

RESEARCH ARTICLE

EXPLORING THE LINK BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE AMONG BANGLADESHI PRIVATE UNIVERSITY STUDENTS

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ABSTRACT

The purpose of this study is to investigate the impact of emotional intelligence on the academic performance of university students in private universities in Bangladesh. The study also explores the factors that influence emotional intelligence among students and how it relates to academic achievement. The study adopts a mixed-methods approach, using both quantitative and qualitative data collection methods. The quantitative data were collected through a survey questionnaire, while the qualitative data were gathered through interviews. The sample of the study consisted of 300 undergraduate students from three private universities in Bangladesh. The findings of the study suggest that emotional intelligence has a positive impact on the academic performance of university students. The study also identifies some factors that influence emotional intelligence, including age, gender, academic year, family background, and academic performance. The study concludes with recommendations for universities and policymakers to promote emotional intelligence among students to enhance their academic performance.

KEYWORDS

emotional intelligence, academic performance, university students, private universities, Bangladesh.

1. INTRODUCTION

Emotional intelligence (EI) has emerged as a popular topic of research in recent years, with a growing body of literature suggesting that it plays a crucial role in various aspects of human functioning, including academic performance. Emotional intelligence refers to the ability to recognize, understand, and regulate one's own emotions as well as the emotions of others. This ability is critical in many areas of life, including education, where it can impact student success and academic achievement. Academic performance is a multifaceted construct that encompasses a range of factors, including cognitive ability, motivation, self-regulation, and social and emotional factors (Korucu et al., 2022). While traditional measures of intelligence, such as IQ, have been found to be important predictors of academic performance, recent research has highlighted the role of non-cognitive factors, including emotional intelligence, in academic success (Caviglia-Harris and Maier, 2020). The ability to manage emotions, cope with stress, and communicate effectively are important skills that can enhance academic performance. In Bangladesh, higher education is undergoing significant changes, with an increasing number of private universities emerging as an alternative to the traditional public university system (Al-Amin et al., 2021). These private universities have been criticized for their focus on rote learning and exam-based assessment, which may not promote the development of skills such as emotional intelligence. As a result, it is important to investigate the impact of emotional intelligence on academic performance among Bangladeshi private university students. Several studies have examined the relationship between emotional intelligence and academic performance in different settings and populations, with mixed results. While some studies have found a positive relationship between emotional intelligence and academic performance, others have found no significant relationship or mixed results. Additionally, research on the impact of emotional intelligence on academic performance among Bangladeshi private university students is limited.

Therefore, the present study aims to investigate the impact of emotional intelligence on academic performance among Bangladeshi private university students. Specifically, the study aims to answer the following research question: To what extent does emotional intelligence predict academic performance among Bangladeshi private university students? The findings of this study can have important implications for educators, policymakers, and parents in promoting academic success among university students in Bangladesh.

2. LITERATURE REVIEW

Emotional intelligence (EI) has been defined as the ability to recognize, understand, and regulate one's own emotions as well as the emotions of others. According to (D'Amico, 2018), emotional intelligence involves four domains: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. The concept of emotional intelligence has gained popularity in recent years due to its potential impact on various aspects of human functioning, including academic performance. Several studies have examined the relationship between emotional intelligence and academic performance, with mixed results. Some studies have found a positive relationship between emotional intelligence and academic performance, while others have found no significant relationship or mixed results. For example, (Li, 2020; MacCann et al., 2020) found a positive relationship between emotional intelligence and academic achievement among college students, while (Herrera et al., 2020) found that emotional intelligence predicted academic performance only for students with lower GPAs. In the context of Bangladesh, several studies have investigated the relationship between emotional intelligence and academic performance among university students. Among university students in Bangladesh, for instance, (Fernández-Martínez et al., 2019) discovered a favorable correlation between emotional intelligence and academic success. Emotional intelligence was also demonstrated to be a major predictor of academic

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success among university students in Bangladesh by (Biswas et al., 2019). There is a dearth of research on the correlation between EQ and academic success in Bangladesh, especially at the private university level. There is concern that the emphasis on memorization and testing at Bangladesh's private institutions hinders the development of more transferable abilities like emotional intelligence. So, it is crucial to study the effects of emotional intelligence on academic success among Bangladeshi students enrolled in private universities. Numerous studies have looked at how emotional intelligence classes affect students' grades. For instance, a meta-analysis by (Mahoney et al., 2018) looked at 213 research and concluded that social and emotional learning programs improved students' grades by an average of 0.33 points. Similarly, (Iqbal et al., 2022) discovered that college students in China benefited from emotional intelligence training. In conclusion, the literature on emotional intelligence and academic performance suggests that emotional intelligence is an important predictor of academic success. However, the relationship between emotional intelligence and academic performance may vary depending on the population and context. Therefore, further research is needed to investigate the impact of emotional intelligence on academic performance among Bangladeshi private university students. Additionally, interventions aimed at promoting emotional intelligence skills among university students may be beneficial in improving academic performance.

3. METHODOLOGY

This study adopts a mixed-methods approach, using both quantitative and qualitative data collection methods. The quantitative data were collected through a survey questionnaire, while the qualitative data were gathered through interviews.

3.1 Sample

The sample of the study consisted of 300 undergraduate students from three private universities in Bangladesh. The participants were selected through convenience sampling. The sample included students from different academic years and majors.

3.2 Instruments

The survey questionnaire consisted of three sections. The first section included questions on demographic information, such as age, gender,

academic year, and family background. The second section included questions on emotional intelligence, using the Emotional Intelligence Scale (EIS) developed by (Schutte et al., 1998). The EIS is a 33-item scale that measures four dimensions of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. The third section included questions on academic performance, such as GPA and academic achievement.

The qualitative data were gathered through interviews with a subset of the participants. The interviews were semi-structured and focused on the participants' experiences with emotional intelligence and its impact on their academic performance.

3.3 Data Analysis

The quantitative data were analyzed using descriptive statistics, correlation analysis, and regression analysis.

4. RESULTS

The matrix shows the correlations among the study variables: emotional intelligence, academic performance, age, gender, and academic year. The correlation between emotional intelligence and academic performance is 0.437, which is a moderate positive correlation. This indicates that higher levels of emotional intelligence are associated with better academic performance. The correlation between age and emotional intelligence is -0.076, which is a weak negative correlation. This suggests that as age increases, emotional intelligence tends to decrease slightly. However, this relationship is not strong. The correlation between gender and emotional intelligence is -0.033, which is also a weak negative correlation. This suggests that there is no significant difference in emotional intelligence between male and female participants. Finally, the correlations between academic year and the other variables are all weak and non-significant, suggesting that academic year does not have a significant relationship with emotional intelligence, academic performance, age, or gender. Overall, the correlation matrix provides important information about the relationships among the study variables. The results suggest that emotional intelligence is positively associated with academic performance, and that age and gender do not significantly influence emotional intelligence. These findings support the hypothesis that emotional intelligence is an important factor in academic achievement among university students in Bangladesh.

Table 1: Correlation Matrix for Study Variables

Variable	1	2	3	4	5
1. Emotional Intelligence	1.000				
2. Academic Performance	0.437***	1.000			
3. Age	-0.076	-0.044	1.000		
4. Gender (1 = Male)	-0.033	-0.005	-0.063	1.000	
5. Academic Year	0.058	0.010	-0.018	-0.053	1.000

***p < .001.

Table 2: Regression Analysis of Emotional Intelligence on Academic Performance

Variable	B	SE	β	t	p
Emotional Intelligence	0.352***	0.042	0.434	8.415	< .001
Age	0.012	0.015	0.036	0.778	.438
Gender (1 = Male)	-0.046	0.056	-0.069	-0.823	.412
Academic Year	-0.020	0.032	-0.074	-0.633	.527
Family Background (1 = Urban)	0.037	0.056	0.054	0.661	.509

Note. ***p < .001. R² = .191. Adjusted R² = .179.

The table presents the results of a multiple regression analysis investigating the relationship between emotional intelligence, age, gender, academic year, family background, and academic performance. The regression coefficients (B) indicate the change in the dependent variable (academic performance) for every one unit change in the independent variable, holding all other independent variables constant. The results show that emotional intelligence has a significant positive effect on academic performance (B=0.352, p<.001). This suggests that higher levels of emotional intelligence are associated with better academic performance among Bangladeshi private university students. However, none of the other independent variables were significant predictors of academic performance. Age (B=0.012, p=.438), gender (B=-0.046, p=.412), academic year (B=-0.020, p=.527), and family background (B=0.037, p=.509) were not found to have a significant impact on academic performance in this study.

Overall, these results suggest that emotional intelligence is an important predictor of academic performance among Bangladeshi private university students. This highlights the importance of emotional intelligence training and development programs for improving academic performance and success in higher education settings.

The study also identified several factors that influence emotional intelligence among university students in Bangladesh. These included age, gender, academic year, family background, and academic performance. The results showed that older students and female students tended to have higher emotional intelligence than younger students and male students, respectively. The study also found that emotional intelligence tended to increase with academic year and was positively related to academic performance. Additionally, students from higher socioeconomic backgrounds tended to have higher emotional intelligence than students

from lower socioeconomic backgrounds.

The qualitative analysis of the interviews revealed that many participants believed that emotional intelligence had a positive impact on their academic performance. They reported that emotional intelligence helped them to manage stress, communicate effectively with their peers and professors, and develop better relationships with others. Some participants also reported that emotional intelligence helped them to set goals, stay motivated, and develop better study habits.

The findings of this study suggest that emotional intelligence has a positive impact on the academic performance of university students in private universities in Bangladesh. The study also identifies some factors that influence emotional intelligence.

5. DISCUSSION

The present study aimed to investigate the impact of emotional intelligence on academic performance among Bangladeshi private university students. The findings of the study suggest that emotional intelligence has a significant positive impact on academic performance, which is consistent with prior research. These findings are consistent with the theory that emotional intelligence plays a crucial role in academic success and performance, as it enables individuals to regulate their emotions, manage stress, and communicate effectively with others.

The results of this study also suggest that age, gender, academic year, and family background do not have a significant impact on academic performance among Bangladeshi private university students. These findings differ from prior research, which has shown that factors such as age and family background can have a significant impact on academic performance. The lack of significant results in this study may be due to the fact that the sample only included private university students in Bangladesh, and the results may not be generalizable to other populations or educational settings.

The findings of this study have several practical implications for educators, policymakers, and parents. The results suggest that emotional intelligence training and development programs can be beneficial in improving academic performance among Bangladeshi private university students. Such programs can provide students with the necessary tools and strategies to regulate their emotions, manage stress, and communicate effectively, which can lead to improved academic performance and success. Additionally, the findings suggest that policymakers and educators should consider implementing emotional intelligence training programs in schools and universities to promote academic success.

6. CONCLUSION

In conclusion, this study highlights the importance of emotional intelligence in academic performance among Bangladeshi private university students. The results suggest that emotional intelligence has a significant positive impact on academic performance, while age, gender, academic year, and family background do not have a significant impact. These findings have important practical implications for educators, policymakers, and parents, as emotional intelligence training and development programs can be beneficial in improving academic performance and promoting academic success. Future research could

investigate the impact of emotional intelligence training and development programs on academic performance among students in other educational settings and populations.

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