

Association Between Emotional Intelligence and Academic Performance among the Students of the Public Universities of Bangladesh

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Abstract

Purpose

This study aims at testing the relationship of the emotional intelligence (EI) with students' academic achievement in public universities of Bangladesh in which the university-level GPA in undergraduate programs of the public universities is considered and the extent to which the different categories of EI predict grades and identifying gender differences in EI profiles in measured.

Design/methodology/approach

A quantitative approach was applied on a sample of 318 undergraduate students. Participants completed the Trait Emotional Intelligence Questionnaire (TEIQue), which measures four dimensions of EI: well-being, self-control, emotionality, and sociability. Self-reported CGPA was used as a measure of academic performance. Multiple regression analyses were conducted to investigate the prediction ability of EI as a whole and in its four areas in predicting academic achievements; then a comparison was done between boys and girls.



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Findings

Findings indicated that general EI significantly predicted academic achievement. In terms of EI factors, well-being, self-control, and sociability are positively related to CGPA with well-being being the best predictor. However, emotionality was negatively associated with school performance. Gender effects were found; female students scored significantly higher than their male counterparts on sociability whereas males scored significantly higher than females on emotionality, self-control, and well-being.

Practical implications

The findings emphasize the importance of incorporating EI in a university course to enhance student's academic performance and development of their potential. Sex-specific teaching styles are recommended in order that the different emotional profiles of male and female students can be catered to and more successful learning encounters achieved.

Originality/value

The present study will hopefully contribute in addressing the voids in the extant EI on academic performance literature emerged in case of Bangladeshi public university context thereby providing fresh evidences into the diverse impact of EI dimensions as well as sex differences. It argues in favor of specific interventions for EI in higher education, as well as cultural and gender sensitive supplements to foster academic excellence.

Limitations

Limitations include a self-reported CGPA (which could lead to reporting bias) and the study's cross-sectional design, which does not allow causal inferences to be made. The incorporation of longitudinal studies and objective measures of academic achievement is warranted in subsequent research.

Keywords: Emotional Intelligence; Academic Performance; Public Universities; Disciplines.

JEL Classifications: I21, I23, D91.

Introduction

Emotional Intelligence (EI) has come into the center of attention in social psychology and educational science, mainly in relation to the determinants of successful academic performance which goes beyond the traditional intelligence quotient (IQ). First described by Salovey and Mayer (1990), EI represents the ability of an individual to monitor his or her own and others' emotions, to differentiate between them, and to use the information to direct thinking, actions, and problem-solving. This competency benefits students in the regulation of emotion and impulsion, and also in motivation, communication, problem solving, and interpersonal relationships, all very important for academic and social success (Salovey & Mayer, 1990; Ahmed et al., 2019). More recent findings universally show that EI is a robust predictor of academic performance (AP) at different educational levels (e.g., pre-adolescent, secondary school, and university samples). For example, high EI students usually demonstrate a higher degree in coping with academic stress, having an improved social behavior and learning ability, thus resulting in better academic performance (Abera, 2023; Alumran & Punki, 2008; Jan & Anwar, 2019; Majid & Shaista, 2012). Furthermore, the predictive value of EI to indices of scholastic success is preserved after the other factors associated with scholastic success, namely personality factors and cognitive ability, are taken into account, pointing to EI's distinctive contribution to educational performance (Costa et al., 2021; MacCann et al., 2020). Generation of trait EI and its importance in academia, the importance of EI has also been substantiated, with studies indicating that trait EI has a direct positive impact on academic engagement and that academic engagement subsequently is mediating academic achievement. In one example, in a large sample of university student's trait EI was found to have both a direct and an indirect effect (via academic engagement) on academic performance, with almost half of the variance in academic achievement scores accounted for. These results also highlight the need to nurture EI skills in order to enhance sustained academic engagement and success (Bereded, 2025). Students who are high in EI exhibit higher stress management, motivation, and interpersonal abilities, all of which are important in handling the complexities of university life and academic challenges (Villegas-Puyod et al., 2021; Mohzan et al., 2013). Educational programs to build EI have also demonstrated positive results. Training in

emotional competence in terms of classroom, online and coaching-based programs has been able to increase students' emotional capabilities, and through the better use of one's emotions produces better academic and interpersonal results. However, more than developing intrapersonal and interpersonal intelligence, the practice of these soft skills provides students with a greater level of resilience and persistence, indispensable tools for confronting academic and life challenges (Caballero et al., 2018). As a result, education and professional development in social emotional learning is increasingly being recommended by educators, researchers and policymakers to build competencies skills in students that will lead to lifelong happiness and success in their future work (Durlak et al., 2011, MacCann et al., 2020; Bereded, 2025). In addition, emerging evidence reveals that stress handling and academic engagement mediate the association between EI and academic achievement. Effective regulation of stress enables students to sustain attention and motivation, and engagement leads to active participation in learning and that are related to higher academic achievement (Ijaz et al., 2025; Bereded, 2025). In the light of these findings, the need to develop interventions to promote EI in order to improve students' academic performance along with psychological well-being becomes crucial particularly in the case of public universities of Bangladesh.

Objectives of the study:

In particular, the research will endeavour to:

- I. To explore the correlation between the EI and the academic grades of the students of public universities in Bangladesh.
- II. To examine gender differences in findings.

Statement of the problem

Student's academic performance is a fundamental issue in many developing countries particularly in Bangladesh where the future of the country depends. Although many constructs have been studied in relation to academic success, there is a limited amount of research on EI. The motivation for the present work is to provide cues for action in the Bangladesh context, to serve for successful development of AP-related educational intervention (EI) as a function of this association relationship between AP and EI in Bangladeshi school students.

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The learning model in Bangladesh further puts its own pressure (competition, qualifying tests, lack of resources) that can cause collateral issues in mental health. Personal competencies, otherwise referred to as social skills such as Self-awareness, Self-regulation, Social awareness, and Relationship management (Salovey & Mayer, 1990), are considered to be fundamental to an individual's ability to cope with stress in academic, establishing intimate relationships, and academic achievements.

Rationale of the study:

Emotional intelligence (EI), is now perceived as a vital issue about the extent to which individuals are able to pursue goals while maintaining motivation, resilience, and optimism. People with a high EI “are people-handly people, they're relational, they know how to be friends, they're connected to team membership and all that jazz, and empathy, says Schkade. In a student sample, high EI individuals appear to be more resourceful in terms of self-control, in good time-management and in constructive attitudes which are a prime necessity of academic success. Additionally, EI abilities enable individuals to overcome stress, regulate emotions, cope and manage stress, and develop a supportive and conducive learning environment (MacCann et al., 2021; Nieto et al., 2024).

Although there are burgeoning body of literature that suggested importance of EI toward academic results and personal growth internationally, but all little effort has been put on empirical research in the context of higher education in Bangladesh. Due to the unique prolonged acceptance of the culturally specific framing of the issues around education in Bangladesh, it is important to investigate and explore the inter-relationship between EI and academic achievement. It might also contribute to shaping educational policies, modifications to curricula or to implementing targeted interventions to enhance students' academic and personal development.

The aim of the study is to investigate the contribution of EI being the latent variable in explaining the academic achievement among university students in Bangladesh. Thus the relationship type of this relationship is also to be clearer for by examining the role of EI in Higher Education system in Bangladesh in general and world in general.

Lastly, the findings also may offer information on evidence-based practices that can improve students' well-being, resilience and academic performance and generate evidence for the next generation of developed students.

Conceptual Framework of the Study

The research is basically grounded on the assumption that emotional intelligence(EI) influences significantly on the academic performance of the students of the public universities of Bangladesh. In the present study the CGPA and the EI are the criterion and predict or variables respectively. One of the most common is, which includes 4 dimensions of EI (sociability, emotionality, self-regulation, and well-being) which was also used in this study. These are confounders of academic achievements, and back in consequences are factors that influence very well being, self control, and sociability.. The theoretical foundation of the model agrees with the fact that the higher the EI is, especially in these two dimensions, the more positive effect is on the adequate educational performance of the subjects and the fact may be the effectiveness of controlling emotions, of interactions, but also of being more positive towards the academic life.

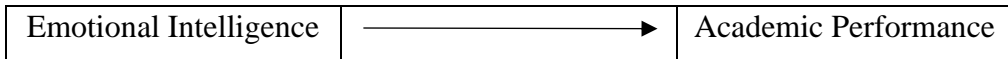


Figure 1: Conceptual Framework of the Study (Source: Gupta & Suman, 2017).

This model is illustrated in the graph presented in the study (Figure 1) and is supported by the literature which indicates the predictive role of EI on academic success (Gupta & Suman, 2017). The model also examines the different gender categories of EI components and their link to academic performance.

Research Questions

This study meant to investigate the complex phenomenon of EI in relation to the AP of university students. Particularly, the study aims to:

- Is there any difference between male and female in emotional intelligence of students?
- What influence does emotional intelligence have on the academic achievement of students?
- How well do individual EI dimensions account for differences in academic achievement?

Review of Literature

The link between emotional intelligence (EI) and academic performance (AP) has been researched for the last decades; however, results are mixed and depends on the situation. However, although the majority of the literature has concluded that EI is positively related to AP, some studies have found low or lack of correlation between the two constructs, which may raise the question of examining alternatives mediating and/or moderating factors.

EI and AP are positively related

Work Whoopi Swift has been involved in developing an Emotional Intelligence & Education series of cards for children/young adults and she talks to us about what Emotional Intelligence is, why it's good for kids to learn it, and how learning E.I. skills can help them in school and in life. Topics covered include: Emotional Intelligence & Education Emotional Intelligence conducted a meta-analysis of 213 independent studies (N=58,131) examining the multilevel relations between EI and individualized-academic achievement, and between EI and psychological well-being. For instance, sociability, emotionality, self-control, and well-being— accounted for significant variance on GPA of Australian university participants (Goh & Kim, 2021). Similarly, Al Megewly et al. (2022) found a positive correlation between EI and achievement among undergraduate nursing students, highlighting the contribution of EI to improved health education outcomes.

Fernandez-Perez and Martin-Rojas (2022) evidence that the factors associated with emotions are not only the main determinants of academic performance among management students, but also that cooperative learning groups may contribute to enhance this determinant. These results are consistent with prior literature that links higher EI to better self-discipline, self-management of time and openness to new learning technologies (Goh & Jun, 2020; Goh & Sigala, 2020).

These findings are consistent with recent Bangladeshi studies. Alam et al. (2024) also showed that EI has a highly positive impact on the academic success of medical undergraduate students of Bangladesh, and that the female students have better scores than men. Emon et al. (2023) also found a positive association of EI with AP on private university students in Bangladesh, where the demographic variables- age, gender and academic year played their role.

EI, Academic Engagement, and Welfare Other relevant studies continued to emerge as well.

A recent body of research has found that academic engagement and well-being mediate the relationship between EI and AP. Bereded's (2025) study indicated major positively of Trait EI towards both academic engagement and achievement among Ethiopian university students in that engagement was a partial mediator. Nieto et al. (2024) also indicated that the impacts of EI on academic achievement are also indirect, through improved emotional well-being and motivation taking to optimal learning strategies.

In Bangladeshi settings, Ullah et al. (2023) observed that for tertiary students EI was negatively associated with academic stress and that social support mediated this relationship. This is evidence that EI not only contributes to a student's academic performance but also is effective for addressing stress from academic work, which is important for continued performance.

Gender Differences in EI

The conflicting status of gender differences in EI is evident in the literature. Some studies find that females have greater scores on some EI dimensions such as emotional awareness and regulation (Ratnaparkhe & Dongare, 2025) while other works show little or context bound disparities (Islam Jony et al., 2023). For example, Islam Jony et al. (2023): Bangladeshi university students showed that compared with males, females scored higher in sociability, but lower in emotionality, self-control, and well-being. Similarly, Alam et al. (2024) found greater EI scores in female Students of Bangladesh. These differences indicate gender could potentially moderate the EI-AP relationship in certain cultural environments.

Conflicting, and Null Results

Despite the vast amount of findings that report very positive results, some studies that investigate the relationship between EI and academic achievement still report small or non-significant correlations. For example, Adnan et al. (2012) likewise showed that there was no relationship between EI and GPA in Pakistani and Afghanistan management students, and there was no difference in EI scores between gender and nationality. Similarly, Parker et al. (2004) and Rode et al. found no relationship between EI and academic success in their samples. A recent addition is a meta-analysis of Alabbasi et al. (2023) also

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argues that EI is not directly related to academic success in general but depends on the particular context.

Research Gap

Although previous studies conducted both in international and national scenarios indicated the significant relationship of EI with AP, research studies on Bangladeshi public university students are less common. More work is required to replicate the current findings and to investigate potential mediators and moderators for these SRD processes in Bangladesh.

Data and Methodology of the Study

Research Design

This study followed a quantitative cross-sectional approach to investigate whether there is any relationship between EI and undergraduate students' academic performance at public universities in Bangladesh. Information was obtained back from January to March 2023 via a structured questionnaire, both online and in paper to ensure higher participation by all institutions and disciplines. Questionnaire A final version of the questionnaire was then formed as a result of the pilot study and the questionnaire was divided into two sections; the first section consisting of questions related to demographic information, and the second part consisting of questions linked with the model's parts, the constructs of the EI which four form dimensions.

Sampling Method

A stratified random sampling method was applied to represent different academic disciplines such as Social Sciences; Business; and Arts. The population frame involved twelve public universities' undergraduates. To be enrolled, the mail enlistee must have been currently enrolled and maintained a minimum C average, which served as a control variable for initial academic proficiency. The target had been 535 students at the start. In total, 318 students were included after incomplete or nonpresidential Year 1 responses were excluded. Age of participants varied from 18 to 23 years, 197 drawn from male specimens (62%) and 121 from female (38%).

Data Collection Procedure

The survey was administered in class by instructors, where students were instructed to ask any questions they had if they did not understand anything

from the survey. All survey items were administered independently to each respondent, and it took on average 10-15 min. A pretest involving 15 students from various departments was performed to test data quality with respect to clarity of source material, and based on their feedback, there were some changes. A follow-up pilot study, conducted among 35 students, supported the test-retest reliability of the instrument, with all subscales having Cronbach's alpha values greater than 0.85.

Emotional Intelligence Measuring Scale (EIMS)

The researchers adapted the TEIQue-SF (Trait Emotional Intelligence Questionnaire-Short Form) developed by Goh and Kim (2020) and Cooper and Petrides (2010) for this study. The TEIQue-SF measures the four underlying dimensions of EI:

Well-Being This dimension comprises overall level of contentment with life, bringing together past achievements and future expectations. Higher scores indicate happiness, satisfaction, and looking forward to the future, while lower scores indicate disappointment and low self-esteem.

Self-Control: This is the ability to manage ones emotions, impulses and control their stress. Strong emotional regulation and stress resilience correspond to high scores and impulsive behavior and problems managing stress result in low scores.

Emotionality: This scale evaluates the degree to which an individual misses, and is able to express, emotional experiences. Higher scores indicate an individual's emotional intelligence to recognize and express his own emotions; lower scores indicate difficulty with emotional recognition and expression.

Sociability: This variable is related with the social system and the power to influence subjects and to maintain social relations. High scorers reflect effective communicators and good listeners, while the low scorers are seen to be introvider and poor in social settings.

Students' Academic Performance

Academic Performance was evaluated in term of Cumulative Grade Point Average (CGPA) which is generally employed to measure the level of academics. Participants self-reported the CGPA in the demographic information section of the survey. In order to confirm the CGPA of students in

different academic programs such as undergraduates, graduate and postgraduate students, the institutional records were consulted.

Data Analysis

The analysed data were carried out by SPSS version 24.0 software. Demographic characteristics and EI scores were summarized using descriptive statistics. Pearson's correlation was employed to determine the association between EI dimensions and CGPA. To estimate the relative power of each dimension of EI on academic performance, we used the procedure of multiple regression analysis. Further, independent samples t-tests were conducted to compare EI scores of male and female students.

Reliability and Validity of Study

Reliability illustrates the repeatability and constancy of the instruments utilized in the present study. The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) used for the measure of EI was found to have excellent reliability (Cronbach's alpha > 0.85) across the four EI dimensions (i.e., well-being, self-control, emotionality, and sociability) according to previous validation research (Mikolajczak et al., 2007; Goh & Kim, 2020). The reliability of the instrument was further substantiated through a pilot study with 35 students, similar to those who participated in the main study, obtaining stable and reproducible responses. Data collection was standardized by conducting the interview under supervisory control to reduce measurement error and response bias (Scribbr, 2025). These steps served to make the EI scores accurate and comparable between participants.

Validity reflects the extent to which the TEIQue-SF is doing an effective job of serving as a test of the construct of emotional intelligence as well as how it relates to academic performance. The TEIQue-SF has shown solid construct validity across different cultural backgrounds such as French and Brazilian samples, where the four-tier structure was also replicated, and adequate levels of convergent and discriminant validity were observed with other related personality traits and emotional outcomes (Mikolajczak et al., 2007; Gökçen et al., 2022). Content validity was ensured by the use of a valid and theoretically based instrument in this study. Academic performance was assessed as self-reported cumulative grade point average (CGPA), obtained from the student, cross-validated with institutional records to minimize reporting bias and enhance criterion validity. The research

was designed with stratified random sampling to ensure representativeness and avoid selectivity, which favours external validity (Scribbr, 2025).

Further, the results of this study are consistent with meta-analytic evidence that has proved the predictive validity of EI measures for educational success (MacCann et al., 2020; Bereded, 2025). The significant relationships between particular EI dimensions (well-being, self-control, sociability) and CGPA provide further evidence of the construct validity of the Bangladeshi version of the TEIQue-SF in higher education. Yet, as a cross-sectional design, it precludes causal inferences and did not account for a number of potential confounders, which could potentially affect internal validity (Miao et al., 2023). Future longitudinal and experimental studies are suggested to enhance the causal validity and generalizability of these relation.

Sample Characteristics

Following table-1 shows the profile of the respondents at a glance:

Table 1: Profile of the respondents

Particulars	Number	Percentage
Gender		
Male	197	61.95
Female	121	38.05
Total	318	100.0
Age		
18-20	243	76.42
21-23	75	23.7
Total	318	100.0
Degree		
Honor's 1 st Year	110	34.7

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Honor's 2 nd Year	83	26.2
Honor's 3 rd Year	70	22.1
Honor's 4 th Year	43	13.2
Master's	12	3.8
	318	100
Discipline		
Science	84	26.4
Arts	90	28.2
Business	144	45.4
Total	318	100.0
CGPA		
2.50-Below 3.00	65	20.4
3.00-Below 3.50	126	39.6
3.50- Below 3.80	75	23.6
3.80-4.00	52	16.4
Total	318	100.0

Analysis and Discussions

Descriptive Statistics of the Study

The following table 2 shows the descriptive statistics of every one of the subdimension factors of emotional intelligence according to the respondents' opinion:

Table 2: Descriptive Statistics of the Study

Particulars	Gender	Mean	Mean Difference	SD
WB1	M	3.29	0.29	0.8129
	F	3.07		0.7264
WB2	M	3.58	0.45	0.7941
	F	3.13		0.6875
WB3	M	3.68	0.60	0.9312
	F	3.08		0.7843
WB4	M	3.34	0.36	0.6578
	F	2.98		0.7214
WB5	M	3.35	0.33	0.6973
	F	3.02		0.7625
WB6	M	3.89	0.68	0.7312
	F	3.21		0.7945
SC1	M	3.45	0.36	0.8364
	F	3.09		0.9765
SC2	M	3.73	0.61	0.9146
	F	3.12		0.8873
SC3	M	3.63	0.61	0.7324
	F	3.02		0.7012
SC4	M	3.67	0.59	0.6778
	F	3.08		0.8145
SC5	M	3.86	0.64	0.9135
	F	3.22		0.8764
SC6	M	3.92	0.62	0.9246
	F	3.34		0.8624
EY1	M	3.42	0.14	0.5483
	F	3.28		0.6327
EY2	M	3.47	0.13	0.7338
	F	3.34		0.7889
EY3	M	3.57	0.08	0.6635
	F	3.49		0.8803
EY4	M	3.56	0.14	0.6799

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	F	3.42		0.7033
EY5	M	3.14	0.09	0.8934
	F	3.05		0.8346
EY6	M	3.40	0.06	0.9307
	F	3.34		0.8868
EY7	M	3.54	0.31	0.7880
	F	3.23		0.6008
EY8	M	3.31	0.11	0.5992
	F	3.20		0.6009
SY1	M	3.24	(0.14)	0.7702
	F	3.38		0.7339
SY2	M	3.41	(0.05)	0.8034
	F	3.46		0.7301
SY3	M	3.21	(0.28)	0.8806
	F	3.49		0.6228
SY4	M	3.41	(0.21)	0.6103
	F	3.62		0.7309
SY5	M	3.17	(0.07)	0.8112
	F	3.24		0.7360
SY6	M	3.08	(0.43)	0.6239
	F	3.51		0.5007

Scale: 5= Strongly Agree, 1 = Strongly Disagree
Here WB=Well-Being; SC=Self-Control; EY=Emotionality;
SY=Sociability
Here M= Male, F= Female

From the above table- 2; The gender differences are viewed by utilizing the descriptive analysis of the current study. Males have much higher mean value than females in Well-being; Self-control and Emotionality. The difference is highest in Self-Control between male's perspective and Female's perspective in line with the perspective of emotional intelligence opinion. But Female was much higher in Sociability than male according to the answers provided.

Relationship between AP and EI: Table 3 also used Pearson Correlation analysis to illustrate the students' academic success and emotional intelligence.

Table 3: Correlation matrix

	Well-Being	Self-Control	Emotionality	Sociability	CGPA
Well-Being	1				
Self-Control	0.03	1			
Emotionality	0.17	0.54**	1		
Sociability	0.56**	0.22	-0.19	1	
CGPA	0.52**	-0.26	0.59**	0.66**	1

Note: **Correlation is significant at the 0.01 level (2-tailed).

Table 3 illustrates the dependent variable CGPA and the bivariate correlations among the four dimensions. CGPA positively correlated with emotionality, sociability, and well-being but negatively with self-control. Well-Being and Self-control (-.14), Emotionality and Sociability (-.19), and Well-being and Emotionality (-.53) also correlated negatively. There was no significant positive correlation between Sociability and Self-control (0.22), Emotionality and Well-Being (0.17), and Self-Control and Well-Being (0.03).

EI components' effects on academic performance

This study examined the potential relationship between EI factors and AP of students in Bangladesh's public universities using multiple regression analysis. Table 4 presents the results of the study and interpretation.

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Table 4: Effects of EI on AP

Emotional Intelligence Variables	Gender	Number	Mean	Mean Difference	B	Std. Error	T	P
Well-Being	Male	197	3.47	0.29	.486	0.6879	3.076	0.01
	Female	121	3.18			0.6347		
Self-Control	Male	197	3.73	0.65	.339	0.7017	2.104	0.00
	Female	121	3.08			0.7631		
Emotionality	Male	197	3.24	0.14	-	0.7681	-	0.12
	Female	121	3.10			0.8004		
Sociability	Male	197	3.26	(0.11)	.397	0.8307	2.719	0.01
	Female	121	3.37			0.7331		
R = .793 and R ² = .629 Dependent Variable: Cumulative Grade Point Average (CGPA)								

As shown in the table 6 above the students CGPA is affected by the three EI sub dimensions namely sociability, self-control and well-being. These are values consistent with those of Ahmed et al. (2019) who have shown that the AP of students is predicted by well-being as well as by self-control. Also reported are the contradicting findings of research on Goh and Kim (2021), and Ahmed et al. (2019) where emotionality had the greatest influence on CGPA. Furthermore, previous research has suggested that the two higher-ordered competencies (i.e., personal and social) can be separated from the four EI dimensions. Own competences refer to people emotional intelligence, self-control, as well as subjective well-being. Goh and Kim (2021) have observed that social competences tend most often to revolve around emotional regulation and friendliness. Our results are depicted in Figure 1, and suggest that personal vs social emotional intelligence is more relevant to GPA development. The R²(WLXT) value was .629 (63%), the four EI sub-dimensions hardly fit. EI thus appears to have important implications for school achievement, as demonstrated in the predictive value of the proposed model (R² = .629; Goh and Kim, 2020). The t-values of CGPA were statistically significant (p . 01) when compared to the other aspects of emotional intelligence. This finding is inconsistent with the previous findings of the work done by Ahmed et al., (2019).

Discussions

The present study explored the relationship between emotional intelligence (EI) and academic performance (AP) in the context of the undergraduate students of the public universities in Bangladesh. The results demonstrated a significant positive relationship between students' GPAs and total EI, which supports the previous evidence of a meta-analysis showing that EI is an equally strong valid predictor of academic achievement in different educational settings (MacCann et al., 2020).

Well-being is positively and significantly associated with academic success at the level of EI dimensions, having the greatest predictor for academic achievement is, followed by self-control, and then by sociability. Well-being (optimism and life satisfaction), self-control (effective stress management, impulse control) and sociability (interpersonal communication) in 376 Iowan 7th and 8th graders predicted 1-year change in mean school performance (self-control, optimism, impulse control) and achievement test scores (well-being, self-control, sociability) controlling age and gender. Such findings are consistent with recent studies showing that EI is related to adaptive coping, motivation, and engagement – all factors strongly linked with increased academic success (Nieto et al., 2024).

The negative relationship between emotionality dimension of EI and academic performance is also noteworthy. This suggests that in the case of Bangladesh, heightened emotional sensitivity (which is what the HOT-EC is assumed to measure) does not necessarily translate to academic benefits and may serve as a distractor or enhance stress in academic settings. This is in line with recent findings, which point out the importance of contextual and cultural aspects in the predictive value of EI on academic achievement (Rahman et al., 2024).

There were gender differences, too. Hence statistically the male students had higher CGPA than the female, but the total EI did not significantly vary between the sexes. Girls reported higher levels of emotionality, but they also appeared to utilize emotion-regulation strategies less adaptively in academic settings. This finding supports the need for interventions sensitive to gender floor that would encourage all pupils (females, in particular) to utilize their emotional resources more and to successfully manage themselves in a stressful educational environment (Rahman et al., 2024).

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Moreover, those high in EI report using adaptive coping strategies more often, using libraries more and procrastinating less on academic tasks. These results are consistent with previous theoretical models which consider that EI is a resource that facilitates resilience and self-regulated learning (Nieto et al., 2024).

The findings, in general, support the importance of embedding EI (in terms of both, intrinsic and extrinsic value) in university-level curricula in Bangladesh that would be particularly useful for promoting well-being, self-control, and sociability. To this end students may learn to manage academic stress and establish positive interpersonal relationships between themselves and their peers and lead to better academic performance. Furthermore, these results highlight the importance of culturally sensitive, gender-related educational programming and policies, which can target all students to maximise their academic potential.

Conclusion

The importance of this research is in showing a strong and positive relationship between EI and academic performance among Bangladeshi public university undergraduate students. The results suggest that improving students' EI—particularly well-being, self-control, and sociability—was related to significant improvement in academic performance, where high CGPA is considered as a higher academic performance. This is consistent with more recent meta-analytic findings on the robustness of EI as a predictor for academic performance in various educational settings (MacCann et al., 2020).

Crucially, the study shows that students high in EI not only have a better academic performance but also more often make use of academic resources (e.g., libraries) which can further boost their performance. The predictive value of certain EI subdimensions highlights the necessity to introduce tailored educational programs addressing students with low EI: Remedial and/or development courses that provide opportunities for training EI abilities may prove to be an effective measure in favor of low-achieving students. Although overall EI levels observed were low to moderate, possibly depending on the sociocultural and mental environment in Bangladeshi universities, even in the absence of formal EI training, there is ample space for growth and systematic development in this domain.

There was also a significant impact of gender. Although both male and female students showed similar overall EI levels, differences in available resources and use of emotion-regulation coping strategies indicated that female students may not benefit from the same levels of institutional and social support as male students. This parallels general research on gender and educational equity that highlights the importance of gender-sensitive policies and interventions to enable all students to use their emotional strengths for academic success (Rahman et al., 2024, Miao et al., 2023).

In addition, the findings are consistent with prior research indicating that students with high EI are more likely to employ adaptive coping strategies, suffer from lesser levels of academic procrastination, and maintain positive attitudes toward studying that lead to better performance (Nieto et al., 2024; Shipley et al., 2010). While emotionality was highlighted as a relative difficulty among the sample, the positive power associated with well-being, self-control, and sociability were related to better academic achievements.

In summary the current study confirms the importance of EI in academic attainment, and makes a strong case for including EI training in university curricula and student support services. There is a need for these programmes to be aware of cultural and gender relations so as to ensure their efficacy. Longitudinal and intervention studies may build on this and help explain the processes underlying the link between EI and academic success, and the implications for comprehensive student development in Bangladesh and comparable educational systems.

Limitations and Future Research Directions

This study does have several limitations that should be taken into consideration when interpreting the results. Self-report measures for EI and academic achievement (CGPA) may introduce response bias and social desirability effects though CGPA was confirmed using institutional records. Self-report EI may not have the capacity to comprehensively measure the subtle and multi-dimensional EI skills of students. In addition, the study is cross-sectional and correlational and does not allow causal relationships to be inferred, thus the relationship between EI and academic performance might be due to confounding or even reverse causal effects. Key moderators, such as personality traits, cognitive ability, and socioeconomic status, have not been accounted for

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in the statistical analyses and are likely to have significant impacts on both EI and academic performance. The sample of the study being drawn only from the undergraduate students from the public university of Bangladesh however is another limitation of the results to be generalized to other education sector, subjects, or socio-cultural area. This is a particularly culture-bound setting in Bangladesh, where formal training in EI is quite rare and social norms can significantly shape the expression of emotions differently), and so our findings may not be applicable to other contexts.

In this sense, and to deal with the limitations mentioned above and contribute to the construction of evidence in this field, it will be crucial in the future to deepen in these possible relationships by longitudinal or experimental designs that allow us to know the directionality of the relationship and possible long-term effects of programs aimed at the development of EI. To increase the sample representativeness and potential generalizability based on the results of this study, it will be important to expand the sample to include students from a larger range of institution types (e.g., private universities, vocational technical colleges) or informative sources and settings (e.g., programs). Extended control variables (such as personality, intelligence, family background, and SES) may provide more information on the distinct contributions of EI to educational achievement. The use of ethnographic or mixed methods, for instance, could shed some light on psychological, social, and cultural aspects that enable/hinder EI growth and its effects on learning. Moreover, to explore the social determinants - peers, family, school, etc. - EI "interacts" with for its development (as risk factors or protective factors) and the benefits of including EI training and social-emotional learning as part of university education would be a welcome adjunct to the field by informing educational policy and practice.

Implications

This study has both theoretical and practical implications on the importance of emotions and EI in higher education. The findings theoretically add weight to the view of EI as a multidimensional phenomenon, constituting separate sub-dimensions (e.g., well-being, self-control, and sociability), each, in turn, holds differential value for predicting academic success. This lends support to dominant theoretical models that frame EI as a mediator of emotional and cognitive processes that underpin self-regulated learning, adaptive coping, and academic engagement. In addition, the study also points to the importance of accounting for

cultural and gender differences in EI research as the expression and effects of EI differently come into play across demographic groups thereby highlighting the importance of contextually sensitive strategies in research and practice.

In practical terms, these conclusions have implications for policy that can flow into actionable interventions by educational establishments. The integration of EI-specific modules and activities in the university curricula has the potential to develop emotionally and socially intelligent students and contribute to their academic success as well as their general well-being. Individualized support system and developmental packages, especially in a gender-sensitive manner, can be very helpful to students with low EI to reduce disparities and ensure equity in higher education. Teacher development is also important for them to be able to more easily identify and manage EI among students, as well as to serve as role models for emotionally intelligent behavior in the classroom. At the policy level, there is policy justification for recommending institutional programs to increase EI (e.g., workshops, peer-mentoring programs, and social-emotional training interventions). Nonetheless, caution should be taken in the measurement and evaluation of EI, and only instruments that are culturally appropriate and valid should be used for results not to be misunderstood. In addition, placing more importance on EI development at universities could enhance academic performance and contribute to promoting resilience, motivation, and lifelong learning skills, thus helping to develop students in a holistic manner, and ensuring their success.

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