

**EMOTIONAL INTELLIGENCE, LEARNING STYLES AND
SCHOLASTIC ACHIEVEMENT OF STUDENTS IN
THE OPEN HIGH SCHOOL PROGRAM
IN INDANG, CAVITE**

THESIS

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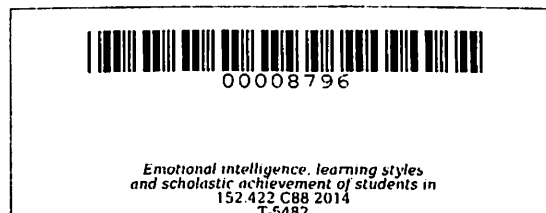
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**EMOTIONAL INTELLIGENCE, LEARNING STYLES AND SCHOLASTIC
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PROGRAM IN INDANG, CAVITE**

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ABSTRACT

CRUSEM, DJHONNIE R. and FERNANDO, JOHN EMMANUEL C. Emotional Intelligence, Learning Styles and Scholastic Achievement of Students in the Open High School Program in Indang, Cavite. Undergraduate Thesis, Bachelor of Science in Psychology. Cavite State University, Indang, Cavite. April 2014. Adviser: Dr. Cecilia B. Banaag.

The study was conducted at Lumampong National High School, Indang Annex, Indang, Cavite, on January 2014. Specifically, this study attempts to: (1) determine the learning styles of learners in terms of auditory vs. visual, applied vs. conceptual, spatial vs. verbal, social vs. independent and creative vs. pragmatic; (2) determine the level of emotional intelligence of the participants in terms of self-awareness, self-regulation, motivation, empathy, and social skills; (3) determine the scholastic achievements of the learners; (4) find the is a relationship between emotional intelligence and Learning styles, emotional intelligence and scholastic achievement and learning styles and scholastic achievement; and (5) determine the predictors of scholastic achievement of the learners.

The study used the total enumeration sampling method which covered thirty Open High School Program learners of Lumampong National High School, Indang, Cavite S.Y. 2013-2014. The results revealed that students have high level of emotional intelligence in terms of their self-awareness, self-regulation, motivation, empathy and social skills. Similarly, the results revealed that majority of the students used auditory, applied, spatial, social and pragmatic learning styles in gaining knowledge inside the classroom. The results also revealed that generally, emotional intelligence was not correlated to learning styles. However, emotional intelligence was found to be significantly related to their being auditory and visual. Similarly, emotional intelligence and learning styles shows no

significant relationship to scholastic achievement. Therefore, these two variables may not consider as predictors of scholastic achievement.

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INTRODUCTION

Learning is deserved by everyone, regardless of your lifestyle, gender, status in life or even age. But it is sad to know that there are many children of high school age that are out of school for different reasons. Others have to stay at home during school hours to take care of younger siblings and do household chores to allow their parents and elders to earn a living. While others were prevented from attending classes because they live far from the school. Nowadays, even at young age, youth are already involved in some crime cases and could not attend conventional classes because they are detained in correctional institutions. The open high school system delivers educational services to high school students utilizing print, radio, television and computer-based communications, satellite broadcasting, teleconferencing and other multi-media learning and teaching technologies that allow students to study on their own without having to regularly attend classes in conventional classrooms (Villar, 2007).

Department of Education utilizes an open high school program which is the answer of the government on ensuring greater accessibility of high school education to