all ethical standards and guidelines while working at your organization.

Thank your in advance for your cooperation.

Kind regards,



Kassahun Habtamu (PhD)  
Head, School of Psychology  
Addis Ababa University

አካላዊ ስራ ለማድረግ ለሰው ጤና ለማረጋገጥ ለሰው ጤና ለማረጋገጥ ለሰው ጤና ለማረጋገጥ

☎: 011 (1) 2259 49



E-mail: School.psych@edu.aau.edu.et

ቁጥር 1125 ቀ/ዓ/አ/ቤ/25/2016

ቀን 05/10/2016 ዓ.ም

ለአዲስ አበባ ዩኒቨርሲቲ

ግብይት ት/ቤት



ገዳ:- መሪ መስጫ ደብዳቤ

የተጠቃሚ ዩኒቨርሲቲ ተግባር የሆነውን የሥነ ምግባር ስልጠና ለማድረግ የሚያስፈልገውን ገንዘብ ለማግኘት ለሥነ ምግባር ስልጠናው ላይ ተገኝተው መሪ መስጫ መስጠት ይጠበቃል።

አስተያየት ይጻፉ

አንዋር ሳዊ ሙሐመድ  
Anwar Awel Mohammed  
መምህራን ልማት ምክርቤት  
TDP V/P/Principal

