# EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO ACADEMIC PERFORMANCE OF FEMALE STUDENT- LEADERS OF ACCREDITED PRIVATE HIGHER EDUCATION INSTITUTIONS IN REGION II

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***ABSTRACT:*** *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 Region II. 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. Profile data were treated using the simple frequency and percentage, 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 no significant difference exists on the emotional intelligence of the female students across provinces. Chi-square tests revealed that academic performance and emotional intelligence are not significantly correlated. Moreover, female student's age, year level, birth order, religion, socio-economic status and ethnic affiliation do not significantly relate with their emotional intelligence.*

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

## INTRODUCTION

Emotional intelligence "refers to the ability to identify and manage one's own emotions, as well as the emotions of others. It is the capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. "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. EI is a construct that involves an individual's ability to monitor their own and other's emotions, to distinguish between the positive and negative effects of emotions and to use emotional information to regulate thinking and actions (Jordan & Troth, 2002).

The youth of today are "promising" future leaders, thus school administrators have a great share in developing the emotional intelligence of the young generation for EI is the key to personal, social, mental, moral and even leadership and professional success. For leaders to be able to perform their leadership roles and excel in their academic responsibilities, emotional intelligence is highly required. Emotional intelligence is claimed to be the sine qua non of leadership. Women or the female group nowadays play an ever increasing and influential leadership roles in all endeavors thus it is highly encouraged that female student leaders in all schools in the region, may it be private or even government institutions, should be well guided by its principles, vision, mission and Decalogue of objectives to hone the leadership potentials and intelligences particularly emotional intelligence of the students in order for them to become emotionally managed, nurturing and responsible citizens who will be future assets of the society. Research confirms the female students advantage in social skills accords with another commonly accepted proposition that females are more sensitive to the emotions of others (Hall & Mast, 2008) and have better recall of emotionally-laden information regarding others (Bloise and Johnson, 2007).

Academic excellence is fundamental to every student more so among student leaders because they hold positions in different organizations and portray essential roles in planning and decision making. Leaders who are better able to regulate their emotions will find it easier to develop a competency such as Initiative or Achievement drive. Ultimately, it is these social and emotional competencies that could lead to effective leadership and academic performance.

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.

If the emotional intelligence and academic performance of female student leaders are properly honed and developed, this would unfold the talents, potentials, capacities and intelligences of youth leaders to become well adjusted, well-rounded and empowered women who will be very smart, caring, emotionally stable and dedicated leaders willing to give their best service for other's welfare, hence this study.

## STATEMENT OF THE PROBLEM

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

Specifically, it was geared towards realizing the following:

1. Describe the personal profile of the female student leaders as a whole in terms of age, course, year-level, birth order, socio-economic status, religion and ethnic affiliation.

2. Determine the emotional intelligence of female student leaders as a whole relative to the following composite scales: intrapersonal, interpersonal, stress management, adaptability and general mood.

3. Find out the significant difference in the emotional intelligence of female student leaders as a whole relative to: intrapersonal, interpersonal, stress management, adaptability and general mood.

4. Determine the mean academic performance of female student leaders.

5. Find out the significant relationship between the emotional intelligence of female student leaders and their mean academic performance.

6. Find out the significant relationship in the emotional intelligence of the female student leaders when grouped according to profile variables.

## 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.

To gather data for the profile variables, the female student leaders answered the Personal Data Sheet. The questionnaire was attached as part of the main questionnaire distributed by the researcher to the respondents.

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 Region II 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.

On the profile of the respondents as to profile variables, the simple frequency and percentage distribution was used.

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 when grouped according to profile variables.

**RESULTS AND DISCUSSIONS**

***Table 1.1***

***Frequency and Percentage Distribution of the Female Student-Leaders Relative to Age***

| Age Range | Frequency | Percentage |
|---|---|---|
| 16-17 | 13 | 12.38 |
| 18-20 | 47 | 44.76 |
| 21-23 | 32 | 30.48 |
| 24-26 | 9 | 8.57 |
| 27-29 | 4 | 3.81 |
| **Total** | **105** | **100.00** |

**Mean Age = 20.48**

Table 1 shows the frequency and percentage distribution of respondents as to age as a whole in Region II. Of the 105 respondents, the highest frequency of 47 or 44.76 percent belongs to 18-20 age bracket, followed by 32 or 30.48 percent, belonging to the 21-23 age bracket, 13 or 16-17 age bracket, 9 or 8.57 percent are in the age range of 24-26 and the lowest frequency of 4 or 3.81 percent are in the age range of 27-29. The findings imply that majority of the respondents in Region II are in the age bracket of 18-20 and 21-23 respectively, this is supported with a mean age of 20.48. This further implies that the respondents are in the legal age thus they are socially and mentally responsible to perform their leadership roles and duties.

***Table 1.2***

***Frequency and Percentage Distribution of the Female Student-Leaders Relative to Course***

| Course | Frequency | Percentage |
|---|---|---|
| College of Teacher Education | 30 | 28.57 |
| College of Criminology | 13 | 12.38 |
| College of Business Administration and Management | 10 | 9.52 |
| College of Hospitality and Management Industry | 15 | 14.29 |
| College of Liberal Arts & Sciences and Public Administration | 4 | 3.81 |
| College of Information Technology | 9 | 8.57 |
| College of Engineering | 7 | 6.67 |
| College of Nursing, Pharmacy, Midwifery, Health and Laboratory Sciences | 17 | 16.19 |
| **Total** | **105** | **100.00** |

Table 1 shows the frequency and percentage distribution of respondents as to course as a whole in Region II. Of the 105 respondents, majority of the respondents are enrolled in the College of Teacher Education with 30 or 28.57 percent. Second course with the largest population is College of Nursing, Pharmacy, Midwifery, Health and Laboratory Sciences with 17 or 16.19 percent. Hospitality and Management Industry ranks third largest population with 15 or 14.29 percent while Criminology ranks fourth with 13 or 12.38 percent. College of Business Administration and Management follows with 10 or 9.52 percent. Next in rank is College of Information Technology with 9 or 8.57 percent, while the least populated courses in Region II are College of Engineering and College of Liberal Arts & Sciences and Public Administration with 7 or 16.19 and 4 or 3.81 percent which ranks 7$^{th}$ and 8$^{th}$ respectively.

The College of Teacher Education dominated the population of the respondents which implies that teachers or teachers-to-be are known to be compassionate and emotionally attached to their students thus fellow students tend to associate leadership of soon-to-be teachers to be compassionate and emotionally attached leaders, thus Teacher Education students are more preferred by their fellow students to lead them.

***Table 1.3***

***Frequency and Percentage Distribution of the Female Student-Leaders Relative to Year Level***

| Year Level | Frequency | Percentage |
|---|---|---|
| First year irregular students/ALS | 13 | 12.38 |
| Second Year | 17 | 16.19 |
| Third Year | 22 | 20.95 |
| Fourth Year | 38 | 36.19 |
| Fifth Year | 15 | 14.29 |
| **Total** | **105** | **100.00** |

Table 1 shows the frequency and percentage distribution of respondents as to year level as a whole in Region II. The table indicates that from among the 105 female student-leader respondents in Region II, majority of the respondents belong to fourth year level with 38 or 36.19 percent, followed by the third year with 22 or 20.95 percent, 17 or 16.99 percent is represented by the second year, the fifth year had 15 or 14.29 of the female student-leader respondents while the first year had the least representation of 13 or 12.38 percent since this school year is the start of the K2-12 Program that is why very few schools accepted first year students except for cases of irregular and graduates of ALS students. The result of the study shows that female student-leaders of Region II are in the proper age bracket for their year level. This further implies that since the respondents belong to a higher year level, they are expected to be socially aware, emotionally adjusted and mentally capacitated to manage and lead the student body organization in the region.

***Table 1.4***

***Frequency and Percentage Distribution of the Female Student-Leaders Relative to Religion***

| Religion | Frequency | Percentage |
|---|---|---|
| Roman Catholic | 67 | 63.80 |
| Non-Catholic | 38 | 36.19 |
| **Total** | **105** | **100.00** |

Table 1 shows the frequency and percentage distribution of respondents as to religion as a whole in Region II. The table indicates that from among the 105 female student-leader respondents in Region II, majority of the respondents are Roman Catholic with 67 or 63.80 percent while only 38 or 36.19 percent are Non-Catholic. This implies that Roman Catholic outnumbered the Non-Catholic female student-leaders in the region. This is due to the fact that Region II is predominantly Catholic as a consequence of Spanish rule in the Philippines. That majority of the respondents are still fully engrossed to the original religious faith- the Roman Catholic religion.

***Table 1.5***

***Frequency and Percentage Distribution of the Female Student-Leaders as to Ethnic Affiliation***

| **Ethnic Affiliation** | **Frequency** | **Percentage** |
|---|---|---|
| Itawes | 21 | 20 |
| Ilocano | 39 | 37.14 |
| Ybanag | 22 | 20.95 |
| Tagalog | 14 | 13.33 |
| Others (Malaweg, Isneg, Gaddang) | 9 | 8.57 |
| **Total** | **105** | **100.00** |

Table 1.5 shows the frequency and percentage distribution of respondents as to ethnic affiliation as a whole in Region II. As shown in the table above, majority of the female student-leader respondents in Region II are Ilocanos with 39 or 37.14 percent. Second is Ybanag with 22 or 20.95 percent. Next is Itawes with 21 or 20 percent. Tagalog rank 4$^{th}$ with 14 or 13.33 percent. The last rank as to ethnic affiliation composed of the Malaweg, Isneg and Gaddang female student-respondents with only 9 or 8.57 percent. The result of the study implies that Ilocano ethnic groups dominate Region II and are considered the majority group already.

***Table 2***

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

| | **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 2 presents the over-all summary of emotional intelligence of female student-leader respondents by province and as a whole in Region II.

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 able to understand and appreciate the feelings of 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 be more flexible, realistic and successful in managing change.

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 self-directed when coping with problems and difficult situations.

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 be calm and work well under pressure and are rarely impulsive or lose control.

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 assess more of their own feelings and emotions and knew so well their wants, desires and even their idiosyncrasies thus can effectively manage their plans and decisions.

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 Region II 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 3***

***Test of Difference in the Emotional Intelligence of Female Student-Leaders in Region II As A Whole***

| **Dimension** | **Category Mean** | **DS** |
|---|---|---|
| Interpersonal | 3.73 | High |
| Adaptability | 3.56 | High |
| General Mood | 3.28 | Average |
| Stress Management | 2.94 | Average |
| Intrapersonal | 2.78 | Average |
| **Over-all Mean** | **3.26** | **Average** |

**Tc= 18.1550 alpha= 0.05 P= 0.00002706 Reject Ho**

Table 3 shows the test of difference in the emotional intelligence of female student-leaders in Region II. The t-test yielded with a t-value of 18.1550 with a probability of 0.00002706 at the 0.05 level of significance. Since the probability value is less than alpha, then the null hypothesis earlier presented is rejected, hence there is a significant difference in the emotional intelligence of female student-leaders. This implies that each of the female

student-leaders in Region II had unique emotional and social capacity. Thus there is no means of comparing one from the other.

***Table 4***

***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 Region II. 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 Region II 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 the whole studentry. This further implies that the female student-leaders of Region II see to it that they balance their functions as student leaders with their academics so that their academic performance is not taken for granted. For them academic excellence is very vital for leadership excellence.

***Table 5***

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

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

$x^2c = 0.010$ df = 2 $\alpha = 0.05$ P = 0.9951

Accept Ho

Table 5shows 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 Region II 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 in their respective schools.

***Table 6***

***Summary of Test of Relationship Between the Emotional Intelligence of Female Student-Leaders when Grouped According to Personal Profile Variable by Province As A Whole***

| Profile Variable | Cagayan | | | | | Isabela | | | | | Nueva Vizcaya | | | | | As A Whole | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $x^2c$ | df | LS | P | D | $x^2c$ | df | LS | P | D | $x^2c$ | df | LS | P | D | $x^2c$ | df | LS | P | D |
| Age | .000 | 1 | .05 | .9909 | Accept Ho | 0.03 | 1 | .05 | .957 | Accept Ho | 0.28 | 2 | .05 | .8685 | Accept Ho | .016 | 1 | .05 | .8992 | Accept Ho |
| Course | .109 | 2 | .05 | .9468 | Accept Ho | 1.36 | 2 | .05 | .505 | Accept Ho | 2.84 | 4 | .05 | .5847 | Accept Ho | .037 | 2 | .05 | .9816 | Accept Ho |
| Year Level | .001 | 1 | .05 | .9757 | Accept Ho | 0.05 | 1 | .05 | .8206 | Accept Ho | 0.17 | 2 | .05 | .9173 | Accept Ho | .081 | 1 | .05 | .8947 | Accept Ho |
| Religion | .048 | 1 | .05 | .8266 | Accept Ho | 0.06 | 1 | .05 | .811 | Accept Ho | 0.15 | 2 | .05 | .9265 | Accept Ho | .016 | 1 | .05 | .8992 | Accept Ho |
| Ethnic Affiliation | .012 | 1 | .05 | .1903 | Accept Ho | 0.003 | 1 | .05 | .957 | Accept Ho | 0.00 | 2 | .05 | 1.0000 | Accept Ho | .017 | 1 | .05 | .8951 | Accept Ho |

Table 6 summarizes the test of relationship in the Emotional Intelligence of female student-leaders by province and as a whole when grouped according to their personal profile.

For Age in Cagayan province, the chi-square test yielded with a probability of 0.9909 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.003 and 0.282 with a probability of 0.975 and 0.8685 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.96 with a probability of 0.8992 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Region II and age. It further implies that the age of these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces do not affect their emotional intelligence.

For Course in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.109 with a probability of 0.9468 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 1.366 and 2.842 with a probability of 0.5052 and 0.5857 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.037 with a probability of 0.9816 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Region II and course. It further implies that the emotional intelligence of these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces is not affected with whatever course they took up in their respective schools.

For Year Level in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.001 with a probability of 0.9757 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.051 and 0.173 with a probability of 0.8206 and 0.9173 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.96 with a probability of 0.8947 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Region II and year level. It further implies that the year level of these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces as a whole do not have impact or influence on their emotional intelligence.

For Religion in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.048 with a probability of 0.8266 at the 0.05 level of significance. Isabela and

Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.057 and 0.153 with a probability of 0.8114 and 0.9265 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.016 with a probability of 0.8992 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Region II and religion. It further implies that the whether these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces as a whole are Roman Catholic or Non-Roman Catholic, it has nothing to do with their emotional intelligence. This further means that whatever religion they embrace, they perform equally well in emotional and social skill and also in performing their roles as leaders.

For Ethnic Affiliation in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.012 with a probability of 0.9130 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.003 and 0.000 with a probability of 0.9575 and 1.000 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.017 with a probability of 0.8951 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Region II and their ethnic affiliation. It further implies that as to ethnic affiliation, the emotional of the Ybanag female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces as a whole do not vary with the Ilocanos, Itawes, Malaweg, Gaddang, Isneg and Tagalog female student-leaders of Region II respectively.

Generally, the result implies that the profile variables of the respondents namely age, course, year level, religion and ethnic affiliation were found to no interaction with

emotional intelligence of respondents. This further implies that the female student-leaders of Region II were found to be similar in social and emotional skills in intrapersonal, interpersonal, adaptability, stress management and general mood composite scales or dimensions.

## SUMMARY OF FINDINGS

1. Profile of Respondents

   i. Majority of the female respondents in Region II are in the age bracket of 18-20 and 21-23 respectively, this is supported with a mean age of 20.48 years.
   ii. Majority of the female student leaders in Region 02 are enrolled in the College of Teacher Education.
   iii. Most of the female student leaders in Region II belong to the fourth year level.
   iv. Majority of the female student leaders in the region are first-born.
   v. The result of the study reveals that majority of the female student leaders in Region II are above average in terms of socio-economic status.
   vi. Majority of the female student leaders in Region II are Roman Catholic.
   vii. The female student leaders in the region are dominated by Ilocanos.

2. In Region II, 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.

3. The test of difference in the emotional intelligence of female student leaders across provinces show that there is no significant difference, between the emotional intelligence of female student leaders of Cagayan, Isabela, Nueva Vizcaya and Cagayan Valley Region as a whole relative to the interpersonal, intrapersonal, stress management, adaptability and general mood composite scales.

4. As a whole, majority of the female student leaders of Region II have “satisfactory” academic performance as reflected in their over-all mean of 89.02.

5. 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.

Generally, the result of the study implies that the profile variables of the respondents as a whole namely, age, course, year-level, birth order, socio-economic status, religion and ethnic affiliation were found to no interaction or no significant relationship with emotional intelligence of the female student-leader respondents

## CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The female student leaders of the ten (10) accredited private higher education institutions of Region II are composed of students who are emotionally adjusted, productive, committed and competent in the performance of their assigned tasks and duties 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 Region II. 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.

3. Furthermore, it can be concluded that when grouped as a whole, there is no significant difference on the emotional intelligence of Cagayan, Isabela and Nueva Vizcaya female student leaders.

4. Finally, it can also be concluded that the personal profile of the female student-leaders does not have direct bearing and effect on their emotional intelligence, that the student leaders of Region II display the same emotional and social skills regardless of age, course, year level, birth order, socio-economic status, religion and ethnic affiliation.

## RECOMMENDATIONS

1. Curriculum makers should conduct an intensive review 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.

2. There should be a complete emotional intelligence inventories of the students properly kept in the guidance office. 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.

3. The female student-leaders of Region II strongly desire to be emotionally intelligent and to lead effectively. Along these aspirations, in order to materialize such goals, the school should design Student's Development Programs to be spearheaded by the Office of Student Welfare and Development 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.

4. Further study is recommended on the variables or factors, which affect the emotional intelligence of the female student-leaders of Region II.

5. 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.

6. 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.

7. A study should be conducted on the emotional intelligence and job performance of the Administration, Heads, Faculty Members and Personnel Staff of the different accredited private higher education institutions as well as government institutions.

8. 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 Region II.

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