



## **EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF THIRD YEAR COLLEGE STUDENTS**

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### **ABSTRACT**

This study was about determining the emotional intelligence of third-year college students and how it associates with their academic performance. This study used a descriptive correlational design. Participants of this study were the 156 third-year college students of Kabankalan Catholic College. This study employed the 33-item Schutte Emotional Intelligence Scale to determine the association of emotional intelligence and academic performance of third-year college students. The study shows that third-year college students have a high level of emotional intelligence, with females having higher emotional intelligence than males. Moreover, there are high emotional intelligence levels across different curricular programs. On the other hand, third-year college students have an outstanding level of academic performance. These variations also underscored that there is no significant difference in sex and a significant difference in the curricular program of students' emotional intelligence. The analysis revealed notable variations in academic performance based on sex and chosen curricular programs, with female students demonstrating higher academic performance compared to their male counterparts. Lastly, a significant association between emotional intelligence and academic performance of third-year college students was found in this study. The result of this study implies that higher emotional intelligence is associated with better academic performance. Therefore, this study suggests that school administrators must implement a program that will assist the students struggling with emotional intelligence issues that affect their academic performance.

**Keywords:** *Emotional Intelligence, Academic Performance, Curricular Program, Schutte Emotional Intelligence Scale, Third-Year College Students*

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## INTRODUCTION

There has been a lot of interest in and research on the relationship between students' academic success and emotional intelligence. Students with higher emotional intelligence are often better equipped to navigate social interactions, manage stress, and maintain motivation and focus—critical factors contributing to success in educational settings. Meher et al. (2022) emphasized that emotional intelligence is essential in achieving personal objectives and enhancing learning outcomes. This construct played a pivotal role in both personal and professional success, positively influencing mental well-being, interpersonal relationships, and professional productivity, as supported by studies in psychology and education. Among the various constructs examined within the educational domain, academic performance has been the most extensively studied (Alvarez et al., 2020).

Research consistently showed that emotional intelligence significantly enhances students' academic performance across various educational levels. This finding suggested that efforts to develop students' emotional intelligence, particularly at the school and college levels, should be prioritized by educators and stakeholders. Such development is crucial for fostering students' holistic growth (Meher et al., 2022). Furthermore, Suleman et al. (2019) demonstrated a significant positive relationship between emotional intelligence and cumulative grade point average, underscoring that higher emotional intelligence correlates with improved academic achievement. The study revealed that each subdimension of emotional intelligence positively correlates with academic success, indicating that as emotional intelligence increases, so does academic achievement. Consequently, research on emotional intelligence is instrumental in identifying the most critical and applicable emotional skills necessary for success in the contemporary world.

Despite the extensive research on the connection between emotional intelligence and academic performance, studies focusing specifically on third-year college students were notably scarce. This demographic is particularly important, as these students are at a crucial stage in their academic careers, making decisions that will shape their future career paths and long-term goals. Longitudinal studies exploring changes in academic performance and emotional intelligence over time can provide valuable insights into the relationship between these variables.

In light of this gap, this research study aimed to explore the potential associations between emotional intelligence and the academic performance of third-year college students. By understanding this relationship, educators and institutions can develop strategies to enhance students' emotional intelligence, ultimately leading to improved academic outcomes.

## Research Questions

This study determined the emotional intelligence of Third-year college students of Kabankalan Catholic College and its relationship with their academic performance for the first semester of School Year 2023-2024.

Specifically, this study sought to answer the following questions:

1. What is the level of emotional intelligence of the participants when taken as a whole and when grouped according to:
  - a. Sex
  - b. Curricular Program
2. What is the level of academic performance of the participants when taken as a whole and when grouped according to:
  - a. Sex
  - b. Curricular Program
3. Is there a significant difference in the level of emotional intelligence of the participants when taken as a whole and when grouped according to:
  - a. Sex
  - b. Curricular Program
4. Is there a significant difference in the level of academic performance of the participants when taken as a whole and when grouped according to:
  - a. Sex
  - b. Curricular Program
5. Is there a significant relationship between the Emotional Intelligence and Academic Performance of the participants?

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## METHODOLOGY

This study employed a descriptive correlational research design to examine the relationship between emotional intelligence and academic performance among third-year college students at Kabankalan Catholic College. The research utilized a survey questionnaire to gather data on students' emotional intelligence and their academic performance, with the aim of identifying and describing any correlations between these variables. The quantitative research method used in this study is designed to describe and analyze the relationships between two (2) or more variables. The descriptive correlational design provides a comprehensive overview of the current state of affairs by illustrating how emotional intelligence correlates with academic performance. In the field of psychology, such a design is useful for capturing a snapshot of individuals' thoughts, behaviors, and feelings.

Moreover, the study specifically investigated the association between emotional intelligence and academic performance among third-year college students at Kabankalan Catholic College. It focused on delineating the relationship between overall emotional intelligence and academic outcomes, as well as examining the individual components of

emotional intelligence—namely, perceiving emotions, understanding emotions, managing emotions, and utilizing emotions. This detailed analysis aimed to elucidate how each of these elements contributes to students' academic performance, thereby providing a nuanced understanding of the interplay between emotional intelligence and educational success.

The participants of this study were 156 randomly selected third-year college students of Kabankalan Catholic College—College Department who were enrolled for the academic year 2022-2023. The General Weighted Average (GWA) of the participants for the first semester was used to measure their academic performance.

This research study utilized a simple random technique in selecting the participants of the study. Simple random sampling is a widely utilized sampling method in quantitative studies with survey instruments. In this selection method, all the individuals have an equal opportunity to participate in the study where the selection process is entirely based on luck (Noor et al., 2022). A total of 261 third-year college students were enrolled in Kabankalan Catholic College for the academic year 2023-2024. A sample size of 156 was determined using the Raosoft Sample Size Calculator. With a margin of error of 0.05 or 5%, a confidence level of 95, and a response distribution of 50%.

This study employed the Schutte Emotional Intelligence Scale (SEIS), developed by Schutte et al. (2009). This standardized questionnaire is grounded in the emotional intelligence model proposed by Salovey and Mayer (1990). The SEIS consists of 33 self-report items, which are rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The total scale score is calculated by reverse coding specific items (5, 28, and 33) and summing all items. The SEIS is designed to measure emotional intelligence through four (4) key dimensions: perceiving emotions, understanding emotions, managing emotions, and utilizing emotions. Factor analytic studies have supported this four-factor structure. The questionnaire's items are divided into these dimensions as follows: 10 items (1, 5, 9, 15, 18, 19, 22, 25, 29, and 33) pertain to perceiving emotions; 8 items (4, 11, 13, 16, 24, and 30) assess managing one's own emotions; 9 items (2, 3, 10, 12, 14, 21, 23, 28, and 31) measure understanding emotions; and 6 items (6, 7, 8, 17, 20, and 27) evaluate managing others' emotions.

To determine overall emotional intelligence (EI), the scores from each dimension are aggregated. The total score ranges from 33 to 165, with scores categorized as follows: 33-77 indicating low EI, 78-121 suggesting moderate EI, and 122-165 denoting high EI (Schutte et al., 1998). The SEIS is a validated instrument, with Cronbach's alpha values ranging from 0.80 to 0.94 in previous research. In this study, the reliability of the questionnaire was assessed, yielding a Cronbach's alpha of 0.93, which falls within acceptable ranges. Academic performance was assessed using participants' GWA for the first semester. A formal request was sent to the subject teachers to obtain the final grades of the participants.

The data that were gathered in the study were subjected to the appropriate statistical tools to answer the research questions presented in this study.

For research questions 1 and 2, the mean was used to determine the level of emotional intelligence and academic performance of the participants in terms of sex, curricular program, and when taken as a whole.

For research questions 3 and 4, we used the t-test of independent samples and paired sample tests to determine the significant difference in the level of emotional intelligence and academic performance of the participants when grouped according to sex and curricular program.

For research question 5, to determine the significant association between emotional intelligence and the academic performance of the participants, the Pearson r-correlation coefficient was used.

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## RESULTS AND DISCUSSION

**Table 1.1**

*Level of Emotional Intelligence (EI) of the Participants when Grouped According to Sex*

<b>Sex</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Male	121	15	Moderate Level of EI
Female	127	14	High Level of EI
<b>Total</b>	<b>126</b>	<b>14</b>	<b>High Level of EI</b>

Table 1.1 shows the level of emotional intelligence among participants when grouped by sex. The table revealed that the participants have a high level of emotional intelligence (M=126, SD= 14), with female participants having a high level of emotional intelligence (M=127, SD= 14), while male participants have a moderate level of emotional intelligence (M=121, SD= 15). This suggests that, when grouped by sex, third-year college students' levels of emotional intelligence exceeded expectations for both sexes, with females performing slightly better, achieving a high level of emotional intelligence.

It was found that men obtained significantly higher average scores than women, both in the total emotional intelligence scale and in each of the construct's dimensions. This finding may be linked to previous studies indicating that women experience greater difficulty in coping with and regulating their emotions in stressful situations (Tortosa-Martínez et al., 2023). Additionally, female students were found to be more predisposed to having high levels of emotional intelligence compared to male students. Observations indicated that men are less emotionally expressive than women, who tend to better understand and recognize emotions (Mazhar et al., 2023).

**Table 1.2**

*Level of Emotional Intelligence (EI) of the Participants when Grouped According to Curricular Program*

<b>Curricular Program</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Bachelor of Science in Information Technology	125	14	High Level of EI
Bachelor of Science in Business Administration – Marketing Management	128	11	High Level of EI
Bachelor of Science in Management Accounting	121	17	Moderate Level of EI
Bachelor in Science in Accountancy	125	12	High Level of EI
Bachelor of Science in Business Administration – Financial Management	<b>118</b>	19	Moderate Level of EI
Bachelor of Science in Psychology	127	22	High Level of EI
Bachelor of Science in Education - Science	127	19	High Level of EI
Bachelor of Science in Education - Mathematics	126	16	High Level of EI
Bachelor of Science in Education - English	129	9	High Level of EI
Bachelor of Science in Education - Filipino	129	11	High Level of EI
Bachelor in Physical Education	129	13	High Level of EI
Bachelor in Elementary Education	123	13	High Level of EI
Bachelor in Early Childhood Education	<b>130</b>	8	High Level of EI
<b>Total</b>	<b>126</b>	<b>14</b>	<b>High Level of EI</b>

Table 1.2 displays the levels of emotional intelligence among participants categorized by their curricular programs. The analysis reveals that third-year college students, in general, exhibit a high level of emotional intelligence (M=126, SD=14). Notably, students enrolled in the Bachelor of Early Childhood Education program signify a high level of emotional intelligence (M=130, SD=8). Conversely, the data showed that students from the Bachelor of Science in Business Administration – Financial Management program interpreted a moderate level of emotional intelligence (M=118, SD=19). These findings indicated significant variability in emotional intelligence levels across different curricular programs.

The results suggested that the curricular program significantly influences emotional intelligence. Specifically, students in various bachelor's degree programs exhibit high levels of emotional intelligence, which is beneficial not only for academic achievement but also for their development in social, moral, and ethical dimensions.

Saeed et al. (2022) reported a weakly positive correlation between emotional intelligence scores and academic performance among business administration students. Similarly, Kant (2019) observed a slight increase in emotional intelligence among undergraduate students, although this increase was not substantial. Additionally, the data indicated that students from the School of Education exhibited higher levels of emotional intelligence compared to students in the Law & Governance program, where emotional intelligence was rated as moderate. This discrepancy may be attributed to the differing emotional demands of these fields: education students are trained to manage a range of emotional situations in the classroom, whereas law students are encouraged to control their emotions to enhance their professional prospects.

**Table 1.3**

*Level of Emotional Intelligence (EI) of the Participants when Taken as Whole*

<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Level of Emotional Intelligence when taken as a whole	126.07	14	High Level of Emotional Intelligence

Table 1.3 presents the overall level of emotional intelligence among the participants. The analysis revealed that third-year college students exhibit a high level of emotional intelligence (M= 126.07, SD= 14). This suggests that third-year college students generally demonstrate robust emotional intelligence.

The results indicated that college students possess high levels of emotional intelligence in several domains, including intrapersonal skills, interpersonal skills, stress management, adaptability, and overall mood. These findings highlighted the importance of developing strong communication skills, effective stress management strategies, adaptability to daily challenges, and maintaining a positive outlook to foster optimism (Kaleli et al., 2022). Despite this, it is noteworthy that more than half of the respondents displayed a medium level of emotional and social intelligence.

The effective management of emotional intelligence is crucial for student behavior and success. Recent research in personality psychology suggests that emotional maturity and social skills, in conjunction with general intelligence, contribute significantly to better adjustment and success in both social and academic spheres (Jayabharathi et al., 2022). These insights underscore the need for students to further enhance their emotional intelligence to achieve optimal academic and personal outcomes.

**Table 2.1**

*Level of academic performance of the participants when grouped according to sex*

<b>Sex</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Male	89	2.55	Very Satisfactory
Female	91	2.12	Outstanding
<b>Total</b>	<b>91</b>	<b>2.34</b>	<b>Outstanding</b>

Table 2.1 illustrates the academic performance levels of participants segmented by sex. The data revealed that third-year college students demonstrate an outstanding level of academic performance overall (M= 91, SD= 2.34). Male participants recorded a very satisfactory level of academic performance (M= 89, SD= 2.55), while female participants achieved an outstanding level of academic performance (M= 91, SD= 2.12). These results suggested that while both male and female students exhibit high levels of academic performance, female students outperform their male counterparts on average.

This variation in academic performance by sex suggests a significant difference, with females consistently achieving higher mean scores compared to males. Research by Mazhar et al. (2023) supported these findings, indicating that female students generally achieve higher academic results than their male peers. Factors contributing to this discrepancy may include differences in study habits and learning styles, with female students often demonstrating more effective academic behaviors compared to males (Akter et al., 2022; Atif et al., 2021). Additionally, recent studies in various educational contexts have highlighted a trend where females outperform males across a range of disciplines and educational levels (Wrigley-Asante et al., 2023). These findings underscored the need to explore and address the factors influencing these gender-based differences in academic performance.

**Table 2.2**

*Level of Academic Performance of the Participants when Grouped According to Curricular Program*

<b>Curricular Program</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Bachelor of Science in Information Technology	<b>89</b>	1.63	Very Satisfactory
Bachelor of Science in Business Administration – Marketing Management	90	1.31	Outstanding
Bachelor of Science in Management Accounting	90	0.61	Outstanding
Bachelor in Science in Accountancy	90	1.89	Outstanding
Bachelor of Science in Business Administration – Financial Management	90	1.38	Outstanding
Bachelor of Science in Psychology	<b>93</b>	4.41	Outstanding
Bachelor of Science in Education - Science	91	2.30	Outstanding
Bachelor of Science in Education - Mathematics	91	2.94	Outstanding
Bachelor of Science in Education - English	<b>93</b>	1.27	Outstanding
Bachelor of Science in Education - Filipino	92	1.20	Outstanding
Bachelor in Physical Education	90	2.75	Outstanding
Bachelor in Elementary Education	92	2.46	Outstanding
Bachelor in Early Childhood Education	91	0.68	Outstanding
<b>Total</b>	<b>91</b>	<b>2.34</b>	<b>Outstanding</b>

Table 2.2 displays the academic performance levels of participants categorized by their curricular program. The data indicated that third-year college students exhibit an outstanding level of academic performance overall (M= 91, SD= 2.34). Notably, students enrolled in the Bachelor of Science in Education (English) and Bachelor of Science in Psychology programs achieved outstanding academic performance, with mean scores of 93 and standard deviations of 1.27 and 4.41, respectively. Conversely, the Bachelor of Science in Information Technology program recorded a very satisfactory level of academic performance (M= 89, SD= 1.63).

These findings suggested that while academic performance varies across different curricular programs, the overall performance is relatively high. This variation implies that while some programs may have higher average performance levels, all programs demonstrate a generally high standard of achievement.

Supporting these findings, Valdivia (2022) reported that psychology students at a public university exhibited notably high levels of emotional intelligence, which likely contributed to their academic success. Additionally, Pozo-Rico and Sandoval (2020) found that integrating emotional intelligence (EQ) into teaching strategies significantly improved students' academic achievement. Their study indicated that students with higher levels of EQ generally achieved higher GPAs compared to their peers with lower EQ levels. The researchers attributed this improvement to the fact that lower EQ can negatively impact students' motivation and increase procrastination, both of which detract from academic performance.

**Table 2.3**

*Level of Academic Performance of the Participants when Taken as a Whole*

<b>Variable</b>	<b>SD</b>	<b>Mean</b>	<b>Interpretation</b>
Level of Academic Performance	2.34	90.71	Outstanding

Table 2.3 presents the level of academic performance of third-year college students. The table revealed that the participants achieved an outstanding level of academic performance (M= 90.71, SD= 2.34). This implies that the students have an outstanding academic performance.

According to Thapa (2023), students with higher EI scores are more likely to have higher academic attainment. Academic performance is better for students with higher EI scores and GPAs than for those with lower EIs. Additionally, Thapa (2023) also argued that an individual's capacity to understand and regulate these variables determines their level of social and personal well-being. However, the diversity of EI has not been taken into account when implementing training. Moreover, emotional and social skill development in schools will improve students' ability to perform academically. Emotionally intelligent students would do better academically and have a greater chance of being successful in school (Tabash et al., 2023).

**Table 3.1**

*Significant Difference on the Level of Emotional Intelligence (EI) of the Participants when Grouped According to Sex*

<b>Sex</b>	<b>Mean</b>	<b>t-value</b>	<b>p-value</b>	<b>Interpretation</b>
Male	121	-2.195	0.378	Not Significant
Female	127			

Table 3.1 displays the significant difference in the level of emotional intelligence of the participants in terms of sex. The result showed that male participants had a mean of 121 and females had a mean of 127 with the t-value of -2.195; thus, there is no significant difference in the level of emotional intelligence of the participants in terms of sex, since the p-value of 0.378 is greater than the 0.05 level of significance. This implies that male and female third-year college students vary in their level of emotional intelligence and bear a significance when sex is taken into consideration as a determining factor in the numerical data. Thus, the null hypothesis “there is no significant difference on the level of emotional intelligence of participants in terms of sex” is accepted. Also, the findings indicated that there is no significant gender difference in emotional intelligence.

Nevertheless, the findings of this research stated that there are no gender differences in emotional intelligence in existence (Weerasinghe & Delgoda, 2021). Likewise, it is found that the female students are better than the male students on their emotional intelligence. (Kumar, 2020). In addition to a study found in Almansour (2023), other studies reported findings that females scored higher than males. It also revealed no significant difference between the academic performance of boys and girls. Along with the same lines, EI showed a significant correlation with sex. This might be because EI depends on expressing one's emotions and understanding them. In this case, it might also be because the number of female participants is significantly more than the number of male participants. Women tend to express themselves more freely than males. Females also try more to recognize their own emotions and to recognize what others are feeling. Males can have difficulty in regulating their emotions, and they do not tend to express themselves as freely as females do (Deshpande & Tekale, 2023). Likewise, in a similar study carried out by Ghosh & Banerjee (2022). The results concluded that there is no significant gender-based difference in the total emotional intelligence score of students.

**Table 3.2**

*Significant Difference on the Level of Emotional Intelligence of the Participants when Grouped According to Curricular Program*

<b>Curricular Program</b>	<b>Mean</b>	<b>t-value</b>	<b>p-value</b>	<b>Interpretation</b>
Bachelor of Science in Information Technology	125			
Bachelor of Science in Business Administration – Marketing Management	128			
Bachelor of Science in Management Accounting	121			
Bachelor in Science in Accountancy	125			
Bachelor of Science in Business Administration – Financial Management	<b>118</b>			
Bachelor of Science in Psychology	127	-105.24	0.00	Significant
Bachelor of Science in Education - Science	127			
Bachelor of Science in Education - Mathematics	126			
Bachelor of Science in Education - English	129			
Bachelor of Science in Education - Filipino	129			
Bachelor in Physical Education	129			
Bachelor in Elementary Education	123			
Bachelor in Early Childhood Education	<b>130</b>			

Table 3.2 indicates a significant difference in the level of emotional intelligence of the third-year college students in terms of curricular program. The results revealed that Bachelor in Early Childhood Education has the highest mean of 130, and Bachelor of Science in Business Administration—Financial Management has a mean of 118 with a t-value of -105.24 and has a p-value of 0.000, which is greater than the 0.05 level of significance. This means that there is no significant difference in the level of emotional intelligence of third-year college students in terms of curricular program, implying that students have experienced a relatively same level of emotional intelligence and bear no significance in the numerical data results of their emotional intelligence and vary differently according to their chosen courses, in which Bachelor in Early Childhood Education results in the highest mean compared to other college courses. Thus, the null

hypothesis “there is no significant difference on the level of emotional intelligence in terms of curricular program” is rejected.

A study found in Almegewly et al. (2022) indicated that nursing students had a high level of emotional intelligence overall, as evidenced by the fact that the highest mean percent score was associated with the perception of nursing students' emotional intelligence pattern of managing other emotions, while the lowest mean percent score was associated with their perception of the emotional intelligence pattern of utilizing emotion. Additionally, Kumar (2020) concluded that there exists no statistically significant difference in emotional intelligence between arts and science students.

**Table 4.1**

*Significant Difference on the Level of Academic Performance of the Participants when Grouped According to Sex*

<b>Sex</b>	<b>Mean</b>	<b>t-value</b>	<b>p-value</b>	<b>Interpretation</b>
Male	89.13	-4.37	0.00	Significant
Female	91.09			

Table 4.1 presents a significant difference in the level of academic performance between male and female participants. The data revealed that the mean score for male participants was 89.13, while females had a mean score of 91.09. The computed t-value of -4.37, along with a p-value of 0.00, indicated a statistically significant difference between the academic performances of male and female participants, given that the p-value is less than the 0.05 significance level.

These findings suggested a noteworthy disparity in academic performance between genders, with females outperforming males. This implies that academic performance among third-year college students is significantly influenced by sex, leading to the rejection of the null hypothesis: "There is no significant difference in the level of academic performance of participants when grouped according to sex."

Further analysis indicates that while the mean rank of CGPA for females was slightly higher than that for males, this difference was not statistically significant. Both genders exhibited similar mean ranks, suggesting that the slight edge observed for females does not reflect a meaningful disparity (Wrigley-Asante et al., 2023). Additionally, Al-Haifi et al. (2023) reported that while high school grades were comparable between genders, college GPA was significantly higher for females compared to males. MacCann et al. (2020) attributed this difference to higher female participation in class, more frequent articulation of doubts and arguments, and a generally more active role in academic settings, which may contribute to better academic outcomes.

**Table 4.2**

*Significant Difference on the Level of Academic Performance of the Participants when Grouped According to Curricular Program*

<b>Curricular Program</b>	<b>Mean</b>	<b>f-value</b>	<b>p-value</b>	<b>Interpretation</b>
Bachelor of Science in Information Technology	<b>89</b>			
Bachelor of Science in Business Administration – Marketing Management	90			
Bachelor of Science in Management Accounting	90			
Bachelor of Science in Accountancy	90			
Bachelor of Science in Business Administration – Financial Management	90			
Bachelor of Science in Psychology	<b>93</b>			
Bachelor of Science in Education - Science	91	-289.32	0.000	Significant
Bachelor of Science in Education - Mathematics	91			
Bachelor of Science in Education - English	<b>93</b>			
Bachelor of Science in Education - Filipino	92			
Bachelor in Physical Education	90			
Bachelor in Elementary Education	92			
Bachelor in Early Childhood Education	91			

Table 4.2 presents the significant difference in the level of academic performance of the participants in terms of curricular program. The result revealed that the mean of Bachelor of Science in Education—English and Bachelor of Science in Psychology is 93 and Bachelor of Science in Information Technology is 89, with an f-value of -289.32 and a p-value of 0.00, which means that there is a significant difference in the level of academic performance of participants in terms of curricular program. In addition, on multiple comparison found in the table, Bachelor in Elementary Education with the mean of 91, followed by Bachelor of Science in Education – Filipino with the mean of 92, Bachelor of Science in Education – Mathematics has a mean of 91, Bachelor of Science in Education – Science has a mean of 91, Bachelor in Early Childhood Education with a mean of 91, Bachelor of Science in Management Accounting with a mean of 90, Bachelor of Science in Business Administration – Marketing Management with a mean of 90, Bachelor in Physical Education with a mean of 90, Bachelor of Science in Accountancy

with a mean of 90 and Bachelor of Science in Business Administration – Financial Management with a mean of 90.

This implies that third-year college students' academic performance has a significance in the numerical data when classified according to their respective courses, in which Bachelor of Science in Education—English and Bachelor of Science in Psychology perform better than in other courses, as shown in the table, which also revealed that Bachelor of Science in Education—English and Bachelor of Science in Psychology have the highest mean score of 93. Thus, the null hypothesis “there is no significant difference in the level of academic performance of participants when grouped according to curricular program” is rejected.

In a study conducted on different programs, the average performance of the two (2) sets of students using their mean scores showed that the Microbiology Department outperformed the Mathematics Department with a mean score of 59.68% across the three GST courses considered in this study (Bilesanmi et al., 2019). After analyzing the data through chi-square and logistic regression, it is found that bachelor-level students have performed well as compared to master-level (Nepal & Pradhan, 2022).

**Table 5**

*Significant Association between Emotional Intelligence and Academic Performance of the Participants*

<b>Variables</b>	<b>r-value</b>	<b>p-value</b>	<b>Interpretation</b>
Emotional Intelligence Academic Performance	0.253	0.001	Significant

Table 5 revealed that academic performance and emotional intelligence are significantly correlated. The Pearson correlation coefficient was utilized to evaluate the linear association between the students' academic performance and their emotional intelligence level. The p-value was 0.001; thus, there is a significant association between emotional intelligence and the academic performance of third-year college students. Additionally, the table revealed that the r-value is 0.253, which is interpreted as a weak correlation, suggesting that the relationship between emotional intelligence and academic performance is not very strong. Thus, the null hypothesis indicated “there is no significant association between emotional intelligence and academic performance of the participants” was rejected. This implies that higher emotional intelligence is associated with better academic performance. Thereupon, the aforementioned hypothesis was neglected.

According to Jan and Anwar (2019), they studied university students' emotional intelligence, academic achievement, and library use. They discovered that students with

significantly higher emotional intelligence scores also reported frequent library visits and a positive, significant relationship between academic performance and emotional intelligence. Furthermore, Yadav (2022) provided evidence regarding the role emotional intelligence plays in academic performance. Academic success may be influenced by variables other than cognitive intelligence, as evidenced by the strong positive correlation found between academic performance and emotional intelligence. Additionally, the statistical results of the meta-analysis suggest that the relationship between EI and academic performance is moderate and that it is not affected by such variables as age, evolutive stage, sex, region, country, and type of academic performance (Quílez-Robres et al., 2023).

Moreover, emotional intelligence pertains to the capacity to identify, comprehend, and regulate one's emotions in addition to the emotions exhibited by others. This study has indicated that there is a positive relationship between emotional intelligence and academic achievement (Gkintoni et al., 2023). This study also found that emotional intelligence is associated with academic performance, with ability emotional intelligence being a stronger predictor than self-rated or mixed emotional intelligence. More specifically, the relationship between emotional intelligence and academic achievement is positive. Ability in emotional intelligence was found to be a stronger predictor of performance in humanities than science, and self-rated EI was a stronger predictor of grades than standardized test scores (MacCann et al., 2020).

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## Conclusions

The present study investigated the significant association between emotional intelligence and academic performance among third-year college students at Kabankalan Catholic College for the academic year 2023-2024. The findings indicated that the students displayed a high level of emotional intelligence overall. Specifically, female students exhibited a higher level of emotional intelligence compared to their male counterparts. The Bachelor in Early Childhood Education students demonstrated the highest mean score in emotional intelligence, while those participants enrolled in the Bachelor of Science in Business Administration—Financial Management had the lowest mean score, reflecting a moderate level of emotional intelligence.

In terms of the level of participants academic performance, the results revealed that third-year college students achieved an outstanding level of academic performance. Female students, in particular, showed superior academic performance compared to males, who had a very satisfactory level. This suggests that female students consistently earned higher grades across their respective courses.

Regarding the relationship between emotional intelligence and academic performance, the study found no significant difference in emotional intelligence levels between male and female students. This indicates that both genders possess comparable abilities in perceiving, understanding, managing, and utilizing emotions, though females exhibited slightly higher levels of emotional intelligence. Additionally, no significant differences were observed in emotional intelligence when students were grouped

according to their curricular programs, suggesting that emotional intelligence is similarly distributed across different academic disciplines.

However, the study identified a significant difference in academic performance based on sex, with female students consistently outperforming their male peers. This disparity could be attributed to differences in emotional intelligence, as higher emotional intelligence is associated with better academic outcomes. Furthermore, variations in academic performance were noted among different curricular programs. Students in the Bachelor of Science in Education Major in English and Bachelor of Science in Psychology demonstrated outstanding academic performance, highlighting the influence of specific programs on academic success.

The statistical analysis confirmed a significant association between emotional intelligence and academic performance, with a p-value of 0.002, which is below the 0.05 alpha level of significance. This led to the rejection of the null hypothesis, which posited no significant difference between emotional intelligence and academic performance. These findings underscored the importance of fostering emotional intelligence to enhance academic performance. Students with higher levels of emotional intelligence are better equipped to manage and utilize their emotions, leading to improved academic achievements.

Overall, the study provides valuable insights into the impact of emotional intelligence on academic performance and suggests that enhancing emotional intelligence can positively influence students' academic outcomes.

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## **Recommendations**

In light of the results, their interpretation, implications, and conclusions made, we recommend that:

**College Deans.** College deans must hold more programs and meetings about emotional intelligence concerning students' academic performance with hopes of spreading relevance and importing the importance of the concept to students within their respective courses and using this imparted knowledge in utilizing it in everything that they do, especially in students' academic ventures.

**College Teachers.** They must help and bring more widespread awareness about the concept of emotional intelligence and its relation to academic performance, which they can take into consideration when engaging their students in terms of giving their lessons, activities, and assignments, and most importantly, utilize this concept to maximize their student's competency and perseverance to their academic abilities.

**Guidance Counselors.** We recommend this study to assist in meeting with clients and helping them when dealing with clients that are struggling with their emotional intelligence and how it affects their academic performance and to utilize and integrate their approaches in dealing with future clients who share the same dilemma.

Students. This study's concept of emotional intelligence and its effect and relation to their academic performance will encourage them to prioritize their emotional intelligence when it comes to pursuing academic endeavors and see the advantages it gives when high emotional intelligence is present. Lastly, to future researchers, this study may serve as support for the notion of emotional intelligence and its correlation so that future undertakings on this topic will be easier to find citations for and use our current findings and give more information to certain areas that need extended details.

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## **Compliance with Ethical Standards**

Securing the Approval of the Ethics Committee. This research study received approval from the Kabankalan Catholic College. Research Ethics Committee prior to its implementation. In adherence to ethical standards, the principles of beneficence, non-maleficence, fairness, and respect for persons were rigorously observed (Ndawo, 2021).

Informed Consent. Participants were provided with an information letter and given ample time to consider their involvement. They were encouraged to ask questions, which were answered transparently to ensure informed decision-making. Participants consented to participate by signing informed consent forms. Additionally, participants completed a sociodemographic survey.

Confidentiality. To ensure data security, hard copies of the collected data were stored in locked cabinets, while electronic data were kept on a password-protected laptop and encrypted. Confidentiality risks were discussed with participants prior to obtaining their informed consent, ensuring they understood that results would be shared in anonymized form with local stakeholders, which helps mitigate potential biases in the study (Turcotte-Tremblay & McSween-Cadieux, 2018). In any presentation or publication of the research findings, it will be clearly stated that no identifiable information will be disclosed. Upon completion of the study and after receiving approval, all data will be securely deleted in compliance with the Philippine Data Privacy Act.

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