
Emotional Intelligence as a Predictor of Academic Performance: A Study on Final Year Students of Undergraduate Program

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***Abstract:** In general, it is believed that students with excellent academic performance have higher intelligence level and they are successful in every sphere of life. However, now-a-days people are more concern about emotional intelligence, rather than Intelligence only. The researchers have demonstrated that an individual's emotional intelligence is often a more accurate predictor of success than the individual's intelligence only, as success is still governed by how well people communicate their ideas and interact with their peers. Thus, emotional intelligence has been found a reliable predictor of academic achievement than general intelligence.*

This study tried to relate Emotional Intelligence with academic performance among final year undergraduate students (N=86) of business school of Bangladesh. The quick emotional self-assessment questionnaire adapted for the San Diego City College MESA program from a model by Paul Mohapel has been used for collecting data. For analyzing data, simple descriptive, and inferential analysis were done. Multiple hypothesis was tested here to establish the relationship between eight dimensions of emotional intelligence with academic performance separately as well as totally. Unfortunately, no relation has been found over there, therefore bi-variate co-relation was done to observed relations among different dimensions and found to be positively associated in majority of the cases.

***Keywords:** Emotional Intelligence, Academic Performance, Self-awareness, Self-management, Social intelligence, and social management*

1.0 Introduction

Emotional Intelligence is becoming buzz words in organizational life now a days. Organizations now search people not with intelligence, but also with

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emotional intelligence. Because of globalization, technological advancement, flatter organization, matrix reporting relationship, decentralization of authority, team work, an individual need to have social skills too with emotional intelligence. Organizations are more concern about soft skills more and more. Finch et al (2013) showed seventeen employability factors which can be clustered into five higher-order composite categories i.e. Soft-skills, Problem-solving skills, Pre-graduate experience, Functional skills and Academic reputation where employers place the highest importance on soft-skills and the lowest importance on academic reputation at the time of hiring new graduates. According to National Soft Skills Association (2015), emotional intelligence skills form the base of competencies that all soft skills are built upon.

In Bangladesh different researchers studied on emotional intelligence considering its importance, however, majority of them have worked with different variables and different goals. For example, Biswas & Rahman (2021) tried to reveal the relationships between the elements of emotional intelligence and charismatic leadership and found functional relationship between them. Bhattacharjee and Rahman, (2016) unveiled the relationship among emotional intelligence of supervisors, creativity, and empowering leadership competencies perceived by the subordinates. They measured EI by Emotional Quotient Index (Rahim et al., 2002) and data were collected from different organization. Mahmud (1017) studied EI with leadership at project management in construction sector. The author tried to show the path to improve young project leaders' leadership status in the scale of emotional intelligence. Islam, and Ahamed in 2015 researched on 120 employees of different private commercial banks in Bangladesh to see the relation between EI and development of human capital. Tareque and Islam (2020) also examined EI amongst mid-level managers and workers of the ready-made garments sector of Bangladesh. Khatun, Sujana, and Khayer (2019) researched on the perception of EI of the Private University Faculty Members of Bangladesh. None of these studies focused on students at tertiary level.

The focus of this study is to measure of Emotional intelligence of undergraduate students of Bangladesh who are in the final stage of their education. The result of this research may direct the policy makers both at tertiary level of education and at national level to understand these age group and develop policies regarding their future benefit.

2.0 Literature Review

Emotional Intelligence is a kind of intelligence that represents the human cognitive ability to manage emotion, which is the number one crusher of so many things in someone's professional career. Business literature is showing a growing interest in emotional intelligence. "Google Trends" (2021) is

constantly measuring search popularity of different keywords also shows steady popularity of the key phrase “emotional intelligence” which has an index value 46 (index ranging from 0-100). Although "Google Trends" does not represent the actual search volume numbers. According to Wong and Law (2002), for the employment purpose, three different labors are required i.e. mental labor, physical labor and emotional labor.

The academic genesis of emotional intelligence is still an unsettled issue, moreover, fair amount literatures (Mayer & Salovey, 1993, Bar-On & 2000, Law et al., 2004, Siu, 2009, Halim et al., 2020) mentioned American educationist and faculty of Columbia University Edward Lee Thorndike and his sensational piece of writing published in Harper’s Monthly Magazine title “Intelligence and its uses” in 1920. Over a century ago, Thorndike (1920) labeled it as social intelligence, which through rhetorical evolution became modern day emotional intelligence. According to Thorndike (1920), intelligence is someone’s ability to comprehend the question and he mentioned three different intelligences more specifically mechanical intelligence, social intelligence, and abstract intelligence. Here social intelligence is the skill refers to someone’s ability to understand and manage men and women, boys and girls to act wisely in human relations. Although Salovey and Mayer (1990) also have a contribution to crystalizing the term “Emotional Intelligence” that refers a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. However, probably the concept is further deep-rooted in Eastern Vedic literature where the concept of “Aatma” or soul or psyche has a cardinal existence and refers to a nonphysical entity that is embedded in physical human. Aatma or psychic has energy centers, which are known as chakras. There are seven chakras, which are Muladhara, Svadisthana, Manipura, Anahata, Vishuddha, Ajna, and Sahasrara. Human emotional intelligence and ability to love is basically regulated by Anahata or Heart chakra which indicates a mind will acknowledge the importance of other humans before her/his own interest. This is the fundamental approach toward emotional intelligence that is restoring the connection with other minds. Chakras lead emotional intelligence toward a paradox, which sounds like Nobel laureate quantum physicist Richard Feynman’s famous quote "I think I can safely say that nobody understands quantum mechanics". Thus, the question may arise: Does emotional intelligence illusive? But enormous amount of academic peer review literatures are claiming and endorsing that emotional intelligence is real, traceable and measurable.

Many scholars view emotions in the workplace as a commodity provided by the employees in exchange for individual rewards (e.g., Hochschild, 1983; Morris & Feldman, 1996, 1997; Sutton, 1991; Sutton & Rafaeli, 1988; Turner, 1986; Van Mannen & Kunda, 1989; Wharton & Erickson, 1995).

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According to these scholars, there are at least three types of “labor” to be offered to the organization in exchange for rewards. “Mental labor” refers to the cognitive skills and knowledge as well as the expertise of employees. “Physical labor” refers to the physical efforts of employees to achieve organizational goals. “Emotional labor” refers to the extent to which an employee is required to present an appropriate emotion in order to perform the job in an efficient and effective manner.

Should organization reconsider the factors at the time of drafting the job description for an upcoming recruitment? It had been studied since World War I, what will be the best predict for hiring by personnel psychologists. Definitely historically and still now academic grades or CGPA (Cumulative Grade Point Average) was a popular predictor of job performance although literature showed poor validity 0.21.

Various studies tried to establish a relationship between emotional intelligence and academic performance. One such study (Parker et al, 2004) showed emotional intelligence is a good predictor of academic performance. Another work by Ahmed et al, 2019 exhibited similar findings where Self-Control, Sociability and Well-being components were correlated positively. Halimi et al (2020) found that academic result was strongly connected with self-emotion appraisal (SEA) and use of emotions (UOE).

3.0 Research Question

Broad research question of this paper is: Does emotional intelligence (EI) have any influence on academic performance of students?

4.0 Research Objectives

It is general believe that, students those take science in their discipline are more intelligent than those who take arts or commerce at SSC level. Again, students who take major in Finance are more intelligent than who take Marketing or HRM. However, there is no evidence that students who are intelligent are also emotionally intelligent or students from science or finance background are more emotionally intelligent.

Therefore, the main objective of this paper is to assess the influence of emotional intelligent (EI) on academic performance and influence on selecting or taking major.

As Emotional Intelligence is consists of four different dimensions, such as: emotional self-awareness, emotional self-management, social emotional intelligence, and emotional relationship management, therefore, the specific objectives of this study is to see weather academic performance of students and selecting major are influenced by student’s:

- personal/self-awareness; personal/self-management; social-awareness; social-management; emotional awareness (EA); emotional management (EM); personal emotional competency (PEC); and social emotional competency (SEC).

5.0 Research Hypotheses

The main two hypotheses of this research are:

H_{0A}: Emotional Intelligence (EI) does not have any influence on Academic Performance (AP).

H_{0B}: Emotional Intelligence (EI) does not vary for the students of different majors.

In the research, Daniel Goleman’s model (2002) with four domains has been used (Chart 1), where, the main four domains are: personal-awareness (PA), social-awareness (SA), personal-management (PM), and social-management (SM).

$$EI = f(PA+SA+PM+SM);$$

These four domains again create four dimensions of EI, are following.

Emotional Awareness (EA) = personal-awareness + social-awareness;

Emotional Management (EM) = personal-management + social-management;

Personal Emotional Competency (PEC) = personal-awareness + personal-management;

Social Emotional Competency (SEC) = social-awareness + social-management.

So, EI= f(EA+EM); and EI= f(PEC+SEC)

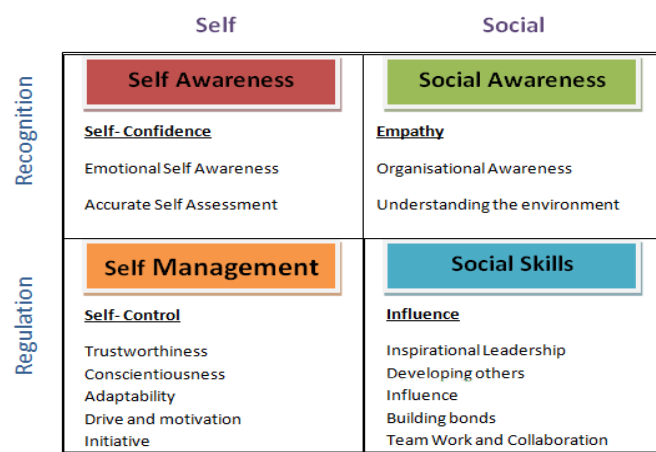


Chart 1: Daniel Goleman’s (2002) Emotional Intelligence Quadrant

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Thus, this research has developed total 16 operating hypotheses, eight under each main hypotheses, are following:

For Academic Performance (CGPA):

- ♦ H_{0A1} (personal-awareness): Mean rating of personal-awareness for students of different grades is equal.
- ♦ H_{0A2} (social-awareness): Mean rating of social-awareness for students of different grades is equal.
- ♦ H_{0A3} (personal-management): Mean rating of personal-management for students of different grades is equal.
- ♦ H_{0A4} (social-management): Mean rating of social- management for students of different grades is equal.
- ♦ H_{0A5} (EA): Mean rating of emotional-awareness for students of different grades is equal.
- ♦ H_{0A6} (EM): Mean rating of emotional-management for students of different grades is equal.
- ♦ H_{0A7} (PEC): Mean rating of personal-emotional-competency for students of different grades is equal.
- ♦ H_{0A8} (SEC): Mean rating of social-emotional-competency for students of different grades is equal.

For Academic Performance (different majors):

- ♦ H_{0B1} (personal-awareness): Mean rating of personal-awareness for students of different Major is equal.
- ♦ H_{0B2} (social-awareness): Mean rating of social-awareness for students of different Major is equal.
- ♦ H_{0B3} (personal-management): Mean rating of personal-management for students of different Major is equal.
- ♦ H_{0B4} (social-management): Mean rating of social- management for students of different Major is equal.
- ♦ H_{0B5} (EA): Mean rating of emotional-awareness for students of different Major is equal.
- ♦ H_{0B6} (EM): Mean rating of emotional-management for students of different Major is equal.
- ♦ H_{0A7} (PEC): Mean rating of personal-emotional-competency for students of different Major is equal.
- ♦ H_{0B8} (SEC): Mean rating of social-emotional-competency for students of different Major is equal.

6.0 Research Methodology

Sources of Data: Both primary and secondary data have been used here. Literature review and conceptual framework of the study have been developed from relevant research articles and books. Primary data has been collected from 3rd and 4th year students at business school of a public university in Bangladesh.

The Variables: The independent variable of this research is the EI and its four domains.

The dependent variable of this study is Academic Performance (AP) of the respondents. CGPA (Cumulative Grade Point Assessment) of each student has been considered as Academic Performance. Here, following UGC Grading Systems, has been considered:

Table 1: Grading System

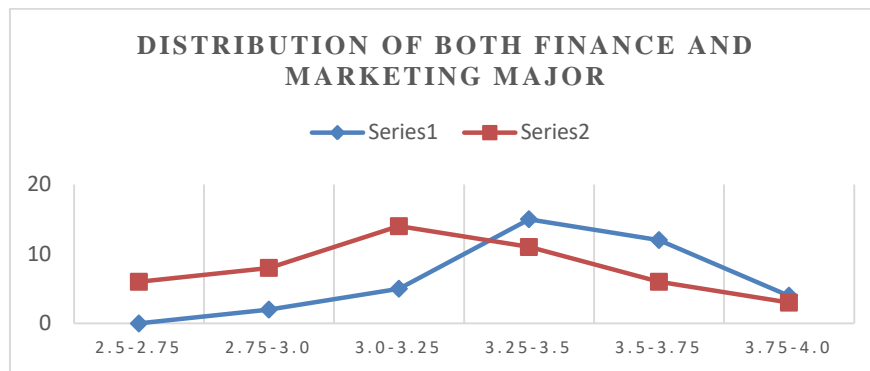
Conversion Point	Letter Grade	Grade Point
80-100	A+	4.00
75-less than 80	A	3.75
70-less than 75	A-	3.50
65- less than 70	B+	3.25
60- less than 65	B	3.00
55- less than 60	B-	2.75
50- less than 55	C+	2.50
45- less than 50	C	2.25
40- less than 45	D	2.00
below 40	F	00

The Sample: The sampling frame of the study is students from tertiary level as they are adult who can apply his or her own decisions. For this study, 3rd and 4th year students have been considered as our population, considering they are adult, and as they have completed two years of schooling with university, already adjusted with the culture of the university. The average age of these students is between 21 to 24 (from official records). As 50 students get admitted every year, all students of third year (50) and fourth year (50) have been considered as population for this study. For this research, total population were considered as sample. However, the researchers could reach to only 86 (86% of population), rest 14 had to exclude as they did not answer fully or partially. Among 86 students, 44% (38 students) is from finance and 56% (48 students) is from marketing discipline (Note that students get only two options: Finance or Marketing, when they take their major). The distribution of students with major and CGPA have been portrait in Table 2.

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Table 2: Demography of Students based on Year and CGPA

Grade (CGPA)	Students		Total
	Fin Major	Mkt Major	
2.5-2.75	0	6 (100%)	6
2.75-3.0	2 (20%)	8 (80%)	10
3.0-3.25	5 (26.32%)	14 (73.68%)	19
3.25-3.5	15 (57.69%)	11 (42.31%)	26
3.5-3.75	12 (66.67%)	6 (33.33%)	18
3.75-4.0	4 (57.14%)	3 (42.86%)	7
Total	38 (44.19%)	48 (55.81%)	86 (100%)

**Chart 2: Distribution of students base on their CGPA**

Data Collection Method: Standard questionnaire has been used for collecting data from students. For this research, “The quick emotional intelligence self-assessment questionnaire” from a model by Paul Mohapel (paul.mohapel@shaw.ca), adapted for the San Diego City college MESA program (Mathematics, Engineering Science Achievement) has been used.

Reliability Test: We have conducted reliability test and found Cronbach’s alpha 0.852 which shows the sufficiency of reliability of the scale used in this research, as higher value of Cronbach alpha indicates the more reliability of the scale generated and scales having Alpha value more than 0.7 can be considered as reliable (Nunnally, 1978).

Data Analysis Method:

The grading system in any business school is CGPA based and out of 4 scores, where 2.5 is considered as pass marks. For this research, 3.25 has been considered as cut-off point. CGPA less than cut-off point has been considered as ‘fair’ and equal or more than cut-off point has been considered as “Excellent”.

$$\begin{aligned} \text{Cut-off point} &= \text{Lower limit} + (\text{upper limit} - \text{lower limit})/2 \\ &= 2.5 + (4.0 - 2.5)/2 \\ &= 3.25 \end{aligned}$$

Both descriptive and inferential analysis have been used. The Independent Samples T- test have been used for hypotheses testing. ANOVA also has been done to see inter correlations among different dimensions of EI.

7.0 Findings and Analysis

7.1 Descriptive Analysis:

The researchers first investigate the average emotional intelligence for different dimensions. On average, students are emotionally intelligent as the score showed more than 3.5 (out of 5 scale). It is also good sign that on average, students are more concern about their society (Table 3).

Table 3: Descriptive Statistics

	Mean	Std. Deviation	N
Personal Awareness	3.5070	.47472	86
Personal Management	3.5965	.50490	86
Social Awareness	3.9198	.51742	86
Social Management	3.5302	.63895	86
EA	3.7134	.41575	86
EM	3.5634	.44750	86
PEC	3.5517	.41084	86
SEC	3.7250	.52310	86

To investigate the influence of emotional intelligence on academic performance (Table 4 and Table 5), the researchers have considered eight dimensions of EI from literature review and two dimensions of academic performance (fair vs. excellent). It is interesting to observe that students with fair CGPA are more emotionally intelligent for all different dimensions.

Table 4: Group Statistics

	CGPA	Mean	Std. deviation	Std. Error Mean
Personal/self-awareness	Fair (33)	3.5364	.57272	.09970
	Excellent (53)	3.4887	.40699	.05590
Personal/self-management	Fair (33)	3.6030	.45927	.07995
	Excellent (53)	3.5925	.53560	.07357
Social-awareness	Fair (33)	4.0182	.56372	.09813
	Excellent (53)	3.8585	.48176	.06617

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	CGPA	Mean	Std. deviation	Std. Error Mean
Social-management	Fair (33)	3.6091	.65257	.11360
	Excellent (53)	3.4811	.63156	.08675
Emotional awareness (EA)	Fair (33)	3.7773	.48607	.08461
	Excellent (53)	3.6736	.36461	.05008
Emotional management (EM)	Fair (33)	3.6061	.43764	.07618
	Excellent (53)	3.5368	.45564	.06259
Personal emotional competency (PEC)	Fair (33)	3.5697	.42425	.07385
	Excellent (53)	3.5406	.40597	.05576
Social emotional competency (SEC)	Fair (33)	3.8136	.55273	.09622
	Excellent (53)	3.6698	.50119	.06884

When it is comparing with major, it has been observed that students with Finance discipline are more emotionally intelligent for all different dimensions.

Table 5: Group Statistics

	Major	Mean	Std. deviation	Std. Error Mean
Emotional Intelligence	Marketing	3.5770	.36254	.05881
	Finance	3.6870	.42633	.06154
Personal/self-awareness	Marketing	3.4842	.45114	.07318
	Finance	3.5250	.49658	.07168
Personal/self-management	Marketing	3.5579	.55587	.09017
	Finance	3.6271	.46436	.06703
Social-awareness	Marketing	3.8526	.49030	.07954
	Finance	3.9729	.53703	.07751
Social-management	Marketing	3.4132	.58271	.09453
	Finance	3.6229	.67169	.09695
Emotional awareness (EA)	Marketing	3.6684	.38299	.06213
	Finance	3.7490	.44068	.06361
Emotional management (EM)	Marketing	3.4855	.43292	.07023
	Finance	3.6250	.45371	.06549
Personal emotional competency (PEC)	Marketing	3.5211	.43163	.07002
	Finance	3.5760	.39653	.05723
Social emotional competency (SEC)	Marketing	3.6329	.45162	.07326
	Finance	3.7979	.56747	.08191

If we consider the main questionnaire, we can see that, out of 86, students only six students possess higher level of EI. Majority of the students are showing above average EI (Chart 3).

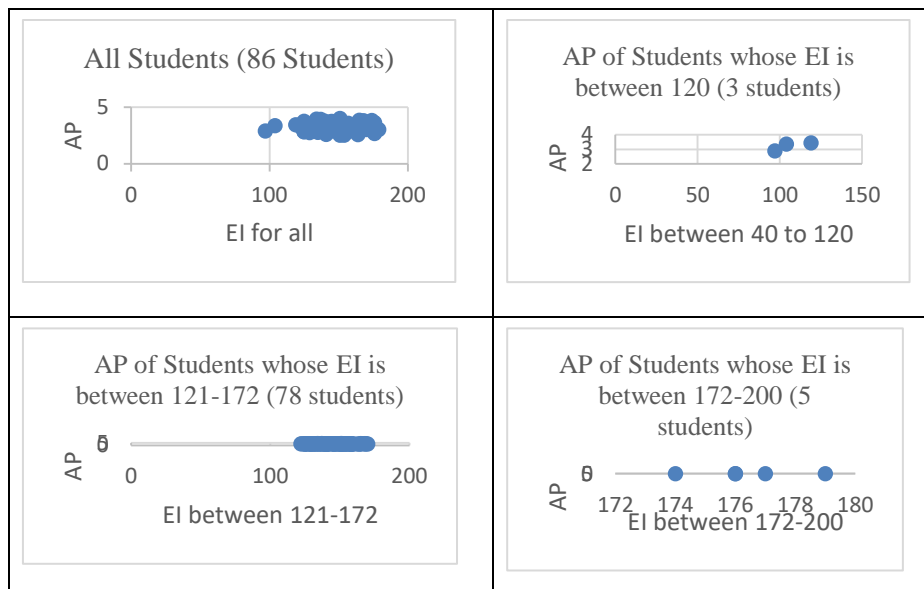


Chart-3: Scatter Plot of EI

7.2 Hypotheses Testing

The first hypothesis of this research is: H_{0A} : Emotional Intelligence (EI) does not have any influence on Academic Performance (AP).

H_{0B} : Emotional Intelligence (EI) does not vary for the students of different majors.

Different dimensions of Daniel Goleman’s model (2002) have been considered for developing all working hypotheses. Thus 8 different hypotheses have been developed.

For Academic Performance (CGPA):

- ♦ H_{0A1} (personal-awareness): Mean rating of personal-awareness for students of different grades is equal.
- ♦ H_{0A2} (social-awareness): Mean rating of social-awareness for students of different grades is equal.
- ♦ H_{0A3} (personal-management): Mean rating of personal-management for students of different grades is equal.
- ♦ H_{0A4} (social-management): Mean rating of social- management for students of different grades is equal.
- ♦ H_{0A5} (EA): Mean rating of emotional-awareness for students of different grades is equal.
- ♦ H_{0A6} (EM): Mean rating of emotional-management for students of different grades is equal.

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- ♦ H_{0A7} (PEC): Mean rating of personal-emotional-competency for students of different grades is equal.
- ♦ H_{0A8} (SEC): Mean rating of social-emotional-competency for students of different grades is equal.

These hypotheses have been tested by using Independent T-test (Table 6). The Independent Samples T-test compares the means of two independent groups to determine if there is any statistical relationship between these two groups.

If we look at the table 7, the p-value of Levene's test for all dimensions are more than 0.05 ($p > 0.05$) except personal awareness. Then to confirm the result, we look at the t-test (Assuming equal variance), the value of t-test are more than 0.05 (> 0.05) in all cases; hence, we accepted all eight hypotheses at 5% level of significance. Thus, emotional intelligence does not have any impact on academic performance of students.

Table 6: Independent Samples Test of EI and AP

Factors responsible	Assumption of variances	LTEV*			t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
PA	EVA	5.311	.024	.451	84	.653	.0477	-.1626	.2580
	EVNA			.417	52.116	.678	.0477	-.1817	.2770
PM	EVA	1.695	.196	.094	84	.925	.0106	-.2134	.2345
	EVNA			.097	75.726	.923	.0106	-.2058	.2270
SA	EVA	.837	.363	1.400	84	.165	.1597	-.0672	.3866
	EVNA			1.349	60.076	.182	.1597	-.0771	.3964
SM	EVA	.129	.720	.902	84	.370	.1280	-.1541	.4100
	EVNA			.895	66.326	.374	.1280	-.1574	.4133
EA	EVA	3.006	.087	1.126	84	.263	.1037	-.0794	.2867
	EVNA			1.055	54.252	.296	.1037	-.0934	.3008
EM	EVA	.269	.605	.696	84	.488	.0693	-.1287	.2672
	EVNA			.703	70.117	.485	.0693	-.1274	.2659
PEC	EVA	.016	.898	.318	84	.751	.0291	-.1530	.2113
	EVNA			.315	65.740	.754	.0291	-.1557	.2139
SEC	EVA	.093	.762	1.244	84	.217	.1438	-.0861	.3738
	EVNA			1.216	62.991	.229	.1438	-.0926	.3803

*LTEV means Levene's Test for Equality of Variances.

**EVA= Equal variances assumed; and EVNA= Equal variances not assumed

The second hypothesis of this research is: H_0 : Emotional Intelligence does not have any influence on Academic Performance (AP) of students.

For Academic Performance (different majors):

- ♦ H_{0B1} (personal-awareness): Mean rating of personal-awareness for students of different Major is equal.
- ♦ H_{0B2} (social-awareness): Mean rating of social-awareness for students of different Major is equal.
- ♦ H_{0B3} (personal-management): Mean rating of personal-management for students of different Major is equal.
- ♦ H_{0B4} (social-management): Mean rating of social- management for students of different Major is equal.
- ♦ H_{0B5} (EA): Mean rating of emotional-awareness for students of different Major is equal.
- ♦ H_{0B6} (EM): Mean rating of emotional-management for students of different Major is equal.
- ♦ H_{0A7} (PEC): Mean rating of personal-emotional-competency for students of different Major is equal.
- ♦ H_{0B8} (SEC): Mean rating of social-emotional-competency for students of different Major is equal.

If we look at the table 8, the p-value of Levene’s test for all dimensions are more than 0.05 ($p > 0.05$). Then to confirm the result, we look at the t-test (Assuming equal variance), the value of t-test are more than 0.05 (> 0.05) in all cases; hence, we accepted all eight hypotheses at 5% level of significance. Thus, emotional intelligence does not have any impact on major selecting of students.

Table 7: Independent Samples Test of EI and Major

Factors responsible	Assumption of variances	LTEV*			t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Emotional Intelligence	EVA	1.474	.228	-1.268	84	.208	-.11001	-.28250	.06249
	EVNA			-1.292	83.538	.200	-.11001	-.27929	.05928
Personal Awareness	EVA	.205	.652	-.394	84	.695	-.04079	-.24680	.16522
	EVNA			-.398	82.365	.692	-.04079	-.24456	.16298
Personal Management	EVA	1.035	.312	-.629	84	.531	-.06919	-.28799	.14961
	EVNA			-.616	71.900	.540	-.06919	-.29317	.15479
Social Awareness	EVA	.205	.652	-1.072	84	.287	-.12029	-.34351	.10294
	EVNA			-1.083	82.250	.282	-.12029	-.34121	.10064
Social Management	EVA	1.009	.318	-1.524	84	.131	-.20976	-.48354	.06402
	EVNA			-1.549	83.258	.125	-.20976	-.47906	.05955

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Factors responsible	Assumption of variances	LTEV*			t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
EA	EVA	.726	.397	-.891	84	.375	-.08054	-.26028	.09920
	EVNA			-.906	83.229	.368	-.08054	-.25738	.09630
EM	EVA	.527	.470	-1.444	84	.152	-.13947	-.33148	.05254
	EVNA			-1.452	81.067	.150	-.13947	-.33053	.05158
PEC	EVA	.096	.758	-.614	84	.541	-.05499	-.23305	.12307
	EVNA			-.608	76.186	.545	-.05499	-.23510	.12512
SEC	EVA	2.362	.128	-1.463	84	.147	-.16502	-.38940	.05936
	EVNA			-1.502	83.995	.137	-.16502	-.38355	.05351

*LTEV means Levene's Test for Equality of Variances.

**EVA= Equal variances assumed; and EVNA= Equal variances not assumed

7.3 Bivariate Correlation Analysis

A Bivariate correlation analysis was also done among 8 factors of EI among students at the 0.05 and 0.01 level of significance. Details of the analysis have been presented in Table 3 in Appendices.

Correlation at 0.05 level of Significance: No correlation also has been found significant (at the 0.05 level) between different factors of EI (Table 8).

Correlation at 0.01 level of Significance: Correlation also has been found significant (at the 0.01 level) between different factors of EI and positive between:

- 'Personal Awareness (PA)' with 'Personal Management (PM)'; 'Social Awareness (SA)'; 'Social Management (SM)'; 'Emotional Awareness (EA)'; 'Personal Emotional Competency (PEC)'; and 'Social Emotional Competency (SEC)';
- 'Personal Management (PM)' with 'Social Awareness (SA)'; 'Social Management (SM)'; 'Emotional Awareness (EA)'; 'Personal Emotional Competency (PEC)'; and 'Social Emotional Competency (SEC)';
- 'Social Awareness (SA)' with 'Social Management (SM)'; 'Emotional Awareness (EA)'; 'Personal Emotional Competency (PEC)'; and 'Social Emotional Competency (SEC)';
- 'Social Management (SM)' with 'Emotional Awareness (EA)'; 'Personal Emotional Competency (PEC)'; and 'Social Emotional Competency (SEC)';
- 'Emotional Awareness (EA)' with 'Personal Emotional Competency (PEC)'; and 'Social Emotional Competency (SEC)';

- ‘Emotional Management (EM)’ with ‘Personal Emotional Competency (PEC)’; and ‘Social Emotional Competency (SEC)’; and
- ‘Personal Emotional Competency (PEC)’ with ‘Social Emotional Competency (SEC)’.

Table 8: Summary Table of Bi-Variate Analysis

Factors	PM	SA	SM	EA	PEC	SEC
PA	.407**	.404**	.489**	.822**	.828**	.498**
PM		.324**	.214*	.434**	.849**	.291**
SA			.633**	.853**	.432**	.881**
SM				.673**	.414**	.924**
EA					.741**	.833**
EM					.774**	.824**
PEC						.466**

*. Correlation is significant at the 0.05 level (2-tailed); **. Correlation is significant at the 0.01 level (2-tailed) ; *** X = Pear Correlation; Y= Sig. (2-tailed); Z= Sum of squares; and W=Cross-product Covariance

8.0 Conclusion and Recommendation

It is interesting that in this research, the researchers did not find any significant relationship between EI and academic performance. However, different studies at different times and on different groups possess positive and significant relationship. Therefore, we may conclude that there must have some other variables, which may worked as extraneous variables when the researchers collected data or went for analysis. Future more in-depth analysis is necessary and important in this area as Emotional Intelligent is getting priority in most of the organizations now a days.

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Table A: Bi-Variate Analysis

Factors		CGPA	PA	PM	SA	SM	EA	EM	PEC	SEC
CGPA	X	1.000	-.049	-.010	-.151	-.098	-.122	-.076	-.035	-.134
	Y		.653	.925	.165	.370	.263	.488	.751	.217
	Z	20.337	-.970	-.215	-3.248	-2.602	-2.109	-1.409	-.592	-2.925
	W	.239	-.011	-.003	-.038	-.031	-.025	-.017	-.007	-.034
PA	X		1	.407**	.404**	.489**	.822**	.578	.828**	.498**
	Y			.000	.000	.000	.000	.000	.000	.000
	Z		19.156	8.282	8.428	12.602	13.792	10.442	13.719	10.515
	W		.225	.097	.099	.148	.162	.123	.161	.124
PM	X			1	.324**	.214*	.434**	.717	.849**	.291**
	Y				.002	.048	.000	.000	.000	.007
	Z			21.669	7.196	5.859	7.739	13.764	14.976	6.528
	W			.255	.085	.069	.091	.162	.176	.077
SA	X				1	.633**	.853**	.635	.432**	.881**
	Y					.000	.000	.000	.000	.000
	Z				22.756	17.789	15.592	12.492	7.812	20.273
	W				.268	.209	.183	.147	.092	.239
SM	X					1	.673**	.834	.414**	.924**
	Y						.000	.000	.000	.000
	Z					34.701	15.195	20.280	9.230	26.245
	W					.408	.179	.239	.109	.309
EA	X						1	.725	.741**	.833**
	Y							.000	.000	.000
	Z						14.692	11.467	10.765	15.394
	W						.173	.135	.127	.181
EM	X							1	.774**	.824**
	Y								.000	.000
	Z							17.022	12.103	16.386
	W							.200	.142	.193
PEC	X								1	.466**
	Y									.000
	Z								14.347	8.521
	W								.169	.100
SEC	X									1
	Y									
	Z									23.259
	W									.274

*. Correlation is significant at the 0.05 level (2-tailed);

** . Correlation is significant at the 0.01 level (2-tailed) ; ** X = Pear Correlation; Y= Sig. (2-tailed); Z= Sum of squares; and W=Cross-product Covariance