

The Effect of Emotional Intelligence (EI) on Academic Motivation

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ABSTRACT

According to The importance of emotional intelligence on academic motivation Directly related to the self management, Social Awareness, Relationship management, Self-management, in this article has been reviewed.

For this, statistical population of 175 secondary school students in Yazd-Iran Using Table Grchsy and Morgan and random sampling were examined. Questionnaire research tool has 34 question of "Travis Bradbly" EI that measured these four elements and its Validity was evaluated by experts and its Reliability was calculated by Cronbach's alpha. Also, in order to achieve the desired goal In addition to descriptive statistics such as frequencies and percentage the Pearson correlation test and multiple linear regression was used.

KEYWORDS: Emotional intelligence, social awareness, self management, relationship management, academic motivation.

1. INTRODUCTION

Emotional intelligence was first introduced in the early 1990s by "Meyer and Salovey" [1] Then, in 1995, quickly became popular by "Goleman" [2]. Today there are a variety of definitions of emotional intelligence an overall look are mentioned the basic elements of emotional intelligence consist of evaluation and expressing emotion of self and others and Use of excitement. Goleman's definition of emotional intelligence is the capacity of success in all aspects including academic motivation. Motivation is a psychological condition which a person comes out of indifference and is motivated to a goal or avoid some situations. The term motivation can be defined as powerful and guidance factor [3]. Emotional intelligence has effect on social and individual life. Social groups and organizations are strongly influenced by social and emotional skills of its members, especially its managers. Researchers believe that they need to work together effectively and learn some of the skills of emotional intelligence to be successful. Emotional intelligence has significantly role in optimal performance than technical skills in the workplace. Therefore, the development of emotional intelligence will benefit both the organization and employees. Emotional intelligence can be used to predict what job is suitable for a person also can predicts progress or failure. 85% of capabilities to be succeed depends on the emotional intelligence in leadership and management levels [2].

on the other hand, emotional intelligence seems to be an important factor to motivate people. Most of motivational structures use as distribution and determination of factors direction and intensity of behavior and progress. Motivation Theories deal with the issue of why someone would prefer an activity over another. This research will examine why some students are more active at work, For example, they take note or always ask the teacher questions, discuss to their friends about course content, It is even possible to have peripheral information and go to library. Motivation Theories and researches define structures which predict those consequences [5]. Therefore, this article will review 'The effect of emotional intelligence (EI) on academic motivation. It is worth noting, social motivation such as need to progress has been trained so, early life experiences affect progression motivation and parental expectations of children are important in the development of motivation.

Parents who expect their children to be hardworking reinforce their need to progress and They encourage this behavior and increase their desire to risk taking. In contrast, parents who take care of their children more than enough and blame their failure, decrease their progression motivation. It is obvious that there is a relationship between Progression Motivation and progress-oriented behavior and its amount depends on many factors, One of them is the fear of failure [6]. academic motivation deal with many factors such as social status and earning money. Many of parents, researchers and Scientists according to the increasing behavioral problems, they require to learn emotional intelligence skills.

2. RESEARCH METHOD

To investigate the influence of emotional intelligence on academic motivation of secondary school students based on the population of 320 people and choosing them according to Goleman & Morgan table and classified them in first-second and third grade randomly, then give students emotional intelligence an questionnaire (AM4) and answer sheets received. It is necessary to mention the "Travis Bradbly" questionnaire has 34 questions including four aspects of emotional intelligence named self management, social awareness, self management, relationship management.

Also standard motivation questionnaire with 28 questions.

2.1. Information from the " Travis Bradbry" questionnaire

2.1.1. Self-awareness Element

Questions about Self-awareness dimension are the following:

- 1-I believe my abilities
- 2-I accept my disability and deficiencies
- 3-I understand my excitement when it occurs
- 4-I understand the impact of behavior on others
- 5-I understand the impact of others behavior on my emotion
- 6-I have a role in the difficult conditions that I face it
- 7-I know my purposes
- 8-I know my weaknesses well
- 9-I know my abilities

Table 1. Frequency distribution of indicators regarding Self-awareness

| | | Seldom | Little | Much | Very much | Sum |
|-----------|------------|--------|--------|-------|-----------|------|
| D1 | Frequency | 3 | 23 | 56 | 93 | 175 |
| | Percentage | 1.7% | 13.1% | 32% | 53.1% | 100% |
| D2 | Frequency | 12 | 25 | 97 | 41 | 175 |
| | Percentage | 6.9% | 14.3% | 55.4% | 23.4% | 100% |
| D3 | Frequency | 0 | 32 | 64 | 79 | 175 |
| | Percentage | 0% | 18.3% | 36.6% | 45.1% | 100% |
| D4 | Frequency | 3 | 9 | 89 | 74 | 175 |
| | Percentage | 1.7% | 5.1% | 50.9% | 42.3% | 100% |
| D5 | Frequency | 9 | 9 | 87 | 70 | 175 |
| | Percentage | 5.1% | 5.1% | 49.7% | 40% | 100% |
| D6 | Frequency | 3 | 26 | 74 | 72 | 175 |
| | Percentage | 1.7% | 14.9% | 42.3% | 41.4% | 100% |
| D7 | Frequency | 2 | 36 | 47 | 90 | 175 |
| | Percentage | 1.1% | 20.6% | 26.9% | 51.4% | 100% |
| D8 | Frequency | 0 | 47 | 79 | 49 | 175 |
| | Percentage | 0% | 26.9% | 45.1% | 28% | 100% |
| D9 | Frequency | 9 | 30 | 61 | 75 | 175 |
| | Percentage | 5.1% | 17.1% | 34.9% | 42.9% | 100% |

According to the table above On average 82.3% of the students expressed they have a deep insight and image of themselves and they have High awareness of the good and bad feelings, and how to achieve them.

2.1.2. Self management element

Questions about self management dimension are the following:

- 10-I can count on myself
- 11- I can overcome stress
- 12- I accept change easily
- 13- I bear disappointment without discomfort
- 14-I Consider different solutions before taking the decision
- 15- I try to take maximum benefit of every situation either good or bad
- 16- I resist against the desire to speak or act when my words make the situation worse
- 17-I don't do anything that make me regretful later when I get sad.
- 18-I don't offend others when I am sad.

Table 2. Frequency distribution of indicators regarding self-management element

| | | Seldom | Little | Much | Very much | Sum |
|------------|------------|--------|--------|-------|-----------|------|
| D10 | Frequency | 5 | 41 | 63 | 66 | 175 |
| | Percentage | 2.9% | 23.4% | 36% | 37.7% | 100% |
| D11 | Frequency | 27 | 69 | 48 | 31 | 175 |
| | Percentage | 15.4% | 39.4% | 27.4% | 17.7% | 100% |
| D12 | Frequency | 17 | 52 | 75 | 31 | 175 |
| | Percentage | 9.7% | 29.7% | 42.9% | 17.7% | 100% |
| D13 | Frequency | 26 | 91 | 36 | 22 | 175 |
| | Percentage | 14.9% | 52% | 20.6% | 12.6% | 100% |
| D14 | Frequency | 14 | 30 | 82 | 49 | 175 |
| | Percentage | 8% | 17.1% | 46.9% | 28% | 100% |
| D15 | Frequency | 8 | 39 | 73 | 55 | 175 |
| | Percentage | 4.6% | 22.3% | 41.7% | 34.4% | 100% |
| D16 | Frequency | 9 | 42 | 84 | 40 | 175 |
| | Percentage | 5.1% | 24% | 48% | 22.9% | 100% |
| D17 | Frequency | 11 | 63 | 54 | 47 | 175 |
| | Percentage | 6.3% | 36% | 30.9% | 26.9% | 100% |
| D18 | Frequency | 12 | 79 | 70 | 14 | 175 |
| | Percentage | 6.9% | 45.1% | 40% | 8% | 100% |

According to table above students were only concerned about coping with the stress and tolerate of disappointment and not offend others in a discomfort situation. In other words some people can not cope with the stress, can not tolerate disappointment and they usually offend others when they are sad. Thus, on average, 59.7% of students have ability for planning specified issues and can take control and monitor their programs. It is worth noting that 40.3% of them lack this ability.

2.1.3. social awareness element

Questions about social awareness are the following:

- 19- I'm open to criticism.
- 20- I understand the feelings of others.
- 21- I feel the emotional atmosphere when I enter the room quickly
- 22- I often notice to the other sides intention.
- 23- I am often unsociable and quiet among the crowd and group work .
- 24- I understand people's sense when I look at their faces.
- 25- I can express my opinion without offending others.
- 26- I Respect to collective decisions, even if it is Unlike my opinion.

Table 3. Frequency distribution of indicators regarding social awareness element

| | | Seldom | Little | Much | Very much | Sum |
|------------|------------|--------|--------|-------|-----------|------|
| D19 | Frequency | 8 | 42 | 69 | 56 | 175 |
| | Percentage | 4.6% | 24% | 39.4% | 32% | 100% |
| D20 | Frequency | 3 | 27 | 71 | 74 | 175 |
| | Percentage | 1.7% | 15.4% | 40.6% | 42.3% | 100% |
| D21 | Frequency | 6 | 35 | 72 | 62 | 175 |
| | Percentage | 3.4% | 20% | 41.1% | 35.4% | 100% |
| D22 | Frequency | 6 | 40 | 59 | 70 | 175 |
| | Percentage | 3.4% | 22.9% | 33.7% | 40% | 100% |
| D23 | Frequency | 57 | 45 | 50 | 23 | 175 |
| | Percentage | 32.6% | 25.7% | 28.6% | 13.1% | 100% |
| D24 | Frequency | 5 | 40 | 77 | 53 | 175 |
| | Percentage | 2.9% | 22.9% | 44% | 30.3% | 100% |
| D25 | Frequency | 9 | 47 | 93 | 26 | 175 |
| | Percentage | 5.1% | 26.9% | 53.1% | 14.9% | 100% |
| D26 | Frequency | 12 | 22 | 83 | 58 | 175 |
| | Percentage | 6.9% | 12.6% | 47.4% | 33.1% | 100% |

According the table above On average 73.2% of the students expressed they know their place in specified community or in other words, they have high social awareness.

2.1.3. relationship management element

Questions about relationship management are the following:

- 27- I face with others in difficult situations directly .
- 28- I come to terms with others well.
- 29- I communicate clearly and effectively with others
- 30- I show others What I feel is important.
- 31- I solve the problems effectively.
- 32- I respect the feelings of the other party For effective control of interactions.
- 33- To better cope with the others I gain more information about them.
- 34- I explain to others my Purpose or my Feeling.

Table 4. Frequency distribution of indicators regarding relationship management element

| | | Seldom | Little | Much | Very much | Sum |
|------------|------------|--------|--------|-------|-----------|------|
| D27 | Frequency | 11 | 61 | 62 | 41 | 175 |
| | Percentage | 6.3% | 34.9% | 35.4% | 23.4% | 100% |
| D28 | Frequency | 12 | 29 | 78 | 56 | 175 |
| | Percentage | 6.9% | 16.6% | 44.6% | 32% | 100% |
| D29 | Frequency | 5 | 33 | 76 | 61 | 175 |
| | Percentage | 2.9% | 18.9% | 43.4% | 34.9% | 100% |
| D30 | Frequency | 9 | 29 | 66 | 71 | 175 |
| | Percentage | 5.1% | 16.6% | 37.7% | 40.6% | 100% |
| D31 | Frequency | 5 | 58 | 83 | 29 | 175 |
| | Percentage | 2.9% | 33.1% | 47.4% | 16.6% | 100% |
| D32 | Frequency | 6 | 34 | 94 | 41 | 175 |
| | Percentage | 3.4% | 19.4% | 53.7% | 23.4% | 100% |
| D33 | Frequency | 9 | 41 | 85 | 40 | 175 |
| | Percentage | 5.1% | 23.4% | 48.6% | 22.9% | 100% |
| D34 | Frequency | 3 | 23 | 72 | 77 | 175 |
| | Percentage | 1.7% | 13.1% | 41.1% | 44% | 100% |

According the table above On average 73.2% of the students expressed they have high relationship management. This means they can operate the necessary physical and mental capacity to Operate a constructively communication with others to achieve a specified goal.

2.1. Information from the "AMS" questionnaires

2.1.1. Questions about the know scale of the sub-scales of intrinsic motivation

Questions about know scale of the sub-scales of intrinsic motivation are the following:

2- Because I enjoy when I learn something new.

9- Because Its pleasure for me to discover new things that I did not see before.

16- Because Its pleasure for me to increase my knowledge about the interesting topics .

23- Because My studies allow me to learn things that are interesting to me .

Table 5. Frequency distribution of indicators regarding the know scale of intrinsic motivation subscales

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q2 | Frequency | 0 | 0 | 29 | 57 | 89 | 175 |
| | Percentage | 0% | 0% | 16.6% | 32.6% | 50.9% | 100% |
| Q9 | Frequency | 3 | 14 | 39 | 44 | 75 | 175 |
| | Percentage | 1.7% | 8% | 22.3% | 25.1% | 42.9% | 100% |
| Q16 | Frequency | 0 | 9 | 35 | 49 | 82 | 175 |
| | Percentage | 0% | 5.1% | 20% | 28% | 46.9% | 100% |
| Q23 | Frequency | 0 | 9 | 49 | 41 | 76 | 175 |
| | Percentage | 0% | 5.1% | 28% | 23.4% | 43.4% | 100% |

According the table above On average 73.3% (Average percentage of agree and completely agree) of the students expressed they go to school to learn.

2.1.2. move towards the development Scale of intrinsic motivation subscales:

Questions about move towards the development Scale of intrinsic motivation subscales are the following:

6- Because It is pleasure for me to progress in my lessons.

13- For the pleasure I experience in achieve my personal progress.

20- Because It is pleasure for me to complete my hard school work.

27- Because high school makes me feel Personal satisfaction when I'm trying to improve my lessons.

Table 6. Frequency distribution of indicators regarding move towards the development scale of intrinsic motivation subscales:

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q6 | Frequency | 6 | 20 | 34 | 69 | 46 | 175 |
| | Percentage | 3.4% | 11.4% | 19.4% | 39.4% | 26.3% | 100% |
| Q13 | Frequency | 6 | 6 | 25 | 59 | 79 | 175 |
| | Percentage | 3.4% | 3.4% | 14.3% | 33.7% | 45.1% | 100% |
| Q20 | Frequency | 18 | 18 | 65 | 40 | 34 | 175 |
| | Percentage | 10.3% | 10.3% | 37.1% | 22.9% | 19.4% | 100% |
| Q27 | Frequency | 3 | 15 | 18 | 57 | 82 | 175 |
| | Percentage | 1.7% | 8.6% | 10.3% | 32.6% | 46.9% | 100% |

According the table above On average 66.6% of the students expressed they go to school to Move towards the progression.

2.1.3. Stimulus experience scale of intrinsic motivation subscales:

Questions about stimulus experience Scale of intrinsic motivation subscales are the following:

4- Because I feel passion when I Discussion with others.

11- Because school is recreation for me.

18- For the pleasure that I experience when I discuss with my favorite teacher.

25- For the pleasure that I experience when I read about interesting topics.

Table 7. Frequency distribution of indicators regarding stimulus experience scale of intrinsic motivation subscales

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q4 | Frequency | 18 | 15 | 67 | 41 | 34 | 175 |
| | Percentage | 10.3% | 8.6% | 38.3% | 23.4% | 19.4% | 100% |
| Q11 | Frequency | 29 | 41 | 49 | 35 | 21 | 175 |
| | Percentage | 16.6% | 23.4% | 28% | 20% | 12% | 100% |
| Q18 | Frequency | 12 | 8 | 48 | 45 | 62 | 175 |
| | Percentage | 6.9% | 4.6% | 27.4% | 25.7% | 35.4% | 100% |
| Q25 | Frequency | 3 | 12 | 57 | 37 | 66 | 175 |
| | Percentage | 1.7% | 6.9% | 32.6% | 21.1% | 37.7% | 100% |

According the table 40% of students with highest frequency don't enjoy going to school. But On average 48.7% of student go t school because they feel passion for Discussion with others and reading about interesting topics.

2.1.4. Match scale of intrinsic motivation subscales:

Questions about Match scale of intrinsic motivation subscales:

3- Because I think high school courses will prepare me better for what I chose.

10- Because I can finally get my favorite job.

17- I can choose my favorite job easily.

24- I believe high school increase my ability as a labor force.

Table 8. Frequency distribution of indicators regarding Match scale of intrinsic motivation subscales

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q3 | Frequency | 0 | 22 | 15 | 61 | 77 | 175 |
| | Percentage | 0% | 12.6% | 8.6% | 34.9% | 44% | 100% |
| Q10 | Frequency | 3 | 9 | 21 | 46 | 96 | 175 |
| | Percentage | 1.7% | 5.1% | 12% | 26.3% | 54.9% | 100% |
| Q17 | Frequency | 3 | 9 | 28 | 44 | 91 | 175 |
| | Percentage | 1.7% | 5.1% | 16% | 25.1% | 52% | 100% |
| Q24 | Frequency | 3 | 12 | 39 | 40 | 81 | 175 |
| | Percentage | 1.7% | 6.9% | 22.3% | 22.9% | 46.3% | 100% |

According the table 76.6% of students expressed They go to school because it prepare them for their favorite job.

2.1.5. Introvert scale of intrinsic motivation subscales:

Questions about Introvert scale of intrinsic motivation subscales:

7- Because I prove I can finish high school.

14- Because I feel good when I success at school.

21- Because I show to myself that I am smart.

28- Because I show to myself that I can be successful in my lessons.

Table 9. Frequency distribution of indicators regarding Introvert scale of of intrinsic motivation subscales:

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q7 | Frequency | 3 | 9 | 32 | 61 | 70 | 175 |
| | Percentage | 1.7% | 5.1% | 18.3% | 34.9% | 40% | 100% |
| Q14 | Frequency | 0 | 6 | 12 | 47 | 110 | 175 |
| | Percentage | 0% | 3.4% | 6.9% | 26.9% | 62.9% | 100% |
| Q21 | Frequency | 0 | 9 | 15 | 68 | 83 | 175 |
| | Percentage | 0% | 5.1% | 8.6% | 38.9% | 47.4% | 100% |
| Q28 | Frequency | 0 | 17 | 23 | 47 | 88 | 175 |
| | Percentage | 0% | 9.7% | 13.1% | 26.9% | 50.3% | 100% |

According the table 82.1% of students expressed They go to school to prove they are smart and can finish high school successfully.

2.1.6. External regulation of intrinsic motivation subscales:

Questions about External regulation of intrinsic motivation subscales:

1- To find a job with a high income in the future I should at least have a high school diploma.

8- To have a high authenticity job in the future.

15-To have a good life in the future.

22-To have more income in the future.

Table 10. Frequency indicators of External regulation of intrinsic motivation subscales

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q1 | Frequency | 47 | 15 | 28 | 23 | 62 | 175 |
| | Percentage | 26.9% | 8.6% | 16% | 13.1% | 35.4% | 100% |
| Q8 | Frequency | 3 | 6 | 9 | 32 | 125 | 175 |
| | Percentage | 1.7% | 3.4% | 5.1% | 18.3% | 71.4% | 100% |
| Q15 | Frequency | 0 | 6 | 17 | 21 | 131 | 175 |
| | Percentage | 0% | 3.4% | 9.7% | 12% | 74.9% | 100% |
| Q22 | Frequency | 3 | 6 | 30 | 49 | 87 | 175 |
| | Percentage | 1.7% | 3.4% | 17.1% | 28% | 49.7% | 100% |

According the table 75.7% of students expressed They go to school to come by a high-income job in the future, high authenticity and to have a good and comfortable life.

2.1.7. Questions about lack of motivation scale:

5- I am wasting my time in school honestly.

12- I have good reasons to go to school before, but now I doubt whether I should continue.

19-I do not know why I go to school.

26-I can not understand what I do at school.

Table 11. Frequency distribution of indicators regarding lack of motivation scale:

| | | Quite disagree | Disagree | Medium | Agree | Completely agree | Sum |
|------------|------------|----------------|----------|--------|-------|------------------|------|
| Q5 | Frequency | 61 | 72 | 18 | 12 | 12 | 175 |
| | Percentage | 34.9% | 41.1% | 10.3% | 6.9% | 6.9% | 100% |
| Q12 | Frequency | 72 | 38 | 33 | 17 | 15 | 175 |
| | Percentage | 41.1% | 21.7% | 18.9% | 9.7% | 8.6% | 100% |
| Q19 | Frequency | 70 | 33 | 44 | 20 | 8 | 175 |
| | Percentage | 40% | 18.9% | 25.1% | 11.4% | 4.6% | 100% |
| Q26 | Frequency | 64 | 61 | 14 | 18 | 18 | 175 |
| | Percentage | 36.6% | 34.9% | 8% | 10.3% | 10.3% | 100% |

According the table 67.3% of students expressed they were Disagreed with the wasting time at school and were lack of motivation in school.

2.2. The results of the Pearson correlation test based on "travis bradbry" questionnaires:

The results of the Pearson correlation test based on "travis bradbry" questionnaires are as follow table.

Table 12. The results of the Pearson correlation test based on "travis bradbry" questionnaires

| | Number | Significance level | Pearson correlation coefficient |
|--|--------|--------------------|---------------------------------|
| The results of the Pearson correlation test about the effect of Self-awareness on academic motivation | 175 | 0.000 | .347 |
| The results of the Pearson correlation test about the effect of Social Awareness on academic motivation | 175 | 0.000 | .346 |
| The results of the Pearson correlation test about the effect of Relationship management on academic motivation | 175 | 0.000 | .307 |
| The results of the Pearson correlation test about the effect of Self-management on academic motivation | 175 | 0.000 | .0306 |

3. Conclusions

In this study, the relationship between the elements of emotional intelligence level and academic motivation were determined. According to the table On average 82.3% of the students expressed they have a deep insight and image of themselves and they have High awareness of the feelings good and bad, and how to achieve it. In self management element students were only concerned about coping with the stress and tolerate of disappointment and not offend others in a discomfort situation. In other words some people can not cope with the stress, can not tolerate disappointment and they usually offend others when they are sad. Therefore on average 95.7% of students believe They have the ability to plan things and control programs. It is worth noting that 40.3% of them lack this ability.

In social awareness element on average 73.2% of the students expressed they know their place in specified community or in other words, they have high social awareness. In relationship management element on average 73.2% of the students expressed they have high relationship management. This means they can operate the necessary physical and mental capacity to Operate a constructively communication with others to achieve a specified goal. Based on this, emotional intelligence, social awareness, self management and relationship management variables affect on the academic motivation.

4. DISCUSSION

Emotional Intelligence in the frame of education is manifested as academic motivation. The performed research (6) shows that the ability of social – emotional leads to improvement of students' academic motivation in different ways. There are many students who are able to face their emotions intelligently, they are more composed, they have high confidence, they have more effort to learn, they are spontaneous and they control their emotional stress to achieve their purpose and perform their duty. In other words we can say emotional intelligence has a intermediary or modify role in relation to academic motivation, as some authors [7] have assert it has a direct intervention on determinants of psychological learning (including emotional intelligence) is most effective ways of reform. Emotional intelligence is a multifaceted issue, and it requires the assistance and comprehensive support of families and school authorities. Second, academic motivation as a dependent variable or outcome of the research, according to studies, themselves influenced by a wide range of factors some of them include: education environment, effort and student's natural ability, expectations and teacher's feedback. On the other hand the authors agree with each other on this issue, it is possible to develop emotional intelligence [8] as a set of skills that a significant portion of it can be increased through training [1], unlike IQ, which is assumed to be relatively constant, Research findings is that emotional intelligence can be learned and increased by

education and practice and emotional skills development will be more important as a society face new challenges related to adolescents and young people, Therefore. According to the findings of the research the following suggestions are given .

A. Planners, and Education officials:

1. According to positive relationship between emotional intelligence and its Components with academic motivation, in order to increase academic motivation and decrease academic failure, teach skills related to emotional intelligence including Self-awareness, social awareness, self management and relationship management.

2. Explain the concept of emotional intelligence and its role in personal success in the family meetings especially its ability to teach and improve.

3. In teachers service education emphasis in ways that create a positive attitude and increases self confidence and personal motivation.

B. School administrators

1. Provide training workshops in various components of emotional intelligence.

2. Provide students social interaction as student groups.

3. In teachers Council meetings address to emotional intelligence components and involved in the teachers evaluation.

C-Teachers

1- Use of teaching methods according to learning approaches based on self-awareness.

2-Performance measurement replace to traditional assessment methods.

D- Other researchers

1-For a closer look on emotional intelligence and its effect on academic motivation and generalization of results do more comprehensive research on the other influence variables in schools such as self-confidence intelligence, learning styles,...

2-To gather more accurate information and control other variables do experimental research with the same variables.

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