

EMOTIONAL INTELLIGENCE, STUDY HABITS AND ATTITUDES,
DEMOGRAPHIC VARIABLES, AND ACADEMIC PERFORMANCE
AMONG COLLEGE FRESHMEN RESIDENTIAL STUDENTS:
A COMPARATIVE CORRELATIONAL STUDY

A Dissertation for the Degree
Doctor of Philosophy in Education

Adventist International Institute of Advanced Studies

Pamela Hendra Heng

May, 2007

Adventist International Institute
of Advanced Studies

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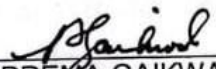
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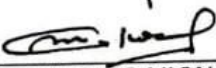
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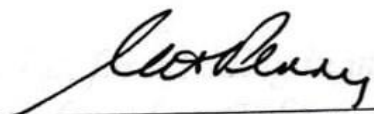
PAMELA HENDRA HENG

APPROVAL BY THE COMMITTEE


PREMA GAIKWAD, Ph.D
Chairperson

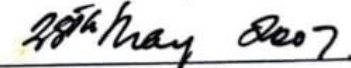

SAMUEL GAIKWAD, Ph.D
Methodologist


CONCHITA V. UMALI, Ph.D
External Examiner


GRAEME H. PERRY, Ph.D
Dean


JULIAN MELGOSA, Ph.D
Member


SHAWNA VYAMEISTER, Ph.D
Member


Date

Dedication

This dissertation is dedicated with deep affection and respect to :

Eddy Lukas, Ph.D., my husband, for his in-depth love for me in fulfilling the dream of my heart. I can never thank him enough !

Daniel, Grace, and David, my children, for their love and moral support.

To the honored memory of

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LIST OF ABBREVIATIONS

ANOVA	- Analysis of Variance
DA	- Delay Avoidance
EA	- Education Acceptance
EQ	- Emotional Quotient or Emotional Intelligence
EQi : S TM	- Emotional Quotient Inventory : Short Trade Mark
GPA	- Grade Point Average
IQ	- Intelligent Quotient
SDA	- Seventh – day Adventist
SQ3R	- Survey, Question, Read, Recite, Review
SSHA	- Survey of Study Habits and Attitudes
TA	- Teacher Approval
WM	- Work Method

DISSERTATION ABSTRACT

Doctor of Philosophy in Education
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TITLE : EMOTIONAL INTELLIGENCE, STUDY HABITS AND ATTITUDES,
DEMOGRAPHIC VARIABLES, AND ACADEMIC PERFORMANCE
AMONG COLLEGE FRESHMEN RESIDENTIAL STUDENTS : A
COMPARATIVE CORRELATIONAL STUDY

Name of researcher : Pamela Hendra Heng

Name and degree of faculty advisor : Prema Gaikwad, Ph.D .

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The main purpose of this study was to determine the relationship between emotional Intelligence (EQ), study habits and attitudes, selected demographic variables (gender, birth order, parents' education, parents' income, parents' occupation, student classifications by enrolment and work status), and the academic performance of freshmen residential students in three Adventist tertiary institutions in the Philippines during the school year 2005 – 2006. The participants were 587 freshmen residential students. They answered the Emotional Intelligence

Inventory – Short Version (EQi : STM), the Survey of Study habits
Inventory – Short Version (EQi : STM), the Survey of study

Habits and Attitudes (SSHA), and a survey of demographic
information. Academic performance as measured by their GPA
was obtained from the three respective colleges.

There were significant differences in mean among EQ,
SSHA and academic performance by demographic variables.

Specially,

1. Differences in EQ existed in relation to the
following demographic variables : gender, birth
order, parents' education, parents' income,
fathers' occupation, student enrolment status, and student work status.
2. Differences in SSHA existed in relation to the
following demographic variables mother's
education and parents' income.
3. Differences in academic performance existed in
relation to the following demographic variables :
gender and parents' income.

The study showed significant correlations between all
EQ and SSHA subscale. It also found significant
correlations between three EQ subscale (adaptability,
general mood, and total EQ) and academic performance. All

subscale of SSHA were significantly correlated with academic performance.

The best predictive model for academic performance explained 13% of the total variance. These predictors are the following : Education Acceptance ($\beta = .21$) subscale of the SSHA; Adaptability ($\beta = .15$) subscale of the EQ; and four demographic variables : gender ($\beta = - .15$), government – related father's occupation ($\beta = - .10$), student classification II – Work Status ($\beta = .13$), and parents' income ($\beta = .09$). Gender and government – related fathers' occupation were negative predictors for academic performance which implies that female students with non – government – related Father's occupation were predicted to have higher achievement than those with government – related father's occupation.

CHAPTER 1

INTRODUCTION

The completion of secondary or high school education is a very important landmark in one's life; graduation day marks the reaching of a milestone and the beginning of another journey. It is such a notable occasion celebrated with delightful festivities. Further, graduation day is also a moment in life when a person makes several important decisions. A person may consider pursuing higher education or simply finding a job. Either of the choices can clearly determine the individual's course of action which bears an impact on one's life, the family and its resources .

Lerner (2002) suggest that a college education will improve one's future economic prospects. In college, students experience a foretaste of real life situations which give them opportunities and challenges to strengthen their life skills. It is also in college where students learn to be more independent and more responsible in attaining their academic goals.

In a special report, Whitbourne (2002), has stated that the academic success of college students is difficult to predict. Student who are intelligence and seem very promising during their high school years are predicted to achieve academic success. However, not all of them achieve well after entering college. In fact, some of them even drop out. In a report, regarding “National Excellence : A case for developing America’s talent – October 1993, “It was stated that only one half of the top 25% of high school achievers of class 1980 completed their baccalaureate degree after 7 years of attending college. Only one in eight of these graduates continued on to graduate schools or post baccalaureate professional schools. It was also stated in the same report that approximately “up to 70 percent of black students who enrolled in a 4 – year colleges [sic] drop out at some point” (Quiet Crisis, ”Performance of Top Sudents section, n.d., para. 1). Among the dropouts, there were 18% of the black students who achieved very high Scholastic Aptitude Test scores upon entering college. There must be some factors that hinder high school achievers from performing well in college.

Many factors, both internal and external, can cause poor academic performance. External factors can be lack of

financial support, teachers' poor classroom management , lack of faculty – student interactions and relationships , lack of new student orientation, lack of student involvement , information and support , and so forth. The report of the survey of eligible non – returning freshmen students revealed that a significant number of respondents (one out of four respondents) indicated that their reasons for not returning to the university were primarily due to financial problems (Institutional Research and Evaluation , 1998). Ninety – three students who experienced teacher enthusiasm were found to have greater intrinsic motivation and higher levels of vitality (Patrick , Hisley , Kempler , & College , 2000) . A couple of internal factors that may affect the students' academic performance are the students' study habits and their attitudes toward study. Specifically , these factors include lack of motivation , inability to cope with stress , lack of goof study habits , lack of study skills , lack of time management , lack of understanding teachers' requirements and expectations , lack of good study attitudes , lack of peer support , and in ability to obtain emotional support and malnutrition.

When a student fails in his study , he fails to learn well. According to Sigue (1990) , failure to learn and study

Effectively result in poor scholastic performance. Thus , academic performance has positive correlations with proper study techniques.

Whorther (n.d.) stated that in higher education , negative peer pressure was strong between black and white students. There were inferior feelings among black students because their performance was much lower than whites . He further stated that this condition was due to external factor , the school situation , while the internal factor pointed to the culture . In other words , these black students had a lack of peer support when compared to whites . Other internal factors that can make a significant difference in the students' academic success is time management . It was found that the ability of time management was positively correlated to students' quarter Grade Point Average (GPA) (Lahmers , as cited in Jolly , 2002). These factors possibly affect students more when they are still trying to adjust to a new academic environment or a different educational system from that they have been accustomed to in high school . These factors may have a great influence on students' academic performance.

Astin (1984) who conducted a study on student involvement in higher education found that both internal and external factors played an important role in student retention , involvement , academic performance and development . He offered a theory designed to help teachers provide better learning environments for the students . He suggested that several “quantity and quality” programs should be implemented by the college for the students’ better physical and psychological involvement . In support to Astin , Skinner (1968) affirmed that students’ achievement can only be measured if effective study habits have been taught . The study habits of freshman students are believed to precede success in further higher educational pursuits .

Furthermore , another observation was reported by Darnell (2004) :

Recent brain research reveals that the emotional part of the brain is involved in every aspect of our day to day thought processes . Without this connection to the emotional part of the brain , cognitive thought processes such as decision making are nearly impossible . (p. 12)

Statements such as that of Darnell have convinced many that there is a link between the feeling and thinking brain which, in turn, affects academic performance. The thought that Emotional Quotient / Intelligence (EQ), study habits and attitudes, academic performance, and their relationships can be understood, motivated me to undertake this study.

Background of the Study

College entry is a critical landmark as well as a challenging transition in a student's life. Going into college is a choice – a big decision. Staying in the dormitory is another. Either or both of these choices can lead to stress and anxiety for many college freshmen students. According to Lu (as cited in DeBerard, Spielmanns, & Julka, 2004), adapting to a higher level of educational environment can be a stressful experience for many college freshmen especially when they are not ready for personal freedom or are not prepared for the rigor of more independent college work. Separation from home is considered as one of the sources of stress for many college students. Some may feel very homesick and depressed and may lead to physical or mental health problems. As Crespi and

Becker (1999) noted, first year students experience several adjustments and change in relationships within their family circle , and old and new friends , relationships which can be intensely stressful to them .

Stress is a unique , individualized experience that affects each person in any given situation . Stress is necessary in life , but excessive stress is harmful . Only moderate stress is useful and effective . Negative emotions and thoughts influence one's life adversely . As Goleman (1995) noted , excessive stress short – circuits logical thought processes and it could prevent students from passing their classes . Failing a class is a manifestation of a student's inability to cope with the different stressors encountered during a course of study . In worse cases , too much stress may even compel the student to drop out.

Dropping out is another common occurrence among college freshmen students . According to Whitbourne (2002) , the freshmen year is a key point where college students are particularly susceptible to drop out . Freshmen who are unable to cope with certain academic stressors or anxieties , or who are not equipped with the necessary study skills might eventually choose to leave collage – to drop

out . This decision could have a significant impact on one's life . It can adversely affect one's family , social status , future earning , and even the society at large .

In the Philippines , college freshmen students come from various high schools . They come from different parts of the country or from abroad , and from different educational systems . As can be expected , there are college freshmen students who lack basic knowledge and skills . Some may not even know how to do their assignments or simply , how to study because they were not taught study skills in high school . Others may have language barriers . Still others might need more time to adjust to the new environment . These students may have difficulties in coping with the new educational system in college which could be quite different from what they have been through in high school .

College students are expected to have already attained a higher level of maturity to manage their own studies , behavior , and the pursuit of their academic interests , Because of this expectation . many teachers tend to emphasize the cognitive aspect of a course of study , hardly giving attention to the improvement of the students' study habits , attitudes , and skills in concentration ,

memorization , and test taking . As a result , a number of students often accumulate unresolved academic anxieties that lead to academic stress . Those students who dwell upon negative thoughts and feelings are most likely to become anxious , angry , and depressed and can have more difficulty learning efficiently and effectively . This may lead them to drop out of class and eventually out of school . Thus , conducting a study on the possible relationships that exist between EQ , study habits , attitudes , and academic performance among resident freshmen college students is extremely relevant in today's academic world .

Another factor that contributes to the increasing number of college dropouts in countries like the Philippines is financial constraints . According to patalinghug (2000) , educational finance for higher education in the Philippines is either self – financed , or parent / relative supported . Self – supporting or working students are common in universities and colleges all over the country. This is the reason many universities and colleges offer evening classes . They would like to accommodate students who may have daytime jobs and would like to pursue and finish a college education .

Emotional instability is another condition that has a relatively significant influence on the academic performance of a college freshman . Students may have certain serious problems such as having parents who have gone through divorce , or losing a loved one . Their negative emotion tends to redirect their mind and attention towards their own preoccupations , which hinders them from focusing on academic tasks . Sky (2002) pointed out that anger , anxiety , self – pity , despair , hopelessness , helplessness and blaming oneself can overrule the person to the point of sacrificing one's education .

Another problem that college freshmen students face is inability to cope with a new social environment . Majority of college students tend to accomplish academically emotional related task independently . This is a deviation from what they were accustomed to doing in high school , where most of them were able to join and sustain a peer group that meets their academic , social , and emotional needs . This transition from dependence to independence mode of study is a feat to a number of college freshmen .

Tenedero (1998) made a similar observation :

Social adjustment as one of the basic requirements in school systems has been found to be dependent on the

emotional development of the learners . Both social and emotional adjustments are two paramount concepts that would remedy common behavior deviation among the learners. To cope with the changing society , there is a great need for the learners to develop the skill on emotional concern in dealing with the peers and other members of the school systems . (p. 194)

Lack of skills to cope with demands of a new social and academic climate is apparently another area of difficulty among college freshmen . Slate , Jones , and Harlan's (2005) research on study skills showed that students at all levels in high school and in college lack study skills . Though study skills had been found to be strong predictor of academic achievement , in practice , many traditional schools have not enriched students' study skills . Lack of study skills reduces the chances of students to succeed educationally. Likewise , proper study habits and study attitudes are needed by college freshmen if they were to fully enjoy the benefits of their college years . Studies show that the study habits of students have a great impact on student' academic performance (Rafanan , 1986; Sigue , 1990) .

Many attend schools to study and strengthen their study habits as well as to learn useful skills . Schools are real – life learning centers in which the development of all facet of a whole person is promoted . This was the observation of several studies , as cited by Bar – On and Parker (2000) :

Schools are a critical setting in which programmatic competence – enhancing and preventative efforts could and should occur . Schools can facilitate ample opportunities for students to develop , practice , and receive recognition for emotionally appropriate and socially competent behaviors both within and beyond the classroom setting . (p. 391)

Schools are established to meet several needs of students . Students are the main target of education , and they deserve to be treated as holistic persons . Several factors that affect students' academic performance can be derived from self factors such as health , IQ , EQ , basic knowledge and skills such as study techniques , learning styles , social and peer acceptance , as well as home and school factors . IQ is found to be consistently linked to academic achievement and accounted for 25% of the variance in academic achievement , but there is about 75% of the

variance to be explained by factors other than IQ (Snow , as cited in Lau & Roeser , 2002) . According to Garza (1998) , teachers have powerful role influencing a student's academic performance . Teachers can be the special people who inspire or who discourage him/her . Teaching method and socio – economic status were found to have the highest effect on student achievement (Zaratan , 1995) . Tangonan (1997) , in his study of accounting students' board exam , added that five student factor (parents' financial capability , organization or affiliations of students , medical course , quality of instruction and father's occupation [unemployed]) significantly related to the students' academic achievement . Only father's occupation was found significantly negatively affecting the GPA . The other factors significantly positively affected the GPA .

Another finding related to academic achievement was that thinking styles have impact on academic achievement of individuals (Zhang , 2001) . The findings of Zankofski (1999) related to student performance in mathematics based on the effect of demographic and background variables showed that citizenship , age group , ethnicity , student enrolment status , instructor employment status , and time of class meeting are significantly associated with course grade .

Non – Citizen female college students who worked part - time and attended evening classes being taught by temporary instructors performed better than citizen , male, full - time college students attending day classes and taught by tenure track instructors . Other studies related to psychological aspects and academic performance have already been done . For example , Braverman (2003) found in his study that there were significant differences between students with higher self – concept scores and those with lower self – concept scores on GPA , life satisfaction , late arrivals , and participation in extracurricular activities . However , studies focusing on and relating to students' emotions and EQ and study habits and attitudes in connection to their academic performance are rarely found .

In pursuing academic success , college students can use various coping strategies such as the application of EQ , good study habits , and sound attitudes towards study . A considerable amount of related literature and studies were reviewed and no study on the relationship between EQ , study habits and attitudes and academic performance of college freshmen students was found . As I pondered on these factors that clearly affect a collage student's academic performance , a strong interest emerged suggesting the

undertaking of a research study on the relationship of college freshmen residential students' EQ , their study habits and attitudes , and their academic performance .

Statement of the Problem

The major problem addressed in this study is , “What is the relationship between the EQ , study habits and attitudes (delay avoidance , work / study methods , teacher approval , education acceptance , study habits , study attitudes , study orientation) , selected demographic variables , and the academic performance of college freshmen residential student in selected Adventist tertiary institutions in the Philippines ?”

Purpose of the study

The purpose of this study is to determine the relationships between EQ , study habits and attitudes , demographic variables , and the academic performance of the participants , and also the differences among the variables studied in specific groups . I endeavoured to see the differences in the relationships among these factors and demographic variables on academic performance as well as the interrelationship between factors contributing to

academic performance . These factors have been studied in relation to the academic performance of college freshmen residential students in selected Adventist tertiary institutions in the Philippines during the academic year 2005 – 2006 .

I was interested in looking into the relationship that may exist between EQ and study habits and attitudes , and the correlation and impact of these variables on the academic performance of college freshmen , with the aim of finding solutions to improve the EQ , Study habits and attitudes of college freshman students , and to affect higher scholastic performance .

Significance of the Study

I believe that this study will make a valuable contribution toward bridging the gap in the existing knowledge on EQ , study habits and attitudes , and academic performance and their correlation. Moreover , conducting the measurement of EQ and Study Habits and Attitudes for the new students at the beginning of the school year in higher education may help identify any significant problems related to academic performance . By detecting problems or enhancing the study skills of students as early as the

beginning of the students' course can provide necessary assistance in helping them to achieve their academic goals .

Through the findings , I hope to provide educators and all those who are directly associated with the students a better understanding of the psychological needs of the students . This may lead to recommendations as how to improve the academic performance of college freshmen residential students in the future .

This study will be beneficial to several groups of people : students , parents , faculty , guidance counsellors , dormitory deans , school administrators , curriculum planners , and researchers . A short description of the relevance of this study to each of these beneficiaries follows :

1. Students . They are the core of teaching and learning , and the center of the educative process . This study helps analyze students' emotional system and their study skills which would hopefully enable them to improve their emotional awareness , and develop better study habits and attitudes . Further, this study is deemed to give students a better understanding of their present concerns and , hopefully , develop insight among them on how they

could perform better in a larger community in the future .

2. Parents . parents are considered partners of the school in the education of their children . This study would help parents become more aware of the uniqueness of their children's EQ and their study habits and attitudes . As co – partners of the teachers , the parents' quest for nurturing their children's emotional balance , their study habits and attitudes should be encouraged, and a study such as this can definitely enrich their knowledge of the subject and improve their parental skills.
3. Faculty. These are those that affect the emotional development of the students, who should be more sensitive to the differences among students' EQ. Teacher can be a great help in establishing emotional bonds among students. This study will give these groups of educators an insight into the necessity of emotional commitment in the teaching – learning process as they endeavor to accommodate the learning needs of their students. Furthermore, this study will challenge teachers to stimulate

their student to gain proper study skills and attitudes.

4. Guidance counsellors. As they give professional assistance to students, individually or as a group, this study, it is hoped, will help counsellors to provide better counselling services.
5. Dormitory deans. As second parents to the students who are far from home, the dormitory deans usually become the source of encouragement to students in maintaining their emotional balance. They also help students improve unstable emotions, poor study habits and pessimistic attitudes.
6. School administrators. As leaders, decision makers, and managers, this study will give administrators a clear picture of the delicate relationship between EQ, study habits and attitudes and the vital role these elements play in creating an admirable teaching – learning environment. This can give them a good idea of the necessary support to create or implement in order to strengthen the teacher's skills in handling students' emotional and academic problems. This study may also provide them information on the training needed to enhance

teacher – student emotional bonds which could stimulate better academic performance.

7. Curriculum planners. As authorities who gave greater influence in developing or revising the curriculum, this study will challenge curriculum planners to develop necessary curricular offerings that would nurture emotional stability, good study habits and improve the academic performance of students. They can design workshops or seminars that could orient students and teachers on perceived emotional and academic problems.
8. Researchers. As researchers continue to seek for more supportive findings to the existing knowledge, the results of this study may hopefully provide interesting additional information. This study may also encourage othe researchers to do further research studies related to this present one.

I hope that this study will give a clear understanding and some solutions when the above – mentioned beneficiaries encounter problems in school or they may simply get some help while tackling an academic obstacle .

Research Questions

The following research questions guided the study :

1. Does the EQ of resident freshmen college students differ when grouped by demographic variables (age, gender, birth order, parents' educational attainment, parents' socio – economic status and student classification by enrolment and work status) ?
2. Do the study habits and attitudes of college freshmen residential students differ when grouped by demographic variables ?
3. Does the academic performance of college freshmen residential students differ when grouped by demographic variables ?
4. Is there a significant relationship between students' EQ and their academic performance ?
5. Is there a significant relationship between students' study habits and attitudes and their academic performance ?
6. Is there a significant relationship between the EQ and study habits and attitudes among college freshmen residential students?

7. Given the variables of this study – EQ , study habits and attitudes, and demographic variables – which of these is the best predictor of academic performance ?

Null Hypotheses

Seven null hypotheses with an alpha level of .05 were tested in this study :

1. The EQ of college freshmen residential students does differ when grouped by demographic variables (age, gender, birth order, parents' educational attainment, parents' socio – economic status and students classification by enrolment or work status). This hypothesis was measured using Analysis of Variance (ANOVA).
2. Study habits and attitudes of college freshmen residential students do not differ when grouped by demographic variables. This hypothesis was measured using ANOVA .
3. Academic performance of the college freshmen residential students does not differ when grouped by demographic variables. This hypothesis was measured using ANOVA

4. There is no significant relationship between students' level of EQ and their academic performance . This hypothesis was tested by means of Pearson Product – moment Correlation Coefficient
5. There is no significant relationship between students' study habits and attitudes and their academic performance. This hypothesis was tested by means of Pearson Product – moment Correlation Coefficient
6. There is no significant relationship between EQ and study habits and attitudes among college freshmen residential students. This hypothesis was tested by means of Product – moment Correlation Coefficient.
7. Given the variables of the study, there is no best predictor for academic performance of the college freshmen residential students. This hypothesis was tested using Multiple Regression Analysis.

Assumption

In conducting this study, I assumed that the participants would give their honest, true feeling when responding to the given survey questionnaires . The GPA of

the respondents are considered to be accurate as provided by the registrars of the respective colleges.

Limitations

the following limitations apply in this study :

1. The GPA used in this study is limited only to the grades submitted by the teachers on the subjects taken by the selected freshmen college students during the first semester of the academic year 2005 – 2006
2. Data gathered in this study were limited to the written responses of the students' perceptions of their EQ, study habits and attitudes. Respondents were expected to have different perceptions based on their personal backgrounds and orientations.

Delimitations

The limitations of this study are as follows :

1. The population of this study is composed of the college freshmen residential students enrolled during the academic year 2005 – 2006 in three selected Adventist tertiary institutions in the Philippines whose pseudonyms are college I, college

II and College III. Generalizations were, therefore, applied only to this population.

2. The constant age group of this study is 16 – 29 years old according to the category are group set by Bar – On Emotional Quotient Inventory : Short Trade Mark (EQi : STM)

Definition of Terms

Academic Performance refer to respondents' performance indicated by one semester of GPA, as reported by the registrar of the college or university.

Adaptability is a flexible way of handling problems when encountering unexpected situation (Bar – On, 2002).

Adventist tertiary institutions are Protestant Christian colleges or universities owned and operated by the Seventh – day Adventist (SDA) Church.

Age refers to chronological age.

Attitudes are students' perceptions of the teaching methods and classroom management (teacher's approval) and their compliance to the educational requirements of the college (educational acceptance).

Birth order refers to biological birth taken place in terms of order in family among the siblings.

Delay avoidance refers to academic assignments or requirements accomplished and or submitted on time (Brown & Holtzman, 1967).

Education acceptance is the student's full knowledge, understanding, and compliance with educational objective, practices and requirements of the college (Brown & Holtzman, 1967)

Emotion is “the condition of the organism during affectively toned experience whether mild or intense” (Atkinson, Atkinson, Smith, Bem, & Nolen – Hoeksema, 1996, p. 691)

Emotional Intelligence is defined by several persons :

Salovey and Mayer (1990), the proponents of EQ, defined EQ in four branches of skills : the capacity to accurately perceive emotions, to use emotions to facilitate thinking, to understand emotional meaning, and to manage emotions.

Goleman (1995) who popularized EQ, grouped it into five quality traits : awareness of one's own emotions, ability in self – control, self – motivation in achievement, recognizing other's emotion, and social competence in interpersonal relationships.

Bar – On (2002) who measured and constructed instruments for different ages and type of people, defined EQ as “a multi – factorial array of emotional and social competencies that determine how effectively we relate with ourselves and others and cope with daily demands and pressures” (p. 31) .

Full – time students are students who take 18 or more units of classes per semester .

Generall mood refers to optimist, goal oriented and self – motivated (Bar – On, 2002) .

Grade point average is accumulative points of subjects taken and devided by credit units taken during the first semester of the academic year 2005 – 2006 .

Habits are behavioral responses to given stimuli which have become spontaneous through repetition .

Interpersonal EQ is the cognizance of other people’s feeling and needs and the willingness to establish and maintain good relationships (Bar – On, 2002) .

Intrapersonal EQ is sef – awareness of one’s own strengths and weaknesses and knowing how to express freely in a constructive way about one’s thoughts and feelings being experienced in a period of time (Bar – On , 2002) .

Non – working students are students who do not have to work their way through school .

Parents’ socio – economic status refers to the family’s social standing, determined by the parents’ monthly income (expressed in thousands of pesos) , educational attainment , and occupation .

Part – time students are students who take fewer than 18 units of classes per semester .

Positive Impression (PI) Scale is a scale “designed to detect respondents who may be giving an exaggerated positive impression of themselves (‘faking good’) . PI standard scores exceeding two standard deviations above the mean (standard score > 130) are good indicators of overly positive responses” (Bar – On, 2002 . p. 13) .

Residential or dormitory students are students who stay in the residences provided by the school .

Social adjustment refers to the individual’s awareness of desirable social standards and an understanding of the need of acquiring social skills adjustments and school relations adjustments as they have already done in the process of maturation .

Stress management is managing emotions in a way that benefits the individual (Bar – On , 2002) .

Study attitudes is a combination of teacher approval and education acceptance (Brown & Holtzman, 1967) .

Study habits is combination of delay avoidance and work method (Brown & Holtzman, 1967) .

Study orientation is combination of study habits and study attitudes (Brown & Holtzman, 1967) .

Teacher approval is the student’s “opinions of teachers and their classroom behavior and methods” (Brown & Holtzman, 1967 . p. 17) .

Work method is the students’ “use of effective study procedures, efficiency in doing academic assignments, and how – to – study skills” (Brown & Holtzman, 1967 , p. 17) .

Working students are students who have to earn their way through school because of financial limitations or difficulties .

Overview of the Study

The organization of this study is as follows :

Chapter 1 presents an introduction of this study .

Sections that are included in this chapter are the

importance of the study, the statement of the problem, research questions and hypotheses, definition of terms , scope and limitations / delimitations. Chapter 2 presents the concept of EQ, study habits and attitudes from authorities, the perspectives of research study , the review of literature and related research findings , explaining the theories and concepts presented. Chapter 3 presents the research methodology of this study including the research design , population and sample , sample size , sampling procedures, instrumentation, data collection and analysis procedures . Chapter 4 describes the results of data analysis and testing the hypotheses . A summary of the findings is provided . Finally, chapter 5 completes the report of this study with a summary of findings, conclusions and recommendations .

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, a review of related literature and other studies on EQ, study habits and attitudes, selected demographic variables and academic performance are presented. In a scholarly undertaking such as this study, the search for literature is both intensive and extensive covering materials available locally and abroad, utilizing the different media so that no essential information is missed.

Such a search for literature was conducted and all materials on or related to the topic of this study from all available sources such as books, journals, unpublished theses and dissertations, abstracts from ERIC and PROQUEST databases, and the internet were reviewed. The conceptual framework of the study is provided at the end of this chapter.

Emotions

I am interested in the holistic growth of the college students, which includes the healthy development of the students' emotional well – being . This being the case, whatever literature and research studies available on this topic were explored .

Atkinson et al . (1996) stated that emotion is “the condition of the organism during effectively toned experience, wether mild or intense” (p. 691). Ekman (2003), in his book *Emotions Revealed : Understanding Faces and feelings*, stated that “emotions determine the quality of our lives” (p. xi) . He identified fear, anger, sadness and enjoyment as the four core emotions that clearly influence a person's behavior . He went on to suggest that there are blends among the four core emotions which are similar to the proposition of Goleman (1995) who stated that emotion is “a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act . There are hundreds of emotions, along with their blends, variations, mutations, and nuances . Indeed, there are many more subtleties of emotion than we have words for” (p. 331)

Ekman (2003) further noted that emotion is a set of psychological responses of approximately 10,000 configurations being combined together to become muscle movement which become apparent through our body language, facial expression and the tone of our voice, and change as we deal with each given situation. The condition of our organic functions influences emotion since emotion has a physiologic origin.

The origin of Emotion

Emotions originate in the limbic system, which is located in “the middle of the brain between the lower center of the brainstem and the higher center of cortex” (Lawson, 2002, Where do Emotions Come From section, para. 1). Sensory messages, our thinking, memory, and learning take place in the cortex via the limbic system which “interprets and directs emotion and behavior” (Lawson, 2002, Where Do Emotions Come From section, para. 2). She further stated that the information sent by the limbic system before reaching the cortex determines whether one will react to the sensory messages or thoughts positively or negatively.

The limbic system has two parts : the amygdala, which Functions to “remember and connect memories,” and the hippocampus, which is “essential to recording experiences in memory” (Corrie, 2003, p. 40) . These parts are located in different areas within the body and are responsible for recording the actual emotional response to perceived danger and for eliciting responses that ensure survival . However, if these instinctive responses are uncontrollable, they may override our choice and may lead to damaging behaviors (Corrie, 2003) .

No one is exempted from experiencing emotion . Singer (as cited by darnell, 2004) note this reality when he Said, “every human being, even if he is an idiot, is a Millionaire in emotions” (p. 7) . Likewise, Booher (1997) asserted, “Anger, sadness, joy, fear, relief, amusement, pride, trust, kindness, jealousy, hurt, adoration, irritability, animosity, resentment, delight, love, fury these emotions all part of the human experience” (p. 17) . Since emotions seem to play a key role in all the different stages of a person’s life, it is only fitting to give it high importance in this study such as this.

Importance of Emotions

Emotions play a vital role in human relationships – especially in our intimate relationships . As Darnell (2004) stated :

Recent brain research reveals that the emotional part of the brain is involved in every aspect of our day to day thought processes . Without this connection to the emotional part of the brain, cognitive thought processes such as decision making are nearly impossible . Our brains are hard wired for emotion . we can't escape it . The limbic system, or the primitive, emotional center of our brain, is working all the time . (p. 12)

Emotions can add color to our existence or sap our energy, mess up our moods, distract us from our work goals, and jeopardize our relationships . Most of the time, our emotions serve to provide us with many different kinds of enjoyment . Emotions are “the feelings that color our lives and allow us to experience all of the joys and sorrows of life” (Lawson, 2002, What Are Emotions section, para. 1), and Batson, Shaw, and Oleson (1992) stated that “it is clear, however, that, without the preferences reflected by positive and negative affect, our experiences would be a

neutral gray, We would care no more what happens to us or what we do with our time than does a computer” (Emotions section, para. 1). Emotions may help us think appropriately and realistically. However, emotions can sometimes get us into trouble; we may seriously regret an action after an outburst of emotion .

Ekman (2003) said that emotions often start very quickly, even to the extent that our conscious self does not know what is happening at that particular moment . We may not even know what is on our mind that triggers an emotion . Sometimes, speed in expressing emotion is necessary to save our lives in an emergency, but in many cases, it can ruin our lives if we overreact to a certain situation .

Oftentimes we have little control over our impulses . The difficulty comes when we are not able to identify the feeling, we do not understand its intensity and do not know the difference between feelings and acting on it, we cannot control its impulses, and we cannot reduce the stress it causes . Even though controlling emotions is not easy, determining and selecting behavioral responses when we are emotional is a possibility / Bradberry and Greaves (2005) maintained that “emotions always serve a purpose . Because

they are reactions to your life experience, they always come from somewhere . Many times they seem to arise out of thin air, and it's important to understand why your current circumstances are important enough to generate a certain reaction in you" (p. 29) .

There are three reasons, as described by Ekman (2003) , which might cause our emotional reactions to be inappropriate and as result engender problems . First is the classic example of wrong intensity . Overreaction to a justified worry might cause the person to be terrified . On the other hand, resorting to silent treatment to express justified anger is counterproductive and childish, and is an instance of an erroneous way of expressing emotion. The third reason is misinterpreting the stimulus or situation, thus, reacting wrongly to it which can bring regret later . Ekman (2003) added that "emotions change how to see the world and how we interpret the actions of others" (p. 39) . When we are gripped by an inappropriate emotion, we interpret what is happening in a way that fits with how we are feeling and ignore our knowledge that those not fit .

According to Booher (1997), "emotionless people become criminal psychopaths . It's only when we lead our lives by emotion or let our emotions sabotage our work and

relationship that trouble sets in” (p. 17) . It is interesting to note that among all creatures only human beings are capable of controlling their emotions which eventually form their value and meaning of life, and help them build and maintain wholesome relationships particularly between the male and the female .

Emotions and Gender

Kimura and Harshman (1984) , in their study of brain mechanism related to the field of emotion, noted the findings of some scientists and researchers who argued that differences in abilities, interests, motives, levels of aggression, and emotional characteristics between male and female are the results of the different organization and function of the sex – typ brains . Booher (1997) assert that the notion about women being more “emotional” is generally accepted . This characteristic may prove beneficial, such as it allows woman to connec or relate with others better . But without control over it, women may become victims of their moods . Mastering their emotions allows women to feel, act, and perform more productively .

On the other hand, Barnett, Biener, and Baruch (1987) Fond that often men are mistaken as lacking emotion . The

truth is, men are as emotional as women are, but their manifestation of their emotions is far less expressive than that of women. This is brought about by men's need to feel in control of themselves. Learning to "connect with their feminine side" and expressing their emotions in correct manner allows a man to relate better with others.

In relation with the male and female genders, Gray (1992) claimed that many conflicts arise from misunderstandings in communications. The role of emotions in communicative interaction and obstruct correct intellectual processes in relation to matters at hand. An underlying principle in successfully intermingling with the opposite gender particularly in adulthood is remembering that men and women are different, and respecting that difference.

Emotions in Adolescence

Emotions may be more clearly defined in adulthood, but it is during adolescence when they are critically revealed. The term adolescence is derived from the Latin word *adolescere*, meaning "to grow" or "to grow to maturity."

Today, the term adolescence, according to Aquino and Miranda (2003), includes “mental, emotional, and social as well as physical maturity . It has become a widespread practice to divide adolescence into two periods : early adolescence and late adolescence” (p. 229) .

The transition period between childhood and adulthood is adolescence . Along with many others psychologists, Aquino and Miranda (2003) believed that adolescence “is often viewed as a time of turmoil and disturbance” (pp. 229 – 230) . They observed that adolescents face a number of difficult challenges and conflicting demands such as seeking identity, independence, and fulfilling the expectations of family, community, and friends . They further said that while the majority of adolescents remain stable about their self – concept and self – esteem, research show that 20% of adolescents encounter emotional upheavals .

Many of these adolescents in the Philippines may already be in college by the time they become 16 years old . It is because the Philippine educational system is different from that of other countries . Thus, most first year college students are still in their late adolescence . Among this group of young people entering college, there

are special or gifted students which may need individual attention .

Emotions in Gifted Students

Even though some students are gifted, their emotional state is rarely much different from average students . It has been observed that although gifted children have a large variety of personality traits, “they do have a common collection of problems” (Schmitz & Galbraith, 1985, p. 22) As members of a minority, gifted students are subject to Insecurities due to their nonconformity with the majority . Being different, they experience difficulty connecting with others . This is generally dismissed, as many believe that their superior logic and intellect will be able to solve this problems . As a result, most “suffer emotionally, but aren’t sure how to handle it” (Schmitz & Galbraith, 1985) p. 22) . This situation contributes to a better understanding of emotions and their implications for instruction and learning indispensable to all educators, especially those who are directly involved in the education of students .

Implications of Emotions to Education

Today, it is universally recognized that success demands more than IQ. Human life, which is incredibly complex, is composed of five dimensions: physical, mental, emotional, spiritual and social. These five dimensions should be satisfied. If frustration occurs at any of these levels, the whole being will surely suffer. Parents, teachers, students, school authorities, and researchers are increasingly becoming aware that happiness and success at school are largely dependent on emotional tone. The learners' lives are influenced by their general moods and emotions. Emotions enable the learners to express their will and thoughts. Emotions have the power to motivate individuals. Utilizing the learners' emotions effectively can create a kind of motivation beneficial to learning. Emotion is believed to be correlated to motivation and motivation is considered indispensable to the success of anyone in any educational setting. Education and motivation are two inseparable concepts.

Corrie (2003) mentioned that emotions are directly related to a complex psychology of motivation and health. Education aims to maximize the potential of an individual in all these dimensions. Maximizing one's potential

requires motivation. Lawson (2002) mentioned that motivation, in turn, is significantly correlated to emotion. Gregorio (1976) revealed that there is a positive correlation between emotions and learning process. Hernandez (1977) and Tan (1989) also supported the notion that emotions greatly affect the performance of a student. Tan said that emotions are good predictors of grades and other scholastic achievement. He observed that emotions are traits that have been identified and they have contributed to effective and efficient performance.

Ideally, cognitive and affective skills should go together to achieve success in college; however, Tan (1989) noted that the traditional educational system in the Philippines has little emphasis on affective domain. The curriculum emphasizes cognitive oriented activities which primarily focus on cognitive development and academic excellence. Recently, in 2002, the Department of Education authorities of the Philippines were made aware of the missing link between the cognitive and affective domains in their curriculum. They started to incorporate in the curriculum some subjects such as Music, Arts, Physical Education, and Makabayan subjects which cater to the needs of affective domains.

Positive emotional power should be given as much attention in education as cognitive development because it can transform one's life. In struggling for perfection and achievement, emotions are strong motivating forces. They are the vital forces or reinforcing agents in motivating individuals to reach their goals, gain self-confidence and satisfaction (Hernandez, 1977). Tan (1988) adds that the affective domain and the aesthetic values of individuals guide peoples's lives. He believes that decisions and actions made by people are influenced by their emotions such as fear may cause a person to either fight, flee, flock or freeze, or exhibit an alternative pattern of behavior such as "smiling sweetly and trying to be nice, or playing the clown" (Corrie, 2003, p. 44). These reactions depend on the automatic amygdala responses that a person has resorted to during previous situations. But in spite of the biochemical processes, which is an automatic behavior that is immediately in control of the person, human beings are created with will over such as breaking the previous behavior pattern or choosing responses in dealing with the emotional manifestations that they encounter. Thus, human

being are capable in varying degrees of controlling their emotions.

Low, Lomax, Jackson, and Nelson (2004) report that the results of the American College Test reveal that the major reasons for college freshmen dropping out had little to do with their academic ability, but more to do with their emotional domain . Low et al. (2004) believe in the importance of EQ and feel that the skills and competencies related to it should be given attention . However, a discussion of EQ is better understood by first considering intelligence and the role it plays in the academic performance of college freshmen .

Intelligence

In the past, young people who excelled in knowledge and skills in various areas of life were believed to inherit their intelligence from their parents or ancestors . Gardner (1999) quoted darwin's letter to Galton related to the concept of intelligence inheritance which has the assumption that "intelligence is inborn and that a person can do little to alter his or her quantitative intellectual birthright" (p. 15) . this perception was once famous in the West; their proponents were Galton and Terman who were

supported by Herrnstein and Murray. Valiant (as cited in Goleman, 1995), said that in the 1940s, when those who were in Ivy League Schools had a wider spread of IQ than people of today, a research study was conducted in Harvard school. Ninety – five high achievers were followed up into their middle age to compare their productivity, status, salary, and life satisfaction with their relationships with friends, family, and others with whom they were intimate. It was found that they were not the most successful nor the happiest people in relationships compared to their counterparts who were low achievers.

Multiple Intelligence

Today, in this 21st century, people believe that the intelligence of human beings is multiple. Gardner (1999), the proponent of multiple intelligence, defined intelligence as “the ability to solve problems or to create products that are valued within one or more cultural settings” (p. 33). However, he later refined his definition as “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (pp. 33 – 34)

According to Gardner (1993), there are seven separate human intelligence : namely, linguistic, logical mathematical, musical, spatial, body – kinesthetic, intrapersonal (e. g., insight, meta cognition), and interpersonal (e.g., social skills) . these intelligences are better described as a set of abilities, talents, or mental skills that people have . Gardner (1993) also proposed that learning or teaching should be focused and developed on the strong intelligence of the individual . Later, he added to the list three more intelligences : naturalist intelligence, spiritual intelligence, and existential intelligence .

Gardner (1993) believed that there is a wide spectrum of intelligences that are crucial to life success within individuals. Derived from the multiple intelligence theory, particularly the social intelligences of intrapersonal and interpersonal intelligences, Daniel Goleman was able to introduce the idea of EQ to the public

Emotional Intelligence

A review of research on the history of EQ showed that it derives its roots from “social intelligence” which is identified by Thorndike in 1920 . In between Thorndike’s and

Gardner's periods, the concept of social intelligence developed insignificantly. Later, Gardner (1993) Proposed the Contemporary Theory of Multiple Intelligences. He believed that personal intelligence which is the combination of cognitive aspects with EQ elements formed multiple dimensions of one's intelligence. The term "emotional intelligence" or EQ was actually introduced by Salovey and Mayer (1990) in a series of papers to the psychology association before Goleman launched his best selling book. To Salovey and Mayer, the abilities in EQ included the capacity to accurately perceive emotions, to use emotions to facilitate thinking, to understand emotional meaning, and to manage emotions. These four branches of skills are important in dealing with daily life especially in the new environment in which the respondents of this study have to acquire.

Goleman (1995) grouped EQ into five quality traits which were not measured by IQ. They were awareness of one's own emotions, ability in self-control, self-motivation in achievement, recognizing other's emotion, and social competence in interpersonal relationships. He stated that all these five traits play a great role in thought, decision making and individual success.

Students, even valedictorians, who know how to achieve and obtain high grades at school, still may know nothing about how to react to changes in life (Arnold, as cited in Goleman, 1995). Goleman (1995) stated that the problem is that academic intelligence does not help one to prepare for the opportunities or difficulties of life. And yet, even though a high IQ does not insure fame or happiness, schools and cultures put much emphasis on academic abilities but neglect EQ, which greatly affects personal destiny. How one deals with emotional life determines the success or failure of an individual. Emotional aptitudes determine how one uses skills and raw intelligence.

Goleman (1995) further said that when there is a missing link between the emotions and the thinking brain, everything becomes neutral. The thinking brain can no longer assign any value to the situations that arouse. EQ is the key to effective performance in study and in life. Goleman (1998) suggests that in any area of life, people who know how to manage their emotions and who can read and understand other people's feelings have an advantage over those who do not. Moreover, they tend to be content and effective in mastering the habits of mind, making them productive. On the other hand, those who have no control

over their emotions fight their inner battles ineffectively .

Caruso (as cited in Darnell, 2004) , a leader in the field of EQ, emphasized that EQ is unique intersection between heart and head where most successful people have learned to “accurately identify emotions, use these emotions to influence how (they) think, understand the underlying causes of these emotions, and manage with emotions by integrating the wisdom of these feelings into (their) thinking” (p. 13) . People who excel are the ones with higher levels of EQ . Not that technical ability is unimportant, but our EQ plays an important role in our overall well – being and success in life (Darnell, 2004) .

Bar – On (2002), one of the pioneers in EQ, constructed instruments to measure the emotional and social intelligence behavior of different ages and types of people . His instruments were constructed based on his definition of EQ as “a multi – factorial array of emotional and social competencies that determine how effectively we relate with ourselves and others and cope with daily demands and pressures” (p. 31) . He believed that EQ is a driving force behind many aspects of human performance, effectiveness, and success (Bar – On , p. x)

*Bar – On Emotional Intelligence
Inventory : Short Form*

Bar – On (2002), proposed eight components of intelligence in his instrument : Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress Management EQ, General Mood EQ, Total EQ, Inconsistency Index, and Positive Impression Scale . This instrument is a self – report instrument which provides “a quick, reliable and inexpensive method of assessing EQ” (Bar – On , 2002, p. x) . This instrument is intended to measure the EQ and social intelligence behavior of older adolescents and adults (aged 16 and older) (Bar – On, 2002) .

Intrapersonal Intelligence

Gardner (1993) defined intrapersonal intelligence as “correlative ability, turned inward . It is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life” (p. 9) . This definition is supported by Bar – On (2002) . He said that intrapersonal (self – awareness and self – expression) ability is “being aware of ourselves and being able to express ourselves, our feelings, and our thoughts nondestructively”

(p. 31). He further described intrapersonal intelligence as related to accepting ourselves, understanding our emotions, being highly self-reliant and being able to set and achieve our own goals. Self-talk and imagination are intrapersonal communications in which intrapersonal intelligence is involved.

A study was conducted by Gerardi (1990) at City University of New York, which included 98 freshmen engineering students who had not demonstrated a minimum proficiency on the university's Freshman Skills Assessment Examination. These students were administered the Self-Concept of Ability Scale. The study revealed value contrasts and showed that the 39 students who persisted over the three semesters had a higher Self-Concept of Ability Scale score than those who dropped out. This study pointed out the need for students to be aware of their intrapersonal skills to cope with the new environment and new educational system.

Interpersonal Intelligence

Man is created as a social being. Everyone needs to interact with others. Feelings are very powerful. They can

either draw people closer or push people further away . Bar – On (2002) defined social awareness and interpersonal relationship as “being aware others” emotions, feelings and needs, and being able to establish and maintain cooperative, constructive, and mutually satisfying relationships” (p. 32) . As mentioned earlier, interpersonal skills become evident and critically mastered during adolescence . Hurlock (1982) pointed out development of interpersonal skills during adolescence as follow :

One of the most difficult development tasks of adolescence relates to social adjustments . These adjustments must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments . to achieve the goal of adult patterns of socialization, the adolescent must take many new adjustments, the most important – and, in many respects, the most difficult – of which are those to the increased influence of the peer group, changes in social behavior, new social groupings, new values in friendship selection, new values in social acceptance and rejection, and new values in the selection of leaders . (p. 230)

Most of the freshmen students described by Hurlock (1982) have to face this social condition upon arriving at their new chosen college . Therefore, interpersonal intelligence is a crucial skill needed during rapid changes and in living in a highly stressful life such as we experience in our society today . Gardner (1993) explained that “interpersonal intelligence is the ability to understand other people : what motivates them, how they work, how to work cooperatively with them” (p. 9) .

People start out relationships with great hopes of having lasting ones . Good relationships demonstrated care and concern . Healthy interpersonal relationships make us happy . However, some relationships can cause frustration and hopelessness which eventually drag people into terminating the relationship . People need to learn conflict resolution . wherever they are, they have to deal with interpersonal conflict no matter how they try to avoid it as it exists even in the best relationships . Conflict may hurt or strengthen one’s relationships . Understanding the underlying causes of conflict and knowing how to handle conflict is a valuable skill to resolve problems . One needed to learn the productive conflict management strategies to resolve disputes constructively . Oberg (2005)

stated, “conflict exists when two individuals or groups who depend on each other have different views, needs, interests, or perspectives. Conflicts might be small, like two friends arguing over which restaurant to patronize, or as large as a war between nations” (p. 79) .

Sadly, in today’s society, people are inclined to focus on how much benefit they can derive from a relationship . A successful relationship is, however, not determined by how much one can get out of it, but by how much one can put into it . Such an approach would undoubtedly go a long way towards bringing about a significant turnaround of the current divorce rate !

(Jaarsveld, 2003, p. 205)

There are many factors that are related to good and healthy interpersonal relationships. It is believed that emotions determine healthy adjustment of the individuals with others . One way of expressing our inner emotional and intellectual needs is through communication . It is impossible without it .

Communication is classified into verbal and nonverbal forms (Oberg, 2005) . The urge to communicate starts at a very early stage in one’s life . Babies cry when they crave attention and affection . The ability to communicate is

innate and is also cultivated in our human system . “As long as people have existed, they have had a drive to connect and communicate with others . and almost as long as people have engaged in communication, they have sought to understand and improve their skills in this area” (Oberg, 2005, p. 4) . Oberg further observed that the best contributor is the study of language and communication is believed to be the ancient Greek philosopher, Aristotle, whose theory of rethoric postulates that in communication “for a message to be persuasive, it must have logic (logos), appeal to emotion (pathos) and derive from an ethical or trustworthy source (ethos)” (p. 5)

According to King (2004), human beings are distinguished from other species through talking, an essential form of human communication . O’Connor (as cited in Oberg, 2005) believe that any form of good conversation is one of the most pleasurable activities . Although talking is what we do everyday, at times, we may encounter difficulties in doing it . King (2004) emphasized that people need to sharpen their talents or skills of talking through practice . talking either for social or professional settings is paved road to success . In a way, he is supported by Oberg (2005) who said that “communication is a

key to success in almost every trade, occupation, and profession” (p. 3) .

Oberg defined communication as “the process of sending and receiving messages to achieve understanding” (p. 5) .

Littlejohn (as cited in Oberg, 2005), a communication theorist, writes : “An understanding of systematic theories of communication is an important step toward becoming a more competent, adaptive individual” (p. 2) . Edwards (as cited in Maxwell & Parrott, 2005), an editor and theologian, also said that “words are both better and worse than thoughts; they express them; they start them on an endless flight, for instruction and comfort and blessing, or for injury, sorrow and ruin” (p. 48)

According to Liwag, de la Cruz, and Macapagal (1999) , an individual’s ability to process information involves emotions . A vital tool which will help a person to cope with the demands and existing pressures of society is emotional literacy . Supporting Liwag et al. (1999), Maxwell and Parrot (2005) explain that words and timing should be taken into consideration because they will create incredible power for good or evil . Bradberry and Greaves (2005) discuss this dilemma : “Stangely, good communication

can't always prevent large conflicts Why ? because you can't completely avoid conflict . Interpersonal conflict, like all our problems, need to be addressed when they are big enough to see, yet still small enough to solve" (pp. 121 – 122) .

Gray (1992) recommed that in interpersonal relationships, particularly in communication, gender differences should be taken into account . He warns that "not only do men and women communicate differently but they think, feel, perceive, react, respond, love, need, and appreciate differently" (p. 5) .

There are at least 25 ways of developing healthy relationships; one of which is through listening (Maxwell & Parrott, 2005). Oberg (2005) introduced this important interpersonal skill as "vital to both personal and professional success" (p. 38) . Many proffessionals such as doctors, attorneys, architecs, interior designers, and so forth, demand the application of outstanding listening skills in carrying out their tasks . Some people think that listening happens naturally and they are mistaken . Oberg said that "good listeners understand that listening actually takes a great deal of effort and energy" (p. 39)

Interacting and meeting with people can be rewarding but at times can be surprisingly difficult to handle . with regards to the interpersonal EQ of students, turner (2001) stated that “EQ is about interpersonal skills . Researchers and management scholars have found that individuals with high EQ are better at creating positive outcomes” (p. 2) . He further stated that “in jobs that involve sales and mechanical skills, employees with high EQ are 12 times more productive than employees with low EQ’ (p. 2) .

Nevertheless, because it is essential to our existence, an understanding of ourselves, an awareness of others’ needs, feelings and emotions can help us build and maintain good cooperative relationships . Having full knowledge of the other aspects of EQ will be beneficial to anyone who would like to have a better and more fulfilling life

Stress Management

Another aspect of EQ is stress management (emotional management and regulation) . Bar – On (2002) explained that stress management is “managing emotions so that they work for us and not against us” (p. 32) . Stress is experienced either internally or externally or both by every living

creature . Melgosa (1997) stated that stress is “a combination of psychological and psychological reactions of the body when it is subject to heavy demands” (p. 20) . Stress generally has a negative connotation . However, at least one expert in stress said that “a complete absence of stress means death” (Selye, ac cited in Melgosa, 1977, p. 25) . But the right amount of tension or stress is needed to help stimulate and motivate a person to achieve higher goals . Too little or excessive stress may hinder our ability to function and affect our productivity and the quality of life . As mentioned in Darnell (2004), “The symptoms of stress [are things] such as headaches, stomach problems, allergies, pain, fatigue, difficulty sleeping, and irritability” (p. 51) .

High levels of stress can use chronic health problems . As Goleman (1998) stated in his book, *Working with emotial Intelligence*, distressing feelings might double the risk of a heart disease or trigger a heart attack within few hours of having these feelings . Stress is also related to healtcare cost . Darnell (2004) told of a large industrial contractor who was projected to pay \$20 million by 2004 for its healthcare cost, an increase of about 8.5 million from its previous 3 years expenses, and

who took a dramatic action by encouraging and providing a wellness program for its employees . This program turn out to be very beneficial to the contractor's employees because it reduced the risk of hypertention, high cholesterol, burnout, accidents, high turnover rates and also smoking intake . Accidents, burnout, and high turnover rates were also believed to correlate with stress . This action benefitted the employer greatly because healthcare costs decreased . According to Melgosa (1997) , the main source of stress, which has been agreed upon by most experts, is derived from interpersonal relationships (p. 71) . Darnell (2004) had this to say about stress :

The more we study the brain, the more we see the connection between the main and body . When we reduce stress, we reduce cortisol, a hormone that is secreted during “The fight or flight” response . Without it, we are able to think more clearly and solve problems more readily . we are able to be in harmony with each other and both work as efficiently as possible . (p. 53)

gender and stress . In this generation, it is believed that women experience more stress coming from more stressors . Today, in many parts of the world, the majority

of woman have shunned the traditional stay – at – home wife’s role to become career woman women who have different pressures, different decisions, different ambitions for higher education and different lifestyles from their previous generation – a lifestyle far different from that of their mothers . The effects of stress on physical and psychological well – being are well documented . the following studies have shown that gender has an impact on anxiety, stress, depression, vulnerability do deseases, and longevity . Women were reported to be more vulnerable to anxiety, depression, minor illnesses, and they have higher rates of psychological distress than men . Jaarsveld (2003) affirmed that “women tend to become depressed more often than men” (p. 93) . However, Clearly (1987) also stated that men were considered to have a shorter life span, and they were more prone to illnesses such as coronary heart disease . This was due to a greater increase in epinephrine release and systolic blood pressure (as compared to women), which hypothetically contributes to the development of sustained hypertension and finally resulting in atherosclerosis .

There appears to be gender differences in coping with stress . For example, “Men become increasingly focused and

withdrawn while women become increasingly overwhelmed and emotionally involved . At these times, a man's needs for feeling good are different from a woman's . He feels better by solving problems while she feels better by talking about problems" (Gray, 1992, p. 31) . Understanding gender differences in coping with stress can be beneficial . Gray mentioned that when a man is coping with stress, he needs to have space and to be alone to be able to find solutions . He can be so engrossed in one problem that he might forget other problems and pay no attention to anyone, including those he loves . This can cause a problem if he is not understood and his behavior is not well interpreted . On the contrary, when a woman is coping with stress, she needs to keep talking about all her problems – past, present, future – and even those unrelated ones . She needs to have someone to listen to her without giving any solutions . What she needs is only a companion who listens to her . If a man provides the woman solutions to her problems, instead of appreciating his help, she is most likely to become upset .

Gray (1992) emphasized that another mistake a man makes when trying to help a woman to cope with stress is to think that the woman is blaming him for all her problems, So the man becomes defensive, making the woman more upset

If only men could and would understand that listening is the only thing that a woman needs, better relationships between the two could be built and helping a woman cope with stress could bring more satisfaction to men .

Stress in adolescence . Adolescence is a period in one's life in which a person experiences several changes – psychologically, psychologically and challenges . Therefore, it is obvious that adolescents experience lots of stress . It is not surprising that there is a higher suicidal rate (10.9% per day) among teenagers (Florida Facts & Statistics, 2001) The third leading cause of young adults' and adolescents' death was suicide . They are usually in the range of 15 to 24 years old with the gender ratio of four males and one female . More men succeed in their attempts at suicide compared to women (“About Teen Suicide,“ Suicide Statistics section, n.d., para . 1, 3).

Adolescents frequently look up to their peer group more than their own family . Adolescents also often suffer from mood swings which sometimes result into unacceptable and violent behaviors . According to Barnett et al . (1987) , during early adolescence, self – esteem and values develop

for gender difference and looks improve . In this stage, boys have higher self – esteem while girls have less . On the other hand, girls become more popular than boys .

“Young boys tend to become more easily pessimistic and depressed than girls . They are more fragile in their response to negative events such as the divorce of their parents . the changes that occur in puberty seem to particularly affect girls quite severely , and this leads to increased depression” (Girgus, Seligman, & Dweck, ac cited in Jaarsveld, 2003, pp. 93 – 94) . Women are vulnerable to reactive depression because they are more highly social beings . They cope less with life’s stress that men do . coping strategi is weak to withstand psychological distress in their daily life (Wethington, McLeod, & Kessler, 1987) . In addition to this, Goleman (1995) wrote that “symptoms of depression, wether major or minor, affect up to one third of teenagers; for girls, the incidence of depression doubles at puberty . The frequency of eating disorders in teenage girls has skyrocketed” (p. 266) .

In many cases, too much stress experienced by girls may decrease their productivity and school accomplishment . Melgosa (1997), however, noted that though adolescents showed apparent rebellion, deep down in their souls, they

desperately need support from their parents, particularly in their emotional needs .

Since everyone experiences stress, it is quite important to know certain strategies to handle and cope with it . Coping with stress is a skill that has to be learned in order to achieve higher goals .

In handling stress, both stress tolerance and impulse control play important roles . Jaarsveld (2003) said that the ability to relax, be calm and be able to control impulses during difficult times is associated with stress tolerance. He added that “much of the physical damage inflicted on our bodies is triggered by certain perceptions or thoughts . We have already seen that the mind and body are inseparable . Stress is, therefore, mainly a product of our thoughts” (p. 113) .

Anxiety and low self – esteem are the affective factors that influence social behavior (Wheeler & Ladd, & Lochman & Lampron, as cited in Bar – On & Parker, 2000) . There are many way in managing stress of self – destructive thoughts or perceptions . For example, the cognitive – Behavioral Therapy the self – talk technique, and so forth . Self – talk is a cognitive intervention which deals with cognitive restructuring (Unger, n.d .), Bellow and Breslow, (as cited

In Jaarsveld, 2003) promoted a simple healthy lifestyle with an emphasis on balanced nutrition, exercise, enough rest, and a positive attitude as a way to cope with daily stress, Kuyper (2001), *In If I Really wanted to Beat Stress*, I would said “that the best way to deal with stress is to beat it before it begins to beat you” (p. 5).

How to go about it ? She supported Bellow and Breslow by recommending “healthy habits in diet, sleep, and exercise” and to invest the time it takes to build healthy relationships” (p. 5). Above all, sharing all problems with the source of life, God our heavenly Father, is a sure way to beat stress. The Bible says : “Casting all your cares upon Him for He careth for you” (1 Peter 5 : 7).

Adaptability

Adaptability is mechanism provided for us to deal with daily life circumstances. It involves thinking and emotional decisions to solve problems which usually occur without giving much preparation time. Bar – On (2002) defined adaptability as “managing change by realistically and flexibly coping with the immediate situation and effectively solving problems as they arise” (Bar – On 2002, p. 32). According to Bar – On (20020, adaptability deals with

adapting to the change in which people encounter daily and their flexibility in generating effective solutions to their problems .

Piaget (as cited in J. L. Miller, 2005; Riple, Biehler, & Jaquish, 1982) stated that people are naturally inclined to either organize information coherently or adapt to the situation at hand . He believed that the human mind has a remarkable ability to adapt and adaptation is a psychological mechanism of intelligence . He opposed those who believe that intelligence is an unchanging, innate ability . He compared learning with digestion : while the food is converted into energy for the body to use, information taken is converted into knowledge for the mind to use in different circumstances . Kolb (as cited in D. R. Miller, 1991) had a simplified view of adaptation as adjustments people make to new situations either through feeling or thinking . Another view (J. L. Miller, 2005) of adaptation is as follows :

Adaptation to change is no harder or easier for scientists than for the rest of us . Scientists need to adapt successfully as a matter of course because change and progress are the very lifeblood of science . The ways in which scientists cope have valuable

implications for how we can adapt to change as well .
(p. 32) .

Most people associate adaptation to changing their behavior . But adaptation is more complicated . In fact, it “involves some significant change in our sense of reality” (J. L. Miller, 2005, p. 38) . After solving the three biggest problems in one of their experiments, Piaget and his friend Inhelder (as cited in J. L. Miller, 2005), concluded that “making mistakes is a normal healthy part of learning and adaptation . People who never make mistakes also never learn” (p. 40) . Continued interaction with the environment facilitates correction of mistakes; enabling one to change the cognitive structure (Dacey & travers, (2004) .

Likewise, college life can be challenging to many new graduates from high school . Coping with problems is critical to college survival . College freshmen are experiencing new situations . Many of them are experiencing new roles in their lives such as managing a bigger amount of money by themselves, and readjusting with parents and friends at their neighbourhood, church or school where they graduated from or lived . They have to function in a new educational system where they are solely responsible for

their own studies. They have to manage their time well enough to cope up with the demands of curricular and extra – curricular activities in a relatively new environment . they deal with many new challenges and opportunities, Situations, regulations, relationships, and authorities at the same time . To some, these abrupt changes might cause confusion or conflict within themselves . This condition might be considered a crisis .

Interestingly, there are many people who do not consider making mistakes to be part of learning and adaptation . For example, J. L. Miller (2005), takes the stand that expecting students to get it perfect at the first attempt indicates poor teaching practice . Such teachers need assistance in forming a clearer concept on how people learn .

J. L. Miller (2005) revealed that Piaget considered the correction of mistakes as very similar to responding to a crisis. This is a contrast from our general viewpoint . Often we consider correcting a mistake as an intellectual process while coping with a crisis relies more on our emotional resources than on our intellect . However, J. L. Miller (2005) States that

Piaget's analysis of self-correction reveals that correcting mistakes is a far more emotional process than people often recognize. In many of his experiments, Piaget was able to find subjects at the point of transition between two fundamentally different ways of thinking. He reports the sense of conflict and confusion that they experience. Many would waver between two answers, one reflecting a more mature understanding and the other a less mature one. They kept going back and forth, never feeling able to settle on either one. He observes that others felt a subjective sense of confusion and uncertainty. All of these observations reveal a powerful emotional component at the heart of a supposedly intellectual process. (p. 41)

Adaptation is the very heart of Piaget's description of learning (Dacey & Travers, 2004). In the process of being adapted to a new condition or view, people will go through certain stages rethinking what they have practiced or believed. Piaget also believed that true adaptation involved a disorienting and recognizing of some part of a person's worldview. The disorder occurs when a new bit of information that enters into a person's life does not

conform to his / her routine and comfortable worldview, resulting in worry and unease . this state is only dispelled after returning to stable and secure state of mind . To accomplish it, one will either disregard the information, or broaden their perspective to include that information . The second option indicates real adaptation (J. L. Miller, 2005) .

At times in life, there are situations, conditions or comments that might be frustrating . College students at times experienced them too . for example, a teacher's display of biased treatment or unfair judgment might be the cause of student's pessimism .

General Mood

Another aspect of EQ is general mood . It deals with optimism and self – motivation . Bar – On (2002) defined general mood (self – motivation) as “being optimistic, positive and sufficiently self – motivated to set and pursue our goals” (p. 32) . Jaarsveld (2003) added that

Optimism is the ability to look on the brighter side of life, and to maintain a positive attitude, even in the face of adversity . Optimism injects a measure of hope into one's approach to life . It helps us to have

a positive attitude in our daily lives . Optimism is the opposite of pessimism, which is common symptom of depression . (p. 80)

Jaarsveld (2003) further said that “pessimists give up more easily and become depressed, whereas research shows that optimistic people do better at school, Technikon, or university (p. 81) .

Optimism is an active, empowering, constructive attitude that forms a core part of one’s emotional life (Booher, 1997) . Optimism promotes self – esteem, resiliency, endurance and personal growth . optimism is one of the ways to counteract all the negative thoughts and practices if one needs to succeed in personal relationships . Women who are victims of their moods will find it difficult to succeed on the job or in personal relationships . “It suggest that life goes better when we control these moods to motivate ourselves and others, rather than let the moods undermain our decisions, our actions, and our advancement” (Booher, 1997. P. 9) . In like manner, students are positively or adversely affected by moods, and good amount of EQ can definitely influence their academic performance . EQ is believed to be a driving force in many areas of human achievement, therefore, EQ should be taught

early on in one's life . However, in bridging the gap between students in the lower and higher level of education at this present time, EQ should be introduced to the college students, particularly, freshmen who are at the stage of absorbing and learning many new things about workplace and life

*The Importance of Emotional Intelligence
To College Students*

The importance and recognition of EQ is becoming increasingly worldwide . EQ which integrates people should be considered an important foundation in any college pursuits . The college setting is practical training field for equipping students with better study skills and social life . Students should value these skills because these are vital tools as they relate with other people at school or at work . Awareness of one's behavior, potentials, interpersonal relationships, self – management skills and habits and attitudes will necessitate a person to decide better (Goleman, 1998) .

The brain stores reactions and dedications which we have chosen and will be used over and over again automatically

each time we face a similar dilemma . the choices made repeatedly will become a habit .

Study Habits and Attitudes

In discussing this subject area, authorities' viewpoints on each of the following are noted : study techniques, and factors affecting the study habits and attitudes . It is believed that habit and attitude play an important role in one's study .

Study

Study is means to assimilate thoroughly the material presented by the author . Earhart (1961) cited a former professor of the University of Nebraska who said that the kind of assignment given by the teacher influences the method of study of the students . He noted that “to keep students from simply memorizing a textbook lesson, the teacher sometimes tells them to prepare to give the thought in their own words” (p. 32) . Some students who are rapid readers easily grasp the main thoughts of factual materials but have no interest in knowing the details (Sigue, 1990) .

As they read they do not pay attention well to details and easily forget it .

Thorndike (as cited in Biehler, 1974) emphasized that “learning consists of connections between stimuli and response and repetition is essential to learning for it is repetition of practice that strengthens the connection between the stimuli and responses” (p. 20) . thorndike, in his law of Exercise theory, asserted that actions most often and most recently repeated are learned more . It is also supported by Aquino and Razon (1985) who asserted that practice strengthens and improves learning . This means that the teachers should facilitate whatever the students have learned and these must be often repeated through review in school . Repetition in studying or doing certain skills as well as setting a certain time in studying will eventually form good study habits and develop skills .

Habits

Habits are specific methods we have developed to meet the challenges of life . Iyer (1998) stated that “habits have their origin in consciously made decisions . As they include both *Attitudes* and *Action*” (p. 197) . Habits, attitudes and actions can be seen as interdependent of each

other . Good habit can result from a favorable / positive behavior done repeatedly which is triggered by a wholesome attitude . According to Ziglar (2000), “Habit is like a cable; we weave a thread of it each day until it becomes too strong to break . Then the strength of that habit cable takes us to the top –or ties us to the bottom, depending on whether it is a good habit or a bad one” (p. 265) . He added, “When you choose a habit, you also choose the end result of that habit . Good habits are difficult to acquire, but easy to live with . Bad habits are easy to acquire, but difficult to live with “ (p. 260) .

Attitudes

Aquino and Miranda (2003) observed that attitude is a “learned concept about some social object associated with thoughts (evaluative) , feelings, and behavior” (p. 588) . Ziglar (200) sated that “attitude is the ‘little’ thing that makes the big difference” (p. 204) . Maxwell (2003) considered attitude as “an inward feeling expressed by behavior . That is why an attitude can be seen without a word being said” (p. 13) . He further emphasized that “when our attitude is positive and conducive to growth, the mind expands and the progress begins” (p. 14) .

Action

Attitude is seen through action . Ziglar (2000) illustrated habits, attitudes and actions in a simple way by saying that “alcoholics, like other drug addicts, never start out to become alcoholics but all bad habits start slowly and gradually and before you know you have the habit, the habit has you” (p. 275) . Ziglar’s statement is supported by Dryfoos and Jessor (as cited in Bar – On and Parker, 2000) and they say that many of the behaviors of youngsters today increase the youngsters’ personal experience on poor health, social, academic and emotional outcomes which consequently will have a negative impact on society . They further described that health – compromising and risk – taking behaviors seldom occur in isolation but instead as “packages” or clusters of maladaptive behaviors .

Study Habits

Study habits are developed by the students from childhood at home and in school . Study habits cannot be taken apart from the day – to – day activities of learners . Conducting a research on the study habits of freshmen students since the study habits of freshmen students serve as the foundation of success in further venture in higher

education is being considered . Teacher must realize that it is just as essential to teach students how to study as imparting knowledge to them . Students, particularly the freshmen college students, must be taught good study habits especially when they enter a new educational system, to help them perform better . It is desirable that the study habits of these students be properly supervised in school. As freshmen students commence their intellectual adventure in higher education, they will deal continuously with enormous reading materials which require good study techniques which will eventually become a habit .

Skinner (1968) said that it is an undeniable fact that students work better if they develop correct study habits . Oviah (1997), in an article on Hispanic higher education, reported how a number of his immigrant students who develop study habits have beaten the odds to become successful individuals and got higher GPAs and eventually contributed to something worthwhile to the society .

College students, especially freshmen, need to be aware that learning is continuum, and anyone can, at some point, contribute something to the body of knowledge and enhance the development of society . this awareness transcends cultures and nationalities . Buttarro (1999), in a

study of Hispanic women in an ESL class in New York City, revealed that culture and traditions of those Hispanic women's origin had a profound impact upon their study habits. Respondents indicated that they have learned to understand the American culture and the American language through interesting activities such as reading maps, traveling by train, and going on field trips to museums. Franklin (1999) conducted a similar study which focused on the study habits of Asian and European – American males and found three significant differences :

1. Asian students would not seek help from an instructor .
2. Asian students seek to understand the instructor's expectation .
3. Asian students study in advance for tests .

The inclusion of courses on study in habits in the curricula of the schools is imperative since improvement in scholastic performance was assured .

In relation to student achievement, Skinner (1968) said that no one can tell about a student's scholastic performance unless effective study habits have been taught or developed . In the same line of thought, Corbally (1965) suggested that developing effective study habits among

students is one of the greatest responsibilities of the teacher and administrator in order to promote an optimum learning experience for the learners .

Study Attitudes

College freshmen may bring along with them positive or negative attitudes to their new environment . Some may be enthusiastic to start their classes as they enter college, while others may just hope to prolong their vacation from school . Some freshmen may be very happy in their chosen college course, while others may resent their parents or circumstances that do not allow them to pursue their real passions . different circumstances and study attitudes may affect the academic performance of a freshman college student .

Bruns (1992) observed that students with a negative attitude usually do not listen, look out of the window, like to talk a lot, forget homework, lose assignments, misplace books, and daydream . they tend to be disorganized, and have poor or no study skills . they feel that they have studied enough after reading their materials briefly . However, when they are supposed to do their homework or do

household chores, they will often ask to be excused so that they can either read or do something else .

In South Afrika, educators are struggling to change the high rate of students failing in mathematics and science courses . The conclusion of the study was that students must change their attitude towards mathematics . On the other hand, related to college students' attitudes on attendance, Laurius (1997) did a study which showed that women performed better than men on examinatioions . Another result of this study showed that 70% of the students would prefer that instructors give credit for class attendance, and 84% indicated that receiving credit for class attendance would determine their decisions about attending class . Attendance may be an indicator of the studens' study attitudes as well as their academic success .

Students' study attitudes may be affected by many factors: for example, procrastination, time management, teacher's influence in learning, home environment for study, parents' concern and involvement in students' study parents' education, parents' income and parents' occupations . If we categorized them, they are related to students' personal, environment, parents' or teachers' factors .

Gandara, Larson, Rumberger, and Mehan (1998) found that most of the Latino students with parents who have not attained high school education are at high – risk to have unhealthy attitudes towards study . They further stated that college students participating in the advancement Via Individual Determination (AVID) program, whose parents have low income, perform equally or higher than students with high income . Moreover, there are more AVID students whose parent did not finish college who are enrolled in 4 – year college compared with those whose parents have finished college . The enrolment record becomes better because the students stay longer in the untracking program regardless of their low status .

Study Orientation

Study orientation is composed of study habits and study attitudes (Brown & Holtzman, 1967) . Rafanan (1986) conducted a study entitled “the relationship of study habits and attitudes to the National College Entrance examination on Ratings, Academic Grade Averages and Guardianship of Senior Students in Selected Academies .” The findings showed a significant difference between the study orientation of the students who rated high in the National

College entrance Examination and those who rated low. The results also indicated that those residing in school dormitories had better advantage over those living with non-parented guardians. There is a significant difference in the study orientations of the high and low achievers and a wide gap in the percentile equivalent in their study habits and attitudes. He concluded that good study habits and attitudes of the respondents and the teacher approval subscale is a major factor in the study orientation of students.

Mullen's (1995) dissertation was related to the study habits and attitudes of college students of Southern Baptist institutions in Texas. His findings showed that students who were participating in the experiential group using learning method program scored significantly higher in seven areas – the delay avoidance, work methods, teacher approval, education acceptance, study habits, study attitudes, and study orientation – compared to those students who were not participating in that program. Their scores significantly differed between three age groups age group 1 = 18 – 24, age group 2 = 25 – 34, and age group 3 = 35 and above). The mean scores of age group three were found to be significantly higher than the two other groups.

Study habits and positive attitudes and beliefs in pursuing education were found to be correlated with academic performance (Levins, 1969) . Nevertheless, a number of studies have shown that study habits and attitudes were beneficial to the students in relation to their academic performance; however, unless study strategies, skills or techniques were introduced or implemented at schools or colleges, there would be no effect on the students' academic achievements .

Study Techniques

Students are often to to study; however, most of the time, they are not taught “how” to study . Educators should then relize that some failures in the school are partly due the poor study habits and lack of effective study skills of students .

Swartz (1974) said it is impossible for students to remember even one half of what they learn without proper retention techniques . it is believed that if study strategies or study techniques are taught properly, a better outcome in terms of the students' academic achievement will be obtained . However, the findings show many controversial results .

A study conducted by Saudagar (1993) stated that there is no significant difference between the overall reading comprehension of the Grade 5 pupils exposed to the Survey, Question, Read, Recite, Review (SQ3R) study teaching and that of the pupils taught with the traditional approach in the study conducted at Baesa Adventist Elementary School. The SQ3R study technique and traditional methods were found to be equally effective for literal and inferential comprehension; although the use of SQ3R may have a slight advantage over the traditional inferential comprehension.

Again, Rafanan's (1986) study found that when students are not well exposed to effective study techniques, they earn comparatively lower scores than those who have good exposure. His study indicated that students' performance is affected by study skills. Deming, Valeri – Gold, and Idleman (as cited in Eberling, 1998) found that students with better study strategies outperformed those who did not have good study strategies or who rarely used study strategies. Eikeland and Manger (as cited in Eberling, 1998), who studied the correlation between poor academic performance and inadequate study competences, concluded that lack of preparation and inadequate study strategies may lead

students to decide to drop out . however, Deming et al . (as cited in Eberling, 1998) stated that students can learn study strategies and skills .

Study strategies usually deal with the improvement of students' time management, skills in note – taking and organization, appropriate study habits and attitudes, constructive feedback and practical application in learning . Tuckman and Denis (as cited in Belga, 2003) conducted a study on a motivational model of college achievement . The predictor variables measured among 168 college students were “procrastination tendency, self – efficacy, self – regulation , intrinsic value, outcome value, cognitive strategy, test anxiety, students' grade goals, parent grade goals, and GPA, as well as the criterion variable exam achievement” (p. 36) . Using structural equation modelling, a best – fit model of college students' motivation to achieve was determined . the study showed that to obtain the students' expected grade, the students should anticipate studying 21 hours a week . They should also feel more confident about their reading, note – taking and organizational skills .

Sigue (1990) said :

Dewey's theory of learning by doing deals with knowledge as experienced information . It is a matter of active doing that involves the use of the body and the handling of material . The theory states that students must not only be told to study but they must be taught how to study effectively and be given drills to apply the knowledge that they have learned in actual setting . Therefore, they can gain knowledge more efficiently . (p. 3)

Dewey's theory was strongly supported by Klausmeier who was cited by Sigue (1980), stating that knowledge can be gained more effectively if the students were not only told to study but also taught how to study and given chances to apply their knowledge in actual setting . Through practice, the students will retain the knowledge or the information longer and better . It is the responsibility of administrators and teachers to provide help, assistance, and instructions on how to study effectively and students enroll in the school .

Proper guidance on how to study better should be the primary concern of both school administrators and educators . Deficiencies in the students' academic

performance are indicators that there is a need of developing good study skills to grasp the important aspects of the concepts being taught . Kelly (1965) stated that the control group in the how – to – study course demonstrated superiority over the group which had not received instruction . This means that effectiveness on how to study significantly resulted in high academic performance . Therefore, educators need to teach and guide students in acquiring proper study techniques if the latter's potentials are to be maximized .

Factors Affecting Study Habits and Attitudes

Brown and Holtzman (1967) exhaustively reviewed the literature and conducted a series of group discussions with college freshmen in relation to the motivational differences between good and poor students . They then formulated and constructed a survey questionnaire on “Study Habits and Attitudes .” According to them, some factors that were believed to be affecting study habits and attitudes are delay avoidance (the promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction) ; work methods (understanding the effective study procedures and

efficiency in doing academic assignments); teacher approval (students' perception of the teachers and their classroom behavior and methods can have a great impact on students' learning); educational acceptance, study habits (combination of delay avoidance and work methods); study attitudes, and study orientation (study habits and attitudes). The following are some examples of delay avoidance, work methods, teacher approval and education acceptance .

Delay Avoidance

In a study (J. D. Jones, n.d.), two sections were given a pre – to post survey to evaluate the impact of cooperative learning . the cooperative learning section always scored high compared with the traditional lecture section . Teacher approval and education acceptance got high significant increase; whereas, delay avoidance and work method was less . Therefore, cooperative learning in the Students; view has a significant positive effect in their classroom and with the professor . It also has a big impact on their study habits . It gives them encouragement to have an effective study method and delay avoidance and improve their academic performance .

Work Method

There are many types of work methods in study. The teachers should use several types to meet the needs of the various learning styles of their students. Some examples are lecture, cooperative learning, group learning, individual choice of topic of interest, projects, and so forth.

Teacher Approval

Teacher approval is a students' opinion about teachers' classroom behavior and management. Both verbal and non-verbal approval are to alter and determine student attentive behavior. A teachers' verbal praise is considered as verbal approval. A teachers' smiling, patting, holding, touching, moving close to the students, making eye contact, and varying of voice pitch are called non-verbal teacher behavior.

Hurlburt, Kroeker, and Gade (1991) found that the native Indian high school girls were contented with the teachers' classroom behavior and method and educational goals. They think the school met their needs.

Education Acceptance

Hurlbert et al. (1991) stated that the native Indians' approval of school objectives, practices, and requirements was usually less positive than the non – native students . In the Study Habits and Study Attitudes (SSHA) , It was found that the junior high native Indian boys got to low educational acceptance score due unmet needs in personal relationship and relevancy of the subject matter that resulted in poor study attitudes .

Academic Performance of College Freshmen

There are extensive research studies predicting academic performance of academic achievement of student at all levels of education . Studies related to academic achievements of academic performances have been carried out by many educators, counsellors, and administrators . The following are a few examples of such studies .

Valeda, Samonte, and Prieto (1970) studied the personality profile of De La Salle male and female freshmen students in 1976 – 1977, in relation to their academic performance and achievement motivation through the use of the 16 Personality Factor (PF) Test Form A . The findings showed that there were no relationship between the

16 PF test and the academic performance of both genders of freshmen students . The personality of freshmen students were not a predictor of academic performance . However, certain personality traits do have an impact on the academic performance of the freshmen . Commerce male students with higher self – concept integration have highly negative signififant relationships to performance .

Engineering female students with higher intelligence, dominance – submissiveness, and surgency – desurgency factors have a highly positive relationship to academic performance . Therefore, the researchers concluded that the La Sallite student population of the study is average and above average in terms of academic performance .

Moreover, Lopez and Salas (1984) studied about the “Academic Performance and Social Adjustment of the Only Child.” A study which was conducted to know if the only child, either male or female, has any difference in his / her academic performance and social adjustment as compare to children with siblings . The finding showed that either male or female of the non – only children performed better in academic performance and social adjustment compared to the only children . In the research entitled “Academic performance of accounting Majors of the College of

Commerce, University of Baguio, “ Tagle (1988) studied the academic performance of accounting students taking accounting majors in relation to their study habits and attitudes towards mathematics and other factors like classroom environment and exposure level in mathematics . The study habits, the mental health, of the samples were satisfactory . It was found that there was a significant correlation between the study habits and academic performance of the students majoring in accounting . Other reseach studies such as “Self – Concept Dimension : Their Relationship to Academic Achievement” (Tapeceria, 1995) tried to investigate factors related to academic performance . The results of the study indicated that the conceptualized dimensions of self – concept such as cognitive self, self – esteem , body self and social self were found to have a significant relationship with academic achievement . A reciprocal relationship was also found between cognitive and affective aspects of education .

In “factors Influencing Students’ Academic Performance,” Musumbi (1995) studied the influences of home – school relationship that may enhance the students’ academic performance . The researcher discovered that the most important factor influencing students’ academic

performance of secondary school was parental motivation and students' attitude . Home factors such as father's educational attainment, parent – child interaction, and students' attitude towards their home have greater impact on the students' academic performance compared to school factors .

The research entitled “Psychological Factors and Learning Styles : their Relationship to Academic Achievement” was to find out the relationship of a few of the psychological factors such as self – esteem , persistence, perfectionism, procrastination, level of anxiety and the two types of learning styles which are analytic and global to academic achievement among the senior students of Adventist academies in Luzon (Belga, 2003) . The study showed that senior students were not persistent in their academic pursuits . According to birth order, second and third children are more persistence compared to other siblings . It was found that the higher the procrastination, self – esteem, and persistence of the senior students, the lower their academic achievement . Female students outperformed male students .

Another study (Durflinger, 1949) compared a group of 132 students who were taking a course in study techniques .

A significant difference in the GPA of the two groups favoring the experimental group was observed. Gregorio (1976) claimed that the “higher the intelligence, the greater is the ability for learning, hence the greater the amount of learning or achievement. This suggests that the student with a higher intelligence has the greater possibility of getting higher GPA, and having good scholastic performance” (p. 20)

Sri Lanawati (1999) studied on “The Relationship Between EQ and Intelligence (IQ) to Academic Achievement of High School Methodist Students in Jakarta” (the original title is “Hubungan Antara Emotional Intelligence (EI) dan Intelligensi (IQ) dengan Prestasi Belajar Siswa SMU Methodist di Jakarta”). This study showed significant findings on IQ and only one subscale (self – control) of EQ and academic achievement. A similar study was conducted by Lazarte (2003), which focused on “Emotional Intelligence and Job Performance of Elementary School Principals” in the Philippines. Lazarte found that there was a significant relationship between EQ and job performance. It could be inferred that job performance was affected by EQ components.

In another study (Carter, 1999), it was found that there was a statistically significant relationship between study habits and academic achievement as measured by the final grade in Principles of Accounting I and II. However, there was no statistically significant relationship between attitude, motivation and academic achievement. In this study the demographic variables chosen were socio – economic status, major, course load, and gender. However, these did not predict the academic achievement of Principles of Accounting I and II.

Winner (as cited in Eby, n.d.) stated that “talented females scored highly on achievement motivation and dominance, two traits typically associated with males, and rejected traditional feminine values such as neatness”. (pp. 4 – 5).

College Freshmen Students’ Demography

There are more factors that may affect the academic performance of students such as the background of the students themselves. Most of the college freshmen students in the Philippines are in their late adolescence. They start their college years quite early – at the age of 16 or 17. The college freshmen students, of whom I collected data

from, were composed of students who were mostly Filipinos, with the inclusion of some students from other countries .

Age

Age has correlation with the emotional response of a person . It is believed that at age 15 adolescent attempt to hold their feelings and cover them up which leads to their being moody . Then, at the age of 16, they have no fear and seldom have any worry, so they handle problems using a calmer approach (Hurlock, 1982) . Eberling (1998) did not find any significant results in his research on study strategies instruction with community college students . Again, the reasons might be due to the small population sample ($n = 10$) . However, study results indicated a positive relation between pretest score and age . This means that the effectiveness of students' study strategies increase as they grow older .

Birth Order

Alfred Adler was an expert in the study of birth order . He believed that a child's growth and personality re significantly related to his / her order of birth . His belief is well supported by recent studies that birth order

contributes to one's "intelligence, career choice, and to a certain degree, success in adulthood" (Encyclopedia of Children's Health, n.d., Description section, para . 1) .

Sibling interactions influence the emotional and personal development of an individual . Sutter (as cited in Oberg, 2005) asserted,

Birth order research may offer "clues" about why people tend to be the way they are . Through you birth order, you develop your behavior pattern, way of thinking, and emotional response . Your birth order helps determine your expectations, your strategies in dealing with people and your weaknesses . (p. 137)

Firstborn and Only Children

Firstborns are typically highly motivated to achieve . Dworetzky (1996), in an extensive research on firstborn children, revealed that "firstborn children also appear to have a greater need to achieve, to be more active, and to perform better academically . Firstborn children are more likely to attend college and have higher educational aspirations" (p. 333) . They are responsible, goal – setters, organized, and often perfectionists . They have been found to be assertive and supporters of authority too

(Encyclopedia of Children's Health, n.d., Firstborns section, para . 1) . Dworetzky (1996) further said that “firstborn children are more articulate and tend to score higher on intelligence tests than children born later . firstborns also tend to be more reflective, whereas later children are more impulsive . In school, they work harder and get better grades than children born later” (p. 333) .

A research done by Galton in 1896 discovered that most outstanding British scientists were firstborn . Consequent studies since then have indicated that firstborn children have a distinct advantage in certain areas of development over other children (Koch, as cited in Dworetzky, 1996) . It was observed that firstborn mostly hold position of leadership . Approximately 90% of the astronauts were firstborn (Oberg, 2005) . Sutter (as cited in Oberg, 2005) pointed out that “any enumeration of prominent people, eminent scholars, even presidents of the United States contains a high percent of first – borns” (p. 137) .

Middle – Born Children

Oberg (2005) stated,

Middle children never have their parents to themselves . As a result, they become good at

negotiation and compromise and tend to be more flexible, generous, and diplomatic . Interestingly, they are also more competitive (probably because they are always fighting for attention). Because of these traits, they make excellent managers and leaders .
(p. 137)

Some middle children are very competitive with firstborn siblings . they do not have the advanced abilities as their firstborn siblings . The competition drives the middle children to become more innovative, to do and act differently in search of a standing in the family dynamics . Thus, middle children are socially skilled because they learned the skills through daily negotiation and compromise with their family members . They can be good peacemakers of the household (Encyclopedia of Children's Health, n.d., secondborns and Middle Children section, para . 1, 3)

Last – Born Children

Last – born children are usually being considered as family “baby.” Last – borns are believed to have the highest self – esteem among their siblings because of the social skills that they are able to obtain in their early years (Encyclopedia of Children's Health, n.d., Lastborns

section, para . 10 . Oberg (2005) said, “Youngest children tend to have good people skills . they are more outgoing and great at motivating others . Last – borns also tend to be affectionate, uncomplicated, creative, willing to take risks, and sometimes a little absent – minded . Consequently, last – born children make good salespeople” (p. 137) .

However, there are some disadvantages of last – borns because they are small and weak and sometimes considered helpless . At times, they also cannot have some privileges that are meant for older siblings . If the parents or older siblings do not give last – borns chances to take up Responsibilities or make decisions on their own, the latter may develop self – esteem problems such as becoming bossy and Having sibling rivalry .

Parents' Educational Attainment

D. R. Miller (1991) said that heredity and intelligence have a relationship . His view, however, is not supported by Osborn (1971) who conducted a study on the impact of differing parental educational level on the educational achievement, attitude, aspirations, and expectations of high school students . The sample for the study consisted of 229 high school seniors in the lower

public secondary school . Osborn's findings showed that there were no significant differences between the fathers' and mothers' educational attainment on the educational achievement, attitude, aspirations, and expectations of high School students .

Cattle (1968) said that parents who have higher educational attainment tend to be more democratic or permissive than those who have a lower educational attainment . Children of parents with higher educational attainment experienced an encouraging study environment when they face difficulties in their studies . Educated parents tend to encourage their children to continue their education to a higher level . They usually motivate their children to stay in school.

Parents' socio – Economic Status

The socio – economic status of the family affects the children since conception and their growth (Benett, 1999) . Poverty may cause the children to suffer inadequate pre – and post natal care, lack of infant education, chronic malnutrition from hunger which can stunt their growth and development, and deplete their energy for schoolwork . These children may have higher rates of critical learning

impediments compared to children born in better economic circumstances . Lloyd (1985) emphasized that “socio – economic status has a significant influence on adolescents’ development” (pp. 162 – 163) . However, Arcelo and Sanyal (1987) stated that “students of different socio – economic backgrounds have different possibilities of surviving in the system . Although social status is assumed to be the major factor involved, there is little empirical evidence to justify this assumption” (p. 28) .

Rice (1990) found out that the study on early withdrawal / dropouts from school was correlated positively with parents’ low socio – economic status . Juvenile delinquency is believed to relate to dropouts and early marriage . Early marriages for girls and gang activities for boys, peer influences such as anti social attitudes and delinquency are common occurrence to a number of students from low socio – economic families . In addition, many experts believe that socio – economic status plays an important role in students’ achievement . Sharma (1981) elaborated that in the educational process, the role of socio – economic background in determining the success of the effort is very important . Belonging to a low socio – economic stratum can be a hindrance in reaching desired goals . Since learning

requires facilities, socio – economic background is one of the factors that can affect academic achievement of students . Though, it is very true that when talking about the availability and quality of shelter, food, clothing, and education as well as health care, there are obvious differences among upper – , middle – , and lower – socio – economic status families, socio – economic status is also associated with differences in family values, aspirations and parenting styles . I consider that the latter may have some significant effect on student’ achievement . Values that are imposed by the family, heard or learned by the students along their life’s journey, either at home, at school, at church or in the community, may have an impact in their pursuit for academic success . Recent research reviews on American – Indian education revealed that students would perform better and have less problems when their teachers come from same community . The student’ parents’ valued education played an important role in students’ academic success (Henze & Vanett, & Philip, as cited in Rehner, 2001) .

Working Students

Laminta's (1969) study on "The relationship of Part – Time Work Experience in College to Academic performance and Success in Post – College Employment" revealed that there is a significant difference on the initial salaries obtained by those who held part – time employment while in college than those who did not hold part – time employment. The research found out that the latter received lower salaries. The group of students who held part – time employment believed that work experience in college helped them when they were looking for jobs after their graduation. This pointed out that working part – time during college is an advantage for college students.

Seventh – day Adventist education : Its Values of Study and work

White (1942) believed in the importance of self – recognition, the recognition of the environment and its laws. This understanding is to be attained through education, and this is to be coupled with practical skills of industry, so that they may be "fitted for the duties of everyday life" (p. 402).

Value of Study

White (1961) asserted that the intelligence and recognition of a Christian is to be sharper and brighter, as reading the Bible expands and strengthens the intellect by drawing the reader to contemplate the truth. She also stated that the Bible is the most important and worthy book, as it is a divine revelation of the wisdom of God, His person, the history of the world, and its future.

In *Messages to young People*, White (1930) asked the youth if they were striving in education for name and position. Have they thought about how to be intellectually great one of these days aspiration is not wrong. In fact, they should aim high, work hard for the goal, but be contented with what they have.

White (1949) added that “nature provides rich materials from which to draw lessons on values” (p. 464). Ju (1984) testified that as she gets more interested in science, her spiritual values also grow at the same time. Students learn best when teachers creatively give them chances to experience learning by observing and doing because learning is a process of integration (Gregorio, 1976).

Value of Work

The school is a place where students can experience real – life situation; it is expected to prepare men and women for life and service . This calls for a practical training for the youth .

White (1952) suggested that “schools be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood” (p. 218) . She further added that “manual training . . . should develop habits of accuracy and thoroughness . Pupils should learn . . . to economize time and to make every move count” (p. 222) .

Silberman and Ginsburg (1976) supported White’s writings by stating that “students must be given real opportunities to work with older and more experienced employees, with supervisors, with the public, and with other beginning workers” (p. 17) . Anderson (1980) also recommended that “the work experience education job site provides a setting where interpersonal skills can be

developed through student – teacher – employer relationship”
(p. 18) .

Summary

The review of literature dealt with the concepts of emotions; intelligence; EQ; study habits and attitudes; academic performance; and some selected variables such as age, birth order, parents’ educational attainment, parents’ socio – economic status, value of study and working as the demographic variables of my study . The review of literature stressed that the three constructs and demographic variables were relevant and meaningful to be studied because they have an impact on the academic performance of college students affirmed by previous related research studies .

The present study will be a contribution because, in return, it can verify previous research studies on the relationship of EQ to academic performance as well as the study habits and attitudes to academic performance . The following describes the conceptual paradigm of this present study .

Conceptual Paradigm

The variables of this study can be described as follows : the EQ, composed of intrapersonal, interpersonal, adaptability, stress management, general mood, inconsistency index, and positive impression scales (to check for “faking good”); The study Habits and Attitudes composed of delay avoidance, work method, teacher approval, educational acceptance, study habits, study attitudes, and study orientation (total of study habits and study attitudes) subscales; and the demographic variables composed of age , gender, birth order, parents’ highest educational attainment, parents’ income, parents’ occupations, students’ classifications as enrollment and working status . The academic performance was represented by Students’ GPA. Considering the above variables, a descriptive quantitative comparative correlational study was designed and the conceptual framework is presented in Figures 1 and 2 .

EQ, SSHA, and academic performance when grouped according to the demographic variables of college freshmen residential students are to be examined for their significant differences . The relationships between EQ and academic performance of freshmen college students who stay

in residential halls are to be examined too . I was also interested to find out the relationships between study habits and attitudes and academic performance of college freshmen residential students . I continued to seek for the relationships of the variables related to college freshmen residential students' EQ and study habits and attitudes and academic performance . Finally, I looked for the best predictive model of academic performance among all those given variables : EQ, study habits and attitudes, and demographic variables .

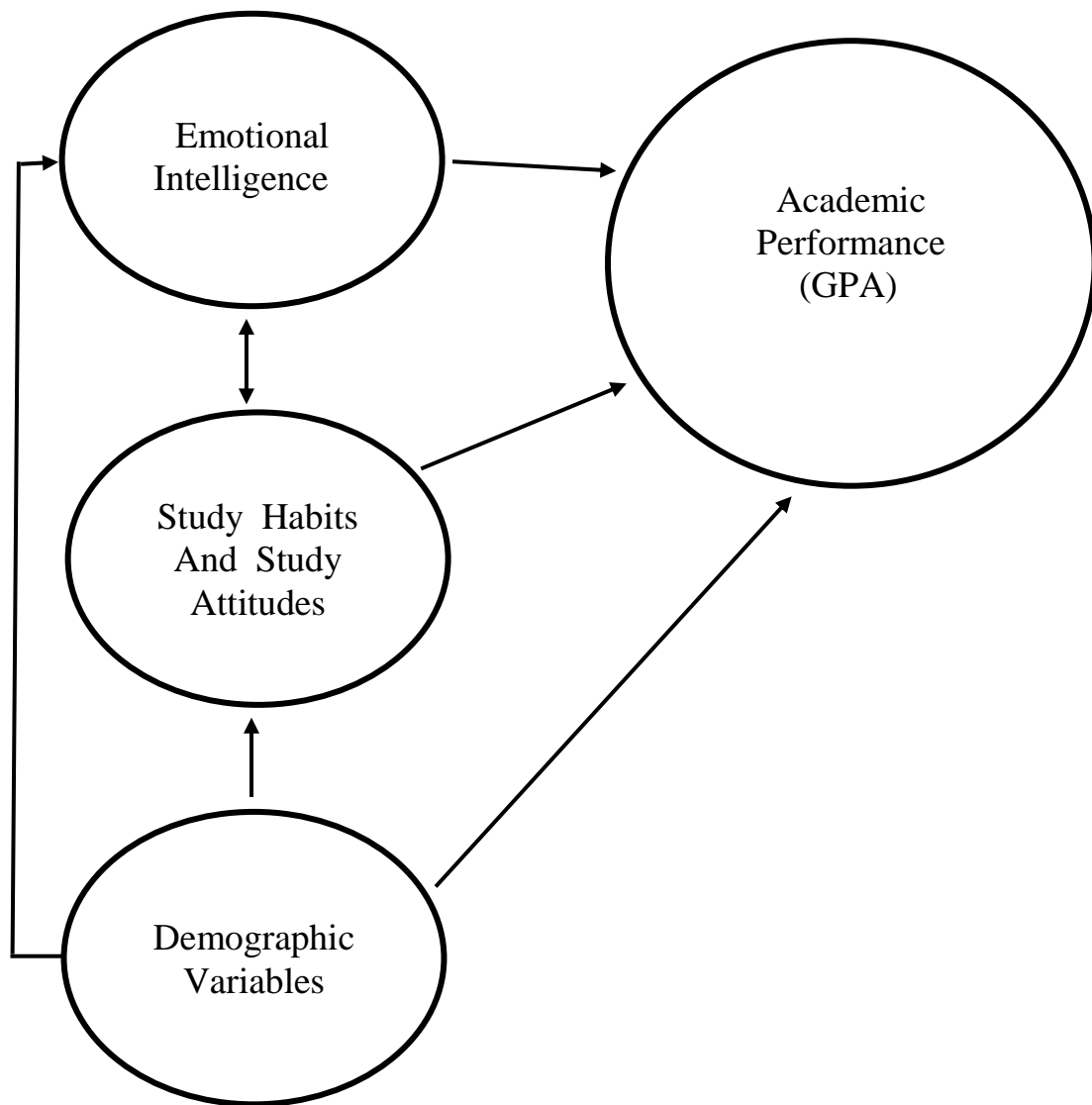


Figure 1 . Conceptual framework of the study

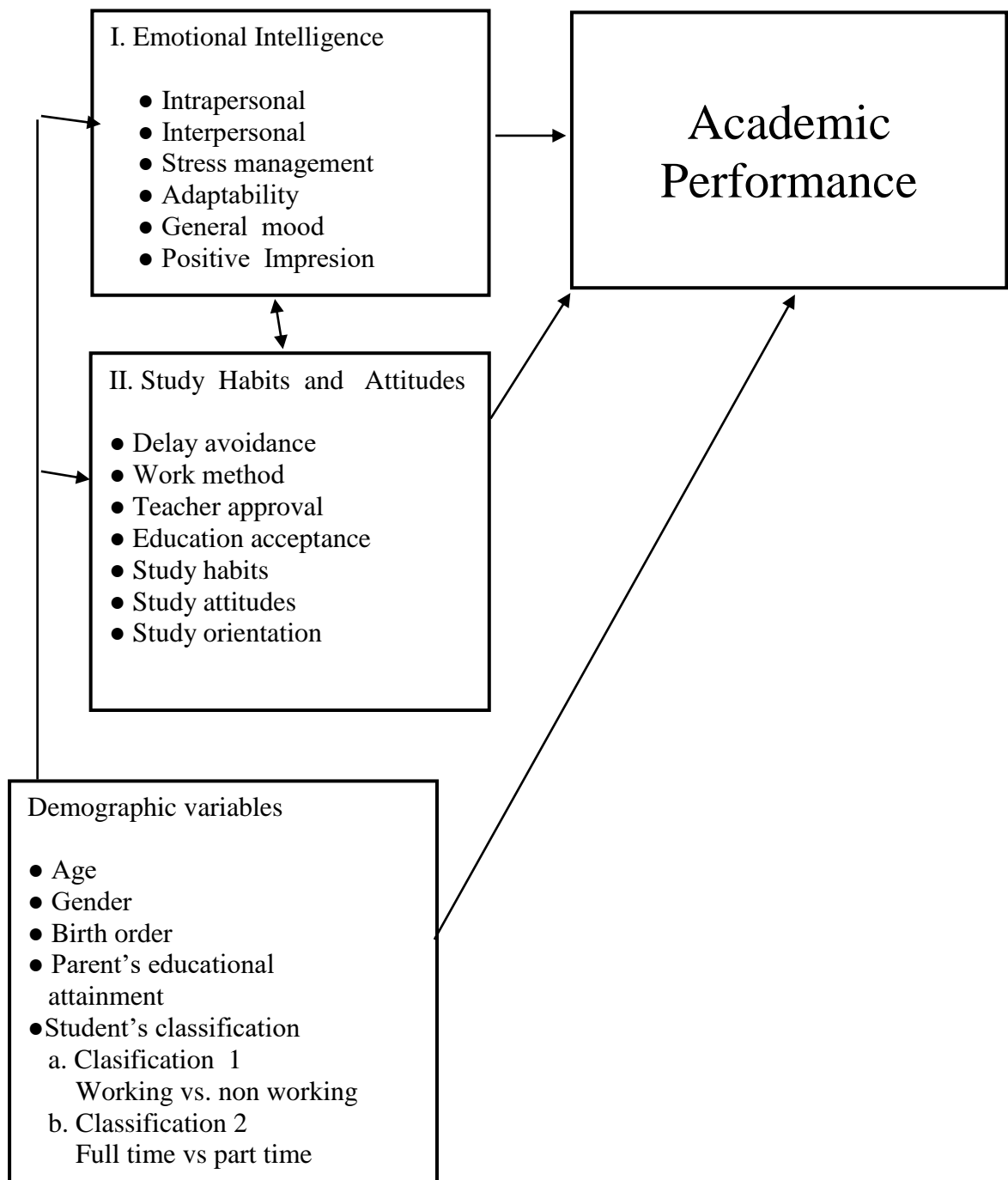


Figure 2 . Detail of the conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodology and procedures applied in the research study . It delineates the research design, which includes a discussion of the population and sample; the research instruments to be employed; data collection procedures; the ethical principles to be observed; and the data analysis process .

Research Design

In this study, I employed a descriptive – quantitative comparative correlational research method . Fraenkel and wallen (1993) stated that descriptive research was designed to “obtain data to determine specific characteristics of a group” (p. 9) while correlation research was “to determine relationships among two or more variables” (p. 8) . This method enable me to determined the possible relationships of EQ, study habits and study attitudes, and demographic

variables to academic performance among college freshmen resident students in selected Adventist tertiary Institutions in the Philippines .

The statistical procedure of ANOVA was used to determine the significant differences among groups formed on the basis of demographic variables (age, gender, birth order, parents' educational attainment, socio – economic status, and student classification according to their status) . The Pearson Product – moment Correlation Coefficient was utilized to measure the correlation between EQ and academic performance, study habits and attitudes and academic performance, and EQ and study habits and attitudes . Multiple regression was used to find the best model for academic performance of college freshmen resident students .

Population

The population of this study consisted of college Freshmen resident students in three selected Adventist Colleges of the Philippines during the school year 2005 – 2006 . Three Adventist tertiary institutions were selected, Indicated by the following pseudonyms : College I, College II and College III . These three institutions have

residential facilities for students . They are under the supervision of the same church administration and they share a common Christian worldview, standards and policies . These institutions represent the different geographical locations in the Philippines and the different ethnic groups of Filipinos . Two institutions are located in a rural setting and one is located in urban area .

Sample Size

Based on the available records from the registrar's office and the dormitory deans of the respective participating institutions, there are 1479 college freshmen residential students in the three selected Adventist tertiary institutions . A total of 587 respondents participated in this study . The number of respondents is comprised of 219 respondents (32.7% of freshmen) from College I, 78 respondents (34.5% of freshmen) from College II, and 290 respondents (49.5% of freshmen) from College III .

This sample size was large enough when the following formula with a 5% margin of error was computed (Pagoso & Montana, 1985) :

$$n = \frac{N}{1 + Ne^2}$$

$$\begin{aligned} n &= \frac{1479}{1 + (1479)(5\%)^2} \\ &= 314.8 \\ &= 315 \end{aligned}$$

The required sample is 315 respondents . Therefore, the Sample size met the requirements .

Sampling Procedure

Systematic random sampling was used to obtain a significant proportional allocation of respondents from the three selected tertiary schools . Fraenkel and Wallen (1993) said, “In systematic sample, every n^{th} individual in the population list is selected for inclusion in the sample .

. . . The sampling ratio is the proportion of individuals in the population that are selected for the sample” (pp . 85 – 86) . This is determined by calculating the ratio of sample size over population size . An Alphabetized roster of names was utilized in selecting the sample ($n^{\text{th}} = 3^{\text{rd}}$) .

In order to select a minimum sample of 500 names from An estimated population list of 1500 names, the suggestion

of Fraenkel and Wallen (1993) was followed in determining The n^{th} sample by using the following formula :

$$\frac{\text{Population}}{\text{Desired sample size}}$$

The n^{th} sample is 3 . To guard against any biases, papers With numbers 1 to 10 were folded, shuffled and drew one out As a beginning point . It was a 3 either . So, the systematic Sampling started at 3, then 6, 9, 12, and so on .

Instrumentation

Two standardized instruments were utilized, namely, EQ : Sth by Bar – On (2002) , and the SSHA (Survey of Study Habits and Attitudes) by Brown and Holtzman (1967) . A self – constructed demographic survey was also used in this study .

Bar – On Emotional Quotient Inventory : Short

The EQ of college freshmen students was measured by Using a 51 – item questionnaire, developed by Reuven Bar – On (2002) . The instrument was composed of intrapersonal, Interpersonal, adaptability, stress management, general

mood, total EQ, inconsistency index and positive impression as the subscales of EQ. It has a 5 – point Likert – type scale From very seldom or not true of me the very often true of me true of me. The instrument was designed to measure EQ in adolescents and adults. The EQi : STM has been used in many research studies to measure EQ in the Philippine context.

Validity

The construct validity of EQi : STM was measured by the correlation between the 51 – item, Bar – On EQi : STM and the original 133 – item Bar On EQ – I. The findings of the two instruments made by Bar – On (2002) showed a high overall positive correlation between the scales “interpersonal, intrapersonal, stress Management, Adaptability, and general Mood, ranging from .73 to .96 for males and from .75 to .97 for females” (p. 44) (See Table C1, Appendix C). Grubb (n.d.) mentioned that

To ensure that the results from the EQi : STM were valid, a confirmatory factor analysis using varimax rotation was conducted using SPSS 12.0. Although the solution presented more factors with eigenvalues greater than one, it supported the main EQ scales – stress

management, general mood, adaptability, interpersonal skills and intrapersonal skills . Bartlett's test of sphericity for multivariate normality was significant with a value of 4796 . 18 ($p < .01$) and the KMO test score was . 798 indicating that the data set had sufficient structure and was adequate for factor analysis . In order to further investigate the individual factors, the same analysis was conducted suppressing coefficients less than . 30 . (p. 7)

Reliability

The EQi : STM was tested for its reliability . The internal consistency of Bar – On EQi : STM was satisfactory though some Bar – On EQi : STM scales have less than 10 items . Bar – On (2002) stated, “Internal consistency coefficients ranged from . 76 to . 93, with the exception of the positive Impression Scale,” (p . 40) and “in test – retest reliabilities, the Bar – On EQi : STM scales are excellent, ranging from . 46 to . 80 “ (p. 41) (see table C2 and Table C3, Appendix C) .

Austin, Saklofske, and Egen (2005) stated that satisfactory psychometric properties had been reported in the technical manual accompanying the EQi : STM and by Austin

et al . ; these results offer support for the short scale as a satisfactory substitute for the EQ – I when time constraints might limit the use of the longer questionnaire (p . 4)

Austin et al . (2005) further said that the factor structure and scale reliabilities for the EQi : STM were also examined . The reabilities were Interpersonal, 0 . 78 ; intrapersonal, 0 . 79; Adaptability, 0 . 79; Stress management, 0 . 79 ; General Mood, 0 . 83; Positive Impression, 0 . 61; Total EQ, 0 . 87; these values are all good apart from Positive Impression, for which the reability falls below the commonly accepted minimum of 0 . 7 (p . 5) .

The analysis presented by Austin et al . (2005) in investigating the psychometric properties of the EQi : STM show that “the EQ : STM factor structure derived from the present data fits well with its assumed structure, and that all sub – scales than PI have good reliability” (p . 7) .

The reability of this present study was tested . The Cronbach’ alpha coefficients as measure of internal consistency was presented in Table c4 (Appendix C) , and in general are lower than in the normative study by Bar – On (2002)

Survey of Study Habits and Attitudes

Brown and Holtzman (1967) constructed the SSHA instrument comprised of a 100 – item questionnaire designed to provide the student with a systematic, standardized way of indicating some of his feelings and practices regarding schoolwork” (p. 5). They further said that this instrument helps in letting the student know about how to study effectively and the importance of motivation to get high academic achievement. It has four basic scales: Delay Avoidance (DA), Work Methods (WM), teacher Approval (TA), and Education acceptance (EA); two subtotals (Study Habits adding DA + WM); Study Attitudes (TA + EA); and a total score (Study Orientation either by adding the study Habits [SH] and Study Attitudes [SA], or summing all the DA, WM, TA and EA scores).

Validity

According to Brown and Holtzman (1967), SSHA is a well validated instrument from the United States. The criterion used for the validity has been the GPA for one semester, which seem like a “realistic estimate of scholastic achievement over a short period of time The average validity coefficients across the ten colleges were .42 and

.45 for men and women, respectively” (p. 16) . The average validity derived from “the correlations between the SSHA scores and grade point averages, reported in earlier editions of the manual for 1,756 men and 1,118 women in ten colleges, varied from .27 to .66 for men and from .26 to .65 for women” (p. 16) . It is from low to moderate . Though this value is not high, this instrument was utilized because it “provides the student with systematic standardized way of indicating some of his feelings and practices regarding schoolwork” (Brown & Holtzman, 1967, P. 5) .

This instrument has been used widely throughout the world . The validity of this instrument has been tested in other studies . Hurlburt, Gade, and McLaughlin (1990) affirmed that the use of SSHA has a validity coefficient of .42 for male and .45 for female college students, as revealed in their first semester college grades . The results were derived from more than 3000 students enrolled in nine different colleges in the United States .

Reliability

According to Brown and Holtzman (1967), “the internal consistency measure of SSHA was computed using the Kuder –

Richardson Formula 8 for estimating test reliability from the variance of total scores and the sum of the item variances, “ and “the reliability coefficients obtained for the four basic SSHA subscales ranged from .87 to .89” (p. 23) .

Hurlburt et al . (1990) stated that “test – retest reliabilities over a – week interval ranged between .83 and .86 for the subtests of the Survey of Study Habits and attitudes” (p. 2) (see Table C5, Appendix C) . The reliability of SSHA – Form C of this present study was tested . The Cronbach’s alpha coefficients as measure of internal consistency are shown in Table C6, Appendix C /

Data Collection procedures

Data collection is described in three sections :

- (a) Establishing ethical procedures, (b) securing permission from supervisors for data collection, and
- (c) administering instruments and collecting data . The following paragraphs will explain each process in further detail .

Establishing Ethical Procedures

Before engaging in the research, participants were informed of ethical practices of the study .

1. Time . The questionnaires took approximately 45 min to complete; 10 – 15 min for the EQi : STM and 30 min to complete the SSHA . The participants were informed about the procedures and purpose of the study . they were requested to fill in the informed consent form and the permission for me to obtain their GPA from registrar .
2. Voluntary participation . The participants were invited to participate in completing the instrument, and were told of the voluntary character of the study . Participants could choose to withdraw at anytime at their convenience without any consequences .
3. Maintaining confidentiality . The identity of the respondents were confidentially being maintained .
4. Avoidance of harm . Besides the time spent in completing the instrument, there was no cost to the participants . They were exposed to no known harm in the completion of the instruments

5. Security of testing materials . as an education
counseling psychologist as well as a public health
educator who had obtained the necessary
requirements in administering the standardized
test (see Appendix A) , I maintained the security
of testing materials before and after testing .
envelops were provided where respondents could
place the completed instruments . The envelopes were
handed directly to me after completing the items .
6. Results . results were reported as aggregates, thus,
maintaining anonymity of individuals and
institutions . Pseudonyms were used to name the
institutions when reporting data . This data would
be used only in the context of this research
document .

Securing Permission From Supervisors for Data Collection

I obtained permission for data collection from several
gate keepers . Below were the steps followed in securing
permission :

Academic research approval . The research Committee
of the School of Graduate Studies at Adventist

International Institute of Advanced Studies (AIAS) and the Dissertation Committee reviewed my proposal . After incorporation of proposed suggestions the proposal was approved .

1. Permission for data collection . Permission to collect data was requested from all the presidents and the vice presidents of academic affairs of the participating institutions . The value of the study and a proposed schedule, together with the time required for data collection, were communicated to them .

Administering Instrumens and Data Collection

From each institution, I obtained the roster containing the names of freshmen residential students (alphabetically sequenced) and randomly selected the requisite sample using systematic random sampling . The GPA of the first semester of academic year 2005 – 2006 of this sample was taken from the registrar's office of each school . I prepared a coding system for these sample, which was used in the questionnaire . Each questionnaire was placed in an envelope .

I personally administered and collected back the questionnaires, except when there was an unavoidable personal condition . the participants took the test at a designated place provided by the authorities . During this time, the participants were given a letter describing the study . Enclosed with the letter was informed consent form to be signed by the participants as the instruments were distributed . The letter also contained assurance of confidentiality . Directions for completing the instrument were given . The respondents were requested to check the instruments upon completion in order to ensure that every item was answered completely . The completed instruments were then placed by the participants in envelopes provided and returned to me .

Pre – Analysis Data Screening

Prior to data gathering, all the variables were coded and had data set formation using SPSS . Prior to conducting a multivariate analysis, the data was subjected to pre – analysis data screening . It served four main purposes :

1. The accuracy of collected data . Having a large data set in this study; therefore, frequency distributions and descriptive statistics had been

used as suggested by Mertler and Vannatta (2002)

“to examine the range of value, “means and standard deviation,” and values that correspond to the coded values for the possible categories” (p . 25) .

2. Missing data . The missing data were assessed and no significant missing data were found .

3. Normality, Linearity, and Homoscedasticity .

Assessing whether the sample data meets the assumptions for statistical analysis is very important . Kennedy and Bush (as cited in Mertler & Vannatta, 2002) pointed out that “there are consequences of applying statistical analyses – particularly inferential testing – to data that do not conform to these assumption . If one or more assumption are violated, the result of the analysis may be biased” (p . 30) . There are three general assumptions which are usually included in multivariate statistical testing : normality, linearity and homoscedasticity (homogeneity of variance) .

- a . Normality . In assessing the data, the distribution of the data were examined (either

normal or skewed). The Komolgorov – Smirnov statistical test was being used to test the data . the normality of the distribution was obtained , Further, analysis of data could be conducted if this assumption is met .

- b. Linearity . I assessed the data using linear regression statistical test and found out that linearity existed .
- c. Homoscedasticity . I analyzed the data using Levene's Test for Equality of Variances to see If homogeneity of variance occurred once the Normality of data was obtained .

Data passed the tests of normality, linearity and homoscedasticity .

Data Analysis

Data gathered from the surveys were analyzed using the SPSS . Descriptive statistics were used to investigate variables by categories and to further ensure that the assumptions required by other statistical analyzed were Met .

To test the hypotheses in this study, ANOVA was used to establish the significant differences in term of EQ,

study habits and attitudes, and academic performance by demographic variables (age, gender, birth order, parents' educational attainment, parents' socio – economic status, and student classification according to enrollment or work status) . To test significant relationships between emotional independence and academic performance and students' study habits and attitudes and academic performance, the Pearson Product – Moment Correlation Coefficient was calculated . Multiple regressions were employed to determine what is the best predictive model for academic performance considering the demographic variables . EQ, and study habits and attitudes among college freshmen residential students of Adventist tertiary institutions in The Philippines .

CHAPTER 4

ANALYSIS OF DATA, PRESENTATION OF FINDINGS AND DISCUSSIONS

This chapter presents the analysis of the data gathered and the findings of this study. The main purpose of this study was to determine the relationship between EQ, study habits and attitudes, and academic performance among freshmen residential students in the three selected SDA tertiary schools in the Philippines.

The respondents of the study were 587 students randomly selected from three SDA tertiary institutions in the Philippines. All students who were invited to participate responded to the instruments consisting of demographic form, EQi : STM, and the SSHA. The academic performance of students, based on their cumulative GPA, was obtained from the registrars of the respective institutions. In most cases, I personally distributed and collected the completed instruments, except when there was an unavoidable personal condition. I was given a schedule for data collection by one of the deans of the respective institution which was very

close to the final examination week before the 3 – week semester break . During that time, I lost my father, therefore the dean was requested to help me collect the data . A clear and thorough explanation of how to administer the instruments was given .

This chapter presents the following sections : The first section describes how the data was treated, the second section presents a description of the respondents by demographic variables, the third section presents answers to the research questions, and the fourth section presents the presentation of the findings and discussion .

Treatment of the Data

The steps in the process of data analysis were taken as follows :

1. The alpha level set for all hypotheses testing was selected as .05 .
2. All the instruments were coded and analyzed using SPSS for windows Version 13 .0 .
3. Pre – analysis data screening was done to check for the minimum and maximum, missing data, outliers, the normality, homogeneity (homoscedasticity) and linearity of the data

4. Descriptive statistics such as frequencies, percentages, means, and standard deviations were obtained for each of the variables
5. Differences between means of total score and subscales of EQ and SSHA instruments, for groups based on the demographic variables, were tested by ANOVA and post hoc tests . Scheffe post hoc test were commonly used in the data analysis of this study, but when the levels of differences were not shown by Scheffe post hoc test, Games – Howell tests were utilized . The Games – Howell test were chosen among many other post hoc tests because Field (2005) suggested that this “procedure is the most powerful but can be liberal when sample sizes are small . However, Games – Howell is also accurate when sample sizes are unequal “ (p . 341) .
6. Tests of relationship were conducted by using correlation analysis .
7. To find predictive models of academic performance from among EQ, study habits and attitudes, and demographic variables, the step – wise multiple regressions was utilized

In the following section, a description of the respondents was presented. However, the school demographics were not reported to protect institutional anonymity.

Description of the Respondents

Five hundred and eighty – seven freshmen residential students were randomly selected from three SDA tertiary institutions in the Philippines which met the study criteria. Demographic variables gathered included students' age, gender, birth order, parents' educational attainment, parents' socio – economic status, parents' occupation and student classification in enrolment and work status (see Table 1).

Bar – On organized the normative data into the following age ranges :

1. 16 to 29 years
2. 30 to 39 years
3. 40 to 49 years
4. 50 years and older

The collected data fell in the first two age ranges, ages 16 to 29 (99.1%) and 39 years old (.9%) The second age group was quite unexpected, and since its number was too small (5 persons), this group was omitted. The age

range was derived from a huge normative population from the normative comparisons using standard scores which indicated that “the higher Bar – On EQi : STM scores suggest higher levels of emotional intelligence ; and lower scores indicate a lower potential for emotional intelligence; and lower scores indicate a lower potential for emotionally intelligent behavior” (Bar – On , 2002, p . 14) .

Regarding gender and birth order, there were almost twice as many females as males and most were middle children in the families . Many of the respondents’ parents had attained college or higher education . Thirty – five percent of the parents indicated that their income was below Php . 8,000 . The majority of the respondents’ fathers worked in business or related fields, and the mothers were unemployed . The respondents were classified into two classification : The first classification was according to students’ enrolment during that particular semester, as part – time or full – time students ; the second classification was according to work status, as working or non – working students . Full – time students (taking 18 credits or above) outnumbered part – time students . Most of the college freshmen residential students (76 . 3%) were non – working students (see Table 1) .

Table 1

Description of the Respondents by Demographic Variables

Variables	f	%
Age group		
16 – 29 years old	573	99.1
30 – 39 years old	5	.9
Gender		
Female	383	65.6
Male	201	34.4
Birth order		
Eldest	209	35.7
Middle	219	37.4
Youngest	130	22.2
Only Child	27	4.6
Father's educational attainment		
Elementary	99	17.1
Junior high school	42	7.3
Secondary	91	15.7
College	170	29.4
Graduate	152	26.3
Post – graduate	25	4.3

(table continues)

Table 1 (*continued*)*Description of the Respondents by Demographic Variables*

Variables	f	%
Mother's educational attainment		
Elementary	90	15.5
Junior high school	46	7.9
Secondary	81	13.9
College	164	28.2
Graduate	170	29.3
Post – graduate	30	5.2
Income		
Below Php . 8,000	200	35.0
Php . 8,000 – Php . 12, 000	135	23.6
Php . 12, 001 – Php. 22, 000	78	13.7
Php. 22, 001 – Php . 50, 000	70	12.3
Above Php . 50,000	88	15.4
Father's occupation		
Business related occupation	256	43.7
Government – related occupation	37	6.3
Technology	47	8.0
Health related occupation	22	3.8
Academic related occupation	23	3.9
Church worker	30	5.1
Service worker	77	13.1
Unemployed	27	4.6
Deceased / data which do not state specified	67	11.4

(Table Continues)

Table 1 (*continued*)*Description of the Respondents by Demographic Variables*

Variables	f	%
Mother's occupation		
Business related occupation	114	19.5
Government – related occupation	35	6.0
Technology	0	0.0
Health related occupation	41	7.0
Academic related occupation	90	15.4
Church worker	3	.5
Service worker	28	4.8
Unemployed	242	41.3
Deceased / data which do not state specified	33	5.6
Student classification I – Enrollment		
Part – time	116	20.5
Full – time	451	79.5
Student classification II – Work		
Non – working	445	76.3
Working	138	23.7

A list of questions was assembled to provide direction and purpose for this research . The following section presents the answers to the research questions .

Answer to the Research Questions

This study posed seven research questions . These research questions dealt with

1. Differences in EQ for groups formed according to the students' demographic variables of age, gender, birth order, parents' educational attainment, parents' income, parents' occupations, student classification in enrolment and work
2. Differences in study habits and attitudes by students' demographic variables
3. Differences in academic performance by students' demographic variables
4. The relationship between students' EQ and their academic performance
5. The relationship between students' habits and attitudes and their academic performance
6. The relationship between EQ and study habits and attitudes among students
7. The best predictive model of academic performance from the given variables in this study

Research Question 1

The first research question was, “Does the EQ of college freshmen residential students differ by demographic variables (age, gender, birth order, parents’ educational attainment, parents’ socio – economic status and students’ classification in enrolment and work) ?” To answer this research question, a null hypothesis tested was, “The EQ of college freshmen residential students does not differ by demographic variables (age, gender, birth order, parents’ educational attainment, parents’ socio – economic status and students’ classifications in enrollment and work) . “ This null hypothesis was tested using one – way ANOVA for all the demographic variables . A post hoc analysis was conducted when significant differences were found .

Results indicated that college freshmen residential students’ EQ differed significantly by demographic variables . The findings are specified below .

Age

The Bar – On EQi : STM test provided four age groups which the respondents may choose from . The result showed that the majority respondents fall in the 16 – 29 years old age group . Since there were only very few respondents in the 30 – 39

years old age group, they were omitted . Since there was only one age group, this variable was not included in the analysis of data .

Gender

There was a significant difference of EQ by gender . Male college freshmen residential students' intrapersonal EQ was rated significantly higher ($M = 32.24$, $p < .001$) than females' ($M = 30.41$, $p < .001$) while female college freshmen residential students' interpersonal EQ was rated significantly higher ($M = 36.73$, $p = .008$) than males' ($M = 35.44$, $p = .008$) . Though they are significant, the mean difference is relatively small (see Table 2) .

Table 2

Significant Differences in Emotional Intelligence in Relation to Gender

EQi : S Scale	N	M	SD	p
Intrapersonal				
Female	383	30 . 41	5 . 53	. 000
Male	201	32 . 24	5 . 72	
Interpersonal				
Female	383	36 . 73	5. 41	. 008
Male	201	35 . 44	5 . 80	

Note . * $p < .05$.

Birth Order

There was a significant difference of the general mood EQ by birth order ($p = .006$). Though the sample size has a large difference, the Games Howell test is accurate for an unequal sample size. By using Scheffe test, no difference indicated that the general mood EQ of college freshmen residential students who are the only child ($M = 34.89$) in the family was significantly higher than both college freshmen residential students who are the eldest ($M = 31.71$) or middle – born children ($M = 31.86$) in the family (see Table 3).

Table 3

Significant Differences in Emotional Intelligences in Relation to Birth Order

EQi : Subscale	N	M	SD	M dif	F ratio	Sig . value (p)
General Mood					4.17	.006*
Eldest	209	31.71	4.71			
Middle	219	31.86	4.98			
Only child	27	34.89	5.21			
**Only child with eldest				3.18		.021*
**Only child with middle				3.03		.030*

Note . * $p < .05$ level, ** Scheffe test ; Games Howell .

Parents' Educational Attainment

The parents' educational attainments were composed of six groups : Elementary, Junior High School, Secondary, College, Graduate, Post – graduate . Both parents' educational attainment was taken separately for analysis . The findings are as follows :

Father's highest educational attainment . There were significant differences in interpersonal EQ by father's education ($p = .004$) and total EQ and father's education ($p = .043$) . A Scheffe pos hoc test did not show any differences between groups . The Games Howell post hoc test revealed significant differences in interpersonal EQ and total EQ of college freshmen residential students according to their father's education .

The interpersonal EQ of college freshmen residential students whose fathers had attained a graduate ($M = 37.05$) or a post – graduate education ($M = 38.48$) was significantly higher than those whose fathers have only attained elementary education ($M = 34.74$) . The total EQ of college freshmen residential students whose fathers had attained a graduate education was significantly higher ($M = 30.53$) than those whose fathers had only attained elementary education

($M = 29.36$). The mean difference is relatively small (1.17), but yet it is significant (see Table 4).

Table 4

Significant Differences in Emotional Intelligence in Relation to Father's Education

EQi : Subscale	N	M	SD	M dif	F ratio	Sig . value (p)
Interpersonal					3.48	.004*
Elementary	99	34.74	5.22			
Graduate	152	37.05	5.94			
Post – graduate	25	38.48	5.39			
Graduate with elementary				2.31		.017*
Post – graduate with elementary				3.74		.038*
Total EQ					2.31	.043*
Elementary	99	29.36	2.21			
Graduate	152	30.53	3.19			
Graduate with elementary					1.17	.009*

Note . * $p < .05$ level, Games Howell Test

Mother highest educational attainment . There were significant differences in the interpersonal ($p = .004$) , general mood ($p = .032$) , and total EQ ($p = .021$) of students according to their mothers' education . The levels of differences between college freshmen residential students according to their mothers' levels of education were determined by utilizing Games Howell Pos Hoc tests . The interpersonal EQ of college freshmen residential students whose mothers attained a college ($M = 36.88$) or a graduate education ($M = 36.92$) was found to be significantly higher than those whose mothers had only attained elementary education ($M = 34.53$) . there was a significant difference in the general mood subscales of EQ ($p = .032$) of college freshmen residential students according to their mothers' education . However, using scheffe and games – Howell post hoc tests, the levels of differences were not exposed . Furthermore, the total EQ of college freshmen residential students whose mothers had attained a graduate education was significantly higher ($M = 30.45$) than those whose mothers had attained junior high school education ($M = 29.12$) (see Table 5)

Table 5

Significant Differences in Emotional Intelligence in Relation to Mother's Education

EQi : Subscales	N	M	SD	M dif	F ratio	Sig . value (p)
Interpersonal					3 . 45	. 004*
Elementary	90	34 . 53	4 . 94			
College	164	36 . 05	5 . 68			
Graduate	170	36 . 92	5 . 73			
College with elementary				2 . 34		. 010*
Graduate with elementary				2 . 39		. 007*
General mood					2 . 46	. 032*
No level was found						
Total EQ					2 . 67	. 021*
Junior high scholl	46	29 . 12	2 . 40			
Graduate	170	30 . 45	3 . 34			

Note . *p < . 05 level, Games Howell Test .

Parents' Socio – Economic Status

Both parents' income were combined together and were Categorized into following categories : below Php8, 000, Php8, 000 to Php12, 000, Php12, 001 to Php22, 000, Php22, 001 to Php50, 000 and above Php50, 000 .

There were significant differences in interpersonal, general mood, and total EQ of college freshmen residential students by parents' income. The interpersonal EQ of the students whose parents' income was between Php22,001 to Php50,000 was significantly higher ($M = 37.61$) than those students whose parents' income was below Php8,000 ($M = 35.44$). The general mood subscale and total EQ of college freshmen residential students whose parents' income was above Php50,000 was found to be significantly higher than those students whose parents' income was below Php8,000 (see Table 6).

Parents' Occupation

Parents' occupations were categorized into nine groups: business related occupation, government related occupation, technology related occupation, health related occupation, academic related occupation, church workers, service workers, non – employed, deceased / data which do not state specifically.

Father's occupation. There were significant differences in intrapersonal subscale of EQ of the students whose fathers' occupations were related to technology ($M = 33.47$) and business ($M = 30.56$)

Table 6

Significant Differences in Emotional Intelligence in Relation to Parents' Income

EQi : Subscales	N	M	SD	M dif	F ratio	Sig . value (p)
Interpersonal					3 . 45	. 004*
Below Php8, 000	200	35 . 44	5 . 34			
Php22, 001 – 50, 000	70	37 . 61	5 . 38			
Php22, 001 – 50, 000 with below Php8, 000				2 . 17		. 034*
General mood					3 . 30	. 011*
Below Php8, 000	200	31 . 43	5 . 03			
Above Php50, 000	88	33 . 65	4 . 90			
Above Php50, 000 with below Php8, 000					2 . 22	. 005*
Total EQ						
Below Php8, 000	200	29 . 62	3 . 09			
Above Php50, 000	88	30 . 80	3 . 38			
Above Php50, 000 with below Php8, 000					1 . 18	. 044*

Note . * p < . 05, Games Howell Test .

The intrapersonal EQ of the students whose father's job was technology related was found significantly higher than those students whose father's job was business related . The mean difference was 2 . 91 .

Mother's occupation . There were no significant differences in EQ of students whose mothers' occupations were categorized into the above – mentioned occupation (see Table 7) .

Table 7

Significant Differences in Emotional Intelligence in Relation to Father's Education

EQi : Subscales	N	M	SD	M dif	F ratio	Sig . value (p)
Interpersonal					2 . 01	. 043*
Business related Occupation	256	30 . 56	5 . 78			
Technology related Occupation	47	33 . 47	5 . 40			
Technology with business Related occupation				2 . 91		0 . 33*

Note . * p < .05 level, Games Howell Test .

Student Classification in Enrollment and Work

Respondent were classified into two classifications. classification I indicated enrollment status (part – time or full – time students) and classification II indicated work status (non – working or working students) .

Student classification I – Enrollment . There were significant differences in interpersonal, adaptability, general mood, and total EQ between part – time students and full – time students . The interpersonal EQ, adaptability subscale, general mood subscale, and the total EQ of college freshmen residential students who enrolled as full – time students (taking 18 or more credits) was significantly

scored higher than those who enrolled as part time students
(See Table 8).

Table 8

Significant Differences in Bar – On Emotional Quotient Inventory : Short in Relation to Student' Classification I – Enrollment

EQi : S	n	M	SD	P
<hr/>				
Interpersonal				
Part – Time	116	35 . 38	5 . 02	. 044*
Full – Time	451	36 . 55	5 . 66	
Adaptability				
Part – Time	116	23 . 63	4 . 46	. 048*
Full – Time	451	24 . 56	4 . 50	
General mood				
Part – Time	116	30 . 78	4 . 22	. 001
Full – Time	451	32 . 50	5 . 17	
Total EQ				
Part – Time	116	29 . 48	2 . 52	. 016*
Full – Time				

Note . *p < . 05, ** p < . 01 .

Student classification II – Work status . The interpersonal EQ, adaptability, general mood, and total EQ of college freshmen residential students who were non – working students scored significantly higher than those who were working (See Table 9) .

Table 9

Significant Differences in Bar – On Emotional Quotient Inventory : Short in Relation to Student Classification II – Work Status

EQi : S Scale	N	M	SD	P
Interpersonal				
Non – working students	445	36 . 62	5 . 66	. 010*
Working students	138	35 . 21	5 . 21	
Adaptability				
Non – working students	445	24 . 60	4 . 50	. 040*
Working students	138	23 . 70	4 . 54	
General mood				
Non – working students	445	32 . 41	5 . 16	. 018*
Working students	138	31 . 26	4 . 33	
Total EQ				
Non – working students	445	30 . 27	3 . 29	. 016*
Working students	138	29 . 53	2 . 51	

Note . *p < . 05 .

The implication is that gender differences in EQ should be taken into account as Gray (1992) and Boohar (1997) specially suggested in interpersonal relationships. Gray was supported by Kimura and Harsman (1984) who studied brain mechanism and found that organization and function of the brain differed by gender. Stein (as cited in Murray, 1998), in a study on EQ in the workplace, supported Gray's idea also. In a recent test of the EQ of 4,500 males and 3,200 females, he reported that there are gender differences in EQ, and that "women score higher than men on measures of empathy and social responsibility, but men outperform women on stress tolerance and self-confidence measures" (p. 2)

Earlier research show contradicting findings related to the influence of parents' education. Osborn (1971) stated that parents' education had no impact on the high school students; however, Cattle (1968) and the present study have shown that parents' higher educational attainment does have an influence on students. The present study shows that parents' education affects the interpersonal EQ and the total EQ of their children.

Another factor that was believed to affect students was their parents' income. In search studies (Benett, 1997; Lloyd, 1985; Rice, 1990; Sharma, 1981) found that in one way

or another parents' income were related to the academic achievement or the dropping out of the students . The present study supported their view that parents' income is positively related to interpersonal, general mood and total EQ .

Research Question 2

The second research question was, “Do study habits and attitudes of college freshmen residential students differ by demographic variables ? To answer this research question, the null hypothesis was tested which stated, “Study habits and attitudes of college freshmen residential students do not differ by demographic variables .” This null hypothesis was tested using one – way ANOVA for each of the demographic variables .

Of all the demographic variables, there were only two variables, mother's education and parents' income, that were found to differ significantly in the work methods subscale of study habits and attitudes of the college freshmen residential students (see Table 10)

Table 10

Significant Differences in Study Habits and Attitudes by Demographic Variables (N = 587)

Demographic	SSHA subscales	n	M	SD	M dif	F ratio	Sig . value (p)
Mother's Education – Work method							2 . 25 . 048*
	Junior high school	46	17 . 85	6 . 28			
	Post – graduate	30	22 . 20	5 . 96			
Post – graduate with junior high School							4 . 35 . 038*
Parents' Income – Work method							4 . 85 . 001*
	Below Php8, 000	200	18 . 39	6 . 73			
	Above Php50, 000	88	22 . 35	8 . 54			
Above Php50, 000 with below Php8, 000							3 . 97 . 002*

Note . The result of the mother's education – work method was found by using Games Howell test; the result of the parents' income – work method was found by using Scheffe test . *p < .05 level, games Howell test = Mother's education; Scheffe Test = Parents' Income .

Mother's Education

Null hypothesis 2 was tested using one – way ANOVA . There was a significant difference in work method of study habits and attitudes of the students according to their mother's highest educational attainment . The work method subscale of college freshmen residential students whose mother's highest educational attainment was post – graduate was significantly

higher ($M = 22.20$) than those whose mothers had only attained junior high school education ($M = 17.85$).

Parents' Income

There was a significant difference in the subscale work method and parents' income. The subscale work method of college freshmen residential students whose parents' income was above Php50,000 was significantly higher ($M = 22.35$) than those whose parents' income was below Php8,000 ($M = 18.39$).

Results indicated that college freshmen residential students' study habits and attitudes differed significantly by students' demographic variables. These findings resulted in the rejection of null hypothesis 2.

The implication of the finding is that mother's education and parents' income have an important role in establishing children's study habits and attitudes, particularly in the work method of their study. The findings are presented in Table 10.

Research Question 3

The third research question was, “Does the academic performance of college freshmen residential students differ when grouped by demographic variables ?” To answer this research question, a null hypothesis was tested which stated, “Academic performance of the college freshmen residential students does not differ by demographic variables .” This null hypothesis was tested using one – way ANOVA for each of the demographic variables . The findings showed that there were two demographic variables, gender and parents’ income, which differed significantly in relation to academic performance (see Table 11) .

Gender

Males and females differed significantly in academic performance . Female students’ scores were significantly higher ($M = 2.88$) than of male students ($M = 2.68$) in academic performance .

Parents’ Income

There was a significant difference in students’ academic performance in relation to their parents’ income . The academic performance of college freshmen residential

students whose parents' income was above Php50,000 was significantly higher ($M = 3.03$) than those whose parents' income was below Php8,000 ($M = 2.76$). Likewise, the academic performance of college freshmen residential students with parents' income above Php50,000 was significantly higher ($M = 3.03$) than those with parents' income in the range of Php12,001 – 22,000 ($M = 2.68$).

Results indicated that college freshmen residential students' academic performance differed significantly by students' demographic variables. Thus, null hypothesis 3 was rejected. The summary of findings of research question 3 (academic performance and demographic variables) was that female students scored higher in academic performance than males. Students whose parents' income was above Php50,000 scored better than those students whose parents' income was in the range of Php12,001 – 22,000 and below Php8,000.

These results agree with Parker et al. (2004) who found that in high school years, females scored higher than males in academics. C. Jones and Watkins (2006) reported a study on college students. He found that the average GPA of female college students was higher (2.72) compared with their male counterparts (2.46). The study of Sharma (1981) showed that socio-economic background plays an important role in

students' academic achievement . Baldwin (2003) reinforced the findings of Sharma . In her study, she found that those who belong to the upper class were most likely to be more stable in terms of financial situation and living condition as well as academic achievement

Table 11

Significant Differences in Academic Performance in relation To Demographic Variables (N = 587)

EQi : S	Subscale	n	M	SD	M dif	F ratio	Sig. value (p)
Academic Performance							
	Female	383	2 . 88	. 60			. 000*
	Male	201	2 . 68	. 69			
	Parents' income					4 . 29	. 002*
	Below Php8, 000	200	2 . 76	. 62			
	Php12, 001 – 22, 000	78	2 . 68	. 66			
	Above Php50, 000	88	3 . 03	. 60			
	Above Php50, 000 with below Php8, 000				. 27		. 027*
	Above Php50, 000 with below Php12, 001 – 22, 000				. 35		. 013*

Note . * p < . 05, Scheffe Test .

Research Question 4

The fourth research question was, “Is there a significant relationship between students’ EQ and their academic performance?” To answer this question, a corresponding null hypothesis was tested. The null hypothesis stated, “there is no significant relationship between students’ level of EQ and their academic performance.” This hypothesis was tested by means of Pearson Product – moment Correlation Coefficient between the EQ subscales score and academic performance score (see Table 12).

The positive and negative correlations are shown in Table 12. The following are the specific notable observations :

1. The academic performance (GPA) of the students was significantly positively correlated to adaptability, general mood subscales and total EQ, but the correlation coefficients are low.
2. The general mood, and total EQ were also significantly positively correlated to all other subscales of EQ as well as academic performance. But the correlation coefficients are low. It could be inferred that students who have higher general

mood and total EQ would have higher scores for EQ and exhibit higher academic performance .

3. The intrapersonal EQ of the respondents was significantly negatively correlated to interpersonal EQ and adaptability, but positively correlated to stress management, general mood, and total EQ . It could be inferred that students with higher scores in intrapersonal EQ have significantly lower scores in interpersonal and adaptability EQ, but they have moderate correlation coefficients in stress management and general mood, and total EQ .
4. Stress management is not correlated to interpersonal EQ and adaptability . Those who tend to have higher scores in intrapersonal EQ tend to have higher scores in stress management while those who tend to have higher scores in interpersonal EQ tend to have higher scores in adaptability . Both intrapersonal and interpersonal EQ was found to be correlated with general mood and total EQ . These findings are that students who showed persistence had higher self – concept of ability and were more aware

of their intrapersonal skills through which they were capable of coping with new situations . In other words, it could be inferred that the students who have higher intrapersonal EQ have better ability in stress management, are more optimists and have a higher total EQ while those who were higher in interpersonal EQ had higher ability in adaptation .

Table 12

Correlation Between Students' Emotional Intelligence and Academic Performance

		GPA	Intrapersonal	Interpersonal	Stress management	Adaptability	General Mood
Intrapersonal	r						
Interpersonal	r		– .140**				
Stress management	r		.395**				
Adaptability	r	.192**	– .109**	.568**			
General mood	r	.115**	.221**	.476**	.163**	.477**	
Total EQ	r	.115**	.484**	.640**	.546**	.590**	.759**

Note . **Correlation is significant at the 0.01 level (2 – tailed) . GPA = Grade point average . Listwise N = 587

As reviewed in literature, Hernandez (1997) and Tan (1989) said that emotions are good predictors of academic achievement. They further said that utilizing the learner's emotions effectively can create a kind of motivation beneficial to learning. Tan added that one's decisions and action were influenced by values and emotions which guide one's life. Corrie (2003) related emotions to motivation and health. The results of this presents study reveal that the academic performance of the students was positively weakly correlated to their adaptability, general mood and total EQ. These results are supported by Gregorio (1976) who found the positive correlation between emotions and learning process. in another study (Parker, Summerfeldt, Hogan, & Majeski, as cited in Multi Health System, 2004), first year college students who had a GPA of 3.0 or higher were found to have better scores on most of the emotional dimensions than their counterparts who obtained a lower GPA.

Research Question 5

The fifth research question was, "Is there a significant relationship between students' habits and attitudes, and students' academic performance?" To answer this question, a corresponding null hypothesis was tested.

The null hypothesis stated : “there is no significant relationship between students’ study habits and attitudes and their academic performance .” This hypothesis was tested by means of Pearson product – moment Correlation Coefficient between the study habits and attitudes subscales score and academic performance score .

The following are the specific notable observations :
All the subscales of study Habits and Attitudes – delay avoidance, work method, teacher approval, education acceptance, study habits, study attitudes, and study orientation (Study Habits and Attitudes) – were significantly correlated with one another and with academic performance (GPA) .

It could be inferred that students’ academic performance was affected by the study habits and attitudes of the students and each component of the study habits and attitudes subscales contributed to the academic performance of the students, but, however, they are weakly associated, less than .3 ($r < .3$) .

Results indicated that college freshmen residential students’ SSHA were positively significantly but weakly correlated with their academic performance . Thus, null hypothesis 5 was rejected (see Table 13) .

Table 13

Correlation Between Students' Study Habits and Attitudes and Academic Performance

	GPA	Delay Avoidance	Work method	Teacher approval	Education acceptance	Study Habits
	r	r	R	R	r	r
Delay avoidance	.216**					
Work method	.200**	.669**				
Teacher's approval	.164**	.449**	.631**			
Education Acceptance	.271**	.610**	.688**	.765**		
Study habits	.227**	.908**	.919**	.594**	.711**	
Study attitudes	.229**	.559**	.700**	.945**	.934**	.692**

Note . ** Correlation is significant at the 0.01 level (2-tailed) . GPA = Grade Point average . Listwise N = 587 .

Research Question 6

The sixth research question was, “Is there a significant relationship between EQ and study habits and attitudes among college freshmen residential students?” To answer this question, a corresponding null hypothesis was tested. The null hypothesis stated: “There is no significant relationship between EQ and study habits and attitudes among college freshmen residential students.” This hypothesis was tested by means of Pearson product – moment Correlation coefficient.

The finding was that all the subscales of EQ and the SSHA were positively significantly correlated with each other (see Table 14). It could be inferred that students' EQ affected the study habits and attitudes of the college freshmen residential students. Thus, null hypothesis 6 was rejected.

One of the findings of this study was that all the subscales of SSHA correlated with each other. These results partially agreed with the study conducted by Janos, Robinson, and Lunneborg (1989), which stated that study attitudes was correlated with the four subscales of the SSHA.

The results of the study agree with Oviah (1997) who indicated that study habits can have an impact on students' achievement. However, in another study, Derossis, Rosa, Schwartz, Hauge, and Bordage (2004) found that study habits and the work methods of surgery residents were significantly correlated with the total, clinical, and basic science ABSITE scores except the delay avoidance of the surgery residents. The study of Derossis et al. (2004) does not fully agree with this present study which shows that the subscales of SSHA are significantly correlated with academic performance. The present result do, however, agree with

Table 14

Correlation Between Students' EQ and Study Habits and Attitudes

	Intra	Inter	Stress M	Adapt	G. Mood	T . EQ	DA	WM	TA	EA	SH	SA
	r	r	r	r	r	r	r	r	r	r	r	r
Intrapersonal												
Interpersonal	– . 140**											
Stress management	. 395**											
Adaptability	– . 109**	. 568**										
General mood	. 221**	. 476**	. 163**	. 477**								
Delay avoidance	. 231**	. 184**	. 208**	. 285**	. 293**	. 395**						
Work method	. 325**	. 254**	. 277**	. 318**	. 354**	. 506**	. 669**					
Teacher's approval	. 218**	. 123**	. 235**	. 141**	. 129**	. 284**	. 449**	. 631**				
Education acceptance	. 230**	. 145**	. 238**	. 252**	. 227**	. 361**	. 610**	. 688**	. 765**			
Study habits	. 306**	. 241**	. 267**	. 330**	. 355**	. 495**	. 908**	. 909**	. 594**	. 719**		
Study attitudes	. 239**	. 142**	. 252**	. 207**	. 187**	. 342**	. 559**	. 700**	. 945**	. 934**	. 692**	
Study habits and attitudes	. 294**	. 206**	. 281**	. 289**	. 290**	. 451**						

Note . Intra = Intrapersonal ; Inter = Interpersonal ; Stress M = Stress Management ; Adapt = adaptability ; G . Mood = General mood ; T . EQ = Total EQ ; DA = Delay Avoidance ; WM = Work Method ; TA = Teacher Approval ; EA = Education Acceptance ; SH = Study Habits ; SA = Study Attitudes ; Listwise N = 587 ; Correlation is significant at the 0 . 01 Level (2 – tailed)

Levins (1969), who added that positive attitudes and beliefs were correlated with academic performance . Rafanan and Deming et al . (as cited in Eberling, 1998) mentioned that the awareness and use of study skills may increase students' effectiveness and academic achievement . Hurlburt et al . (1991) added that the native American girls who approved of school objectives, practices, and requirements (Education Acceptance) and who experienced teacher approval scored higher than boys who did not experience educational acceptance or teacher's approval .

Research Question 7

The seventh research question was, "Given the variables of this study – EQ, study habits and attitudes, and demographic variables – what combination is the best predictor of academic performance ?" To answer this research question, the null hypothesis stated, "Given the variables of the study, there is no best predictive model for academic performance of the college freshmen residential students . " This null hypothesis was tested using stepwise multiple regressions .

Variables of EQ subscales, the survey study habits and attitudes subscales, and students' demographic variables

were used as potential predictor variables of academic performance . Stepwise multiple linear regressions were utilized to find the predictive model .

The following multiple regression analysis sequence was carried out :

First, total EQ was introduced as a potential predictor of academic performance . The result showed that total EQ predicted academic performance . It explained 1 . 2% of the variance in academic performance (see Table C6, Appendix C) . Second, EQ subscales were introduced as potential predictors of academic performance . The result showed that the subscales adaptability of EQ was predictor of academic performance . Third, the total SSHA was subjected as a potential predictor of academic performance . The result revealed that total SSHA was a predictor of academic performance . It explained 6% of the variance in academic performance (see Table C6, Appendix C) . Fourth, SSHA subscales were introduced as potential predictors of academic performance . The result showed that the subscale education acceptance was a predictor of academic performance . Fifth, all the EQ subscales and SSHA subscales were introduced as potential predictors of academic performance . The result showed that the subscales education

Acceptance and adaptability predicted academic performance . The findings were similar to what was previously found when analysis was executed separately . Sixth, the demographic variables (birth order, father's and mother's occupations) were changed into dummy variables and subjected to multiple regression along with other demographic variables as potential predictors of academic performance . The results showed that gender, father's government – related occupation, student classification by work status, and parents' income predicted academic performance (see Table C6, Appendix C) . Finally, an overall performance of all the significant variables from EQ, SSHA, and demographic variables were subjected to stepwisw multiple linear regression to determine the best predictors of academic performance . The results showed that education acceptance, adaptability, gender, government – related father's occupation, student classification II – work status, and parents' income were the predictors (see Table 15) .

The education Acceptance subscale {Adj. $R^2 = .070$) of the study Habits and attitudes has consistenly entered the regression model as the highest significant predictor of the academic performance of college freshmen residential students . It explained 7 .0% of the variance in academic

performance . Results of this study indicated that students having full knowledge and understanding of educational goals predicted high academic performance .

Table 15

The Overall Predictive Model for Academic Performance (GPA) of College Freshmen Residential Students

Predictors	B	SE B	β	Adj . R^2	R Square Change
Education Acceptance	.02	.00	.21***	.070	.070
Adaptability	.02	.01	.15***	.088	.018
Gender	-.21	.05	-.15***	.106	.018
Government – related Father’s occupation	-.27	.10	-.10**	.116	.010
Students’ Classification 2 – Working status	.19	.07	.13**	.123	.007
Parents’ income	.04	.02	.09*	.128	.005
Total Variance Explained				R^2 Change total = .128	

Note . , * $p < .05$, ** $p < .01$, *** $p < .001$.

The Adaptability subscale ($\text{Adj. } R^2 = .088$) of the EQ has also consistently entered in the regression model as a significant predictor of academic performance of the student. This result is supported by the study of Parker et al. (2004) and Lanawati (1999) who found EQ as one of the predictors of academic success. Further, Leong, Bonz, adaptability. this agrees with the present study in which one of the predictors of the academic performance was adaptability.

The gender demographic variable ($\text{Adj. } R^2 = .106$) significantly predicted academic performance of the students. The negative β value ($\beta = -.15$) indicates that females have higher academic performance than males (coding female = 0, male = 1). Winner (as cited in Eby, n.d.) supported this study that talented females have higher scores in motivation achievement.

The government – related father's occupation demographic variable significantly predicted ($\text{Adj. } R^2 = .116$) academic performance of the students. The negative β value ($\beta = -.10$) indicates that students with fathers having business related occupation perform higher academically than those

with fathers having government – related occupation (coding as a dummy variable, fathers having business related occupation as the base) .

The student classification II – work demographic variable ($\text{Adj. } R^2 = .123$) significantly predicted academic performance . This result indicates that students who are working have higher academic performance than those non – working students (coding non – working student = 0, working student = 1) . Laminta (1969), in her study, showed that the work experience of the working students in college has given them benefits when they were seeking employment and salaries .

The parents' income demographic variable ($\text{Adj. } R^2 = .128$) significantly predicted academic performance . This result showed that students with parents having higher income did better in their academic performance than those of parents with lower income . This findings agrees with Sharma (1981) , Lloyd (1985) , Rice (1990) , and benett (1997) who believed that parents' socio – economic status affected learning, performance and student dropout . However, Arcelo and sanyal (1987) in their study stated that students with different socio – economic backgrounds have developed ways to survive . Regarding the parents' income, although the

Majority of the students' parents' income was below Php8,000, the students were able to study in private tertiary institutions. A further investigation of this condition could be carried out.

Six variables entered the model accounting for about 13% of the variance of academic performance. thus, the null hypothesis corresponding research question 7 was rejected. To give a better view of these predictors, see chart as presented in Figure 3. At the end of the chapter, additional findings related to predictors of SSHA and EQ are discussed.

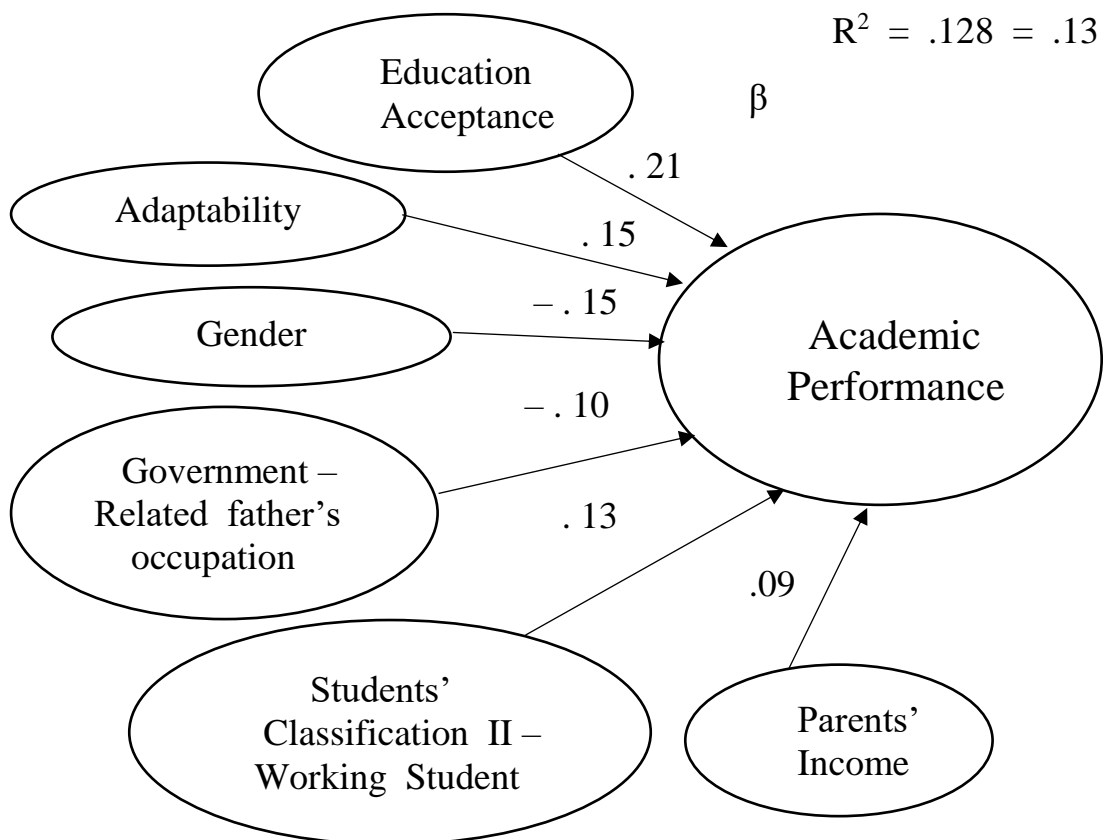


Figure 3. The overall predictive model for academic Performance (GPA) of college freshmen residential students.

The influence on academic achievement is greatest for educational acceptance, ($\beta = .21$) and least for parents' income ($\beta = .09$). Adaptability ($\beta = .15$) and students' classification II – working student ($\beta = .13$) have similar levels of relationship but are opposites to those of gender ($\beta = -.15$) and government – related father's occupation ($\beta = -.10$). Three of these factors are fixed background factors (gender, father's occupation & parents' income), however, GPA could possibly be raised by increasing education acceptance, adaptability, and student's working classification. Focus should first be on changing levels of education acceptance because this is likely to have the greatest impact on achievement.

Additional findings

This section is to enrich this study. They are related to predictors of study Habits and Attitudes and predictors of EQ.

Predictors of study Habits and Attitudes

In addition to answering the research questions of this study, the regression analysis for predicting the SSHA

by EQ and demographic variables was performed . The following stepwise linear multiple regression analyses sequence was carried out . First, total EQ entered as predictor of SSHA . Second, the EQ subscales were subjected to regression analysis as potential predictors of SSHA . The finding showed that intrapersonal, Adaptability, and Stress Management EQ subscales predicted SSHA . Third, demographic variables were subjected as potential predictors of SSHA .

The result indicated that parents' income predicted SSHA . Fourth, combining the two variables EQ and demographic variables as predictors of SSHA, the results showed that intrapersonal, Adaptability, Stress Management, and Gender predicted SSHA (see Table C7, Appendix C) . Finally, the combined significant variables of EQ and demographic variables were placed as potential predictors of SSHA . The results showed three EQ subscales and one demographic variable entered the model (see Table 16) .

The intrapersonal ($\text{Adj. } R^2 = .089$), adaptability ($\text{Adj. } R^2 = .187$), and Stress Management ($\text{Adj. } R^2 = .219$) of the EQ subscales and gender ($\text{adj. } R^2 = .230$) significantly predicted the study habits and attitudes of the college freshmen residential students . These results indicated that students with higher intrapersonal EQ, adaptability, and

stress management have better study habits and attitudes than those with lower intrapersonal, adaptability and stress management EQ. The negative β value ($\beta = -.09$) means that female students have scored higher than the males in study habits and attitudes (coding female = 0, male = 1). Four variables accounted for 23% of the total variance in study habits and attitudes of college freshmen.

Table 16

The Overall Predictive Model for Study Habits and Attitudes of College Freshmen Residential Students

Predictors	B	SE B	β	Adj. R^2	R Square Change
Overall performance EQ and Demographic variables					
1. Intrapersonal	1.24	.19	.27	.089	.089
2. Adaptability	1.85	.22	.32	.187	.098
3. Stress management	.95	.20	.20	.219	.032
4. Gender	-.9	2.06	-.09	.230	.011
Total Variance Explained				R^2 Change total = .230	

Note. ., * $p < .05$, ** $p < .01$, *** $p < .001$.

Predictors of Emotional Intelligence

Another regression analysis was performed to find the Predictors of EQ by demographic variables. The results Showed that mother's education, technology – related father's

occupation, and parents' income significantly and almost equally predicted the EQ of the students (see Table 17).

Table 17

The Predictive Model for emotional Intelligence and Demographic Variables

Predictors	B	SE B	β	Adj. R^2	R Square Change
Demographic variables					
1. Mother Education	.21	.10	.10*	.018	.018
2. Technology – related father's occupation	1.05	.49	.09*	.025	.007
3. Parents' income	.21	.10	.10*	.031	.006
Total Variance Explained				R^2 Change total = .031	

Note ., * $p < .05$, ** $p < .01$, *** $p < .001$.

Three demographic variables – mother's education (Adj. $R^2 = .018$), technology – related father's occupation (Adj. $R^2 = .025$), and parents' income (Adj. $R^2 = .031$) – entered the regression model as significant predictors of EQ. The model explained 3.1% of the variance in EQ. This means that students with mothers having higher education, technology – related father's occupation, and higher parents' income scored higher than those whose mothers had lower education, with business – related father's occupation, and with lower parents' income in predicting EQ.

In this chapter, the analysis of data was carried out .
The seven research questions and their corresponding null hypotheses were discussed and the findings presented .
important findings regarding freshmen resident students in their selected SDA tertiary institutions were identified .
the next chapter presents a summary of findings, conclusions, and recommendations .

CHAPTER 5

SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

This chapter is the synthesis of the study on relationship between EQ, study habits and attitudes, and academic performance among freshmen residential students . It is organized into (a) summary, (b) summary of findings, (c) conclusions, and (d) recommendations .

Summary

The main purpose of this study was to determine the relationship between EQ, study habits and attitudes, selected demographic variables, and the academic performance of freshmen residential students in Adventist tertiary institutions in the Philippines during the school year 2005 – 2006 .

Specifically, there were several parallel aims related to the main purpose of this study : (a) to determine significant differences in EQ, study habits and attitudes, and academic performance according to students' demographic

variables – age, gender, birth order, parents’ educational attainment, parents’ socio – economic status, and students classification in enrolment and work; (b) to identify relationships between college freshmen residential students’ academic performance and EQ and study habit and attitudes; (c) to identify relationships between students’ study habits and attitudes and EQ; (d) to identify the best predictive model of academic performance .

In general, Lerner (2002) pointed out that the higher the educational attainment, the better is the future economic prospect . However, young people often lack vision and foresight with regard to their future, especially when they encounter problems during their adolescent years . This often affects their long – term plan, if they are able to make one at all . It is believed that there are many situations and conditions that can happen during adolescence which can greatly influence the thought processes of young people and eventually, their decisions . therefore, academic success in college is sometimes difficult to predict .

Many factors can contribute to unsatisfactory performance in the academe which may even lead to dropping out . This condition not only affects the underachievers in

high school but also the high performers . Several basic assumptions were applied in the present study . First, academic performance is usually being used by many sectors to evaluate one's ability . Second, unsatisfactory academic performance does not occur just because students have low intelligence, but it can also happen as the result of many problems that can potentially affect the aspects of a person's physical, social, mental, emotional, and spiritual life. Third, poor academic performance could be due to lack of EQ . Fourth, poor academic performance and even dropout could be affected by emotional instability and difficulties in adjustment . Finally, since academic performance has been used as an important measurement in many fields related to academic or work settings, it is one of the major tools in determining academic success . As a result, students' progress and achievement are of most concern to curriculum specialists, school administrators and staff as well as teachers and others who come in contact with the students .

I was motivated to seek answers to the following research questions which guided this study :

1. Does the EQ of resident freshmen college students differ when grouped by demographic variables (age, gender, birth order, parents' educational attainment, parents' socio – economic status and
2. Student classification in enrollment and work) ?
do the study habits and attitudes of college freshmen residential students differ when grouped by demographic variables ?
3. Does the academic performance of college freshmen residential students differ when grouped by demographic variables ?
4. Is there a significant relationship between students' EQ and their academic performance ?
5. Is there a significant relationship between students' study habits and attitudes and their academic performance ?
6. Is there a significant relationship between EQ and study habits and attitudes among college freshmen residential students ?
7. Given the variables of this study – EQ , study habits and attitudes, and demographic variables – which of these is the best predictor of academic performance ?

The conceptual framework guiding this study was based on two standardized instruments :

1. Bar – On Emotional Quotient Inventory : Short™ (EQi : S™) by Bar – On (2002)
2. The Survey of Study Habits and Attitudes (SSHA) by Brown and Holtzman (1967)

Bar – On emotional Quotient Inventory : Short Version (EQi : S) which was composed of intrapersonal, interpersonal, adaptability, stress management, general mood, and positive impression (to check for “faking good”) subscales, using a 5 – point Likert scale of 51 items . SSHA was composed of delay avoidance, work method, teacher’s approval, educational acceptance, study habits, study attitudes, and study orientation (total of study habits and study attitudes) subscales, using a 5 – point Likert scale of 100 items . The self – constructed instrument for collecting data on demographic variables was composed of age, gender, birth order, parents’ highest educational attainment, parents’ income, parents’ occupations, student classifications in enrolment and work, and had a total of 11 items . the academic performance, which was the dependent variable, was represented by students’ GPA during the first semester of the school year 2005 – 2006

The Methodology

A descriptive – correlation research method was employed . The participants of this study were freshmen students who stayed in the residential halls in the three selected Adventist tertiary institutions in the Philippines . Permission was obtained from the president or the vice president for academic affairs of each college to collect data . A systematic random sampling was employed to select the respondents from the three Adventist tertiary institutions in the Philippines . A sample of college freshmen residential students were the respondents in this study . The data was personally collected from August 2005 to October 2005 except when an unavoidable personal event occurred . The GPA of the respondents was obtained from the three registrars of the institutions during November 2005 to February 2006 . the SPSS 13 .0 was used to analyze the collected data . The statistical significance was set at an alpha level of .05 .

Summary of findings

The description of the respondents in this study showed that the typical age of the freshmen college students in the three Adventist tertiary institutions of

the Philippines was 17 years old . In the study, there were twice as many female students as male students . The largest group was middle children according to the birth order . Most of them were non – working students and taking full load in their studies though the majority of their parents' income was below Php8,000 . There is an equal number (170) of the respondents whose fathers attained college education and whose mothers attained graduate education . The largest number of respondents came from families whose fathers' occupations were business related and the mothers were unemployed .

The summary of findings for the seven research Questions are as follows :

1. Significant mean differences among college freshmen residential students' EQ and demographic variables are as follows :
 - a. Intrapersonal EQ is higher in
 - 1) Male than female freshmen residential students
 - 2) Students with technology – related fathers' occupations than those business – related Fathers' occupations
 - b. Interpersonal EQ is higher in

- 1) Female than male freshmen residential students
 - 2) Students with both parents having higher education (father = graduate or post – graduate education; mother = college or graduate education) than those with both parents having elementary education
 - 3) Students with parents' income ranging from Php22, 001 to Php50, 000 than parents' income below Php8, 000
 - 4) Full – time and non – working students than part – time and working students
- c. Adaptability EQ is higher in full – time and non – working students than those part – time and working students .
- d. General mood EQ is higher in
- 1) Only child than eldest or middle child
 - 2) Students with mothers having graduate education than with mothers having elementary education
 - 3) Students with parents' income above Php50, 000 than those with parents' income below Php8, 000

- 4) Full – time and non – working students than
Part – time and working students
- e. Total EQ is higher in
 - 1) Students with both parents having higher education (graduate education) than those with fathers having elementary and mothers having junior high school education
 - 2) Full – time and non – working students than those doing part – time and are working students
2. Significant mean differences among college freshmen residential students' study habits and attitudes and demographic variables are as follows :
 - a. The subscale work method is higher for students whose mother's highest educational attainment was post – graduate than those mothers have only attained junior high school education .
 - b. The subscale work method mean for college parents' students whose parents' income above Php50, 000 was higher than those whose parents' income was below Php8, 000 .

3. Significant mean differences among college freshmen residential students' study habits and attitudes and demographic variables are as follows :
 - a. Female students scored higher in academic performance than males .
 - c. Students whose parents' income above Php50, 000 scored better than those students whose parents' income was in the range of Php12, 000 – 22, 000 and below Php8, 000
4. The results of the significant relationship between college freshmen residential students' EQ and their academic performance are as follows :
 - a. The academic performance (GPA) of the students was correlated with adaptability, general mood subscales and total EQ .
 - b. The general mood and total EQ were also correlated with all other subscales of EQ as well as academic performance
 - c. The intrapersonal EQ of the respondents was negatively correlated with interpersonal EQ and adaptability, but positively correlated with stress management, general mood, and total EQ

- d. Stress management is not correlated to interpersonal EQ and adaptability .
5. The findings regarding significant relationship college freshmen residential students' study habits and attitudes and academic performance showed that all the subscales of SSHA were correlated to one another and academic performance (GPA) .
6. The findings regarding significant relationships among college freshmen residential students' EQ and SSHA revealed that all the subscales of EQ and the SSHA were positively correlated to each other .
7. Combining all the variables, EQ subscales, SSHA subscales, and demographic variables to predict the college the freshmen residential students' academic performance, the findings showed that the six variables – the Education Acceptance subscale ($\beta = .21$) of SSHA, the Adaptability subscale ($\beta = .15$) of EQ, the demographic variables gender ($\beta = -.15$), government – related father's occupation ($\beta = -.10$) students' classification II – working student" ($\beta = .13$) , parents' income ($\beta = .09$) – entered the model

accounting for about 13% of the variance of academic performance .

In addition to answering the research questions of this study, the predictors of SSHA and EQ were found . The findings are as follows :

1. The Intrapersonal EQ ($\beta = .27$) Adaptability ($\beta = .32$) , and Stress Management ($\beta = .20$) subscales of EQ and gender ($\beta = -.09$) significantly predicted SSHA, accounting for 23% of the total variance in study habits and attitudes of the college freshmen residential students .
2. Three demographic variables – mother 's education ($\beta = .10$), technology – related father's occupation ($\beta = .09$) , and parents' income ($\beta = .10$) – entered the regression model as significant predictors of EQ . It explained 3 .1% of the variance in EQ .

These two outcomes mean that

1. Male students who have higher scores in intrapersonal EQ, adaptability and stress management EQ have better study habits and attitudes .
2. Students with mothers having higher education and whose father's occupations is related to technology

and higher parents' income have higher scores in EQ .

Conclusions

The following conclusions were reached regarding the relationships of EQ, study habits and attitudes, and academic performance as well as the predictors of the academic performance of college freshmen residential students . They are as follow :

1. There were significant differences in mean among EQ, SSHA and academic performance by demographic variables . Specifically
 - a. Differences in EQ existed in relation to the following demographic variables : gender, birth order, parents' education, parents' income father's occupation, student enrolment status, and student work status .
 - b. Differences in SSHA existed in relation to the following demographic variables : mother's education and parents' income .
 - c. Differences in academic performance existed in relation to the following demographic variables : gender and parents' income

In order words

- a. Males' intrapersonal EQ is significantly different than females' .
- b. Females' interpersonal EQ is significantly different than males .
- c. The general mood of students who were only child is significantly different than those of eldest and middle – born children .
- d. Significant differences existed in interpersonal EQ and total EQ of the students in relation to their father's education (post graduate versus elementary, graduate versus elementary) .
- e. Significant differences existed in interpersonal, general mood, total EQ of the students in relation to their mother's education (graduate versus elementary, college versus elementary) and parents' income (higher income versus lower income) .
- f. Significant differences existed in intrapersonal EQ of the students in relation to their father's occupations (technology versus business .

- g. Significant differences existed in interpersonal, adaptability, general mood, and total EQ of the students . Full – time and non – working students have higher scores than part – time and working students .
- h. Significant differences existed in work method of SSHA of the students in relation to their
 - 1) Mother’s education (post – graduate versus junior high school)
 - 2) Parents’ income (above Php50, 000 versus below 8, 000)
- i. Significant differences existed in academic performance of the students in relation to
 - 1) Gender
 - 2) Parents’ income
 - (a) Above Php50, 000 versus below 8, 000
 - (b) Php12, 001 – 22, 000 versus below 8, 000
- 2. The study showed significant correlations between all EQ and SSHA subscales .
- 3. Three EQ subscales (adaptability, general mood, and total EQ) are found to have significant correlation to academic performance .

4. All subscales of SSHA were significantly correlated with academic performance .
5. The best predictive model for academic performance explained 13% of the total variance . The predictors Are
 - a. Education Acceptance ($\beta = .21$) subscale of the SSHA
 - b. Adaptability ($\beta = .15$) subscale of the EQ
 - c. Gender ($\beta = .15$)
 - d. Government – related father's occupation ($\beta = .10$)
 - e. Parents's income ($\beta = .09$)

These findings show that there is a relationship between EQ and study habits and attitudes and academic performance .

Recommendations

Based on the findings of this study, the following recommendation are offered :

1. Students

Students should understand well the educational requirements and goals (education acceptance) . They

should be cognizant of way to manage, use EQ, and adapt to new environment and peer group . They should cultivate workable study habits and study method . Male freshmen residential students were found to have higher intrapersonal EQ but less in interpersonal EQ and adaptability EQ . Therefore, male students need to learn more interpersonal skills . Female freshmen residential students were found to have higher interpersonal EQ . In the study there was no correlation between interpersonal EQ and stress management . Therefore, female students are suggested to learn stress management skills, particularly those who can easily get stressed .

2. Parents

Parents should be models of good work habits and practical social skills . Therefore, it is recommended that parents be made aware of the result of this study so that they could assist their children in adjusting to a new environment . They need to be informed to provide better resources and facilities, as well as give encouragement to their children in terms of education acceptance, teachers' approval, and study

habits so that their children can perform better in their academic achievements . Parents need to be made aware of the need to share workable study methods earlier on . Especially, mothers who have higher education might need to share the work method / study method that they have been practicing such as how to acquire good note taking, accurate spelling, rapid reading and listening skills, and writing skills . If parents have experienced staying in the dormitory, they are suggested to share their experiences with their children in adapting, and stress management .

3. Faculty

Since students come from various backgrounds and various educational systems, teachers should explain well the educational requirements and goals (education acceptance) . Teachers also need to assist students to adjust better to the new educational system as well as to some unique problems which may be encountered by the students during their adjustment period in college life . Teachers should endeavor to find ways and means to challenge and motivate these new students to study

better to achieve a higher academic performance .
Teachers might need to refer some students who have emotional and study habits and attitude problems to to Counselling department .

EQ awareness for both students and faculty could be done by requiring them to take the EQ test . Several intervention programs can be incorporated in the faculty development program such as intrinsic motivation programs, communication skills, assertiveness programs, stress management seminar, and so forth . There are several ways to inform the teachers regarding this study such as providing the respective colleges with the findings by sending them a copy of this dissertation, or an article related to the findings of this study .

4. Guidance counsellors

Guidance Counselors are expected to assess the EQ and the SSHA of the students during orientation . They can give valuable guidance in how to adapt to the new environment and new educational system . guidance counsellors need to evaluate students periodically and give suggestions to students who

have problems either in study skills, adaptability, or other emotional problems . They need to help them to cope up with this transitional period from secondary school to college . Several intervention programs can be introduced to these students such as grievance intervention programs for those who suffer from the loss of their loved ones . Another program is anger management, which is designed to help students in dealing with their frustrations during situations where they are treated unfairly . Counselors may also suggest students enroll in a special study program which can help them enhance their study skills .

5. Dormitory deans

As second parents to the students, the deans should find ways to build good relationships with the students to help them adjust better to the new environment . The deans could assist them in various ways and give them enough information regarding academic and social activities . The deans might give some insights about different ethnic or cultural expectations; they could also provide some

communication and relationship program such as assertiveness programs .

They should set up regular study periods according to the students' prime time and provide enough physical facilities for social and academic activities . They need to make clear their rules and expectations for dormitorians .

6. School administrators

School administrators may provide seminars, workshops on EQ to the professors, staff and students . It believed that situations and conditions that happen during adolescence greatly influence the thought processes and eventually may affect the success of the students . Therefore, each student should be given an academic adviser to address the academic needs of the students, particularly the freshmen .

7. Curriculum planners

Curriculum planner might need to assess the present curriculum to see if courses related to EQ study skills, and interpersonal skills need to be included in the curriculum , They need to provide curriculum that can enhance students' total EQ and

study habits and attitudes . Several intervention programs such as intrinsic motivation programs, communication programs, assertiveness programs, grievance programs, study skills programs and some behavioral activities such as anger management and stress management activities can be designed or incorporated in curriculum .

8. Future researchers

Based on the findings of the study, the following areas are recommended for further study :

- a. Conduct similar studies in other colleges than SDA .
- b. Conduct similar studies in SDA colleges in other Asian countries whose educational system in secondary education is K – 12 levels .
- c. Explore this study through qualitative procedures
- d. Expand this study with other demographic variables such as family structure, ethnicity, financial sponsors, teachers' EQ, students' learning styles, teachers' teaching styles, cultural EQ, and adversity EQ . Other

independent variables such as health variables can be considered by future researchers .

- e. Do comparison studies of freshmen residential students and non – residential students related to EQ, study habits and attitudes, and academic performance to find out the similarities or the differences from their result
- f. To do a follow – up study on the same population in their senior college year to determine if EQ and SSHA predict their future job performance and / or higher education achievement and study / work habits and attitudes .

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APPENDICES

APPENDIX A
CORRESPONDENCE

Adventist International Institute of Advanced Studies
P . O . Box 038, Silang, Cavite 4118, Philippines

June 23, 2005

_____, President
College

Dear _____

Greetings from AIIAS !

This letter is to seek your consent to carry out a research study at your institution by Pamela Hendra heng, a doctoral student from AIIAS . Her dissertation title is, “Realtionship of Emotional Intelligence, Study Habits and Attitudes, and Academic performance among Freshmen Residential Students. “

Pamela requests assistance in collecting data from the freshmen residential students enrolled during the current academic year . She will be selecting the students randomly and will have to administer three questionnaires simultaneously which will require approximately and hour to complete . The schedule for collecting data is set for mid August and end of November . in august she will administer the quetionnaires and in November she will need the GPA’s of these students .

If granted permission, Pamela would like to gather certain preliminary data . She will need the help of the registrar and the hostel deans for this . A list of names of first year college student enrolled this year, and identification of their dorms are what she first needs . she will be communicating with the registrar and the dorm deans regarding any othe details of the data needed .

The data collected will be maintained with strict confidentiality and will be used only in the contex of the study . Pamela will be

Providing you the results of her study which will be of value for
Your institution .

Thank you very much for consideraing this request .

Sincerely yours,

Frema Gaikwad, Ph . D. , Chair
Pamela's dissertation Committee

Cc : _____ (Academic Adm)
_____(Admission / Director of records)

July 4, 2005

Prema Gaikwad, Ph . D. , Chair
Pamela's Dissertation Committee
Adventist International Institute
of Advanced Studies
P. O. Box 038
4118, Silang, Cavite

Dear Dr. Gaikwad

It is an honor to be a part of Pamela Hendra Heng's study. Her dissertation Title, "relationship of emotional intelligence, Study Habits and Attitudes, and Academic Performance among Freshmen Residential Students," would be an interesting study. The data she will gather will be beneficial to _____(school name), and to all Colleges as well.

She is free to make arrangements with concerned workers of _____(school name). Hoping that she will be successful in gathering the needed data for her dissertation.

Sincerely yours,

Signed

(Name of the president of the college)
President

/ee

Cc : _____

ALLPORT
PSYCHOLOGICAL
CENTER, INC .

August 7, 2005

TO WHOM IT MAY CONCERN :

Greetings of Peace !!!

This is to certify that Ms, pamela Hendra heng Lukas has successfully completed all the necessary requirements for accreditation and is authorize to use Bar – On Emotional Quotient Inventory : Short Version instrument for her thesis requirements .

This certification is being issued for whatever legal purpose it may serve her best .

Thank you very much and more power

Sincerely,

Signed

Mr . Jonathan S. Traya
Managing Director

September 7, 2005

Dear Pamela :

Greeting from _____ (college name)

You are welcome to administer your questionnaire here at _____ (college name) to Freshmen College students on September 5 – 8 this year .

It is hoped that you will get good result of your purpose of your coming towards doctoral dissertation . May God bless you on your trip and in your desire to finish your studies .

More power to you . Enjoy your stay at _____ (school name)

FOR THE COLLEGE ADMINISTRATION,

Signed

Name of authority

September 7 , 2005

C E R T I F I C A T I O N

To whom It may Concern :

This is to certify that MRS . PAMELA LUCAS is on the campus to administer her instrument for her doctoral dissertation .

She arrived on the campus on Sunday, September 4, 2005 and since then she has been administering her instrument to first year college students . She hopes to finish her task tomorrow, September 8, 2005 .

Any consideration given to her shall be highly appreciated .

Signed

Name of authority

20th October 2005

To Whom It May Concern :

This is to certify that MRS PAMELA HENDRA HENG LUKAS is Authorized to use this material “Survey of Study Habits and Attitudes“ (SSHA) for her study

Signed

Name of authority

School name
Office of the Registrar

December 5, 2005

C E R T I F I C A T I O N

To Whom It May Concern :

This is to certify that the attached list of students with their corresponding personal information and individual GPA during the first semester of SY 2005 – 2006 are true and correct .

This certification is issued to Mrs . Pamela Lucas in Connection with her data gathering for her Doctoral degree At Adventist International institute of Advanced Studies in Silang, Cavite, Philippines .

Signed

Registrar

Mcs

27 October 2005

Vice President of Academic Affairs
College

Dear Sir,

Christian greetings !

Attached is the list of names of _____ respondents
School name

in which they had participated in my dissertation research .

I would like to request for their GPAs of the 1st semester
of school year 2005 – 2006 in which their consent letters had
been given to you before I left your beautiful campus .

I hope to obtain my request as soon as possible . I am
looking forward to complete my writings soon so that I may
be one of the candidates of this coming March graduation .

Thank you very much for your help . May God bless you and
your family .

Respectfully,

Signed

Pamela Hendra Heng Lukas
Doctoral student of AIIAS

14 February 2006

TO WHOM THIS MAY CONCERN :

This is to certify that MRS PAMELA LUKAS, a doctoral student from AIIAS, received today the data on the Grade Point Average (GPA) for first semester of CY 2005 – 2006 of selected freshmen students and are staying in the dormitories at the _____ ,
(school Name)

Thank you so much ,

Signed

Registrar

APPENDIX B
RESEARCH QUESTIONS

Adventist International Institut of Advanced Studies
P.O. BOX 038, Silang, Cavite 4118, Philippines

September, 2005

Dear Freshmen Residential Student,

Congratulation !

You have been chosen to be the participant of a survey that examines “Relationship of emotional Intelligence, Study Habits and Attitudes and Academic Performance among Freshmen residential Students.” The results of the survey will be important to students, educators, administrators, researchers, curriculum planners who may contribute a better service to you in this institution .

You may be assured that your responses will be treated confidentially eventhough you are providing your name and identity number . This survey is composed of three parts : The Demographic (3 – 5 min), The Emotional Intelligence (10 – 12 min) and The Survey of study Habits and Attitudes (30 – 40 min) . Therefore, this survey will take less than an hour to complete it .

The accuracy of the result coul be obtained by your help in filling out the questionnaires completely ; making sure that no item is missed . A consent letter in obtaining your Grade Point Average (GPA) of first semester 2005 – 2006 from the registrar is needed . Upon completing the survey, please fill out the completed survey in the envelop .

The results of this survey will be reported as group findings . If you are interested in receiving a summary of the results, please email : eplukas@aiaas.edu

Your participation is greatly appreciated . Thank you very much .

Sincerely,

Pamela Hendra Heng Lukas
Doctoral student of AIIAS

CONSENT LETTER

This is to certify that Mrs. Pamela H . Heng Lukas is given the permission to obtain my Grade Point Average (GPA) of First Semester 2005 – 2006 connected to the survey on “Relationship on Emotonal Intelligence, study Habits and Attitudes, and Academic performance Among Freshmen Residential student. “

My ID # _____

My Name _____

Major _____

Signed by _____

Demographic Survey

1. My ID# _____

2. Age : _____

Please circle the number that indicates the most appropriate answer

3. Gender : 1. Male 2. Female

4. Birth Order :

1. Eldest
2. Middle in Between
3. Youngest
4. Only child

5. Father's Highest Educational Attainment

1. Elementary
2. Junior High School / Middle School
3. Secondary
4. College
5. Graduate
6. Post – Graduate

6. Mother's Highest Educational Attainment

1. Elementary
2. Junior High School / Middle School
3. Secondary
4. College
5. Graduate
6. Post – Graduate

7. Please indicate your parents' mothly income in the range of

1. Below Php 8,000
2. Php 8,000 – Php 12,000
3. Php 12,001 – Php 22,000
4. Php 22,001 – Php 50,000
5. Above 50,000

8. Father's occupation _____

9. Mother's occupation _____

10. Students' classification I :

1. Full time academic enrolment
2. Part time academic enrolment

11. Students' classification II

1. Working
2. Non working

APPENDIX C

STATISTICAL DATA

Table C1

Correlation between Scales on Bar – On EQi : S and Bar – On EQ – i

EQi	EQi : S											
	Total EQ		INTRA		INTER		STRESS		ADAPT		MOOD	
	M	F	M	F	M	F	M	F	M	F	M	F
TOTAL EQ	.97	.97	.83	.79	.74	.68	.66	.60	.61	.65	.85	.88
INTRA	.89	.87	.90	.90	.61	.51	.51	.40	.51	.53	.81	.82
INTER	.78	.72	.58	.45	.93	.91	.42	.37	.45	.44	.58	.57
STRESS	.82	.80	.60	.49	.44	.40	.90	.88	.51	.54	.67	.66
ADAPT	.87	.87	.73	.66	.55	.51	.64	.61	.73	.75	.69	.73
MOOD	.86	.87	.68	.66	.62	.59	.50	.44	.40	.51	.96	.97

Note . INTRA = Intrapersonal ; INTER = Interpersonal ‘ STRESS = Stress Management ;
 ADAPT = Adaptability ; MOOD = General Mood ; n = 543 males and 1631 females
 All correlations are significant (p < .05 .

Table C2

*Internal Reliability Coefficients for Bar – On EQi : S Scales
(by Age and Gender Groups)*

<hr/>				
Gender /				
EQi : S Scale	< = 29 yrs	30 – 39 yrs	40 – 49 yrs	> = 50 yrs
<hr/>				
Males				
Positive Impression	.71	.71	.72	.72
Total EQ	.93	.93	.91	.91
Intrapersonal	.83	.85	.76	.80
Interpersonal	.84	.84	.81	.81
Stress Management	.82	.83	.78	.81
Adaptability	.77	.79	.79	.81
General Mood	.81	.85	.84	.77
Females				
Positive Impression	.76	.65	.68	.51
Total EQ	.92	.92	.92	.92
Intrapersonal	.81	.82	.84	.81
Interpersonal	.82	.79	.79	.76
Stress Management	.82	.79	.81	.77
Adaptability	.81	.79	.81	.84
General mood	.85	.85	.85	.85
<hr/>				

Table C 3

*Test – Retest Reliability Stability Coefficients for Bar – On
EQi : S*

Scale	Males	Females
Positive impression	. 60	. 46
Total EQ	. 72	. 80
Intrapersonal	. 80	. 77
Interpersonal	. 57	. 61
Stress management	. 69	. 76
Adaptability	. 61	. 57
General mood	. 60	. 79

Note . n = 73 males and 279 females . All correlations were significant
(p < . 05) .

Table C 4

*Reliability Analysis for Bar – On EQi : S Scales and Subscales
(by Age and Gender Groups)*

Gender		Cronbach's Alpha		
			Present Study	Normative Study
EQi : S Scale				
Females	Items	N	< = 29 yrs	< = 29 yrs
Intrapersonal	10	372	. 697	. 81
Interpersonal	10	374	. 705	. 82
Stress Management	8	373	. 771	. 81
Adaptability	7	374	. 689	. 81
General Mood	10	371	. 469	. 85
Total EQ	51			. 92
Positive impression	6	373	. 753	. 76
Males				
Intrapersonal	10	10	. 677	. 83
Interpersonal	10	197	. 735	. 84
Stress Management	8	197	. 748	. 82
Adaptability	7	197	. 761	. 77
General mood	10	197	. 529	. 81
Total EQ	51	197		. 93
Positive impression	6	197	. 738	. 71

Table C 5

Reliability of the SSHA – Form C Estimated by Internal Consistency and Stability Coefficients

Internal consistency Coefficients				Stability coefficients							
(n = 465)				4 – week interval				14 – week interval			
Scale	r	Mean	SD	(N = 144)				(N = 51)			
				r	Testing	Mean	SD	r	Testing	Mean	SD
Delay avoidance	. 89	24 . 4	10 . 3	. 93	First	24 . 5	10 . 2	. 88			
					Second	24 . 4	10 . 3				
Work method	. 87	23 . 8	9 . 6	. 91	First	23 . 9	9 . 5	. 86			
					Second	23 . 8	9 . 6				
Teacher approval	. 87	33 . 2	8 . 8	. 88	First	33 . 3	8 . 4	. 83			
					Second	33 . 0	8 . 7				
Education Acceptance	. 87	32 . 0	8 . 2	. 90	First	31 . 7	8 . 2	. 85			
					Second	31 . 9	8 . 3				
Study orientation		113 . 4	31 . 7	. 94	First	113 . 7	31 . 0		First	117 . 1	29 . 5
					Second	113 . 4	29 . 9	. 88	Second	115 . 7	29 . 7

Table C 6

Reliability of the SSHA – Form C Estimated by Internal Consistency (Cronbach's Alpha)

		Present Study	Internal consistency Normative study	
(N = 465)				
Scale	Item	N	r	R
Delay avoidance	25	587	.654	.89
Work method	25	585	.688	.87
Teacher approval	25	586	.771	.87
Education acceptance	25	587	.597	.87
Study orientation				

Table C 7

Predictive Variable for Academic Performance (GPA) of College Freshmen Residential Students by Emotional Intelligence, Study Habits and Attitudes, Demographic Variables

Predictors	B	SE B	β	Adj . R ²	R Square Change
Total EQ					
Total EQ	.02	.01	.12***	.012	.013
EQi : S subscale					
Adaptability	.03	.01	.19***	.035	.037
Total SSHA					
Total SSHA	.01	.00	.25***	.060	.062
SSHA subscales					
Education Acceptance	.02	.00	.27***	.072	.074
EQ and SSHA scales					
1. Education Acceptance	.02	.00	.24***	.072	.074
2. Adaptability	.02	.01	.13***	.087	.016
R ² Total				=	.090
Demographic Variables					
1. Gender	-.21	.06	-.15***	.018	.020
2. Government – related Father's occupation	-.34	.011	-.13***	.035	.019
3. Student Classification II – work status	.22	.07	.15***	.043	.010
4. Parent's Income	.05	.02	.12***	.054	.013
R ² Total				=	.054

Note . (p < .05, ** p < .01, *** p < .001)

Table C 8

Predictor of SSHA of College Freshmen Residential Students

Predictors	B	SE B	β	Adj . R ²	R Square Change
Total					
Total	3 . 77	. 31	. 45***	. 202	. 203
EQi : S subscale					
1. Intrapersonal	1. 18	. 19	. 26***	. 085	. 087
2. Adaptability	1. 88	. 21	. 32***	. 189	. 105
3. Stress management	. 94	. 20	. 19***	. 219	. 031
R ² Change Total =					. 223
Demographic variables					
Parents' income	. 60	. 77	. 09*	. 006	. 008
EQ subscales and demographic Variables					
1. Intrapersonal	1 . 24	. 19	. 27***	. 092	. 093
2. Adaptability	1 . 91	. 23	. 32***	. 194	. 103
3. Stress management	. 90	. 20	. 19***	. 223	. 030
4. Gender	- 4 . 65	2 . 13	- . 08 *	. 228	. 007
R ² Change Total =					. 233

Note . * p < .05, ** p < .01, *** p < .001 .

CURRICULUM VITAE

Personal Information

Name : Pamela Hendra Heng Lukas
 Date of Birth : November 25, 1962
 Place of Birth : Medan, Indonesia
 Citizenship : Indonesian
 Spouse : Eddy Lukas, Ph. D in HRM, Ph.D in DBA
 Children : Daniel marvelous Lukas
 Grace Felicia Lukas
 David Victorious Lukas

Formal Education

2006 Doctor of philosophy in Education (Ph. D)
 Adventist International Institute of
 Advanced Studies, Philippines

 2003 Master of Education Emphasis in
 Counseling Psychology (MA)
 Adventist International Institute of
 Advanced Studies Philippines

 2000 Master of Public Health (MPH)
 Adventist International Institute of
 Advanced Studies Philippines

 1990 Bachelor of Arts in Education (S. Pend .)
 Universitas Advent Indonesia (UNAI)
 Bandung, Indonesia

 1981 Senior High School Graduate
 Perguruan Kristen Methodist Indonesia
 Medan, North Sumatera, Indonesia

 1977 Junior High School Graduate
 Perguruan Kristen Methodist Indonesia
 Medan, North Sumatera, Indonesia

 1974 Elementary Graduate
 Perguruan Kristen Methodist Indonesia
 Medan, North Sumatera, Indonesia

Informal Education

1995 – 1977	Early Childhood Teaching Course London Montessori Centre Teacher Training College Jakarta, Indonesia
1985	System Analysis & Design Concepts Institute of advanced Computer Technology (I/ ACT), Manila, Philippines
1984 – 1985	Computer programming System Information Institute (STI) Manila, Philippines

Work Experience

2005	forum Speaker “Emotional Intelligence and Study Habits during the forum “Develoing Workplace Intelligence” Adventist international Institute of Advanced studies
1997 – 1998	Preschool Teacher Jakarta Montessori School Jakarta, Indonesia
1992 – 1998	Distributor, Identic Company Jakarta, Indonesia
1990 – 1992	Financial Controller, LINKO group Jakarta, Indonesia
1985 – 1986	Computer Programmer and Instructor International Business System (IBS) Jakarta, Indonesia
1981 – 1984	Elementary Teacher Perguruan Kristen Methodist Indonesia Medan, North Sumatera, Indonesia

Honor Received

Valedictorian, High School, Perguruan Kristen Methodist Indonesia
Dean’s List, College, Universitas Advent Indonesia

