



Effectiveness of Online Emotional Intelligence Training among Bangladeshi Youths: A Quasi-Experimental Study

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Abstract

Background: Emotional Intelligence is a crucial skill for personal and professional development, encompassing self-awareness, self-regulation, social awareness, and relationship management. This study evaluated the effectiveness of a 4-day online EI training program among Bangladeshi youth to enhance their emotional competencies. *Methods:* The present quasi-experimental study was conducted from 10 September 2024 to 30 November 2024. A total of 80 participants aged 18–30 years completed the program, which included four structured modules on EI. Pre- and post-training EI scores were assessed via the Bengali version of the Emotional Intelligence Scale. The data were analyzed using paired t-tests and descriptive statistics to measure improvements and explore demographic influences. *Results:* The participants' EI scores increased significantly, with an average improvement of 7 points (pretest: 120.89, posttest: 127.89; $p < 0.001$, Cohen's $d = 0.98$). High satisfaction levels were reported, with 90% of participants rating the training 4 or higher on a 5-point scale. No significant differences were observed in EI improvements across gender, socioeconomic status, or residential area. *Conclusion:* The program significantly enhanced in EI, emphasizing its potential to foster emotional growth and resilience. Future research should address long-term impacts, optimize participant engagement, and explore broader applications of EI training to promote well-being and mental health in diverse populations.

Keywords: Youths; Bangladesh; Emotional Intelligence; Quasi-experimental study; Online Training Program

1. Introduction

Understanding and regulating emotions is fundamental for effective communication and overall well-being. Scientific explorations into emotions are important as it is central to social interaction, personality development, and cognitive functioning. Emotional Intelligence (EI) enhances self-awareness, emotional regulation, and social connections. It fosters resilience, intellectual control, and adaptability, helping individuals achieve success, maintain mental well-being, and lead a meaningful life.(Erkuş, 1994; Mayer & Salovey, 2004) Mayer et al. explained that EI is the ability to reason about emotions, and to use emotions to enhance thinking.(Mayer & Salovey, 2004) EI, according to Goleman, involves recognizing and regulating emotions, empathizing with others, and using communication to achieve goals (FIGURE 1).(Goleman, 1995) It includes skills such as emotional recognition, comprehension, and regulation, which are important for children's healthy interactions.(Goleman, 2001) Huffman stated that high EI integrates the cognitive, physiological, and behavioral aspects of emotions.(Huffman et al., 2014) Bhatia explains that emotional intelligence helps individuals understand emotional data and the logic behind feelings.(Bhatia, 2018)

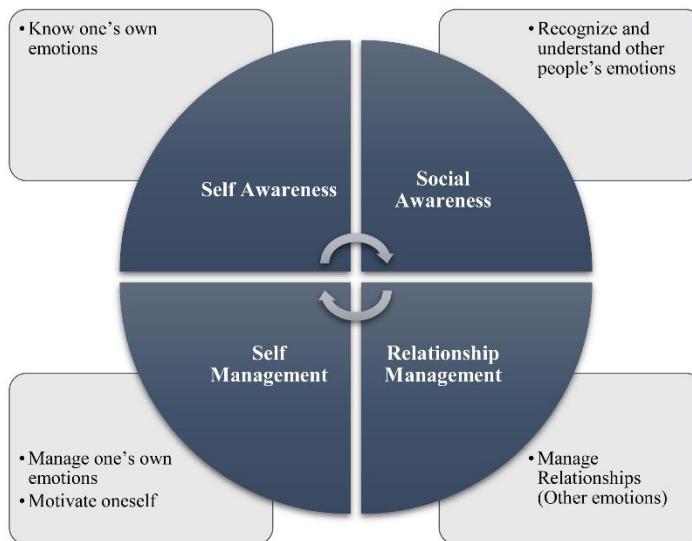


Figure 1: Goleman's model of emotional intelligence (Source: Goleman, 1995).(Goleman, 1995)

A person's EI is strongly impacted by familial relationships, parental connections and directly linked to achievement and success. Other elements such as the character, neurophysiology, and cognitive development of the child, environment of family, school, and social circle are crucial for adolescent EI. Researchers first became aware of the significance of EI through Goleman. There is a lack of assessment instruments for assessing adolescents' EI in Bangladeshi society. To address this, an Emotional Intelligence Scale (EIS) was created to measure traits such as self-awareness, empathy, self-motivation, emotional stability, managing relationships, integrity, self-development, and value orientation; this scale has been modified and validated for Bangladeshi culture.(Uzzaman & Karim, 2017, 2018)

There is considerable evidence pointing to EI's positive role in helping students deal with stress, develop relationships, and handle the transitions facing them. EI in youths covers their ability to use emotions effectively and productively in an adaptive way.(Sekhri & Sandhu, 2017) Theoretically, EI is the cooperative union of intelligence and emotion. A class of intelligence that includes social, practical,

and personal intelligence can be seen as incorporating emotional intelligence.(Fernández-Berrocal & Extremera, 2006)

EI training provides methods for handling negative emotions, helps students identify their emotions and personal boundaries, and improves social skills.(Durham et al., 2023) It allows students to analyze situations better, leading to stronger relationships, academic and professional success, and the ability to communicate emotions effectively. It is important to integrate EI education into the overall development of young people.(Schutte et al., 1998) EI can be developed and taught through various training courses and includes self-awareness, self-control, social awareness, and interpersonal relationships.

A study involving 31 skilled teenage table tennis players implemented a six-session emotional intelligence (EI) training program during a competitive season. Results showed improvements in understanding and regulating emotions, with increased use of adaptive strategies like acceptance, planning-focused thinking, and positive reappraisal, and decreased reliance on maladaptive strategies such as self-blame and catastrophizing.(Cece et al., 2023)

This study will aim to explore the effectiveness of an online EI training program among Bangladeshi youth. This quasi-experimental study will investigate the baseline levels of EI among Bangladeshi youth before they participate in an online training program, compares the post-training levels of EI with the pretraining levels, and analyzes the influence of demographic variables (such as age, gender, and educational background) on the effectiveness of the EI training program. Early exposure to and use of EI in youths will improve their personality development overall and help them utilize it to control their behavior.

By emphasizing the importance of EI training programs, this study aims to improve overall mental health outcomes for youth, ultimately contributing to the creation of healthier and more resilient families in Bangladesh. As no such study has been conducted among youth in Bangladesh, the results of this study will help to make a positive impact on community and policymaking and the development of training programs.

2. Methods and Materials

2.1 Study Design

The study adopted an integrated quasi-experimental one-group pre/posttest design, following STROBE statement to assess the impact of a four-day online-based EI training program among Bangladeshi youths, conducted from 10 September 2024 to 30 November 2024. The first step involved pretesting participants' EI with an assessment, and the second was the structured training spread over four weeks. The training consisted of four modules: self-awareness, social awareness, self-regulation, and relationship management skills (**TABLE 1**). The EI scores before and after training were compared immediately after training. The training was developed and delivered by two experts from a public health background and one expert from psychology background.

Table 1: Overview of online emotional intelligence training sessions

SessionNo.	Session Name	Purpose of the Session
01	Self-Awareness	To assist participants, focus on: understanding and operations of feelings, assets and values, and their correlation to personal behavior. This session lays the groundwork for the process of introspection that is to occur later.
02	Social-Awareness	With a view of ensuring that participants are able to manage themselves when they are feeling stressed out, overwhelmed or provoked. Self-control, flexibility, and perseverance are underlined as the key principals of this session.
03	Self-Regulation	To develop empathy and understanding of social cues, allowing participants to recognize and appreciate others' emotions, perspectives, and needs. This enhances participants' ability to connect and communicate with others.
04	Relationship Management	To enhance methods of maintaining positive and productive interpersonal relationship, collaboration and conflict solving. This session focuses on both interpersonal communication, interaction and the ability to change others in a given social or organizational setting.

2.2 Study Population

Recruitment for this study was performed through social media where posts were created on Facebook, Instagram, and LinkedIn aimed at recruiting youth from Bangladesh. The inclusion criteria included being aged between 18 to 30 years, having a stable internet connection, and agreeing to attend all four training sessions. Previous experience in EI training, inability to attend the complete program, and serious interruptions during the experiment were the grounds for exclusion from the program. The participants in this study were 207 individuals who completed the pretest survey. However, some participants dropped out during the training process, with 153 participants in the self-awareness, the social awareness session having 132 participants, 110 participants in the self-regulation session, and the relationship management having 95 participants. In the end, 80 participants were willing and capable of going through the 4-day training and the posttest assessment (FIGURE 2).

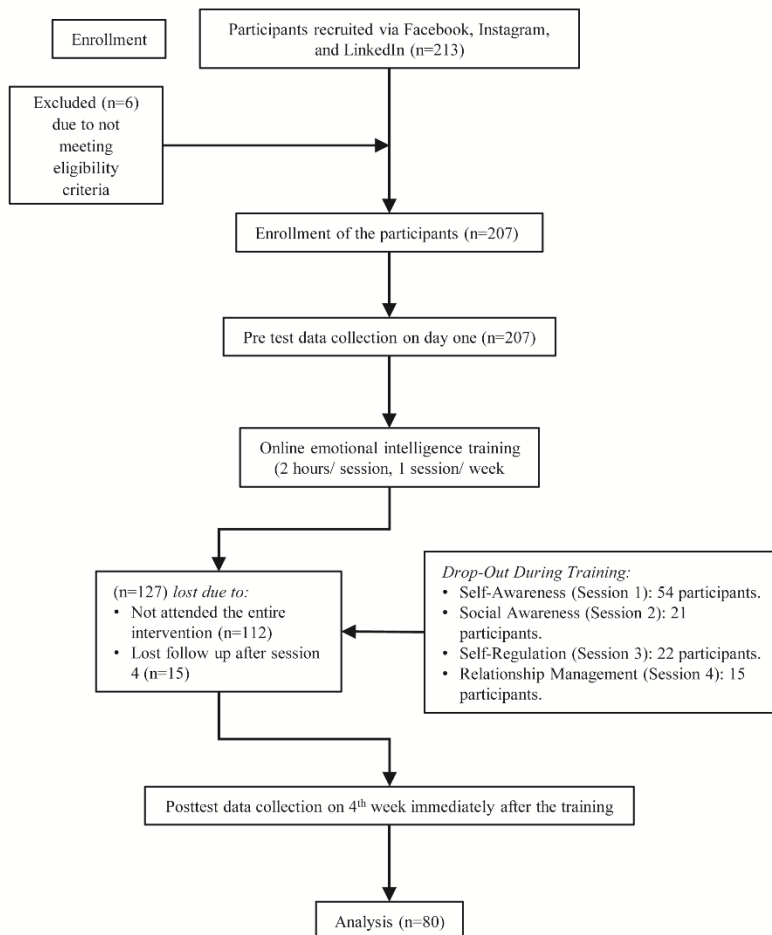


Figure 2: Flow of participants through the online emotional intelligence training program

2.3 Measures

2.3.1 Personal Information Form

Demographic information was collected namely age, gender, socioeconomic status, residential division, residential area, and previous exposure to EI concepts by via online form. Socioeconomic status of the participants were measured using a pretested scale in Bangladesh.(Al Fidah et al., 2024)

2.3.2 Bengali Version of Emotional Intelligence Scale

EI was assessed via a self-report scale. The emotional intelligence scale was developed by Hyde, Pethe and Dhar in 2002.(Hyde et al., 2002) The Bengali version of the scale was subsequently adapted by Uzzaman and Karim in 2017.(Uzzaman & Karim, 2017) The scale typically consists of questions related to various aspects of emotional intelligence, with respondents indicating their level of agreement or frequency on a Likert scale. The total score (typically, ranging from 34-170) is used to determine overall emotional intelligence, with higher scores indicating greater EI. The original scale has a high degree of content validity. The scale has a split-half reliability of .88. The Bangla version of the Emotional Intelligence Scale (EIS) had a Cronbach's alpha value of 0.92. With a mean of 0.58, all the item-total correlations were significant and ranged from 0.33-0.84. Convergent validity was also guaranteed by the Bangla version. In this study, Cronbach's alpha in before and after the test were .835 and .873, respectively.

2.4 Data Collection Procedure

The data collection for the EI research began with obtaining informed consent from all participants, ensuring that they understood the study's purpose, procedures, and rights. In addition, the participants were requested to agree to participate fully in all the sessions of the 4-day EI training. The questionnaires were administered through Google Forms to the participants to provide information on their age, gender, socioeconomic status, residential division and area. Additionally, participants had to undergo pretraining EI tests that formed the baseline before they went through the training, and then end of the training EI tests. The EI scores were followed up to determine the differences, and the participants rated their training experience.

2.5 Statistical Analysis

Data analysis was conducted via SPSS software (version 27.0). Descriptive statistics, including means, standard deviations, and percentages, were calculated to summarize the demographic characteristics and key study variables. Shapiro-Wilk test was applied to check the normality of the data. To evaluate the effectiveness of the EI training, a paired samples t-test was performed to compare the pretest and posttest EI scores, and the effect size was measured using Cohen's d, which classified effect sizes as small ($d = 0.2$), medium ($d = 0.5$), and large ($d \geq 0.8$) (Cohen, 2013). Additionally, independent samples t-tests and one-way ANOVA were conducted to explore potential differences in EI improvement based on demographic factors such as gender, socioeconomic status, residential division, and geographic area. Pearson correlation analysis was used to assess the relationships between participant ratings of the training, age, and EI improvement. A significance level of $p < 0.05$ was used for all the statistical tests.

2.6 Ethical Considerations

This study complied with the principles contained in the Declaration of Helsinki while respecting the individual rights and welfare of the participants. ("World Medical Association Declaration of Helsinki," 2013) Formal Ethical Approval was taken from the Institutional Review Board (IRB) of the Bangladesh Institute of Innovative Health Research (protocol number- BIIHR-2024-007). Participant consent was

sought from all participants before engaging them. The data from the participants were kept confidential, while any personal information given during the pre- and posttest periods was pseudonymized.

3. Results

This study examined the effectiveness of a 4-day online Emotional Intelligence (EI) training program among Bangladeshi youth. The Shapiro-Wilk test indicated that the data were approximately normally distributed ($p > 0.05$).

3.1 Participant Characteristics and Descriptive Statistics

TABLE 2 presents the demographic characteristics and descriptive statistics of participants who completed both the pre- and posttest assessments, as well as those who dropped out. A total of 80 participants completed the EI training and posttest, while 127 participants dropped out. The ages of the participants ranged from 18 to 30 years, with a mean age of 22.83 years (± 2.62) for completers and 22.79 years (± 2.50) for dropouts. The gender distribution among completers was 45.0% male ($n = 36$) and 55.0% female ($n = 44$), while among dropouts, the distribution was 45.7% male ($n = 58$) and 54.3% female ($n = 69$).

The majority of the sample belonged to the middle socioeconomic class (92.5% of completers and 91.3% of dropouts), with a small proportion from the lower (5.0% completers, 4.7% dropouts) and higher (2.5% completers, 3.9% dropouts) socioeconomic classes. Regarding residential distribution, most participants were from Dhaka (51.2% of completers, 49.6% of dropouts), followed by Chittagong (22.5% completers, 24.4% dropouts), and smaller proportions from other divisions. Urban residents made up the majority (68.8%) of the completers, whereas suburban and rural residents comprised 16.3% and 15.0%, respectively. The dropout group had a similar distribution, with 66.9% urban, 16.5% suburban, and 16.5% rural residents.

Table 2: Descriptive statistics of the study variables.

Variable	Participants who Completed, N (%)	Participants who Dropouts, N (%)
Gender		
Male	36 (45.0)	58 (45.7)
Female	44 (55.0)	69 (54.3)
Socioeconomic Status		
Lower Class	4 (5.0)	6 (4.7)
Middle Class	74 (92.5)	116 (91.3)
Higher Class	2 (2.5)	5 (3.9)
Residential Division		
Dhaka	41 (51.2)	63 (49.6)
Chittagong	18 (22.5)	31 (24.4)
Rajshahi	4 (5.0)	6 (4.7)
Sylhet	4 (5.0)	6 (4.7)
Khulna	8 (10.0)	13 (10.2)
Rangpur	3 (3.8)	5 (3.9)
Mymensingh	2 (2.5)	3 (2.4)
Residential Place		
Rural	12 (15.0)	21 (16.5)
Sub-Urban	13 (16.3)	21 (16.5)
Urban	55 (68.8)	85 (66.9)
Variable	Mean $\pm$ SD	
Age (in years)	22.83 $\pm$ 2.623	22.79 $\pm$ 2.50
Pre-Test EI Score	120.89 $\pm$ 10.275	121.45 $\pm$ 11.643

TABLE 3 presents a comparative analysis between participants who completed the study and those who dropped out. Statistical tests indicated that there were no significant differences between completers and dropouts in terms of age ($p = .918$), gender ($p = .925$), socioeconomic status ($p = .854$), or residential background ($p > .05$ across all categories). Similarly, pre-test EI scores did not significantly differ between completers ($M = 120.89$, $SD = 10.28$) and dropouts ($M = 121.45$, $SD = 11.64$, $p = .724$). However, a substantial difference was observed in post-test EI scores, as dropouts had a mean score of 0.00 ($SD = 0.00$), whereas completers had a significantly higher mean score of 127.89 ($SD = 9.38$), with a highly significant p-value ($p < .001$). This suggests that study completion was necessary to observe the effects of EI training.

Table 3: Comparison of Demographic and Pre-Test EI Characteristics Between Completers and Dropouts

Variable	Dropouts	Completers	t value	p-value
Age	22.79 ± 2.50	22.83 ± 2.623	-.103	.918
Gender				
Male	58 (61.7)	36 (38.3)	.009	.925
Female	69 (61.1)	44 (38.9)		
Socioeconomic Status				
Lower Class	6 (60.0)	4 (40.0)	.315	.854
Middle Class	116 (61.1)	74 (38.9)		
Higher Class	5 (71.4)	2 (28.6)		
Residential Division				
Dhaka	63 (60.6)	41 (39.4)	.128	1.00
Chittagong	31 (63.3)	18 (36.7)		
Rajshahi	6 (60.0)	4 (40.0)		
Sylhet	6 (60.0)	4 (40.0)		
Khulna	13 (61.9)	8 (38.1)		
Rangpur	5 (62.5)	3 (37.5)		
Mymensingh	3 (60.0)	2 (40.0)		
Residential Place				
Rural	21 (63.6)	12 (36.4)	.099	.952
Sub-Urban	21 (61.8)	13 (38.2)		
Urban	127 (61.4)	80 (38.6)		
Pre-Test EI Score	121.45 ± 11.643	120.89 ± 10.275	.353	.724
Post-Test EI Score	N/A	127.89 ± 9.377	-153.922	<.001

3.2 Effect of EI Training on Emotional Intelligence Scores

A paired samples t-test was conducted to evaluate the impact of EI training on participants' EI scores. The results indicated a significant increase in posttest EI scores (127.89 ± 9.38) compared with pretest scores (120.89 ± 10.28), $t = 8.77$, $p < 0.001$. The effect size, as measured by Cohen's d , was 0.98, indicating a large effect (TABLE 4). The results suggest a significant improvement in EI scores following the training, with a large effect size, indicating a substantial impact of the program.

Table 4: Paired samples t-test for EI scores (Pre- and Post training)

Measure	Pre-Test Mean (±SD)	Post-Test Mean (±SD)	t	p	Cohen's d	Power (%)
Emotional Intelligence(EI)	120.89 (±10.275)	127.89 (±9.377)	8.768	<0.001	0.980	100

Selection bias, confounding factors, and dropout rates may have influenced the study results, potentially affecting the generalizability of the findings. To assess the adequacy of the sample in

detecting changes in Emotional Intelligence (EI) scores, a post-hoc power analysis was conducted. Based on a sample size of 80, an effect size (Cohen's *d*) of 0.98, and a significance level of 0.05, the study's statistical power was calculated to be 1.00 (100%), indicating a very high likelihood of detecting a true effect. The analysis suggests that the study was highly powered, and a much smaller sample (*n* = 11) would have been sufficient to achieve 80% power.

3.3 Analysis of EI Improvement by Participant Demographics

Independent samples *t*-tests and one-way ANOVA were conducted to examine whether demographic factors influenced EI improvement scores. No significant differences were found between male (7.81 ± 6.37) and female (6.34 ± 7.72) participants, $t(78) = 0.91$, $p = .365$. The one-way ANOVA results indicated no significant differences in EI improvement across socioeconomic status groups, $F(2,79) = 0.16$, $p = 0.849$, or across residential areas, $F(2,79) = 0.04$, $p = 0.960$. However, differences in EI improvement by residential division were observed, although these differences did not reach statistical significance, $F(6,79) = 1.39$, $p = 0.232$ (**TABLE 5**). These results indicate that demographic factors such as gender, socioeconomic status, and residential location did not significantly influence the degree of EI improvement among participants.

Table 5: Independent samples *t*-test and one-way ANOVA results

Variable	Mean EI Improvement (±SD)	t/F	df	CI	p
	Gender				
Male	7.81 (±6.37)	0.912	78	-.181, .367	0.365
Female	6.34 (±7.72)				
	Socioeconomic Status				
Lower Class	5.50 (±2.65)	0.164	79	.000, .006	0.849
Middle Class	7.03 (±7.38)				
Higher Class	9.00 (±4.24)				
	Residential Division				
Dhaka	6.66 (±6.80)	1.385	79	.000, .055	0.232
Chittagong	4.56 (±6.19)				
Rajshahi	11.75 (±15.46)				
Sylhet	8.00 (±5.48)				
Khulna	7.50 (±6.30)				
Barishal	0.00 (±.00)				
Rangpur	12.00 (±1.00)				
Mymensingh	15.00 (±5.66)				
	Residential Place				
Rural	7.50 (±5.57)	0.041	79	.000, .000	0.960
Sub-Urban	6.69 (±5.22)				
Urban	6.96 (±7.88)				

The Pearson correlation analysis revealed no significant correlation between age and EI improvement ($r = 0.014$, $p > 0.05$), indicating that the increase in emotional intelligence scores was consistent across different age groups (**TABLE 6**). These findings suggest that the effectiveness of EI training was not influenced by participants' age.

Table 6: Pearson correlation between age, participant ratings, and EI improvement

Variable	Age	Participant Ratings	EI Improvement
Age	1	-	-
Participant Ratings	0.082	1	-
EI Improvement	0.014	0.33**	1

** Correlation is significant at the .01 level (2-tailed).

3.4 Participant Ratings of EI Training

The participants rated the EI training on a scale from 1 to 5, with an average rating of 4.36 (± 0.62). Overall, 90% of the participants rated the training 4 or higher, indicating high levels of satisfaction. A moderate positive correlation was found between participant ratings and EI improvement scores ($r = 0.33$, $p < 0.01$), suggesting that those who perceived the training more favorably tended to show greater improvement in EI (TABLE 6).

4. Discussion

The present study investigated the effectiveness of a 4-day online EI training program among Bangladeshi youth, offering novel insights into the adaptability of EI interventions in resource-constrained settings. The primary objective was to evaluate whether structured, short-term online interventions could enhance participants' emotional competencies. The results were associated with significant improvement in EI scores, with participants showing an average increase of 7 points (pretest mean: 120.89, posttest mean: 127.89; $p < 0.001$, Cohen's $d = 0.98$). These findings indicate that the short-term online intervention program successfully enhanced key aspects of EI, including self-awareness, social awareness, self-regulation, and relationship management, regardless of demographic factors such as gender, socioeconomic status, or residential area. High participant satisfaction further supports the efficacy of the program, as 90% of participants rated the training 4 or higher on a 5-point scale. The observed improvements may be attributed to the program's structured, culturally tailored content that resonated with the participants. Additionally, the interactive nature of the sessions and opportunities for self-reflection likely facilitated greater engagement and learning.

Individuals voluntarily participate in various tasks for introspection, empathy, and self-regulation activities to foster emotional competence enhancement. The participants showed significant improvements following the program, though causality cannot be confirmed; the effect size, Cohen's $d = 0.98$ falls under the large effect category and the result is consistent with the other studies. In another study, Emotional Intelligence training was shown to enhance the resilience of parents with children exhibiting developmental or behavioral challenges, as reflected by an increase in mean resilience scores from 46.08 ± 18.80 in the pretest to 51.05 ± 18.83 in the posttest (Herisi et al., 2022). Furthermore, it was effective in reducing physical, verbal, and anger-related aggression and improving overall emotional intelligence.(Jdaitawi et al., 2011; Naghdi et al., 2010) Few studies indicates that EI interventions are effective at enhancing the rated outcomes such as life satisfaction and mental health.(Dacre Pool & Qualter, 2012; Kotsou et al., 2011) According to Fernández-Berrocal and Extremera, EI training improves the effectiveness of the participants' skills in terms of emotions, demonstrating its versatility.(Fernández-Berrocal & Extremera, 2006)

In other words, the findings imply that there were no equitable and remarkable shifts concerning EI across demographic subgroups, which would have indicated that the program was designed for specific subgroups of the participants only or that only some participants benefited from the program more than others did. This outcome differs from the results of Jdaitawi et al. and Naghdi et al., who revealed that demographic differences influence the effectiveness of EI training.(Jdaitawi et al., 2011; Naghdi et al., 2010) The absence of demographic variations in outcomes may be attributed to the program's focus on universal emotional intelligence principles, which are applicable across diverse populations. Furthermore, the standardized delivery method and structured nature of the intervention minimized external variables such as facilitator bias, differences in instruction quality, or resource disparities. This consistency likely ensured comparable exposure to content and engagement among participants, regardless of gender, socioeconomic status, or residential area.

Engagement and participant relatability are critical to the success of emotion intelligence training programs since the outcomes indicated that participant satisfaction was positively linked to the increase in EI scores among participants ($r = 0.33$, $p < 0.01$). Conducting the program in Bengali and using the Bengali version of the Emotional Intelligence Scale (EIS) adapted for Bangladesh makes the program culturally appropriate and probably more effective. This accords with Bhatia's assertion that

culturally appropriate instruments are necessary for evaluating and enhancing EI.(Bhatia, 2018)

The implications of this study are of both theoretical and pragmatic importance. From the theoretical perspective, the research validates the development hypothesis of EI assuming that it is in fact a capability that can be trained. In this context, enhancing the overall EI score in a relatively short period of time adds to the literature on the benefits of structured EI training interventions. Furthermore, the current study incorporated a culturally tailored assessment measure in a culturally sensitive context in Bangladesh, which is a significant limitation often found in cross-cultural psychological research. More specifically, the findings of this study provide evidence that online delivery of EI interventions is an effective mode for enhancing emotional skills, demonstrating significant positive outcomes in emotional competencies.

Past studies have revealed that people with high EI are more adaptive at handling stress and have effective interpersonal relationships.(Herisi et al., 2022; Ahmed, Das, et al., 2024; Arndt & Fujiwana, 2014; Ahmed, Paul, et al., 2024; Davis & Humphrey, 2012; Barman et al., 2024; Bar-On, 2010; Chaharbrod et al., 2023) The improved self-awareness, self-regulation, and empathy skills that the participants probably developed during the program may have facilitated better coping skills with the demands of contemporary life. The significance of this work, therefore, is that even short-term, outlined approaches can produce substantial gains in EI, suggesting an approach that may also be used in other LMICs.

Nevertheless, several limitations of the present study should be noted. The quasi-experimental design which is practical, does not allow us to draw causal conclusions as the lack of a control group makes it difficult to completely rule out other explanations for the observed changes. As this study used a quasi-experimental one-group design without a control group, the results should be interpreted cautiously. The high attrition rate (127 of 207 participants dropped out) may have introduced selection bias and limits the generalizability of the findings. The intervention lasted only four days, which may not capture long-term effects. Follow-up assessments were not conducted, and future studies should evaluate whether improvements are sustained over time. Future research should also aim to involve more randomized controlled trials to increase the level of evidence for causal relationships. However, the high attrition rate, with only 80 of the 207 participants at baseline completing the program, is the limitation, which may lead to selection bias. Some recommendations such as having the option to choose class time, money or other rewards could help increase participation in future research. Despite evidence of such initial post training enhancements, follow-up assessments to determine whether these positive changes persist over the longer term and to examine factors that support the development and maintenance of emotional competencies are needed. However, these limitations do not undermine the research conclusions, which paves the way for further EI interventions, highlighting the possibility of their broad application and integration into different settings.

Future investigations should consider qualitative research that can describe the participant's experience and generate suggestions about what aspects of the training seemed to make a difference in improving EI, whereas analysis of individual differences, including personality or prior knowledge of EI, can enhance the intervention. The continuation of EI training in education and employment and its partnership with schools, universities, and employers could extend its practice, further prove its effectiveness and support the growth of emotionally intelligent and resilient societies. By advancing our understanding of EI and its applications, we can empower individuals to navigate life challenges with greater emotional intelligence and resilience.

5. Conclusion

The 4-day online emotional intelligence (EI) training program had a significant positive effect on the emotional competencies of Bangladeshi youth. Improvements in aspects of self-awareness, self-regulation, social awareness, and relationship management were recorded, with an average increase of 7 points in the EI scores and an effect size of 0.98. A high level of satisfaction among the participants, with 90% of participants stating that they rate the program 4 or above, increases the validity of the influence. These outcomes highlight the need for structured EI training to cultivate the desired

emotional development among young people. Since the results were consistent across all specific subgroups of the population, the generalizability of the program to various settings seems promising. Subsequent studies need to focus on follow-up, people's well-being in the long term and improving the design of training to be engaging and effective in the long run, providing lasting positive effects for participants and, by extension, their communities.

6. Acknowledgements

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6.1 AI Use Statement

The author(s) declare that artificial intelligence tools were used during the preparation of this manuscript. Specifically, AI-assisted tools were used for language editing, grammar correction, and improvement of clarity. The intellectual content, analysis, interpretation of results, and final approval of the manuscript remain the sole responsibility of the author(s).

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