

The Role of Academic Motivation with Emotional Intelligence in Late Adolescence

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ABSTRACT

The rise of digital technology has significantly affected the mental health of late adolescents, particularly through issues like cyberbullying and loneliness, which can adversely affect their academic motivation. Understanding the factors that contribute to academic success is crucial in addressing these challenges. This study aims to examine the role of emotional intelligence as a predictive factor for academic motivation among late adolescents in higher education. A quantitative approach was employed, utilizing an online questionnaire distributed to 250 college students. Data were analyzed using linear regression to assess the relationship between emotional intelligence and academic motivation. The findings reveal a significant positive correlation between emotional intelligence and academic motivation, with a coefficient of determination (R^2) of 0.301. This indicates that emotional intelligence accounts for approximately 30.1% of the variance in academic motivation. The study concludes that higher emotional intelligence is associated with increased academic motivation among late adolescents. These findings underscore the importance of fostering emotional intelligence in educational settings to enhance student motivation and overall academic performance.

Keywords: emotional intelligence, academic motivation, late adolescents

Introduction

The proliferation of digital technology has led to significant global challenges, particularly concerning mental health among adolescents (Bor et al., 2014; Collishaw, 2015; Orben et al., 2020; Patel et al., 2018; Raj et al., 2024). Cyber-related issues, including cyberbullying, have emerged as critical concerns. According to a report by the International Telecommunication Union (2022), approximately 70% of adolescents have experienced online harassment, resulting in detrimental effects on their psychological well-being. This alarming statistic underscores the necessity of addressing mental health challenges faced by youth in a rapidly evolving digital landscape (Akhund et al., 2024; Nussipova & Slanbekova, 2024; Schwalger, 2024).

Focusing specifically on late adolescents, this population often navigates the complexities of transitioning from adolescence to adulthood, which can heighten feelings of loneliness and isolation (Brockman, 2018; Drake et al., 2016; Kirwan et al., 2023; Youvan, 2024). Research indicates that many college students report elevated levels of loneliness, negatively affecting their academic performance and overall well-being. A study by Smith and Jones (2023) found that nearly 50% of college students experience loneliness, which correlates with diminished academic motivation and engagement.

Several studies have explored the relationship between emotional intelligence and academic motivation, indicating that higher emotional intelligence may lead to improved academic outcomes (Li et al., 2024; MacCann et al., 2020; Zhang et al., 2024). Individuals with strong emotional intelligence are better equipped to manage stress and cultivate supportive relationships. However, there remains a notable gap in the literature regarding how emotional intelligence specifically influences academic motivation among late adolescents in higher education contexts.

The urgency of this research stems from its potential to inform educational practices and mental health interventions aimed at fostering a supportive environment for students. Understanding the dynamics between emotional intelligence and academic motivation can yield valuable insights for enhancing student support systems. Given the increasing prevalence of mental health issues among students, this research seeks to contribute meaningfully to the ongoing discourse on student well-being.

This study's novelty lies in its focused examination of the interplay between emotional intelligence and academic motivation within the realm of late adolescence. While prior research has addressed these variables individually, few studies have comprehensively explored their relationship. This investigation aims to address this gap by providing empirical evidence regarding how emotional intelligence serves as a predictor of academic motivation among college students.

The primary objective of this research is to explore the predictive role of emotional intelligence in fostering academic motivation among late adolescents. Utilizing a quantitative methodology and a sample of college students, the study seeks to identify patterns that may inform future educational strategies. Additionally, the findings will enhance the understanding of how emotional factors influence academic success in contemporary educational settings.

The implications of this research extend to educators, policymakers, and mental health practitioners, highlighting the need for holistic approaches that enhance both emotional intelligence and academic motivation. By elucidating

the relationship between these variables, the study aims to provide actionable insights that can improve student outcomes. The hypothesis posits that higher emotional intelligence is positively associated with increased academic motivation among late adolescents, suggesting that interventions targeting emotional skills may lead to enhanced academic performance.

Research Method

This research uses quantitative methods with descriptive and analytical approaches. The population in this study were students who were in their late teens, with 250 respondents selected through purposive sampling technique. The type of data used in this study is primary data obtained through questionnaires distributed online to respondents. The hypothesis of this study is that there is a significant positive influence between emotional intelligence and academic motivation in late adolescents. This study aims to test and prove this hypothesis through linear regression analysis, which is used to see the relationship between emotional intelligence variables as independent variables and academic motivation as the dependent variable. Thus, this study aims to provide an understanding of how emotional intelligence can affect academic motivation in the context of university students.

Table 1 Demographic data of research participants

Demographics		Frequency	Percentage
Gender	Man	177	59
	Woman	123	41
	Total	300	100
Domicile	Jakarta	112	44,8
	Bogor	97	38,8
	Tangerang	41	16,4
	Total	250	100

Result and Discussion

Measurement of the Emotional Intelligence

This measuring instrument uses Goleman's theory, according to which emotional intelligence is a person's ability to manage their emotional life with intelligence. There are 5 dimensions in this measuring instrument by Salovey (in Goleman, 2009) which are self-awareness, managing emotions, motivating oneself, recognizing emotions and

handling relationships. In the measuring instrument there are 60 items with each dimension consisting of 12 statements, each dimension consists of 6 positive statements and 6 negative statements. The results of the reliability test aim to determine the Cronbach's alpha coefficient value for each dimension of the emotional intelligence instrument. The initial and final Cronbach's alpha value for the emotional intelligence dimension is 0.857. The overall results of the 60 statements have a corrected item-total correlation value above 0.2, so there are no items that need to be discarded.

Measurement of Academic Motivation Variables

In measuring academic motivation variables, the measuring instrument used is the Academic Motivation Scale – Short Indonesian Language Version, which has 15 items and was proposed by Natalya (2018) based on the Academic Motivation Scale – Indonesian which was adapted and developed by Natalya & Purwanto (2018). Before proposing this short version, Natalya & Purwanto (2018) first adapted it into Indonesian based on the original version of the Academic Motivation Scale (AMS) developed by Vallerand et al. (1992). The adapted AMS-Indonesian Language includes 30 items to assess academic motivation. The results of the reliability test will be displayed in the table 2.

Table 2 Subjective Well Being Measurement

Dimension	Item Type	Before grain elimination	After grain elimination	α Cronbach
<i>Intrinsic Motivation</i>	Positive Points	7	7	0.814
	Negative Items	0	0	
<i>Extrinsic Motivation</i>	Positive Points	6	6	0.862
	Negative Items	0	0	
<i>Amotivation</i>	Positive Points	2	2	0.723
	Negative Items	0	0	
Total		15	15	

Test of The Role Academic Motivation with Emotional Intelligence

Based on the data obtained, a role test was carried out between the variables academic motivation on emotional intelligence. From data analysis using linear regression (normal data) and processed simultaneously, the results obtained for the coefficient of determination $R^2 = 0.301$. This also shows that 30.1% of the contribution of emotional intelligence to academic motivation while the rest is influenced by other factors.

Furthermore, from the regression analysis it can also be observed that the value of $F = 7.476$ and $p = 0.000 < 0.05$ means that there is a role of loneliness on subjective well-being. Furthermore, from the regression analysis it can also be seen which variables most influence subjective well-being. The next thing is that the partial role can be seen in the standardized coefficients (Beta) value. Where the role of each independent variable can be seen, the complete results can be seen in table 3.

Table 3 Regression Result

Independent Variable	R ²	F	p	β	p
Emotional Intelligence	0.301	7.476	0.000	0.277	0.030

DV: Academic Motivation

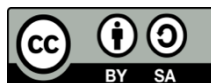
Conclusion

The conclusion of this study shows that emotional intelligence has a significant influence on academic motivation in late adolescents. This study aims to explore the role of academic motivation predicted by emotional intelligence in adolescent individuals who are mostly university students. The results of analyzing data from 250 participants showed that 30.1% of the variation in academic motivation could be explained by emotional intelligence, with a β value of 0.277 and $p = 0.030$, indicating a significant negative relationship. This finding indicates that individuals with high emotional intelligence tend to have better academic motivation in completing academic tasks. In contrast, individuals with low emotional intelligence may have difficulty in maintaining academic motivation. Overall, this study provides a clear picture of the importance of emotional intelligence in enhancing academic motivation, which in turn can affect adolescents' academic achievement.

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