

ABSTRACT

Name of institution: DLSU-D

Address: Bagong Bayan, Dasmariñas City, Cavite

Title: **A Comparative Analysis of Emotional Intelligence Among 1st Year Psychology Students of DLSU-D with Migrant and Non-Migrant Parents**

Authors: Bagadiong, Jemimah Angeli S.
Entac, John Mark P.
Morales, Hanna Jireh A.
Sarmiento, Mitzi N.

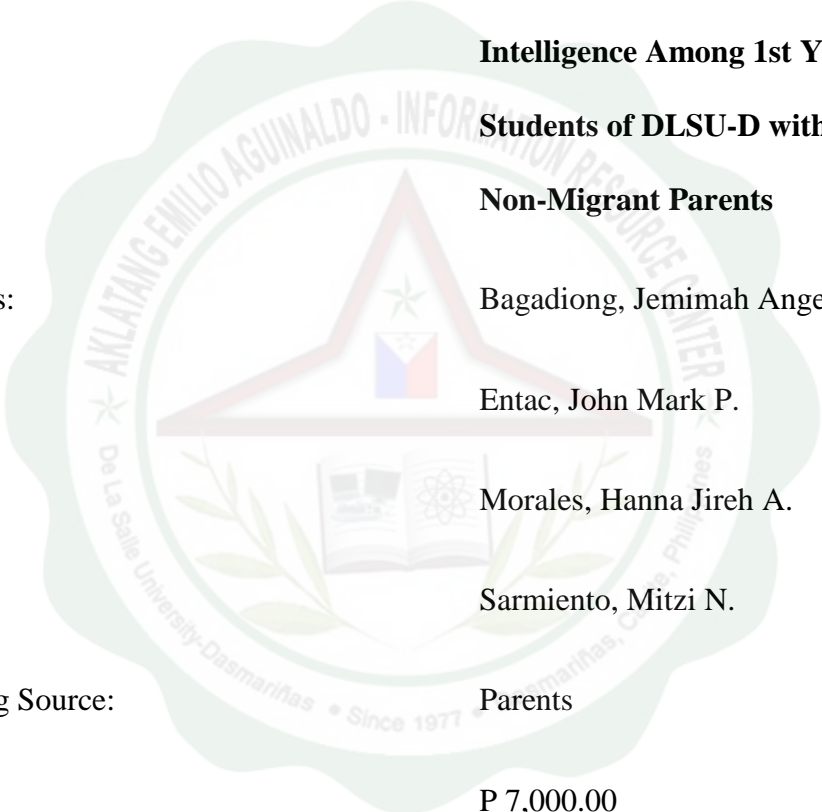
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Cost: P 7,000.00

Date Started: June 2012

Date Finished: March 2013

Objective of the study: The study sought to determine the Emotional Intelligence of 1st Year Psychology Students of De La Salle



University Dasmariñas with Migrant and Non-migrant Parents. Specifically, the study sought to answer the following questions:

1. What is the level of emotional intelligence using Bar-On EQ:i-S test among:

1.1 Children with migrant parents

1.2 Children with non-migrant parents

2. Is there a significant difference in emotional intelligence among students with migrant and non-migrant parents?

Scope and limitation:

The study focused on the Analysis of Emotional Intelligence of 1st year

psychology students of De La Salle

University Dasmariñas with Migrant and

Non-migrant Parents. This study was

conducted in academic year 2012-2013.

The results of the study are based on

primary and secondary data of 1st year

Psychology students are the only

respondents in the study. There was no involvement of academic performances as the study focused on emotional intelligence only. Also, interviewing parents and teachers was not included in the study as a standardized test was used.

Demographic profile was the basis for the validity measure of the test administered.

Comparison of mother, father or both were not included in this study.

Methodology:

The research was conducted to compare the emotional intelligence of 1st year Psychology students in De La Salle

University-Dasmariñas with migrant and non-migrant parents. In order to meet the

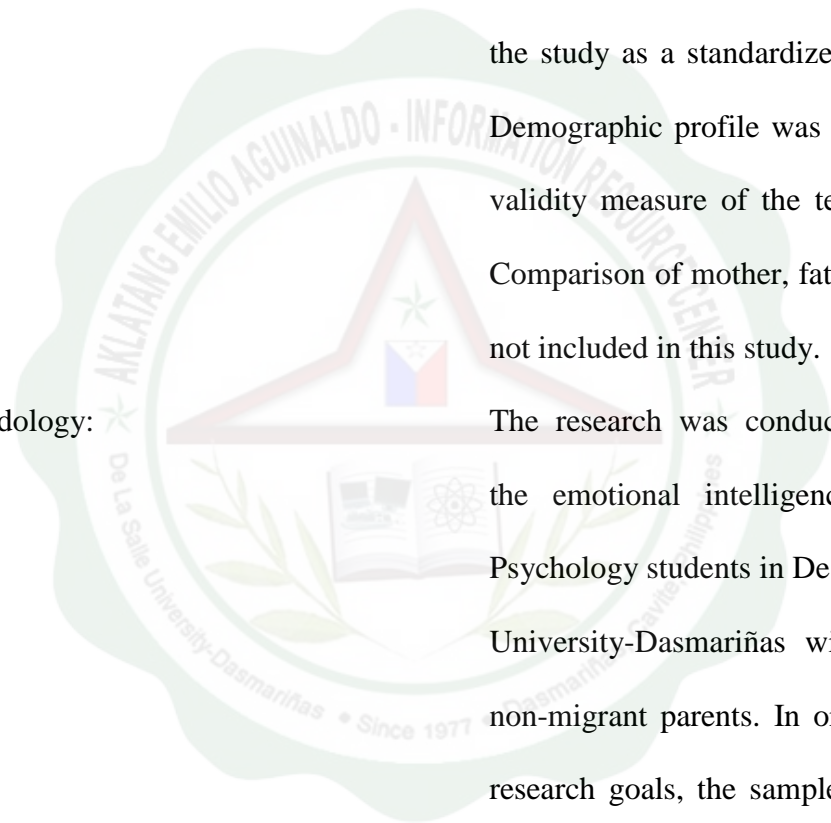
research goals, the sample was composed of an equal number of respondents - 33

students with migrant and 33 with non-migrant parents, 1st year Psychology

students of De La Salle University-

Dasmariñas, male and female were

selected using purposive sampling. The



age ranged from 16-20 years old. In the study, BarOn EQ:i-S was used to measure emotional intelligence of the respondents.

Data were analyzed using mean scores and t-test Statistical Analysis. Descriptive and Non-Experimental Quantitative

Research was used in the study to compare and analyze the result. Along with primary data, the researchers used secondary resources such as books, article, internet source, literature and unpublished articles that helped in completing this study.

Conclusion:

The researchers conclude the following based on the findings in the study:

1. Students with migrant and non-migrant parents have the same EQ level and range up to low level of EQ. It seems that living with or living without the parents may or may not affect the development of EQ since this range described as

underdeveloped emotional and social capacity, with room for improvement.

2. The result of the respondents' EQ-i:S with migrant and non-migrant parents shows that there is a significant difference in the intrapersonal scale only and no significant difference in interpersonal, stress management, adaptability, and general mood scale as well. In general, Total EQ shows that there is no significant difference between the students with migrant and non-migrant parents.

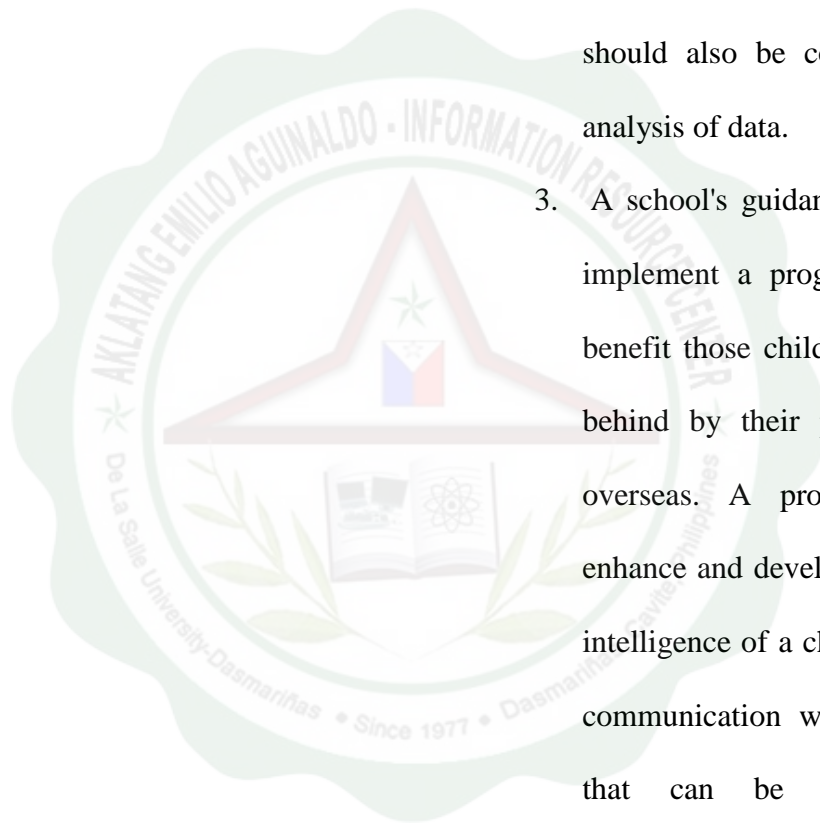
Recommendation:

Based on the summary and conclusions, the researchers give the following recommendations:

1. For future researchers, this study may be used as a reference when a related topic is chosen as a research study in the future and that Bar-On EQ-i:S would be very useful in

conducting and gathering information on Emotional Intelligence.

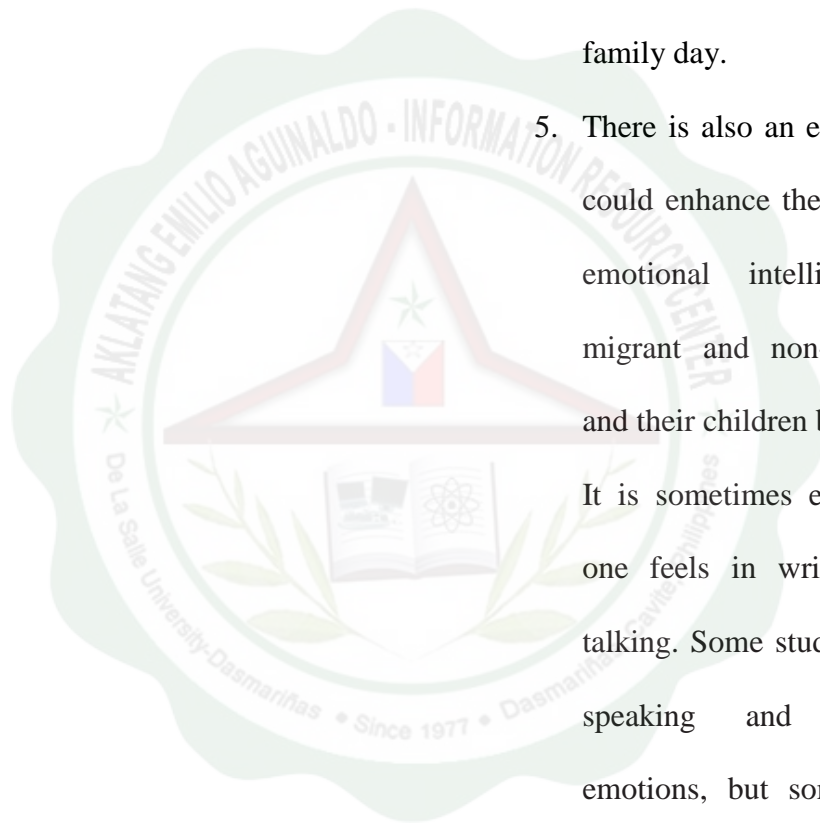
2. Reliability Analysis in each scale and comparison across age group should also be considered in the analysis of data.
3. A school's guidance office should implement a program that would benefit those children who are left behind by their parents to work overseas. A program that will enhance and develop the emotional intelligence of a child like a day of communication with their parents that can be called "Virtual Communication Through Internet" has been used by most parents living abroad. It has been their way in guiding their children even they are away.



4. For students with non-migrant parents, there should also be a day for them with their family. To have a gathering in school just to have fun with their mom and dad like a family day.

5. There is also an effective way that could enhance the relationship and emotional intelligence between migrant and non-migrant parents and their children by writing letters. It is sometimes easy to tell what one feels in writing rather than talking. Some students are good in speaking and convey their emotions, but some are good in expressing themselves through writing.

6. Students with Migrant and non-Migrant parents should also learn to monitor their behavior and



emotions for the development of their personal growth.

7. Migrant parents should keep their communication more open and stronger with their children to hinder longing. On the other hand non-migrant parents should improve and maintain affection and understanding with their children.

