

Original Research

Correlational Study of Emotional Intelligence and Academic Performance of Selected Hospitality and Tourism Management Students of EAC-Manila in the New Normal

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ABSTRACT

Emotional intelligence, often measured as Emotional Quotient (EQ), is used to assess the ability and capacity of students in managing their emotions. This study aims to know the Emotional Intelligence Quotient of 60 Hospitality and Tourism Management students and how this affects their academic performance amidst this pandemic. The researcher used necessary variables in determining the factors affecting the emotional intelligence and academic performance of each student such as self-awareness, self-management, motivation, empathy, and relationship management for emotional intelligence and attendance, grades, laboratory performance, and academic subjects' performance to measure their academic performance. The independent mean for Emotional Intelligence is 2.18 showing a positive output from all 60 respondents. On the other hand, the academic performance of the student got a mean of 2.17, which also shows positive outcomes from the scenarios given to the 60 respondents. By using a scatter graph in excel and Pearson Correlation Coefficient, the researchers were able to correlate the two variables and got a correlation score of 0.682148864 or 68%. This means that the Emotional Intelligence of the student and their Academic Performance are 68% positively correlated. This implies that emotional intelligence is the main contributor when it comes to improving their academic performance.

Keywords: Emotional Quotient, Self awareness, Self management, HRM students, COVID 19

INTRODUCTION

In this time of crisis, it is very important to focus on how learners are coping with all of their school subjects and projects amidst experiencing this unpredictable and deadly disease; COVID 19. This crisis is affecting the emotional intelligence of students, as well as their academic performance,

therefore this study aims to correlate these two factors to assess possible coping strategies.

Emotional intelligence (EQ), also referred to as emotional quotient, is the capacity to recognize, control, and appropriately express one's own emotions, and to handle interpersonal relationships with both care and good judgment. This involves the

crucial ability to understand, use, and manage emotions positively in order to alleviate stress, communicate effectively, empathize with others, overcome challenges, and defuse conflicts. Given the stresses of the COVID-19 Pandemic, it is particularly important to understand students' emotional intelligence and how this vital skill set impacts their academic performance.

The shift to online learning poses significant challenges for students, especially within the context of the COVID-19 crisis. The lack of social interaction inherent in this structure often leads to heightened anxiety regarding academic deadlines and projects, contributing to feelings of loneliness, isolation, and low motivation. Furthermore, many students struggle with concentration and focus while studying at home, all of which severely impacts their overall mental health.

Addressing these difficulties underscores the importance of emotional intelligence (EQ). EQ is recognized as a vital skill for navigating significant life transitions, from high school to college and onward to the workforce. At the college level, high EQ is crucial for helping students manage and cope with the demanding nature of academia. Evidence strongly links emotional intelligence to higher academic success, as emotionally savvy students tend to have stronger interpersonal and intrapersonal abilities, greater adaptability, and better stress management skills. This struggle is particularly acute for Hospitality and Tourism Management students at EAC-Manila, whose curriculum includes many required laboratories that are best practiced in a face-to-face setting. While it is highly challenging,

many of these students are putting tremendous effort into complying with all their subject requirements, including these difficult laboratory tasks, amidst the ongoing crisis. With that being said, the researchers want to know the significant relationship between emotional intelligence and academic performance of the students of Hospitality and Tourism Management in Emilio Aguinaldo College- Manila in this time of pandemic.

The study aims to describe the correlation of the emotional intelligence and academic performance of selected students of Hospitality and Tourism Management studying in Emilio Aguinaldo College - Manila despite experiencing the COVID-19 Pandemic that started last December 2019 that results in the implementation of online classes. The general objective is to identify the significant relationship between the student's EQ and if this is affecting their academic performances in their minor subjects, major subjects, and laboratory subjects.

METHODOLOGY

Research Design

This research is based on a descriptive correlational design study and is used to describe the relationship between emotional intelligence quotient and the academic performances of students during the pandemic. Certain determinants are used to describe and measure each variable. For emotional intelligence, the determinants are self-awareness, self-management, motivation, empathy, and relationship management. Academic performance, on the other hand, is measured according to their grades, attendance, laboratory, and subject performance. At the end of this research, the

relationship between these two variables were determined.

Respondents of the Study

Emilio Aguinaldo College is one of the colleges in Manila that is offering Bachelor of Science in Hospitality Management under the School of Hospitality and Tourism Management Department. There are still many students in Hospitality and Tourism Course that are currently enrolled in the said school/institution during this pandemic and practicing online/virtual classes. Freshman to graduating students are participating in this study. The School of Hospitality Management currently has 47 freshmen students, 25 2nd year students, 29 3rd year students, and 48 graduating students with a total of 149 students.

Fifteen (15) students were recruited at each year level to participate as respondents in this study. They will be required to answer survey questionnaires to be able to assess their current emotional intelligence and academic performance.

Data Gathering Procedure

Sixty (60) participants/respondents that are students from different year levels of Hospitality and Tourism Management of EAC-Manila participated in answering a 45-item online survey questionnaire for 1 hour-maximum. The survey questionnaires were presented to the professors of the Department of School of Hospitality and Tourism Management before conducting the surveys. The result of these surveys determines whether the emotional intelligence quotient of each student has a significant relationship with their academic performance in this time of pandemic while they are engaging in online/virtual class.

Statistical Treatment of Data

The frequency and percentage distribution of each response is determined depending on the number of respondents that answerS the survey by using the formula of percentage:

$$P = \frac{F \times 100}{N}$$

Whereas:

P = Percentage

F = Frequency

N = Total Number of Respondents

The weighted mean determined and measured the emotional intelligence and the academic performance of Hospitality and Tourism Management students based on the 45-item survey questionnaire that they have accomplished.

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i} \text{ or } \bar{x} = \frac{\sum(w \cdot x)}{\sum w}$$

Whereas:

W = Weighted Average

N = Number of samples/terms

Wi = Weights applied to x values

Xi = data values to be averaged

To determine the correlation of Emotional Intelligence and Academic Performance of Hospitality and Tourism Management students of EAC-Manila, the Pearson Correlation Coefficient was used.

Whereas:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

n = number of samples

x = first variable; x scores

y = second variable; y scores

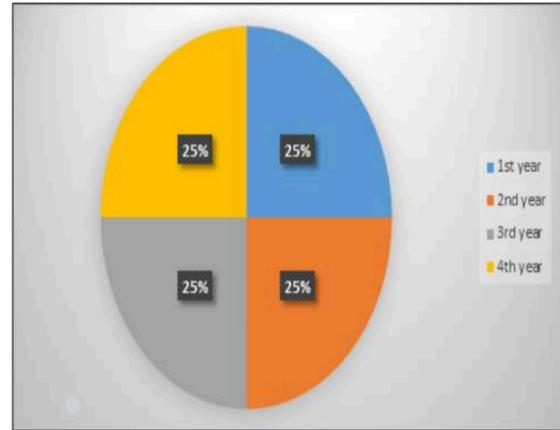


Figure 2. Year level of the respondents

RESULTS AND DISCUSSION

Personal Data of the Respondents

Required demographic profile of the respondents includes their age and year level.

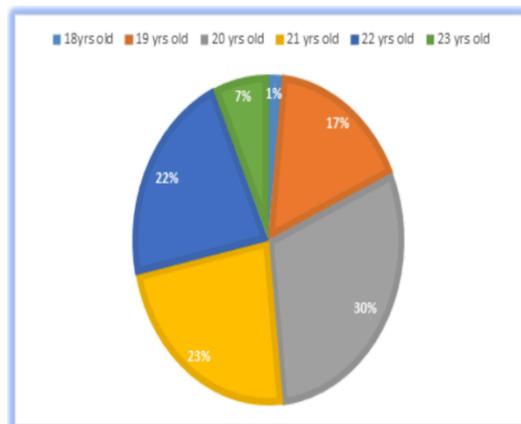


Figure 1. Ages of respondents

Figure 1 expresses the ages of the study's respondents. Most of the respondents are 20 years of age with a ratio of 30%. Furthermore, respondents who are realized to be within 18, 19, 21, 22, and 23 years old imparts a ratio of 1%, 17%, 23%, 22%, and 7% respectively of the study's sample size.

The graph in Figure 2 shows the year level of each of the respondents. The study has 60 respondents, with 15 selected students' year level. All of them hold a 25% ratio for their sample size.

Table 1. Mean scores of the respondents in response towards scenarios given under the Academic performance variable.

Attendanc	Grade	Labora	Lecture	Mean
e		tory		
1.79	2.21	2.32	2.33	2.17
(AGREE)	(AGREE	(AGR	(AGRE	(AGREE
))	EE)	E))

Academic Performance	
Mean	2.17
Median	2.25
Mode	1.75

The data shows the average response of the respondents in relevance to assessing the respondent's perception on their Academic performance.

Table 2. Mean scores of the respondents in response towards scenarios given under emotional intelligence variables.

Self-Awareness	Self-Management	Motivation	Empathy	Mean
1.98 (AGREE)	2.47 (AGREE)	1.84 (AGREE)	2.38 (AGREE)	2.18 (AGREE)

Emotional Quotient	
Mean	2.18
Median	2.24
Mode	1.8

Table 2 shows the average response of the respondents in relevance to assessing the respondent's emotional intelligence.

The modified questionnaire contains first-person point-of-view scenarios to assess their academic performance and emotional intelligence during the new normal learning. Majority of which imposes positive academic performance and emotional intelligence. Emotional intelligence accumulates an average of 2.18 (or 2 if rounded off) which is equivalent to the level of agreeability of "Agree". This means that most of the respondents answered "Agree" on the scenarios given to assess their emotional intelligence. Responding "Agree" on the questionnaires follows that the respondents agreed on the positive-first person point of view scenarios on the questionnaire and resulted in the conclusion that they possess the following. Furthermore, the academic performance obtained a total mean score of 2.17 (or 2 if rounded off) which is equivalent to the level of agreeability of "Agree". It means that upon averaging the response of the respondents towards the scenario given in the questionnaires in relevance to their academic performance, most of the respondents "agree" to it (positive academic performance statements).

Figure 3. Scatter graph of mean scores of Academic Performance and Emotional Intelligence

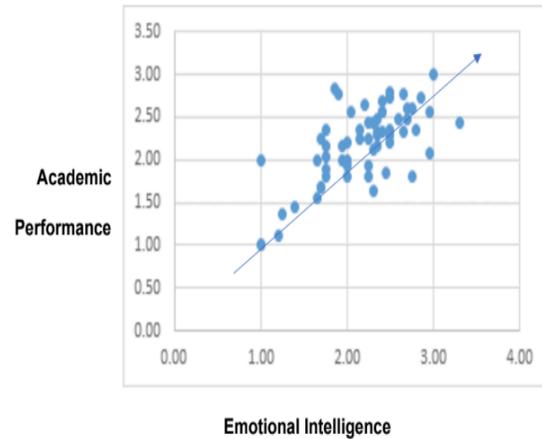


Figure 3 shows the visual representation of the correlation between respondents assessed academic performance and emotional intelligence. The figure expresses pairs of plots that clearly have a path going to the 1st quadrant (upper-right side of the plane). These plots are derived from the mean scores obtained (Table 4) and are statistically treated using Pearson correlation to identify the degree of correlation that these variables have.

Table 3. Mean Scores of Respondent's Perceived Academic Performance Against Assessed Emotional

	Academic Performance	EQ
Academic Performance	1	
EQ	0.682148864	1

This tabulation shows the summary of Pearson correlation done within the excel application. It realized an exact correlation of .6821 or 68% positive correlation. It means that when one variable increases the other variable also increases. For instance, if the emotional intelligence improves it

follows that the academic performance will also improve.

Students with higher emotional intelligence tended to do better on achievement tests than students with lower emotional intelligence scores. This finding was true even when intelligence and personality factors were controlled for (McAnn, 2019). Moreover, it is also realized that emotional intelligence is almost as important as cognitive intelligence and a conscientious attitude when it comes to academic achievement. This is because emotionally intelligent students are better able to deal with negative emotions that can interfere with learning (The University of Queensland, 2021).

CONCLUSION

A total of 60 respondents participated in answering the survey questionnaires and their age ranges from 18 to 23 years old. All of them are from Emilio Aguinaldo College -Manila, and under the BSHM program, they are from 1st year to 4th year students of Hospitality and Tourism Management. The researchers selected 15 students per year level, with a total of 60 respondents, and used the formula of weighted mean to get the level of their emotional intelligence and academic performance. The weighted mean for emotional intelligence based on their self-awareness, self-management, motivation, empathy, and relationship management is 2.18 and is equivalent to “agree” which shows positive feedback from scenarios given in the survey questionnaires. The weighted mean for academic performance based on their grades, attendance, laboratory performance, and lecture is 2.17 equivalent to “agree” which shows positive feedback from the situation given in the survey forms. With the use of the Pearson Correlation

Coefficient, emotional intelligence and academic performance have a positive correlation of 68%. There is a significant relationship between the emotional intelligence of the respondents and their academic performance in the new normal. This numerical figure expresses that when the emotional intelligence of selected respondents improves, there is a 68% possibility that their academic performance will also improve. Consequently, emotional intelligence is one of the types of intelligence that are commonly overlooked and neglected by some, especially on enriching one’s academic performance and self-development. However, with this study and other studies conducted, it is firmly confirmed that emotional intelligence is a contributory factor on someone’s academic performance, and it is a contributor when improving the said variable.

RECOMMENDATION

It is suggested that the stakeholders would take emotions into consideration on creating a fundamental program or activity for the students. Establishing activities that will challenge the student’s emotional intelligence in the new normal way of learning. Conduct seminars or webinars or disseminate information that will make the general public about the importance of emotional intelligence. Identifying factors affecting emotional intelligence so that recommendations for improving such can also be realized and considered. Conduct further study that will discuss other angles of this study’s variable such as the correlation of Academic Performance with Emotional Intelligence.

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