

Relationship among Emotional Intelligence, Self-Efficacy and Academic Score of Undergraduate Students in Bangladesh

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Submitted by

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*This thesis is dedicated to the soul of my mother
For her endless love, dua, support and encouragement*

Certificate

Certified that the thesis entitled **“Relationship among Emotional Intelligence, Self-Efficacy and Academic Score of Undergraduate Students in Bangladesh”** submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the supervision of Dr. Muktipada Sinha, Professor, Department of Education, Jadavpur University and that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

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Acronyms Index

EI	:	Emotional Intelligence
WAIS	:	Wechsler Adult Intelligence Scale
MI	:	Multiple Intelligence
PI	:	Personal Intelligence
II	:	Intrapersonal Intelligence
II	:	Interpersonal Intelligence
MSCEIT	:	Mayer–Salovey–Caruso Emotional Intelligence Test
EQ	:	Emotional Quotient
IQ	:	Intelligence Quotient
TEI	:	Trait Emotional Intelligence
TEIQ	:	Trait Emotional Intelligence Questionnaire
AP	:	Academic Performance
RM	:	Relationship Management
IM	:	Impression Management
UG	:	Undergraduate
SSC	:	Secondary School Certificate
PEC	:	Primary Education Closing
JSC	:	Junior School Certificate
KUST	:	Kohat University of Science & Technology.
CGPA	:	Cumulative Grade Point Average.
ANOVA	:	Analysis of Variance.
HSSC	:	Higher Secondary School Certificate
IIUI	:	International Islamic University Islamabad
EQI	:	Emotional Quotient Inventory
MBBS	:	Bachelor of Medicine, Bachelor of Surgery
FAAT	:	Financial Accounting Achievement Test
SEIPIRS	:	Student Emotional Intelligence and Parental Involvement Rating Scale

PIF	:	Personal Information Form
EIS	:	Emotional Intelligence Scale
SES	:	Self-Esteem Scale
BHS	:	Beck Hopelessness Scale
CP	:	Corporal Punishment
PSH	:	Psychosocial Health
AMOS	:	Analysis of A Moment Structures
PLS	:	Partial Least Square
RSCA	:	Resiliency Scale for Children and Adolescents
SEIS	:	Schutte Emotional Intelligence Scale
SEIS-	:	Ks Sarabjit Kaur's Sevenfold Emotional Intelligence Scale
ERQ	:	Emotion Regulation Questionnaire
ASES	:	Academic Self-Efficacy Scale
GPA	:	Grade Point Average
SME	:	Subject Matter Experts
GSF	:	The General Self-Efficacy Scale
IBM	:	International Business Machines Corporation
RQ	:	Research Question
S	:	Significant
NS	:	Not Significant
SPSS	:	Statistical Package For The Social Sciences
DF	:	Degree of Freedom
N	:	Total Number of Students
M	:	Mean
SD	:	Standard Deviation
SIG	:	Significance
F	:	F-Test

Abstract

The main goal of the study was to find out how much emotional intelligence and self-efficacy first-year university students in Bangladesh have and how that relates to how well they do in academics. It was also meant to find out how students' emotional intelligence and sense of self-efficacy differed based on their gender, where they lived, family structure, marital status, parents' jobs, monthly family income, etc. In the current cross-sectional study on emotional intelligence, 3200 first-year university students from eight different divisions of Bangladesh took part. The researcher used Petrides's The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF, 2009) and Jerusalem and Schwarzer's The General Self-efficacy Scale (GSF, 1992), as well as their Bengali translations, which were made by the researcher and checked for accuracy. The data that was collected was put through IBM SPSS software and then shown graphically in Microsoft Excel. The emotional intelligence of students in Bangladesh varied by gender, where they lived, and what their parents did for a living. Self-efficacy also changed based on a student's gender, family income each month, and the type of university they went to. Emotional intelligence and self-efficacy were found to have a strong positive link, and both could predict a student's academic performance. The researcher said that the differences in the emotional intelligence and self-efficacy of the students were caused by social structure, cultural differences across divisions, the status of women in society, and how society works. In this study, it was also suggested that emotional intelligence be taught as part of the curriculum, that teachers be trained to understand and use emotional intelligence in the classroom, and that art, painting, music, dance, and different games be promoted as part of the higher education curriculum.

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Chapter I

Context of the Study

- 1.1 Introduction**
- 1.2 Roots of Emotional Intelligence**
- 1.3 Meaning and Definition of EI**
- 1.4 Models of Emotional Intelligence**
- 1.5 Benefit/Importance of EI for university Students**
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- 1.10 Significance of the Study**

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Chapter I Context of the Study

1.1 Introduction

The contemporary studies on emotional intelligence began with the introduction of the term by Salovey and Mayer back in 1990 in their paper 'emotional intelligence' claiming it to be an interrelation of three innate abilities, namely, appraisal and expression of emotion, regulation of emotion, and utilization of emotion to motivate and plan. The new construct gained popularity after the lucid explanation by Daniel Goleman in his book 'Emotional Intelligence; why it can matter more than IQ' and continued to remain an area of great concern as long as our social life exist, the importance of emotional intelligence is meant to be there. The construct of emotional intelligence has been defined in many ways by psychologists and authors across the world, but the simplest form has remained the same as coined by Goleman, where it is thought that emotional intelligence is an ability which helps an individual deal with recognizing own emotions, managing own emotions, awareness of the emotion of other people and thereby managing social relationships. It operates as a social behaviour based on innate abilities that can be nurtured and developed further. People say that only a few percentages of our success can be attributed to intelligence, leaving the majority of our portion to other factors like emotional intelligence. However, this has never led anyone to believe that emotional intelligence is the most important factor. In this way, the Trait and Ability Approach, e.g., The Four-Branch Ability EI Model by Mayer and Salovey (1997), the EI Based Performance Model, the Bar-On Model of Emotional-Social Intelligence (2006), and the Trait Model (2007), are theories that have changed the way people think about emotional and social intelligence. After that, large-scale research studies are being done all over the world to show how emotional intelligence is the most important factor in almost every part of a person's life. Emotional intelligence has also been a big idea in education for a long time. Research shows that students with higher emotional intelligence did better in school, knew themselves better, handled relationships better, were happier

with themselves, and so on. This emotional skill helps them learn more about themselves, other people, and the world. So, emotional intelligence is very important for teens and young adults as they continue to learn and grow.

The studies on self-efficacy have also drawn the attention of researchers all around the world due to its versatility of presence underlying a series of social behaviours and accomplishments. Literature shows that students who have a strong sense of efficacy think they can do hard things. Even though these students are likely to fail, they work harder and keep trying to do well. They go into hard or dangerous situations with the confidence that they can handle them. On the other hand, students who don't think they can do hard tasks see them as threats and give up quickly. This can cause people to avoid tasks, be lazy, not try, and give up, thinking that failure is inevitable (Bandura, 1994). So, how the teachers can help students feel like they can do things on their own is a great challenge to the teaching community. The classroom is a great place to start building efficacy beliefs. We all see how hard it is for our students to get going. Self-efficacy can be like the adrenaline that gets you moving. Students who are confident and don't have a lot of stress are more likely to be driven. Students' sense of self-efficacy grows as they see their progress, reach their goals, and take on new challenges. Setting goals that are too high or too low doesn't help self-regulated learning or the belief that you can reach your goals.

Emotional intelligence and self-efficacy are both considered significant predictors of personal flourishing, professional growth and academic achievement, especially for students; as Bar-On stated, emotional intelligence is a key part of helping students do better in school and in their personal lives. Emotional intelligence touches and influences every aspect, and it helps individuals to advance, mature and attend to goals (Faltas, 2017). Therefore, in the last decade, there has been a lot more focus on how to include social and emotional learning in curricula that consists of some flexible skills which are easy to learn and teach.

1.2 Roots of Emotional Intelligence

In 1986, Wayne Payne initially introduced the concept of emotional intelligence in his doctoral thesis. An emotion study focuses on developing emotional intelligence, self-integration, and the relationship between fear, pain, and desire (Marin, 2019). Later, Peter Salovey and John D. Mayer introduced us to the concept in 1990 "Emotional Intelligence," which they defined as "a type of social intelligence. It involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" But The concept had been evolving for many years before that. The notion of "emotional intelligence" first appeared in literature in the early 1800s. According to literary sources, several characters in Jane Austen's *Pride and Prejudice* possess this quality. (Surti & Gangal, 2021)

in 1877, Henry Noble Day, an American philosopher, examined the meditative and practical unity of feeling and intelligence in the setting of emotional intelligence. After that, Alexander Bain, a Scottish philosopher, investigated the interconnection between feelings (emotions), volition (action) and cognition (Intelligence) in the 1880s (Faltas, 2016).

Another example is James Sully's 1910 study, in which he used the notion of EI to explain how emotions influence our cognitive process.

The term "social intelligence" originally came from the works of educational philosopher John Dewey in 1909 to characterize emotional intelligence. He described social intelligence in his book "Moral Principles in Education" as "the capacity to monitor and understand social occurrences." (*A Brief History of Emotional Intelligence*.)

In the early 1920s, Thorndike delineated social intelligence as the capacity to get along with others through comprehending one's and others' inner states, intentions, and behaviours (Dhani & Sharma, 2016). In later years, Moss and Hunt would describe it as "the ability to get along with people." Social intelligence is echoed in the general capacity to get along with people, social technique or ease in

society, and knowledge of social matters. It also indicated susceptibility to stimuli from other group members and insight into the temporary moods or underlying personality traits of strangers," wrote P. E. Vernon in the 1930s. (*'Social Intelligence' in Research.*)

In 1940, the Wechsler Adult Intelligence Scale (WAIS) developer, David Wechsler, used the words non-intellectual and intellectual intelligence interchangeably. He addressed the role of non-intellectual factors on intelligent behaviour. Affective, emotional, and social characteristics were among the non-intellectual traits, and he subsequently hypothesized that they were significant in defining an individual's potential for life success. (Tripathy, 2018)

The term "emotional intelligence" initially emerged in a 1964 study by Michael Beldoch (DavitzşiBeldoch 1964) and a 1966 essay by B. Leuner entitled "Emotional intelligence and liberation" in the 'Practice of child psychology and child psychiatry' (Sfetcu, 2020a).

In 1983, Howard Gardner published about multiple intelligences, arguing that interpersonal intelligence is just as important as intelligence, which usually means IQ and related tests (Serrat, 2017). According to Gardner (1983), various kinds of intelligence are called 'Multiple Intelligence'. He defines two separate "personal intelligence" in humans. They are especially relevant in a discussion of emotional intelligence because they are so close to the essence of EI:

1. **Intrapersonal Intelligence:** The capacity to identify and utilize one's emotions.
2. **Interpersonal Intelligence:** The ability to detect and distinguish between other people's moods, temperaments, motivations, and intents.

There are three distinct categories of intelligence, according to Eysenck (1985), including biological, psychometric, and social– as well as their respective influencing elements. As we will see, there is still some controversy about whether EI is a "real" intelligence or social intelligence ((PDF) *Emotional Intelligence.*)

Stanley Greenspan suggested an EI model in 1989, and Peter Salovey and John Mayer followed suit the following year.

Salovey and Mayer's seminal paper from 1990 is where the term "emotional intelligence" started. To establish their "new" construct, Salovey and Mayer argued that emotional intelligence (EI) was made up of three broad and interconnected abilities:

1. Emotion appraisal and expression,
2. Emotion control, and
3. Emotion motivates and plans (Keefer et al., 2018).

Soon afterwards, in 1990, they referred to it as the ability to distinguish between one's and other people's moods and emotions and to use this information to influence one's thoughts and behaviour. (Serrat, 2017).

In 1995, after reading Salovey and Mayer's work, Daniel Goleman wrote "Emotional Intelligence: Why It Can Matter More Than IQ," which helped to spread awareness of the idea. According to this scholar's definition, the ability to control one's emotions, ardour, and fervour is an essential component of emotional intelligence.

1.3 Meaning & Definition of EI

Most of the time, our emotions and feelings about particular situations influence our thinking. It is our internal feelings, emotions, desires, and aversions that have the most influence on our perception, not external stimuli. As a result, emotions and sentiments play a critical role in human decision-making.

Emotions are also regarded as adaptive in that they are purposeful and meaningful for an individual and represent an evaluative engagement with the environment that aids in the preparation of certain behaviours. (von Scheve & Slaby, 2018)

For example, the Latin "emovere," which means "to move out" or "agitate," is used to characterize an experience's emotional upheavals that are triggered by other events or things. According to Paul Ekman, Emotions prompt us to react to urgent facts without devoting too much time to deciding whether or not to respond.

Many studies show that persons who can control their emotions read others' emotions. They also address them successfully and have an advantage in many aspects of life; they are happier, more productive, and better able to adopt mental attitudes that promote productivity, focus, and thinking. (*From Emotional Literacy to Emotional Intelligence*, 2022). Therefore, it can be said that those who can identify, recognize and understand emotion are more successful in day-to-day life. In this regard, John Mayer and Salovey (1990) dictate the importance of emotion in their research study, and later Daniel Goleman popularised the theme: Emotional Intelligence.

Emotional intelligence is a collection of skills that allows a person to have conscious control over one's own and other's emotions. It is an innate potential of an individual to know or understand the feeling of ourselves and others. It is often defined as comprehending, managing, regulating, recognizing or handling emotion. With a high emotional IQ, people can distinguish between different sentiments, appropriately identify them, and adjust the intensity of their feelings according to the circumstances in which they find themselves. ("Emotional Intelligence," 2022)

Salovey and Mayer claim (1990) that "Emotional Intelligence" is "the ability to monitor one's own and other's feelings and emotions, to distinguish between them, and to utilize this information to drive one's thinking and actions." This was the initial definition of EI, which was amended in 1997 to incorporate a broader definition of "the ability to sense and express emotion, absorb emotion in thought, understand and reason with emotion, and manage emotion in oneself and others." (Dhani & Sharma, 2016)

Goleman described EI as the capacity for self-motivation, which includes self-control, ardour, and tenacity. According to him, "Emotional intelligence refers to our ability to recognize our own and others' feelings, to motivate ourselves, and to manage emotions in ourselves and our relationships effectively." (Goleman, 1998)

Emotional intelligence was popularised by Goleman (1995-2003) and articulated as a theory of work performance by him. Emotional intelligence is divided into five categories, according to Goleman:

1. **Knowing one's emotion:** People who improve their knowledge of their moods and feelings are better life navigators. They are capable of making sound decisions and setting reasonable goals.
2. **Managing one's emotion:** People who cope with negative or uncomfortable emotions can soothe themselves when necessary. They can overcome anxiety, depression, and irritation. They demonstrate "stress" toughness.
3. **Motivating others:** Self-efficacy-capable people have emotional self-control and use it to achieve specific pre-determined goals. The ability to control impulsiveness is at the root of all accomplishments.
4. **Recognize other's emotions:** People who can recognize other people's emotions based on situational and expressive signals have information that can be exploited to achieve desired outcomes. Empathetic qualities include the ability to identify and share another's feelings.
5. **Handling relationships:** People with this ability can work with and through others to accomplish their goals. Over time, the ability to manage relationships consistently will lead to leadership chances for the person who possesses it.

EI mainly acts as a rallying point, encouraging people to support potentially beneficial (but seldom validated) therapies that target vastly different emotional, cognitive, and behavioural skills (Zeidner et al., 2004).

An evaluation and assessment tool based on the Bar-On model was initially intended to measure and evaluate various elements of this construct. In this paradigm, It is a set of emotional and social competencies, skills, and facilitators that impact how we view ourselves, understand and relate to other people, and deal with the challenges of daily life. (Bar-On, 2006).

"Emotional intelligence is the ability to detect and understand emotions in yourself and others, as well as the ability to control your behaviour and relationships using this understanding." (Bradberry et al., 2009)

"The concept of emotional intelligence suggests that intelligence may understand emotion and that emotion facilitate intelligence" - (Joseph Ciarrochi, Joseph Forgas & John Mayer, 2006)

"Emotional intelligence is the single most important influencing variable in personal achievement, career success, leadership and life success" – (Darwin Nelson & Garry Low, 2011)

1.3.1 Wheel of Emotion:

The research study stated that 'emotional intelligence has a positive effect concerning stress management' (Nespereira-Campuzano & Vázquez-Campo, 2017). In another study, 'High emotional intelligence students were shown to do better in stress management than their peers' (Ugoji, 2012). Emotional intelligence and stress coping techniques should be taught to students by their instructors since it has been found that students are adept at managing their stress levels (Fteiha&Awwad, 2020).

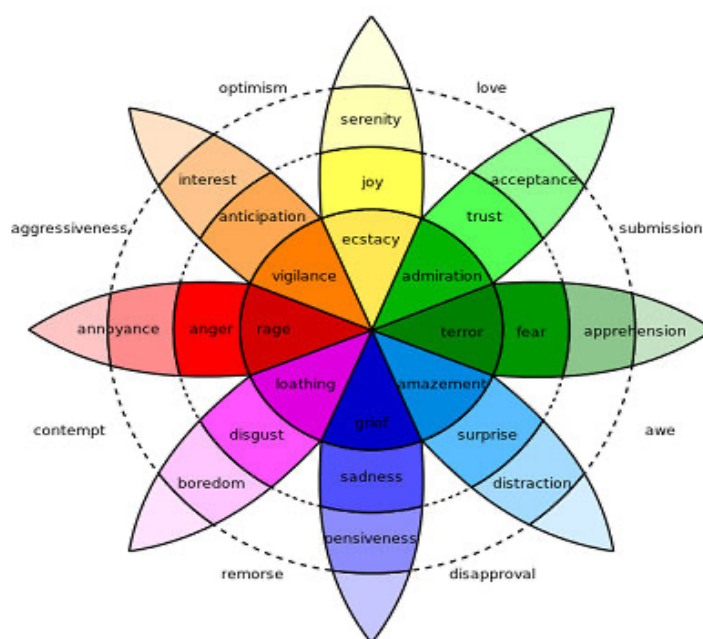
Therefore, there are many popular mechanisms (capacity to handle any dilemmas) to know how to use emotion effectively in various situations, like- the Plutchik wheel and Geneva wheel.

Dr Robert Plutchik was a psychologist who specialized in emotional research. Plutchik proposed a mechanism to classify emotions using his Wheel of Emotions because tens of thousands of them exist. There are eight primary emotions, according to Plutchik: anger, fear, grief, disgust, surprise, anticipation, trust, and joy. The most fundamental emotions are these. The second circle represents primary emotions (from the centre). The physiological purpose of each emotion determines how these basic emotions are structured. Plutchik proposed eight basic bipolar emotions:

1. sadness and joy
2. anger and fear
3. expectation and surprise
4. acceptance and disgust

The physiological reaction that each emotion causes determines the opposites. For instance, joy (feeling) causes you to connect (response), and despair (emotion) causes you to withdraw (reaction) (reaction). These connections can be seen on the emotion colour wheel.

Figure 1.1
Plutchik's Wheel of Emotions



Combinations are the result of combining two fundamental emotions. Softer emotions are a combination of two primary feelings. Joy and trust, for example, connect to become love. Delight is the result of combining joy and surprise. Awe is a combination of fear and amazement. It is not always easy to tell when a feeling results from mixed emotions.

1.3.2 How to use this wheel of emotion

We may empathize with ourselves and guide our concentration toward feelings we genuinely want to feel after we objectify and comprehend our emotions. According to Plutchik's Sequential Model, some inputs elicit emotions, which initiate particular behavioural patterns. (*The Emotion Wheel*, 2017). According to him, the following survival behaviours influence our activities:

<i>Emotions</i>	<i>Drive or Actions activated by emotions</i>
<i>Fear and Terror</i>	Withdrawal, retreat
<i>Anger and rage</i>	Destruction
<i>Disgust</i>	Rejection
<i>Acceptance</i>	Incorporation
<i>Joy and Pleasure</i>	Reproduction
<i>Sadness and Grief</i>	Reintegration
<i>Curiosity</i>	Exploration
<i>Surprise</i>	Orientation

This indicates that one of the survival behaviours is elicited when our emotions are triggered.

Table 1.1

Survival issues and their relation to emotions, according to Plutchik

Stimulus Event	Cognitive Appraisal	Subjective Reaction	Behavioral Reaction	Function
gain of valued object	“possess”	JOY	retain or repeat	gain resources
member of one’s group	“friend”	TRUST	groom	mutual support
threat	“danger”	FEAR	escape	safety
unexpected event	“what is it?”	SURPRISE	stop	gain time to orient
loss of valued object	“abandonment”	SADNESS	cry	reattach to lost object
unpalatable object	“poison”	DISGUST	vomit	eject poison
obstacle	“enemy”	ANGER	attack	destroy obstacle
new territory	“examine”	ANTICIPATION	map	knowledge of territory

The emotional wheel helps individuals to cope with various emotions and identify and explore the complexity of emotions. Also, it can be an effective instrument for an individual's well-being. It will build positive connections among pupils to their school or institutions. In the study by Kurniawan & Dewi (2016), Emotional intelligence is a crucial factor in kids' perceptions of how they and others interact with school (Kurniawan & Dewi, 2016). The study also revealed that the relationship between gender, emotional awareness, and physiological awareness influences community college students' satisfaction ratings. (Downey, 2003). Students Understanding of emotion influences students' performance in assessment. (Ashkanasy & Dasborough, 2003). Therefore, it is possible to infer that the wheel of emotion helps in the following aspect:

Figure 1.2
Uses of emotional wheel



1.4 Models of Emotional Intelligence

The models of emotional intelligence help us conceptualize and develop a thorough understanding of it. As a result, it makes it easier to analyze the idea, which has significance for developing strategies to help people increase their emotional intelligence.

Emotional intelligence is conceptualized in each theoretical framework from one of two perspectives:

1. Ability or Four branch model
2. Mixed model.
3. Trait model

As a mental capacity, emotional intelligence is regarded as pure intelligence in ability models. Expressive intelligence models that incorporate both cognitive and non-cognitive components are known as mixed models. Those who have a good sense of their emotional abilities are the focus of characteristic models for EI (Sfetcu, 2020).

1.4.1 Ability model of EI:

The phrase "emotional intelligence" was coined by Peter Salovey and John Mayer in 1990, and they have investigated its implications ever since. Measures of emotional intelligence were devised due to their efforts (Mayer et al., 2004). They conceptualize the ability model or four branch model of EI, which is based on Gardner's work and views on emotional intelligence. We can define emotional intelligence as a skill instead of a feature or characteristic. This led to the creation of the four-branch model. Mayer, Salovey, and Caruso's demo model define intelligence as "the ability to perceive emotions, access and generate emotions to aid thought, understand emotions and emotional meanings, and reflectively regulate emotions in ways that promote emotional and intellectual growth" (P., 2018). According to this model, peoples vary in terms of their ability to (i) process information and (ii) relate emotional processing to broader cognition (MANGAL & MANGAL, 2015).

It is a model of EI that progresses from simple activities to more complicated ones that require more sophisticated talents. Listed below are the four branches/tiers of the organization:

Branch 1: Perceiving emotion

In this context, it refers to a person's ability to discern images and faces' emotional content. This field has several sub-branches, but this one is the most essential (Fiori & Antonakis, 2011). It assists in recognizing, expressing, and expressing one's own and others' emotions. For the next rung, this helps them get appropriate information.

Branch:2 Emotional facilitation

It refers to a person's ability to use emotions to aid in thinking and support acting consciously. It combines emotional and cognitive impulses to make the review more accessible. Dynamic data is utilized to improve, adapt, and prioritize thinking and decision-making and is made more accessible.

Branch:3 Understanding emotion

It is about labelling and differentiating emotions to analyze and make sense of them. It refers to the ability to comprehend feelings and the interactions that exist between them. Consequently, it involves the abstraction of emotional data.

Branch:4 Managing emotion

It is the most challenging and distinct, focused on how to use emotions to improve yourself and reactions to one's circumstances, such as through reframing and altering evaluations to manage emotions. It entails the capacity to regulate one's emotions to enhance one's personal and interpersonal effectiveness.

This model is a framework to measure EI, and the test is called The Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT). It has eight tasks in terms of these four branches. (Mayer et al., 2004) It was created for persons above 17 and first normed on a sample of 5000 men and women.

Table 1.2

The Mayer–Salovey–Caruso Emotional Intelligence Test (Mayer et al., 2004)(MSCEIT)

Branch	Task
1. Perceiving Emotions	a) Faces-which asks participants to recognize emotions in people's faces b) The picture asks people to identify the emotions evoked by landscapes and designs (<i>Emotional Intelligence - Peter Salovey, John D. Mayer, 1990, n.d.</i>).
2. Emotional Facilitation	a) Sensations- It asks individuals to compare their feelings to different tactile and sensory stimuli b) Facilitation-in which participants pick the emotions that best support a particular way of thinking

3. Understanding Emotions	a) Changes- An individual's capacity to detect changes in emotional intensity and the progression from one emotional state to another is tested. b) Blends- Participants are asked to identify the emotions in more complicated affective states.
4. Managing Emotions	a) Emotion Management- Using fictitious scenarios, participants are asked to describe how they would maintain or alter their current emotions. b) Emotion Relationship- Participants are tasked with figuring out how to influence the emotions of others to attain a specified goal (Ford & Tisak, 1983).

1.4.2 Mixed model of Daniel Goleman:

The concept of Emotional Intelligence was popularised by Daniel Goleman, the inventor of this model. According to him, the mixed model consists of several sets rather than a single unit. The hybrid model considers abilities/skills and personality factors in describing and measuring emotional intelligence.

Goleman's model outlines five elements of EI.

1. **Self-Awareness:** The ability to become aware of one's limitations and strengths, feelings and sentiments, values, motivations, and objectives. It also entails considering how things affect others when making judgments.
2. **Self-Regulation:** It is an endeavour that entails controlling and redirecting one's unhealthy emotions, as well as responding to changing situations.
3. **Social skill:** Good social skills entail more than being outgoing. "Friendships for the sake of friendship" is how Goleman labels these partnerships.

Everyone is respected, but their friendships are used for personal and organizational advantage.

4. **Empathy is the capacity to comprehend how others feel and** place oneself in their shoes. While no one can tell whether they are experiencing the same emotions as someone else, empathists can infer their feelings. If you are highly empathetic, you are more likely to experience sorrow when you see others in distress and delight when you perceive others' happiness, allowing you to connect emotionally.
5. **Internal Motivation:** It is the over-energized state of willpower to accomplish something for the sake of achievement. (*Goleman's 5 Elements of EQ*, n.d.)

Goleman redesigned and framed this construct into four dimensions based on these five constructs. The following dimensions are-

Table 1.3

Four dimensions of Emotional Intelligence Test (Goleman, 2001)

	Self (Personal Competence)	Other (Social Competence)
Recognition	Self-Awareness • Emotional self-awareness • Accurate self-assessment • Self-confidence	Social Awareness • Empathy • Service orientation • Organisational awareness
Regulation	Self-Management • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	Relationship Management • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalysing change • Building bonds • Teamwork and collaboration

This four quadrant of emotional intelligence, as proposed by Goleman, is popular by the name 'emotional intelligence grid'. The grid provides a clear snapshot of components of emotional intelligence.

1.4.3 Mixed model of Bar-On:

The emotional Quotient is a measure of emotional intelligence in the same way that the intelligence quotient measures a person's cognitive abilities. Bar-On is the one who came up with the phrase. His concept of emotional intelligence can be viewed as a hybrid intellect comprised of personality, health, and well-being. It is process-oriented rather than outcome-oriented and relates to performance and success potential.

Reuven Bar-On, who coined EI, emphasized the adaptive function of EI. Reuven Bar-On, who coined EI, emphasized the adaptive role of EI. He defines it as "an array of non-cognitive abilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". Reuven Bar-On, who coined EI, emphasized the adaptive function of EI. (Bar-On, 2006). In this model, he systematically defines five primary domains. The domains are-

1. Intrapersonal skills,
2. Interpersonal skills,
3. Adaptability,
4. Stress management, and
5. General mood

1.4.4 Trait model and its uses in education:

Dr K.V. Petrides developed the Trait Emotional Intelligence theory in 2001. Petrides (2010) stated trait of emotional intelligence "is a constellation of emotional self-perceptions located at the lower levels of personality hierarchies." The characteristic model of emotional intelligence focuses on particular personality traits that facilitate emotional awareness and management. Emotional intelligence measures how well a person understands and uses their emotions and those of others. The trait EI model aims to provide comprehensive coverage of emotion-related aspects.

Later, The Trait Emotional Intelligence Questionnaire (TEIQue), created by K. V. Petrides, PhD, is an essential component of a scientific study programme located at the London Psychometric Laboratory at University College London (UCL). The TEIQue is a self-report assessment that covers the trait EI sampling domain comprehensively. (reprinted below). It consists of 153 items that assess 15 different facets, four variables, and the global characteristic EI (Petrides, 2009).

Table 1.4
Sampling domains of trait emotional intelligence (Petrides & Mavroveli, 2020)

The Sampling Domain of Trait EI in Adults and Adolescents

Facets	High scorers view themselves as...
<i>Adaptability</i>	...flexible and willing to adapt to new conditions.
<i>Assertiveness</i>	...forthright, frank, and willing to stand up for their rights.
<i>Emotion expression</i>	...capable of communicating their feelings to others.
<i>Emotion management (others)</i>	...capable of influencing other people's feelings.
<i>Emotion perception (self and others)</i>	...clear about their own and other people's feelings.
<i>Emotion regulation</i>	...capable of controlling their emotions.
<i>Impulse control</i>	...reflective and less likely to give in to their urges.
<i>Relationships</i>	...capable of maintaining fulfilling personal relationships.
<i>Self-esteem</i>	...successful and self-confident.
<i>Self-motivation</i>	...driven and unlikely to give up in the face of adversity.
<i>Social awareness</i>	...accomplished networkers with superior social skills.
<i>Stress management</i>	...capable of withstanding pressure and regulating stress.
<i>Trait empathy</i>	...capable of taking someone else's perspective.
<i>Trait happiness</i>	...cheerful and satisfied with their lives.
<i>Trait optimism</i>	...confident and likely to "look on the bright side" of life.

Various research studies showed that trait EI theory has positively influenced pupils' academic performance. The trait EI has significant and multifaceted implications for elementary school socialization.(Mavroveli& Sanchez-Ruiz, 2010). Adolescents from low-income or socially isolated backgrounds are more likely to exhibit emotional intelligence (EI) traits, which have been linked to academic performance and antisocial behaviour (Petrides et al., 2004). It is time

for researchers to rethink the theoretical grounds on which present claims about trait EI's role in academic achievement are established (Perera&Digiacomio, 2013). Emotional intelligence (EI) has been found to predict visionary happiness, and career flexibility moderates this relationship. These findings show that more fabulous views of career adaptability contribute to trait EI's contribution to academic satisfaction (Çelik&Storme, 2017).

Therefore, it can be said that the trait model of EI has positively correlated to students' academic satisfaction or performance. It is one of the determinant factors to predict the ability and competence among the students. It also helps the expert to identify students from various discrete groups.

1.5 Benefits/Importance of EI for university students

In the present scenario, Emotional Intelligence becomes an essential indicator for university-level students and all our attention towards student excellence. Developing a high EQ can determine our success and influence our actions by exposing us to previously unexplored opportunities. Every aspect of your child's life, from their interactions with peers to their academic progress, may be impacted by their ability to manage their emotions. Students with higher emotional intelligence are better able to control their feelings and empathize with others. It can help kids develop the required self-motivation and communication skills to become more self-assured students. In contrast, students who lack emotional intelligence may become disinterested in school, consequently affecting their academic performance. (Walsh-Portillo, n.d.).

The benefits of EI among students are demonstrated below:

1. According to Bratton et al. (2011), managers who can see their strengths have a higher association between EI and leadership success (Bratton et al., 2011)

2. The research findings revealed a positive link between EI and Empathy skills among nursing students(Hajibabae et al., 2018). Emotional intelligence and empathy were found to have a minor relationship with self-esteem(Sa et al., 2019). Empathy levels were strongly linked to EI(Bertram et al., 2016).
3. Emotionally intelligent students are better equipped to assess situations. It increases students' social relationships and enables them to manage academic problems better. Emotional intelligence is correlated with self-worth, self-awareness, compassion, empathy, and flexibility in individuals. It raises a person's emotional intelligence, scientific literacy, and aptitude for original problem-solving.
4. Students with a solid emotional basis can successfully deal with their challenges. It is what teaches children how to create attainable objectives, make better decisions, and deal with challenges in a healthier manner. Positive affect and self-efficacy are mediators for efficient emotion regulation and self-leadership and can help students cope with stress more effectively(Houghton et al., 2012). Stress management and perceived emotional intelligence were linked, with high passionate, intelligent students performing better(Ugoji, 2012). Students' emotional intelligence has a significant impact on their academic stress. Compared to students with vital emotional intelligence, students with low emotional intelligence reported considerable academic pressure.
5. An emotional intelligence test can assist pupils in better communicating in today's environment. It will also help in the enhancement of their verbal skills. Students can openly express their thoughts and ideas if they possess emotional intelligence. The study indicates that Communication abilities were favourably linked with emotional intelligence(Yousefi, 2006). Data also showed a more significant EI effective influence on building interpersonal communication skills. (Petrovici&Dobrescu, 2014)

1.5.1 Emotional Intelligence and Academic Performance

The capacity to perceive, analyze, and control our own and others' emotions is called "emotional intelligence." Emotional Quotient is another name for it (EQ). It can facilitate communication effectively and helps in a positive way to reduce stress, empathize with others, and overcome complex challenges. Various reviews showed that academic achievement is also inter-linked with EI, one of the predictors of Academic Performance. According to **Malik and Shujja (2013)**, Academic achievement and emotional intelligence have a substantial positive link. (Malik & Shujja, 2013) Similarly, in the study of **Nasir and Masrur (2010)**, Research findings revealed that Emotional Intelligence was discovered to be a strong predictor of academic success. (Nasir & Masrur, 2010). **Bukhari & Khanam (2016)**, According to research, Academic success is strongly correlated with one's level of emotional intelligence in both male and female college students. (Bukhari & Khanam, 2016). **Bhaskaran Unnikrishnan et al. (2015)** conducted a study and found EI, gender, academic performance, and job happiness were found to be statistically significant. (Unnikrishnan et al., 2015), but many studies also showed that EI has a negatively or mixed relationship with Academic performance among the student. Academic Intelligence was low and had a mixed relationship with emotional intelligence, displaying negative and positive interactions. (Van der Zee et al., 2002). In another study, there was no link between emotional intelligence and academic performance, although there was a positive association between emotional intelligence and age (Adnan et al., 2012).

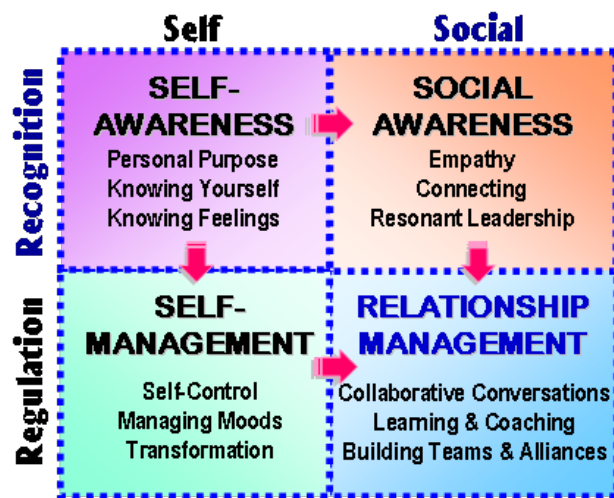
1.6 Developing EI skills in higher Education

One of the essential tasks for pupils to reach their full potential is to develop emotional intelligence. Because IQ alone is inadequate, EQ skills must be combined with schooling for maximum achievement. EI is also

an essential tool among higher education students and a vital prerequisite in emotive work like leadership quality, interpersonal communication, decision-making process, etc., to improve their EQ. To achieve emotional well-being, students must reacquaint themselves with and learn to love their most basic feelings. Practising mindfulness can help achieve this goal. First and foremost, you must master stress management skills to be more easily reacquainted with uncomfortable or intense emotions and alter how you experience and respond to them. Emotional intelligence (EQ) is a set of abilities that can help you better regulate your emotions and interact with others:

- 1. EI helps to identify our own emotions:** People who have high emotional intelligence are better able to detect their own emotions, feelings, and the origins of their emotions, as well as their consequences. Emotional intelligence (EI) may be helpful for college students who need to identify the roots of their negative emotions, including stress, rage, depression, and more.
- 2. Management of Self:** Students' EI allows them to control their emotions according to higher education conditions. Self-restraint will increase in students who can regulate their positive or negative emotions. It also aids students in higher education make the best decisions and taking the best steps toward their goals in light of their requirements, interests, and other personal factors.

Figure 1.3
Emotional Intelligence Grid



(source: www.thechangeforum.com)

3. **Awareness of others:** perhaps more critical than self-awareness is the ability to perceive the experiences of others. Additionally, it aids in comprehending students' and faculty members' feelings.
4. **Relationship management:** Relationship management takes centre stage in our lives (student-student, student-teacher, students-administer etc.). As a result, EI aids pupils in managing their interpersonal relationships and establishing cooperative rules.

1.7 Concept of Self-Efficacy

In 1977, Albert Bandura, a Canadian-American psychologist and Stanford University professor, coined the term "self-efficacy." Bandura's (1977) social learning theory, renamed social cognitive theory in 1986, is the source of self-efficacy (Zulkosky, 2009). He believes that a person's ability to follow out hypothetical action plans is governed by their belief in their efficacy. This is a quote from Bandura (1977). It is nothing more than a person's faith in their abilities to achieve in a given circumstance. To have a high level of self-efficacy, you must believe in your abilities to self-regulate and alter your behaviour to reach your

desired results. Self-efficacy impacts people's emotions, thoughts, actions, and motivation. In the following year, stress, despair, concern, and helplessness are all symptoms of low self-efficacy (Zulkosky, 2009). Beliefs in one's abilities impact various mental, emotional, and behavioural processes. Effectiveness beliefs impact a person's overall outlook, which may benefit or harm them (2012, Tadayon Nabavi).

Self-efficacy perspectives centre what individuals feel they can do with their skills and abilities in certain circumstances, as opposed to perceptions of skills and abilities in isolation from situations. Self-efficacy beliefs are more than just action predictions. They are more interested in what people believe they can do under given situations, particularly tough and changing conditions. Self-efficacy beliefs are not the same as outcome or behaviour expectations. Self-efficacy measures one's ability to mobilize resources to achieve goals. (Gosselin & Maddux, 2003)

Self-efficacy can be divided into two categories like low self-efficacy and high self-efficacy. Individuals with low self-efficacy are less confident in their abilities. The characteristics of low self-efficacy are-

Fear of risk-taking: As a result, people with poor self-efficacy believe they cannot succeed. These category people are afraid to take chances, challenges or attempt new things because they believe the outcome will be a failure.

Fear of Uncertainty: Self-doubt and uncertainty are common causes of low self-efficacy. The person is reluctant to put themselves out there if they do not know that the effort will be fruitful. Due to their lack of exploration, they may never find a field in which they excel.

Feelings of inadequacy and disappointment: Feelings of failure are common among those with poor self-efficacy. Due to the risks involved, people may choose not to attempt new activities. It is also possible that they will give things their best go. As a result, individuals have a lower chance of succeeding and a higher chance of believing they have failed.

Impression Management: Impression management aims to improve one's public image by exerting influence on how others see oneself. People with low self-efficacy believe they are unqualified, yet they may strive to project an appearance of competence and success to others around them. To get the favour of others, they may put up a tremendous effort in their behaviour and worry about being exposed as phoney. As a result, individuals may not be able to increase their feeling of self-efficacy since they avoid learning from their failures.

Figure 1.4
Two poles of self-efficacy



High self-efficacy persons are more confident than those with low self-efficacy when taking up difficult situations and acting on their decisions. The prominent characteristics are-

Self-confidence: High self-efficacy is characterized by a high level of self-confidence. They approach jobs and circumstances with confidence in their abilities. Increased self-confidence may lead to more experience, which in turn

boosts one's skill, and hence one's confidence. This positive feedback loop has the potential to increase self-efficacy even further.

Sense of accomplishment: Generally, those with high self-efficacy are more likely to succeed because they are ready to take risks and follow their interests. In the face of failure, they take pride in their accomplishments because they see mistakes as chances to grow and develop as people.

Risk taker: Those with a high sense of self-efficacy are more likely to take measured risks to increase their chances of success. Self-efficacy can only be increased by taking appropriate risks since they are not afraid of failure or errors.

Positive Self-assessment: Self-efficacious individuals are more likely to be able to assess their performance effectively. As a result of this, they can analyze themselves objectively to better their own lives.

1.8 Need for Self-efficacy among Adolescents

During adolescence, a person is exposed to many events that shape their adult lives. Adolescent growth and social functioning are protected by high levels of social self-efficacy (Armum&Chellappan, 2016). Self-efficacy is thought to impact an individual's psychological adjustment and mental well-being significantly. Self-efficacy predicts academic areas and levels (Pajares&Urdan, 2006).

Self-efficacy beliefs influence the challenges that are taken on, the amount of effort put in, the level of tenacity in the face of adversity, whether thought patterns are self-helping or self-impeding, and stress and depression vulnerability. (Wood & Bandura, 1989).

The study also examines self-efficacy that predicts academic motivation among college students (Schunk, 1991). The self-efficacy theory may be used for work-related performance to motivate diverse employee facets and organizational objectives. (Cherian & Jacob, 2013)

Analysis of self-protective behaviour demonstrates that anxiety and avoidance are almost always co-consecutive reactions to a perceived inability to cope (Bandura, 1988).

According to the study's findings, self-efficacy is required for academic achievement, decision-making, motivation, stress reduction, anxiety assessment, and psychological adjustment.

1.8.1 Self-efficacy and academic achievement

Getting good grades and doing well in school are essential goals for students and educational institutions at every grade level. Because of this, academics and educational psychologists have long been interested in uncovering the elements that influence student academic performance (Hayat et al., 2020). As a result, self-efficacy is a critical component of academic success (Motlagh et al., 2011). Many research found self-efficacy and academic success linked to self-efficacy (Meral et al., 2012). A meta-analysis by Yokoyama S. (2019) showed conflicting findings regarding academic self-efficacy and performance (Yokoyama, 2019). The results showed a strong link between academic self-efficacy and success in the classroom. According to Bhati and colleagues (2022) studies, academic self-efficacy significantly influences students' academic achievement.

Furthermore, the results showed that science students with high levels of academic self-efficacy outperformed their counterparts in terms of academic achievement (Bhati et al., 2022). Furthermore, Goulo (2014) discovered a substantial correlation between self-efficacy and academic achievement ($r=0.286$, at the 0.05 level) among students. Ansari et al. (2020) used Spearman's correlation to examine the relationship between student self-efficacy and academic achievement. Another factor that impacts academic achievement is one's sense of self-efficacy (Ansari et al., 2020).

Therefore, the research studies indicate that self-efficacy and academic achievement have positively correlated and impacted students' performance at higher education levels.

1.9 Operational Definitions

Emotional Intelligence

Emotional intelligence (EI) is the capacity to perceive, regulate, and assess emotions. Some academics assert that emotional intelligence may be taught and developed, but others claim it is an innate trait. We define Emotional Intelligence (or EI) as a means to:

1. Recognize, analyze, and control one's emotions; and, Manage the emotions of others.
2. Recognize, comprehend, and influence others' emotions.

Emotional intelligence has been measured using a variety of different instruments. These tests often fall into three categories: self-report, ability, or trait. In the present study, emotional intelligence referred to the trait of emotional intelligence of students and was measured using the Trait Model of Emotional intelligence proposed by K.V. Petrides in 2009.

Self-efficacy

Self-efficacy refers to people's perception that they can perform at a certain level and exercise control over events in their lives. How people feel, think, motivate, and behave are all influenced by their self-efficacy beliefs. Four primary mechanisms are responsible for bringing about these varied outcomes. Among them are cognitive, emotional, and behavioural processes.

Academic Score

If a student, instructor, or institution has met or exceeded their educational goals, they are said to have achieved academic success. Achieving educational

milestones such as high school diplomas and bachelor's degrees is called academic achievement. Many ways measure a student, instructor, or institution's academic accomplishments and performance. An example of academic achievement is a high school diploma or bachelor's degree. Score (GPA) in Higher Secondary Certificate (HSC) and GPA of last semester examination after the student have admitted to the undergraduate course in university considered as academic score in the study.

Undergraduate Students

Undergraduate students are referred to the students who got admission to the universities of Bangladesh after successfully qualifying for the Higher Secondary Certificate (HSC) examination. The undergraduate level is the preliminary stage of higher education in Bangladesh as well as across the world, which is taught in both colleges and universities. For this study, only the students studying at the undergraduate level in public, government aided and private universities in Bangladesh were considered undergraduate students.

Bangladesh

The official name of Bangladesh is the people's Republic of Bangladesh. Almost one billion people live in this South Asian nation, which ranks eighth in the world by population. It is one of the most densely inhabited nations in the world (148460 square kilometres). Specially Bay of Bagal separates Bangladesh from India on the north, west and east sides. The 64 districts make up all the divisions of Bangladesh, and those districts are divided into 504 sub-districts. To make it like Bengali pronunciation, the English spelling of the Dacca Division was changed in 1983.

Bangladesh has the third-largest Muslim population in the world, with 98 per cent of the population being Bengalis. Eight divisions, 64 districts, and 495 subdistricts make up the nation. It is estimated that just 74.7% of the population is literate,

with men accounting for 76.4 per cent of the total and women accounting for 71.9 per cent. It is a three-tiered and extensively subsidized educational system in the country, with the government running numerous schools at all three levels of education and funding many private schools. The Bangladeshi government sponsors 45 state institutions through the University Grants Commission in the tertiary education sector. Despite this, the government does not provide free education. Education is not included in the constitution as a fundamental right, first through fifth grade; sixth through eighth grade; ninth through tenth grade; twelfth through twelfth grade; eleventh and twelfth grades. Tertiary is the fifth and final degree of education. Secondary School Certificate (SSC) examinations are held after five years of secondary education (including junior secondary). For the first time since 2009, the Primary Education Closing (PEC) exam has been implemented. Secondary or matriculation training culminates with the SSC examination for students who pass the PEC test. To be eligible to sit for the Junior School Certificate (JSC), students must pass the Preliminary Entrance Examination (PEC). Secondary school students who pass this exam take the SSC exam, which lasts two years. Passing this test allows students to continue their studies for two years at the high school level, culminating in the HSC exam.

There are three types of universities in Bangladesh: public (government-owned and subsidized), private (privately owned universities), and international (universities controlled by foreign governments) (operated and funded by international organizations). The University Grants Commission (UGC) was established by Presidential Order 10 in 1973 and is responsible for accrediting and affiliating these institutions. As of 2016, 47 public, 105 private, and two international universities are operating in Bangladesh, with the highest enrolment at Bangladesh National University and the oldest at the University of Dhaka, established in 1921. At 2,100 acres (8.5 km²), the University of Chittagong is the largest in Bangladesh.

1.10 Significance of the Study

In Bangladesh's current higher education system, most educational institutions treat students' futures like a race in which everyone is looking for a shortcut to success. In this kind of system, the students don't do anything. Their brains are full of information that they can't process. All they do is cram. So, they can only learn so much, and even what they do learn never becomes their own learning. Their whole education is passive and mechanical, and they don't set many goals. They are also not very motivated, and they don't have much self-confidence. Because of these obstacles, they have hard-to-solve problems with their attitudes and personalities.

To fix the problem, the current education system needs to do everything it can to promote quality education that is focused on the student. Students take part, and teachers become more like guides than people who just give out information. In other words, we need to come up with a way to teach that helps students grow in all areas and gets them ready for life.

The students' self-efficacy and growth in their emotional, cognitive, social, intellectual, ethical, psychological, cultural, political, and religious lives would be part of their all-round development. The best way for the world's future citizens to grow in every way is through an education system that helps students develop their emotional intelligence and sense of self-efficacy.

Including ways to improve emotional intelligence and self-efficacy could help students do better in school and make it easier for them to get along with others. It gives them a good way to keep their emotions from coming out in the open. As they get better at emotional intelligence, they will be able to understand other people's feelings and use them to reach their own goals, the goals of others, and the goals of the organization they work for. As they learn soft skills like tolerance, making the necessary changes and sacrifices, seeing things from the other person's point of view, and recognizing and respecting others' feelings, their family life tends to take shape in the future.

From this point of view, the study of the emotional intelligence of young adults at the undergraduate level is very important. The analysis is still more important to the researcher who is trying to find out how emotionally intelligent young adults are in all of Bangladesh. This is a study that no other researcher has done yet. For ease of use, the research is only done on first-year college students at Bangladeshi universities. But the investigator's suggestions and ways to improve emotional intelligence and self-efficacy could be used by all kinds of institutions in Bangladesh and around the world to a greater extent.

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Chapter II

The Problem of the Study

- 2.1 Literature Review**
 - 2.2 Research Questions**
 - 2.3 Statement of the Problem**
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Chapter II The Problem of The Study

2.1 Literature Review

The literature review is a written overview of related research publications that establishes the groundwork for the evidence required to progress the current study. To analyze the newly-emerging issue critically, i.e., Academic Achievement and Self Efficacy are predicted by E.I.: A Bangladesh Perspective. It reviewed the available evidence on the issue at hand, which assisted in establishing the necessity of the current study. This section has to be considered for improved insight to avoid the analysis being repeated and the problem being discovered. It also aided in developing a comprehensive conceptual and deep understanding of the situation. To define the current topic, a review of related studies was conducted, which included sources such as an online journal, a report article, publications, and a thesis. The following studies are related:

E.I. has been shown to predict job performance and leadership abilities accurately. According to **Malik and Shahid**, Managerial success relies heavily on emotional intelligence. This study looks into the impact of emotional intelligence on business students' academic success. It also seeks to determine whether business schools help students develop emotional intelligence. Stratified sampling was used in this study. The business students were the subject of this study. The population was alienated into strata, which included almost five business-related departments/institutes/colleges from Pakistan's universities, three of which were chosen at random. Another set of strata was selected from this group of strata. According to the findings, there was a poor link between E.I. and academic success. However, with time, the connection between E.I. and academic success improves significantly. (S. Z. Malik & Shahid, 2016)

Suleman et al. (2019) conducted a cross-sectional descriptive investigation to measure the relationship between emotional intelligence and undergraduate academic success at Kohat University of Science & Technology (KUST), Pakistan. A random selection procedure was used to pick a sample of 186 students who were enrolled from Fall 2015 to Spring 2018. The undergraduates' data was collected using a standardized tool called the "Emotional Intelligence Scale." The academic accomplishment was measured by the pupils' cumulative grade point average (CGPA). Personal visits were used to obtain data. Statistical procedures such as simple percentage, mean, standard deviation, ANOVA, Pearson's product-moment correlation, and multiple linear regression were used to achieve the required research conclusions. According to the findings, emotional intelligence and academic success among undergraduate students had a high positive link ($r = 0.880$). Self-development (Beta = 0.296), emotional stability (Beta = 0.197), managing relationships (Beta = 0.170), altruistic behaviour (Beta = 0.145), and commitment (Beta = 0.117) are all good predictors of undergraduate academic performance, according to the multiple linear regression analysis. According to the findings, undergraduate students' emotional intelligence could be increased further, resulting in improved academic achievement. (Suleman et al., 2019)

In a review **by Malik and Shujja**, Gender was the least significant predictor of academic achievement, but emotional intelligence and school type were both significant predictors. The objective of this study was to measure the relationship between emotional intelligence and academic achievement in children aged 4 to 8 years old and children aged 9 to 13 years old. A total of 204 pupils were selected from eight public and private schools in two Pakistani cities, with 107 high scorers and 97 low achievers. With the support of class teachers, data was collected in small groups of 10-15 consenting children. Academic achievement and emotional intelligence have a substantial positive link, according to the findings. On the overall emotional intelligence scale, there were significant differences between high and

low achievers; gender differences were found in both groups for total E.Q. score, but gender differences were found on the interpersonal and stress management scales; gender differences within groups were significant. Public school students had higher E.Q. than private school students but lower academic achievement. (F. Malik & Shujja, 2013)

Chamundeswari S (2013) investigated a study on Emotional intelligence and academic performance. This study looks into emotional intelligence and academic achievement in high school pupils. Three hundred twenty-one pupils for Three hundred twenty-one different education systems, including state enrollment, and central board schools, were chosen using a random sample technique. The Emotional Intelligence Scale was used to assess emotional intelligence, and the Science grades were based on their half-year performance. The findings reveal a significant positive relationship between emotional intelligence and academic achievement among students. Furthermore, students in central board schools have a greater degree of emotional intelligence than in state board schools. Still, there was no difference between students in matriculation board schools at the higher secondary level. At the higher secondary level, students attending central board schools score better academically than students attending state and matriculation board schools. (Chamundeswari, 2013)

Akbar et al. (2011) stated that compared to pupils with illiterate parents, students with literate parents scored higher. In comparison, students from rural areas and students from metropolitan regions performed well. Compared to pupils of the socioeconomic positions, students from upper socioeconomic status scored higher on emotional intelligence. In comparison to male pupils, female students performed well. This study's major primary was to look at the link between emotional intelligence and academic achievement among students in higher secondary schools. The secondary objective was to examine the impact of several

demographic characteristics on emotional intelligence, such as Gender, socioeconomic level, parental education, and geographic origin. For the current sample of 200 students at the upper secondary school certificate level (HSSC), a disproportionate stratified random sampling procedure was employed, with male ($n = 100$) and female ($n = 100$) pupils. The participants are between the ages of 16 and 20. (Akbar et al., 2011)

A cross-sectional study compared the impact of trait emotional intelligence and associated characteristics on students from various faculties. The cross-sectional analytical survey occurred at the University of Faisalabad in Faisalabad, Pakistan, from August 2016 to March 2017. It included trait undergraduate students, both boarders and day scholars, from seven different faculties. The trait emotional intelligence questionnaire–short form was used to collect data. As a measure of academic accomplishment, students' yearly test scores were obtained. SPSS 20 was used to analyze the data. The result of this study revealed that the emotional intelligence of students differed significantly depending on their faculty ($p0.0001$). Faculty dwelling status had a significant impact on test performance ($p0.05$). A meaningful relationship between emotional quotient and residence status and students' test scores ($p0.05$). Therefore, emotional intelligence was discovered to be a significant component in academic accomplishment and a variable in other faculties and living situations. (**Tariq et al.**, 2020)

Another research investigated the impact of emotional intelligence in mediating the relationship between personality factors and academic achievement among Pakistani undergraduate students. A sample of 150 undergraduate college students (boys = 74, females = 76) ages ranging from 18 to 24 was used. Using a suitable sample strategy, data was collected from Queen Mary College in Lahore and Govt. G.C. University in Lahore. Measures included the Big Five Inventory (John & Srivastava, 1999), the Trait Emotional Intelligence Questionnaire-Short Form

(Petrides& Furnham, 2003), and the student's Cumulative Grade Point Average (CGPA). Findings of this study showed that Extrovertism, agreeableness, and openness show a favourable link with emotional intelligence and academic achievement, according to the result (Table 1). Neuroticism has a negative association with emotional intelligence, but emotional intelligence has a good relationship with students' academic accomplishments also the current study discovered that undergraduate students' degrees of emotional intelligence and personality traits influenced their academic accomplishment ratings. (Naseer et al., 2022)

Similarly, another study was examined by **Adnan. A and Chaudhury, A. A** (2012). The objective of this is to measure the relationship between emotional intelligence and the academic success of students. Nationality and Gender are taken into account when assessing emotional intelligence differences. A convenient sample of 293 management science students was recruited from several universities in Pakistan and Afghanistan for this study. The data were analyzed using Pearson correlation and the t-test. The findings revealed no association between emotional intelligence and student academic achievement; however, a positive relationship between emotional intelligence and age was discovered. Furthermore, the study found no differences in emotional intelligence across pupils of different nationalities or genders. (Adnan et al., 2012)

A correlation study was investigated by **Nasir and Masrur** (2010). The purpose of this current study was to measure the relationship of emotional intelligence with respect to Gender, age and academic performance of students of International Islamic University Islamabad (IIUI). Emotional intelligence was the predictive variable in this study, and academic achievement was determined by students' Cumulative Grade Point Average (CGPA). The Bar-On Emotional Quotient Inventory was used to assess emotional intelligence (EQi). The hypotheses were tested using

correlation analysis, regression analysis, and t-test. The results demonstrated a high correlation between emotional intelligence and academic achievement. Academic performance was shown to be a significant predictor of emotional intelligence. There was no correlation between age and emotional intelligence that could be identified. Except for the stress management scale, where male students scored higher than female students, the mean EQi scores of male and female students were identical. (Nasir & Masrur, 2010)

According to **Preeti et al.**, it is critical to cultivating the correct attitude and emotional intelligence toward the unseen intricacies of life as well as high-quality education. This Emotional intelligence is a subset of social intelligence that includes the ability to understand and monitor one's own and others' feelings, allowing a student to mine the necessary data for academic achievement, which is a result of education and the degree to which the educational goal has been met. The purpose of this paper was to identify the elements that influence the development of emotional intelligence and its involvement in student academic accomplishment. Secondary data was obtained for this study, and we discovered a link between emotional intelligence and academic accomplishment. The findings of this paper show that academic achievement without emotional intelligence does not predict future success, and the lack of emotional intelligence also indicates a poor personality and capacity to form relationships at work and in schools, which is critical for quality education. (Preeti, 2013)

A study was conducted on the trait of Emotional Intelligence as a Predictor of Academic Performance in University Students by **Bukhari & Khanam** (2016). The participants in the study ranged in age from 19 to 30 years old, with 161 males and 152 females. The information was gathered from various universities in Karachi, Pakistan. All participants were given the Demographic Information Form and the Trait Emotional Intelligence Questionnaire Form (TEIQue-SF; Petrides & Furnham,

2003). The result showed that the trait of emotional intelligence is found to be a major predictor of academic performance in both male and female university students. The tiny but significant amount of variance explained by emotional intelligence in academic achievement suggests that other factors have a role in determining students' CGPA. (Bukhari & Khanam, 2016)

Ramesh. S, Samuel Thavaraj. H & Ramkumar. D (2016), in their study, found a positive association between emotional intelligence and student academic achievement. This study determines to investigate the relationship between emotional intelligence and student academic accomplishment through a review of studies undertaken in India and around the world, with a focus on the impact of emotional intelligence on student academic achievement in general and college students in particular. This paper indicates that emotional intelligence is a set of emotional and social skills that include the ability to successfully explain (Unnikrishnan et al., 2015), understand and control emotions, as well as the ability to handle and adapt to changes in one's environment. (Ramesh et al., 2016)

Bhaskaran Unnikrishnan et al. (2015) conducted a study to measure the relationship between emotional intelligence (E.I.) with academic performance among medical students. During March and April of 2014, a cross-sectional survey was conducted among medical students at Kasturba Medical College in Mangalore. Students in their second, third, and fourth years of the medical school took part in the study. Students in these MBBS years made up the sampled population, which at any given moment included 750 students. The data was gathered via a self-administered semi-structured questionnaire. The study used the Schutte self-report E.I. test, with items ranging from 1 (strongly disagree) to 5 (strongly agree) on a 5-point Likert scale. A total of 532 people were evaluated for E.I. Low E.I. accounted for 1.9 per cent, moderate E.I. for 61.8 per cent, and high E.I. for 36.3 per

cent. With EI, Gender, academic performance, and job happiness were found to be statistically significant. (Unnikrishnan et al., 2015)

Chandrani Nirmala Wijekoon^{1*}, Heshan Amaratunge¹, Yashica de Silva¹, Solith Senanayake¹, Pradeepa Jayawardane¹ and Upul Senarath (2017) conducted a cross-sectional study on emotional intelligence among undergraduate medical student. The purpose of this study was to explain the pattern of E.I., define its determinants, and estimate the effect of E.I. on academic achievement among medical undergraduates at a Sri Lankan university's final MBBS examination. A self-administered questionnaire was used to collect socio-demographic information. Final MBBS scores on the first try were used to evaluate academic performance. Having excellent family support ($p = 0.002$), socializing well in university ($p = 0.024$), and being satisfied with learning facilities ($p = 0.002$) were all found to be independent predictors of E.I. in multiple linear regression analysis. 51.6 per cent received classes on the final MBBS examination, 31.5 per cent passed without classes, and 16.9 per cent had to retake the exam. Females performed better academically than guys ($p = 0.009$). Second-class upper-division, second-class lower division, pass, and repeat groups had mean E.I.s of 249.4, 246.6, 240.2, and 226.9, respectively (one-way ANOVA $p = 0.015$). After correcting for Gender, ordinal regression analysis revealed that the overall E.I. score [-0.018 (95 per cent CI 0.005-0.031); $p = 0.006$] was an independent predictor of final MBBS results. (Wijekoon et al., 2017)

Karen Van Der Zee, Melanie Thijs And Lolle Schakel (2002) investigated a study to examine the relationship between self-reported emotional intelligence and academic intelligence and personality. A total of 116 students completed emotional and academic intelligence tests, the Big Five, and social and academic success markers. Empathy, autonomy, and emotional control were identified as three emotional intelligence aspects using factor analysis. There was little evidence of a

link between emotional and intellectual ability. Academic intelligence was low and had a mixed relationship with emotional intelligence, displaying both negative and positive interactions. The emotional intelligence characteristics were found to have strong correlations with the Big Five, particularly Extraversion and Emotional Stability. (Van der Zee et al., 2002)

Constantinos M. Kokkinos & Ekaterini Vlavianou (2021) proposed a study on the role of emotional intelligence in relation to academic achievement and parenting practice among adolescents. The sample included 250 Greek Senior High School students from two public schools in the Attica region of Greece. Between the ages of 15 and 18, there were 108 boys (43.2%) and 142 girls (56.8%). The sample was convenient, and it was chosen since the second author was close to the schools. Male students scored higher in trait emotional intelligence and science achievement, whereas female students perceived stronger parental behavioural control and scored higher in language achievement. Overall and language achievement was positively connected, whereas psychological control was adversely correlated with overall language and science achievement. Overall traits of emotional intelligence, well-being, and self-control increased the effect of parenting techniques on academic achievement in the language (for males) and science (for females), according to moderation analyses (for females). (Kokkinos & Vlavianou, 2019)

Co-relational survey research was conducted by **Ugwuanyi, C. S., Okeke, C.I.O. & Asomugha, C.G.**, (2020). the purpose of this study was to see how students' emotional intelligence, self-esteem, and self-efficacy affect their mathematical achievement. With a population of 2,937 senior secondary 2 pupils and a sample of 400 students drawn from 16 secondary schools in the Nnewi Education Zone of Anambra State, the correlational survey research design was used. Simple linear regression analysis was used to analyze the data. Emotional intelligence, self-

esteem, and self-efficacy were found to have strong predictive powers on students' mathematical achievement. Students' emotional intelligence, self-esteem, and self-efficacy are thus key drivers of their mathematical achievement. (Ugwuanyi et al., 2020)

Adetayo, Janet Oyebola and Kiadese, Adeola Lukman (2010) conducted research on Students' Emotional Intelligence and Parental Involvement as Predictors of Senior Secondary Financial Accounting Achievement using a correlation survey design. This study included 200 senior high school II Financial Accounting students from five secondary schools in Ifo local government, Ogun state, who were chosen using basic random selection approaches. The statistical methods employed for data analysis were Pearson moment correlation and multiple regression analysis. Data were collected using two research devices Financial Accounting Achievement Test (FAAT) and Student Emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS). The results revealed a strong, positive, and significant link between students' achievement and emotional intelligence scores ($r=0.69$). A high, positive, and substantial link exists between student accomplishment and parental involvement scores ($r=0.74$). (Adetayo & Kiadese, 2011)

Another study was conducted by **Afolabi and Omole** (2010) about the Influence of Emotional Intelligence and Gender on Job Performance and Job Satisfaction among Nigerian Policemen. The study had a total of 119 participants. With emotional intelligence and Gender as the independent variables, it uses a 2x2 factorial design and multiple regressions. A self-made questionnaire for emotional intelligence was employed to the subject and collect the data respectively. Police officers with high emotional intelligence are happier and perform better than those with poor emotional intelligence, according to the findings. Also, respondents with high emotional intelligence in male or female roles perform better and are happier in

their jobs than respondents with low emotional intelligence in male or female roles. (Afolabi, 2010)

The adversity quotient, which corresponds favourably with performance, is one aspect that influences a person's success. A person with a high adversity quotient is likely to achieve well. This research aimed to investigate the impacts of Paul G. Stoltz's adversity quotient on students' success, motivation, learning autonomy, and performance. The research involved 218 students from two Islamic senior high schools in Indonesia who participated in an online survey. SmartPLS was used to assess data and information collected from respondents using partial least square structural modelling. The adversity quotient was found to be a key concept that influenced students' accomplishment, learning autonomy, and performance. (Safi'i et al., 2021)

Nasution et al. (2018) examined a study to investigate the Effects of an Inquiry-Based Learning Approach and Emotional Intelligence on Students' Science Achievement Levels. In their study, the research sample consisted of 56 grade 7 children recruited from two classrooms at different schools in Binjai, Indonesia, using a quasi-experimental research method. Two-way ANOVA was used to analyze data using descriptive and inferential statistics. According to the findings of the study, students who participated in the inquiry learning approach (experimental group) had the best science achievement. Kids with strong emotional intelligence who were taught using an inquiry-based learning method performed better in science than students who were taught using a traditional learning strategy (control group). Students with low emotional intelligence who were exposed to the traditional learning style performed better in science than those in the experimental group. The findings revealed that the impacts of learning strategy and emotional intelligence on science accomplishment interact. (Nasution, 2018)

Emotional intelligence is a good indicator of job performance and leadership ability. According to **Shipley et al.** (2010), the aim of this study is to measure the relationship between emotional intelligence and academic performance. The association between emotional intelligence and academic performance was investigated in a sample of 193 undergraduate business students using the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF). Work experience was found to be favourably associated with emotional intelligence. Despite this, emotional intelligence was not found to be strongly related to age. Academic achievement was not strongly connected with the global trait of emotional intelligence.

The research was conducted on Loneliness and Emotional Intelligence among University students. In this research, 120 participants were taken as a sample in the age group of 18 to 28 years with respect to different groups like ethnicity, family structure and Gender. The aim of this study was to see how ethnicity, family structure, and Gender affected the relationship between loneliness and emotional intelligence in university students of Chittorgarh, Bangladesh. To assess loneliness and emotional intelligence, the Bengali version of the Loneliness Scale (Parveen, 2007) and the Emotional Intelligence Scale (Hossain and Uddin, 2008) were employed. Nontribal students scored higher on loneliness than tribal pupils, according to the findings. Students from combined families score lower on the loneliness scale than students from nuclear families. Nontribal students, on the other hand, demonstrated greater emotional intelligence than tribal students. A substantial negative connection ($r = -.33$, $p.01$) was also discovered between loneliness and emotional intelligence. (**Sultana et al.**, n.d.)

Another study examined emotional intelligence among university students. The link between emotional intelligence, self-esteem, and hopelessness among Bangladesh public university students was investigated in this study. The sample

included 150 students (80 males and 70 females) from Dhaka University, Jagannath University, and Jahangirnagar University who were purposefully chosen. Personal Information Form (PIF), Emotional Intelligence Scale (EIS), Rosenberg's Self-Esteem Scale (SES), and Beck Hopelessness Scale were the four questionnaires used in the study (BHS). The results of this research revealed a link between emotional intelligence, self-esteem, and hopelessness. Hopelessness has a negative link with emotional intelligence ($r = -0.35, p.01$) and self-esteem ($r = -0.55, p.01$), while emotional intelligence and self-esteem are favorably correlated ($r = 0.44, p.01$). Self-esteem was found to be a significant predictor ($\beta = -.49, p.01$) in the study. (Mollah & Jahan, 2012)

Biswas et al. (2019) did a study on how emotional intelligence and job stress affect how well university teachers in Bangladesh do in school. The goal of the study is to find out how emotional intelligence and job stress affect how well university instructors in Bangladesh do in school. Using a method called "stratified sampling," information from university professors in Bangladesh was gathered with the help of a systematic questionnaire. The final analysis could use information from 224 surveys. The results of the study showed that the emotional intelligence of university faculty members in Bangladesh has a moderate positive correlation ($r=0.424$) with teachers' academic performance, while occupational stress has a negative correlation ($r=-0.036$) with teachers' academic performance. Linear regression analysis also showed that emotional intelligence and stress at work are important predictors of how well teachers do in the classroom (Biswas, Moudud-Ul-Huq, et al., n.d.).

It is critical for students and parents to understand the elements that influence academic achievement so that they can plan for or regulate those aspects in order to maximize academic achievement. (Begum, 2015)The study looked into the connections between parenting style, emotional intelligence, self-esteem and

academic accomplishment and to know if males and females differed in terms of academic achievement, parenting style, emotional intelligence, and self-esteem. A questionnaire package consisting of the Parental Acceptance/Rejection Questionnaire, the Emotional Intelligence Scale, and Rosenberg's Self-esteem Questionnaire, as well as a Personal Information Form (PIF), was given to a purposive sample of 200 ninth-grade students (40 per cent boys) from three schools in Dhaka. Pearson product-moment correlation results revealed that parenting style, emotional intelligence, and self-esteem have strong positive connections with academic achievement.

In a review by **Rahman et al.** (2021) on School children's academic achievement in relation to corporal punishment, emotional intelligence, and psychosocial health. The precise purposes were to look into: (i) the association between C.P. and academic accomplishment; (ii) the relationship between E.I. and academic attainment; (iii) the relationship between PSH and academic attainment; and (iv) whether the C.P., E.I., and PSH can predict academic attainment. 200 students from classes V to X in government and non-government Bengali medium schools in Dhaka City were purposefully and conveniently selected for the study. Karl Pearson's product-moment correlation and step-wise multiple regression methods were used to evaluate the data. The findings revealed that there are strong negative connections between C.P., E.I., and PSH and children's academic achievement. Furthermore, multiple regression models revealed that PSH and C.P. (father) were significant predictors of academic achievement, explaining 2.6 per cent of the variance in academic achievement. (Rahman et al., 2021)

This study looked at how age, Gender, and emotional intelligence are related, as well as how emotional intelligence affects instructors' beliefs about their own abilities. N=62 secondary school teachers filled out the self-reported trait emotional questionnaire (TEIQue) and the teachers' self-efficacy beliefs short

version questionnaire by Tschannen-Moran and Woolfolk-Hoy, respectively (2001). The results showed that age and emotional intelligence are linked. But Gender has nothing to do with Trait E.I. A regression study showed that emotional intelligence has an effect on self-efficacy beliefs and also matches up with the measures. Path analysis shows that age has a direct effect on E.I. but an indirect effect on self-efficacy beliefs in managing a classroom, while E.I. has a direct effect on self-efficacy beliefs in managing a classroom (Rimpu, 2021).

Another research was done based on a mixed model, which is a blend of ability and trait models. The study's major objectives were to determine the deciding factors impacting emotional intelligence and academic performance of university instructors in Bangladesh and to examine the impact of emotional intelligence on the academic performance of university teachers in Bangladesh. Data was collected from public and private university instructors in Bangladesh using a structured questionnaire and a stratified sample technique. This research shows that emotional self-regulation, self-motivation and social skill have a substantial impact on teachers' academic performance in Bangladesh. On the other hand, emotional self-awareness and emotional empathy have an insignificant effect on teachers' academic performance. Self-motivation, in particular, has a large beneficial impact on teachers' academic performance, although emotional empathy had the least significant impact. (**Biswas, Mahmud, et al., 2021**)

Another study was conducted by **Meshkat & Nejati** (2017). The study aims to determine the relative importance of intelligence and creative self-belief in terms of creative talent and academic success. Senior students from three distinct fields were purposefully selected from the University of Chittagong's business school. A self-administered survey yielded 192 responses, with a response rate of 64 per cent. For data analysis, the study used the structural equation model in AMOS 20. The findings revealed that neither intelligence nor creative self-belief, nor the

students' creative capability, predicts academic accomplishment. However, intelligence and creative self-belief are found to have a considerable impact on pupils' creative ability. (Meshkat & Nejati, 2017)

Students who have a traumatic experience are more emotionally, physically, and psychologically distressed. Therefore, therapeutic techniques like resilience capacities are needed for coping the stress. Based on this point, research was conducted by **Bulathwatta et al.** (2017) to measure the relationship between emotional intelligence and resilience capacities among university students. The researcher selected 356 students as a sample from Germany and Sri Lanka who had low and high traumatic experiences. The data were collected through the use of the purposive sampling method. This studied independent sample t-test, and hierarchical multiple regression analysis were used to know their different types of resilience techniques. This study reflects that (i) students from both countries (German and Sri Lanka) have different types of resilience and coping process. (ii) German students are less likely than Sri Lankan students to employ emotional intelligence to reduce the level of trauma. (iii) Sri Lankan students have higher resilience knowledge and coping capacities than German students, but the nature of trauma is identical for both countries. (Bulathwatta et al., 2017)

Ononye, U., Ogbeta, M., Ndudi, F., Bereprebofa, D., & Maduemezia, I. (2022) points out academic resilience, emotional intelligence, and academic performance among undergraduate students. The study looked into the connections between academic resilience, emotional intelligence, and academic achievement in Nigeria. Data obtained from 179 final-year undergraduate students in Delta State University's conventional B.Sc. Business Administration and B.Sc. Marketing rammed, the partial least square (PLS) modelling method, was used to test the stated hypotheses. The result of this study found that Academic resilience was positively related to emotional intelligence ($= 0.125$, $p = 0.007$), academic

resilience = 0.231, $p = 0.000$) and emotional intelligence ($\beta = 0.260$, $p = 0.000$) were positively related to academic performance, and emotional resilience mediated the positive relationship between academic resilience and academic performance ($\beta = 0.057$, $p = 0.005$), according to the PLS results. While academic resilience predicted academic performance, it also predicted emotional intelligence, which had a large and favourable impact on academic performance. (Ononye et al., 2022)

Emotions engaged with each movement, activity and response of the individual. Genuinely shrewd individuals can perceive their actual capacities and practice this in their own proficient lives. The power to appreciate anyone at their core (E.I.) idea has become a highly famous boundary of an individual's information, abilities and capabilities in the office, calling, school, individual life, and generally speaking achievement. The review of **Ravi Kant** (2019) regarding Emotional Intelligence among university students aimed to (i) investigate the degree of Emotional Intelligence of undergraduates of university students. (ii) to find out the distinction between Emotional Intelligence based on orientation, region, level obviously and school of study. This overview concentrates on utilized information from 200 students of Central University of South Bihar, Gaya, India. Results showed that every university student had an elevated degree of the ability to understand anyone on a deeper level. Result demonstrates that all undergraduates of the School of Education can appreciate anyone at their core of significant level besides examining undergraduates of the School of Law and Governance. Male and female undergraduates are essentially contrasted on Emotional Intelligence on a general test. Female undergraduates are viewed as more Emotional Intelligent with high mean worth. U.G. and P.G. undergraduates were found not essentially contrasting from one another on Emotional knowledge. U.G. undergraduates were all the more sincerely wise based on mean price. The private area plays no huge part except for country undergraduates were all the more sincerely astute in contrast with their partner. (Kant, 2019)

Chowdhury. S (2019) examined a study, "Emotional Intelligence and Resiliency among Adolescents". The purpose of this study was to look at the link between emotional intelligence and resilience, as well as gender disparities in resilience. Data was collected through both purposeful and convenience sampling, with a total sample size of 109 people (males 56 and females 53). The data was gathered using the Resiliency Scale for Children and Adolescents (RSCA) and the Schutte Emotional Intelligence Scale (SEIS). Independent samples to compare the means of two groups on resiliency, the t-test was performed (males and females). The association between resiliency and emotional intelligence was discovered using Pearson Correlation. The result of this study showed that there was no significant difference between male and female adolescents with respect to resilience. (Choudhary, 2019)

Emotional intelligence combines important aspects of human interactions to increase self-management abilities such as flexibility, temperament control, and tension reduction, all of which can help people perform better. The purpose of this narrative review was to examine if the research supports the inclusion of E.I. evaluation in medical school admission tests in order to identify individuals who may require directed intermediation in the future. Given the established link between E.I. and academic success, there is a justification for including an E.I. evaluation in medical school entry exams to identify individuals who may require guided intermediation in the future. Techniques to improve E.I. must also be included in medical curricula's orientation/foundation module for all students. During the first two academic years, plans must be established to improve pupils with low E.I. scores and to continually monitor these efforts. E.I. will be introduced as a key feature in medical education and will be strengthened by continual proficiency development efforts. Strategies to encourage E.I. in clinical undergraduates to improve doctor-patient relationships for improved clinical results may also be developed. (**Rehman et al.**, 2021)

A normative survey method was conducted by **Manichander, T** (2021) on the Emotional Intelligence of graduate students. The purpose of this research was to determine the emotional intelligence of graduate students. The survey was done on a stratified random sample of 200 graduate students from Telangana's Karimnagar district. The information was gathered using Dr. Sarabjit Kaur's Sevenfold Emotional Intelligence Scale (SEIS-KS). The t-test and F-test were used to assess the data. The findings revealed a considerable difference in emotional intelligence between men and women. There was no significant difference in the results with respect to Gender, location, and course of study among graduate students. Emotional intelligence differences between government and private college graduates. (Manichander, 2021)

According to **Palaniswamy et al.** (2022), Emotional intelligence is extremely important in a person's life. Emotional intelligence has been linked to greater emotional management, academic performance, self-motivation, and social skills in studies. Higher emotional intelligence students have better social functioning. The purpose of this study is to determine how emotionally intelligent rural undergraduate students are. Using a random sampling technique, 100 rural undergraduate students from the Thiruvarur district were chosen for the study. The student's emotional intelligence was assessed using a standardized tool. The majority of the students scored 'high' in terms of emotion management and 'high' in terms of self-motivation and social competence, as well as empathy and self-awareness. On emotional intelligence, there was no gender difference among rural undergraduate students. (Palaniswamy et al., 2022)

A study conducted by **Abdo Hasan AL-Qadri, and Wei Zhao** (2021) revealed that emotional intelligence scores have a considerable positive correlation with academic achievement among Students. In this research, the researcher used a correlational design, and the purpose of this study was to see if there was a link

between Emotional Intelligence (E.I.) and academic achievement among Arabic primary school pupils in China. It also tried to measure the emotional intelligence and motivation to learn of the students. Pilot testing was used to evaluate the psychometric features of a 60-item initial emotional intelligence scale. A total of 303 students ranging in age from 12 to 16 years old took part in the study. The present study also suggested that there were statistically significant disparities in the respondents' level of emotional intelligence with respect to Gender, but according to grade value, there is insignificant relation with emotional intelligence. (AL-Qadri & Zhao, 2021)

A study by **Chowdhury, M. S., & Shahabuddin, A. M.** (2017) explained how self-efficacy, motivation, and academic achievement relate among students in a university in Bangladesh's introductory marketing course. In this research, directional hypotheses were taken by the researcher and data were gathered from marketing students at a private university in Bangladesh to test the respective hypothesis. A total of 125 valid responses were received, resulting in a 92.4 per cent response rate. The students shared a common cultural background and earned a college degree as well. In the current study, regression analysis was used to determine the relationship between the factors and the student's performance. Self-efficacy is found to be highly connected with students' motivation (both intrinsic and extrinsic) and performance, according to the studies (grade). (Chowdhury & Shahabuddin, 2007)

According to **Watson et al.** (2016), Emotional intelligence was a major moderator in the connection for the students assessed, according to the results of a 2-stage hierarchical multiple regression analysis and students who felt more confident in their capacity to deal with obstacles reported feeling less stressed in class. The authors of this study looked at how emotional intelligence affects the relationship between academic stress and coping self-efficacy in a group of 125 Hispanic first-

year college students at a medium-sized, southern Hispanic-serving school. Participants were required to fill out three survey questionnaires as well as a demographic data sheet. Students were asked to fill out a demographic data sheet that included their age, Gender if they were first-generation college students, and whether they were living on campus, off campus, or with family. The researcher used the Academic Stress Scale, Coping Self-Efficacy Scale and Assessing Emotions Scale for this study. FYE instructors were given an e-mail outlining the current study and asking them to send a survey link to students enrolled in their programmes. (Watson & Watson, 2016)

A survey design was conducted by **Fernandez, R., Salamonson, Y., & Griffiths, R.** (2012) to know the relationship between trait emotional intelligence and learning strategies, as well as their impact on academic achievement in first-year accelerated nursing students. The study included 81 students who were enrolled in an accelerated nursing programme at a large institution in Sydney. In this study, the 144-item Trait Emotional Intelligence Questionnaire was adapted to determine emotional intelligence, and Academic achievement was measured using the grade point average obtained at the end of six months. The findings revealed a statistically significant relationship between emotional intelligence scores and critical thinking, help to seek and peer learning but not with extrinsic goal orientation and also suggest emotional intelligence was found to be a significant predictor of academic achievement. (Fernandez et al., 2012)

Gharetepeh, A., Safari, Y., Pashaei, T., Razaei, M., & Kajbaf, M. B. (2015) investigated a study on "Emotional Intelligence as a predictor of self-efficacy among students with different levels of academic achievement at Kermanshah University of Medical Sciences." The purpose of this study was to look into the effect of emotional intelligence in determining self-efficacy among Public Health School students with various levels of academic success. This correlational analysis was

conducted on all Public Health School students. The census approach was used to enrol 129 students in the study. Emotional Intelligence and self-efficacy questionnaires were used to collect data, which was then analyzed using descriptive statistics and regression analysis in SPSS 14. The result of this study showed that self-efficacy and emotional intelligence factors and their components were higher in students with high academic accomplishment than in students with low academic achievement. (Gharetepeh et al., 2015)

Cristiana, C., Dan Florin, S., & Mohorea, L. (2012) conducted research to examine the relationship between emotional intelligence, academic self-efficacy, and academic accomplishment. The study involved 92 college students aged 18 to 25 years old who were recruited from undergraduate and postgraduate programmes at a Romanian institution. The current sample was assessed using the College Academic Self-Efficacy Scale (Owen & Froman, 1988) and the Schutte Emotional Intelligence Scale (Schutte et al., 1998). The association between academic self-efficacy and emotional intelligence, as well as the relationship between emotional intelligence, academic self-efficacy, and academic accomplishment, was studied using Pearson correlation coefficients and linear regression analysis. The findings show that emotional intelligence is linked to academic self-efficacy, with E.I. characteristics of regulating own emotions and emotion usage also being linked to academic self-efficacy. (Cristiana et al., 2012)

A Longitudinal study was conducted by **Qualter, P., Gardner, K. J., Pope, D. J., Hutchinson, J. M., & Whiteley, H. E.** (2012). The impacts of ability and trait E.I. on academic success in British adolescents are investigated in this study. 413 students from three secondary schools in the North-West of England were included in the study. In Year 7, students (mean age= 11 years 2 months) took tests of ability E.I., trait E.I., personality, and cognitive ability. Data on performance was obtained at the conclusion of Year 11 (mean age= 15 years 10 months). The longitudinal

associations between latent variables of these constructs were investigated using structural equation modelling. The importance of ability E.I. in Year 11 performance is demonstrated by the fact that it moderates the effect of cognitive ability on performance. Only boys' performance in Year 11 is affected by trait E.I. (Qualter et al., 2012)

MacCann et al. (2020) conducted a meta-analysis to find out the relationship between emotional intelligence and academic achievement. In this study, the researcher included 6139 research paper citations from various databases. On the basis of reviewed data, the researcher concluded that when compared to self-rated or mixed E.I., the link between ability and E.I. is substantially stronger. After adjusting for intelligence and big five personalities, ability, self-rated, and mixed E.I. explained an extra 1.7 per cent, 0.7 per cent, and 2.3 per cent of the variance, respectively. After I.Q. and conscientiousness, relative importance analysis reveals that EI is the third most important predictor for all three streams. (MacCann et al., 2020)

Similarly, **Wenjun Cong and Pengcheng Li** (2022) revealed a substantial favourable link between emotional intelligence and self-efficacy. Interpersonal relationships, self-awareness, problem-solving skills, self-adequacy, self-confidence, self-actualization, and stress tolerance have all been found to be mediator variables in the association between self-efficacy and emotional intelligence in EFL students. The present study also stated that Emotional intelligence is substantially connected with communication apprehension, according to studies. In the association between emotional intelligence and communication apprehension, the studies have highlighted the mediating function of learners' willingness to communicate and academic accomplishment. The link between communication anxiety and self-efficacy has been shown in the literature.(Cong & Li, 2022)

Shafait, Z., Khan, M. A., Sahibzada, U. F., Dacko-Pikiewicz, Z., & Popp, J. (2021) stated that E.I. has a big influence on learning outcomes. This study also examines to know how Emotional Intelligence (E.I.) affects students' learning outcomes (social, cognitive, self-growth, and satisfaction with their university experience) in Chinese research universities. Further, The purpose of this study was to look at how learning outcomes affect students' academic efficacy (cognitive skills and standardized tests). A total of 454 students from Chinese research universities were used in this investigation. The structural equation modelling method of partial least squares was used to test the relationships. The findings of this study showed there is a direct link between learning results and student academic efficacy and also found that studies on the relationship between E.I., student trust in teachers, learning orientation, learning outcomes, and student academic efficacy are lacking. (Shafait et al., 2021)

Supervía, P. U., & Robres, A. Q. (2021) focused on the links between emotional regulation, self-efficacy, and academic achievement, as well as the role of self-efficacy as a mediating factor in both. According to them, Adolescents go through a variety of emotional and motivational states as part of the learning process, which plays an important role in their personal and academic development. The study comprised 2204 students aged 12 to 18 years, both male and female. The Emotion Regulation Questionnaire (ERQ), the Academic Self-Efficacy Scale (ASES), and average grades were used to assess students' academic performance. The study's findings demonstrated a self-determined behavioural pattern with strong emotional regulation, self-efficacy, and academic performance scores. Similarly, self-efficacy had an important role in mediating the relationship between emotional management and student academic achievement. (Supervía & Robres, 2021)

Garg, R., Levin, E., & Tremblay, L. (2016) investigated the effects of emotional intelligence, adjustment to university, authoritarian versus alternative parenting styles, and high school average on first-year university student's grade point average (GPA). 299 first-year students from Laurentian University's social science faculty took part in the study. The sample included 86 males and 213 females: the majority of students were between the ages of 17 and 23. The findings revealed that a high school GPA had a direct impact on first-year university GPA. Emotional intelligence was not directly linked to first-year university GPA, but it was linked to adjustment to university, which was linked to first-year GPA. (Garg et al., 2016)

Afifi, M., Amalshehata, & Abdelaziz, E. (2019) stated that E.I. had been linked to a number of different outcomes, including academic achievement. Some research has looked into how E.I. influences the relationship between academic self-efficacy and academic accomplishment among university students. The purpose of this study was to look into the link between emotional intelligence, self-efficacy (S.E.), and academic achievement among university students. The study involved 152 nursing students and 194 students from Cairo University's media and mass communication colleges throughout the academic year 2015/2016. During the second semester of the academic year 2015/16, data was collected using two tools: the trait Emotional Intelligence Questionnaire- Short Form (TEIQue- S.F.) and the General Self-Efficacy Scale (GSE). The findings of the study determined that Female university students had higher GPA and E.I. ratings than male university students. When comparing non-medical students to nursing students, the mean E.I. was considerably greater. In S.E., there was no gender distinction. The group with the top tenth percentile in GPA had a higher mean E.I. score. (Afifi et al., 2019)

2.2 Research Questions

Emotional intelligence has an influential impact on students' academic achievement and self-efficacy. Therefore, E.I. can be a predictive factor in the

achievement of Adolescents in Bangladesh. As a result, researchers reviewed several studies in this area and discovered a few areas that need to be investigated, as well as a deficit in emotion and self-efficacy. So, with the relevance of Emotional Intelligence as a critical skill for students in mind, the following study question has developed in the researcher's mind:

- What degree of emotional intelligence is prevailing among undergraduate students in Bangladesh?
- How much general self-efficacy is possessed by the undergraduate students in Bangladesh?
- How much variation in emotional intelligence and general self-efficacy can be attributed to changes in demographic and social indicators of undergraduate students in Bangladesh?
- How far is emotional intelligence related to General self-efficacy and the academic score of undergraduate students in Bangladesh?

2.3 Statement of the Problem

To determine the answers to the aforementioned study questions, the problem of the present study was specified and stated as "***Relationship among Emotional Intelligence, Self-Efficacy and Academic Score of Undergraduate students in Bangladesh.***"

2.4 Delimitation of the Study

The present research was delimited to the following

- Sample participants were from only fifteen districts of Eight divisions of Bangladesh Country.
- Only traits of emotional intelligence, self-efficacy and Academic Score among young adults at the undergraduate level were measured.

- Only 3200 participants were surveyed.
- Only the following demographic and social indicators of the participants were considered - Gender, Age, Habitat, Type of Institution, Family structure, Marital Status, division, parents' occupation and Family Monthly Income.
- Only the GPA of participants in HSC examination and last semester's examination GPA were considered academic scores.
- Only trait emotional intelligence scale by Petrides, General Self Efficacy Scale and Demographic data sheet was used to collect the data.

2.5 Objectives of the Study

In light of the fundamental research questions and delimitations, the following objectives were formulated:

- To measure emotional intelligence among undergraduate students in Bangladesh.
- To measure general self-efficacy among the undergraduate students in Bangladesh
- To find any variation of emotional intelligence in terms of participants' Gender, age, habitat, Monthly family income, family structure, and marital status, division, parents' occupation, Type of Institution.
- To find any variation of general self-efficacy in terms of participants' Gender, age, habitat, Monthly family income, family structure, and marital status, division, parents' occupation, Type of Institution.
- To identify any relationship between emotional intelligence and general self-efficacy of the undergraduate students.
- To identify any relationship between general emotional intelligence and the academic score of undergraduate students.
- To identify any relationship between general self-efficacy and the academic score of undergraduate students.

- To know if emotional intelligence predicts general self-efficacy and the academic score of undergraduate students.

2.6 Hypothesis of the Study

- **H₀₁:** Emotional intelligence means score does not significantly differ between male and female students.
- **H₀₂:** Emotional intelligence score is not significantly correlated with the age of students.
- **H₀₃:** Emotional intelligence mean score does not significantly differ between rural and urban students.
- **H₀₄:** Emotional intelligence means score does not significantly differ between students from joint and nuclear families.
- **H₀₅:** Emotional intelligence mean score does not significantly differ between single and unmarried students.
- **H₀₆:** Emotional intelligence mean score does not significantly differ among undergraduate students in terms of their type of institution.
- **H₀₇:** Emotional intelligence mean score does not significantly differ among undergraduate students in terms of their monthly family income.
- **H₀₈:** Emotional intelligence mean score does not significantly differ among undergraduate students across different divisions of Bangladesh.
- **H₀₉:** Emotional intelligence mean score does not significantly differ among undergraduate students in terms of their parent's occupation.
- **H₀₁₀:** General self-efficacy mean score does not significantly differ between male and female students.
- **H₀₁₁:** General self-efficacy is not significantly correlated with the age of students.
- **H₀₁₂:** General self-efficacy mean score does not significantly differ between rural and urban students.

- **H₀13:** General self-efficacy mean score does not significantly differ between students from joint and nuclear families.
- **H₀14:** General self-efficacy mean score does not significantly differ between single and unmarried students.
- **H₀15:** Emotional intelligence score is in no way correlated with the general self-efficacy score of undergraduate students in Bangladesh.
- **H₀16:** Gender, age, habitat, family type, marital status, GPA in HSC examination, and GPA in last semester examination altogether do not predict the emotional intelligence of undergraduate students in Bangladesh.
- **H₀17:** Gender, age, habitat, family type, marital status, GPA in HSC examination, and GPA in last semester examination altogether do not predict the general self-efficacy of undergraduate students in Bangladesh.
- **H₀18:** Overall emotional intelligence score does not predict GPA in HSC examination of undergraduate students in Bangladesh.
- **H₀19:** Overall emotional intelligence score does not predict GPA in the last semester of undergraduate students in Bangladesh.
- **H₀20:** General self-efficacy score does not predict GPA in HSC examination of undergraduate students in Bangladesh.
- **H₀21:** General self-efficacy score does not predict GPA in last semester examination of undergraduate students in Bangladesh.

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Chapter III

Methods and Procedures

- 3.1 Method**
 - 3.1.1 Design of the study**
 - 3.1.2 Population**
 - 3.1.3 Sample**
 - 3.1.4 Description of Variables**
 - 3.1.5 Instruments for Data Collection**
- 3.2 Procedure**
 - 3.2.1 Pilot Study**
 - 3.2.2 Collection of Data**
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 - 3.2.4 Analysis of Data**

References

Chapter III Methods and Procedures

Research methodology describes the comprehensive processes of collection and analysis of data and the systematic solution of the research problem. This chapter is separated into Methods and Procedure sections. The methodology section is subdivided into study design, population and sample, variable description, and instruments. The procedure section is divided into data collection, data quality, and data analysis.

3.1 Methods

The main purpose of this study is to assess the emotional intelligence to self-efficacy of undergraduate students in Bangladesh. The researcher conducted a survey in twenty universities and university colleges across Eight divisions in Bangladesh. Samples were chosen using stratified random sampling method to ensure they resemble a proper representation of the whole.

3.1.1 Design of the Study

Research designs are "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2009). A Cross-sectional survey design provides a quantitative description of beliefs, trends, attitudes, opinion or values of a population by studying a sample pooled from that population. Emotional intelligence and self-efficacy are such types of constructs which are better comprehended by self-reporting using valid and reliable instruments at a given time framework. This study follows the steps of a cross-sectional survey design that quantitatively measures the emotional intelligence in relation to self-efficacy of undergraduate students in Bangladesh, as well as provides a quantitative analysis and interpretation on the same.

3.1.2 Population

Learners who were studying at undergraduate courses in either university or university college in Bangladesh and have successfully passed the Higher Secondary Certificate (HSC) examination before taking admission to undergraduate courses were considered as the target population of the study. At the time of the present study, the total number of universities in Bangladesh was 104 – including 49 public (UGC, Bangladesh, 2021b) and 107 private universities (UGC, Bangladesh, 2021a). Out of the approximately 4,54,530 learners studying in those 49 public universities, approximately 3,50,000, who were studying at undergraduate level and at least appeared in a semester examination of the course currently pursuing, were considered as the population of this study.

3.1.3 Sample

A representative sample size of the population is required for conducting any quantitative. Using the sampling error formula, taking confidence level = 95% and confidence interval = 5, the required sample size for more than 10,000 learners is 370. However, the sample of the present study consisted of 3200 (nearly sixfold the required sample size) learners from the 15 public universities and university colleges in Dhaka, Chittagong, Rajshahi, Khulna, Barishal, Mymensingh, Rangpur and Sylhet divisions. Therefore, it is assumed to be a good representation of the entire population of learners studying different subjects at the undergraduate level in the aforementioned divisions in Bangladesh. The purposive method was opted to select universities from among these five divisions, and learners were selected using the stratified random sampling method. The following table represents the sample distribution by divisions:

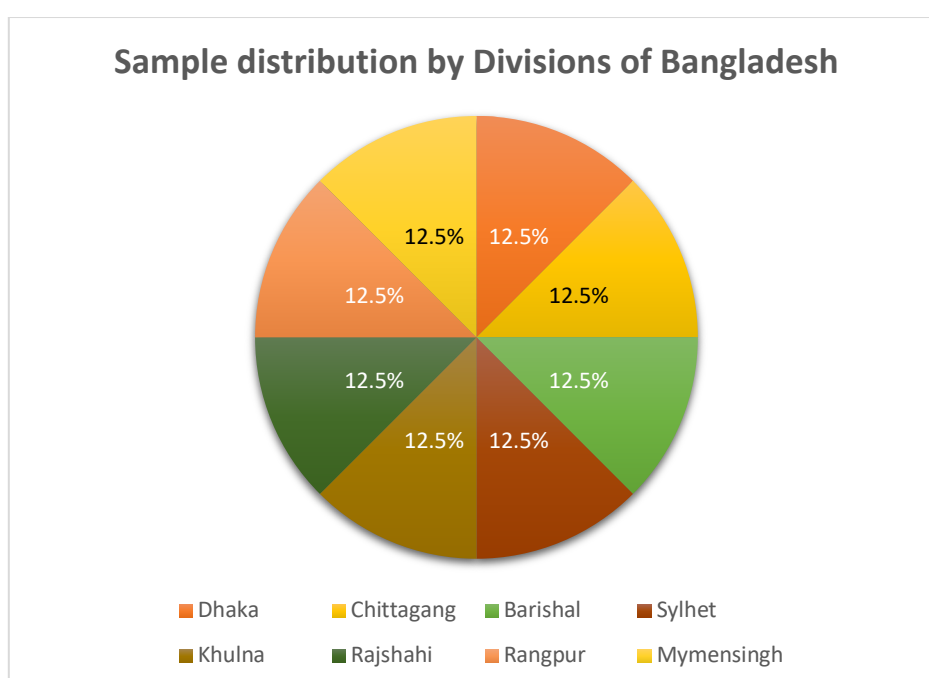
Figure 3.1
Geographical area of population and sample



Table 3.1
Sample Distribution by divisions

Division	No. of Sample	Percentage of Total
Dhaka	400	12.5
Chittagong	400	12.5
Rajshahi	400	12.5
Khulna	400	12.5
Barisal	400	12.5
Rangpur	400	12.5
Sylhet	400	12.5
Mymensingh	400	12.5
Total	3200	100%

Figure 3.2
Pie Chart showing sample distribution by divisions



3.1.4 Description of variables

The following independent and dependent variables were taken into consideration in this study:

- **Independent variables –**

- 1) Gender – *Two categories were considered, i.e., male and female;*
- 2) Locality of residence - *Two types of the locality were considered, i.e., village and town;*
- 3) Division- 8 divisions of Bangladesh country were considered in this study
- 4) Type of the institution – *Two categories were considered, i.e., university, college and university;*
- 5) Parents' Occupation- four types of occupation like, cultivation, business, govt service and private job, were considered in this study.
- 6) Family type - *Two levels were considered, viz. joint family and nuclear family;*
- 7) Marital status - *Two levels were considered, viz. single and married*
- 8) GPA in Higher Secondary Certificate examination;
- 9) GPA in last semester examination of the undergraduate course currently pursuing;

- **Dependent variables –**

- Self-efficacy; and
- Trait Emotional intelligence – *fifteen facets of Trait emotional intelligence were considered (description given in instrument details).*

Figure 3.3
Thematic diagram of variables

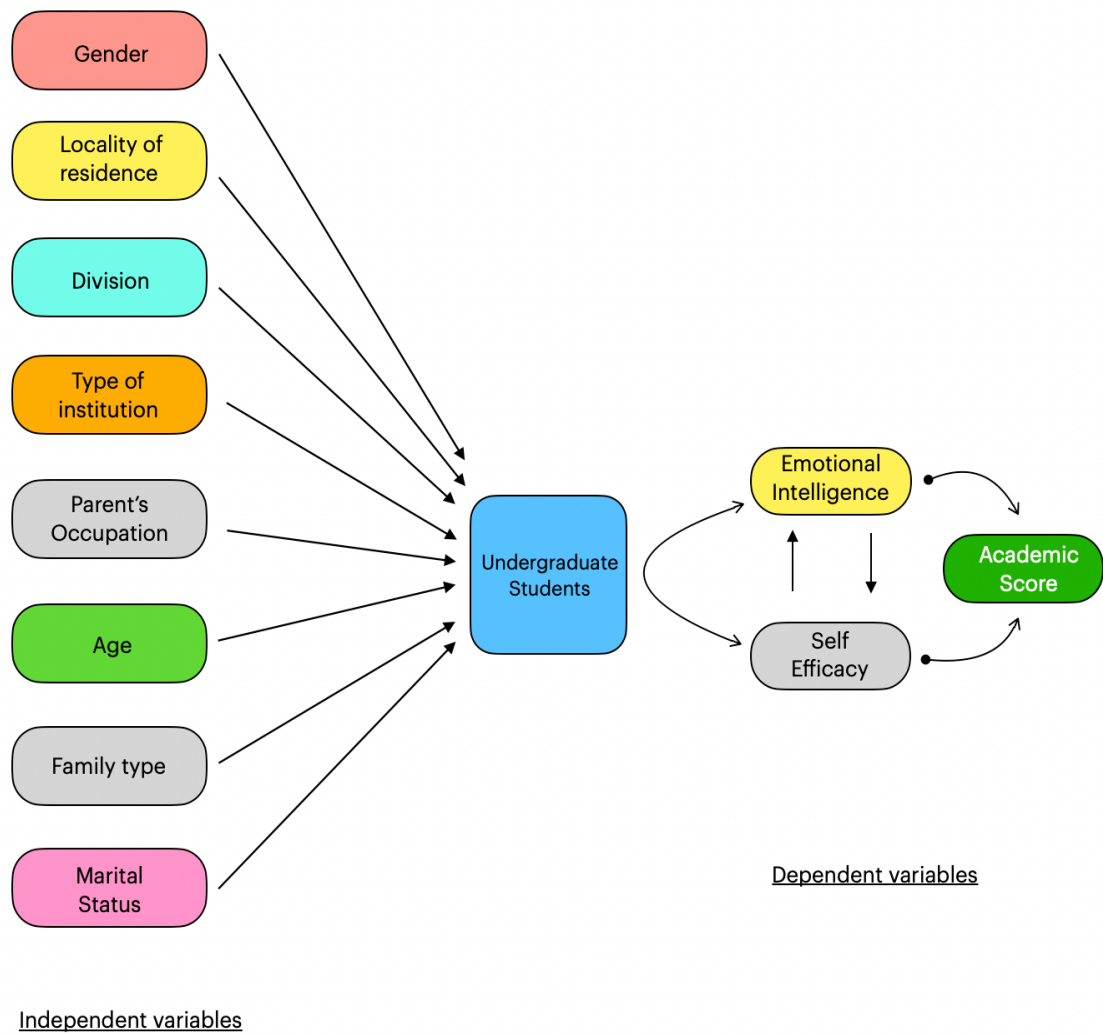
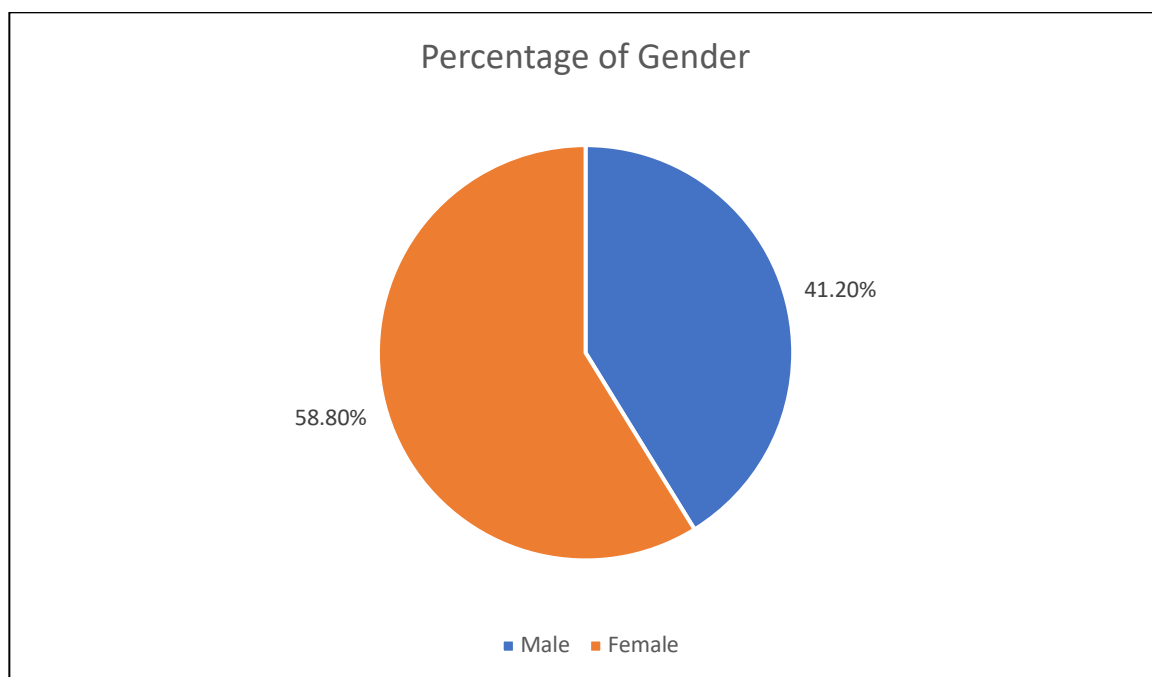


Table 3.2
Sample distribution by Levels of Independent Variables

Sl. No.	Variable	Levels	N	Percentage
1.	Gender	Male	1319	41.2
		Female	1881	58.8
2.	Habitat	Rural	1882	58.8
		Urban	1318	41.2
3.	Type of institution	Public institution	2323	72.6
		Govt. aided institution	209	6.5
		Private institution	668	20.9
4.	Monthly family income	Below 15k	887	27.7
		Between 15k to 35k	1388	43.4
		Above 35k	925	28.9
5.	Family type	Nuclear family	2250	70.3
		Joint family	950	29.7
6.	Marital status	Single	2827	88.3
		Married	373	11.7
7.	Parents' Occupation	Cultivation	420	13.1
		Business	1243	38.8
		Private job	849	26.5
		Daily labour	96	3.0
		Govt service	592	18.5
8.	Division	Dhaka	400	12.5
		Chittagong	400	12.5
		Rajshahi	400	12.5
		Khulna	400	12.5
		Barisal	400	12.5
		Rangpur	400	12.5
		Sylhet	400	12.5
		Mymensingh	400	12.5

Figure 3.4
Showing Sample distribution with respect to gender variable



In this present study, out of 3200 students, 1319 students were male and 1881 students were female.

Figure 3.5
Showing Sample distribution with respect to habitat variable

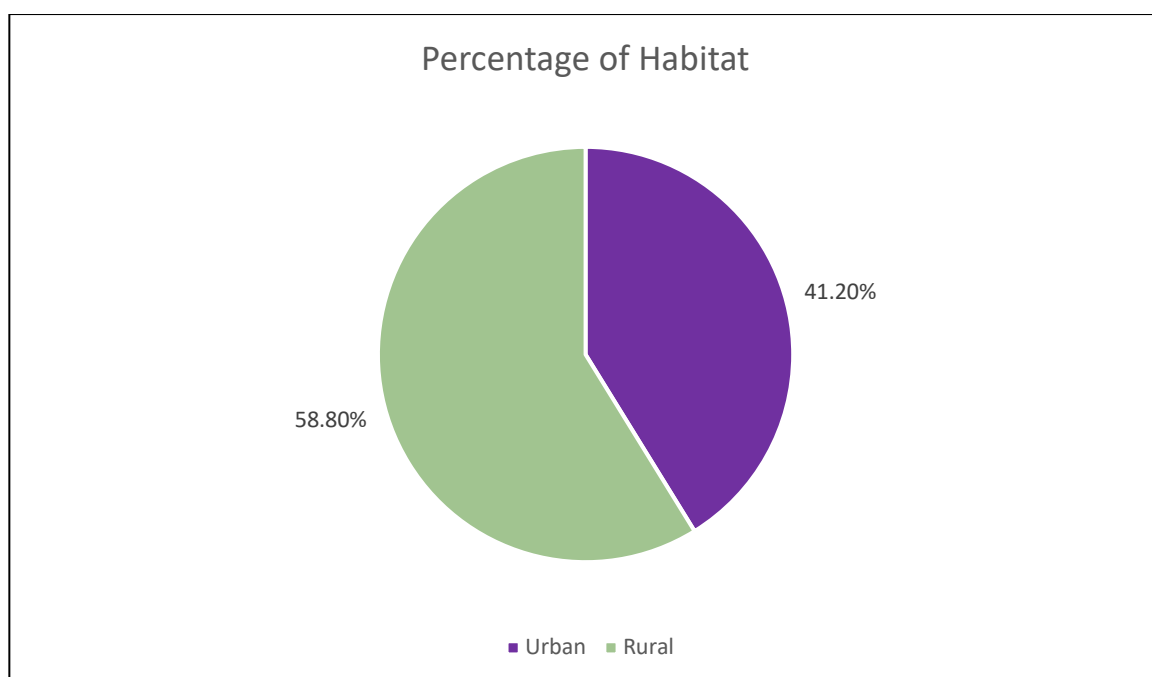


Figure 3.6
Showing Sample distribution with respect to type of institution

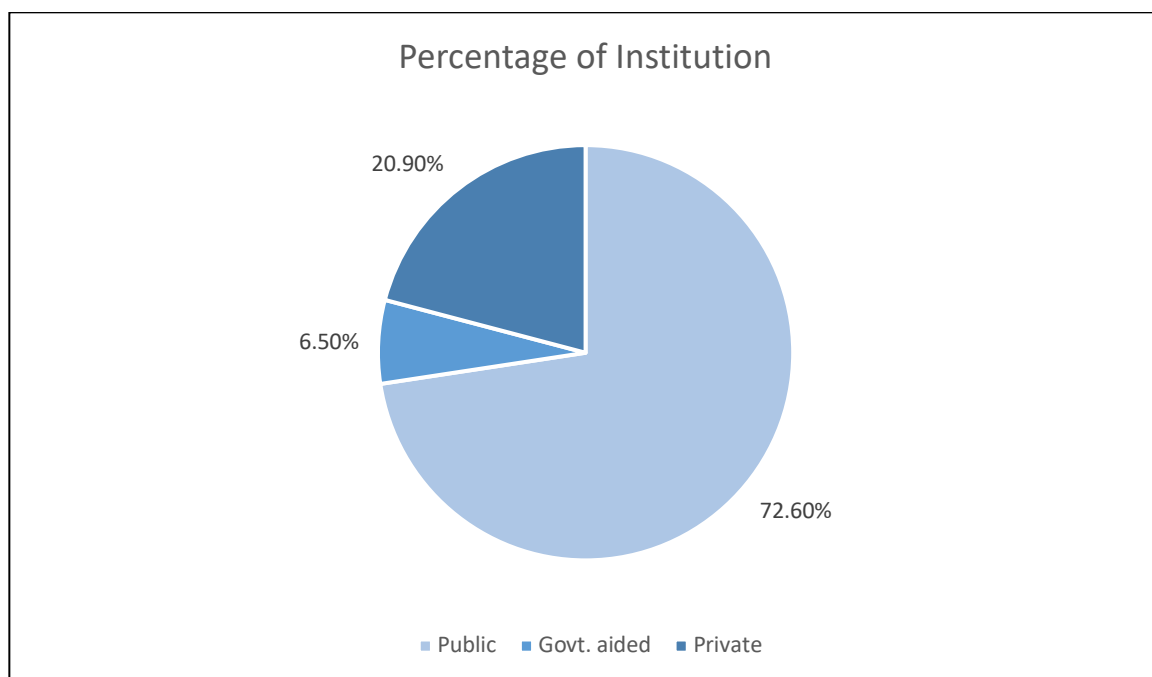


Figure 3.7
Showing Sample distribution with respect to monthly family income

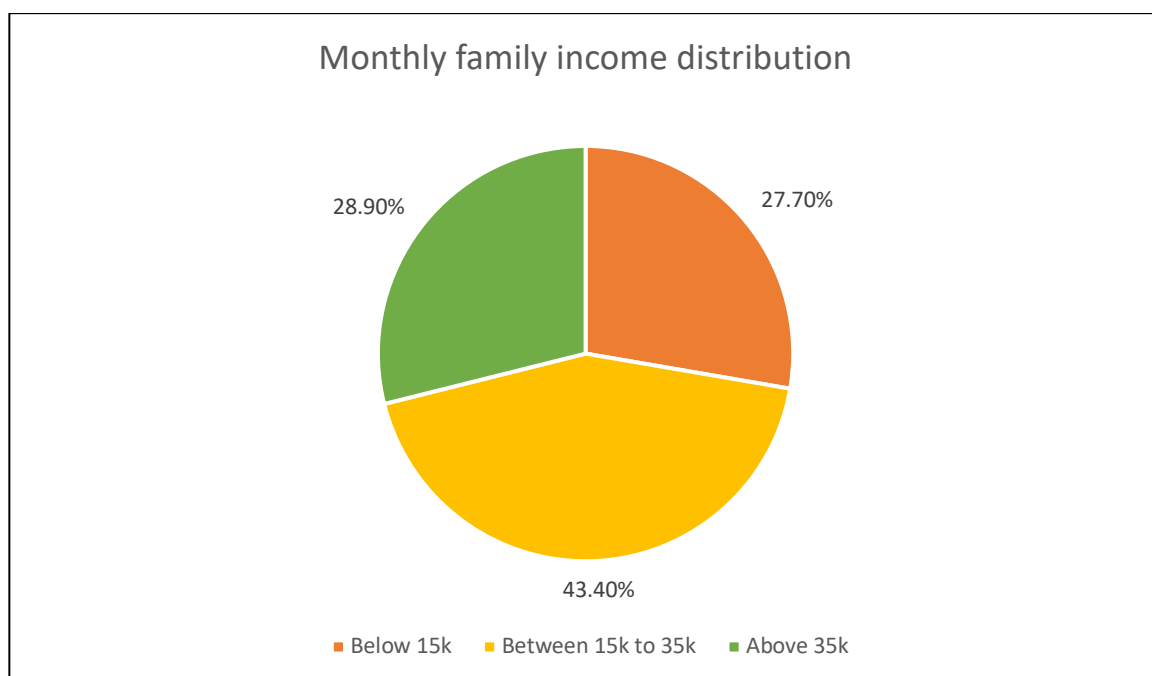


Figure 3.8
Showing Sample distribution with respect to family type

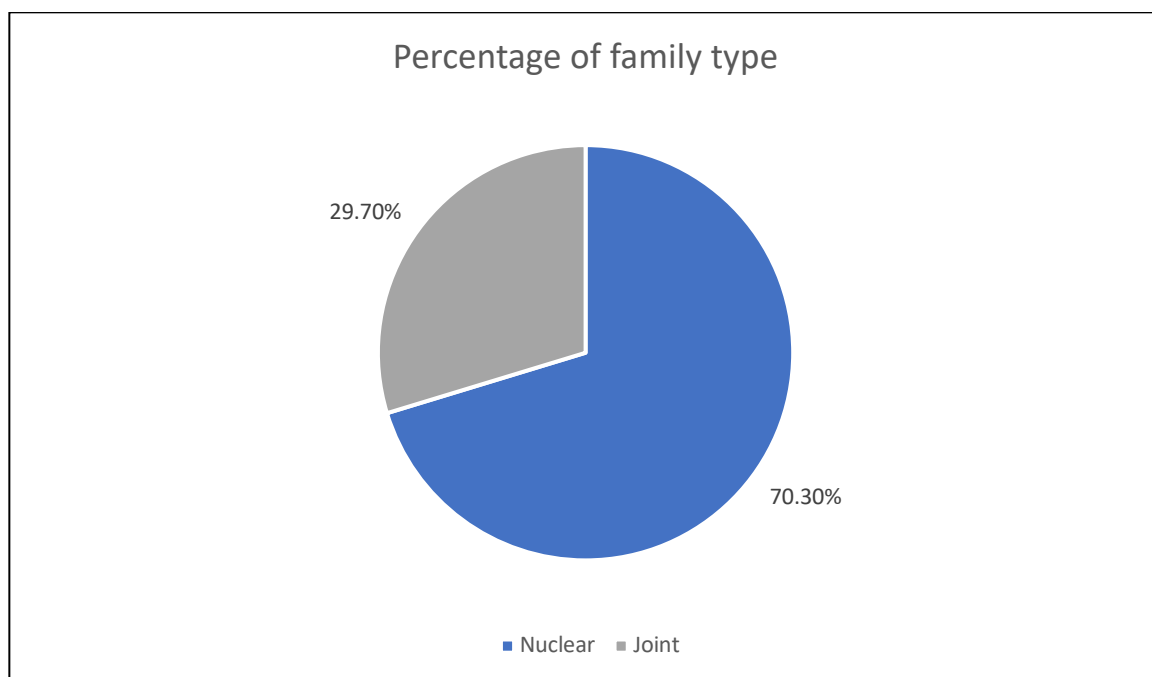


Figure 3.9
Showing Sample distribution with respect to parent's occupation

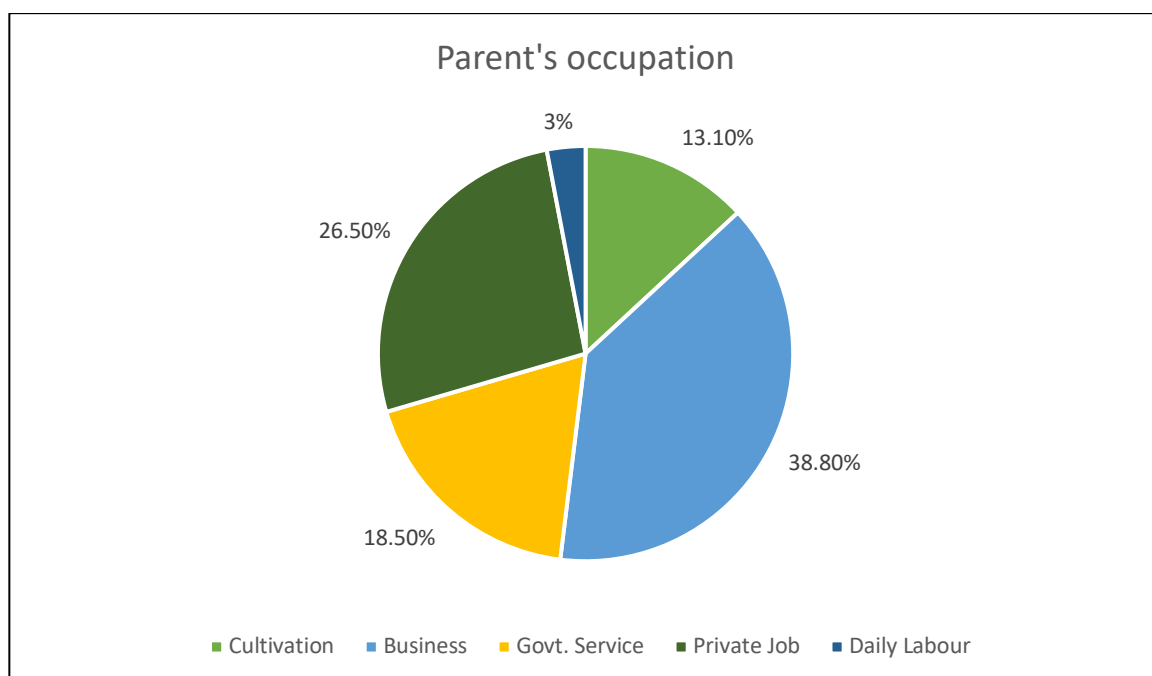


Figure 3.10
Showing Sample distribution with respect to marital status

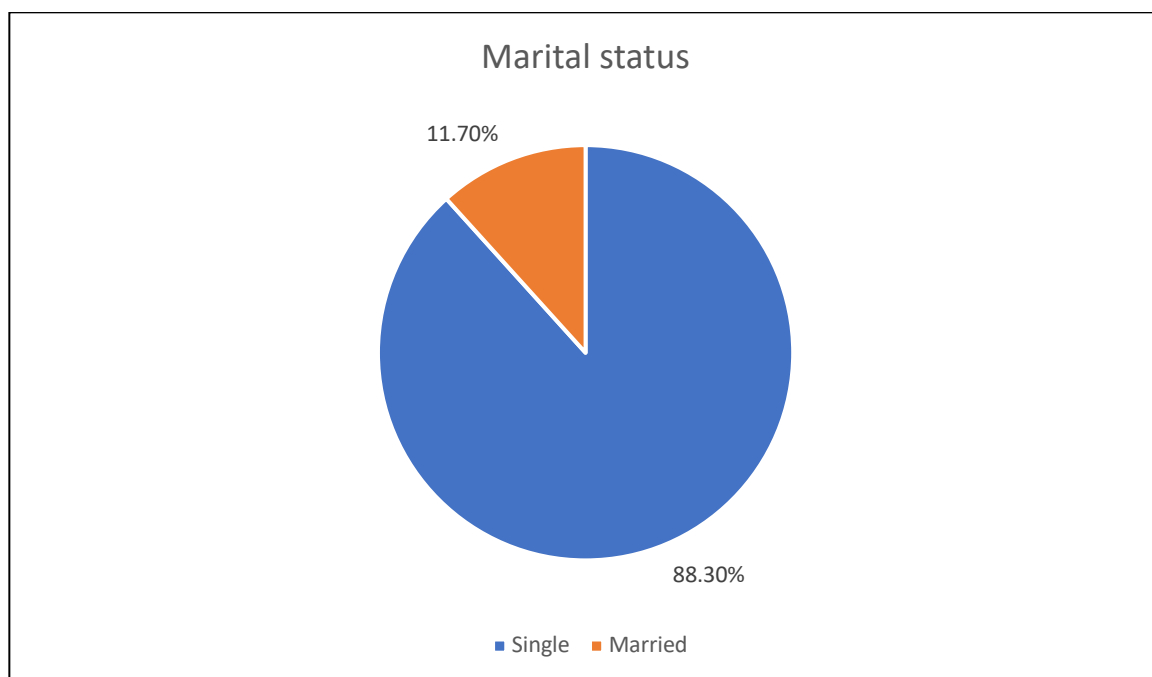
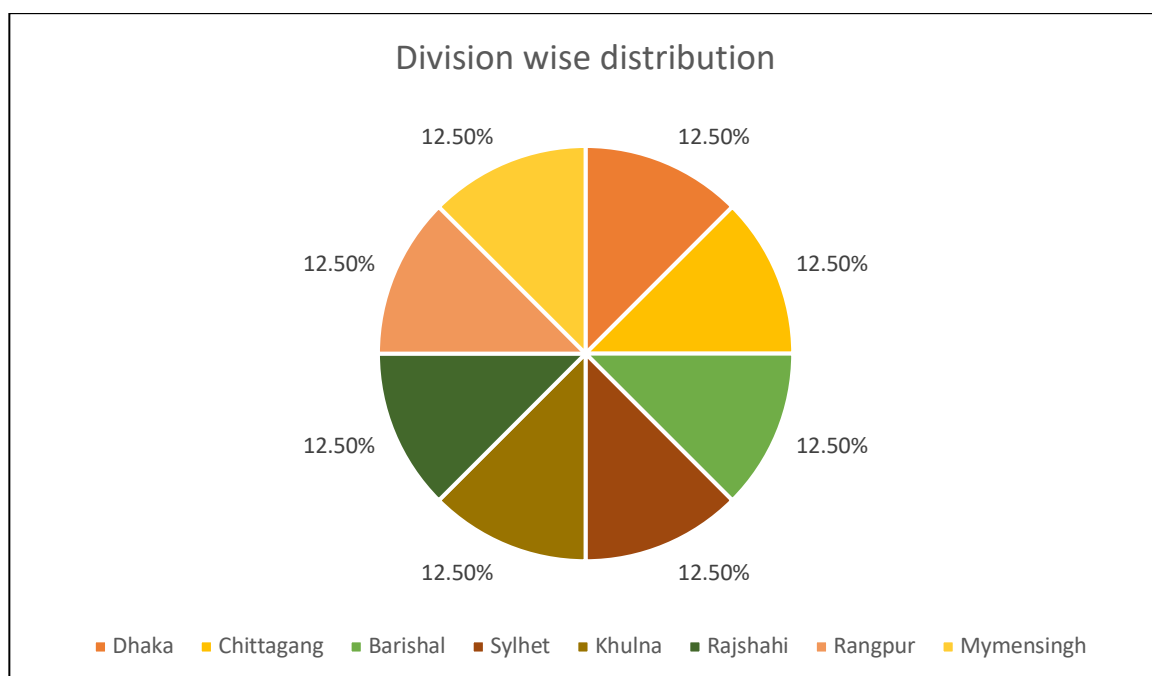


Figure 3.11
Showing Sample distribution with respect to Bangladesh Division



3.1.5 Instruments for data collection

The present study used two main instruments for collecting data:

- **Demographic Datasheet**

The researcher has formed a basic information sheet for collecting demographic and academic information from the students. The form included information regarding name, gender, age, locality of residence, type of institution, religion, caste or community, family type, marital status, grade point average (GPA) in Higher Secondary Certificate exam (HSC) and GPA score in last semester examination of the undergraduate course the student is currently pursuing.

- **Trait Emotional Intelligence Questionnaire (TEIQue-SF)**

The Trait Emotional Intelligence Questionnaire (TEIQue) is a self-report instrument that examines all aspects of Trait emotional intelligence. K. V. Petrides (Petrides, 2009) created it expressly as an operationalization vehicle for Trait emotional intelligence (trait EI) theory, and it is the only instrument that thoroughly covers all aspects of the construct (Petrides & Furnham, 2001). Trait EI (or 'trait emotional self-efficacy') is a set of emotional perceptions that may be measured using questionnaires and rating scales (Petrides et al., 2007). It has been found to be moderately or strongly linked to positive affect ($R^2 = .49$), meaning in life ($R^2 = .53$), flourishing ($R^2 = .64$; Di Fabio & Kenny, 2019), depression ($R^2 = .49$; Rudenstine & Espinosa, 2018), career decision-making ($R^2 = .38$; Farnia et al., 2018), psychopathology ($R^2 = .45$; (Petrides et al., 2007). The full version of the TEIQue includes 153 items that assess 15 different facets, four components, and the global characteristic EI (Petrides, 2009)

The TEIQue-SF is a simplified and short version of the original trait emotional intelligence questionnaire (TEIQue) (TEIQue, 2009). This is a 30-item survey that assesses global trait emotional intelligence (trait EI). Two items from each of the TEIQue's 15 aspects were chosen for inclusion, based mostly on their relationships with the total facet scores (Cooper & Petrides, 2010; Petrides & Furnham, 2001).

The following table described all the 15 facets of Trait emotional intelligence as perceived in the TEIQue-SF –

Table 3.3:
Facets of Trait emotional intelligence

Sl.	Facets	High scorers perceive themselves as...
1	Adaptability	flexible and willing to adapt to new conditions
2	Assertiveness	forthright, frank, and willing to stand up for their rights.
3	Emotion perception (self and others)	clear about their own and other people's feelings.
4	Emotion expression	capable of communicating their feelings to others.
5	Emotion management (others)	capable of influencing other people's feelings.
6	Emotion regulation	capable of controlling their emotions.
7	Impulsiveness (low)	reflective and less likely to give in to their urges.
8	Relationships	capable of having fulfilling personal relationships.
9	Self-esteem	successful and self-confident.
10	Self-motivation	driven and unlikely to give up in the face of adversity.
11	Social awareness	accomplished networkers with excellent social skills
12	Stress management	capable of withstanding pressure and regulating stress.
13	Trait empathy	capable of taking someone else's perspective.
14	Trait happiness	cheerful and satisfied with their lives.
15	Trait optimism	confident and likely to "look on the bright side" of life.

{Source: Petrides, K. V. (2009). *Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue)*}

Bengali translated version of the Trait the researcher developed Emotional Intelligence Questionnaire Short Form (TEIQue-SF) after consultation with Subject Matter Experts (SME) from Jadavpur University & Diamond Harbour Women's University, India. The translated version demonstrated good internal consistency (KR-20 value = .71) with the original scale (in English). The test-

retest reliability was .68. Therefore, the translated version was fit for collecting data from undergraduate students in Bangladesh who were Bengali primarily speaking.

Scoring

The Bengali version of the TEIQue-SF was administered in 7 points semantic differential form as suggested in the original English version. The score of the responses ranged from 1 (Completely Disagree) to 7 (Completely agree). There was not a single item on the scale negatively phrased. The average of all the scores represents the total score of Trait EI with minimum = of 1 and maximum = of 7. As there were two items from each of the 15 facets of Trait emotional intelligence, the average score of the two represents the score in the concerned aspect.

- **The General Self-efficacy Scale (GSF)**

Matthias Jerusalem and Ralf Schwarzer made the first version of The General Self-Efficacy Scale (GSF) in 1979. It was written in German. In 1995, they translated it and made sure it was correct. The scale was made to measure adolescent and adult people's general sense of perceived self-efficacy. The goal was to predict how people would deal with daily problems and how they would adjust after all kinds of stressful life events. The idea of "perceived self-efficacy" shows an optimistic view of oneself (Schwarzer, 1992). This is the belief that a person can do new or hard things or deal with problems in different areas of human functioning. Perceived self-efficacy makes it easier to set goals, put in effort, keep going even when things get hard, and bounce back from setbacks. It can be seen as a positive resource factor for resistance. Ten things are made to work with this idea. Each object has to do with coping well and suggests an internal-stable way of thinking about success. Perceived self-efficacy is an operative construct, which means that it is linked to later behaviour. Because of this, it is important for clinical practise and changing behaviour. Cronbach's alphas for samples from 23

countries ranged from .76 to .90, with most in the high .80s. The scale only has one point. Majaffar Ansary translated and tested it in Bengali in 2022. The Cronbach's alpha was .72, which means that the Bengali version of The General Self-efficacy Scale is reliable.

Scoring

The score of the responses ranged from 1 to 4, with a format of 1 being *Not at all valid*, two being *Hardly true*, three being *Moderately accurate*, and four being *Exactly true*. Some of the scores of each item represent the self-efficacy score. A higher score indicates greater self-efficacy or confidence in own ability to successfully manage difficulties in daily life or follow through with behaviour change.

3.2 Procedures

This section describes the details of the test instruments' administration to collect data, followed by filtering, tabulation, and analysis.

3.2.1 Pilot Study

A pilot study was conducted in order to establish reliability of the Bengali version of TEIQue-SF. A sample size of 324 undergraduate students in Bangladesh was administered with both the English and Bengali version of TEIQue-SF having the item order changed in the Bengali version to avoid item response bias. The collected data were analyzed in IBM SPSS 20 and found to have good internal consistency (KR-20 value = .71) with the original scale (in English). The test-retest reliability was .68. Therefore, the translated version was checked and found fit for collecting data from undergraduate students in Bangladesh who were Bengali primarily speaking.

3.2.2 Collection of Data

The entire data collection process was administered weekly from 6th September 2021 to 18th February 2022. On the days of visits to the university campuses, the Heads of the Departments/Institutes were approached by the researcher to explain the study's purpose and process. The researcher also clarified the confidentiality clauses of the shared information and data and submitted an authorization letter for obtaining data issued by the supervisor on behalf of the Department of Education, Jadavpur University. After being forwarded by the competent authority, the researcher received permission from the head of those universities. Then the researcher proceeded to the collection of data. A total of 15 universities & university colleges were approached by the researcher across all the five divisions, among which ten universities consent to obtaining data from their learners. The learners were also informed about the purpose of the study and the requirement for their cooperation. After getting their informal consent, the researcher provided them with all three instruments. There was no time limit ascribed to the participants for completing the questionnaires. However, about 95% of the participants completed their tasks in about 40 minutes.

3.2.3 Quality of Data

A total of 3356 participants responded to the questionnaires. However, 156 of them either did not complete the questionnaires or provided multiple information and therefore were excluded from the dataset. Data from the rest of the 3200 participants were then adopted and considered units of sample in this study.

3.2.4 Analysis of Data

The researcher used Microsoft Excel 2019 for tabulation and IBM SPSS version 20 to analyze data about variables. Descriptive statistics indicating Percentage analysis and Mean and Standard deviation were used to comprehend the characteristics of the sample. Graphical representation was illustrated through

Bar and pie diagrams to represent students' trait, emotional intelligence and general self-efficacy in different independent variables. Moreover, Pearson's product-moment correlation, Independent sample t-tests, One-way ANOVA, and Multiple Regression were also employed to better analyze and understand statistics.

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Chapter IV

Result and Interpretation

4.1 Descriptive Statistics

4.2 Inferential Statistics

4.3 Hypotheses Testing

References

Chapter IV Result and Interpretation

This chapter is divided into three parts. The first part represents the descriptive statistics, i.e., the Mean and Standard deviation, calculated to find out variations in the use of learning strategies, learner autonomy, and combination of both the dependent variables in relation to the different explanatory or independent variables. The graphical illustration was made through Bar, Stacked, and Line diagrams in order to provide a better understanding of the descriptive nature of these current data.

The second part represents the inferential statistics, i.e., Pearson's coefficient of correlation, Independent samples t-test, One-way ANOVA and Multiple Regression were computed in order to draw inferences about the population of undergraduate students in Bangladesh. All the analyses and graphical representations have been made using Microsoft Excel 2019 and IBM SPSS 20 software.

The third part deals with the testing of the hypotheses in light of the results of inferential statistics pooled from the data of descriptive statistics.

4.1 Descriptive Statistics

Figure 4.1

Bar diagram comparing dimensions of EI in terms of students' gender

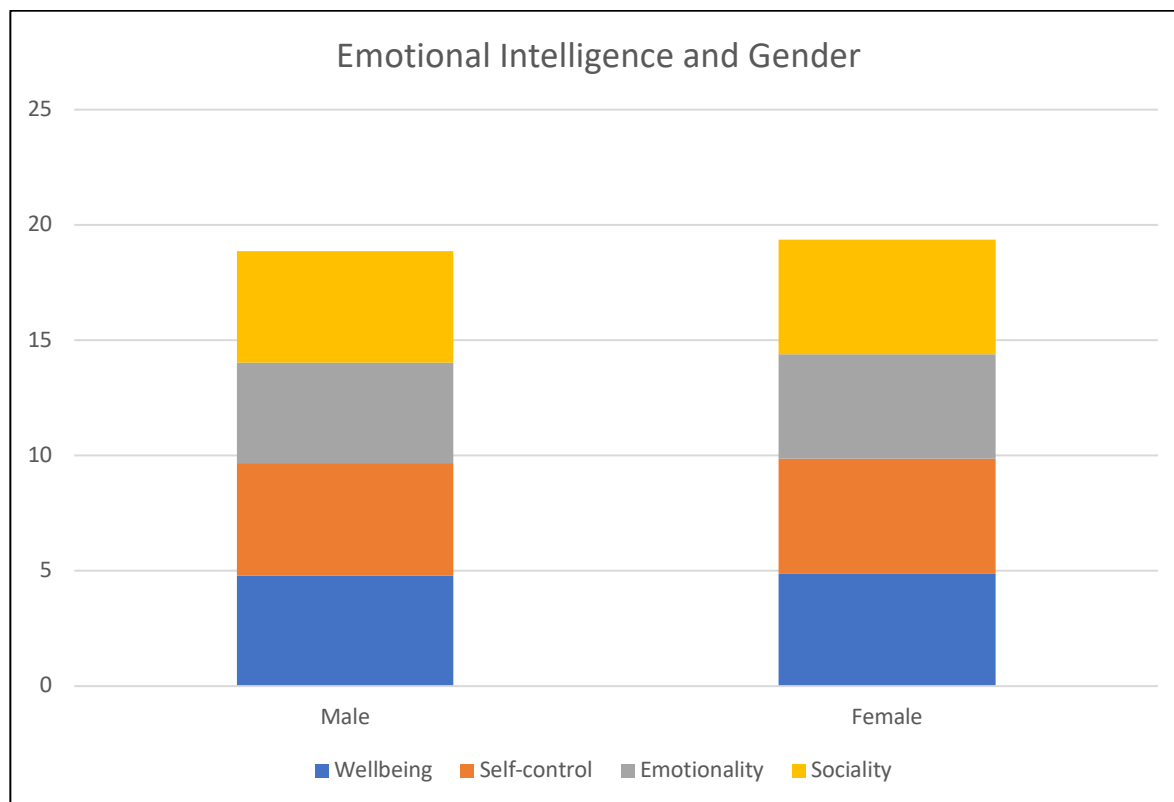


Table 4.1

Mean emotional intelligence score in terms of gender

TEI_AVG Wellbeing Self-control Emotionality Sociability * Gender						
Gender		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Male	Mean	4.6874	4.7943	4.8911	4.3542	4.8191
	Std. Deviation	.67508	.89577	.93786	.87640	.94036
Female	Mean	4.8080	4.8660	4.9931	4.5385	4.9637
	Std. Deviation	.58355	.84679	.87482	.82083	.87054

The study covered 3200 higher education student from eight divisions of Bangladesh. It was found that female students have overall better trait emotional intelligence (mean=4.81, sd=.58) than their male counterpart (mean= 4.69, sd=

.67). The trend was similar in terms of all four domain of trait emotional intelligence i.e. wellbeing, self-control, emotionality and sociability.

Figure 4.2

Bar diagram comparing dimensions of EI in terms of students' habitat

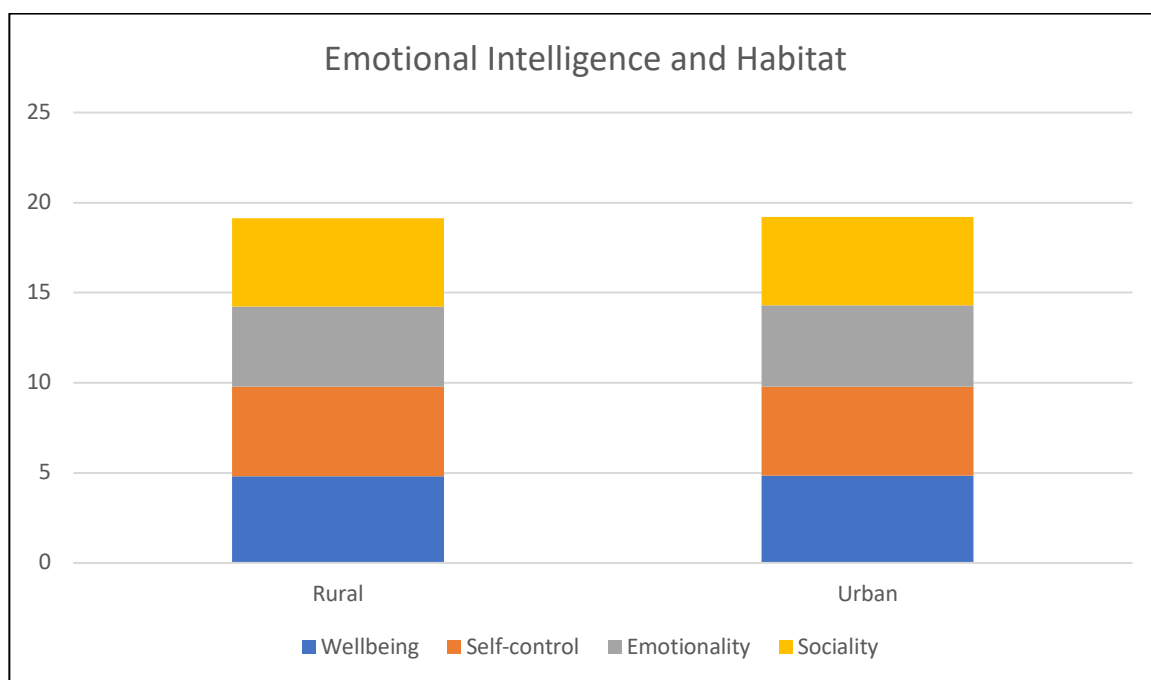


Table 4.2

Mean emotional intelligence score in terms of habitat

TEI_AVG Wellbeing Self-control Emotionality Sociability * Habitat						
Habitat		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Rural	Mean	4.7471	4.8267	4.9513	4.4384	4.9022
	Std. Deviation	.60738	.84280	.88225	.84110	.89029
Urban	Mean	4.7743	4.8504	4.9507	4.4970	4.9067
	Std. Deviation	.65071	.90266	.93122	.85907	.92034

Those from urban areas were shown to have an overall higher trait emotional intelligence (mean=4.77, sd=.65) than students from rural areas (mean=4.75,

sd=.61). All four of the trait emotional intelligence domains—wellbeing, self-control, emotionality, and sociability—showed a similar pattern.

Figure 4.3

Bar diagram comparing dimensions of EI in terms of students' family type

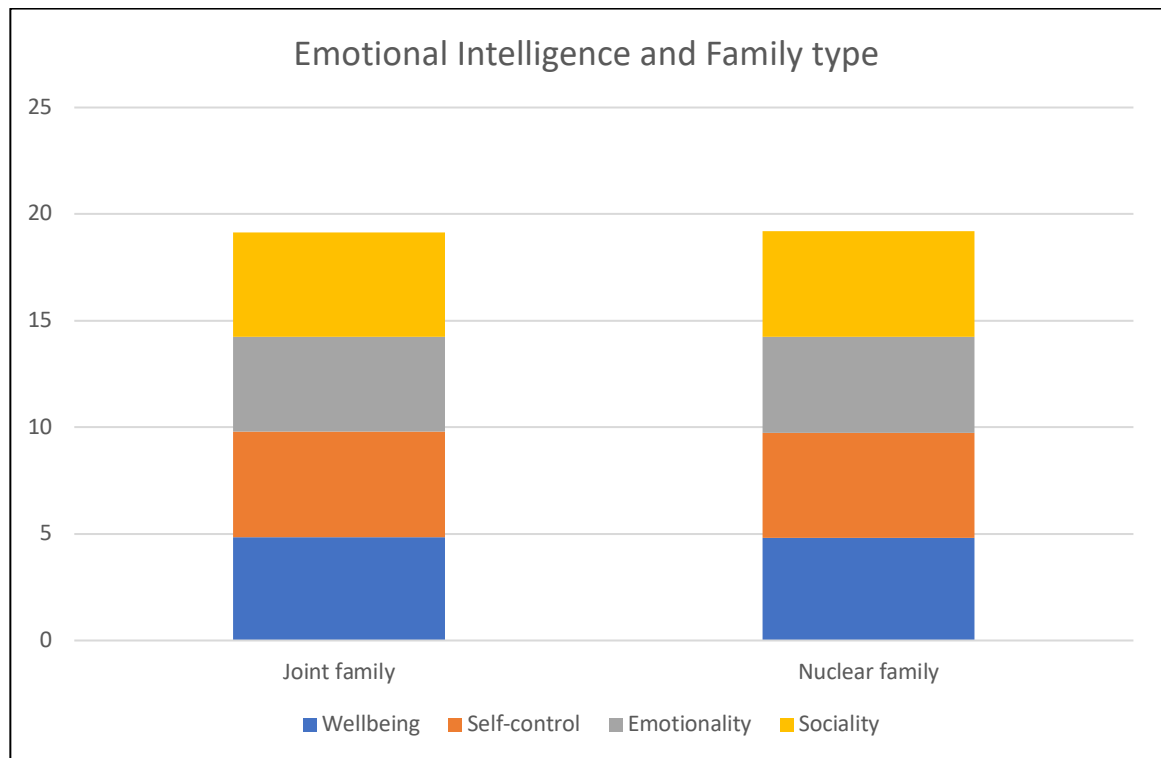


Table 4.3

Mean emotional intelligence score in terms of family type

TEI_AVG Wellbeing Self-control Emotionality Sociability * Family Type						
Family Type		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Nuclear Family	Mean	4.7534	4.8513	4.9565	4.4438	4.8847
	Std. Deviation	.60140	.84910	.87670	.84917	.88358
Joint Family	Mean	4.7699	4.8012	4.9381	4.5068	4.9498
	Std. Deviation	.67978	.91036	.96150	.84708	.94516

Students from joint family were shown to have an overall greater trait emotional intelligence (mean=4.77, sd=.68) than students from nuclear family. The patterns

were consistent across all four of the trait emotional intelligence domains—wellbeing, self-control, emotionality, and sociability.

Figure 4.4
Bar diagram comparing dimensions of EI in terms of Bangladesh divisions

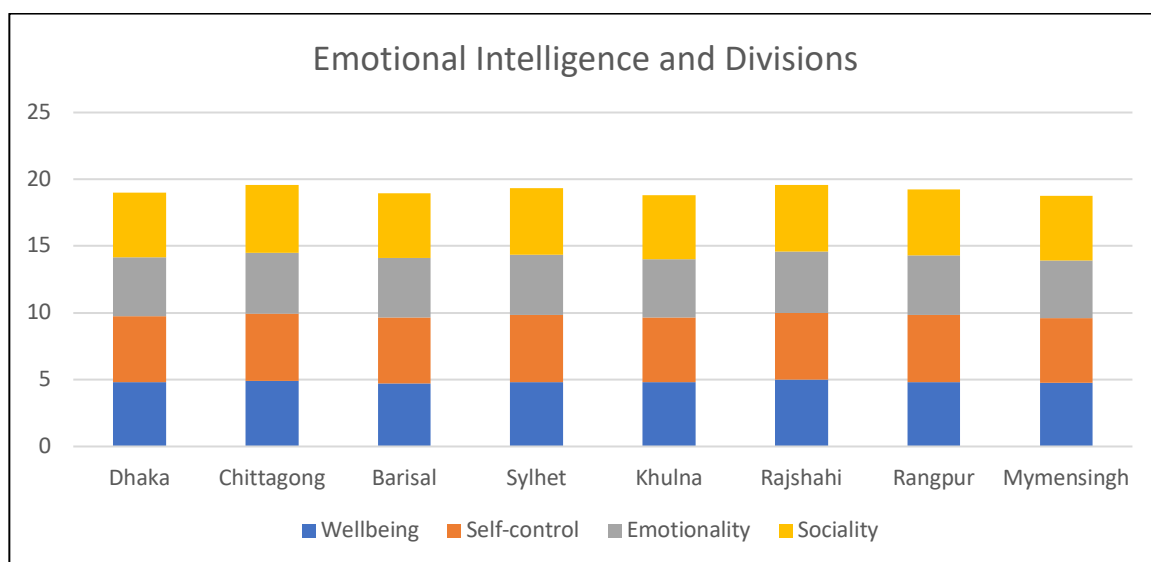


Table 4.4
Mean emotional intelligence score in terms of Bangladesh divisions

TEI_AVG Wellbeing Self-control Emotionality Sociability * Division						
Division		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Dhaka	Mean	4.7282	4.8196	4.9383	4.4150	4.8192
	Std. Deviation	.64783	.86728	.90549	.83464	.88038
Chittagong	Mean	4.8455	4.9133	5.0467	4.5325	5.0708
	Std. Deviation	.58588	.86211	.90393	.85860	.87763
Barisal	Mean	4.7054	4.7375	4.9137	4.4394	4.8567
	Std. Deviation	.64160	.86702	.92799	.83813	.91127
Sylhet	Mean	4.8001	4.8192	5.0212	4.5272	4.9846
	Std. Deviation	.55964	.82595	.88091	.81482	.83869

Khulna	Mean	4.6797	4.8058	4.8629	4.3553	4.7867
	Std. Deviation	.69030	.91215	.91972	.85842	.94002
Rajshahi	Mean	4.8672	4.9862	4.9879	4.6303	4.9704
	Std. Deviation	.64659	.88759	.92073	.92912	.97613
Rangpur	Mean	4.7791	4.8254	5.0150	4.4622	4.9433
	Std. Deviation	.49273	.78227	.81670	.75646	.79120
Mymensingh	Mean	4.6612	4.7846	4.8225	4.3381	4.8008
	Std. Deviation	.68701	.91404	.92274	.85911	.95735

Those students from Rajshahi division were shown to have an overall higher trait of emotional intelligence (mean=4.87, sd=.65) than students from other divisions. All four of the trait emotional intelligence domains—wellbeing, self-control, and emotionality showed a similar pattern except for sociability.

Figure 4.5
Bar diagram comparing dimensions of EI in terms of the type of institution

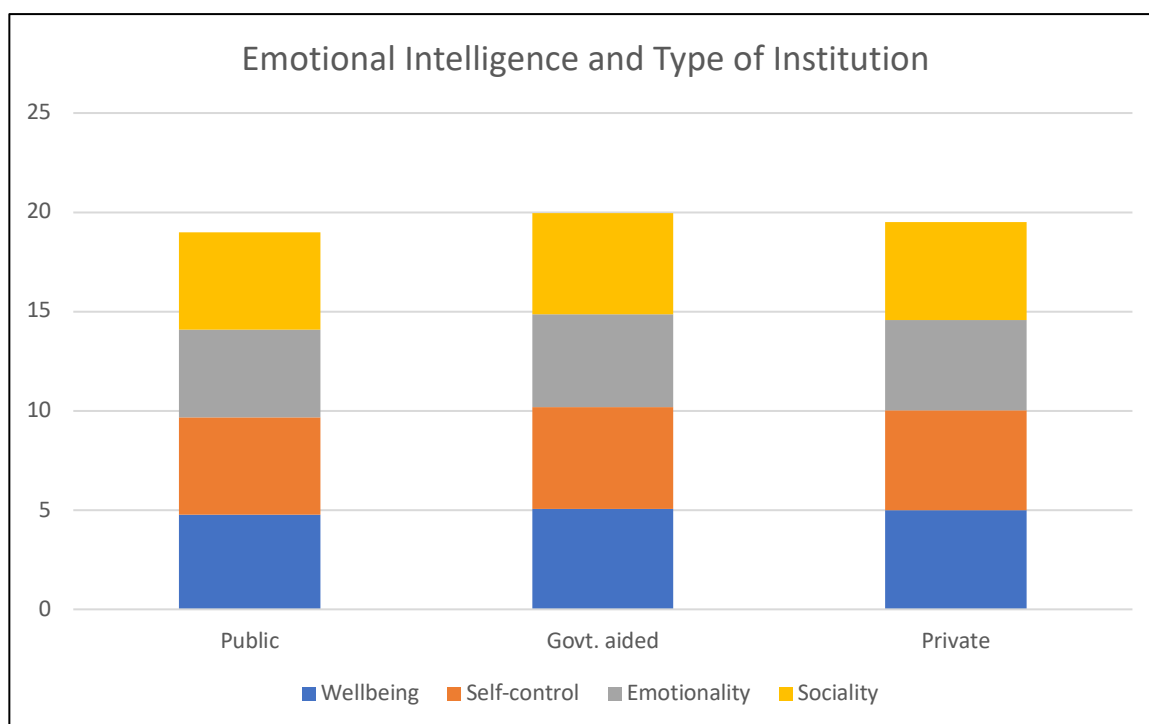


Table 4.5
Mean emotional intelligence score in terms of type of institution

TEI_AVG Wellbeing Self-control Emotionality Sociability * Type of Institution						
Type of Institution		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Public Institution	Mean	4.7150	4.7717	4.9138	4.4145	4.8800
	Std. Deviation	.61708	.85828	.89041	.83732	.89946
Govt. Aided Institution	Mean	4.9360	5.0431	5.1555	4.6537	5.0925
	Std. Deviation	.48031	.80729	.84139	.79147	.78204
Private Institution	Mean	4.8532	4.9970	5.0165	4.5696	4.9286
	Std. Deviation	.67399	.88948	.95093	.88839	.94169

Those students from Govt. Aided institutions were shown to have an overall higher trait of emotional intelligence (mean=4.94, sd=.48) than students from other institutions. All four of the trait emotional intelligence domains—wellbeing, self-control, emotionality and sociability showed a similar pattern.

Figure 4.6
Bar diagram comparing dimensions of EI in terms of Monthly family income

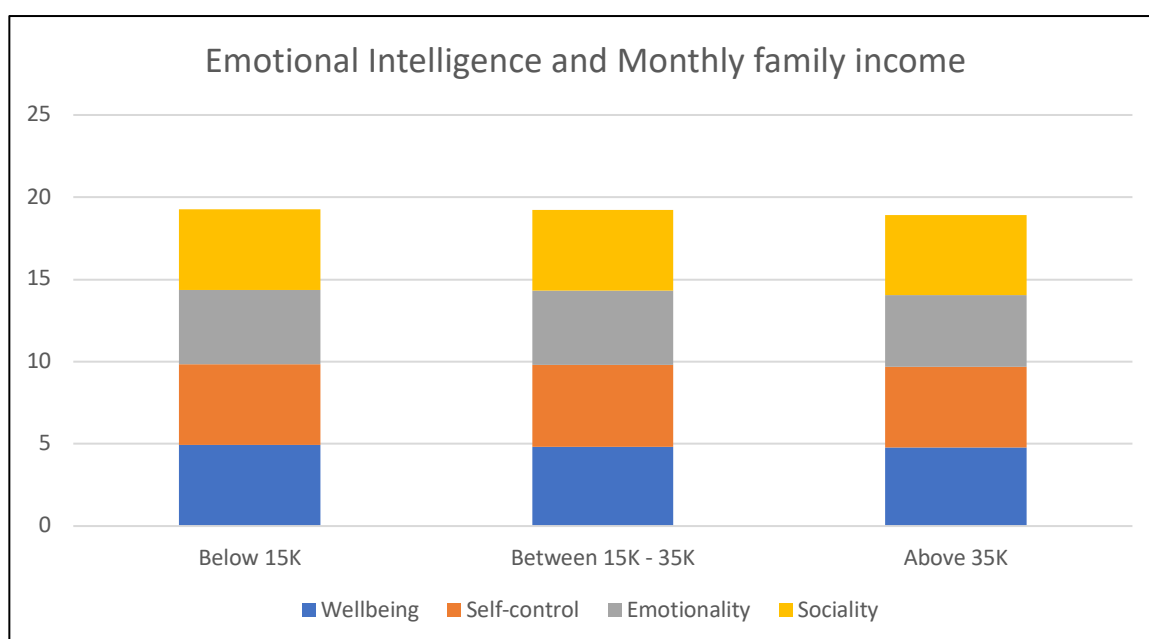


Table 4.6
Mean emotional intelligence score in terms of Monthly family income

TEI_AVG Wellbeing Self-control Emotionality Sociability * Monthly Family Income						
Monthly Family Income		TEI_AVG	Wellbeing	Self-control	Emotionalit y	Sociabilit y
Below 15K	Mean	4.7879	4.9164	4.9440	4.4859	4.9231
	Std. Deviation	.67531	.92532	.97089	.82445	.94228
Between 15K - 35K	Mean	4.7762	4.8192	4.9851	4.5177	4.9151
	Std. Deviation	.59569	.83866	.87422	.84009	.89390
Above 35K	Mean	4.7031	4.7858	4.9067	4.3573	4.8692
	Std. Deviation	.61710	.84964	.87504	.87614	.87648

Students from low-income families (below 15K) were shown to have an overall greater trait of emotional intelligence than students from other family income groups (mean=4.79, sd=.67). The patterns were consistent across all four of the trait emotional intelligence domains—wellbeing, self-control, emotionality, and sociability.

Figure 4.7
Bar diagram comparing dimensions of EI in terms of Parent's occupation

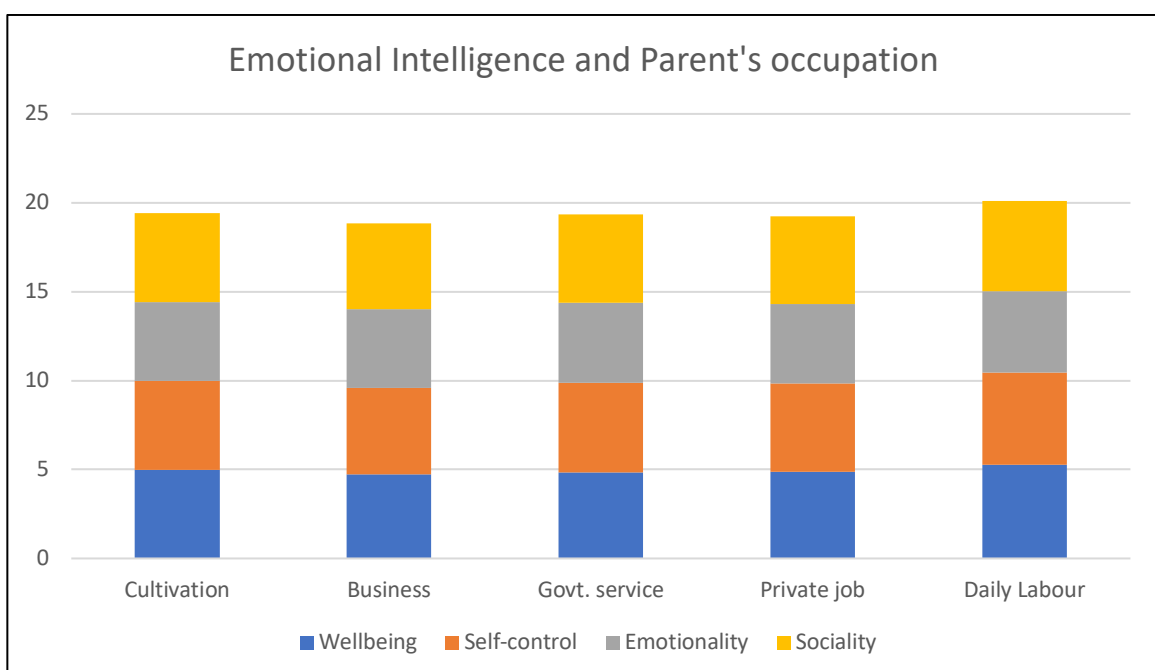


Table 4.7
Mean emotional intelligence score in terms of Parent's occupation

TEI_AVG Wellbeing Self-control Emotionality Sociability * Parent's Occupation						
Parent's Occupation		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Cultivation	Mean	4.8328	4.9813	4.9952	4.4503	4.9837
	Std. Deviation	.62415	.86122	.86375	.86003	.94915
Business	Mean	4.6831	4.7153	4.8717	4.4460	4.8054
	Std. Deviation	.66423	.89051	.94554	.85128	.92655
Govt. Service	Mean	4.8058	4.8415	5.0346	4.4886	4.9961
	Std. Deviation	.55655	.79301	.83459	.79575	.84894
Private Job	Mean	4.7770	4.8914	4.9601	4.4620	4.9260
	Std. Deviation	.58886	.86092	.88626	.87592	.86215
Daily Labour	Mean	4.9484	5.2535	5.1892	4.5729	5.0712
	Std. Deviation	.72087	.84257	.95777	.84947	.93807

Students who belong to daily labour as parents' occupation were shown to have an overall greater trait of emotional intelligence (mean=4.94, sd=.72) than students belonging to other occupations. The patterns were consistent across all four of the trait emotional intelligence domains—wellbeing, self-control, emotionality, and sociability.

Figure 4.8

Bar diagram comparing dimensions of EI in terms of Marital status

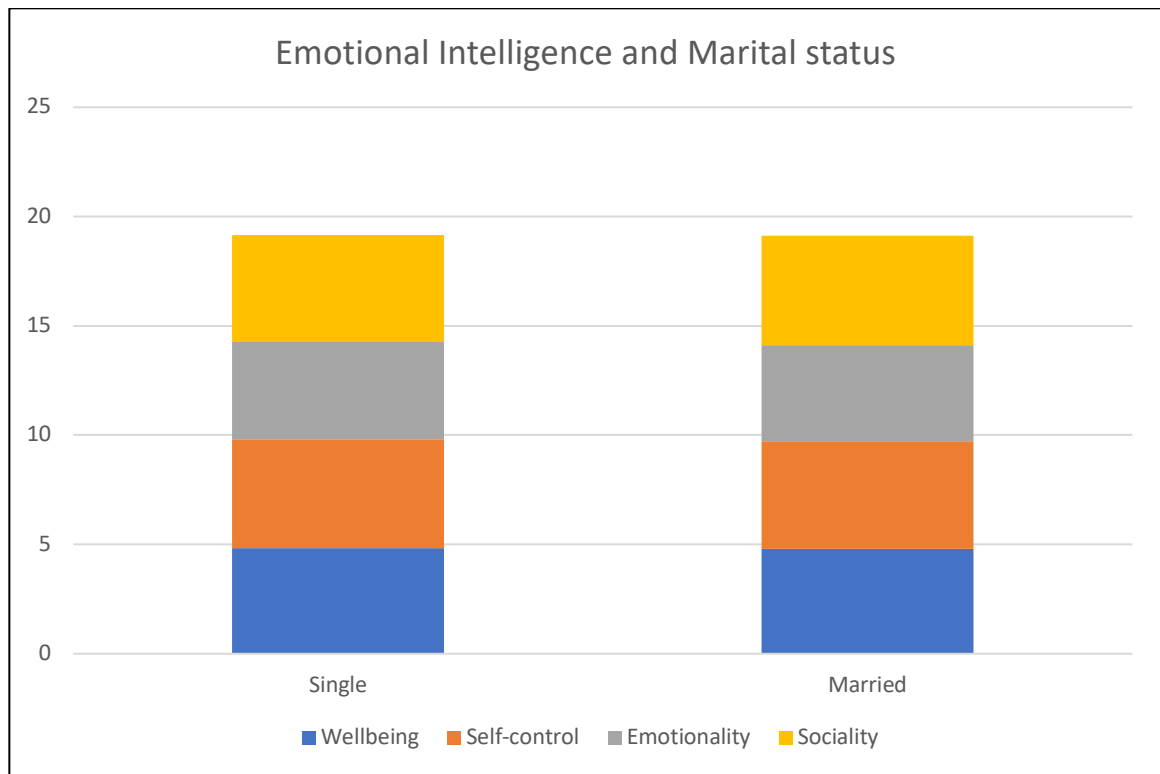


Table 4.8

Mean emotional intelligence score in terms of Marital status

TEI_AVG Wellbeing Self-control Emotionality Sociability * Marital Status						
Marital Status		TEI_AVG	Wellbeing	Self-control	Emotionality	Sociability
Single	Mean	4.7596	4.8415	4.9556	4.4709	4.8889
	Std. Deviation	.63010	.87514	.88871	.84873	.90803
Married	Mean	4.7487	4.7980	4.9164	4.3991	5.0188
	Std. Deviation	.59137	.81100	1.00221	.84869	.85322

Students who are married were shown to have an overall greater trait emotional intelligence (mean=4.76, sd=.63) than unmarried students. The patterns were consistent across all four of the trait emotional intelligence domains—wellbeing, self-control, emotionality, and sociability.

Table 4.9
Correlations between emotional intelligence score and age

Correlations between	Value	Nature of Association
Age & overall emotional intelligence	-.04 (p=.024)	Very weak negative correlation
Age & Wellbeing	-.05	Very weak negative correlation
Age & Self-control	-.01	Very weak negative correlation
Age & Emotionality	-.07	Very weak negative correlation
Age & Sociability	-.006	Very weak negative correlation

Age was found to have a very weak negative association with Overall emotional intelligence as well as all the dimensions of EI, I.e., wellbeing, self-control, emotionality and sociability. Therefore, with increasing age, students' emotional intelligence in every respect decreased to a very little extent.

Table 4.10
Correlations between emotional intelligence score and HSC Exam GPA

Correlations between	Value	Nature of Association
HSC Exam GPA & overall emotional intelligence	.21 (p=.000)	Weak Positive correlation
HSC Exam GPA & Wellbeing	.14	Weak Positive correlation
HSC Exam GPA & Self control	.16	Weak Positive correlation
HSC Exam GPA & Emotionality	.12	Weak Positive correlation
HSC Exam GPA & Sociability	.21	Weak Positive correlation

HSC examination GPA was found to have a weak positive association with overall emotional intelligence, wellbeing, self-control, emotionality and sociability. Therefore, with increasing HSC examination GPA, students' overall emotional intelligence, wellbeing, self-control, emotionality and sociability increased to a very little extent.

Table 4.11

Correlations between emotional intelligence score and Last Sem GPA

Correlations between	Value	Nature of Association
Last Sem GPA & overall emotional intelligence	.15 (p=.000)	weak positive correlation
Last Sem GPA & Wellbeing	.10	weak positive correlation
Last Sem GPA & Self control	.10	weak positive correlation
Last Sem GPA & Emotionality	.10	weak positive correlation
Last Sem GPA & Sociability	.12	weak positive correlation

GPA of Last Semester was found to have a weak positive association with overall emotional intelligence as well as its dimensions, i.e., wellbeing, self-control, emotionality and sociability. Therefore, with increasing GPA, students' overall emotional intelligence increased to a very little extent.

Table 4.12

Descriptive statistics of Self-efficacy score in terms of different variables

Variables		Mean	Standard deviation
Gender	Male	2.83	.55
	Female	2.69	.57
Habitat	Rural	2.74	.57
	Urban	2.76	.57
Division	Dhaka	2.71	.55
	Chittagong	2.83	.55
	Barisal	2.76	.57
	Sylhet	2.72	.54
	Khulna	2.79	.54
	Rajshahi	2.75	.63
	Rangpur	2.65	.53
	Mymensingh	2.78	.60
Type of Institution	Public Institution	2.73	.58
	Govt. Aided Institution	2.81	.51
	Private Institution	2.80	.53
Monthly Family Income	Below 15K	2.75	.55
	Between 15K-35K	2.71	.57
	Above 35K	2.81	.58
Parent's Occupation	Cultivation	2.80	.59
	Business	2.74	.57
	Govt. Service	2.76	.55
	Private Job	2.71	.58
	Daily labour	2.82	.45
Family Type	Nuclear	2.75	.57
	Joint	2.75	.57

Marital Status	Single	2.75	.57
	Married	2.72	.54

Self-efficacy of male students was found to be better (mean= 2.82, sd=.553) than female students.

Self-efficacy of urban students was found to be better (mean= 2.76, sd=.572) than rural students.

The self-efficacy of Chittagong students was found to be better (mean= 2.83, sd=.548) than other division students.

Students of Government aided institution was found to be a better mean score of self-efficacy (mean= 2.81, sd=.513) than other institution students.

Self-efficacy of students whose family income was above 35k was found to be better (mean= 2.81, sd=.581) than other category students.

Self-efficacy of students whose parent's occupation is daily labour was found to be better (mean= 2.82, sd=.452) than other category students.

There is no such mean difference in self-efficacy scores between students of nuclear and joint family.

Self-efficacy of single students was found to be better (mean= 2.75, sd=.573) than married students.

Table 4.13

Correlations between Self-efficacy and Age, HSC Exam GPA and Last Sem GPA

Correlations between	Value	Nature of Association
Age & Self Efficacy	-.074 (p=.000)	Very weak negative correlation
HSC Exam GPA & Self Efficacy	.047 (p=.008)	Very weak positive correlation
Last Sem GPA & Self Efficacy	.046 (.009)	Very weak positive correlation

Age was found to have a very weak negative correlation with self-efficacy. Hence, it can be said that, with increasing age, self-efficacy decreased to a very little extent among undergraduate students in Bangladesh.

Although HSC Exam GPA was found to have a very weak positive correlation with self-efficacy. Hence, it can be said that, with increasing HSC exam GPA, self-efficacy increased to a very little extent among undergraduate students in Bangladesh.

Again, Last Sem GPA was found to have a very weak positive correlation with self-efficacy. Hence, it can be said that, with increasing Last Sem GPA, self-efficacy increased to a very little extent among undergraduate students in Bangladesh.

Table 4.14

Correlations between Self-efficacy and Overall Emotional Intelligence and dimension of EI.

Correlations between	Value	Nature of Association
Self-Efficacy & Overall emotional intelligence	.27 (p=.000)	weak positive correlation
Self-Efficacy & Wellbeing	.26	weak positive correlation
Self-Efficacy & Self-control	.33	moderate positive correlation
Self-Efficacy & Emotionality	.04	Very weak positive correlation
Self-Efficacy & Sociability	.24	weak positive correlation

Self-Efficacy was found to have a weak positive association with overall emotional intelligence, wellbeing, emotionality and sociability. Therefore, it can be said that, increasing overall EI, wellbeing, emotionality and sociability, self- efficacy increased very little extent. But Self-control has a moderate positive association with Self-Efficacy. But increasing self-control and self-efficacy increased moderately.

4.2 Inferential Statistics

This section presents a series of statistical significance tests according to the order of variables presented in the aforementioned descriptive section. The researcher tried to find out the goodness of fit of the preferred learning strategies in the learner sample, the dependency of the preferred learning strategies on levels of each independent variable of the learners and the significance of mean difference in scores of six learning strategies used by these learners. For testing the dependency, the researcher has computed Pearson's correlation and for testing mean difference, computed Pearson's coefficient of correlation, independent samples t-test and One-way ANOVA, as these are robust tests when the normality of the distribution is assumed.

Independent samples t-test

Table 4.15

t-test results of emotional intelligence scores in terms of dichotomous variables

Variable	Levels	t-value	df	p-value	Remarks
Gender	Male	-5.390	3198	.000	Significant
	Female				
Habitat	Rural	-1.209	3198	.227	Not Significant
	Urban				
Marital Status	Single	.317	3198	.751	Not Significant
	Married				
Family type	Joint	-.679	3198	.497	Not Significant
	Nuclear				

An independent samples t-test was computed between the levels of gender in terms of their overall trait emotional intelligence, wellbeing, self-control, emotionality and sociability. A statistically significant mean difference was found between male and female students in terms of their overall trait emotional intelligence ($t_{3198} = 5.390, p < .01$). Female students were found to be significantly more emotionally intelligent than their male counterparts in Bangladesh.

An independent samples t-test was computed between the levels of habitat in terms of their overall trait emotional intelligence, wellbeing, self-control,

emotionality, and sociability. A statistically not significant mean difference was found between rural and urban students in terms of their overall trait emotional intelligence ($t_{3198} = 1.209$, $p < .01$). There is no significant difference between urban and rural students in terms of trait emotional intelligence in Bangladesh.

An independent samples t-test was computed between the levels of family type in terms of their overall trait emotional intelligence, wellbeing, self-control, emotionality, and sociability. A statistically not-significant mean difference was found between nuclear and students from the joint family in terms of their overall trait emotional intelligence ($t_{3198} = .679$, $p < .01$). There is no significant difference between Joint and Nuclear students in terms of trait emotional intelligence in Bangladesh.

An independent samples t-test was computed between the levels of marital status in terms of their overall trait emotional intelligence, wellbeing, self-control, emotionality, and sociability. A statistically not-significant mean difference was found between single and married students in terms of their overall trait emotional intelligence ($t_{3198} = .317$, $p < .01$). There is no significant difference between single and married students in terms of trait emotional intelligence in Bangladesh.

Table 4.16
t-test results of self-efficacy scores in terms of dichotomous variables

Variable	Levels	t-value	df	p-value	Remarks
Gender	Male	6.539	3198	.000	Significant
	Female				
Habitat	Rural	-.896	3198	.370	Not Significant
	Urban				
Marital Status	Single	.906	3198	.365	Not Significant
	Married				
Family type	Joint	-.361	3198	.718	Not Significant
	Nuclear				

Four independent samples t-test was computed between the levels of gender, habitat, marital status and family type in terms of their self-efficacy. A statistically

significant mean difference was found between male and female students in terms of their general self-efficacy ($t_{3198} = 6.539, p < .01$). Female students were found to have significantly less self-efficacy than their male counterparts in Bangladesh. Levels of habitat, family type and marital status of the undergraduate students in Bangladesh did not show any significant mean difference in terms of general self-efficacy.

One-way ANOVA

Table 4.17

One-way ANOVA results of emotional intelligence scores in terms of different variables

Variable	Levels	F-value	df	p-value	Remarks
Monthly family income	Below 15K	5.167	2, 3197	.006	Significant
	15K – 35K				
	Above 35K				
Division	Dhaka	6.043	7,3192	.000	Significant
	Barisal				
	Rajshahi				
	Mymensingh				
	Sylhet				
	Rongpur				
	Chittagong				
Parents' occupation	Khulna	9.329	4, 3195	.000	Significant
	Cultivation				
	Business				
	Govt. Service				
	Private job				
Type of Institution	Daily Labour	21.955	2, 3197	.000	Significant
	Public Institution				
	Govt. Aided Institution				
	Private Institution				

An one-way ANOVA was computed to see if undergraduate students from eight divisions of Bangladesh significantly differs from each other in terms of their overall trait emotional intelligence, wellbeing, emotionality, self-control, sociability and self-efficacy. A statistically significant mean difference was found

among the undergraduate students from different divisions of Bangladesh ($F_{7,3192} = 6.043$, $p < .01$) in terms of their overall trait emotional intelligence. Trait emotional intelligence was significantly higher among students from Rajshahi division (mean = 4.86, $sd = .64$) than of any other divisions in Bangladesh. Also, students from Mymensingh were found to have the lowest trait emotional intelligence (mean = 4.66, $sd = .68$) among 3200 samples in this entire study.

An one-way ANOVA was computed to see if undergraduate students from various institution of Bangladesh significantly differs from each other in terms of their overall trait emotional intelligence, wellbeing, emotionality, self-control, sociability and self-efficacy. A statistically significant mean difference was found among the undergraduate students from different institution of Bangladesh ($F_{2,3197} = 21.95$, $p < .01$) in terms of their overall trait emotional intelligence. Trait emotional intelligence was significantly higher among students from Govt. aided institution (mean = 4.94, $sd = .48$) than student from other institution in Bangladesh. Also, students from public institution were found to have the lowest trait emotional intelligence (mean = 4.71, $sd = .62$) among 3200 samples in this entire study.

An one-way ANOVA was computed to see if undergraduate students from different monthly income of their family of Bangladesh significantly differs from each other in terms of their overall trait emotional intelligence, wellbeing, emotionality, self-control, sociability and self-efficacy. A statistically significant mean difference was found among the undergraduate students from different monthly income of their family of Bangladesh ($F_{2,3197} = 5.167$, $p < .01$) in terms of their overall trait emotional intelligence. Trait emotional intelligence was significantly higher among students whose monthly family income was below 15K (mean = 4.79, $sd = .67$) than other students family income in Bangladesh. Also, students whose monthly family income was above 35K have the lowest trait emotional intelligence (mean = 4.70, $sd = .62$) among 3200 samples in this entire study.

An one-way ANOVA was computed to see if undergraduate students from different occupation of them of Bangladesh significantly differs from each other in terms of their overall trait emotional intelligence, wellbeing, emotionality, self-control, sociability and self-efficacy. A statistically significant mean difference was found among the undergraduate students from different occupation of them of

Bangladesh ($F_{4,3195} = 9.329$, $p < .01$) in terms of their overall trait emotional intelligence. Trait emotional intelligence was significantly higher among students whose parents' occupation was daily labour (mean = 4.95, $sd = .72$) than of any other parent's occupation of students in Bangladesh. Also, students whose parents' occupation was business were found to have the lowest trait emotional intelligence (mean = 4.68, $sd = .66$) among 3200 samples in this entire study.

Table 4.18

One-way ANOVA results of general self-efficacy scores in terms of different variables

Variable	Levels	F-value	df	p-value	Remarks
Monthly family income	Below 15K	9.176	2, 3197	.000	Significant
	15K – 35K				
	Above 35K				
Division	Dhaka	3.924	7,3192	.000	Significant
	Barisal				
	Rajshahi				
	Mymensingh				
	Sylhet				
	Rongpur				
	Chittagong				
Parents' occupation	Khulna	2.292	4, 3195	.057	Not Significant
	Cultivation				
	Business				
	Govt. Service				
	Private job				
Type of Institution	Daily Labour	5.698	2, 3197	.003	Significant
	Public Institution				
	Govt. Aided Institution				
	Private Institution				

Four separate one-way ANOVA were computed to see if undergraduate students from eight divisions of Bangladesh, from different family income group, having parents of different occupation and studying at various type of institutions significantly differs from each other in terms of their general self-efficacy. A statistically significant mean difference was found among the undergraduate students from different divisions of Bangladesh ($F_{7,3192} = 3.924$, $p < .01$), from different family income group ($F_{2,3197} = 9.176$, $p < .01$) and studying at various type

of institutions ($F_{2,3197} = 5.698, p < .01$) in terms of their general self-efficacy. General self-efficacy was significantly higher among students from Chittagong division (mean = 2.83, sd=.55), with family income above 35 thousand Bangladeshi Taka (mean = 2.81, sd=.58), govt. aided institution (mean = 2.81, sd=.51) than their other respective groups.

Significant correlation results

- Coefficient of correlation between age and trait emotional intelligence score was found to be significant at .05 level (see Table 4.9).
- Coefficient of correlation between age and general self-efficacy score was found to be significant at .01 level (see Table 4.13).
- Coefficient of correlation between general self-efficacy score and trait emotional intelligence was found to be significant at .01 level (see Table 4.14).
- Coefficient of correlation between HSC examination GPA and trait emotional intelligence score was found to be significant at .01 level (see Table 4.10).
- Coefficient of correlation between Last semester GPA and trait emotional intelligence score was found to be significant at .01 level (see Table 4.11).
- Coefficient of correlation between HSC examination GPA and general self-efficacy score was found to be significant at .01 level (see Table 4.13).
- Coefficient of correlation between Last semester GPA and general self-efficacy score was found to be significant at .01 level (see Table 4.13).

Table 4.19

Model Summary of Regression Analysis of Overall Emotional Intelligence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.130 ^a	.017	.015	.62103

a. Predictors: (Constant), Last Sem GPA, Family Type, Habitat, Marital Status, Gender, HSC Exam GPA, AGE

Table 4.20
Coefficient of Regression Analysis of overall trait emotional intelligence

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.134	.135		38.064	.000
	Gender	.114	.023	.090	4.988	.000
	AGE	-.006	.004	-.025	-1.359	.174
	Habitat	.014	.022	.011	.628	.530
	Family Type	.017	.024	.012	.687	.492
	Marital Status	-.007	.035	-.004	-.196	.845
	HSC Exam GPA	-.085	.018	-.083	-4.673	.000
	Last Sem GPA	.013	.022	.011	.607	.544

a. Dependent Variable: Trait emotional intelligence (TEI)

A Multiple regression was performed using enter method taking Last Semester GPA, HSC Examination GPA, Age, Gender, Family type, Habitat and Marital status as independent and Trait Emotional Intelligence as dependent variable. It was found that the mentioned independent variables could predict only 1.7% ($R^2 = .017$) of the variance in trait emotional intelligence score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$\text{TEI} = 5.134 + .114 (\text{Gender}) - .006 (\text{Age}) + .014 (\text{Habitat}) + .017 (\text{Family type}) - .007 (\text{Marital status}) - .085 (\text{HSC Exam GPA}) + .013 (\text{Last Sem GPA})$$

Table 4.21
Model of Regression Analysis of wellbeing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094 ^a	.009	.007	.86502

a. Predictors: (Constant), Last Sem GPA, Family Type, Habitat, Marital Status, Gender, HSC Exam GPA, AGE

Table 4.22
Coefficient of Regression Analysis of wellbeing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.526	.188		29.411	.000
	Gender	.051	.032	.029	1.599	.110
	AGE	-.014	.006	-.042	-2.288	.022
	Habitat	.015	.031	.009	.492	.623
	Family Type	-.054	.034	-.029	-1.610	.107
	Marital Status	-.021	.049	-.008	-.438	.662
	HSC Exam GPA	-.099	.025	-.070	-3.903	.000
	Last Sem GPA	.004	.031	.002	.132	.895

a. Dependent Variable: Wellbeing

Multiple regression was performed using enter method, taking Last Semester GPA, HSC Examination GPA, Age, Gender, Family type, Habitat and Marital status as independent and wellbeing as a dependent variable. It was found that the mentioned independent variables could predict nearly 1% ($R^2 = .009$) of the

variance in trait emotional intelligence score, which is although statistically significant but very insignificant in the real sense. The regression equation was computed as

$$\text{Wellbeing} = 5.526 + .051 (\text{Gender}) - .014 (\text{Age}) + .015 (\text{Habitat}) + .054 (\text{Family type}) - .021 (\text{Marital status}) - .099 (\text{HSC Exam GPA}) + .004 (\text{Last Sem GPA})$$

Table 4.23

Model Summary of Regression Analysis of self-control

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.079 ^a	.006	.004	.90075

a. Predictors: (Constant), Last Sem GPA, Family Type, Habitat, Marital Status, Gender, HSC Exam GPA, AGE

Table 4.24

Coefficient of Regression Analysis of self-control

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.321	.196		27.195	.000
	Gender	.100	.033	.055	3.017	.003
	AGE	.000	.006	.001	.076	.939
	Habitat	-.009	.033	-.005	-.273	.785
	Family Type	-.018	.035	-.009	-.500	.617
	Marital Status	-.045	.051	-.016	-.878	.380

	HSC Exam GPA	-.070	.026	-.047	-2.650	.008
	Last Sem GPA	-.040	.032	-.022	-1.250	.211

a. Dependent Variable: Self-control

Multiple regression was performed using enter method taking Last Semester GPA, HSC Examination GPA, Age, Gender, Family type, Habitat and Marital status as independent and Self-control as dependent variable. It was found that the mentioned independent variables could predict only 0.6% ($R^2 = .006$) of the variance in trait emotional intelligence score, which is although statistically significant but very insignificant in the real sense. The regression equation was computed as

Self-control = 5.321 + .100 (Gender) + .000 (Age) - .009 (Habitat) - .018 (Family type) - .045 (Marital status) - .070 (HSC Exam GPA) + .040 (Last Sem GPA)

Table 4.25

Model Summary of Regression Analysis of emotionality

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.157 ^a	.025	.023	.83926

a. Predictors: (Constant), Last Sem GPA, Family Type, Habitat, Marital Status, Gender, HSC Exam GPA, AGE

Table 4.26
Coefficient of Regression Analysis of emotionality

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.174	.182		28.383	.000
	Gender	.167	.031	.097	5.384	.000
	AGE	-.018	.006	-.056	-3.064	.002
	Habitat	.040	.030	.023	1.308	.191
	Family Type	.068	.033	.036	2.062	.039
	Marital Status	-.051	.048	-.019	-1.076	.282
	HSC Exam GPA	-.121	.025	-.087	-4.921	.000
	Last Sem GPA	.020	.030	.012	.690	.490

a. Dependent Variable: Emotionality

Multiple regression was performed using enter method, taking Last Semester GPA, HSC Examination GPA, Age, Gender, Family type, Habitat and Marital status as independent and emotionality as dependent variable. It was found that the mentioned independent variables could predict only 2.5% ($R^2 = .025$) of the variance in trait emotional intelligence score, which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

Emotionality = 5.174 + .167 (Gender) - .018 (Age) + .040 (Habitat) + .068 (Family type) - .051 (Marital status) - .121 (HSC Exam GPA) + .020 (Last Sem GPA)

Table 4.27
Model Summary of Regression Analysis of sociability

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.099 ^a	.010	.008	.89917

a. Predictors: (Constant), Last Sem GPA, Family Type, Habitat, Marital Status, Gender, HSC Exam GPA, AGE

Table 4.28
Coefficient of Regression Analysis of sociability

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.828	.195		24.718	.000
	Gender	.150	.033	.082	4.531	.000
	AGE	-.001	.006	-.002	-.096	.923
	Habitat	-.009	.032	-.005	-.268	.789
	Family Type	.073	.035	.037	2.067	.039
	Marital Status	.127	.051	.045	2.482	.013
	HSC Exam GPA	-.011	.026	-.007	-.416	.678
	Last Sem GPA	.005	.032	.003	.164	.870

a. Dependent Variable: Sociability

A Multiple regression was performed using enter method taking Last Semester GPA, HSC Examination GPA, Age, Gender, Family type, Habitat and Marital status as independent and sociability as dependent variable. It was found that the mentioned independent variables could predict only 1% ($R^2 = .010$) of the variance in sociability score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$\text{Sociability} = 4.828 + .150 (\text{Gender}) - .001 (\text{Age}) - .009 (\text{Habitat}) + .073 (\text{Family type}) + .127 (\text{Marital status}) - .011 (\text{HSC Exam GPA}) + .005 (\text{Last Sem GPA})$$

Table 4.29

Model Summary of Regression Analysis of Self-efficacy

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156 ^a	.024	.022	.56277

a. Predictors: (Constant), Last Sem GPA, Family Type, Habitat, Marital Status, Gender, HSC Exam GPA, AGE

Table 4.30

Coefficient of Regression Analysis of Self-efficacy

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.307	.122		27.056	.000
	Gender	-.159	.021	-.137	-7.652	.000
	AGE	-.022	.004	-.105	-5.700	.000
	Habitat	.027	.020	.023	1.331	.183
	Family Type	-.002	.022	-.002	-.094	.925

	Marital Status	.012	.032	.007	.372	.710
	HSC Exam GPA	-.015	.016	-.016	-.907	.364
	Last Sem GPA	.018	.020	.016	.919	.358

a. Dependent Variable: SE_AVG

A multiple regression was performed using enter method taking Last Semester GPA, HSC Examination GPA, Age, Gender, Family type, Habitat and Marital status as independent and Self Efficacy as dependent variable. It was found that the mentioned independent variables could predict only 2.4% ($R^2 = .024$) of the variance in self-efficacy score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$SE = 3.307 - .159 (\text{Gender}) - .022 (\text{Age}) + .027 (\text{Habitat}) - .002 (\text{Family type}) + .012 (\text{Marital status}) - .015 (\text{HSC Exam GPA}) + .018 (\text{Last Sem GPA})$$

Table 4.31

Model Summary of GPA of HSC Examination and Trait Emotional Intelligence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211 ^a	.044	.044	.60093
a. Predictors: (Constant), TEI_AVG				

Table 4.32

Coefficient of Regression Analysis of GPA of HSC Examination and Trait Emotional Intelligence

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.340	.082		40.976	.000

	TEI_AVG	.207	.017	.211	12.201	.000
a. Dependent Variable: HSC Exam GPA						

A simple regression was performed using enter method taking trait emotional intelligence as independent and HSC Examination GPA as dependent variable. It was found that the mentioned independent variables could predict only 4.4% ($R^2 = .044$) of the variance in HSC Examination GPA score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$\text{HSC_GPA} = 3.340 + .207 (\text{TEI})$$

Table 4.33
Model Summary of GPA of Last Semester and Trait Emotional Intelligence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155 ^a	.024	.024	.45460
a. Predictors: (Constant), TEI_AVG				

Table 4.34
Coefficient of Regression Analysis of GPA of Last Semester and Trait Emotional Intelligence

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.599	.062		42.152	.000
	TEI_AVG	.114	.013	.155	8.863	.000
a. Dependent Variable: Last Sem GPA						

A simple regression was performed using enter method taking trait emotional intelligence as independent and Last semester GPA as dependent variable. It was found that the mentioned independent variables could predict only 2.4% ($R^2 = .024$) of the variance in Last semester GPA score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$\text{Last Sem GPA} = 2.599 + .114 (\text{TEI})$$

Table 4.35

Model Summary of GPA of HSC Examination and General self-efficacy

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.047 ^a	.002	.002	.61408
a. Predictors: (Constant), SE_AVG				

Table 4.36

Coefficient of Regression Analysis of GPA of HSC Examination and General self-efficacy

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.186	.054		78.173	.000
	TEI_AVG	.051	.019	.047	2.663	.008
a. Dependent Variable: HSC Exam GPA						

A simple regression was performed using enter method taking general self-efficacy score as independent and HSC Examination GPA as dependent variable. It was found that the mentioned independent variables could predict only 0.2% ($R^2 = .002$) of the variance in HSC Examination GPA score which is although

statistically significant but extremely insignificant as in real sense. The regression equation was computed as

$$\text{HSC_GPA} = 4.186 + .207 (\text{SE})$$

Table 4.37

Model Summary of GPA of Last Semester and General self-efficacy

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046 ^a	.002	.002	.45966
a. Predictors: (Constant), SE_AVG				

Table 4.38

Coefficient of Regression Analysis of GPA of Last Semester and General self-efficacy

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.038	.040		75.798	.000
	TEI_AVG	.037	.014	.046	2.614	.009
a. Dependent Variable: HSC Exam GPA						

A simple regression was performed using enter method taking general self-efficacy as independent and Last semester GPA as dependent variable. It was found that the mentioned independent variables could predict only 0.2% ($R^2 = .002$) of the variance in Last semester GPA score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$\text{Last Sem GPA} = 3.038 + .037 (\text{SE})$$

Table 4.39

Model Summary of Regression Analysis of Self-efficacy and Overall Emotional Intelligence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.272 ^a	.074	.073	.60222

a. Predictors: (Constant), SE_AVG

Table 4.40

Coefficient of Regression Analysis of Self-efficacy and Overall Emotional Intelligence.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.938	.053		74.988	.000
	SE_AVG	.299	.019	.272	15.955	.000

a. Dependent Variable: TEI_AVG

A simple linear regression was performed using enter method taking Self efficacy as independent and Trait Emotional Intelligence as dependent variable. It was found that the mentioned independent variables could predict only 7.4% ($R^2 = .074$) of the variance in trait emotional intelligence score which is although statistically significant but very insignificant as in real sense. The regression equation was computed as

$$TEI = 3.938 + .299 (\text{Self Efficacy})$$

4.3 Hypothesis Testing

Based on the result of significance tests, all the hypotheses are verified according to their order –

- **H₀₁:** Emotional intelligence mean score does not significantly differ between male and female students.

Findings: A statistically significant mean difference in emotional intelligence score of undergraduate students was found of between male and female students ($t = 5.390, p < .01$) (see table 4.15).

Decision: Null hypothesis H₀₁ is *rejected*.

- **H₀₂:** Emotional intelligence score is not significantly correlated with age of students.

Findings: A statistically significant correlation was found between age of students and their emotional intelligence $\{r = -.04, p < .05\}$ (see table 4.9).

Decision: Null hypothesis H₀₂ is *rejected*.

- **H₀₃:** Emotional intelligence mean score does not significantly differ between rural and urban students.

Findings: No statistically significant mean difference was found in emotional intelligence between rural and urban students $\{t = 0.508, p > .05\}$ (see table 4.15).

Decision: Null hypothesis H₀₃ is *retained*.

- **H₀₄:** Emotional intelligence mean score does not significantly differ between students from joint and nuclear family.

Findings: No statistically significant mean difference was found in emotional intelligence between students from joint family and nuclear family $\{t = 0.679, p > .05\}$ (see table 4.15).

Decision: Null hypothesis H₀₄ is *retained*.

- **H₀₅:** Emotional intelligence mean score does not significantly differ between single and unmarried students.

Findings: No statistically significant mean difference was found in emotional intelligence between students who are single and students who are married { $t=0.317$, $p>.05$ } (see table 4.15).

Decision: Null hypothesis H₀₅ is *retained*.

- **H₀₆:** Emotional intelligence mean score does not significantly differ among undergraduate students in terms of their type of institution.

Findings: A statistically significant mean difference was found among students in terms of their institution type in which they are studying { $F=21.955$, $p<.01$ } (see table 4.17).

Decision: Null hypothesis H₀₆ is *rejected*.

- **H₀₇:** Emotional intelligence mean score does not significantly differ among undergraduate students in terms of their monthly family income.

Findings: A statistically significant mean difference was found among students in terms of their monthly family income { $F=5.167$, $p<.01$ } (see table 4.17).

Decision: Null hypothesis H₀₇ is *rejected*.

- **H₀₈:** Emotional intelligence mean score does not significantly differ among undergraduate students across different divisions of Bangladesh.

Findings: A statistically significant mean difference in emotional intelligence score was found among students from different divisions of Bangladesh { $F=6.043$, $p<.01$ } (see table 4.17).

Decision: Null hypothesis H₀₈ is *rejected*.

- **H₀₉:** Emotional intelligence mean score does not significantly differ among undergraduate students in terms of their parent's occupation.

Findings: A statistically significant mean difference in emotional intelligence score was found among students in terms of their parent's occupation { $F=9.329$, $p<.01$ } (see table 4.17).

Decision: Null hypothesis H_09 is *rejected*.

- **H₀₁₀:** General self-efficacy mean score does not significantly differ between male and female students.

Findings: A statistically significant mean difference was found in self-efficacy score between male and female { $t=6.539$, $p<.01$ } (see table 4.16).

Decision: Null hypothesis H_{010} is *rejected*.

- **H₀₁₁:** General self-efficacy is not significantly correlated with age of students.

Findings: A statistically significant correlation was found between age of students and their self-efficacy { $r=-.074$, $p<.01$ } (see table 4.13).

Decision: Null hypothesis H_{011} is *rejected*.

- **H₀₁₂:** General self-efficacy mean score does not significantly differ between rural and urban students.

Findings: No statistically significant mean difference was found in self-efficacy score between rural and urban students of Bangladesh { $F=.896$, $p>.05$ } (see table 4.16).

Decision: Null hypothesis H_{012} is *retained*.

- **H₀₁₃:** General self-efficacy mean score does not significantly differ between students from joint and nuclear family.

Findings: No statistically significant mean difference was found in self-efficacy score between students from joint family and students from nuclear family { $t=0.361$, $p>.05$ } (see table 4.16).

Decision: Null hypothesis H_{013} is *retained*.

- **H₀14:** General self-efficacy mean score does not significantly differ between single and unmarried students.

Findings: No statistically significant mean difference was found in self-efficacy score between students who are single and students who are married { $t=0.906$, $p>.05$ } (see table 4.16).

Decision: Null hypothesis H₀14 is *retained*.

- **H₀15:** Emotional intelligence score is in no way correlated with the general self-efficacy score of undergraduate students in Bangladesh.

Findings: A statistically significant association was found between students' emotional intelligence and self-efficacy { $r=0.27$, $p<.01$ } (see table 4.14).

Decision: Null hypothesis H₀15 is *rejected*.

- **H₀16:** Gender, age, habitat, family type, marital status, GPA in HSC examination and GPA in last semester examination altogether do not predict emotional intelligence of undergraduate students in Bangladesh.

Findings: No Statistically significant prediction of gender, age, habitat, family type, marital status, and GPA in the last semester examination except GPA in HSC examination was found on students' emotional intelligence (see table 4.18).

Decision: Null hypothesis H₀16 is *retained*.

- **H₀17:** Gender, age, habitat, family type, marital status, GPA in HSC examination and GPA in last semester examination altogether do not predict the general self-efficacy of undergraduate students in Bangladesh.

Findings: Students' habitat, family type, marital status, GPA in HSC examination and GPA in last semester examination except for gender, age did not significantly predict students' self-efficacy (see table 4.28).

Decision: Null hypothesis H₀17 is *retained*.

- **H₀18:** Overall emotional intelligence score does not predict GPA in HSC examination of undergraduate students in Bangladesh.
Findings: A statistically significant prediction of GPA in HSC examination by emotional intelligence was found (see table 4.30).
Decision: Null hypothesis H₀18 is *rejected*.
- **H₀19:** Overall emotional intelligence score does not predict GPA in last semester of undergraduate students in Bangladesh.
Findings: A statistically significant prediction of GPA last semester by emotional intelligence was found (see table 4.32).
Decision: Null hypothesis H₀19 is *rejected*.
- **H₀20:** General self-efficacy score does not predict GPA in HSC examination of undergraduate students in Bangladesh.
Findings: A statistically significant prediction of GPA in HSC examination by self-efficacy was found (see table 4.34).
Decision: Null hypothesis H₀20 is *rejected*.
- **H₀21:** General self-efficacy score does not predict GPA in last semester examination of undergraduate students in Bangladesh.
Findings: A statistically significant prediction of GPA in last semester by self-efficacy was found (see table 4.36).
Decision: Null hypothesis H₀21 is *rejected*.

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Chapter V

Discussion and Conclusion

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Chapter V Discussion and Conclusion

The main purpose of the study was to find out the relationship among emotional intelligence, self-efficacy and academic score of undergraduate students in Bangladesh. The present cross-sectional study on emotional intelligence purposively selected universities and colleges from eight divisions (Dhaka, Khulna, Barisal, Rangpur, Sylhet, Chittagong, Rajshahi and Mymensingh) in Bangladesh. The subsequent sections of this chapter provide a summary of the significant findings. Provided conclusions based on findings in connection to each research question, analyzed noteworthy findings and emphasized the need for additional research by noting the limitations of the present study.

5.1 Summary of Findings

- Female students were found to be more emotionally intelligent (Statistically Significant) than male students in Bangladesh.
- In Bangladesh, no significant differences in emotional intelligence were discovered among the undergraduate students based on their Habitat, Marital Status, and Family type (Statistically Not Significant).
- Female students were found to be more Self-efficacy (Statistically Significant) than male students in Bangladesh.
- In Bangladesh, no significant differences in Self-Efficacy score were discovered among the undergraduate students based on their Habitat, Marital Status, and Family type (Statistically Not Significant).
- Students whose monthly family income below 15 thousand in Bangladeshi Taka were found to be more emotionally intelligent (Statistically Significant) than other respective group of students in Bangladesh.

- Students from Rajshahi division were found to be more emotionally intelligent (Statistically Significant) than students from other divisions in Bangladesh.
- In Bangladesh, it was found that students whose parent's occupation was daily labour were more emotionally intelligent (Statistically Significant) than students from other parent occupation groups.
- Students from government-aided institutions in Bangladesh were shown to be more emotionally intelligent (statistically significant) than students from other institutions.
- Students whose monthly family income above 35 thousand in Bangladeshi Taka were found to be more self-efficacy (Statistically Significant) than other respective group of students in Bangladesh.
- Students from Chittagong division were found to be more self-efficacy (Statistically Significant) than students from other divisions in Bangladesh.
- Students from government-aided institutions in Bangladesh were shown to be more self-efficacy (statistically significant) than students from other institutions.
- In Bangladesh, there was no significant variation in self-efficacy scores between students with different parent occupations (Statistically Not Significant).
- A very weak negative correlation ($r = -.04$) was found between Age and trait emotional intelligence. Coefficient correlation between age and trait emotional intelligence score was found to be significant at .05 level
- A very weak negative correlation ($r = -.074$) was found between Age and General Self-Efficacy score. Coefficient correlation between age and general self-efficacy score was found to be significant at .01 level

- A weak positive correlation ($r = .27$) was found between Trait emotional intelligence and General Self-Efficacy score. Coefficient of correlation between general self-efficacy score and trait emotional intelligence was found to be significant at .01 level.
- A weak positive correlation ($r = .21$) was found between Trait emotional intelligence and GPA of HSC examination. Coefficient of correlation between HSC examination GPA and trait emotional intelligence score was found to be significant at .01 level.
- A weak positive correlation ($r = .15$) was found between Trait emotional intelligence and GPA of Last semester. Coefficient of correlation between Last semester GPA and trait emotional intelligence score was found to be significant at .01 level.
- A very weak positive correlation ($r = .047$) was found between general self-efficacy and GPA of HSC examination. Coefficient of correlation between HSC examination GPA and general self-efficacy score was found to be significant at .01 level.
- A weak positive correlation ($r = .046$) was found between general self-efficacy and GPA of Last semester. Coefficient of correlation between Last semester GPA and general self-efficacy score was found to be significant at .01 level.
- It was found that the aforementioned independent variables could only predict 1.7% ($R^2 = .017$) of the variance in trait emotional intelligence score, which is statistically significant but practically inconsequential.
- It was found that the mentioned independent variables could predict only 2.4% ($R^2 = .024$) of the variance in self-efficacy score which is although statistically significant but very insignificant as in real sense.
- It was found that the mentioned independent variables could predict only 4.4% ($R^2 = .044$) of the variance in HSC Examination GPA score

which is although statistically significant but very insignificant as in real sense.

- It was found that the mentioned independent variables could predict only 2.4% ($R^2 = .024$) of the variance in Last semester GPA score which is although statistically significant but very insignificant as in real sense.
- It was found that the mentioned independent variables could predict only 0.2% ($R^2 = .002$) of the variance in HSC Examination GPA score which is although statistically significant but extremely insignificant as in real sense.
- It was found that the mentioned independent variables could predict only 0.2% ($R^2 = .002$) of the variance in Last semester GPA score which is although statistically significant but very insignificant as in real sense.
- It was found that the mentioned independent variables could predict only 7.4% ($R^2 = .074$) of the variance in trait emotional intelligence score which is although statistically significant but very insignificant as in real sense.

5.2 Conclusions

Each research question was validated in respect to the study's findings.

- **Research Question 1:** *What degree of emotional intelligence is prevailing among the undergraduate students in Bangladesh?*

The study covered 3200 undergraduate students studying at various universities in Bangladesh and found that a good deal of emotional intelligence (mean = 4.75 out of 7) prevailed among them. The cultural and social ambience of Bangladesh helped young people develop and nurture emotional intelligence in a good way.

- **Research Question 2:** *How much general self-efficacy is possessed by the undergraduate students in Bangladesh?*

Self-efficacy as measured in the study, was found to exist in good amount in the students of Bangladesh studying at the undergraduate level. There was found some variation of self-efficacy across the division of Bangladesh, but overall, it was satisfactory when the total sample size is considered (mean = 2.75 out of 4).

- **Research Question 3:** *How much variation in emotional intelligence and general self-efficacy can be attributed to changes in demographic and social indicators of undergraduate students in Bangladesh?*

Demographic and social indicators have negligibly predicted emotional intelligence and self-efficacy of undergraduate students in Bangladesh. Although variations were noticed across different independent variables but that was statistically insignificant.

- **Research Question 4:** *How far the emotional intelligence is related to General self-efficacy and academic score of undergraduate students in Bangladesh?*

Emotional intelligence was found to be weakly correlated with self-efficacy of undergraduate students in Bangladesh. Although, the relationship was weak but it was significant as the sample size of the study was very large. Also, emotional intelligence predicted general self-efficacy to a little extent (7%) but it was also statistically significant.

5.3 Discussion

Even though emotional intelligence is a fairly new concept, it has caught the attention of academics and experts such as psychologists, teachers, and management consultants. Its use has led to amazing results, especially in dealing with one's own emotions and the emotions of others. So, paving the way for

healthy and pleasant interactions within and between people, which leads to a happy life in the long run, especially in a world where there is too much competition right now. On the contrary, schools in Bangladesh and everywhere else push students into a race where everyone wants a quick way to be successful. They give students too much information that their brains can't handle, but it's needed for them to pass the test for a degree diploma. In exchange, only their intelligence is improved, while other parts of a person's personality, like emotions, are completely ignored. To solve the problem, the current education system must do everything it can to encourage student-centered learning, in which students play an active role and teachers act as guides instead of just giving out information. In other words, we need to build an education system that encourages students' growth in all areas and has only one goal: to prepare students for life. Students would grow in many different ways, including emotionally, intellectually, socially, morally, psychologically, culturally, politically, and religiously. The key to this kind of all-around growth in the people of the future is an education system that focuses on building kids' emotional intelligence. Developing emotional intelligence can improve not only academic performance but also the way people get along with each other and form relationships with others. It helps them control their emotional outbursts in a good way. Their increased emotional intelligence will help them recognise and use the emotions of others to achieve not only their own goals, but also the goals of others and the goals of the organisation they work for. In the future, their family life will be shaped by the soft skills they learn, such as tolerance, making the necessary changes and compromises, seeing things from other people's points of view, and recognising and respecting others' feelings. From this point of view, it is very important for schools to teach teens how to deal with their feelings. Many people, like psychologists, teachers, and social scientists, are interested in emotional intelligence. Their research shows that not everyone has the same level of emotional intelligence. Its growth depends mostly on the current situations of the people involved. The emotional intelligence of the undergraduates is also nothing special. Even how often people are emotionally

intelligent depends on their gender, family income, parents' jobs, and where they go to school. Here's a critical look at how emotionally intelligent young adults are. Adewunmi O. A. et al. (2015) found a strong, positive, and imperfect but significant link between how well students did in school and how emotionally intelligent they were. The independent variables of emotional intelligence had a big and positive effect on how well the student did in school. Corebima (2016) said that there was a link between how well biology students did in school and how emotionally intelligent they were. Islami et al. (2020) said that emotional intelligence had a coefficient level of 27.30 percent on how well people understood mathematical nuances. Ayşem Seda Onen and Fatma Merve Ulusoya's 2015 study confirmed that a student's level of emotional intelligence affected how well they did in school. Students who were better at expressing their emotions had more positive feelings about school. However, Cooper and Sawaf (1966) found that both emotional self-awareness (ESA) and emotional expression (EE) were vulnerable, and there were also differences between men and women. Haikal Anuar Adnan et al. (2014) said that the differences between the emotional intelligence of students in government and religious secondary schools and their religious orientation didn't have much of an effect on their emotional intelligence. Hossein Saemi et al. (2014) said that the emotional intelligence training programme had a big effect on the students' academic progress and creativity. However, Jafar Shabani (2010) showed that the spiritual intelligence (SI) and emotional intelligence (EI) programmes had an effect on the students' mental health (EI). Katayoon Razjouyan et al. (2018) found no significant relationship between a student's total emotional intelligence score and their role in cyberbullying. However, gender-stratified analysis showed that male victims had higher emotional intelligence scores. M. Ahlan Firdaus (2017) found a positive significant correlation between students' reading comprehension and emotional intelligence, which affected their reading comprehension. Mara Dolores Toscano-Hermoso et al. (2020) found that boys and girls have different levels of emotional intelligence, but they didn't find a link between emotional intelligence and academic performance. However, Melvina N. Amalui (2018) found

that the components of emotional intelligence had a positive effect on the academic performance of high school students. On the other hand, Milad Khajehpour (2011) said that both parental involvement and emotional intelligence can affect how well high school students do in school. M. Ilyas et al. (2018) said that students could use their emotional intelligence to help them learn math. And that EI also helps students be confident, good at communicating, and so on. Mohammad Akbaribooreng (2015) said that there was a link between how well students did in school and their emotional intelligence and social competence. There was also a link between how well students did in school and the different parts of emotional intelligence. But Mohd Nasir Rayung and Abdul Said Ambotang (2018) found no differences in emotional intelligence, spiritual intelligence, and student outcome (SO) levels. Morteza Amani et al. (2013) showed that teaching emotional components reduced Alexithymia syndrome at a significant level ($F(1,17) = 293/86, P = 0/001$). Mrinmoyee Bhattacharjee et al. (2020) said that 90% of secondary students and 86% of higher secondary students needed to learn more about how to deal with their emotions. Nur Mahfuzah Agustin et al. (2019) found that junior students had more advanced EI factors for behaviour change and that sports activities affected their emotional intelligence. Odiase Jerry Edobor and Dienye Maseba Ebiye (2017) were sure that EI did not predict skipping school or being sexually active, but it did predict drug use, fighting, and being bullied. Banin Mousavi Chamani (2016) found a direct link between students' mental health and their emotional intelligence (EI), as well as between students' mental health and their religious beliefs and their EI. Oznur TULUNAY ATE (2014) came to the conclusion that there was a big difference in the school variables based on the mean score of emotional intelligence. Students in Fine Arts and Sports high schools had lower emotional intelligence scores than students in other high schools. Roya Abbasi-Asl et al. (2017) found that family conversation orientation was a good predictor of academic achievement and EI, and Rubén Trigueros et al. (2020) found that social skills and emotional intelligence were linked in a positive way. Saeid Moradi et al. (2018) showed that group learning had direct and indirect

effects on social skills and emotional intelligence. Sedigheh Shakiba and Ghasem Baranib's 2011 study showed that there is a strong and meaningful link between emotional intelligence and language skills, and that female students were better at languages than male students. Shahin Ebrahimi Koohbanani et al. (2013) found that there was no meaningful link between Social Intelligence (SI) and Life Satisfaction (LS). But there is a meaningful link between EI and SI, and both spiritual intelligence (SI) and emotional intelligence had a strong link with life satisfaction. Based on factorial analysis variance, Sesan Ola and Mabekoje (2003) found that gender did not have a significant effect on students' EI. However, there was a significant effect of gender's interaction with sociometrics. Sulaimon Mutiu O et al. (2015) found that there was not a perfect relationship between the regressor of academic performance and the regressors of home background, environmental factors, emotional intelligence, and peer influence. Zahra Shams (2019) found a strong link between self-concept, educational achievement, and emotional intelligence. She also found that emotional intelligence and Osakude could predict self-concept and educational achievement. Joseph Oluwataya said in 2011 that there is a negative link between emotional intelligence, the chance of cheating in school, and the different parts of emotional intelligence. But managing emotions was a key part of cutting down on cheating in school. Amit Ahuja (2016) came to the conclusion that girls were smarter than boys, but when it came to adjusting to new situations, boys did much better than girls. Qasim (2017) said that emotional intelligence was different for men and women, and that it was also different for teachers from different boards. But Selvaraj et al. (2020) found that there was a maximum emotional intelligence where gender was linked to a statistically significant difference in EI scores and no link was found between emotional intelligence and parental education, hobby choice, parental education, or family structure. Bhat (2019) found that there was no big difference between the emotional intelligence and academic success of tribal and non-tribal students. Gopinath and Chirtra's study from 2020 showed that the structure of a child's family had a big effect on how emotionally intelligent they were in high school.

Students who grew up in a joint family were more emotionally stable than their peers who grew up in a single-parent family. Arockia Raj (2014) came to the conclusion that the SC/ST students had average emotional intelligence. But there were big differences in EI based on gender, where a student lived, and how well they did in school, and there was a positive link between students' emotional intelligence and how well they did in school. Antohony Raj (2018), on the other hand, didn't find any big differences in how people adjusted or how emotionally intelligent they were based on their gender, class, or language of study. Roshan Ara (2013) showed that there is a link between emotional intelligence and happiness, as well as between all of the different aspects of EI, and that happy people were better able to control their emotions and keep them in check. Sharma (2018) said that both parents' salaries have a positive effect on their children's emotional intelligence at different levels of educational achievement. On the other hand, people who were good at emotional intelligence cared less about making money. Elavarasi Dhanakotti and Poornima Rakemdrum (2020) said that about 16% of students had average or low levels of emotional intelligence (EI). Sama Praveen and Nikhat Yasmin Shafeeq (2020) came to the conclusion that male students from rural areas scored higher on an emotional intelligence scale than male students from cities and semi-cities. On a scale of emotional intelligence, female students from cities did better than their female peers from rural and semi-urban areas. T.M. Prashant Kumar found that both boys and girls who live in boarding schools have the same level of emotional intelligence. However, boarder boys have a much higher chance of having behaviour problems related to low intelligence, conduct disorder, and psychotic symptoms than boarder girls do. Bangladeshi college students from different social and demographic backgrounds seem to have a good level of emotional intelligence and self-efficacy, based on how well they did in their last two public exams.

On the other hand, Christiana et al. (2012) found that young people's emotional intelligence was linked to their self-efficacy and academic success and sometimes had a moderate effect on their cognitive abilities (Hutchinson & Whitney, 2012).

Other studies have found a linear relationship between emotional intelligence and self-awareness (Wenjun & Pengcheng, 2022), learning outcomes (Shafait et al., 2021), emotional regulation (Supervia & Robres, 2021), and so on. This shows how important emotional intelligence is in shaping a person's overall development. Individual with high emotional intelligence are those who are capable of adapting to life situations and use effective coping skills when facing problems (Noruzi, 1994). Therefore it can be said that they own the elements of self-efficacy (Shipley, et al., 2010). Emotional intelligence and self-efficacy are two important factors which are to be taken into account while considering high level of performance. Research shows that emotional intelligence and self-efficacy are positively associated and both of these predict each other (Hamdy & Hamdy, 2014). The above results show that emotional intelligence and self-efficacy are not fixed and innate traits. Instead, they change depending on the circumstances in which young people live. Still, with the right training, their emotional intelligence and sense of self-efficacy can be improved. This training should be a part of the course curriculum so that future students can grow as people, which is necessary for a happy and fulfilled life.

5.4 Limitations of the Study

There were several factors to this study that limits from capturing a true picture of what its conclusions indicated.

- The study is limited to emotional intelligence and general self-efficacy of undergraduate students in Bangladesh in gender, age, habitat, family type, marital status, monthly family income, parent's occupation, type of institution, HSC examination GPA and Last semester GPA.
- The study deals with only students those who are studying in university and colleges in Bangladesh country.
- The study involving emotional intelligence and general self-efficacy is measured with the help of survey method.

- For evaluating the hypothesis, the researcher employed merely a 5% level of significance.
- The researcher acknowledged that the responses provided by Bangladeshi undergraduate students may be socially acceptable but not genuine.

5.5 Recommendations & Suggestions

- ☞ Experts in the field of Emotional Intelligence should design a curriculum on the development of Emotional Intelligence and incorporate it into the curriculum for classes 1 through 12 in Bangladesh.
- ☞ Students in courses such as teacher training should perform or practice emotional intelligence skills in order to use this knowledge in the actual world.
- ☞ The objective of the lessons for elementary and secondary school children in Bangladesh should be to increase their emotional intelligence.
- ☞ Enhance interpersonal and intrapersonal communication in the school curriculum to promote the development of the students' emotional intelligence.
- ☞ Games that primarily involve groups, such as Football, Hockey, Cricket, Volley-Ball, and Basket-Ball should be incorporated into student performance evaluations. Students will be able to work in groups and their personal adjustment will be fostered through these activities.
- ☞ The youngster should be encouraged to participate in a variety of social activities or programme so he or she may comprehend the practical nature of our world and adapt to changing circumstances.
- ☞ Not just students, but also teachers, teacher educators, administrators, and others in positions of authority should cultivate emotional intelligence skills for the sake of humanity and the maintenance of positive relationships.

- ☞ For undergraduates to manage their emotional life, a variety of workshops, seminars, and programmes linked to emotional intelligence and self-efficacy must be organized.
- ☞ The government of Bangladesh should produce handbooks on emotional intelligence in all vernacular languages so that the public has access to the necessary information and understanding on emotional intelligence.

5.6 Scope of Further Studies

Researchers in education can add to this topic in a number of important ways. If the same study was done with college students, the results might be different about emotional intelligence. Also, the list of ways to tell if a student has emotional intelligence could be made longer to include their religious beliefs, the way their families work, the problems they faced as children, their physical and mental health, and other things. The factors that were looked at in this study can be looked at in more depth with more advanced multivariate tools to get a better idea of how emotional intelligence can be predicted and how it can vary. The person doing this study thinks that it is not an end in itself, but rather a way to keep learning about emotional intelligence and developing it to make people better, more reliable, and more skilled.

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Appendix

Appendix 1: Demographic Datasheet

All the information in this schedule is strictly confidential, and your information will be anonymously processed. Kindly provide the responses that best describe you.

এই ফর্মের সকল তথ্য অত্যন্ত গোপনীয় এবং আপনার পরিচয় গোপন রেখে তা ব্যবহৃত হবে। অনুগ্রহ করে নিম্নোক্ত প্রশ্নগুলোর যথাসম্ভব সঠিক উত্তর প্রদান করুন।

1	Name/Initial (নাম/ স্বাক্ষর)	:	
2	Gender (লিঙ্গ)	:	Male / Female (পুরুষ / মহিলা)
3	Age (বয়স)	:	
4	Village/Town & District (গ্রাম / শহর এবং জেলা)	:	
6	Type of the Institution (প্রতিষ্ঠানের ধরন)	:	University College / University
7	Religion (ধর্ম)	:	Hinduism / Islam / Christian (হিন্দু / ইসলাম / খ্রিষ্টান)
8	Caste/Community (গোত্র/সম্প্রদায়)	:	
9	Family Type (পারিবারিক ধরন)	:	Joint/ Nuclear (যৌথ / একক)
10	Marital Status (বৈবাহিক অবস্থা)	:	Single / Married (অবিবাহিত / বিবাহিত)
		i)	_____ (HSC GPA)
	Score in HSC & Last Semester Examination (HSC এবং শেষ সেমেস্টার পরীক্ষায় প্রাপ্ত নম্বরের)	:	ii) _____ (Last semester GPA)

পরের পৃষ্ঠায় ৩০ টি বিবৃতি আছে। বিবৃতিগুলি আপনার আবেগ ও অনুভূতি বিষয় সম্পর্কিত। এই বিবৃতিগুলি আপনার অনুভূতির সাথে কতটা ভালোভাবে মেলে তা নিয়ে চিন্তা করুন। তারপর যথাযথ নম্বরে (১-৭ এর মধ্যে) এ টিক চিহ্ন (✓) দিয়ে আপনার প্রতিক্রিয়া নির্দেশ করুন।

আপনাকে নিশ্চিত করা হচ্ছে যে আপনার প্রতিক্রিয়াগুলির গোপনীয়তা বজায় রেখে শুধুমাত্র এই গবেষণার উদ্দেশ্যই ব্যবহার করা হবে। এই সহযোগিতার জন্য আপনাকে অসংখ্য ধন্যবাদ।

Appendix 2: Trait Emotional Intelligence Questionnaire (TEIQue-SF)

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

নির্দেশিকাঃ

নিচের মন্তব্যগুলির সাপেক্ষে ১-৭ নম্বর স্কেলের হিসাবে আপনার সম্মতি/অসম্মতি জানতে আমরা আগ্রহী। অর্থাৎ কোন একটি মন্তব্যের সঙ্গে আপনি যদি সম্পূর্ণ অসহমত হন তবে ১ নং দাগে টিক (✓) দেবেন। এভাবে স্কেলের নিরিখে আপনি সম্মতি অথবা অসম্মতি জানাবেন। যদি কোন মন্তব্যের সঙ্গে সম্পূর্ণ সহমত হন আপনি ৭ নম্বর স্কেলে টিক (✓) দেবেন।

১) সম্পূর্ণ অসহমত....২) অনেকটাই অসহমত....৩) কিছুটা অসহমত....৪) ঠিক নিশ্চিত নই....৫) কিছুটা সহমত....৬) অনেকটাই সহমত....৭) সম্পূর্ণ সহমত

ক্রমিক নং	মন্তব্য (Statement)	সম্পূর্ণ অসহমত	অনেকটাই অসহমত	কিছুটা অসহমত	ঠিক নিশ্চিত নই	কিছুটা সহমত	অনেকটাই সহমত	সম্পূর্ণ সহমত
1.	Expressing my emotions with words is not a problem for me. নিজের আবেগকে ভাষায় প্রকাশ করতে আমার কোন সমস্যা হয় না।	1	2	3	4	5	6	7
2.	I often find it difficult to see things from another person's viewpoint. কোন বিষয়কে অন্যের দৃষ্টিভঙ্গি থেকে দেখা, আমার জন্য প্রায়ই কঠিন মনে হয়।	1	2	3	4	5	6	7
3.	On the whole, I'm a highly motivated person. সব মিলিয়ে আমি কাজের বিষয়ে Motivated	1	2	3	4	5	6	7
4.	I usually find it difficult to regulate my emotions. সচরাচর আবেগকে নিয়ন্ত্রণ করা আমার কাছে কঠিন মনে হয়।	1	2	3	4	5	6	7
5.	I generally don't find life enjoyable.	1	2	3	4	5	6	7

	সাধারণভাবে জীবন আমার কাছে উপভোগ্য নয়।							
6.	I can deal effectively with people. আমি মানুষের সঙ্গে ঠিকভাবে মিশতে পারি ও নিজের কথা বোঝাতে পারি।	1	2	3	4	5	6	7
7.	I tend to change my mind frequently. প্রতিনিয়ত আমার মনের পরিবর্তন হয়।	1	2	3	4	5	6	7
8.	Many times, I can't figure out what emotion I'm feeling. অনেক সময়ে আমি বুঝতেই পারি না আমার আবেগ।	1	2	3	4	5	6	7
9.	I feel that I have a number of good qualities. আমার মনে হয়, আমার অনেক ভালো গুণাবলী আছে।	1	2	3	4	5	6	7
10.	I often find it difficult to stand up for my rights. নিজের অধিকারের পক্ষে দাঁড়ানো আমার কাছে প্রায়ই কঠিন।	1	2	3	4	5	6	7
11.	I'm usually able to influence the way other people feel. অন্য মানুষের অনুভূতিগুলোকে আমি প্রায়ই প্রভাবিত করতে পারি।	1	2	3	4	5	6	7
12.	On the whole, I have a gloomy perspective on most things. বেশীরভাগ বিষয়েই আমার ধারণাগুলি ঝাপসা প্রকৃতির।	1	2	3	4	5	6	7
13.	Those close to me often complain that I don't treat them right. আমার কাছের মানুষেরা প্রায়ই অভিযোগ করেন আমি তাদের প্রতি ঠিক ব্যবহার করছি না।	1	2	3	4	5	6	7
14.	I often find it difficult to adjust my life according to the circumstances. জীবনের বিভিন্ন পরিস্থিতির সঙ্গে মানিয়ে চলা আমার পক্ষে বেশ কঠিন।	1	2	3	4	5	6	7
15.	On the whole, I'm able to deal with stress. আমি সামগ্রিকভাবে মানসিক চাপের সঙ্গে মোকাবিলায় সমর্থ।	1	2	3	4	5	6	7
16.	I often find it difficult to show affection to those close to me. কাছের মানুষদের নিজের অনুভূতি বোঝাতে আমার প্রায়শই সমস্যা	1	2	3	4	5	6	7

	হয়।							
17.	I'm normally able to "get into someone's shoes" and experience their emotions. আমি সচরাচর অন্যের জায়গায় নিজেকে ভাবতে এবং তাঁর আবেগ ও অনুভূতি উপলব্ধি করতে সক্ষম।	1	2	3	4	5	6	7
18.	I normally find it difficult to keep myself motivated. নিজেকে সবসময় অনুপ্রাণিত রাখাটা আমার কাছে কঠিন মনে হয়।	1	2	3	4	5	6	7
19.	I'm usually able to find ways to control my emotions when I want to. সাধারণত আমি যখন চাই তখনই আমি আমার আবেগ ও অনুভূতি নিয়ন্ত্রণ করতে সক্ষম।	1	2	3	4	5	6	7
20.	On the whole, I'm pleased with my life. সর্বোপরি, আমি আমার জীবন নিয়ে সন্তুষ্ট।	1	2	3	4	5	6	7
21.	I would describe myself as a good negotiator. আমি মনে করি পরিস্থিতি অনুযায়ী আমি যথাযথ সমঝোতা করতে সমর্থ।	1	2	3	4	5	6	7
22.	I tend to get involved in things I later wish I could get out of আমি এমন জিনিসের সাথে নিজেকে জড়িত রাখি যেগুলো থেকে আমি দরকারে পরবর্তীকালে বেরিয়ে আসতে সক্ষম।	1	2	3	4	5	6	7
23.	I often pause and think about my feelings. প্রায়ই আমি নিজেকে থামাই, বিরতি নিয়ে থাকি এবং নিজের অনুভূতিগুলির কথা ভাবি।	1	2	3	4	5	6	7
24.	I believe I'm full of personal strengths. আমি বিশ্বাস করি, আমি আত্মবিশ্বাসে পরিপূর্ণ।	1	2	3	4	5	6	7
25.	I tend to "back down" even if I know I'm right. অনেক ক্ষেত্রে আমি চুপ থাকি যদিও আমি জানি আমি সঠিক।	1	2	3	4	5	6	7
26.	I don't seem to have any power at all over other people's	1	2	3	4	5	6	7

	feelings. আমার মনে হয় না অন্যের অনুভূতিকে নিয়ন্ত্রণ করার কোন ক্ষমতা আছে।							
27.	I generally believe that things will work out fine in my life. সাধারণভাবে আমার বিশ্বাস জীবনে আমার সব ঠিকঠাকই হবে।	1	2	3	4	5	6	7
28.	I find it difficult to bond well, even with those close to me. খুব কাছের লোকের সাথে ভালো সম্পর্ক করাটা আমার কাছে কঠিন মনে হয়।	1	2	3	4	5	6	7
29.	Generally, I'm able to adapt to new environments. সচরাচর আমি নতুন পরিবেশের সাথে খাপ খাওয়াতে সক্ষম।	1	2	3	4	5	6	7
30.	Others admire me for being relaxed. আমার নিশ্চিন্ত ও স্বচ্ছন্দ আচরণ সবাই প্রশংসা করেন।	1	2	3	4	5	6	7

Appendix 3: The general Self-Efficacy Scale (GSF)

নির্দেশিকাঃ

নিচের মন্তব্যগুলির সাপেক্ষে ১-৪ নম্বর স্কেলের হিসাবে আপনার সম্মতি/অসম্মতি জানতে আমরা আগ্রহী। অর্থাৎ কোন একটি মন্তব্যের সঙ্গে আপনি যদি সম্পূর্ণ অসহমত হন তবে ১ নং দাগে টিক (✓) দেবেন। এভাবে স্কেলের নিরিখে আপনি সম্মতি অথবা অসম্মতি জানাবেন। যদি কোন মন্তব্যের সঙ্গে সম্পূর্ণ সহমত হন আপনি ৪ নম্বর স্কেলে টিক (✓) দেবেন।

১) Not at all true (মোটোও সত্য নয়)....২) Hardly true (কখনো কখনো সত্য)....৩) Moderately true (প্রায় সত্য)....৪) Exactly true (সম্পূর্ণ সত্য)....

ক্রমিক নং	মন্তব্য (Statement)	মোটোও সত্য নয়	কখনো কখনো সত্য	প্রায় সত্য	সম্পূর্ণ সত্য
1	I can always manage to solve difficult problems if I try hard enough. যথেষ্ট পরিমাণে চেষ্টা করলে আমি সবসময়ই জটিল সমস্যার সমাধান করে ফেলতে পারি।	1	2	3	4
2	If someone opposes me, I can find the means and ways to get what I want. যদি কেউ আমার বিরুদ্ধাচরণ করে তাহলে আমি যা চাই তা পাওয়ার জন্য উপযুক্ত কৌশল বের করতে পারি।	1	2	3	4
3	It is easy for me to stick to my aims and accomplish my goals. লেগে থাকা এবং আমার লক্ষ্য অর্জন করা আমার পক্ষে সহজ।	1	2	3	4
4	I am confident that I could deal efficiently with unexpected events.	1	2	3	4

	আমি নিশ্চিত যে সুনিপুণ ভাবে আমি অপ্রত্যাশিত ঘটনাগুলির মোকাবেলা করতে পারি।				
5	Thanks to my resourcefulness, I know how to handle unforeseen situations. আমার বুদ্ধিমত্তার কারণে আমি অপ্রত্যাশিত ঘটনাগুলিকে সামলে নিতে পারি।	1	2	3	4
6	I can solve most problems if I invest the necessary effort. ভালভাবে চেষ্টা করলে আমি বেশীরভাগ সমস্যার সমাধান করতে পারি।	1	2	3	4
7	I can remain calm when facing difficulties because I can rely on my coping abilities. জটিল পরিস্থিতিতে আমি স্থির থাকতে পারি কারণ আমি আমার মানিয়ে নেওয়ার ক্ষমতার উপর ভরসা রাখি।	1	2	3	4
8	When I am confronted with a problem, I can usually find several solutions. যখন আমি একটি সমস্যার মুখোমুখি হই, আমি সাধারণত নানা ধরনের সমাধান খুঁজে বের করতে পারি।	1	2	3	4
9	If I am in trouble, I can usually think of a solution. আমি সমস্যায় পড়লে সাধারণত একটি সমাধানের কথা চিন্তা করি।	1	2	3	4
10	I can usually handle whatever comes my way. আমার কাছে যে সমস্যার আসুক না কেন, আমি সহজেই সেটা সামলে নিতে পারি।	1	2	3	4