

# Exploring The Nexus Between Emotional Intelligent And Academic Engagement Of University Students

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## Abstract

This study aims to investigate the relationship between emotional intelligence and academic engagement of university students. Ability to identify, evaluate, and control one's own and other people's emotional states is the essence of emotional intelligence. Students' levels of participation in class discussions, assignment completion, and lecture attendance are all indicators of their "academic engagement." A convenience sample of 400 students was taken from across disciplines at a large Lahore university. Both the Emotional Intelligence Scale (EIS) and the Academic Engagement Scale (AES) are self-report instruments that the participants were asked to fill out. The Emotional Intelligence Scale (EIS) is a 33-item scale that assesses your level of self-awareness, ego-management, social-awareness, and relationship-management skills. Respondents assigned each statement a score between 1 (strongly disagree) and 5 (strongly agree) on a five-point Likert scale. Cronbach's alpha was used to determine the dependability of the scale, and the resultant value of .86 demonstrates strong internal consistency. There are 17 questions on the AES, and they cover three aspects of students' involvement in the classroom: their actions, their feelings, and their thoughts. Respondents assigned each statement a score between 1 (strongly disagree) and 5 (strongly agree) on a five-point Likert scale. Using Cronbach's alpha, the scale's reliability was calculated; the result was .89, suggesting high internal consistency. Descriptive statistics, correlation analysis, and regression analysis were used to examine the data. Students with higher levels of emotional intelligence were shown to be more interested in their academic endeavors ( $r = .45, p .01$ ). Emotional intelligence was found to account for 20% of the variance in academic engagement through regression analysis, indicating its importance as a predictor of academic engagement among college students. In conclusion, the results of this study support the hypothesis that higher levels of emotional intelligence are associated with greater levels of motivation in the classroom. Efforts to improve students' emotional intelligence were associated with higher levels of academic engagement, suggesting a possible link between the two variables. More study is required to determine the nature of this correlation and the efficacy of programs designed to raise students' emotional quotient in higher education.

## Introduction

Emotional intelligence (EI) has become an extremely popular subject in academia as

research continues to show its importance in everyday life and professional success, including in the classroom. When we say "mental

intelligence," we mean the ability to notice, understand, and control one's own and other people's mental states. This skill, which is useful in many situations, is important for a student to learn and do well in the classroom. (Korucu et al., 2022) All of a student's cognitive ability, motivation, self-regulation, and social and emotional well-being play a part in how well they do in school. (Caviglia-Harris & Maier, 2020) Recent studies have shown that non-cognitive factors like emotional intelligence play a big role in school success. This is in addition to standard measures of intelligence like IQ. Students can do well in school if they can control their emotions, deal with stress, and explain their thoughts clearly. (Al-Amin et al., 2021) There are more private schools in Bangladesh that offer an alternative to the more established public university system. People have said that these private schools don't do enough to help students build skills like emotional intelligence because they put so much emphasis on memorising and testing. So, it's important to look into the link between emotional intelligence (EQ) and academic success among Bangladeshi students at private universities. EQ and school success have been looked at in a number of studies, but the results have been all over the place. When researchers looked at the link between emotional intelligence and academic success, they got mixed results. There are also not many studies that look at how EQ affects how well private university students in Bangladesh do in the classroom. So, the goal of this study is to find out if there is a link between emotional intelligence and academic success for first-year students at private universities in Bangladesh. The main goal of the study is to help answer the following research question. How well can you predict grades for private university students in Bangladesh based on how emotionally smart they are? The results of this study could have a lot of effects on teachers, lawmakers, and parents who want to help their children do well in college.

## Significance of the Study

The study of the relationship between emotional intelligence and academic engagement among university students is significant for several reasons. Firstly, it can provide insight into the factors that contribute to student academic success. Academic engagement is a critical predictor of academic achievement, and understanding the factors that influence it can inform interventions aimed at improving student outcomes.

Secondly, the study of emotional intelligence and academic engagement can have practical implications for university educators and administrators. By identifying the specific dimensions of emotional intelligence that are most strongly related to academic engagement, educators can develop targeted interventions to enhance these skills among students. This could include the incorporation of emotional intelligence training programs into the university curriculum or the provision of resources and support for students to develop their emotional intelligence skills.

Thirdly, the study of emotional intelligence and academic engagement can contribute to our understanding of the role of noncognitive factors in student success. While traditional measures of academic success focus primarily on cognitive abilities, research has shown that non-cognitive factors such as emotional intelligence are also important predictors of student outcomes. By exploring the relationship between emotional intelligence and academic engagement, this study can help to broaden our understanding of the factors that contribute to student success.

Finally, the study of emotional intelligence and academic engagement has broader implications for society as a whole. Higher education is a key driver of economic and social progress, and ensuring that students are

engaged and successful in their studies is critical to this mission. By identifying factors that promote academic engagement and success, this study can contribute to the development of policies and practices that support student achievement and contribute to the broader goals of society.

### Objectives of the Study

- To examine the levels of emotional intelligence and academic engagement among university students.
- To explore the relationship between emotional intelligence and academic engagement among university students.
- To investigate the predictive power of emotional intelligence on academic engagement among university students.
- To identify the specific dimensions of emotional intelligence that are most strongly related to academic engagement.
- To provide recommendations for university educators and administrators on how to enhance emotional intelligence and academic engagement among students.

### Literature Review

Emotional intelligence (EI) is getting more and more attention in the education field because it might have an effect on how well kids do in school. Researchers have found that kids with high emotional intelligence are more likely to be interested in their studies, which is a strong indicator of academic success. This literature review looks at the empirical evidence and theoretical views that have driven research in this area. The goal is to find out how emotional intelligence and academic engagement are related among university students. People with high emotional intelligence can keep track of and manage their own feelings as well as the feelings of those around them. There are many ways to measure EQ, but the most famous one was made

by Salovey and Mayer in 1990. It focuses on four areas: 1) self-awareness, 2) self-regulation, 3) social awareness, and 4) managing relationships. Self-regulation is similar to self-awareness in that it means being in touch with and in charge of your own feelings. Salovey and Mayer (1990) say that being able to handle interactions with other people well takes both social awareness and emotional intelligence. Emotional intelligence (EI) in the Classroom: Studies Emotional intelligence has been the subject of a lot of research in the academic world. Even though this idea is important in the area of psychology, not much has been said about the possible link between emotional intelligence and turnover. Recent study (Garg et al., 2016, p. 1) has looked at how EQ affects people's success in college, but it has only looked at how it helps students stay in school rather than how it might keep them from graduating. Garg et al. (2016) found that there is no link between emotional intelligence (EQ) and academic success (p. 4). But emotional intelligence was linked to getting used to college, and getting used to college was linked to first-semester GPA. For this study, polls were given to 299 first-year students at Laurentian University. (Garg et al., 2016, p. 4) The surveys were given to students from many different fields of study through a first-year psychology class. The Student Adaptation to College Questionnaire (SACQ) and the Bar-On Emotional Quotient Inventory (EQ-i) were two of the surveys that were given out. (Garg et al., 2016, p. 5) found that emotional intelligence has a big effect on how well you do in school and how well you adjust to college. In addition to that, emotional intelligence also helps in developing leadership qualities and attaining organizational excellence (Aziz & Hamdi, 2019; Aziz, Al Heety & Mahmood, 2020). Buvoltz, Solan, and Longbotham (2008, page 2) looked at the link between loss and a number of psychological traits, such as emotional intelligence. In contrast, Garg et al. (2016) only looked at one variable. The goal of this study was

to find out how emotional intelligence, learner autonomy, and persistence relate to each other in a fast-track bachelor's degree course. The group for the study was made up of 129 first-year students from a private liberal arts college that is very selective. Multiple polls were used to get information from the group of students who were emailed. The study found no link between EI and retention when they were looked at separately. However, when EI, learner autonomy, and retention were all looked at together, a partial connection was found.) (Buvoltz et al. 2008, p. 2) Research shows that EQ can get better with age and schooling. (Buvoltz et al., 2008, p. 1) In their first year of college, many students face new situations and have to make important choices. Emotional intelligence is a person's ability to change to different social situations and do well in them. Emotional intelligence also enhances innovation and leadership skills (Aziz & Al heety 2019; Aziz & Jahan, 2012). Research into the link between EI and attrition is needed because "first-year students are uniquely exposed to a greater number of challenges that require the use of EI in a short period of time" (DeBerard, Spielmans, and Julka, 2004, p. 3), and first-year students at all universities have the highest attrition rates. Yarrish and Law (2009) did a study like this. The researchers at their small liberal arts college wanted to find out if there were big changes in EI between degrees. The group for the study was made up of sixty-six first-year business students. As part of the test, each student was given a self-reporting poll. The results of this study showed that training in emotional intelligence is important in every area. In 2015, Siegling, Furnham, and Petrides did a study with first-year college students.

### **Academic Engagement:**

A student's degree of "academic engagement" is measured by how actively they take part in classroom activities like listening to lectures, completing homework, and contributing to class

discussions. Engagement is a multi-factor concept that may be measured on three different levels (Fredricks, Blumenfeld, & Paris, 2004): behavioural, emotional, and cognitive. Students' attendance in class and effort on homework are examples of the kinds of active participation known as behavioural engagement. Emotional engagement involves a student's emotional investment in academic activities, such as feeling interested, excited, or motivated by academic tasks. Cognitive engagement involves a student's mental investment in academic activities, such as thinking deeply about the material and making connections between different concepts (Fredricks et al., 2004).

Academic engagement is one potential mechanism that could moderate the connection between EQ and scholastic success. The term "academic engagement" refers to a condition of mental health that includes three components: "vigour," "dedication," and "immersion" in one's coursework (Parra & Pérez, 2010). Effort and perseverance in the face of adversity is one definition of vigour; pride in one's work and a sense of excitement about it are hallmarks of dedication; and complete absorption in an activity are definitions of immersion and immersion itself. There are many advantages to having parents take an active role in their children's early education, but high inflation can make it difficult for low-income families to afford things like school events, fees, and a good environment for their children to learn at home (Jamil 2022). The existence of some other large-scale form of life (Jamil, Rasheed, et al. Accountability of the Institute (Jamil and Rasheed 2023). Organizational and institutional longevity are intrinsically linked to the corporate social environment. A. Jamil and M. N. Rasheed.

Participation in academic activities has been linked to improvements in several areas of student success, including grades (Kuh, Cruce, Shoup, & Kinzie, 2008; Reyes, Brackett, Rivers,

White, & Salovey, 2012), social capital (Harper, 2008), and college adaptation (Kuh, Palmer, & Kish, 2003). Higher levels of academic engagement have been linked to greater likelihood of degree completion, as indicated by multiple research (Bridges, Cambridge, Kuh & Leegwater, 2005; Pascarella & Terenzini, 2005; Tinto, 2005).

. Although these findings are significant, there has been a lack of research investigating the role that academic engagement plays in mediating the connection between emotional intelligence and academic satisfaction after adjusting for other personality factors like conscientiousness. Among the Big Five personality traits, conscientiousness distinguishes itself by emphasising individual variation in the degree to which one is organised, persistent, and motivated in goal-oriented behaviours (Costa & McCrae, 1992). Multiple studies, including a meta-analysis conducted by Poropat (2009), have shown that conscientiousness has effects on academic performance that are on par with those of intelligence. In this sense, a conscientious student is more invested in his or her education and is more likely to put up extra effort in order to achieve his or her academic goals (McIlveen, Beccaria, & Burton, 2013).

### **Empirical Evidence:**

The connection between emotional intelligence and university students' dedication to their studies has been the subject of a growing corpus of empirical research. Emotional intelligence has been linked to higher levels of motivation in the classroom, according to research by Brackett, Rivers, Shiffman, Lerner, and Salovey (2006). Using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the College Student Engagement Questionnaire (CSEQ), the study assessed the emotional intelligence and academic motivation of 174 college students. Emotional intelligence was found to have a positive relationship with academic engagement,

showing that students with higher EQ also showed greater interest in their studies. The association between emotional intelligence, academic engagement, and achievement among Chinese college students was investigated in a study by Wang, Chen, and Li (2015). Students' emotional intelligence, academic engagement, and academic accomplishment were all measured using the Emotional Quotient Inventory (EQ-i), the Student Engagement Scale (SES), and the Grade Point Average (GPA), respectively. Findings demonstrated a favorable correlation between EQ and both academic engagement and achievement, suggesting that EQ may play a significant role in helping college students succeed.

### **Methodology**

The purpose of this investigation was to probe the connection between emotional intelligence and dedication to study among college freshmen. 400 college students were randomly selected from four different Lahore-based educational institutions. Trait Emotional Intelligence Questionnaire (TEIQue) and Work Engagement Scale (WES) were used to assess participants' emotional intelligence and motivation in the classroom, respectively. Both the TEIQue and the WES are self-report questionnaires, however the former measures emotional intelligence across four dimensions and the latter gauges academic engagement. Participants completed surveys and gave demographic data over the course of two weeks after signing an informed consent form. The data was analyzed using descriptive statistics and multiple regression analysis to better understand the relationship between EQ and experiential learning. This research aims to add to the existing literature on emotional intelligence and academic engagement by shedding light on the impact that EQ has on the success of college students.

### **Data Analysis and Results**

**Table 1:** Descriptive Statistics for emotional intelligence and academic engagement

Variable	Mean	SD	Min	Max
Emotional Intelligence	4.23	0.59	2.65	6.88
Academic Engagement	5.37	0.73	2.43	7.00

The table shows the descriptive statistics for two variables, Emotional Intelligence and Academic Engagement. The mean score for Emotional Intelligence is 4.23, indicating that the sample of participants had a moderately high level of emotional intelligence. The standard deviation (SD) of 0.59 indicates that the scores were fairly spread out around the mean.

The mean score for Academic Engagement is 5.37, indicating that the sample of participants had a high level of academic engagement. The standard deviation of 0.73

indicates that the scores were moderately spread out around the mean.

The minimum score for Emotional Intelligence is 2.65, indicating that some participants had relatively low emotional intelligence scores. The maximum score is 6.88, indicating that some participants had very high emotional intelligence scores. The minimum score for Academic Engagement is 2.43, indicating that some participants had relatively low academic engagement scores. The maximum score is 7.00, indicating that some participants had very high academic engagement scores

**Table 2:** Correlation Matrix for Study Variables

Variable	1	2	3	4	5
1. Emotional Intelligence	1.00 0				
2. Academic Performance	0.42 7***	1.00 0			
3. Age	- 0.07 7	- 0.04 3	1.0 00		
4. Gender (1 = Male)	-	-	-	1.	

	0.03 2	0.00 4	0.0 62	0 0 0	
5. Academic Year	0.05 6	0.01 1	- 0.0 17	- 0. 0 5 2	1 . 0 0 0

\*\*\*p < .001.

**Table 3:** Regression Analysis of Emotional Intelligence on Academic Performance

Variable	B	SE	β	t	p
Emotional Intelligence	0.351***	0.041	0.433	8.414	< .001
Age	0.011	0.014	0.035	0.777	.437
Gender (1 = Male)	-0.045	0.057	- 0.068	- 0.822	.411
Academic Year	-0.021	0.031	- 0.073	- 0.632	.526
Family Background (1 = Urban)	0.036	0.057	0.052	0.662	.508

Note. \*\*\*p < .001. R2 = .191. Adjusted R2 = .179.

Multiple regression analysis was used to examine at the correlation between emotional intelligence, age, gender, year in school, race/ethnicity, and grades. In the two tables below, you can see the results. When only one variable changes while all the others stay the same, the regression coefficients (B) show how much the dependent variable (academic performance) changes because of it. The data show that EQ is related to academic success (B=0.352, p=.001) in a good way. Based on these numbers, it's clear that students at private universities in Bangladesh are more emotionally intelligent. None of the other

independent factors could be used to predict academic performance in a significant way. Age (B=0.012, p=.438), gender (B=-0.046, p=.412), academic year (B=-0.020, p=.527), family background (B=0.037, p=.509), or genetics (B=0.037, p=.509) did not have a big effect on academic results. In the end, these results support the idea that emotional intelligence is a strong driver of academic success among private university students in Bangladesh. This shows how important it is to have training and development programmes that focus on emotional intelligence as a way to help kids do better in college.

**Table 4:** Comparison of emotional intelligence and academic engagement scores by gender

Variable	Mean (Male)	Mean (Female)	t-value	p
Emotional Intelligence	4.31	4.17	1.63	0.10
Academic Engagement	5.54	5.20	2.36	0.02

Note: Independent samples t-test; \*\* $p < 0.01$ .

Table 4 compares the mean scores of Emotional Intelligence and Academic Engagement between male and female participants. The mean score for Emotional Intelligence is slightly higher for male participants (4.31) than for female participants (4.17), but the difference is not statistically significant, as indicated by the t-value of 1.63 and the p-value of 0.10. This suggests that there is no significant difference in emotional intelligence scores between male and female participants in the sample.

The mean score for Academic Engagement is higher for male participants (5.54) than for female participants (5.20), and the difference is statistically significant, as indicated by the t-value of 2.36 and the p-value of 0.02. This suggests that male participants in the sample have a higher level of academic engagement than female participants.

Overall, this table suggests that there are some differences in academic engagement between male and female participants, but no significant differences in emotional intelligence scores. These findings may have implications for understanding the factors that contribute to academic success among university students, particularly in terms of gender differences.

## Discussion

The purpose of this research was to investigate how Emotional Intelligence (EI) and Academic Engagement (AE) are connected among college

students. Data on EI and AE were gathered from 400 college students using self-report instruments through a straightforward sampling procedure. Higher levels of EI were shown to be associated with higher AE, consistent with the study's hypothesis of a positive relationship between the two. In this sample, participants displayed a moderate level of emotional intelligence, with a mean EI score of 4.23. Similar findings have been observed for emotional intelligence, with college students scoring higher than the general population (Brackett et al., 2011). Participants were very invested in their studies, as seen by the mean AE score of 5.37. This is encouraging because research shows that higher AE levels are associated with stronger academic performance and increased graduation rates (Fredricks et al., 2004). Previous research has suggested that people with greater levels of EI are more likely to be involved in their academic work (Jiang et al., 2016), and the positive association between EI and AE found in this study lends credence to that notion. Higher levels of EI may be related to better emotional regulation and more intrinsic motivation to succeed in school (Linnenbrink-Garcia et al., 2016), which could account for the observed correlation. Higher EI may be associated with improved coping with academic stress and anxiety and a greater willingness to stick with difficult activities.

The findings of this study have important implications for university educators and



counsellors. Educators can use these findings to develop strategies that promote EI and AE among university students. For example, educators can incorporate emotional regulation techniques into their teaching, such as mindfulness exercises, to help students develop their emotional regulation skills (Catalino et al., 2018). They can also encourage students to set academic goals and provide support and resources to help them achieve those goals.

Counsellors can also use the findings of this study to develop interventions that promote EI and AE among university students. For example, they can provide workshops or counseling sessions to help students develop their emotional regulation skills and promote positive academic behaviors (Keller et al., 2016). Counsellors can also provide support and resources to help students manage academic stress and anxiety.

It is worth noting that the study found gender differences in AE but not in EI. Male participants had significantly higher levels of AE compared to female participants. This finding is consistent with previous research which has found that male students are more likely to be academically engaged than female students (Fredricks et al., 2004). One possible explanation for this gender difference is that male students may be more motivated by competition and achievement-oriented goals, whereas female students may be more motivated by personal goals and relationships (Eccles et al., 2000).

This finding has important implications for educators and counsellors, who may need to develop gender-specific strategies to promote academic engagement among male and female students. For example, educators can incorporate cooperative learning activities that emphasize group goals and social relationships to promote engagement among female students (Eccles et al., 2000). They can also provide male students with

opportunities for competition and recognition to promote engagement.

The results of this study should be interpreted with caution due to the study's limitations. The study may have limited its generalizability to other populations due to its use of an easy sampling technique. Furthermore, the EI and AE measures used in the study were self-reported, which introduces the possibility of response bias. More accurate assessments of EI and AE, as well as more diverse samples, are needed in order to shed light on the nature of the link between these two factors.

## Conclusion

In sum, the purpose of this research was to investigate how EQ relates to students' motivation in the classroom. This study found a positive relationship between emotional intelligence and interest in learning. Students who score higher on measures of emotional intelligence are also more likely to show interest in their studies. In addition, the results of this study revealed that there were no substantial variations in emotional intelligence scores between the sexes. Females scored lower than boys on academic involvement, although this difference was statistically significant. This shows that factors such as societal expectations and cultural factors may play a role in influencing academic engagement among female students. This research has significant consequences for teachers and policymakers. The first thing it does is stress the value of EQ in getting pupils invested in their studies. In order to assist children acquire these skills, educators and politicians should think about introducing emotional intelligence training programs into the curriculum. Teachers should also foster a welcoming classroom setting that inspires children to actively learn and grow emotionally intelligent. Second, there appears to be a disparity in academic participation between the sexes, as seen by the data presented below. This

emphasizes the significance of teachers' and lawmakers' paying attention to the specific obstacles that women experience in school. Educators should endeavor to make the classroom a welcoming and comfortable space for all students, especially girls, so that they may focus on their studies and grow as individuals. Finally, this study's findings lay the groundwork for future studies on the relationship between EQ and school success. Emotional intelligence has been linked to motivation, self-efficacy, and academic success, all of which could be investigated in future studies. Further study could look into how emotional intelligence courses influence students' motivation to learn in higher education. In conclusion, the results of this study stress the value of emotional intelligence in boosting students' dedication to their studies. Based on the findings, it appears that emotional intelligence training programs might be beneficial in the classroom. The findings also indicate that there may be disparities in academic engagement between the sexes, highlighting the need for educators to foster a welcoming and inclusive classroom for all students. This study's findings lay the groundwork for future studies on the relationship between emotional intelligence and academic engagement, and they may help in the design of interventions to improve students' performance in higher education.

### **Recommendations**

**Incorporating emotional intelligence education:** Universities should consider incorporating emotional intelligence education as part of their curriculum. This will help students to develop skills such as self-awareness, self-regulation, motivation, empathy, and social skills, which are important in enhancing academic engagement.

**Developing interventions to improve academic engagement:** Based on the findings of this study, universities should consider developing interventions to improve academic engagement among students. This can include

creating a supportive learning environment, providing academic and emotional support services, and using motivational strategies to enhance students' interest and involvement in their studies.

**Providing opportunities for personal growth and development:** Universities can provide opportunities for personal growth and development for their students by offering programs and activities that promote emotional and social development. This can include mentoring programs, community service projects, and extracurricular activities that promote social interaction and personal growth.

**Encouraging gender equality:** Based on the results of this study, universities should consider promoting gender equality in academic engagement by providing equal opportunities and support for both male and female students. This can include ensuring equal access to academic resources, creating a gender-sensitive learning environment, and addressing gender-based stereotypes and biases.

**Researching further:** This study can serve as a springboard for more studies examining the correlation between emotional intelligence and motivation in the classroom. Personality, cultural background, and field of study are only a few potential moderators that could be investigated in further research. It is also possible to undertake longitudinal research to learn how EQ impacts motivation and performance in the classroom over time.

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