

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.