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# Emotional Intelligence and Achievement Motivation: A Study of International Students in Selected Chinese Universities

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ABSTRACT

Identifying antecedents of achievement motivation is important because they are critical to students' academic success, life and college satisfaction, and student retention. Previous research has identified a relationship between intellectual abilities and achievement motivation. However, it is still unknown whether relatively newer dimensions of intelligence such as emotional intelligence might influence achievement motivation especially among a sample of international college students. This study examined the relationship between Emotional intelligence (EI) and (academic) achievement motivation (AM) among (international) college students in China. A sample of 204 international students in selected Chinese universities was made to complete Schutte's Emotional Intelligence questionnaire and achievement motives questionnaires. The Pearson correlation and regression was used to analyse the data. The results indicated that overall emotional intelligence and overall achievement motivation were positively correlated. All the subscales of EI with the exception of utilising emotions (UE), also significantly correlated with overall AM. Overall EI also correlated significantly with both subscales of AM, (i.e., hope of success and fear of failure) and all the subscales of EI also correlated positively with hope of success. Thus, students' emotional intelligence was positively associated with their achievement motivation. The findings have implications for (International) college students' counseling, recruitment and training in emotional intelligence development.

Keywords:
Emotional intelligence, achievement motivation, International students, Chinese Universities.

## 1. Introduction

The internationalization of higher education has become a global trend in recent times and China has become one of the countries with the fastest growing number of international students after the US and the UK (Ferdjani, 2012; Mulinda, 2015; Yousaf, & Laber 2020). For international students, moving to another country involves not just study but adjusting to a new environment and culture which are all stressful and could affect their life satisfaction and motivation to achieve (Karaman & Watson, 2017; Wei & Song, 2024).

Achievement motivation (AM) is important as it is associated with academic ability, success and perceived accomplishment (Liao, Ferdenzi, & Edlin, 2012; Story, Hart, Stasson, & Mahoney, 2009) as well as college satisfaction, learning strategies, occupational choice, locus of control and subjective well-being (Ahmad & Rana, 2012; Bakhtiarvand, Ahmadian, Delrooz, & Farahani, 2011; Rosa & Bernardo, 2013; Guns, Richardson, & Watt, 2012; Li, Lan, & Ju, 2015) as well as student retention (Martinez, 2001).Thus, due to achievement motivation's association with important variables related to student success, it is important to unpack its

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antecedents among college students. Personal and individual difference factors such as intellectual abilities have been noted to influence an individual's motivation to achieve (Bergold & Steinmayr, 2016). Thus, individual difference factors such as EI could be considered an antecedent of AM. Despite these critical issues, previous research on the acculturation process of international students (Aydin, 2023; Desa, Yusooff, & Abd Kadir, 2012; Smith & Khawaja, 2011) neglected these potential predictors that could help students get and stay motivated to achieve.

Previous research has demonstrated the significance of both intellectual abilities and motivational states to success in various domains of life (Batool & Khalid, 2009; Bergold & Steinmayr, 2016; Karaman & Watson, 2017; Oladipo, Adenaike, Adejumo, & Ojewumi, 2013, Schutte & Malouff, 2016). Further, researchers have examined the links of intelligence and achievement motivation (AM) and found that intellectual abilities predict AM (Bergold & Steinmayr, 2016). However, the question of whether intelligence might influence AM has been less empirically examined. This is particularly so with relatively new forms of intelligence such as Emotional intelligence (EI) and how it might influence motivation to achieve in the academic area - academic motivation, (e.g., Chang & Tsai, 2024; Costa & Faria, 2015; Zysberg, & Kasler, 2017). Thus, examining **the** relationship between EI and AM would help us understand better the process and also provide guidance for educational practice. For example, by knowing the relationship between EI and AM, academic institutions and scholarship agencies could use EI as a predictor for recruiting or selecting students with the potential to succeed academically. In addition, it would help authorities to decide whether or not to train students to develop EI, as it had been suggested that EI could be developed through training (Ranasinghe, Wathurapatha, Mathangasinghe & Ponnamperuma, 2017; Schutte, Malouff, & Thorsteinsson, 2013).

Exploring issues of emotional intelligence and achievement motivation among international college students from several different countries is particularly important as the sample benefits from diversity and we would understand better the factors that may influence their motivation to achieve in the mist of the difficult acculturation process (Wei & Song, 2024). Despite this, there is paucity of empirical research on the relation between EI and achievement motivation. Therefore, the current study investigated the relation between EI and (academic) AM. More specifically, we examined the relation between trait EI (i.e., emotion perception (EP), managing one's own(self) emotions (MSE), managing others emotions (MOE), and utilizing emotions (UE), Salovey & Mayer, 1990 model) on one hand and hope of success(HS) and fear of failure (FF) (components of achievement motivation) on the other hand among (international) college students in China.

EI has generally been described as the accurate and adaptive perception and expression of emotions, and the ability to understand emotions and emotional knowledge as well as use feelings to facilitate thought and regulate emotions in oneself and others (Ciarrochi, Chan, & Bajgar, 2001; Mayer, Salovey, & Caruso, 2004; Salovey & Mayer, 1990; Schutte et al., 1998; Schutte & Malouf, 1999). It has been considered as the combination of intelligence and emotion (Ciarrochi, Chan, & Caputi, 2000; Jonker & Vosloo, 2008; Mayer & Salovey, 1997) and is often assessed either as an ability using objective measurements such as the Emotional Accuracy Research Scale (EARS) (Geher, Warner, & Brown, 2001), or a trait using self-report measurements (Jonker & Vosloo, 2008; Zysberg & Kasler, 2017) such as EQ-i (Bar-On, 1997), the EQ-map (Cooper, 1997) and Schutte and colleagues (1998) Self Report Emotional Intelligence scale (SEIS) which was based on Salovey and Mayer (1990) four component model. In the present study, focus is trait EI based on Salovey and Mayer (1990) model.

EI is associated with social intelligence and was popularized by Daniel Goleman with the publication of his book "Why it can matter more than IQ" (Goleman, 1995). In general, the concept of EI has been considered to contribute greatly to success in various aspects of life (Batool & Khalid, 2009; Schutte, & Malouff, 2016). In recent years, evidence seems to suggest that EI may contribute much more than IQ to success in various domains as IQ contribute only 20% to success in life (Hasanvand & Khaledian, 2012; Mayer & Salovey, 1997). This means that 80% of what contributes to success in life depends on other factors and EI may be one of them. This view is supported by several empirical studies (e.g. Brackett, Rivers, & Salovey, 2011; Goleman, 1998; Hasanvand & Khaledian, 2012).

Past research examined EI in relation to workplace attitudes (e.g. 2007; Sydney-Agbor, Ebeh, Nwankwo, & Agu, 2014), workplace flourishing (Schutte & Loi, 2014), cognitive task performance (e.g. Schutte, Schuettpelz, & Malouf, 2001) and mental health (e.g., Martins, Ramalho, & Marin, 2010). Other research examined EI in relation to positive affect and life satisfaction (e.g., Schutte & Malouf, 2011), and perception of power and

satisfaction with social support (e.g., Gallangher & Vella-Brodrick, 2008). Further, studies such as Chang and Tsai ( 2022) as ited in Rauf and Iqbal (2024) showed that EI impacted students learning motivation, self efficacy and academic achievement. Since there is evidence to show that motivation is associated with success in various domains (Singh, 2011), we could postulate that EI possibly influence sucess via motivation such that EI significantly influnces motivation which in tend influence success (including academic success). Thus, it is important to examine the link between EI and achievement motivation among college students.

Motivation provides an important foundation to complete cognitive behavior such as planning, organization, decision making, learning, and assessment (Singh, 2011). Achievement motivation among students is basically academic motivation which refers to drive of an individual to achieve academic goals and competencies (Isacco & Morse, 2015) and involves either engaging in academic behavior out of choice (intrinsic motivation) or due to external pressures (extrinsic motivation) (Fortier, Vallerand & Guay, 1995). Lang and Fries (2006) consider motivation to consist of an approach and an avoidance tendency to pursue success where the approach tendency is referred to as hope of success and the avoidance tendency is labeled fear of failure.

In the school context, these approaches suggest that individuals differ in both their tendency to pursue academic success and their tendency to avoid a possible failure (Lang & Fries, 2006). Achievement motivation in the present study is conceptualized and assessed based on Lang and Fries (2006) two factor model. Achievement motivation has been associated with many positive academic outcomes such as adjustment, GPA, retention, and resilience in samples of undergraduate students (in Isacco & Morse, 2015). Even though scanty, there is some evidence to suggest a relationship between intelligence and motivation to achieve and learn (e.g., Bergold & Steinmayr, 2016; Chang & Tsai, 2022) and as indicated earlier it is important to unpack the antecedents of an important variable as achievement motivation. Thus, there is conceptual and empirical justification for examining the link between EI and AM among college students. Overall trait EI as well as its components (i.e., MSE, MOE, EP, ER) influence behavior in various ways and might therefore influence hope of success and fear of failure.

Hope of success (HS) is the belief that one can succeed and involves the desire to approach difficult and challenging tasks and to demonstrate accomplishment. Fear of failure (FF) on the other hand is the desire to avoid challenging tasks because of the fear of failing in achievement related situations, and it entails negative emotions such as shame after failure (McClelland, Atkinson, Clark, & Lowell, 1953, in Bergold & Steinmayr, 2016). Both HS and FF have been noted to influence behavior and are influenced by intellectual abilities in achievement situations. This is because it has been suggested that intellectual abilities could increase the potential of experiencing success, and could also reduce the likelihood of experiencing failure, in achievement situations (Bergold & Steinmayr, 2016).

### 1.1. The Relationship Between İntellectual Abilities and Hope of Success and Fear of Failure

Empirical evidence suggests that intellectual abilities might influence both HS and FF. For example research has demonstrated that ability self-concept (a construct associated with expectations of success on achievement related tasks, just like HS and FF) is associated with achievement (e.g., Marsh, Trrautwein, Ludtke, Koller & Baumert, 2005). High intellectual abilities (high EI in the present context) may lead to the experience of success in achievement related situations. This could lead to higher self-confidence and self-concept and this could in tend raise an individual hope for success and lower his fear of failure. On the other hand, low intellectual abilities could lead to the experience of less success on achievement related tasks and this could in tend lower an individual's hope for success and raise his fear of failure (e.g., Schalke et al., 2013, in Bergold & Steinmayr, 2016). Based on the foregoing background, the present study examined the relation between EI and AM among international students in two Chinese universities. Based on previous findings, we hypothesized that; overall EI as well as its components (MSE, MOE, EP, UE) will correlate significantly with achievement motivation (HS and FF).

To achieve the objectives of this study, EI is assessed using the Schutte et al. (1998) questionnaire and AM with the Lang and Fries (2006) questionnaire. Even though a number of measurements on EI exist, the choice of this scale is motivated by its reliability and validity (Jonker & Vosloo, 2008). In addition, this scale was developed based on Salovey and Mayer (1990, 1997) model and also captures all the Salovey and Mayer (1990, 1997) four EI categories in a single component. Further, the scale has been developed and validated among university students, a sample similar to that of the current study and has been widely used in several studies

(e.g., Ciarrochi et al., 2001; Patrides & Furham, 2000; Schutte and colleagues, 1998, 2001). The present study assumed the existence of the four components of the SEIS (emotion perception, managing self emotions, managing others' emotions, utilising emotions). Thus, in this study, the SEIS measures perception, understanding, expression, regulating and harnessing of emotion in the self and others. It also measures overall EI as the combination of the four components of SEIS (Petrides & Furnham, 2000). The research sought to answer the question of what the relationship between EI and AM is and to test the hypothesis that there is a significant relationship between EI and AM.

## 2. Methodology

### 2.1. Research Design

A correlational research design was used for the study. According to Creswell ( 2014), correlational research is useful when the study is designed to examine the interaction strength of an entity or group of variables . Thus, the correlation design was found suitable for this study as it basically examined the relationship between EI and AM.

### 2.2. Research Sample

Participants were 204 undergraduate and postgraduate international students, 108(52.9%) male, and 96 (47.1%) female, in two universities in China, age ranged from 18 to 43 years with an average age of 28 years (SD = 5.40). Regarding marital status, 79 (38.7%) were married while 125 (61.3%) were single. There were 90 (44.1%) and 55 (27%) masters and PhD students respectively. There were also 36 (17.6%) first degree, 13 (6.4%) certificate/diploma, and 10 (4.9%) students of Chinese language. The sample also consisted of Science (e.g., physics, chemistry, Biology, Engineering) and Social science/Humanities (SS) (e.g., Education) students with the SS having slightly higher 104(51%) number of students. Participants were students mainly from African and Asia backgrounds. They were from African countries including Ghana, Nigeria, Togo, Zimbabwe, Tanzania, Zambia and the Asian countries of South Korea, Pakistan, Cambodia and Thailand.

The convenience sampling techniques was used to select the sample for the study. The first and second researchers who were themselves international post graduate students of one of the universities where data was collected visited the lecture halls and the international students hostels of the two universities to seek the consent and participation of English speaking intenational students. International students who were available and agreed to be part of the study were sampled. This appoach was found feasible since the international students in these universities live together in international students hostels and also attend lectures together and were tuaght in English.

### 2.3. Data collection tools

Participants were asked to complete the following measures in addition to providing demographic information including age, gender, marital status, program and course of study.

*Emotional Intelligence:* EI was assessed using Schutte and colleagues (1998) 33-item Self-report Emotional Intelligence scale (SEIS), a Likert-type questionnaires ranging from strongly disagree (1) to strongly agree (5) with four components - emotion perception (EP), managing self emotions (MSE), managing others' emotions (MOE) and utilizing emotions (UE). A sample of the emotion perception item is "I am aware of the non-verbal messages I send to others". The managing self- emotions items include "I expect that I will do well on most things I try". An example of the managing others' emotions items is "Other people find it easy to confide in me". The utilising emotions items include "When my mood changes, I see new possibilities". We used the overall EI score as well as its subscales in this study. Psychometric properties of the SEIS have been reported to be good (Ciarrochi et al., 2001; Schutte et al., 1998; Schutte et al., 2001). In the present study, the Cronbach alpha reliability coefficients of the subscales of the SEIS ranges from .60 to .70 with an overall EI coefficient of .85 as shown on Table 1. According to Nunanlly ( 1979) reliabilities coefficients of .60 and above are acceptable. This indicates that the EI scale was generally reliable among the present sample.

*Achievement motivation:* Achievement motivation was assessed using a 10-item achievement motivation scale (AMS; Lang & Fries, 2006), a Likert-type scale ranging from strongly disagree (1) to strongly agree (5) with two factors: Hope of success (HS) and the Fear of failure (FF). The scale was slightly adapted in the sense that students were instructed to answer the items in relation to their academic achievement (academic motivation)

instead of achievement of a general nature. In the present study, Crobach alpha reliability coefficent of the scale was .71 as shown in Table 1 which is adequate( Nunnally, 1979)

### 2.4 Data Collection Procedure

Questionnaires were distributed to international students at their dormitories and lecture halls of the two universities by researchers and collected over a period of three weeks. Follow up and reminders were made constantly to ensure high return rate. A total of 204 were successfully retrieved within the given period and used for analysis.

### 2.5 Data Analysis

Data was analysed using descriptive and inferential statistical tools with the aid of SPSS version 24 software. Descriptive statistics included mean scores, standard deviations,Cronbach Alpha reliability coefficients. Pearson correlation analysis was done to detemine correlations among variables of the study. This was followed by Regression analysis to examine the predictive power of EI on AM.

### 2.6 Ethical considerations

Ethical clearance and approval for the study was granted to the first and second researchers who were Post graduate international students themselves by the Internationl students research committee of their university which was one of the universities where data was collected, in June 2018. As Postgraduate students, the research protocols were submitted to the research committee which reviewed them and granted approval for the study.

## 3. Findings

Presented in Table 1 are the descriptive statistics and scale reliabilities of the study. As indicated earlier, an overall EI is the total scores of the four components of SEIS and an overall AM is the total scores of its two subscales after reverse scoring the FF subscale.

The hypothesis of the study sought to test the relationship between EI and achievement motivation. As shown in Table 1 the Pearson correlation result revealed a significant positive relationship between overall EI and overall achievement motivation ($r$ (204) = .15, $p$ <.05). All the subscales of EI with the exception of utilizing emotions (UE), also significantly correlated with overall AM. However, it should be noted that the magnitudes are small. Overall EI also correlated significantly with both subscales of AM, (HS($r$ (204) = .43, $p$ <.01) and FF($r$ (204) = .14, $p$ <.05). and all the subscales of EI also correlated positively with HS, see Table 1 for details. Thus, in general students who score high on EI and or its subscales are more likely to be highly motivated to achieve. Therefore, the hypothesis of the study has been supported.

**Table 1:** *Descriptive Statistics, Reliabilities and İnter-Correlations of EI and AM Subscales (n= 204)*

| Variable | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. OEI | 3.84 | .477 | (.85) | | | | | | | |
| 2. EP | 3.59 | .487 | .74** | (.60) | | | | | | |
| 3. MSE | 3.98 | .523 | .4** | .50** | (.70) | | | | | |
| 4. MOE | 3.86 | .529 | .75** | .56** | .57** | (.63) | | | | |
| 5. UE | 3.87 | .599 | .68** | .37** | .54** | .59** | (.60) | | | |
| 6. OAM | 3.45 | .607 | .15* | .20** | .27** | .15* | .06 | (.71) | | |
| 7. HS | 4.11 | .942 | .43** | .29** | .47** | .37** | .34** | .63** | (.82) | |
| 8. FF | 3.21 | .607 | .14* | -.02 | .028 | .10 | .20** | -.78** | -.01 | (.79) |

Note: *$P$ < .05, ** $P$ < .01, OEI = Overall emotional intelligence, OAM = Overall achievement motivation. Internal reliabilities are in parentheses.

To further examine the predictive power of the subscales of EI on achievement motivation, the subscales of EI (EP, MSE,MOE, UE) were regressed on each subscale of AM (HS and FF). In each case, the results revealed that a significant overall model emerged. Firstly when HS was regressed on the predictors (EP, MSE, MOE, UE), F (2, 202) = 15.87; p <.001. All predictors together explained 24.2 %( $R^2$ =.242) of the variance in HS. However, only managing self emotions (MSE) made the largest unique and significant contribution to HS (B = .359). When FF was regressed on the predictors, F (2, 202) = 2.83; p < .05. All the predictors together explained

5.4 %( $R^2$=.054) of the variance in FF. Here, only utilising emotions (UE) made the largest unique and significant contribution (B = .241) to fear of failure (FF).

## 4. Discussion and Conclusion

The study examined the relationship between EI and AM among undergraduate and post-graduate international students from various Asian countries including South Korea, Pakistan, Cambodia and Thailand and African countries including Ghana, Nigeria, Togo, Zimbabwe, Tanzania and Zambia . More specifically we examined the relation between (overall) trait EI and its components (EP, MSE, MOE, UE) and overall AM and its components (HS and FF). We believe that unpacking the antecedents of achievement motivation is critical as it has been noted to be associated with academic ability, academic success and college satisfaction among other important variables related to student success. As indicated earlier, the examination of EI as a potential antecedent of AM is based on findings of previous studies ( e.g. Bergold & Steinmayr, 2016) that intellectual abilities are associated with AM and motivation to learn (Chang & Tsai, 2022). Our findings showed that overall EI was positively associated with overall AM and its components, (Hope of Success and Fear of failure). That implies that high emotional intelligence generally promotes achievement motivation. The fact that overall EI was highly positively related to Hope of Success far more greater than Fear of Failure is important and worthy of note as it indicates that EI increases stdents hope of success more but also leads to minimal Fear of Failure, a component of achievement motivation because it is needed to spur the individual to take action that would lead to succes. Just as a small level of anxiety is deemed neccesary for normal functioning and success(Rauf & Iqbal, 2024), a minimal level of fear of failure may play a similar role in our journey towards success because without a minimal level of fear of failure, a student may not take the necessary actions ( e.g make effort to learn ) toward achieving success . These findings were generally consistent with previous studies. For example, the finding of a positive relationship between overall EI and AM is consistent with that of previous studies such as Qualter et al. (2012), Schutte et al. (1998), Ogundokun and Adeyemo (2010), Chang and Tsai, (2022) and Rauf and Iqbal ( 2024). All these studies found a positive relationship between EI and academic achievement and motivation to learn. The link between higher EI and greater AM therefore gives credence to the previous studies and is not surprising since EI has been consistently linked with academic achievement. This findings suggest that (international) students with high EI are more likely to be be hihly motivated to achieve and or learn which in tend would lead to academic success (e.g., Fortier et al., 1995; Singh, 2011). This present finding is consistent with previous views (e.g., Sydner-Agbor, et al., 2014) that individuals high on EI may be using buffering techniques to encapsulate and segregate emotions such that it does not interfere with their work( studies in the present context).

In addition, the fact that all the components of EI significantly, positively correlated with hope of success is consistent with the findings of Bergold and Steinmay (2016). This finding implies that in general, EI is an important antecedent of AM among international students. To the extent that AM is associated with important variables such as academic ability, success and perceived accomplishment (Liao, Ferdenzi, & Edlin, 2012; Story, Hart, Stasson, & Mahoney, 2009) as well as college satisfaction, learning strategies, occupational choice, locus of control and subjective well-being (Ahmad & Rana, 2012; Bakhtiarvand, Ahmadian, Delrooz, & Farahani, 2011; Rosa & Bernardo, 2013; Guns, Richardson, & Watt, 2012; Li, Lan, & Ju, 2015) as well as student retention (Martinez, 2001), we can conclude that EI have the potential to indirectly influence these variables through AM. The finding also corroborates the postulation in this study that high EI could lead to the experience of success in achievement related situations thus increasing the self-confidence and self-concept of the individual and in tend increase the individuals hope for success ( Bergold and Steinmay, 2016)). Taken alone, EI has been proposed to play a critical role in summonting the academic and cultural challenges international students face (Aydin ( 2023, as cited in Wei & Song, 2024).

Results from the regression analysis further revealed that only managing self emotions (MSE) significantly and largely predicted hope of success( Component of AM) . This seems to suggest that the ability to manage one's own emotions (MSE) far above the other components of EI helps international students to better cope effectively with their stress (Sydner-Agbor, et al., 2014) and this in tend helps the individual to navavigate the cultural and academic vicsissitudes they encounter ( Wei & Son,2024) . Thus, international college students with higher EI are more likely to cope better with academic and other stressors associated with the acculturation process and stay more motivated. The ability to cope better with stress in tend translates to the hope of success (HS). This implies that a college student with relatively high EI is more likely to report feeling

less stressful and by extension more hopeful of acamic success than his or her counterpart with relatively low EI.

In a similar vein, the finding that utilizing emotions predicted fear of failure (component of AM) independent of the other components of EI seem to imply that when emotions are expressed(utilised) but not well managed, they have the tendency to interfere with one's wellbeing and induce fear. However as noted earlier, a small level of this fear of failure may not neceasrily be detrimental as it may be required to spur the individual to work hard. It is intense level of anxiety and or fear that may affect normal functioning. The finding is also consistent with the view that effectively managing one's own emotions could enable an individual cope effectively with stress and adjust better (e.g., Sydner-Agbor, et al., 2014). Expressing emotions should go along side effectively managing them so as not to induce great fear of failure. This implies that college students need to be trained to effectively manage their emotions as this may in tend help them have manageable levels of fear, the level needed to motivate them to work hard.

Students' emotional intelligence was positively associated with their achievement motivation. Components of EI such as managing self emotions and utilising emotions significantly and largely predicted hope of success and fear of failure( dimensions of AM) respectively. Thus, the findings have implications for (International) college students' training in emotional intelligence development, counseling and recruitment. For instance school psychologist and counsellors could rely on the findings of this study not only to help recruit potentially emotionally intelligent students for scholarship awards for further studies but also to help (International) students develop their EI through training (Ranasinghe, Wathurapatha, Mathangasinghe & Ponnamperuma, 2017) especially in the light of the fact that EI unlike IQ can be developed and the evidence suggest that it seem to be helpful in the acculturisation process of International students.

## 5. Implications and Recommendations of the Study

The findings of this study has implications for education, some of which has been highlighted in the forgoing discussion. For example the finding that overall EI and its dimensions was positively associated with achievement motivation is significant in the field of education as students need achievement motivation to be academically successful( Fortier et al., 1995; Singh, 2011). It implies that to the extent that an individual is emotionally intelligent , his or her achievement motivation would be higher and that could lead to that individual being acadmically more successful. İn addition, the fact that components of EI such as managing self emotions (MSE) significantly predicted hope of success( Component of AM) is importnt as it points to the fact that training students to effectively manage their emotions could lead to positive outcomes, as outcomes such as hope of success is a key ingredien that could spur students to work hard and succeed academically. As indicated earlier, the finding also seem to suggest that the ability to manage one's own emotions effetictively promotes better coping and this is helpful to international students in their aculturation endeavors.

Based on the findings of the study few recommendations could be made for practice and research. For example based on the fact that EI is positively related to AM, it is recommended that university authority and counsellors identify students with low EI and motivate them to work hard since they are likely to be less motivated to achieve compared to their counterparts who score high on EI. This could be done by assessing the EI of fresh college entrants to help identify those with low EI. In addition, as evidence increase suggesting that EI generally contributes to positive behavior in addition to AM, students could be trained and motivated on the development of EI (as unlike IQ, EI can be increased with practice). Scholarship agencies may also benefit from the findings of the present study as it may guide them on choosing the right candidates to award scholarships for studies in foreign countries. For future researchers, it is recommended that research focus should be on improving the SEIS scale as previous studies and the present one reveal that the psychometric properties of its dimensions are not optimal. Research could also focus on isolating the effect of EI from other intelligences as intelligence is multiple (Gardner, 1993).

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