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Influence of teachers' emotional intelligence on students' motivation for academic learning: an empirical study on university students of Bangladesh

Md. Hafizur Rahman^a , Mohammad Bin Amin^b , Mohd Faizal Yusof^c ,
Md. Aminul Islam^{d,e}  and Sadia Afrin^d 

^aFaculty of Business, Bangladesh Army University of Engineering & Technology, Qadirabad, Bangladesh; ^bKároly Ihrig Doctoral School of Management and Business, Faculty of Economics and Business, University of Debrecen, Debrecen, Hungary; ^cFaculty of Resilience, Rabdan Academy, Abu Dhabi, UAE; ^dFaculty of Business and Communication, Universiti Malaysia Perlis, Arau, Malaysia; ^eDepartment of Business Administration, Daffodil International University, Birulia, Bangladesh

ABSTRACT

Excellent teachers produce quality students who resembles their teachers. Teaching is a very challenging and stressful job that create emotional distress for teachers and have a significant impact on students. Bandura's Social Cognitive Theory of Motivation inspired this study, which focused on Emotional Intelligence. This study attempts to measure the influences of Bangladeshi teachers' emotional intelligence (EI) on students' motivation for academic learning. This research incorporates Daniel Goleman's five EI dimensions: self-awareness (SA), self-regulation (SR), self-motivation (SM), empathy (EM) and social skills (SS). The survey includes students of 14 private and 14 public universities from Bangladesh. A 31-item structured questionnaire survey was designed to collect data from (N = 415) respondents using a five-point Likert scale, and structural equation modeling (PLS-SEM) was employed to measure the reliability, validity, and test of hypotheses. Results revealed that students' motivation for academic learning is directly influenced by teachers' emotional self-awareness (SA), self-regulation (SR), self-motivation (SM), empathy (EM) and social skills (SS). The study's findings indicate that students' motivation for academic learning is positively influenced by teachers' emotional intelligence. Consequently, this study contributes to the body of knowledge on emotional intelligence by offering implications for teachers in higher education.

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1. Introduction

Employers nowadays prefer professionals with a high need for achievement (Goleman, 2010; Kovalchuk et al., 2022) and transferable skills like the ability to work in a team (Ishak et al., 2010; Zsigmond & Mura, 2023), manage emotions (Goleman, 2010; Oussi et al., 2023), communicate appropriately (Pit-ten Cate et al., 2018; Raeissi et al., 2023), adapt to change along with the academic or technical talents (Drigas et al., 2023; Kovalchuk et al., 2022). That is why emotional intelligence qualities like emotional self-awareness, self-evaluation, self-regulation, and drive to put forth effort toward common achievements are essential (Al-Qadri & Zhao, 2021; Boyatzis, 2018; MacCann et al., 2020; Zaky, 2022) to meet the problems imposed by today's complicated society. One must also possess abilities like the capacity for developing others, comprehending, using diversity, and leadership (Chaidi & Drigas, 2022; Ishak et al., 2006).

Researchers indicate that emotional intelligence (EI) could have a substantial impact on the employees' emotional stability and working efficiency, and this is true among all professions, including teaching (Halimi et al., 2020; Ishak et al., 2006; Khassawneh et al., 2022; Kumari et al., 2022). Teaching and learning are fundamentally emotional activities that are primarily focused on the development of defined

CONTACT Md. Aminul Islam  amin@unimap.edu.my  Faculty of Business & Communication, Universiti Malaysia Perlis, Jalan Kangar-Alor Setar, 01000 Kangar, Perlis, Malaysia.

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knowledge and abilities (González-Pérez & Ramírez-Montoya, 2022). Studies have long proven that one of the most stressful jobs is teaching, which is also one of the most desirable (MacIntyre et al., 2020). As lecturers are actively involved, they face recurrent challenges in the work settings, including the adoption of new assessment tools, disruptive students, an excessive workload, stressful workplace conditions, inconsiderate administrators, and parental expectations (Ebadijalal & Moradkhani, 2022; Ishak et al., 2006; 2010).

Consequently, working conditions for teachers are more challenging compared to other professions (Ishak et al., 2010), and such a working atmosphere can result in teachers' emotional outbursts or fallout (Ishak et al., 2006), emotional suffering, discontentment, emotionally laden behaviors, and early retirement (Ishak et al., 2006). The findings by Ishak et al. (2006) also showed that academicians lack positive emotions and, hence, cannot convey their feelings to their students. Studies affirmed that an academicians' negative comments on a student would elicit difficult behavior from the students, affecting their motivation to teach (Han & Xu, 2020). The notable fact is that the impacts of academicians' emotional behavior have feedback on the student's behavior. The academicians' negative descriptors of their students cause greater examples of conflicting interest in learning (Gentrup et al., 2020). Thus, the role of the teacher in modern times has shifted and grown progressively complicated (Rapanta et al., 2021).

Albert Bandura's Social Cognitive Theory emphasizes observational learning, in which students emulate the actions of their teachers. Teachers with high Emotional Intelligence (EI) who demonstrate empathy, self-regulation, and social skills are great role models. By providing a supportive, engaging learning environment, this modeling changes students' attitudes and actions, increasing their willingness to learn (Bandura, 2013; Bandura et al., 1999).

Scholars of literary works have set out to examine the influence of emotional intelligence among teachers and students as a means to motivate students towards learning (Halimi et al., 2020; Ishak et al., 2010). Surprisingly, Khassawneh et al. (2022) discovered that the right use of emotional intelligence delivers a positive light to teaching. Pertinently, Issah (2018) confirmed that teachers adept at assessing their own emotions are better at conveying their demands and are more concerned with their own emotions and the emotions of others to achieve their desired outcomes, contributing to increased output with a positive impact on students.

Several earlier researches have revealed that teachers with high emotional intelligence outperform their peers. They have strong social skills and a high level of empathy (Halimi et al., 2020; Urhahne & Wijnia, 2021). As a result, they get along well with everyone and everything in their workplaces (Husk & Lewis, 2023). The best teachers are the individuals who have the ability to recognize their emotions and are concerned about their students' educational requirements (Anderson et al., 2020; Benesch, 2020). These teachers use engaging, original, and unique teaching strategies. In addition, research by Ishak et al. (2010) and Flores (2019) revealed that teachers who show concern for their students are more dedicated to their careers as teachers. These teachers showed better listening skills and a greater sensitivity to their students' expectations.

According to Ngui and Lay (2020), in their empirical research conducted in Malaysia, the requirements of their jobs are causing emotional stress in Malaysian teachers. The findings of Ngui and Lay (2020) indicate that the phenomenon has existed for many years. Additionally, Ngui and Lay (2020) were able to comprehend how Malaysian teachers lacked good emotions, could not communicate positive emotional responses to the students, and could not react appropriately to the dysfunctional behaviors of the students. Similar studies by Ishak et al. (2010) and Mohamad & Jais (2016) depicted that Malaysian teachers exhibit low to moderate levels of emotional intelligence, with the majority scoring inadequately on self-regulation. Ishak et al. (2006) demonstrate that instructors who exhibit greater Emotional Intelligence (EI) levels has a substantial impact on students' academic learning.

However, indicating the importance of similar studies, the present research found a gap in this specific area of research in the context of Bangladesh. Prior research has yet to be conducted on this topic from Bangladesh perspective. In order to measure teachers' EI and the EI core competence levels, more research is required in this field to identify the impacts of emotional intelligence on students' motivation for academic learning. With the support of such data, the Ministry of Education (ME) and Teacher Training Institution of Bangladesh may create strategies that encourage teachers to improve their EI to a greater level and practice to motivate and encourage students (Khassawneh et al., 2022).

This study intends to investigate the influence of teachers' emotional intelligence on students' motivation for academic learning through an empirical study on private and public universities in Bangladesh (Iram & Nasreen, 2021; Skura & Świdarska, 2022; Spergel, 2010; Welmilla, 2020) by employing Goleman's (2001) model of EI consisting of five areas such as self-awareness, self-regulation, self-motivation, social skills (Mohamad & Jais, 2016) and empathy (Ishak et al., 2010). Universities transform society worldwide and remain the hub of progress (Leal Filho et al., 2019). The culture of higher education in Bangladesh can be strengthened by enhanced communication between faculty and students, the adoption of contemporary pedagogical skills, and the commitment of both students and faculty (Kaur et al., 2019).

2. Literature review

2.1. Underpinning Theory

This study was framed by Bandura's Social Cognitive Theory of Motivation, emphasizing Emotional Intelligence. In line with Bandura's social cognitive theory, there is a clear correlation between teachers and learners. The personality of a teacher has the potential to establish an atmosphere of learning that may either stimulate or hamper the student's learning. His theoretical viewpoint highlights the connections between the learning environment and students' confidence in their learning. He particularly contends that students' 'perception' about their talents within the classroom does influence their academic performance. Bandura introduced the term 'self-efficacy' as a result of his research into the connection between self-perception and how people act. He defines it as a person's confidence in her or his capacity to perform an act that is appropriate for a specific instance. A person's impression of self-efficacy determines whether or not behavior is launched, how much effort is wasted, and whether or not behavior persists in front of difficulties (Bandura et al., 1999). A good teacher creates a learning environment in which learners can strive for mastery without the worry of being disgraced. Brain-based scholars revealed a link between feelings, emotions, and learning (Froyum, 2013; Kovalik and Olsen, 1998; Zins and Elias, 2007).

2.2. Emotional intelligence (EI) constructs

Academic studies have recently been quite interested in emotional intelligence (EI) (Goleman, 2001, 2010; Ishak et al., 2010; Mohamad and Jais, 2016; Spergel, 2010). EI has been characterized as the capacity for reliably and effectively processing emotional information. It has also been described as the ability of stronger self-motivation and the capacity to understand one's personal emotional state are more important than the emotions of others (Goleman, 2010). Moreover, EI has the capability to augment and broaden several facets of human behavior and inclinations. The measurement of EI may be conducted by examining five fundamental dimensions outlined in Goleman's (2001) trait approach to EI. These dimensions include 'self-awareness', 'self-regulation', 'self-motivation', 'empathy', and 'social skills'. By assessing these areas, a person can get insight into an individual's ability to acquire and apply practical skills and knowledge.

2.2.1. Self-awareness (SA)

Self-awareness is the cognitive ability to recognize and differentiate individual's mental states, comprehend and interpret his or her current experiences and underlying causes, and understand the contextual factors that have contributed to the emotional and psychological states. Emotional self-awareness refers to an individual's ability to comprehend the interplay between their objectives, ideas, actions, and achievements with their emotions and the potential consequences arising from these associations (Goleman, 2001).

2.2.2. Self-regulation (SR)

The second core competency of Goleman (2001) is self-regulation which is the notion the skill of remaining composed in the face of provocation or conflict, reducing defensiveness, and, finally, recovering justification. It also involves controlling negative emotional drives and outbursts, expertly channeling

negative affect, and deliberately provoking and maintaining both joyful and unpleasant sensations as necessary (Boyatzis, 2018; Goleman, 2001; Schunk & Zimmerman, 2012).

2.2.3. Empathy (EM)

According to Goleman (2001), the third fundamental aspect is empathy, which is the capacity to comprehend and appreciate others' perspectives and emotions. The display of social awareness and empathy may be shown by those who are observant of both the implicit emotions and explicit expressions of others (Goleman, 2001).

2.2.4. Self-motivation (SM)

The fourth dimension of Goleman (2001) is self-motivation consisting of elements like self-aspirations, ascriptions, and expectations aimed at accomplishments (Bar-On, 2012; Boyatzis, 2018; Goleman, 2001). As shown by Boyatzis (2018) self-motivation is a commitment to indulge in regular activities and to devote to any specific task as well as taking responsibility for one's accomplishments and mistakes is one approach that is associated with self-motivation.

2.2.5. Social skills (SS)

The fifth dimension of Goleman is people skills, commonly referred to as social skills, which are the capacity to establish and maintain interpersonal ties (Goleman, 2001). Respect for others, mutual respect, commitment, adaptability, compassion, sensitivity, agreement, and networking are all a part of the category known as social skills (Apar & Rodzalan, 2022).

2.3. Motivation

Motivation is an internal condition that helps to invigorate or activate activities and give them meaning. Motivation in the learning process is characterized by self-efficacy (Reeve, 2018). It may be a psychological state or condition, a want or want, or the impact of needs and desires on the intensity and direction of activity that activates and drives behavior toward a goal. In addition, motivation includes arousal, direction, and persistence of conduct (O'Reilly, 2020). Motivation is the type of subjective reaction that an individual has when their behavior is initiated, energized, sustained, directed, and halted. On the other hand, Mukokoma (2016) describes it as inner and extrinsic motivators that encourage someone to reach a certain objective. Moreover, Syaifuddin & Toni (2023) confirmed that motivation is the collection of processes that rouse, direct, and sustain human behavior in order to achieve a predetermined objective. Motivation must be tailored to the requirements, reasons, and objectives to arouse, guide, and maintain behavior. Maintaining motivation for study demands determination and optimistic views in work (Bayounes et al., 2022). Students' desire for academic learning is closely tied to self-efficacy (Dweck, 1986). Bandura (1978) claimed that self-efficacy beliefs, defined as people's confidence in their capacity to perform certain activities, play an important role in determining motivation and behavior. Pintrich and De Groot (1990) found that motivation impacts students' use of self-regulated learning techniques. Furthermore, Zimmerman (2000) discovered that students with high self-efficacy are more inclined to ascribe their academic achievement to their efforts, instilling a sense of competence and autonomy.

Furthermore, Vallerand (1997) highlights the importance of intrinsic motivation in promoting sustained engagement and deep learning. He also demonstrates the intricate connection between self-efficacy beliefs, intrinsic motivation, and academic accomplishment, emphasizing the necessity of creating a supportive learning environment that fosters students' confidence, autonomy, and intrinsic interest in learning. However, since motivation aids in setting the direction of the action, namely towards the objectives to be achieved, students' motivation to learn is the driving force behind every activity that must be carried out by the instructor (Suparti & Daliman, 2023). Because of this, motivation offers a clear direction, and teaching and learning activities must be carried out in line with the application of learning objectives. (Wardani et al., 2020)

2.4. Self-Awareness (SA) and motivation for academic learning (MAL)

Education science scholars such as Clabaugh et al. (2021) affirmed that those persons with better emotional health should have a more upbeat outlook on life and more control over their emotions. Magnano et al. (2016) demonstrated a strong positive correlation between self-emotion awareness and a person's propensity for achievement. They also discovered that one's motivation to avoid punishment is affected by one's knowledge of others' emotions. The arguments related to Jayamala et al. (2021) established that emotional intelligence is a strong predictor of perceived performance. Learning motivation may influence transition into university education, particularly self-belief in learning. Sharma (2022) also concluded that people with greater EI have a greater ability to influence others. Changing the EI of teachers can influence student's motivation, and early identification of students who have low self-esteem may enhance teaching and learning, psychological welfare, and resilience (Edgar et al., 2019).

However, the role of the teacher is to motivate pupils to take an interest in their studies. As a result, in order to actively serve as a motivator, a teacher must acquire a variety of traits (Moskowitz, 2021). Increasing talents that can demonstrate mastery of content or information is one thing instructors may do to play a more proactive role as motivators and working to improve teacher quality (Andriningrum & Gunawan, 2018). For that, teachers must get a great deal of knowledge and keep learning through a variety of media and sources relevant to their professions (Moskowitz, 2021). It is evident from the literature that teachers' self-awareness has a significant influence on students' motivation to learn. Therefore, the development of the hypothesis is based on the research context:

H1: Teachers' self-awareness has a positive influence on students' motivation for academic learning.

2.5. Self-Regulation (SR) and motivation for academic learning (MAL)

Researcher like Pit-ten Cate et al. (2018), had shown a substantial correlation between emotional regulation and effective learning. Since those who are aware of their own emotional intelligence are better equipped to lead and connect with others more skillfully, they advocate include emotional intelligence in the evaluation process for choosing teachers. When a teacher embarrasses or treats learners unjustly, it frequently encourages passive aggressiveness or a learned helplessness in which students avoid tasks out of fear of failing. Similarly, earlier research has found that students' perceptions of the quality of instruction they get are impacted by their professors' emotional regulation. Teachers who exhibit negative emotions and unhappiness in the classroom have worse instructional quality than teachers who exhibit greater positive feelings (Frenzel et al., 2009; Postareff & Lindblom-Ylänne, 2011).

Notably, the findings of the studies of Frenzel et al. (2009) on discrete emotions of enjoyment, anger, and anxiety demonstrate the way students reveal teachers who exhibit delight are regarded as having offered an outstanding, conceptually challenging, and sensible lesson, whereas teachers who exhibit feelings of anxiety and anger are considered as having an inadequate and exceptionally poor standard of teaching, as well. In line with the authors, stressed and nervous lecturers provide less detailed and unclear explanations. Sutton & Wheatley (2003) identified that teachers' cognitions and techniques, which are also shaped by their emotions, have a number of indirect consequences on learners. The first and foremost, teachers' emotions, whether negative or positive, have an impact on memories and enthusiasm. Positive emotions are a crucial component of intrinsic motivation, but they are not the only ones. Negative emotions, on the contrary, typically reduce the teacher's intrinsic motivation (Sutton et al., 2009). Thus, it is evident from the literature that teachers' self-awareness has a significant influence on students' motivation to learn. Therefore, the development of the hypothesis is based on the research context:

H2: Teachers' self-regulation has a positive influence on students' motivation for academic learning.

2.6. Self-Motivation (SM) and motivation for academic learning (MAL)

Self-motivation, which is a necessary condition for ensuring learning, is what drives behavior. Student's behavioral engagement, or how active they are in learning activities in terms of on-task attention and effort, might show signs of students' motivation for academic learning (Wang et al., 2019). Zusho et al.

(2023) revealed that the most intriguing result of the researcher's extensive studies triggered the significance of encouragement, not merely the urge for learners to improve, but sometimes the joy of studying, the absolute adore of endeavor, and the capacity to succeed in the face of adversity - as the greatest presents to possibly give university graduates. A skilled teacher does not always mean he is without flaws, faults, or inadequacies. A teacher who does not have a profound knowledge of the thoughts and experiences of the students proves specific areas of academic weakness and deficiency. This perspective does not imply that the instructor supports the shortcomings or aberrations in the attitudes and behavior the learners exhibited (Gunawan, 2017). Thus, it is evident from the literature that teachers' self-awareness has a significant influence on students' motivation to learn. Therefore, the development of the hypothesis is based on the research context:

H3: Teachers' self-motivation has a positive influence on students' motivation for academic learning.

2.7. Empathy (EM) and motivation for academic learning (MAL)

The teachers still giving students a second chance, but they expect them to improve because of their empathetic approach. Teachers exhibit passion for their field of study (Gunawan, 2017) with intelligible language and attitudes, the teachers clarify everything that is still incomprehensible. In order for the learning system to function effectively, the instructor must put it into practice. The success of this endeavor rests on the educator's initiatives to encourage learners to learn. It's challenging to get students to study diligently. Therefore, teachers must be resourceful in igniting student enthusiasm in order to promote student motivation and get the best learning outcomes (Wardani et al., 2020).

However, the present study indicates that the teachers' perceived interest in their students' learning is one of the motivating variables that support high levels of learning. They think that high levels of learning will take place when professors promote a students' autonomy. If not, learning drive wanes. It is essential that the researcher looked at important studies on the voice of learner's since it is critical to understand the students' perception of anything which drives students to learning. In this field, there has been a lot of study (Ahad et al., 2021). As shown by Ahad et al. (2021) teachers must listen to and engage the students in order to improve students' motivation to learn. The findings concur with Silva's study that equality for all subgroups is the biggest deterrent to student voice. It is evident from the literature that teachers' self-awareness has a significant influence on students' motivation to learn. Therefore, the development of the hypothesis is based on the research context:

H4: Teachers' empathy has a positive influence on students' motivation for academic learning.

2.8. Social skills (SS) and motivation for academic learning (MAL)

Teachers who demonstrate emotional intelligence exhibit deliberate thoughtful conduct, more adaptability, and powerful communication (Spergel, 2010). These teachers are more enthusiastic and cheerful, relying on abilities and positive habits (Goleman, 2010). It's essential to be aware that emotional intelligence is a crucial part of a teachers' skill set. Higher behavioral engagement reported by students has consistently been linked to academic success and a lower probability of dropping out. In conjunction with other qualities, social skills are advantageous in facilitating transformation, influencing and inspiring individuals, and establishing and overseeing groups (Goleman, 2001, 2010). Moreover, social connection encompasses several advantages. It fosters individual confidence and society inclusivity. Collaboration may facilitate certain tasks that are not feasible to complete alone, such as obtaining team assistance or successfully finishing a project work (Fernandez-Perez & Martin-Rojas, 2022).

Being successful in this highly emotional profession necessitates the development of positive emotional skills, since people who lack these capabilities occasionally abandon their careers timely. Teachers must demonstrate human traits, specialized knowledge, and abilities like nurturing, caring, and dedication to their field. Dr. James Comer stated his concern that the linguistic, intellectual, and athletic ability are the only ones that are addressed in pre-service professional development. Dr. Comer created a paradigm for educational change focusing on interactions that are beneficial for students' development (Comer et al., 2006).

It is evident from the literature that teachers' self-awareness has a significant influence on students' motivation to learn. Therefore, the development of the hypothesis is based on the research context:

H5: Teachers' social skills has a positive influence on students' motivation for academic learning.

3. Theoretical research framework

The framework for the research was constructed using an analysis of the prior literature with the hypotheses and assumptions regarding the 06 selected variables. Figure 1 depicts the connection among the five independent variables and one dependent variable and suggested five hypotheses. All the hypotheses are constructed, evaluated, and revised from Ishak et al. (2010), Spergel (2010) and Mohamad & Jais (2016). The interpretations of the aforementioned scholars were also examined for changes and the determination of independent and dependent variables. Emotional Intelligence (EI) was the independent variable with the five significant dimensions namely Self-Awareness (SA), Self-Regulation (SR), Self-Motivation (SM), Empathy (EM), Social Skills (SS) and dependent variable was Motivation for Academic Learning (MAL). The hypotheses are thoroughly studied using data obtained from university students. The units of analysis are the students of private and public universities of Bangladesh.

4. Methodology

4.1. Research design

The present research is a cross-sectional study. This researcher collected data once using a developed self-administered questionnaire instrument to collect appropriate and relevant data. This study adopted a quantitative approach because the question called for answers that were quantitative in nature. Quantitative techniques were also applied in prior similar studies (Ishak et al., 2010, and Mohamad & Jais, 2016). Consequently, the study uses a cross-sectional sample survey to collect data for a specific moment. This study followed a deductive methodology since it was a quantitative study that needed to uncover correlations between several variables. The research process began with a theoretical underpinning, then developing a hypothesis, collecting a sample of data, and validating the analysis findings.

4.2. Developing research instrument

In the current study, five (05) items have been used for each of the five components of Emotional Intelligence (EI) as independent constructs. Each component was evaluated using a set of five items. These components were conceptualized as 'Self-awareness (SA)' based on the work of Koc & Boz (2020) and Mohamad & Jais (2016), 'Self-regulation (SR)' from the studies by Nguyen et al. (2020), 'Self-motivation (SM)' based on the research by Iqbal et al. (2022), 'Empathy (EM)' from the work by Sa et al. (2019), and 'Social-skills (SS)' as per the studies by Ishak et al. (2010) and Cerit & Şimşek (2021). Similarly, six questions designed from Tam et al. (2021) and Chang & Tsai (2022) were adopted to measure the dependent variable 'Motivation for Academic Learning (MAL)'. Further, the independent and dependent categories were assessed using a 5-point Likert scale, from 'strongly agree' to 'strongly disagree,' respectively. The questionnaire survey method is effective for determining whether the corresponding constructs and variables are likely to be related (Kempen, 2012). The measurement items are available in the Appendix 1 of the article.

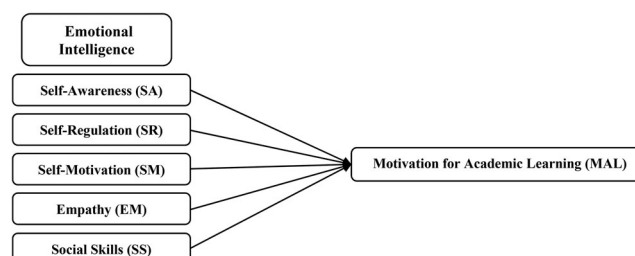


Figure 1. Theoretical research framework.

4.3. Development of questionnaire; pre-test and pilot study

The researchers in this study delivered a pre-designed survey questionnaire according to the recommendation of Kempen (2012). To ensure that participants understood the survey topics without ambiguity, the questionnaire was first pre-tested through a debriefing procedure with 40 respondents. During the survey administration, participants were subjected to careful observation, followed by a request to comment on any difficulties encountered in grasping the survey questions. The formulation and sequencing of the questions were determined in accordance with the results obtained from the pre-testing phase. Furthermore, the writers conducted a preliminary investigation to evaluate the practicability of doing the whole study and ascertain the appropriateness and dependability of their research approach (Van Teijlingen & Hundley, 2001). Approximately 40 randomly chosen participants' sample data, or around 10% of the overall sample taken into consideration for this study, made up the sample size for the pilot test (Connelly, 2008). The scales' internal consistency was shown to be higher than 0.7 in the pilot testing. The questionnaire for this study encompasses a variety of open-ended questions to gather information on the respondents' demographic traits. The statements on the Likert scale used in this study had a neutral choice and were not coerced.

4.4. Sampling and data collection

Respondents of the current study were chosen using a purposive sampling method, which targeted students from both public and private universities located in various areas of Bangladesh. The inclusion criteria utilized to choose participants included academic levels such as undergraduate, graduate, or postgraduate, as well as university affiliation such as public or private. The criteria for exclusion were used to guarantee that participants were relevant to the study's aims; particularly, people who did not match the specified academic status standards or were not enrolled at the universities were excluded from participating. The selection criteria were set to enable a thorough examination of the phenomena under investigation. The study aims to capture varied viewpoints and experiences connected to the influence of EI on motivation for academic learning from students of both public and private universities, as well as from various academic levels. This method was based on the assumption that educational setting and academic progression may have a major impact on identifying the influences of the teachers' EI on their motivation for academic learning. Selecting students from diverse locations in Bangladesh was prompted by a desire to increase the geographical variety and generalizability of findings. Furthermore, purposive sampling was considered suitable as the population under research was unlisted. Other causes of employing non-probability sampling in this work are lower costs, ease of access, and quickness (Malhotra and Dash, 2016). Research shows that non-probability sampling used with caution yields reliable findings (Cooper et al., 2006). When the authors want to anticipate the relationships in a conceptual model, they should employ non-probability sampling (Hulland et al., 2017). The authors chose purposive sampling for the reasons stated above since this study primarily anticipates and displays the correlations between multiple dimensions without drawing broad demographic conclusions. Furthermore, this data collection method has been employed to obtain information from the respondents who will only be able to give that whatever the researchers are searching, or who may satisfy the researchers' requirements (Sekaran & Bougie, 2016). This survey covered 415 students from 28 public and private universities located in different regions in Bangladesh. The students were divided into three categories: undergraduates, graduates, and postgraduates. A total of 1000 questionnaires were distributed to the respondents, of whom 469 returned their responses, of which 415 were considered valid and the remaining 54 were inadequate, incoherent and not usable. As a consequence, the sample size for data analysis in the research was whittled down to 415, which are good enough for any conventional PLS-SEM investigation in reference to Hair et al. (2013). In addition, 415 questionnaires with a reaction rate of 41.50% were deemed complete for analysis of the data because prior studies in the perspective of Bangladesh found a reaction rate of 29% (Rubel et al., 2018) and 33% (Amin and Rubel, 2020). A pilot research with 40 randomly selected students was done before the main survey to make sure the questionnaire items were acceptable for the study's objectives. In response to the results of this pilot research, the items were modified to promote clarity and understandability without the use of redundant items, to ensure consistency.

4.5. Data analysis

Partial least square-structural equation modeling (PLS-SEM) were used in this research for analyzing the data and evaluating the suggested model. PLS-SEM is considered more accurate than regression modeling while evaluating the relationships among constructs (Hair et al., 2013). SEM is an important and effective statistical method that combines path analysis (using a structural model) with factor analysis (using a measurement model). SEM analyzes each relationship that has been proposed at the same time. This study typically predicts based on teachers' emotional intelligence in light of many circumstances. Because of its predictive effectiveness, we also employed PLS-SEM with Smart-PLS in this investigation. It is capable of providing an acceptable result of multiple regression analysis at the same time. Additionally, Smart-PLS is preferred over AMOS because it gives the results of a complex measurement model as well as a structural model (Amin and Rubel, 2020). The researchers particularly conducted a confirmatory factor analysis (CFA) to assess the reliability and validity components as well as the structural fit of the theoretical model. To analyze the gathered data, this study used partial least squares, Smart PLS version 3.2.9 recommended by Hair et al. (2013).

Emotional Intelligence is a multifaceted concept. Rather than considering EI as a monolithic, undifferentiated entity, researchers may better understand how each unique aspect of EI impacts Motivation to Learn by breaking it down into its constituent aspects. Individual dimensions give more detailed information. Different components of EI like self-awareness, self-regulation, self-motivation, social skills, and empathy may influence learning motivation differently. In path analysis, incorporating each dimension of EI independently can result in a more precise and reliable model. This specificity aids in understanding the varied ways in which various aspects of EI contribute to motivation (Kline, 2023). When EI is seen as a single, aggregate variable, this precision is lost. Often, the scales or methods used to measure EI are more trustworthy at the individual dimension level than at the aggregate level. This implies that evaluating these dimensions independently can result in more precise and reliable results.

5. Analysis and findings

5.1. Demographic profile of the respondents

The demographic breakdown of the study's respondents is shown in Table 1.

5.2. Common method bias

In order to determine whether 'common method variance', or CMV in short, is a possible methodological threat, the Harman single factor test was used in this study. In accordance with the Harman single-factor test, CMV can appear as a complex issue if the initial factor accounts for the majority of the variation (Podsakoff et al., 2003 and Aguirre-Urreta & Hu, 2019). After executing un-rotated exploratory factor analysis on each item, the researchers revealed that just 26.29% of the variation is explained by the initial factor (see the Appendix 2), indicating that CMV is not significantly flawed. The results of this test allow the researchers to state that CMV has not had any influence on the results of this investigation.

Table 1. Respondent's demographic profile.

Demographics	Categories	Frequency	Proportion
Gender	Male	228	55%
	Female	187	45%
University Type	Public	232	56%
	Private	183	44%
Level of Education	Post Graduate	125	30%
	Graduate	33	08%
	Undergraduate	257	62%
Field of Study	Humanities	58	14%
	Social Science	33	08%
	General Science	62	15%
	Engineering	75	18%
	Business Administration	187	45%

5.3. Measurement model

For measurement model, two software techniques were used for data analysis. Microsoft Excel was applied to prepare the data for analysis by entering data and generating descriptive statistics. SMART-PLS Version 3.2.9 was employed to test the confirmatory factor analysis (CFA), construct validity was confirmed by item loadings and average variance extracted (AVE), item reliability was assessed by composite reliability (CR) and the test of cronbach's alpha value; Fornell-Larcker criterion recommended by Hair et al. (2013) and the Heterotrait-Monotrait (HTMT) criterion suggested by Ab Hamid et al. (2017) was used to confirm discriminant validity of the constructs; compared to the cross-loadings criteria (0.00%) and Fornell-Lacker (20.82%), Heterotrait-monotrait (HTMT) has greater specificity and sensitivity rates (97% to 99%) suggested by Henseler et al. (2014). The hypotheses are tested considering the path coefficient (β) and p value (Hair et al., 2013). According to Hair et al. (2013) parameter, the minimal standards for selecting the items to be included in the study would be the value of individual item loadings > 0.70 , AVE > 0.50 , and CR > 0.70 , Cronbach's alpha > 0.70 , and $p < 0.05$, as well as for interpreting the relationship among the hypotheses.

5.4. Reliability analysis

Table 2 indicating high level of internal consistency reliability among the all reflective latent variables, Cronbach's Alpha ranging from 0.747 to 0.926; except (EM1 = 0.650), (SR3 = 0.236), (SS5 = 0.486), (MAL2 = 0.282), (MAL5 = 0.341) and (MAL6 = 0.617) all the individual item loadings are above 0.70; the result of Average variance extracted (AVE) of all latent variables are more than 0.50; and the result of composite reliability (CR) of all latent variables are above 0.80; which indicate this research has satisfied reliability parameter and met the convergent validity requirements (CR) suggested by Hair et al. (2013).

5.5. Discriminant validity for constructs

5.5.1. Fornell-Larcker parameters

The square root of the average variance extracted (AVE) values would be more than the connectivity among the latent variables of the empirical non-diagonal variables based on the Fornell-Larcker

Table 2. Reliability analysis.

Latent Variables	Items	Loadings	Cronbach's alpha	AVE	CR
Self-Awareness (SA)	SA 1	0.854	0.903	0.722	0.928
	SA 2	0.884			
	SA 3	0.891			
	SA 4	0.811			
	SA 5	0.803			
Self-Regulation (SR)	SR1	0.830	0.886	0.747	0.922
	SR2	0.908			
	SR4	0.886			
	SR5	0.830			
	SR3	0.236			
Self-Motivation (SM)	SM 1	0.818	0.828	0.660	0.886
	SM 2	0.825			
	SM 3	0.827			
	SM 4	0.778			
Empathy (EM)	EM2	0.776	0.850	0.689	0.898
	EM3	0.796			
	EM4	0.871			
	EM5	0.873			
	EM1	0.650			
Social Skills (SS)	SS 1	0.897	0.926	0.819	0.948
	SS 2	0.926			
	SS 3	0.921			
	SS 4	0.876			
Motivation for Academic Learning (MAL)	MAL1	0.869	0.766	0.683	0.865
	MAL3	0.858			
	MAL4	0.747			
	MAL2	0.282			

Note. Due to weak loadings (item loading < 0.70), items like (EM1 = 0.650), (SR3 = 0.236), (SS5 = 0.486), (MAL2 = 0.282), (MAL5 = 0.341) and (MAL6 = 0.617) needed to be excluded from the measurement model's final output.

Table 3. Results of Fornell-Larcker.

	CR	EM	SM	SA	MAL	SR	SS
EM	0.898	0.830					
MAL	0.865	0.361	0.826				
SA	0.928	0.271	0.435	0.849			
SM	0.886	0.219	0.681	0.330	0.812		
SR	0.922	0.151	0.402	0.248	0.322	0.864	
SS	0.948	0.162	0.395	0.286	0.277	0.223	0.905

Note. The values in bold letters indicate 'the square root' of the AVE, and the remaining values represent the relationship among the constructs. SA: Self-Awareness; SR: Self-Regulation; SM: Self-Motivation; EM: Empathy; SS: Social Skills; MAL: Motivation for Academic Learning.

Table 4. Results of HTMT.

	EM	SM	SA	MAL	SR	SS
EM	-					
MAL	0.446	-				
SA	0.310	0.519	-			
SM	0.257	0.850	0.377	-		
SR	0.168	0.486	0.276	0.377	-	
SS	0.176	0.461	0.308	0.317	0.248	-

parameters. According to Hair et al. (2013), this research fits the criteria for a test with discriminant validity and may be approved. Furthermore, the composite reliability (CR) of the overlooked variables was more than the cut-off value ($CR > 0.70$). As a consequence, the following discriminant validity scores are provided in Table 3.

5.5.2. Heterotrait-Monotrait (HTMT) criterion

Values of Heterotrait-Monotrait (HTMT) around 1 signify a lack of discriminant validity. Comparing the HTMT criterion's value to a predetermined threshold is required. A threshold value of 0.90 is sufficient to gauge discriminant validity, according to Gold et al. (2001). Table 4 shows the results of HTMT which are less than the threshold value of 0.90. Consequently, this study satisfactorily complies with the specifications of the test to demonstrate discriminant validity and therefore be approved.

5.6. Structural model

The researchers employed Smart-PLS version 3.2.9 to assess the structural model and to inspect the postulated relationships. Firstly, the research model's explanatory power was determined based on R^2 values. In this study, R^2 , which represents a predictor's explanatory power on outcome construct, value for MAL was 0.587, representing that EM, SA, SM, SR and SS explain 58.7% variance in the MAL. Hair et al. (2013) argued that in case of academic research the R-square values of 0.50 for endogenous latent variables might be regarded as moderate. Table 5 shows the results of R-square and R-square adjusted are above 0.50 and sufficiently satisfy the standard and can be accepted.

Moreover, the blindfolding method was deployed with omission distance 7 to evaluate the predictive usefulness of the path model. It was subsequently found that the endogenous construct's Stone-Geisser Q^2 value (Geisser, 1974; Stone, 1974) was above zero ($Q = 0.388$ in Table 5), suggesting that the path model's cross-validated predictive relevance was acceptable (Hair et al., 2013).

In addition, this analysis discovered that all of the constructs' VIF values in Table 6 were below 5, indicating that there were no multicollinearity problems (Witten & James, 2013).

Following the measurement of the items 'reliability' and 'validity' scales, the study developed a structural model with five constructs of Emotional Intelligence (EI) serving as independent variables and Motivation for Academic Learning (MAL) functioning as dependent variables. All the five (05) latent constructs have shown a direct positive influence on MAL from the connection strength among all the five constructs of EI and uni-dimensional MAL, which revealed a result that validated the hypotheses. Tables 7 and 8 show the results of the direct influence between the independent and dependent variables through the acceptance and rejection of proposed hypotheses. The results from PLS Structural model are given in Figure 2.

Table 5. Results of R² and R² adjusted.

Dependent Variable	R ²	R ² Adjusted	Q-square
Motivation for Academic Learning (MAL)	0.587	0.582	0.388

Table 6. VIF values for constructs.

	MAL	SA	SM	SR	EM	SS
MAL						
SA	1.242					
SM	1.256					
SR	1.163					
EM	1.109					
SS	1.155					

Table 7. Results from the structural model.

Paths	Beta Coefficient (β)	Std. Error	T - Statistics	p-Values	Results
SA → MAL	0.018	0.034	4.213	0.000	Supported
SM → MAL	0.150	0.062	8.272	0.000	Supported
SR → MAL	0.227	0.034	4.170	0.000	Supported
SS → MAL	0.235	0.035	4.376	0.000	Supported
EM → MAL	0.262	0.046	3.584	0.000	Supported

Table 8. Summary of the test of hypothesis.

Sl. No	Hypotheses	Remarks
H1:	Teachers’ self-awareness has a positive influence on students’ motivation for academic learning.	Accepted
H2:	Teachers’ self-regulation has a positive influence on students’ motivation for academic learning.	Accepted
H3:	Teachers’ self-motivation has a positive influence on students’ motivation for academic learning.	Accepted
H4:	Teachers’ empathy has a positive influence on students’ motivation for academic learning.	Accepted
H5:	Teachers’ social skills has a positive influence on students’ motivation for academic learning.	Accepted

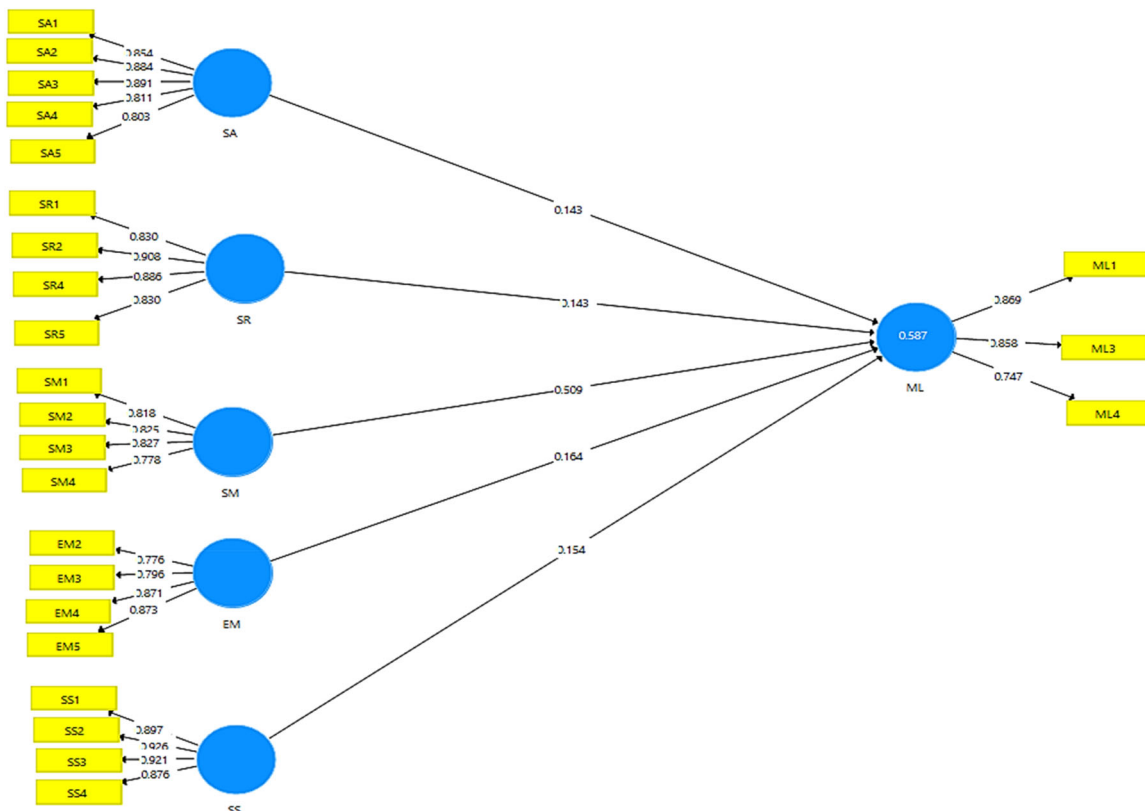


Figure 2. Results of PLS-SEM.

Considering the aforementioned findings, the researchers affirm that emotional SA, SR, SM, EM and SS have a significant influence on students' motivation to learn.

5.7. Discussion

In this study, researchers examined the influence of teachers' emotional intelligence (EI) on the motivation for academic learning (MAL), paying particular attention to the selected public and private universities in Bangladesh. The present study findings indicate that the five components of emotional intelligence, namely self-awareness, self-regulation, self-motivation, empathy, and social skills, have a notable impact on students' motivation to engage in learning activities (Ishak et al., 2006; Mohamad & Jais, 2016; Spergel, 2010). In order to keep students' academic performance at a high level, emotional intelligence ought to be encouraged and expanded in a systematic and continuing manner. Table 6 shows that five latent constructs have a direct positive influence on motivation for academic learning (MAL) from the connection strength among all the five constructs of EI and uni-dimensional MAL, for instance, Self-awareness ($\beta=0.018$); Self-motivation ($\beta=0.150$); Self-regulation ($\beta=0.227$); Empathy ($\beta=0.262$) and Social skills ($\beta=0.235$) which revealed the direct influence among the independent and dependent variables through the acceptance of proposed hypotheses. Table 6 demonstrates the direct influence of teachers' emotional intelligence on students' motivation for academic learning. All of the paths demonstrate statistically significant influence ($p < 0.05$), which supports the hypotheses. Table 8 summarizes the findings of hypothesis testing on teachers' emotional intelligence and student motivation for academic learning. Each hypothesis, associated with various emotional intelligence components, is accepted, confirming their favorable impact on student motivation. These findings stress the necessity of developing teacher emotional intelligence to increase the achievement and engagement of students.

The results of the study mostly agreed with those of other research. The initial finding of this study indicated a favorable correlation between self-awareness (SA) and motivation for academic learning (MAL). This research reveals that teachers who are conscious of their own emotions enable to push students to teach which contribute to motivate students to engage in learning. When teachers understand their emotional state, they can better manage classroom dynamics, indirectly encouraging students to engage more in their learning. The earlier studies Crook et al., (2021) discovered a similar association in the context of the ICT training institutes; while Fernandez-Perez & Martin-Rojas, (2022) conducted a similar study on students in Spanish universities. The fact that teachers' emotional self-awareness contributes to fostering motivation among students through creating learning environment both within and outside of the classroom is one of the causes of this outcome. As a consequence, it guarantees teachers' emotional self-awareness, which assures appropriate conduct in a variety of scenarios and helps to understand how to utilize emotions effectively and influence students towards their academic performance. Another research supplement included some significant data from Goroshit and Hen's (2016) investigations on teachers from Israel's central area. The study found that self-awareness contributes to empathy in teachers, while teachers' empathy contributes lowers student discontent, increases enthusiasm for learning, and reduces stress in both teachers and students. As learning entails life-long acts, EI development might be incorporated across such activities and decision making. Furthermore, teachers who were unable to identify their own thoughts and feelings must appraise those emotional responses, particularly those that exert a significant negative emotions on students, so the possible alternatives to them to circumvent negative feelings (Iram & Nasreen, 2021).

Similarly, the second finding demonstrates a favorable relationship between self-regulation (SR) and motivation for academic learning (MAL). Teachers' ability to manage their emotions effectively, particularly in stressful or challenging situations, significantly influences student motivation. A calm, well-regulated classroom environment can promote better focus and engagement from students. Some prior study results show similar with the present result. For instance, Spergel (2010) revealed similar findings through a study on high school alumni in Canada. Moreover, Zhang et al. (2022) conducted research on on-the-job MBA students in China, which demonstrated that within the context of universities, the emotional self-regulation of instructors play a crucial role in enhancing motivation for academic learning. In the context of higher education institutions, the emotional self-regulation of instructor plays a crucial

role in facilitating students' ability to ask questions without being influenced by concerns about the potential response of their instructors. Conversely, as posited by Backman and Barker (2020), when instructors exhibit emotional outbursts during continuous classroom instructions without affording students opportunities to engage with new information in more challenging contexts, it exacerbates students' negative emotions regarding their perceived lack of achievement. Consequently, this has a significant detrimental effect on students' motivation to engage in the learning process.

The third result displays a positive association between self-motivation (SM) and motivation for academic learning (MAL). Which indicates that teachers with internal motivation or intrinsic motivation can contribute to create a very supportive environment in the classroom which motivates students to engage themselves in learning. Teachers must be vigilant about approaches that will favorably enhance motivation, and they must employ a technique that promotes student desire and excitement. In this regard, Tanti et al. (2020) suggested that self-regulation has a substantial influence on the students' motivation to learn for academic pursuits. In another similar research, Seneru et al. (2023) affirmed that teaching methods to support multiple perspectives are provided as approaches to influence the learner's intrinsic motivation. Autonomy, expectation, instrumentality, effort, interest, gratification, valence, validity, and feelings of self-worth are some of the facets or notions of intrinsic motivation revealed by the study's findings. When these ideas and the teaching tactics linked with them were examined, it was shown that some teaching strategies can have a favorable influence on the different concepts related to intrinsic motivation.

The fourth finding from this research was found to confirm the study's primary hypotheses. Hence, the result revealed that empathy (EM) significantly contributes to motivation for academic learning (MAL). Teachers who are empathetic towards students' feelings and perspectives can create a supportive and understanding learning environment, greatly enhancing student motivation. In support of that, previous research augmented showed some relevant findings from the studies of Cosby et al. (2021) on undergraduate and graduate students at the University of North Florida that learners demonstrated their capacity to identify empathy, empathy is personal, and students believe that empathy is incredibly essential in the classroom/virtual situation. In accordance with the premise that individuals flourish in empathic circumstances, an evidence-based connection between faculty and student views of empathy might be used to build and improve instructional quality and academic outcomes. However, Decety (2015) revealed that in many ways, empathy promotes social relationships. It encourages parental care and bonding for loved ones, promotes prosocial conduct, and helps minimize violence. People enjoy connecting with others who are in similar states of mind, and this emotional resemblance is associated with a number of advantages, including increased collaboration and fewer conflicts among those involved.

Finally, the fifth finding shows a positive link between social skills (SS) and motivation for academic learning (MAL). This finding shows that Teachers with strong social skills can effectively communicate, collaborate, and resolve conflicts, contributing to a positive classroom climate that encourages student participation and motivation. Teachers may use these abilities to foster a good and inclusive learning environment in which students feel understood and appreciated. Student involvement and motivation require emotional support. In the context of instructor and learner, Abbas & Nawaz (2019) showed that the social interaction group expressed the greatest sense of contentment with their learning experience; the interactive and interpersonal interaction associations engaged significantly more in uploading their views than the academic collaboration group; and online experiences of learning led to favorable changes regarding the integration of the online learning - irrespective of the variety of interactions. In similar studies conducted by Iqbal et al. (2022) on university students of China showed that showed that the students' interest did not comprehend the teachers' intentions, resulting in a mediocre desire to learn. Other researchers revealed that instructors with high social skills may effectively control classroom dynamics, establishing a learning environment in which students are encouraged to engage, contribute, and accept difficulties (Durlak et al., 2011). Furthermore, a surge in instructor motivation frequently carries out preventative and educational activities, since learners frequently overlook instructions, necessitating extra direction in this instance.

The findings also show that students are either motivated by the teachers' higher level competency to develop or demotivated to learn as a result of teachers' lower levels of competency (Moskowitz,

2021). Teachers' lack of internal states, interests, skills, and perceptions may cause their emotional outbursts, resulting in poor attainment motivation and an inability to realize their maximum potentials and, as a consequence, create a negative impact on fulfillment of their objectives. Individuals with a great potential to grow are distinguished from those who are less likely to do better (Goleman, 2010).

6. Implications of the research

6.1. Theoretical implications

Albert Bandura's Social Cognitive Theory gives a solid foundation for comprehending how different influences impact learning and motivation. Bandura stressed the importance of self-efficacy in motivation. Teachers with high EI can help students develop a feeling of self-efficacy by offering appropriate feedback, supporting perseverance in the face of adversity, and assisting students in recognizing their improvement. This, in turn, can boost students' confidence in their potential to achieve, hence increasing motivation. For example, if students receive positive feedback on their attempts to better a difficult topic, they may acquire a stronger conviction in their abilities to achieve, resulting in improved motivation and engagement in learning activities. This study applies Bandura's theory to a specific setting, demonstrating how theoretical frameworks may be utilized to comprehend complicated educational processes. It has the potential to provide fresh insights or subtleties into Social Cognitive Theory, notably how emotional intelligence within the teacher-student relationship influences motivation. This study contributes to the expanding body of data on the role of emotional intelligence in educational settings by experimentally evaluating the link between instructors' EI and student motivation. This study contributes not just to educational psychology but also to organizational psychology, developmental psychology, and educational leadership. Teachers, for example, who regularly acknowledge and praise their student's development and accomplishments can boost their confidence and drive which can increase their confidence and support their conviction in their potential to achieve, encouraging continuous effort and engagement. This study not only adds to our understanding of how instructors' emotional intelligence affects student motivation, but it also connects theoretical knowledge to practical applications in the field of education. It has the potential to have an impact on instructional techniques. It emphasizes the significance of emotional well-being in academic accomplishment, which may lead to more comprehensive educational approaches.

6.2. Practical implications

The present research findings highlight the vital necessity of including emotional intelligence (EI) training into teacher education and professional development programs (Durlak et al., 2011; Salovey & Sluyter, 1997). The positive relationship between the teachers' emotional intelligence and student motivation for academic learning emphasizes the need for educators to develop abilities in self-awareness, self-motivation, self-regulation, empathy, and social skills (Weisinger, 1998). Understanding personal emotional triggers and promoting passion allow instructors to establish a focused learning environment that promotes student engagement and academic performance. Likewise, including emotional intelligence training in teacher education programs can improve teaching efficacy and foster positive teacher-student bonds (Brackett & Katulak, 2013). Furthermore, in line with Brackett and Katulak (2013), this study found that instructors with high EI can successfully model emotional abilities, supporting an emotionally healthy classroom atmosphere that motivates students to learn and engage actively. EI is a wonderful tool for teachers looking to encourage their students and improve the entire educational experience.

7. Limitations and future research directions

There are a few parts that could be improved in current research: For starters, the survey population was limited. Despite the fact that the institutions chosen encompassed the majority of the entire population, they do not reflect the full national and global perspective. Further research might broaden the

population to encompass all types of educational institutions, generalizing this particular sector. The respondents were all from the same nation, which may have resulted in cultural bias and hampered the generalizability of the findings. Future studies in various cultural settings in other nations are required to prevent this cultural gap. Second, it was difficult to ensure that all respondents had clear conceptions and relevant understanding of emotional intelligence, motivation, and its beneficial results. Third, the samples used for this study are limited to a certain population stratum: universities. Future research should be conducted on whether there is an association between teachers who exert negative emotions inside or outside of the classroom and student dropout or disengagement in acquiring knowledge. Furthermore, studies should be conducted on the adverse effects that teachers might have on students' willingness to learn, with a particular focus on anxiety among students alongside students' feelings of helplessness. In conclusion, and most crucially, researchers should investigate the link concerning teachers' EI and maturity, dedication toward teaching careers, and organizational commitment among teachers with varying levels of EI, as well as the ways to enhance EI among teachers and students.

8. Conclusions

This research reveals that teachers who are conscious of their own emotions are able to push students to teach, which contributes to motivating students to engage in learning. The current study shows significant variation in students' motivation for academic learning can be influenced by variations in teachers' EI. This is a substantial proportion, indicating a strong relationship. It means that teachers' EI has a significant impact on how motivated their students are in their academic pursuits. These statistical values imply that teachers' emotional intelligence - their ability to perceive, understand, manage, and use emotions effectively - plays a crucial role in influencing their students' motivation towards learning. This could be through creating a positive learning environment, understanding and addressing students' emotional needs, effective communication, and providing emotional support and encouragement. Teachers' emphatic awareness and excellent social skills contribute to motivating students to engage in learning. Because this study considers EI as a character trait, it clarifies social inclinations that involve one's capacity to perceive, interpret, and employ emotional facts. The inclusion of components that arouse intrigue, passion, and leadership may even be significantly responsible for the increase in teaching and learning, which shows that lecturers have inadequate social competencies to grow and promote low values toward others.

The influences of EI on motivation to learn indicate that EI dimensions such as self-awareness, self-motivation, self-regulation, empathy, and social skills result in students' attention to learn in the classes on a continuous basis, create positivity towards the teachers, push students to explore and ingenious, and love to follow the teachers, which mostly lead to a rise in students' motivation to learn. That is why the present research strongly recommended that institutions need to conduct widely accepted training programs to boost the emotional competencies of the teachers as well as students. Institutions must acknowledge the critical role of emotional intelligence in developing high-performing teachers to ensure motivation toward learning among students.

Disclosure statement

No potential conflict of interest was reported by the author(s).

About the authors

Md. Hafizur Rahman is an Assistant Professor in HRM in the Department of Business Administration at the Bangladesh Army University of Engineering & Technology. He completed his MBA in Strategic and International Management (SIM) from University of Dhaka. His research interests includes Leadership and Emotional Intelligence, Strategic Human Resource Management, Human Capital Management, Talent Management, Green Management, etc.

Mohammad Bin Amin is a PhD Scholar in Károly Ihrig Doctoral School of Management and Business, Faculty of Economics and Business, University of Debrecen, Debrecen, Hungary. His areas of research interest include circular economy, environmental economy, green supply chain management, sustainable performance, green technology,

green HRM, green knowledge sharing, knowledge sharing behavior, bio-fuel economy, employee engagement, green involvement, corporate social responsibility, technology adaptation, health care technology, entrepreneurial intension, knowledge sharing intention.

Mohd Faizal Yusof is a Lecturer-Associate Applied Researcher at the Faculty of Resilience of the Rabdan Academy Abu Dhabi of United Arab Emirates. He is an experienced blockchain researcher, university technology transfer officer, professional software developer, and former start-up entrepreneur. He has moved up the levels in several software technology companies from software engineer to chief technology officer of a university technology transfer company. He has published many journal articles indexing in Scopus and WOS. His research area includes Blockchain, information security management, marketing, and internet governance.

Dr. Md. Aminul Islam is a Professor in Finance at the Department of Business in the Faculty of Business and Communication of Universiti Malaysia Perlis. He received his bachelor's degree from the International Islamic University Malaysia; his MBA and Doctor of Philosophy from Universiti Sains Malaysia. He also completed an advanced higher-education teaching diploma from the Nottingham Trent University. He has authored and co-authored about 170 journal papers and 64 conference papers. He has also authored and co-authored five books and three book chapters. He is a certified trainer of the Human Resource Development Corporation of Malaysia. He is a member of the Asian Academy of Management, the Malaysian Institute of Management, and an associate member of the Malaysian Finance Association. He is a visiting Professor of Ubudiyah University Indonesia, Daffodil International University, and East Delta University. His research areas of interest include FinTech, Blockchain, Econometrics, Islamic Banking, Sukuk, and Management.

Sadia Afrin is a MSc. Candidate at Faculty of Business & Communication of Universiti Malaysia Perlis. She completed her Bachelor's and Master's in Education from the University of Dhaka. Her research interests include HRM, Education Psychology, Education Management.

ORCID

Md. Hafizur Rahman  <http://orcid.org/0009-0002-4924-2740>

Mohammad Bin Amin  <http://orcid.org/0000-0002-9184-4828>

Mohd Faizal Yusof  <http://orcid.org/0000-0001-8464-3932>

Md. Aminul Islam  <http://orcid.org/0000-0001-6516-2463>

Sadia Afrin  <http://orcid.org/0009-0003-0202-3169>

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Appendix 1

Table A1. Questionnaire constructs and items.

Constructs and items
<i>Self-awareness</i>
Most of the teachers are self-confident and teach to be strong, confident and positive
Most of the teachers can understand when students feel bore in their classes
Most of the teachers like to admit their own mistakes
Most of the teachers can easily understand when students are going through any problem
Most of the teachers are flexible and willing to accept changes
<i>Self-regulation</i>
Most of the teachers can control their anger inside or outside the class
Most of the teachers care about and respect student's feeling & emotions and don't try to hurt them
Most of the teachers don't mix their job and life stress in the class
Most of the teachers like to accept any better ideas from the students
Most of the teachers don't behave the same way in all the time/ circumstances
<i>Self-motivation</i>
Most of the teachers are energetic and ready to go through any type of adversity for the development of students
Most of the teachers are interested to give extra time to the students for their career development
Most of the teachers always remain cheerful, positive and satisfied
Most of the teachers show their passion towards their profession in the class
Most of the teachers give efforts to make the lessons interesting and interactive
<i>Empathy</i>
Most of the teachers help students to understand any topic until they understand even if the topic is very easy
Most of the teachers never humiliate or behave rudely with weak students
Most of the teachers try to help the students when they are in trouble
Most of the teachers support students when they are in mental/ physical break-down
Most of the teachers consider attendance and arrange recovery examinations when students remain sick
<i>Social skills</i>
Most of the teachers are friendly in the class as well as outside the class
Most of the teachers can influence through their behavior and words
Most of the teachers don't force to attend in their classes as students enjoy to do so
Most of the teachers can communicate with the students very well
Most of the teachers are capable of maintaining good relationship with the students
<i>Motivation for Academic Learning</i>
We love attending the classes regularly to learn new things
We feel boosted to study more and learn more after most of the classes we attend
We are happy with the teaching staff and remain attentive in the classes
We don't go to most of the classes only to obtain attendance and marks
The classes drive us to be creative and innovative in thinking
We love to follow the teachers as they always help us to grow

Appendix 2

Table A2. Common method biasness test.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.149	26.288	26.288	8.149	26.288	26.288
2	3.380	10.904	37.193			
3	3.050	9.837	47.030			
4	2.450	7.902	54.932			
5	2.354	7.593	62.525			
6	1.328	4.284	66.810			
7	1.084	3.498	70.308			
8	.985	3.178	73.485			
9	.880	2.840	76.325			
10	.695	2.241	78.567			
11	.618	1.992	80.559			
12	.601	1.940	82.499			
13	.521	1.680	84.178			
14	.479	1.545	85.723			
15	.465	1.500	87.223			
16	.436	1.408	88.631			
17	.434	1.401	90.032			
18	.388	1.252	91.283			
19	.346	1.117	92.400			
20	.329	1.063	93.462			
21	.303	.978	94.441			
22	.289	.934	95.374			
23	.285	.920	96.294			
24	.258	.831	97.125			
25	.225	.726	97.851			
26	.212	.683	98.534			
27	.192	.620	99.154			
28	.141	.454	99.608			
29	.113	.366	99.973			
30	.006	.021	99.994			
31	.002	.006	100.000			

Extraction Method: Principal Component Analysis.