

**EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE
OF SELECTED HIGH SCHOOL STUDENTS OF CAVITE
STATE UNIVERSITY LABORATORY SCHOOL**

**Undergraduate Thesis
Submitted to the Faculty of the
Cavite State University
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**In partial fulfillment
of the requirements for the degree
Bachelor of Science in Psychology**

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ABSTRACT

PEÑALBA, ANNE KIMBERLY ALANO. Emotional Intelligence and Academic Performance of Selected High School Students of Cavite State University Laboratory School. Bachelor of Science in Psychology. Cavite State University, Indang, Cavite. April 2007. Adviser: Prof. Evalyne A. Rodriguez.

The study attempted to determine the academic performance of the selected Cavite State University – Laboratory School students during the first (1st) and second (2nd) grading period of the school year 2006 – 2007 in relation to their emotional intelligence.

Specifically, this study sought to 1) determine the demographic profile of the respondents in terms of age, gender, parents' occupation and monthly income; 2) determine the emotional intelligence of the respondents in the following domains: emotional awareness, managing one's emotion, self-motivation, empathy and coaching others' emotion; 3) determine the academic performance of the respondents during the first and second grading period of school year 2006-2007. Moreover, the study also attempted to determine 4) if there is a significant difference between the emotional intelligence of the respondents; 5) if there is a significant difference between the academic performance of the respondents; 6) if the demographic profile of the respondents is related to their emotional intelligence; 7) if the demographic profile of the respondents is related to their academic performance and 8) if the emotional intelligence is related to their academic performance.

The 150 respondents were selected using stratified-random sampling where in sixty three percent (63 percent) of the population from each section were selected as the respondents of this study. This study was conducted from October 4, 2006 to December

8, 2006. The Emotional Intelligence Self-Evaluation Questionnaire by Dr. Nicholas Hall was used as a measuring tool to assess the emotional intelligence of the students. Likewise, the demographic profile was obtained from the Personal Data Sheet (PDS), which were attached in every questionnaire. The academic performances of the students were based on the Consolidated Grading Sheets of the Laboratory School during the first and second grading period of the school year 2006-2007.

Majority of the respondents were female. Most of them were eleven to twelve (11-12) and fifteen to sixteen (15-16) years old. Majority of the respondents' parents occupations were professional workers with a family income of 20, 000 and above.

The emotional intelligence of the respondents was above average. Specifically, the respondents recorded an above average emotional intelligence in all domains: emotional awareness, managing one's emotion, self-motivation, empathy and coaching others' emotion.

The academic performance of the respondents was labeled good with the General Point Average range of 83-89.

There was a significant difference between the emotional intelligence of the respondents among year levels. The fourth year students had the highest emotional intelligence, while the third year and first year respondents were at the middle and second year obtained the lowest.

There was also a significant difference on the academic performance of the respondents. Again, the fourth year respondents obtained the highest general point average for the first and second grading period, followed by the third year and first year respectively. Second year respondents obtained the lowest academic performance.

The age, gender, father's occupation and monthly income were related to the academic performance of the respondents. Only the emotional awareness domain of emotional intelligence was significantly correlated with the academic performance of the respondents.

APPROVAL SHEET	ii
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BIOGRAPHICAL DATA	iii
-------------------	-----

ACKNOWLEDGMENT	iv
----------------	----

ABSTRACT	vi
----------	----

TABLE OF CONTENTS	v
-------------------	---

LIST OF TABLES	xi
----------------	----

LIST OF FIGURES	xii
-----------------	-----

LIST OF APPENDICES	xiii
--------------------	------

INTRODUCTION	1
--------------	---

Statement of the Problem	2
--------------------------	---

Significance of the Study	3
---------------------------	---

Objectives of the Study	7
-------------------------	---

Hypotheses	9
------------	---

Time and Place of the Study	9
-----------------------------	---

Scope and Limitation	10
----------------------	----

Definition of Terms	11
---------------------	----

Theoretical Framework	12
-----------------------	----

Conceptual Framework	14
----------------------	----

REVIEW OF RELATED LITERATURE	16
------------------------------	----

TABLE OF CONTENTS

	Page
APPROVAL SHEET	ii
BIOGRAPHICAL DATA	iii
ACKNOWLEDGMENT	iv
ABSTRACT.....	vii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xv
INTRODUCTION	1
Statement of the Problem	4
Significance of the Study	5
Objectives of the Study	7
Hypotheses	9
Time and Place of the Study	9
Scope and Limitation	10
Definition of Terms	11
Theoretical Framework	12
Conceptual Framework	14
REVIEW OF RELATED LITERATURE..	16

Title	Page
Overview on Emotional Intelligence	16
Foreign Studies on Emotional Intelligence	22
Local Studies on Emotional Intelligence	24
Implication of Emotional Intelligence on the Academic Curriculum	26
Academic Performance	29
Foreign Studies on Academic Performance	30
Implication of Emotional Intelligence on the Students' Academic Performance.....	31
METHODOLOGY	36
Research Design	36
Sampling Procedures	36
Data Collection	37
Research Instrument	38
Statistical Analysis	40
RESULTS AND DISCUSSION.....	45
SUMMARY, CONCLUSION AND RECOMMENDATIONS	87
Summary	87
Conclusion	89
Recommendation	90
BIBLIOGRAPHY	91
APPENDICES	95