



MEDIATING EFFECT OF EMOTIONAL INTELLIGENCE TO THE ACADEMIC PERFORMANCE OF FEMALE STUDENT- LEADERS OF ACCREDITED PRIVATE HIGHER EDUCATION INSTITUTIONS IN CAGAYAN VALLEY REGION

ROSE MARIE DEL CASIBANG-Catli Cagayan State University Andrews Campus, Tuguegarao City, Cagayan, Philippines 3500

ABSTRACT: *Emotional Intelligence (EI) is increasingly being recognized as a measure of over-all performance of an individual. This descriptive-correlational study determined the emotional intelligence and academic performance of the women population of student-leaders in ten accredited private higher education institutions in Cagayan Valley Region. Correlational analysis on the student's emotional intelligence and academic performance were further explored. Student's emotional intelligence was assessed through the Bar-On Emotional Quotient Inventory (EQ-I: S), while their academic performance was obtained through a documentary analysis of their grades in all subjects enrolled. Emotional intelligence scores and academic performance were obtained using the mean. Emotional intelligence scores were further analyzed to obtain the corresponding composite scale. Inferences were tested using the T-test for independent samples, Analysis of Variance (ANOVA) and Chi-square Tests. Findings revealed that majority of the student leaders were rated highest on "interpersonal" scale. On the other hand, majority of them likewise have "satisfactory" academic performance. Inferential test revealed that significant difference exists on the emotional intelligence of the female student-leaders in Cagayan Valley Region as a whole. Chi-square tests revealed that academic performance and emotional intelligence are not significantly correlated.*

KEYWORDS: *emotional intelligence, academic performance, leadership, female, intrapersonal, interpersonal, stress management, adaptability and general mood.*

INTRODUCTION

Emotional intelligence is the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. "Emotional Intelligence require that we learn to acknowledge and value feelings in ourselves and others. It motivates us to pursue unique potential and purpose, and activates our innermost values and aspirations. In order to be successful in all facets of life, EI is



increasingly being recognized. Bar On (2006) defines E.I in terms of such emotional and social skills that influence our understanding and expression of ourselves and others and the ability to deal with everyday demands. Emotional Intelligence is a type of intelligence that maybe more important in reaching one's goals than the traditional intelligence as measured by tests of I.Q

The performance of one's leadership roles and ability to excel in the academic responsibilities, emotional intelligence is highly required. Emotional intelligence is claimed to be the sine qua non of leadership. In our present generation, women or the female group play an ever increasing and influential leadership roles in all organizations thus that female leaders in all schools, companies or any institution be it private or even government entities, should consider the inclusion of emotional intelligence in their program of activities to help enhance the leadership capabilities and intelligences particularly emotional intelligence of the students in order for them to manage effectively their emotions, become caring and responsible citizens who will be nation's pride and honor.

The emotional intelligence is not only essential to over-all life satisfaction but also for academic success. Excellence in academics is the goal of every student especially among student leaders because they are looked-up to by other students as role models and are expected therefore to carry on plans and decisions smartly. If a student leader is able to regulate his or her emotions, it will be far easier to develop a competency such as Initiative or Achievement drive. These social and emotional competencies will greatly help a student leader to perform excellently both in his or her academics and in the performance of his or her duties and responsibilities in the organization.

Educators have found that promoting students' social and emotional skills play a critical role in improving their academic performance and that E.I competencies may provide an important link to academic achievement through allowing students greater opportunities to interact with academic material in the social setting of the classroom (Durlak & Weissberg, 2005). Jaeger (2007) in his analysis of the effects of emotional intelligence training on academic performance, determined that the group receiving emotional intelligence



curriculum and exposure to EI trainings and workshops significantly increased their EI quotient scores and performed better academically than the four groups of students who did not receive such training. As such Jaeger (2007) concluded that higher levels of emotional intelligence could be correlated with improved academic performance.

Strongly developed emotional intelligence will absolutely boost the morale of the students and will likely bring out the best from the students, unfold the talents, potentials, capabilities and multiple intelligences of youth leaders. Rest assured that these emotionally managed student leaders will outsmart all others in leading, planning and deciding for the benefit of the organization and will be expected to produce fruitful and meaning outcomes for the group and for the organization as a whole, hence this study.

STATEMENT OF THE PROBLEM

This study sought to determine the relationship between the emotional intelligence and mean academic performance of female student-leaders of private higher education institutions in Cagayan Valley Region.

Specifically, it was geared towards realizing the following:

1. What is the emotional intelligence of female student leaders by province and as a whole relative to intrapersonal, interpersonal, stress management, adaptability and general mood composite scales?
2. What is the mean academic performance of female student-leaders for the Second Semester School Year 2017-2018 as a whole?
3. Is there a significant relationship between the emotional intelligence of female student-leaders and their mean academic performance by province as a whole?

METHODOLOGY

Research Design

The *Descriptive Correlational Method* was utilized in this study to describe an existing relationship between variables and the degree to which two or more qualitative variables are related by the use of a correlation coefficient.



Furthermore, the descriptive correlational design was used to find out the direction and extent of relationship between the emotional intelligence and the mean academic of the female student- leaders under study.

Participants

The respondents of the study were female student-leaders of selected private higher education institutions in Region 02. Since there were only ten (10) private higher education institutions involved in the study, the total enumeration technique was used to represent the total population. A total of 105 samples was used as respondents of the study.

The Bar-On Emotional Quotient Inventory (EQ-I: S) a standardized test by Reuven Bar-On was used in the study to assess the key aspects of intelligence of student-leaders. Furthermore, it was designed to measure relatively independent emotional variables such as intrapersonal, interpersonal, stress management, adaptability and general mood.

Data Gathering Procedure

1. List of female student leaders of private higher education institutions in Cagayan Valley Region from the office of the Commission on Higher Education Institutions (to identify the total number of participants in the study – letter of request to the Regional Director)
2. Endorsement letter from CHED to formally conduct the study in the 10 accredited private higher education institutions in the region.
3. Letter of permission from the Directors/Coordinators of Student Affairs in the 10 private schools.
4. Administration of the Bar-On EQ-I: S or the Bar-On Emotional Quotient Inventory: Short Version to assess the emotional intelligence of the student leaders.
5. Scoring, profiling, data analysis and interpretation of the data and results through the help and assistance of a psychometrician.
6. General Weighted Average of the female student-leaders for the Second Semester of School Year which were secured from the office of the Registrar.



7. Personal and brief interviews with the participants of the study as to how they emotionally manage the execution of their duties as female student-leaders while balancing it with their academic performance in school.

DATA ANALYSIS

In as much as the study was concerned with the emotional intelligence of the female student-leaders, the following statistical treatments were used to analyze the data gathered.

To test the difference on the emotional intelligence of female student leaders by province and as a whole, the F-test was used.

The Chi-square was utilized to determine whether there was a significant relationship between emotional intelligence and academic performance of the female student leader-respondents.

RESULTS AND DISCUSSIONS

Table 1

***Over-all Summary of the Emotional Intelligence of the Female Student-Leaders
by Province and as A Whole in Cagayan Valley Region***

	Cagayan		Isabela		Nueva Vizcaya		As A Whole	
Dimension	Category Mean	DS	Category Mean	DS	Category Mean	DS	Category Mean	DS
Interpersonal	3.63	High	3.77	High	3.78	High	3.73	High
Adaptability	3.63	High	3.64	High	3.40	High	3.56	High
General Mood	3.29	Average	3.39	High	3.17	Average	3.28	Average
Stress Management	2.74	Average	3.34	Average	2.75		2.94	
Intrapersonal	2.73	Average	3.38	Average	2.22	Average	2.78	Average
Over-all Mean	3.20	Average	3.50	High	3.06	Average	3.26	Average



Table 1 presents the over-all summary of emotional intelligence of female student-leader respondents by province and as a whole in Cagayan Valley Region.

On Interpersonal composite scale or dimension, the table reveals an over-all mean 3.73 or often true. It implies that well-developed interpersonal relationship enables student-leaders to be more sensitive to the moods, temperament, motivations and intention of others. Furthermore, they are capable of dealing effectively with other and establishing harmonious relations with others.

On Adaptability, it has an over-all mean of 3.56 or often true. It implies that the student leaders have well-developed sense of adaptability which enable them to fit or work better in whatever situation they are into and in whatever purpose they have.

On the General Mood, an over-all mean of 3.28 or sometimes true implies that these female student leaders have adequately developed emotional fitness, which allows them to take over the situation, to be optimistic, energetic and are able to lead themselves a balanced life by stressing the importance of work and personal life.

On Stress Management, the female student leaders have an over-all mean of 2.94 or sometimes true. This implies that they have adequately developed way of managing stresses thus helping them to worry less about situations. They won't let stress over rule them instead deal with it with courage and confidence and a calm heart and mind rules their actions in the different situations.

Finally, on Intrapersonal composite scale or dimension, the table reveals an over-all mean of 2.78 or sometimes true. This implies that these female student leaders have adequately developed intrapersonal relationship, which enables them to understand more of their own feelings and emotions and knew so well their wants, desires, their strengths and weaknesses and use these accordingly to effectively manage their actions.

The table reveals and Over-all mean of 3.26 or sometimes true. This implies that a well-developed emotional and social skill greatly influence student leader's ability to succeed in life and directly influence their over-all well-being. These female student-leaders of Cagayan Valley Region have sufficient drive to pursue their goals and actualize their potentials and relate well with others and are able to efficiently cope with stress.



Table 2

Mean Academic Performance of Student Leaders for Second Semester

School Year 2017-2018 As A Whole

Mean Range	DS	F	P
96-100	Outstanding	10	9.52
91-95	Very Satisfactory	14	13.33
86-90	Satisfactory	61	58.09
81-85	Fair	16	15.24
76-80	Poor	4	3.81
Total		105	100.00

Mean Academic Performance = 89.02

The data above present the mean academic performance of student leaders in Cagayan Valley Region. As presented above, 10 or 9.52 percent got a rating of Outstanding. This implies that there are lots of assets in Region II who are highly intellectual and are potential leaders that can smartly serve the nation in the future. 14 or 33.33 percent obtained a rating of Very Satisfactory, 61 or 58.09 obtained a rating of Satisfactory, 16 or 15.24 percent were rated as Fair and 4 or 3.81 percent of the female student leaders in Region II obtained a poor rating. The female student leaders of Cagayan Valley Region obtained an over-all mean academic performance of 89.02. This implies that these female student-leaders would give their best to perform their leadership duties and responsibilities for the good and benefit of all the students. This further implies that the female student-leaders of Cagayan Valley Region see to it that they balance their functions as student leaders with their academics so that their academic performance is not taken for granted. Academic excellence is very vital for leadership excellence among the female student-leaders of Cagayan Valley Region. That is the reason why they try their best to excel both in the said areas.



Table 3

Test of Relationship Between the Emotional Intelligence of Female Student-Leaders and Academic Performance by Province As A Whole

Emotional Intelligence	Academic Performance High	Academic Performance Average	Academic Performance Low	Total
High	15	31	9	55
Average	21	10	13	44
Low	2	2	2	6
Total	38	43	24	105

$\chi^2 = 0.010$ $df = 2$

$\alpha = 0.05$

$P = 0.9951$

Accept H_0

Table 3 shows that the test of relationship between the emotional intelligence of female student –leaders and academic performance by province as a whole. The Chi-square test yielded with a computed chi-square value of 0.010 with a probability of 0.9951 at the 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis earlier stated is accepted, hence there is no significant relationship between the emotional intelligence of female student-leaders and academic performance. This implies that emotional intelligence and academic performance are distinct from each other and either has direct bearing and effect on the leadership performance of female student-leader respondents. This further implies that the academic performance of female student-leaders of Cagayan Valley Region as a whole are not related with how emotionally intelligent are they in managing their fellow students and in performing their duties and responsibilities as leaders.

SUMMARY OF FINDINGS

1. In Cagayan Valley Region, Interpersonal was ranked first by the female student leaders followed by Adaptability dimension. Third in rank is the general mood. Next is stress management and last in rank is the intrapersonal dimension.
2. As a whole, majority of the female student leaders of Cagayan Valley Region have “satisfactory” academic performance as reflected in their over-all mean of 89.02.



3. The test of relationship between the emotional intelligence of female student leaders and academic performance as a whole reveal that there is no significant relationship between the emotional intelligence of student leaders and academic performance which implies that emotional intelligence is independent of academic performance.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The ten (10) accredited private higher education institutions of Cagayan Valley Region are composed of female student leaders who are emotionally managed, self-motivated and self-directed, dedicated and competent in the performance of their roles and responsibilities thus are considered responsible leaders.
2. It can be concluded therefore that there is no significant relationship between emotional intelligence and academic performance of female student-leaders of Cagayan Valley Region. Perhaps, it can be attributed to the fact that all the female student-leader respondents have similar rating in their academic performance, which is satisfactory. It can further be concluded that emotional intelligence of the female student-leaders does not vary with their academic performance.

RECOMMENDATIONS

1. The Student's Development Programs of the Office of Student Welfare and Development in all institutions should include in their plan of activities the conduct of leadership trainings and conferences along emotional intelligence particularly on stress management, general mood and intrapersonal aspects of the human person. The OSSW program should also include activities not only those manifested in academic excellence but also enhance the leadership and emotional capabilities of their student leaders for their wholesome development.
2. The conduct of an intensive review among curriculum makers should be considered to incorporate emotional intelligence awareness into academic programs to help students



obtain higher academic success and potentially lead to their retention and successful completion of their degree programs.

3. The guidance program should also periodically conduct emotional intelligence trainings, seminars and workshops to significantly enhance the academic performance and contribute to the holistic development not only of their student-leaders but the whole student population. There should be a complete emotional intelligence inventories of the students properly kept in the guidance office.
4. Teachers should employ varied and innovative teaching styles to empower women by helping female student leaders discover and tap their intelligences particularly their emotional intelligence and always play the role not only as an adviser, second parent in school but as a change agent in the lives of their students.
5. The family play a significant role in their children's wholesome development. The school should work in close partnership with the parents in the academic achievement and especially in enhancing the leadership potentials and emotional intelligence of their children.
6. A follow-up study shall be conducted in the succeeding years on the emotional intelligence and academic performance of student leaders not only of the accredited private higher education institutions in Region II but likewise of the different Government Colleges and State Universities in Region II for a meaningful comparison of the emotional intelligence and academic performance of the female student leaders between private and government institutions in Cagayan Valley Region.

REFERENCES

- [1]. Bar-On, R.A. (2000). The Bar-On Emotional Quotient Inventory: A Test of Emotional Intelligence, Multi-health Systems, Inc. Toronto, Canada
- [2]. Bar-On, R.A. (2000). The Bar-On Emotional Quotient Inventory: User's Manual, Toronto: Multi-health Systems, Inc. Toronto, Canada
- [3]. Commission on Higher Education Memorandum Order (CMO) No. 9 Series of 2013 also known as the Revised Manual for Student Services Program.



- [4]. Durlak, J.A., & Weissberg, R. P. (2005, August). A major meta-analysis of positive youth development programs, Invited presentation at the Annual Meeting of the American Psychological Association, Washington, DC.
- [5]. Jaeger, A. J., and Eagan, M. K (2007). Exploring the value of emotional intelligence: A means to improve academic performance. *NASPA Journal*, 44(3).
- [6]. Jordan, Peter Jeffrey & Troth Ashlea (2002). Emotional Intelligence at Work: Ethics and Conflict Resolution: Implications for Human Resource Development. *Advances in Developing Human Resources*, 4(1), 62-79.
- [7]. Mayer, J.D. & Salovey, P. (2000). What is Emotional Intelligence? P. Salovey and Sluyter Edition, Basic Books, New York, U.S.A.
- [8]. Miranda, Gregorio S. and Miranda, C. (2002). *Management Principles and Practices*, updated Edition, L. and G. Business House.
- [9]. Scott, G. (2002). Emotional Intelligence and Academic Success: Examining the transition from High School to University.
- [10]. Singh, D. 2002. *Emotional Intelligence at Work: A Professional Guide*. New Delhi: Sage Publications
- [11]. Weschler, D. (2004). *Non-Intellective Factors in General Intelligence: Emotional Intelligence, What It is and Why It Matters*, C. Cherniss, Inc.
- [12]. www.leadershipcriteria.com
- [13]. <http://www.psicothema.com.ph/pdf/3271/.pdf>
- [14]. [http://dx.doi.org/10.1016/S0191-8869\(99\)00139-7](http://dx.doi.org/10.1016/S0191-8869(99)00139-7)