GENDER-BASED LINEAR CORRELATION OF EMOTIONAL QUOTIENT WITH STUDY HABITS AND ACADEMIC SUCCESS OF JUNIOR COLLEGE STUDENTS

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Abstract

The main aim of the study is to examine the emotional quotient, study habits, and academic success of the Junior College Students that are useful to the school administrators, guidance and counseling practitioners, faculty, researchers, and to the respondents themselves to have a better understanding and come up with an intervention program. The main source of data came primarily from the three hundred thirty-eight (338) Junior College students who were enrolled for the Second Semester, Academic Year 2017-2018 at World Citi Colleges, Quezon City. Two sets of standardized tests were utilized in the study; the Study Habits and Attitudes (SSHA) by Brown, W.F & Holtzman which consist of 100 items and the Baron Emotional Quotient Inventory (BarOn EQ-i:S) by Reuven Bar-On. According to BarOn, emotional intelligence is a combination of emotional and social competencies that determine how effective a person relate with himself, others and cope with daily demands and pressures. Emotional intelligence is an important factor in determining a persons' ability to succeed in life and directly influences his over-all well - being. Emotional Intelligence is developed over time, changes throughout life, and can be improved through training and remedial programs. It includes intrapersonal, interpersonal, stress management, adaptability, and general mood, that when manage well, this will lead to effective performance. Findings from the study revealed that respondents have effective skills in interpersonal and adaptability scales; stress management and general mood for female only but with low emotional and social capacity on interpersonal and total EQ, and stress management and general mood. Female respondents displayed effective study habits as compared to male respondents. Respondents are average performers in terms of academics. Gender has a potential impact on emotional quotient, study habits and academic performance. Respondents who are emotionally intelligent are expected to display effective study habits and attitudes that lead to high academic performance. There exists linear correlation between gender and emotional quotient, gender and study habits and gender and academic performance. Based from the results an intervention program was created.

Keywords: Academic success, adaptability, emotional quotient, stress management, study habits and attitudes.

1. Introduction

In the educational setting, the work of school counselors entails a lot of responsibilities. School counseling is an emotionally demanding, dynamic and fast-paced profession that can be inspiring and rewarding as well as discouraging and taxing. Counselors do not only face a range of emotional issues to students and parents they serve, but also in the administrators and teachers with whom they collaborate and consult. Pellitteri et.al. (2006) stated that counselors are in the unique and challenging position of balancing the perspective, wants, and need of all these parties, essentially serving as the "emotional center" of the complex system of the school community. Therefore, counselors become increasingly pressed to manage not only the emotions of the people around them but their own emotions as well. And as the emotional center, it is essential that they also develop the foundational skills of emotional intelligence, not only sets a necessary example of leadership but support the counselors own well-being and personal adjustment to a challenging work environment particularly into serving the students.

Interestingly, the researcher has been in the helping profession for many years and has obtained vital information that was believed contributory to the present study. She has witnessed how well the students performed in academics and how difficult these students maintained their grades as well. Random interviews were conducted to validate demographic profile of students as well as pressing issues that hinders them to achieved high academic performance. Some notable issues raised were about student motivation, failing grades, learning difficulties, peer pressure, study habits, overwhelming demand of academic activities, and family concerns like financial, separation of parents, and sibling rivalry. These growing challenges that students are confronted with, others have attempted give up and made no means to bounce back. Aquino (1980) validated these problems as he pointed out that most counseling problems in schools are related to educational achievement which is perennial and the most common concern for administrators, educators, and counselors.

With the initiatives of the different organizations to foster students' academic success and the in support to the endeavor of the institution to provide quality education to its clientele, the researcher aimed to determine the correlation of emotional quotient with study habits and academic success of the Junior College students with the hope that the result creates a positive impact on their academic performance.

2. Methods

2.1. Research design
The researchers used the quantitative descriptive correlational method of research in the study. This type of research method is mainly use to describe and correlates the influence of emotional intelligence and study habits of scholars towards academic success.

2.2. Population and sampling
The researchers considered the entire population of three hundred thirty-eight (338) Junior College students who belong to the different programs. Purposive Sampling was used. This sampling technique is a non- probability technique that involves the conscious selection by the researcher of certain people to include in a study. Participants are selected because they have particular characteristics that are of interest to the researcher.

2.3. Respondents of the study
The respondents involved in the study are the currently enrolled Junior College students of World Citi Colleges for the Second Semester, School Year 2017-2018 from 10 different programs.

2.4. Research instruments
The researchers utilized two standardized instruments: BarOn Emotional Quotient Inventory (BarOn EQ-EQ:iS) by Reuven Bar-On) and The Survey of Study Habits and Attitudes (SSHA).

2.5. Data collection and analysis
The administration of the two standardized tests was conducted in the classroom and in the guidance testing room of World Citi Colleges. An orientation on the day of the administration was conducted to assure that respondents understand the purpose of the tests, how it should be answered to acquire the desired data. The BarOn Emotional Quotient Inventory was initially administered. Materials were collected right after the respondents have completed the inventory. The second test was the Survey of Study Habits and Attitudes. The answer sheets and the test booklets were distributed to the respondents. Individual test of respondents were scored in a standardized manner as indicated in the manual of the tests being utilized. Results were tabulated, analyzed and interpreted. Analysis was done in the presence of the statistical treatment such as frequency, percentage, weighted mean, Pearson's Product Moment Correlation Coefficient and Linear Regression.

3. Results and discussion

3.1. Emotional quotient as measured by BarOn EQ:i
According to Emotional Quotient as measured by BarOn EQ:iS. The results show that male and female respondents garnered the same range of scores of 84 and below in intrapersonal, and total EQ. This was evident by the mean score of 83.8 for male and 84.0 for female respondents in intrapersonal and 81.1 for male and 53.1 for female in total EQ which both fall on the description of "for enrichment. The findings of the study contradict the study conducted by Kafetsios (2004) that emotional intelligence has a significant difference in gender groups.

3.2. The study habits of junior college students

The result shows that majority of male and female of the respondents got a score ranging from 49 & below which corresponds to "low" description or have a practice of an ineffective study skills in all seven scales. The result signifies that male and female showed study habits in common. Based from the student's responses, students revealed that they do not have efficient time management, lack planning and concentration in their studies, have poor reading skills, ineffective test-taking techniques and failure to inform teachers of their difficulties with school work and ask for their help.

3.3. Academic success of respondents as measured by the general weighted average

The results show that majority of the respondents both the male and female obtained a grade ranging from 2.26 to 2.99 and 2.25 to 1.75. The data denotes that majority of the respondents were performing within the description of average and fair only. This means that while majority of the respondents scored low in study habits, they displayed moderate in academic performance.

3.4. Correlation between gender and emotional quotient

Table 1. Correlation between the Gender and Emotional Quotient of the Respondents.

Sources	r	r^2	VI	Decision
Gender/Emotional Quotient	0.963	0.927	Significant	Reject H_o

Table 1 presents the correlation of gender and emotional quotient of respondents. The coefficient of correlation that exists between the two variables is about 93%. The correlation is considered very high as indicated by the r- value of 0.963. The result signifies that there is a significant correlation between gender and emotional quotient of the respondents.

Table 2. Coefficients.

MODEL	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Constant	1.089	9.038	
Male	0.553	0.128	0.555
Female	0.437	0.108	0.519

In order to get the correlational analysis between the emotional quotient and the gender, the table shows the estimated total emotional quotient of student is 1.089. The regression coefficient or slope coefficient for the male students is 0.553. The given predictor is 0.553 that for two respondents whose emotional quotient differed by 10 on the average can also be said that the total emotional quotient are differed by 5.53. For female is 1.089. The regression coefficient or slope coefficient for the female students is 0.437. The given predictor is 0.437, for two students whose emotional quotient differed by 10, the average total emotional quotient are differed by 4.37. The results above show that the dependency of the emotional quotient to the male junior college students is about 55% and that of the female junior college students is about 44%.

3.5. Correlation between the gender and study habits

Table 3. Correlation between the Gender and Study habits of the Respondents.

Sources	R	r^2	VI	Decision
Gender/ Study habits	0.926	0.857	Significant	Reject H_o

Table 3 presents the correlation between gender and study habits of the respondents. The correlation is considered very high as indicated by the r- value of 0.926. The coefficient of correlation that exists between the two variables is about 86%. The data implies that there is a significant correlation between the gender and study habits of respondents. This may be due to the fact the females are considerably having routine behaviors imbibed in them to feed their hunger and quench their thirst for knowledge and learning.

Table 4. Coefficients.

MODEL	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Constant	0.373	3.770	
Male	0.544	0.165	0.472
Female	0.530	0.096	0.787

In order to get the correlational analysis between the study habits and the gender, the table shows the estimated study habits for the respondents where the gender is male is 0.373. The regression coefficient or slope coefficient for the male students is 0.544. It can be said that for two students whose emotional quotient differed by 10 on the average can also be said that the total emotional quotient are differed by 5.44. The results above show that the dependency of the study habits to the male junior college students is about 54% and that of the female junior college students is about 53%.

3.6. Correlation between the gender and academic success

Table 5. Correlation between the Gender and Academic Success of the Respondents.

Sources	**R**	**r^2**	**VI**	**Decision**
Gender/Academic Success	0.987	0.975	Significant	Reject H_o

Table 5 presents the correlation of gender and academic success of respondents. The correlation is considered very high as indicated by the r- value of 0.987. The coefficient of correlation that exists between the two variables is about 99%. The result shows that there is a significant correlation between the gender and academic success of the respondents.

Table 6. Coefficients.

MODEL	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Constant	0.076	0.150	
Male	0.576	0.080	0.628
Female	0.398	0.081	0.431

In order to get the correlational analysis between the academic success and the gender, the table shows the estimated academic success for a student where the gender is male is 0.076. The regression coefficient or slope coefficient for the male students is 0.576. This indicates that the slope of the regression line is positive. It can be said that for two students whose emotional quotient differed by 10 on the average can also be said that the total emotional quotient are differed by 5.76. The results above show that the dependency of the study habits to the male junior college students is about 58% and that of the female junior college students is about 40%.

3.7. Correlation between emotional quotient, study habits and academic success of the junior college students

Table 7. Correlation between the Emotional Quotient, Study Habits and Academic Success of the Junior College students.

Sources	r	r^2	Verbal Interpretation	Decision	Sources	Unstandardized Coefficients		Standardized Coefficients
						B	Std. Error	Beta
					Constant	2.992	3.633	
Emotional Quotient/Study Habits	0.101	0.01	Not Significant	Retain H_o	Emotional Quotient	-0.008	0.048	-0.089
					Study Habit	0.008	0.031	-0.144
					Constant	-75.616	35.807	
Emotional Quotient/Academic Success	0.729	0.531	Significant	Reject H_o	Emotional Quotient	1.123	0.401	0.724
					Academic Success	1.196	4.529	0.068
					Constant	75.44	8.113	
Study Habits/Academic Success	0.727	0.528	Significant	Reject H_o	Study Habit	0.470	0.168	0.729
					Academic Success	-0.476	2.94	-0.042

There exists no significant correlation between the emotional quotient and study habits. On the other hand, there exist significant correlation between emotional quotient and academic success, and between study habits and academic success. This is indicated by the r- value of 0.101, 0.729, and 0.727. There exists a very low correlation between the emotional quotient and study habits and moderately high correlation on the emotional quotient and academic success and study habits and academic success.

In order to get the correlational analysis between the emotional quotient and the study habits, emotional quotient and academic success, and study habits and academic success the table shows the estimated academic success for a student is 2.992, estimated study habits for a student is -75.616, and estimated emotional quotient for a student is 75.44. The results above show that the dependency of the

emotional quotient and the study habit to the academic success of the students is about 0.8%; the emotional quotient to the study habits of the students is about 72% and the academic success of the students to the study habits is about 7%; the emotional quotient to the study habits of the student is about 73% and that of the academic success of the students to the study habits is about -4%.

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