



## **Influence of Emotional Intelligence and Organizational Support on the Psychological Well-being and the Academic Performance of International Students in Thai Universities**

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### **ABSTRACT**

This quantitative research aims to explore the influence of emotional intelligence (EI), organizational support, on the psychological well-being and academic performance of international students studying at Thai universities. Emotional intelligence enhances individuals' ability to manage stress and relationships, while organizational support fosters a conducive environment, both of which positively impact psychological wellbeing and academic performance. This research wants to examine the various experiences of international students during their academic life. Data Collection will be carried out by distributing a self-administered questionnaire to the international students of the university. Open-ended survey questions will also be distributed to the faculty members to gather teachers' context and opinions on this issue. The overarching goal of this research is to furnish universities with valuable knowledge regarding the needs, vulnerabilities, and challenges faced by international students. Furthermore, this research seeks to provide actionable insights and recommendations, which can inform effective strategies for enhancing the psychological well-being and academic achievements of international students. Such contributions stand to benefit universities globally and offer valuable guidance to both institutional decision-makers and policymakers.

**Keywords:** academic performance, emotional intelligence, organizational support, psychological wellbeing

### **INTRODUCTION**

As higher education becomes increasingly globalized, an increasing number of international students are enrolling in universities, bringing a variety of viewpoints to academic communities. Additionally, the free flow of international education is positively impacted by globalization. This exciting mix comes with its set of challenges for international students, like adjusting to new cultures and dealing with language differences. In their 2007 study, Galchenko and van de Vijver reported that during the process of adjustment in the foreign nation, the least adjusted group experienced significant stress and cultural distancing. Modern psychology emphasizes the importance of emotional intelligence (EI) in Higher Education Institutions (HEIs), which involves the ability to perceive, access, and generate emotions for thought and



intellectual growth. Scholars have expressed interest in the numerous ways that research studies have taken to comprehend the relationship between EI and other variables, like psychological well-being. Generally, individuals with emotional intelligence look for opportunities in every situation, demonstrating their value to the organization while preventing unfavorable consequences for both people and organizations. In addition, organizational support is a motivational gesture that enhances employees' emotional pledge to their organization, promoting their belief in the organization's value and care for their well-being. Similarly, organizational support is considered as a norm where individuals develop emotional attachments when they receive compassionate and optimistic esteem (Lartey, et.al., 2021).

Thailand has seen a notable increase in the number of international students enrolled at its colleges during the last ten years, which is indicative of a developing trend in global education. Interestingly, there has been a noticeable rise in the number of foreign students studying in Thailand, and many universities actively engage in accepting students from a variety of cultural backgrounds. Under the direct supervision by the Ministry of Education, Thailand has 82 public universities, 72 private universities/colleges, and 1 community college. Furthermore, there are additional specialized institutions overseen by various ministries and agencies. (*Thailand*, n.d.) According to the SAWASDEE THAILAND (Center, 2023), in recent years, both public and private universities in Thailand have garnered considerable attention from the global academic community, attracting an increasing number of international students. Specifically, over the past five years, there has been a consistent and noteworthy rise in the enrollment of students from abroad. During the first semester of the academic year 2022, the total count of international students pursuing higher education in Thailand reached 34,202. The composition of this international student body reflects a diverse representation from various nations, with the top 20 countries of origin as follows: China (21,419 students), Myanmar (3,708 students), Cambodia (1,443 students), Nepal (651 students), Vietnam (546 students), Laos (538 students), The Philippines (460 students), India (363 students), Indonesia (326 students), Bhutan (262 students), South Africa (259 students), Korea (248 students), Japan (243 students), Nigeria (228 students), USA (205 students), Bangladesh (204 students), Malaysia (170 students), Taiwan (161 students), Pakistan (129 students), and Germany (109 students). This influx of international students underscores the growing recognition of Thailand as an appealing destination for higher education among the global student community.

While this internationalization of education is an enriching experience, it brings forth a spectrum of challenges for students at each educational tier. Language barriers, cultural adjustments, and the complexities of navigating a novel educational system are hurdles faced by undergraduate, graduate, and postgraduate international students alike. These challenges extend beyond the academic realm, influencing social and cultural dimensions, creating a complex landscape for students pursuing diverse educational paths in Thailand. This research aims to systematically measure and comprehend the diverse challenges faced by international students throughout their academic progression in Thailand. By undertaking a detailed examination of these challenges, the primary beneficiaries of this study are the international students themselves. The goal is to provide nuanced insights that can inform and enhance



support mechanisms within educational institutions, thereby benefiting not only the students but also educators, policymakers, and support services. The analysis of challenges at different academic levels serves the purpose of contributing to a more inclusive and supportive educational environment. In this regard this research sets out to explore how two important factors, emotional intelligence (which is about understanding and handling feelings well) and organizational support (the help universities provide), can make a big difference for these students. This research further wants to comprehend how emotional intelligence and the support from universities can impact the mental well-being and academic success of international students. This study aims to provide a clear picture of how these aspects work together, contributing valuable insights to help create more supportive and effective educational environments for international students. The aim is to offer actionable recommendations to refine the overall experience for international students, promoting their psychological well-being and academic success in the Thai higher education context. Through this research, it is expected to contribute to the ongoing dialogue on effective support systems for international students and to foster a more welcoming and enriching educational environment in Thailand.

## **RESEARCH QUESTION**

How Emotional Intelligence and Organizational Support influence on the Psychological Well-being and the Academic Performance of International Students in Thai Universities?

## **CONTRIBUTION**

In the realm of academic research, numerous studies have explored diverse variables influencing the well-being and academic performance of students. However, the distinctiveness of our research lies in its focus on the Influence of Emotional Intelligence and Organizational Support on the Psychological Well-being and Academic Performance of International Students in Thai Universities. Unlike previous research, which often examined general aspects, our study narrows its scope to the specific context of Thai universities and international students. Additionally, while various studies have separately investigated emotional intelligence or organizational support, our contribution lies in the integrated exploration of both factors and their combined impact on psychological well-being and academic performance.

This research stands as a pioneering effort in addressing the unique challenges faced by international students in Thai universities, making it a significant departure from prior studies conducted in different cultural and educational settings. By examining these influential factors in the Thai context, the study aims to provide actionable insights for universities, policymakers, and decision-makers to enhance support systems for international students. In essence, our research not only contributes to the existing body of knowledge but also offers practical and culturally tailored recommendations for optimizing the psychological well-being and academic achievements of international students in Thai higher education institutions.

## **LITERATURE REVIEW**

Emotional Intelligence

Emotional intelligence refers to the ability to recognize, understand, manage, and effectively use one's own emotions, as well as understanding and being empathetic towards the emotions of others. This concept was made popular by Salovey and Mayer (1990) who defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). According to Goleman (1995), there are five dimensions of emotional intelligence and are typically identified as self-awareness, self-regulation, motivation, empathy, and social skills. As cited by Wan Sulaiman & Mohd Noor, (2016) “Emotional intelligence is an important variable in individual’s achievement of success in all aspects. According to Petrides (2010), emotional intelligence can be considered a trait, and it is a “constellation of emotional self- perceptions located at the lower levels of personality hierarchies” (p. 137). Although IQ and other factors are important, it is clear that emotional intelligence is very importance for optimal performance (Goleman 1995).”

#### Perceived Organizational support

Perceived organizational support in the context of university students and academia refers to the perception and experience of students feeling valued, respected, and assisted by their educational institution. It involves the university providing resources, guidance, and a supportive environment to facilitate students' academic success, personal development, and overall well-being. This support can encompass various aspects, including access to educational resources, mentorship programs, counseling services, and a positive campus culture that fosters learning and growth. The theory of organizational support was first introduced by Eisenberger, Huntington, Hutchison, and Sowa in their 1986 paper titled "Perceived Organizational Support."

As cited by Maha Alreshidi et al., (2023) “several studies reveal that student academic support plays a vital role at the college level and is often associated with a higher level of adjustment in the university (Thompson and Mazer, 2009; Awanget al., 2014). For example, Yau et al. (2012) identified the dimensions of university support necessary for students' transition. The study of Avcı and Dogan (2020), on the other hand, showed that determining the perceived university support of first-year students is an influential factor in the adjustment processes, which directly impact the psychological, social, and academic performances of students.”

#### Psychological Well-being

Psychological well-being refers to an individual's overall mental health and satisfaction with life. It encompasses factors such as emotional stability, resilience, a positive sense of self, and the ability to cope with stress and challenges. Psychological well-being reflects the subjective experience of an individual's mental state, including their emotional and cognitive functioning, contributing to an overall sense of contentment and fulfillment in life.

As cited by Pimple Jui, (2023) “Psychological Well-being is affected by various factors like resilience, social support, mindfulness, yoga, physical health, etc. Emotional intelligence is one of those factors that can impact psychological well-being. Mayer and Salovey (1997) have

defined emotional intelligence as the knack to perceive emotions, access and produce emotions to assist thought, understanding emotions, and emotional knowledge, and to introspectively regulating emotions to promote emotional and intellectual growth. Goleman (1995) describes emotional intelligence as a combination of five aspects namely, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. A study conducted by Judge and Arora (2017) to find the impact of emotional intelligence and psychological well-being on life satisfaction among adolescents shows a positive correlation of emotional intelligence and psychological well-being at 0.01 significance level. The results also showed emotional intelligence and psychological well-being as relevant predictors of Life satisfaction.”

#### Academic Performance

Academic performance, in the context of this research, refers to the overall achievement and success of international students in their educational endeavors at Thai universities. It encompasses factors such as grades, course completion, and overall competence in academic pursuits. Academic performance is a crucial aspect as it reflects the students' ability to navigate and excel in their studies within the Thai higher education system.

In accordance with the findings of Puyod et al., (2022), emotional intelligence (EQ) is one characteristic of a student that has been regularly being studied that helps students manage their academic stress in class. EQ is associated with students' academic achievement improvement, social behaviors, lesser distress, and good evaluations. In addition, students with high emotional competency had greater academic goals, a higher level of motivation, self-discipline, and stress control. They learn more, hence get high grades.

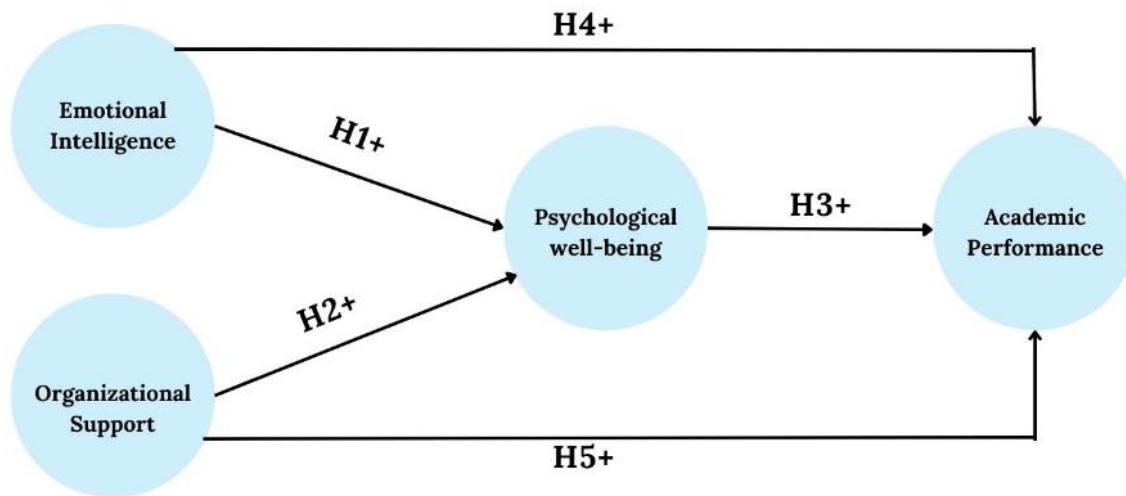
As cited by Rahman (2018), “According to McInerney (2012), little is known about the academic motivation of the sojourners as they relocate from home to host cultural arena and it can cause psychological stress for the international students. Rujipak and Limprasert (2016) showed in their study that academic adjustment has a significant positive relationship with the students' psychological well-being.”

As Also cited by Pimple Jui, (2023), “A review study by Ramesh, Thavaraj, and Ramkumar (2016) after reviewing researches from peer-reviewed publications and Google scholar concludes that emotional intelligence is also associated with the academic achievements of students. Emotional intelligence and psychological well-being both are also found to be associated with academic performance which makes it more significant to assess them in college students which can aid in designing programs for the development of emotional intelligence and increasing the psychological well-being of students.

#### **PROPOSED CONCEPTUAL FRAMEWORK AND HYPOTHESIS**

In this research, several hypotheses are formulated to investigate the relationships and connections between Emotional Intelligence (EI), Perceived Organizational Support (POS),

Psychological Well-being, and Academic Performance among international students in Thai universities. These proposed hypotheses are as follows:



H1: There is a positive relationship between emotional intelligence (EI) and psychological well-being among international students in Thai universities.

H2: The presence of strong organizational support in Thai universities is positively associated with the psychological well-being of international students.

H3: Higher levels of psychological well-being among international students in Thai universities are positively associated with improved academic performance.

H4: Greater levels of emotional intelligence (EI) among international students in Thai universities are positively associated with higher academic performance.

H5: Strong organizational support in Thai universities positively influences the academic performance of international students.

These hypotheses form the foundation of the research, and their examination will help uncover the intricate relationships between Emotional Intelligence, Perceived Organizational Support, Psychological Well-being, and Academic Performance among international students in Thai universities, providing valuable insights for institutions, policymakers, and decision-makers.

## PROPOSED RESEARCH METHODOLOGY

### Research Design

This study employs a quantitative research design to investigate the influence of Emotional Intelligence (EI) and Organizational Support on the Psychological Well-being and Academic Performance of international students in Thai universities. A cross-sectional approach will be used to collect data at a specific point in time. The study aims to establish relationships and



associations between the independent variables (EI and Organizational Support), the mediator variable (Psychological Well-being), and the dependent variable (Academic Performance). The design allows for the examination of these variables within the context of the unique challenges faced by international students in Thai Universities.

### Participants

The participants in this study will be international students who enrolled in various programs at Siam University. There will be 100 participants from bachelors and master's program. The inclusion criteria involve students from diverse cultural backgrounds, representing different nationalities, genders, age, faculty, educational backgrounds, GPA, and years of study. The aim is to capture a comprehensive view of the experiences of international students in Thai universities. Participants will be recruited through purposive sampling, ensuring a representative and varied sample.

### Data Collection

Data will be collected through self-administered questionnaires distributed to international students in Siam University. The questionnaire will include sections on demographic information, Emotional Intelligence (measured using a validated scale such as the Wong and Law Emotional Intelligence Scale), Organizational Support (measured using a validated scale like the Perceived Organizational Support Scale), Psychological Well-being (measured using a scale like the Warwick-Edinburgh Mental Well-being Scale), and Academic Performance (using official academic records).

In addition to the student surveys, open-ended survey questions will be distributed to faculty members to gather qualitative insights into the context and opinions related to the challenges faced by international students and the support systems provided by the universities. Informed consent will be obtained from all participants, ensuring confidentiality and voluntary participation. Participants will be informed of their right to withdraw from the study at any point without consequences.

### *Variables and Measurements*

In this research study, we identify the independent variables as Emotional Intelligence (EI) and Organizational Support. Emotional Intelligence, or EI, will be assessed using the Wong and Law Emotional Intelligence Scale (WLEIS), a well-established and validated scale developed by Wong, C.-S., & Law, K. S. (2002). This scale consists of 16 items designed to measure various aspects of emotional intelligence, providing a comprehensive understanding of individuals' emotional awareness and regulation.

Organizational Support, the second independent variable, will be measured using the Perceived Organizational Support Scale. This scale, developed by Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986), comprises 9 items. It evaluates the extent to which

individuals perceive support from their educational institution, reflecting the organizational climate and assistance provided.

Additionally, the research includes a mediator variable, Psychological Well-being, assessed through the Satisfaction with Life Scale (SWLS). Developed by Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985), this scale consists of 5 items. It captures individuals' overall life satisfaction, contributing valuable insights into the psychological well-being aspect of the study. Furthermore, Academic Performance, our dependent variable, will be evaluated based on GPA. This concise and validated framework aims to investigate the relationships between Emotional Intelligence, Organizational Support, Psychological Well-being, and Academic Performance among international students in Thai universities.

<u>Construct:</u>	<u>Source Adaption:</u>	<u>Item:</u>
<b>Wong and Law Emotional Intelligence (WLEIS)</b>	Wong, C.-S., & Law, K. S. (2002)	16
<b>Perceived Organizational Support Scale</b>	Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986).	9
<b>Psychological Well-being Scale: using “Satisfaction with Life Scale” (SWLS)</b>	Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985)	5

\*The measurement scale for academic performance would be students GPA points which will be collected through survey questions.

#### **Table of questionnaires for the survey:**

<u>No:</u>	<u>Questions:</u>	<u>Variables:</u>	<u>Likert scale:</u>
1.	In most ways my life is close to my ideal.	Psychological Well-Being	Items were measured using a seven-point Likert scale with values varying from Strongly Disagree = 1, Disagree = 2, Slightly Disagree = 3, Neutral = 4, Slightly Agree = 5, Agree = 6 and Strongly Agree = 7 (Rujipak – Limprasert, 2016).
2.	The conditions of my life are excellent.		
3.	I am satisfied with my life.		
4.	So far, I have gotten the important things I want in life.		
5.	If I could live my life over, I would change almost nothing.		





6.	The organization strongly considers my goals and values.	Perceived Organizational Support	Responses are obtained on a 7-point Likert-type scale where 1 = strongly disagree and 7 = strongly agree.		
7.	Help is available from the organization when I have a problem.				
8.	The organization really cares about my well-being.				
9.	The organization is willing to extend itself in order to help me perform my job to the best of my ability.				
10.	Even if I did the best job possible, the organization would fail to notice.				
11.	The organization cares about my general satisfaction at work.				
12.	The organization shows very little concern for me.				
13.	The organization cares about my opinions.				
14.	The organization takes pride in my accomplishments at work.				
15.	I always know my friend's emotions from their behavior.			Emotional Intelligence Scale	Items were measured using a seven-point Likert scale with values varying from Strongly Disagree =
16.	I am a good observer of other's emotions.				
17.	I am sensitive to the feelings and emotions of others.				
18.	I have a good understanding of the emotions of people around me.				
19.	I can control my temper and handle difficulties rationally.				
20.	I am quite capable of controlling my own emotions.				
21.	I can always calm down quickly when I am very angry.				
22.	I have a good control of my own emotions.				
23.	I have a good sense of why I have certain feelings most of the time.				

24.	I have a good understanding of my own emotions.		1, Disagree = 2, Slightly Disagree = 3, Neutral = 4, Slightly Agree = 5, Agree = 6 and Strongly Agree = 7
25.	I really understands what I feel.		
26.	I always know whether or not I am happy.		
27.	I always set goals for myself and then I try my best to achieve them.		
28.	I always tell myself that I am a competent person.		
29.	I am a self-motivated person.		
30.	I always encourage myself to try my best.		

### ***Data Analysis***

Quantitative data analysis will involve statistical techniques such as factor analysis and regression analysis to examine the relationships between the variables. The demographic characteristics will be analyzed descriptively. Mediation analysis will help understand the extent to which Psychological Well-being mediates the relationship between Emotional Intelligence, Organizational Support, and Academic Performance.

### ***Limitations***

While this research aims to explore into the complex dynamics of Emotional Intelligence, Organizational Support, Psychological Well-being, and Academic Performance among international students in Thai universities, several limitations should be acknowledged. The challenge of collecting data from a large number of international students poses a practical constraint, potentially impacting the generalizability of findings. The study's focus on Thai universities may limit the applicability of results to other cultural or educational contexts. Reliance on self-reported data, especially for Academic Performance, introduces the possibility of response bias. The cross-sectional design hinders establishing interconnection, and language and cultural barriers may affect the accuracy of participants' responses. Ethical considerations, particularly in obtaining informed consent, may face challenges due to language differences. Despite these limitations, the research seeks to offer valuable insights, emphasizing the need for cautious interpretation and future investigations to navigate the complexities of international higher education effectively.

### **EXPECTED RESULTS**

While we anticipate aligning with previous researchers who have studied similar topics and found positive associations between Emotional Intelligence, Organizational Support, Psychological Well-being, and Academic Performance, our research aims to contribute new insights and uncover nuances specific to the context of international students in Thai universities. Given existing literature suggesting that high Emotional Intelligence and strong

Organizational Support associate with improved Psychological Well-being and Academic Performance, we expect our findings to support these relationships. However, our study also endeavors to unveil unique factors or variations in this context that might contribute to a more comprehensive understanding. By exploring the experiences of international students in Thai universities, we seek to identify potential cultural or institutional factors that may influence the relationships between Emotional Intelligence, Organizational Support, Psychological Well-being, and Academic Performance. Consequently, while confirming existing patterns, we aspire to contribute new perspectives that enhance the broader knowledge base in this field.

## DISCUSSION AND CONCLUSION

This study confirms the positive relationships between Emotional Intelligence (EI), Organizational Support, Psychological Well-being, and Academic Performance among international students in Thai universities. Utilizing reliable scales such as WLEIS, Perceived Organizational Support Scale, and SWLS, our findings align with existing literature, reinforcing the importance of these constructs in educational settings. However, our unique focus on the Thai context unveils additional factors like cultural nuances, cross-cultural adaptation challenges, and language proficiency that influence these relationships. These insights provide practical implications for universities and policymakers aiming to enhance support system. As global higher education diversifies, our study's applicability extends beyond Thailand, offering valuable insights for universities worldwide seeking to improve the well-being and academic achievements of their international student populations.

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