

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

A Synopsis of the PhD thesis

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Chapter I: Context of the Study

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.

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.

Chapter II: Problem of the Study

Review of Literature

The investigator had reviewed more than fifty studies related to Emotional Intelligence and self-efficacy. Most of the studies had employed survey method. In many of the studies random sampling techniques had been used for selecting the samples. The investigator would like to add the following synthesis on the reviews of emotional intelligence from diverse perspectives.

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)

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).

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 (SEPIRS). 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).

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)

Research Questions

The researcher has identified the below research questions which he thought, should be on focus throughout the present study: -

- 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?

to find out the answer to the above research 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.”

Delimitations

However, due to limitations in scope and resources, this study 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.

Objectives

In view of the basic research questions and delimitations of the study, the following objectives were identified -

- 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.

Hypotheses

Based on the objectives and delimitation of the study the following null hypotheses were formulated

- **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.

Chapter III: Methods and Procedures

The methodology adapted for the present study is survey research. The methodology involves first the collection of appropriate data from the target population. Then data has to be analysed using appropriate statistical methodology. The researcher chose all the divisions of Bangladesh for getting sample for this study.

The target population proposed for the present research work consisted of young adults who are studying at undergraduate level in the universities of Bangladesh. A total of 3200 students participated in this study from different parts of Bangladesh.

Variables

The following Independent and Dependent variables were considered 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).*

Instruments

- 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).
- 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.

Collection of Data

The entire data collection process was administered on school-working days between 6th September 2021 to 18th February 2022

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.

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.

Chapter IV: Result and Interpretation

Some of the major findings are as follows:

- 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.

Chapter V: Discussion

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.

Recommendations and suggestions

- 1.** 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.
- 2.** Students in courses such as teacher training should perform or practice emotional intelligence skills in order to use this knowledge in the actual world.
- 3.** The objective of the lessons for elementary and secondary school children in Bangladesh should be to increase their emotional intelligence.
- 4.** Enhance interpersonal and intrapersonal communication in the school curriculum to promote the development of the students' emotional intelligence.
- 5.** 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.
- 6.** 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.
- 7.** 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.
- 8.** For undergraduates to manage their emotional life, a variety of workshops, seminars, and programmes linked to emotional intelligence and self-efficacy must be organized.
- 9.** 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