JER
KUSOED

Journal of Education and Research
2025, Vol. 15, No. 1, pp. 69-88
https://doi.org/10.51474/jer/19838

Article History: Received: 29 Jul 2024; Revised: 24 Jan 2025; Accepted: 7 Mar 2025

Original Article

Exploring the Role of Academic Motivation in Relation to Emotional Intelligence and Academic Performance Among Nursing Students

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Abstract

This study extends previous research on the association between emotional intelligence and academic performance by integrating academic motivation as an additional factor. An analytical cross-sectional study was carried out to explore the role of academic motivation in relation to the emotional intelligence and academic performance of nursing students. Data were collected using the nonprobability purposive sampling with 255 PCL Nursing 3rd year students. The standardized Assessing Emotional Scale was used to measure emotional intelligence and the Academic Motivation Scale was used to measure academic motivation. The findings revealed that most of the nursing students had a moderate level of academic motivation. Multiple linear regression analysis showed that emotional intelligence and academic motivation were not a significant predictor of academic performance, explaining only 1.0% of the variance. The results indicate that Academic motivation and Emotional intelligence are related, but they may not directly impact academic achievement in nursing schools. Instead, contextual and demographic factors may be important, implying the need for a more encompassing, multifaceted approach to understanding nursing students' academic performance.

Keywords: academic motivation, academic performance, emotional intelligence, nursing heritage economies

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ISSN: 2091-0118 (Print) / 2091-2560 (Online)
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Journal homepage: https://jer.kusoed.edu.np/

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Introduction

In our previous study (Paneru & Kafle, 2024), we examined the relationship between emotional intelligence (EI) and the academic performance of nursing students. We found no statistically significant correlation between emotional intelligence and academic performance. Moreover, one sub dimension of EI, i.e., managing one's own emotions, was found to have a statistically significant correlation with academic performance. This finding made us think more critically about what really motivates nursing students to do well. It seemed that there could be another important factor at play beyond emotional understanding - motivation. According to these results, the current study was developed to expand academic motivation and to study it more in depth, to find out its effect on academic performance and its relationship with emotional intelligence.

This study examined motivation, a multidimensional process that involves biological, cultural, social, learning, and cognitive factors. Motivation is a reason that drives individuals to initiate, develop, and complete behaviors (Hastings et al., 2005). Importantly, different people respond differently to the same event, indicating the existence of many types of motivation. Ryan and Deci's (2000) paradigm distinguishes between intrinsic motivation, where the subject deems the activity interesting and rewarding in itself, and extrinsic motivation, which is external to the individual, where the reason for behaving is some outcome.

According to McCollum and Kajs (2007), motivation is an important aspect of academic and professional success because, without it, little learning or performance takes place. Motivated students keep working toward their educational goals and become lifelong learners (Hastings et al., 2005). Motivated students have basic emotional dispositions that support achievement of their academic goals (Bellack, et al., 2001). Deep and long-lasting learning is in the words of Oclaret (2021), a key factor of intrinsic motivation. Motivated students are more attentive to their studies, they find solutions to their problems and they work harder than unmotivated students.

Theories of academic motivation can be traced back to the times of Plato and Aristotle and continued until the beginning of the twentieth century when theorists started to consider motivation as a part of psychology and not as a separate concept. They believed that the mind was made up of intellect, emotion and motivation.

Contemporary theorists see motivation as a factor that influences learning outcomes. For instance, contemporary theorists believe that nursing students with a high level of academic motivation will learn more, reach a higher level, show higher interest in learning, and make self-regulatory efforts toward learning (Schunk et al., 2008).

Students who are more motivated and have high self-efficacy as well as high life goals were more likely to stay in school and perform better academically, according to DeWitz et al. (2009). Students who have high scores of academic motivation are more likely to have a higher GPA. This was shown in a research carried out by Lavender (2005). Similarly, McLaughlin (2008) found that Irish university nursing students with higher self-efficacy were more likely to be successful. Hand (2006) used phenomenology to find out the factors that were important in determining the academic success of fourteen nursing students studying in Master of Science in Nursing. The research findings indicated that nursing students' attitudes toward intrinsic drive and motivation contributed significantly towards their success. This kind of representation of the motivation of nursing students was done by Amaro et al. (2006)

Christie et al. (2007) researched the possible connection between EI and motivation and found out that EI and motivation are two different things, contrary to the original conception by Mayer and Salovey. Goleman, on the other hand, argued that motivation is a sub-set of emotional intelligence. The authors Christie et al. indicated that the results are not definitive and suggested that further research should employ different ability or self-report measures of both domains.

Academic motivation, including intrinsic and extrinsic motivational factors, is essential for student engagement and success. Previous studies have explored the association between emotional intelligence and academic achievement, but results are mixed. Some exhibit a strong correlation, others – like our earlier research – found no link. This inconsistency, coupled with mounting evidence that motivation might mediate the relationship between emotional intelligence and performance, spurred the current study. Incorporating academic motivation We aim to fill this gap of research and provide a more comprehensive understanding of the factors influencing academic performance in nursing education.

Methodology

The study was an analytical cross-sectional study with the main purpose of determining the role of academic motivation in relation to emotional intelligence and academic performance of nursing students. Using the nonprobability purposive sampling method, PCL Nursing 3rd-year students were selected (the same respondents as those used in previous research to maintain uniformity in the learning environment and participant characteristics so that academic performance, academic motivation, and emotional intelligence can be meaningfully compared within the same population), and data were collected via the standardized Assessing Emotions Scale to measure emotional intelligence and the Academic Motivation Scale to measure academic motivation. The final examination score of the students was considered academic performance. The collected data were processed and analyzed via SPSS version 24.

The instrument was divided into three parts: Part 1 includes the sociodemographic data of the respondents and Part 2 includes a standardized assessment emotion scale. Part 3 includes the standardized Academic Motivation Scale.

Assessing Emotion Scale

This scale contains 33 items and 4 subscales: Perception of emotion (Items 5, 9, 15, 18, 19, 22, 25, 29, 32 and 33), Managing own emotion (Items 2, 3, 10, 12, 14, 21, 23, 28 and 31), Managing others' emotions (Items 1, 4, 11, 13, 16, 24, 26 and 30) and Utilization of emotion (Items 6, 7, 8, 17, 20 and 27).

Schutte et al. (1998) reported the internal consistency (Cronbach's alpha) of the Assessing Emotions Scale as .90. Test-retest reliability for total scale scores was 0.78. Convergent validity on the Assessing Emotions Scale was significantly correlated with increased attention to emotions, increased emotional clarity, and decreased alexithymia (the inability to recognize and express emotions). The internal consistency of the Assessing Emotions scale, as measured by Cronbach's alpha is 0.84. (Paneru & Kafle, 2024).

Academic Motivation Scale

This scale contains 28 items that assess 7 types of constructs: intrinsic motivation (items 2, 9, 16 and 23); intrinsic motivation (items 6, 13, 20 and 27); intrinsic

motivation (items 4, 11, 18 and 25); extrinsic motivation (items 3, 10, 17 and 24); extrinsic motivation (items 7, 14, 21 and 28); extrinsic motivation (items 1, 8, 15 and 22); and amotivation (items 5, 12, 19 and 26).

The internal consistency of the subscales ranged from 0.83 to 0.86. Temporal stability has a mean test-retest correlation of 0.79 and ranges from 0.71-0.83 (Vallerand et al., 1992) indicating relatively high test-retest correlations. The internal consistency of the Academic Motivation Scale in this study, as measured by Cronbach's alpha, was 0.891.

Ethical Considerations

This study was conducted in accordance with the ethical standards laid down by the Declaration of Helsinki (1964) and its amendments. Ethical approval was obtained from Nepal Health Research Council (NHRC), Padmakanya Multiple campus, Tribhuvan University and other nursing campuses, Kathmandu, Nepal. Written informed consent was obtained from all participants prior to data collection. Participation was voluntary, and confidentiality and anonymity were ensured throughout the study.

Results

The demographic characteristics of the respondents are the same as those in previous research, where among the 255 nursing students, the majority (89.4%) of the respondents were aged 18–25 years (M= 19.3, SD = 2.173), while 7.8% were aged 10–17 years, and only 2.7% were aged above 25 years. The participants were predominantly female (98.8%), and only 1.2% were male.

The majority of the respondents (75.7%) were nuclear families and ethnically majority (48.2%) were Brahmin/Chettri followed by Janajati (45.5%), Dalit (3.9%) and Madhesi (2.4%). In terms of the education of the parents, 95.3% of fathers and 84.7% of mothers could read and write. The majority of the fathers had a secondary (30.6%) or higher secondary (31.7%) education and most of the mothers also had a secondary (30.6%) or higher secondary (31.7%) education. The mean GPA was 3.18 (SD = 0.24) and more than half of the respondents (53.7%) had an A range GPA (3.2--4.0).

Regarding emotional intelligence, 74.5% of the respondents had high emotional intelligence followed by 25.5% with moderate emotional intelligence (mean score=127.67, SD=12.475).

Table 1

Descriptive Analysis of the Academic Motivation Domains

Domains	Mean Score of Respondents ($M \pm SD$)
Academic Motivation	137.11 ± 23.157
Subscales	
Intrinsic Motivation – to know	21.23 ± 4.85
Intrinsic Motivation – toward accomplishment	18.25 ± 4.72
Intrinsic Motivation – to experience stimulation	18.36 ± 5.14
Extrinsic Motivation – Identified	23.04 ± 4.23
Extrinsic Motivation – Introjected	22.04 ± 5.07
Extrinsic Motivation – External Regulation	22.77 ± 4.61
Amotivation	11.42 ± 5.73

Table 1 presents the average score and standard deviation for each domain. The mean total score for academic motivation was 137.11 ± 23.157 with a range of 54 to 182 indicating that the study participants had a high level of academic motivation. Breaking down the motivation into its specific subscales, extrinsic motivation—identified emerged as the highest mean score of 23.04 ± 4.23, followed closely by extrinsic motivation—external regulation (22.77 ± 4.61) and extrinsic motivation—introjected (22.04 ± 5.07). Among the intrinsic motivation subscales, intrinsic motivation—to know—had the highest mean score, 21.23 ± 4.85. The lowest mean score across all the subscales is observed for Amotivation, i.e., 11.42 ± 5.73.

Table 2

Academic Motivation Categorization

Level	Score	Frequency	Percentage
High Academic Motivation	≥ 160.267	45	17.6%
Average Academic Motivation	113.953 – 160.267	170	66.7%
Low Academic Motivation	≤ 113.953	40	15.7%

Table 2 shows the categorization of academic motivation on the basis of the mean score. Scores ranging from ≥ $M \pm SD$ (≥ 160.267) indicated high academic motivation, $M - SD$ to $M + SD$ (113.953–160.267) indicated average academic motivation, and scores ≤ M (≤ 113.953) indicated low academic motivation. The findings of the study revealed that 66.7% of the respondents had average academic motivation.

Table 3

Correlations Between Academic Motivation and Academic Performance

Variable 1	**Variable 2**	**Correlation Coefficient**	***p* – value**
Academic Motivation	Academic Performance	.039	.532
Sub dimensions of AM			
Intrinsic Motivation – to know	Academic Performance	.170	.007*
Intrinsic Motivation – toward accomplishment	Academic Performance	.039	.534
Intrinsic Motivation – to experience stimulation	Academic Performance	-.056	.375
Extrinsic Motivation – Identified	Academic Performance	.120	.055

Extrinsic Motivation – Introjected	Academic Performance	.063	.314
Extrinsic Motivation – External Regulation	Academic Performance	.077	.219
Amotivation	Academic Performance	-.174	.005*

**. Significance at the 0.05 level (2-tailed)*

Table 3 shows that academic motivation is not significantly correlated with academic performance. Similarly, subdimensions of Academic Motivation, Intrinsic Motivation – toward accomplishment, experiencing stimulation and Extrinsic Motivation – Identified, Introjected and External Regulation are also not significantly correlated with Academic Performance. However, there is a small, positive, and statistically significant correlation ($r = .170$, $p = .007$) between intrinsic motivation to know and academic performance. There is a small, negative, and statistically significant correlation ($r = -.174$, $p = .005$) between Amotivation and Academic Performance.

Table 4

Analysis of Variance

		Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	13.340	84	.159	2.077	.000*
	Within Groups	12.998	170	.076		
	Total	26.337	254			
Ethnicity	Between Groups	38.459	84	.458	.991	.510
	Within Groups	78.537	170	.462		
	Total	116.996	254			
Education of Mother	Between Groups	12.607	84	.150	1.249	.113
	Within Groups	20.428	170	.120		
	Total	33.035	254			
Education of Father	Between Groups	4.669	84	.056	1.396	.035*
	Within Groups	6.767	170	.040		
	Total	11.435	254			

Type of Family	Between Groups	17.235	84	.205	.938	.625
	Within Groups	37.196	170	.219		
	Total	54.431	254			

*. *Significance at the 0.05 level*

Table 4 shows the differences in the academic motivation scores of students from various sociodemographic backgrounds. One-way ANOVA revealed that the effects of age on Academic Motivation (F (84, 170) = 2.077, p = 0.000) and Education of Father on Academic Motivation (F (84, 170) = 1.396, p = 0.035) were statistically significant.

Table 5

Correlation Analysis

Variable	1	2	3
Emotional Intelligence	-	.317**	.098
Academic Motivation	.317**	-	.039
CGPA	.098	.039	-

Note. The values are Pearson correlation coefficients (2-tailed).
1 = emotional intelligence, 2 = academic motivation, **3** = CGPA
P < .05 (2-tailed), **N** = 255
* Significant at the 0.05 level.

The results of the Pearson correlation analysis shown in **Table 5** revealed a statistically significant moderate positive correlation between emotional intelligence and academic motivation, $r(253) = .317$, $p < .05$. Emotional intelligence and academic motivation were not significantly correlated with GPA (r = 0.098 and r = 0.039, respectively, $p > 0.05$).

Table 6

Summary of Regression Analysis for Variables Predicting GPA

Variable	***B***	***SE B***	**Beta**	***T***	***P***	**95% CI for *B***
Constant	2.939	0.158		18.60	<.001	[2.628, 3.250]

Emotional Intelligence	0.002	0.001	0.095	1.437	.152	[-0.001, 0.004]
Academic Motivation	0.000	0.001	0.009	0.139	0.889	[-0.001, 0.001]
R	0.098					
R^2	0.010					
Adjusted R^2	0.002					
F (2, 252)	1.229				.294	

Note: Dependent Variable: CGPA. *B* = unstandardized regression coefficient; SE B = standard error of the unstandardized regression coefficient; beta = standardized regression coefficient; CI = confidence interval

Table 6 presents the unstandardized and standardized regression coefficients, standard errors, t values and p values for each predictor. Neither emotional intelligence (*B* = 0.002, *SE B* = 0.001, *beta* = 0.095, *t* = 1.44, *p* = .152) nor academic motivation (*B* = 0.000, *SE B* = 0.001, *beta* = 0.009, *t* = 0.14, *p* = 0.889) were statistically significant predictors of academic performance in this model. The 95% confidence intervals for the unstandardized coefficients of both predictors included zero, further supporting their nonsignificance. Collinearity diagnostics (tolerance >0.1, variance inflation factor (VIF) < 10) indicated no issues with multicollinearity among the independent variables.

Discussion

An analytical cross-sectional study was carried out to explore the role of academic motivation in relation to emotional intelligence and academic performance among nursing students, which extends the research of a previous study on "A Cross-Sectional Study on Association between Emotional Intelligence and Academic Performance among Nursing Students of Selected Nursing Colleges in Kathmandu" (Paneru & Kafle, 2024).

The findings of the study revealed that the majority of the nursing students (66.7%) had average academic motivation, with a mean score of 137.11 ± 23.157. This finding is congruent with the findings of the study conducted by Nezhadhoseini et al. (2024),

where among 265 undergraduate nursing students from the Abhar School of Nursing at Zanjan University of Medical Sciences in Iran, the majority (75%) reported average academic motivation, with a mean score of 79.24 ± 14.05. Another study conducted by Shrestha and Tuladhar (2021), among 203 nursing students, also revealed that the majority of nursing students had an average level of academic motivation, with a mean score of 95.19 ± 13.71. Similar findings have been reported by EI-Sayed et al. (2024). Among 400 undergraduate nursing students, 75% had moderate or average levels of academic motivation with a mean score of 90.33 ± 19.81.Behavior can be self-endorsed to different extents, and along this continuum of motivation is a continuum from amotivation to intrinsic motivation . The dominance of average motivation in participants may suggest that many nursing students are in a state of partial self-determination, where the importance of their studies is recognized but external demands such as grades still have influence.

The results of this study indicated that extrinsic motivation had the highest mean score (67.85 ± 13.91), followed by intrinsic motivation (57.84 ± 14.71) and activation (11.42 ± 5.73). Identified extrinsic motivation has the highest mean score of 23.04 ± 4.23, among all the subscales, indicating that the respondents are highly motivated by the value they personally place on the outcomes of their academic pursuits (e.g. studying hard because they believe it is important for their career).

This result is consistent with another study carried out among nursing students in Indonesia using the Academic Motivation Scale, where extrinsic motivation was found to be more prominent than intrinsic motivation, and the highest scores were obtained in identified regulation among the extrinsic subscles while amotivation remained low (Mulyani & Sriyono, 2023). The study carried out by Talpur et al. (2021) is consistent with the above result; the strongest extrinsic motivation among nursing students in Pakistan was identified motivation, as these learners were more motivated by career and financial reasons, particularly in advanced levels. Yet another cross-sectional study by Fatima et al. (2021) found that examination of extrinsic motivation was more prominent compared to intrinsic motivation. This conclusion proves the theory that, according to Ryan and Deci (2000), identified regulation can be considered a valid and adaptive form of extrinsic motivation since it encompasses activities based on personal endorsement of the goal rather than external control. However, some studies show the contrary results. For instance, a study conducted by Notoatmodjo et al. (2017) among

pharmacy and pre-medical students showed that intrinsic motivation prevailed over extrinsic motivation, indicating that learners pursuing specific majors are more motivated intrinsically to explore their interests rather than motivated extrinsically in pursuit of professional achievements.

According to the findings of the study, academic motivation scores did not correlate significantly with academic achievement; however, some sub-scales correlated positively and negatively. Namely, intrinsic motivation to know exhibited a significant positive correlation with academic achievement, which aligns with the principle of Self – Determination Theory according to which curiosity-motivated learning is highly academically productive. Motivation exhibited a significant negative correlation. The findings of the study imply that although overall academic motivation scores do not have an impact on academic performance, specific kinds of motivation are more influential on nursing students' academic performance. Positive correlation between intrinsic motivation and academic achievement is consistent with previous research emphasizing the importance of self-regulated, curiosity-driven learning. According to Vansteenkiste et al. (2022), nursing students who felt supported for their autonomy in their learning environments showed high intrinsic motivation, and consequently put more effort into studying, leading to positive academic achievements. The same was reported by Millanzi and Kibusi (2021) with regard to the role of problem-based learning in enhancing intrinsic motivation among Tanzanian nursing students. It seems like self-motivated and self-directed learners exhibit better academic performance. In addition to that, according to self-determination theory proposed by Ryan and Deci (2000), intrinsic motivation is positively associated with successful learning and high academic performance. Those learners who are motivated by the knowledge they are acquiring themselves tend to get better grades and demonstrate more involvement. Moreover, according to studies made by Kusurkar et al. (2013), intrinsic motivation is predictive for successful academic achievement of medical students, and amotivation leads to lower academic achievements. Contradicting these research findings, the results of correlational study made by Lopez et al. (2024) state that external locus of control is associated with increased extrinsic motivation, which positively affects academic performance. These contradictory results might mean that the quality of motivation in combination with some other factors determines academic success.

Furthermore, external reinforcement and sense of control and autonomy as the key elements of SDT improve academic performance.

This study revealed a statistically significant relationship between age and academic motivation. These results support research on development-related changes in the motivation of the students. It is noted in the research done by Camacho et al. (2021) in the context of healthcare education that there were age-related differences in motivation due to differences in the level of anxiety and social support. Developmental changes related to increasing autonomy, self-concept, and learning orientation probably explain these results. On the other hand, the findings done by Nezhadhoseini et al. (2024) did not reveal any significant age-related differences in academic motivation. Moreover, the study showed that high paternal education was significantly related to higher scores for academic motivation. These results support the theory that SES and parental education positively correlate with motivation (Nguyen et al., 2023). Nevertheless, there are some conflicting views regarding motivation. The study done by EI-Sayed (2024) indicated that support from the institution, self-efficacy, and peer learning were more significant predictors of motivation in nursing students compared to parental predictors.

In this study, there was found a statistically significant moderately positive correlation between emotional intelligence and academic motivation, which is also consistent with Goleman's model. According to this model, motivation is one of the elements of the concept of emotional intelligence since students capable of managing their emotions can be more likely motivated. The same is true in accordance with the abilities model offered by Mayel and Salovey: managing emotions leads to more effective coping, decision-making and motivation of students. Therefore, it should be noted that emotionally intelligent students do not necessarily achieve better academic results but are more capable of cultivating motivation on their own. These findings are confirmed in the research conducted by Alotaibi et al. (2023): there was found a moderate correlation between EI and motivation among health science students. Another study carried out by Elias, A. (2019) showed no significant relationship between academic motivation and academic performance. This is further supported by the studies done among the medical students in Riyadh by Alotaibi et al. (2023), who found that intrinsic or extrinsic motivation had no effect on academic performance based on GPA since only learning engagement could predict academic performance.

Another study by Kew et al. (2020) showed that there is a weak but nonsignificant correlation between the level of motivation and academic performance among the Thai university students ($r = .143$, $p = .127$). Furthermore, this is supported by the study of Bakar et al. (2022), where there was no significant difference in the level of motivation between high and low academic performers. This shows that the level of motivation does not have any strong relationship with GPA among 144 Malaysian undergraduates. On the other hand, a study among the Peruvian university students by Yarin et al. (2022) showed a moderate positive correlation between intrinsic/extrinsic motivation and mathematics performance.

From the results of the multiple regression analysis conducted in this paper, it can be concluded that neither emotional intelligence nor academic motivation predicted academic performance for nursing students. In other words, although the discussed psychological attributes have significance on their own, they do not predict students' performance, as it is evaluated using GPAs in the current study. This could be because there are some mediating variables such as studying skills or cognitive capacity, which were not considered in the research. As for the theoretical implications of this study, it can be said that Self-Determination Theory and Emotional Intelligence approach do not contradict each other but complement each other. According to Self-Determination Theory, emotional regulation as one of the aspects of emotional intelligence helps individuals to feel motivated through increased autonomy and competence. Emotional Intelligence theories claim that motivation uses emotional capabilities for goal achievement. This theory agrees with Schunk et al. (2008) that learning results are determined through the interplay between emotional/motivational and cognitive aspects of the process.

To provide evidence for this statement, Ibrahim et al. (2025) discovered no predictive ability of either emotional or motivational intelligence alongside GPA in the context of Egyptian nursing students' academic performance. Emotional skills were viewed as better predictors of interpersonal communication rather than academic performance. Furthermore, a recent study by Alasmee et al. (2022) found that neither EI nor AM had any impact on nursing students' GPA from Saudi Arabia. It was explained by the role of culture in GPA assessment and possible memorization in academic achievement. Conversely, Alharbi & Alharbi (2022) found an important relationship between higher EI and AM ($\beta = .28$, $p<.01$) that positively predicts GPA,

accounting for 14% of the variation in academic performance. Ciarrochi et al. (2013) similarly observed the influence of emotional intelligence along with motivation on GPA for U.S. nursing students.

Overall, the results from this research clearly demonstrate that neither emotional intelligence nor motivation can be considered on their own. In terms of theory, the findings provide validation of the assertions made by Ryan and Deci (2000), who have suggested that the existence of self-determined motivation promotes increased engagement, and who also coincide with Goleman (1995) in recognizing the role of emotion and goal orientation in sustaining motivation. With regards to practice, this indicates that education in nursing should promote both elements.

Limitations

The causal relationships between academic performance, academic motivation, and emotional intelligence cannot be determined, as the cross sectional design was used. Even though data was collected from seven nursing colleges, the results cannot be generalized. As this study was done on PCL nursing students, comparison with studies done on other nursing degrees may be limited. Use of self-report scales could introduce response bias or social desirability bias. Academic performance was assessed using the CGPA method, which might not cover all aspects of students' academic performance. Further research using longitudinal approach and multi-institutional samples, together with a more thorough measure for academic performance, will increase generalizability of these results.

Conclusion

The present study focused on examining how motivation plays a significant role in influencing emotional intelligence and academic performance among nursing students. The results indicated that most of the participants were highly motivated academically. There is no statistically significant relationship between Academic Motivation and Academic Performance, whereas there is a statistically significant positive correlation between Intrinsic Motivation – to know and Academic Performance and a statistically significant negative correlation between Amotivation and Academic Performance.

Emotional intelligence and academic motivation are found to have a statistically significant positive correlation. The age and education of fathers are found to play

significant roles in Academic Motivation. The combined effect of emotional intelligence and academic performance does not explain a meaningful proportion of the variance in students' academic performance. Future studies should use objective EI tests, longitudinal designs, and a wider range of academic and psychological factors to clarify the intricate relationships influencing nursing students' academic performance.

Acknowledgements

The authors would like to express sincere gratitude to the Campus Chiefs of the participating nursing colleges for their support and cooperation. Special thanks are extended to Mrs. Kiran Chapagain and Mrs. Pratiksha Regmi for their constant encouragements, insights and assistance during various stages of the study. Heartfelt appreciation to family for their unwavering support. The contribution of the study participants, whose time and honest responses made this research possible, is deeply acknowledged.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest concerning this article's authorship and publication.

Funding

The authors received no financial support for the authorship and publication of this article.

CRediT Author Statement

Nabina: Conceptualization, Methodology, Data Curation, Formal Analysis, Writing – Original Draft. **Ashish:** Formal Analysis, Writing – Reviewew & Editing.

Availability of Data and Material

The datasets used and analysed during this study will be made available by the corresponding author upon request.

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To cite this article:
Paneru, N., & Kafle, A. (2025). Exploring the role of academic motivation in relation to emotional intelligence and academic performance among nursing students. *Journal of Education and Research, 15*(1), 69-88. *https://doi.org/10.51474/jer/19838*