



ACADEMIC ACHIEVEMENT AND TRAIT EMOTIONAL INTELLIGENCE IN BANGLADESH AND AFGHANISTAN STUDENTS: A COMPARATIVE STUDY

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Abstract: Aims: Today's educational system is extremely competitive and complex. Students must perform in all areas of the industry. Every day, they must overcome obstacles and deal with situations. They must also excel in the academic sphere. Because of this, their knowledge cannot be limited to academic or subject-specific knowledge. To overcome impending obstacles, they must be endowed with a variety of skills. For the students in this setting, emotional intelligence is crucial. This study aims to assess the emotional quotient of female HSC students in Bangladesh and Afghanistan.

Study Design: Cross sectional survey design used by the researcher.

Place and Duration of the study: the study was conducted on March 2022, Bangladesh.

Methodology: Researcher used cross sectional survey research on 99 students from different college of Bangladesh State (40 students belongs to Afghanistan and 59 students belong to Bangladesh students). Data were collected by Trait Emotional Intelligence Questionnaire and independent sample t test and ANOVA test was used examine the difference in EI levels between Bangladeshi students and Afghan students studying in Bangladesh in terms of habitat, family type, type of institution, family income and parents' occupation.

Results: The female student from Afghanistan performed better academically than the female students from Bangladesh.

Index Terms- Trait Emotional Intelligence, Academic Achievement, Handling Situations,

INTRODUCTION

In the 21st century, Emotional Intelligence is an emerging area of interest for researchers, Administrators, Teachers, Business company etc. In various field, examiners are more concern on participants' emotional aspect rather than only cognitive in terms of performance in respective field. In modern day school, students come to learn from different background and countries. They all are try to learn and get success in their field but only content knowledge does not help the students to get success in academic field. They must possess different kinds of skills, abilities, capacities and managing power to perform better in any situation. For that emotional intelligence is very essential determinant factors to know the student's abilities and coping capacities. It also helps the student to perform better in the area of academic. Emotional Quotient is used for measure Emotional intelligence. According to Goleman, 80% achievement of students depends on various factors: among them one of the key factors is Emotional intelligence. Emotional Intelligence refers how we manage and use our own emotion in a positive way. Basically, it is a good concept to recognize our overall emotion and emotion of others. Individuals who are emotionally intelligence can manage their emotion in a particular situation. Emotional intelligence has some models. Among them trait emotional intelligence is a very popular and effective. This model developed by K. V. Petrides in the year of 2001. He describes EI in terms of human trait that enables the individuals to act in a certain way. It looks like how people belief in their emotion in a situation. The characteristic of this trait theory focuses on particular personality traits that facilitate emotional awareness and management. Various research study result showed that trait emotional intelligence has positive influence students' academic performance.

Studies suggest that there is a close relationship between emotional intelligence and the mental health of individuals. According to Fiorilli et al. (2020), students with high trait emotional intelligence (TEI) scores were less likely to suffer school anxiety and more likely to demonstrate resilience, decreasing the likelihood of school burnout. High emotional intelligence has a good effect on teaching attitudes, according to Mangla, N. R. (2020). According to Kaut&Kaur's (2013) research, B.Ed. instructors who have vital emotional intelligence are more likely to experience less stress. Additionally, Nikoopour et al. (2012) demonstrated that instructors with more years of experience had attained greater levels of TEI and self-efficacy. The communication skills (e.g. listening and speaking) of people which influence their overall well-being fall under the cognitive and affective domains. In their study, Chen, & Zhang (2020) discovered slightly to moderate associations between students' overall listening and speaking performance and their global traits emotional intelligence, well-being, and emotionality. Furthermore, researchers are attempting to determine whether there is a connection between emotional intelligence and certain leadership styles. Emotional intelligence has a modest impact on

several leadership styles, including transformational and transactional leadership, according to Harms & Credé's (2010) research. In addition, Weinberger (2009) noted that no association between emotional intelligence and authority viability or management style was seen. Now the questions are: do various demographic factors affect emotional intelligence? And to what extent emotional maturity and other demographic factors are significantly correlated. Neelima M. (2018) found that locality and gender had a beneficial impact on emotional intelligence. According to research by Govindaraju and Ramesh (2016), there is a substantial correlation between emotional maturity and students from rural regions. The results also showed that unmarried rural students are far more emotionally weak than married students.

There is just a little amount of research on the origins, presence, and solutions to the problem of trait emotional intelligence. Numerous reports explored the topic of EQ in various contexts. So far, however, there has been no comparison research of trait emotional intelligence between school-aged adolescents in Bangladesh that takes into account differences in geographical context, sample size, or demographic characteristics. Consequently, the problem of the present study was defined as seeking to address the aforementioned research statement: - **“Academic Achievement and Trait Emotional Intelligence in Bangladesh and Afghanistan Student: A Comparative Study.”**

OBJECTIVES:

- To compare the trait emotional intelligence of Bangladesh and Afghanistan HSC level student with regard to their habitat i.e., urban and rural.
- To compare the trait emotional intelligence of Bangladesh and Afghanistan HSC level student with regard to their family type i.e., nuclear and joint.
- To compare the trait emotional intelligence of Bangladesh and Afghanistan HSC level student with regard to their parents' occupation i.e., Business, govt job, Private job, daily labour.
- To compare the trait emotional intelligence of Bangladesh and Afghanistan HSC level student with regard to their Family income i.e., below 15k, 15k to 35k, above 35k.

HYPOTHESIS:

- H01: Neither urban nor rural upbringing significantly affects the emotional intelligence of HSC-level students in Bangladesh or Afghanistan.
- H02: High school students in Bangladesh and Afghanistan do not differ significantly in trait emotional intelligence between nuclear and joint families.
- H03: High school students in Bangladesh and Afghanistan do not differ significantly in trait emotional intelligence among business, private job, government service and daily labour of their parents' occupation.
- H04: There is no significant variation in the trait emotional intelligence of HSC students in Bangladesh and Afghanistan across the three economic brackets (below 15,000k, 15,000k–35,000k, and 35,000k+).

METHODOLOGY:

Tool: The Trait Emotional Intelligence Questionnaire (TEIQue) is a self-report instrument that examines all aspects of trait emotional intelligence. K. V. Petrides (Petrides, 2009) created it expressly as an operationalization vehicle for trait emotional intelligence (trait EI) theory, and it is the only instrument that thoroughly covers all aspects of the construct (Petrides & Furnham, 2001). It has been found to be moderately or strongly linked to positive affect ($R^2 = .49$), meaning in life ($R^2 = .53$), flourishing ($R^2 = .64$; Di Fabio & Kenny, 2019), depression ($R^2 = .49$; Rudenstine & Espinosa, 2018), career decision-making ($R^2 = .38$; Farnia et al., 2018), psychopathology ($R^2 = .45$; (Petrides et al., 2007). The full version of the TEIQue includes 153 items that assess 15 different facets, four components, and the global characteristic EI (Petrides, 2009)

Study design: 99 individuals (40 students belongs to Afghanistan and 59 students belong to Bangladesh students) were sampled in a cross-sectional study conducted in Bangladesh. Trait emotional intelligence questionnaires were used to collect data, and one-way analyses of variance and independent samples t-tests were used to compare the EI levels of Bangladeshi and Afghan college students, accounting for differences in socioeconomic status, educational background, and parental occupation.

RESULT:

- **H01: Neither urban nor rural upbringing significantly affects the Trait emotional intelligence of HSC-level students in Bangladesh or Afghanistan.**

Table 1: Showing independent sample t test on the basis of Habitat variable.

Country	Level	Mean	Sd	t	df	p-value	remarks
Afghanistan	Rural	132.8	10.0	1.523	38	.136	NS
	Urban	127.7	10.9				
Bangladesh	Rural	148.9	11.8	-.042	57	.966	NS
	Urban	149.06	13.0				

An independent samples t-test was calculated comparing the mean score of trait emotional intelligence of higher secondary level students at urban and rural areas of both Bangladesh and Afghanistan. No statistically significant difference was found {t (38) = .136, $p > .05$ } between rural and urban students of Afghanistan and Bangladesh students {t (57) = -.042, $p > .05$ } in terms of their habitat. The mean TEI score of student at urban areas (mean=127.7, Sd=10.9 and mean=149.06, Sd= 13.0) of Afghanistan and Bangladesh was not significantly higher than the student of rural areas (mean=132.8, Sd=10 and mean= 148.9, Sd=11.8) of Afghanistan and Bangladesh.

- **H02: High school students in Bangladesh and Afghanistan do not differ significantly in trait emotional intelligence between nuclear and joint families.**

Table 2: Showing independent sample t test on the basis of family type variable.

Country	Level	Mean	Sd	T	Df	p-value	remarks
Afghanistan	Nuclear	126.1	11.0	-2.574	38	0.014	S
	Joint	134.2	8.8				
Bangladesh	Nuclear	149.3	9.9	.337	57	.738	NS
	Joint	148.1	17.3				

An independent samples t-test was calculated comparing the mean score of trait emotional intelligence of higher secondary level students from nuclear and joint family of both Bangladesh and Afghanistan. statistical significant $\{t(38)=-2.574, p<0.05\}$ difference was found among Afghanistan students in terms of their family type. the mean TEI score of students from joint family (mean=134.2, sd=8.8) was significantly higher than the students from nuclear family (mean=126.1, sd=11).

No statistically significant difference was found among Bangladesh student in terms of their family type and the mean TEI score of students from nuclear family (mean=149.3, sd=9.9) was higher than the students from joint family (mean=148.1, sd=17.3) due to some chance factor.

- **H03: High school students in Bangladesh and Afghanistan do not differ significantly in trait emotional intelligence among business, private job, government service and daily labour of their parents' occupation.**

Table 3: Showing one way ANOVA test on the basis of parents' occupation variable.

Country	Level	Mean	Sd	df	F	p-value	Remarks
Afghanistan	Business	146.0	13.4	3	10.157	.000	S
	Govt job	145.5	8.6				
	Private job	126.7	7.5				
	Daily Labour	127.4	8.7				
Bangladesh	Business	152.7	12.5	3	.626	.601	NS
	Govt job	149.3	12.7				
	Private job	144.1	17.3				
	Daily Labour	148.6	10.5				

A one-way ANOVA was computed comparing the mean TEI Scores of Students at higher secondary level from both Bangladesh and Afghanistan based on their parents' occupation. Statistically significant difference was found among the levels $\{F=10.157 (3, 36) =.000\}$ of their parents' occupation of Afghanistan HSC level student. No statistically significant difference was found among the levels $\{F=.626 (3, 55) =.601\}$ of their parents' occupation of Bangladesh HSC level student.

- **H04: There is no significant variation in the trait emotional intelligence of HSC students in Bangladesh and Afghanistan across the three economic brackets (below 15,000k, 15,000k–35,000k, and 35,000+).**

Table 4: Showing one way ANOVA test on the basis of Family income variable.

Country	Level	Mean	Sd	Df	F	p-value	Remarks
Afghanistan	Below 15k	132.13	12.0	2	1.438	.250	NS
	Between 15k to 35k	124.14	8.0				
	Above 35k	130.82	9.9				
Bangladesh	Below 15k	151.4	11.9	2	4.171	.020	S
	Between 15k to 35k	151.8	8.9				
	Above 35k	141.6	15.7				

A one-way ANOVA was computed comparing the mean TEI Scores of Students at higher secondary level from both Bangladesh and Afghanistan based on their monthly family income. Statistically significant difference was found among the levels $\{F=4.171 (2, 56) = .020\}$ of their monthly family income of Bangladesh HSC level student. No statistically significant difference was found among the levels $\{F=1.438 (2, 37) = .250\}$ of their monthly family income of Afghanistan HSC level student.

CONCLUSION:

According to the findings of this study, the female student from Afghanistan performed better academically than the female students from Bangladesh. As a result, Afghan students are able to manage social situations and are aware of both their own emotional symptoms as well as those of others, which have an impact on how well they perform academically.

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