



De La Salle University - Dasmariñas
GRADUATE PROGRAM

The Relationship Between Emotional Intelligence Quotient and
Academic Performance in Mathematics of De La Salle
University-Dasmariñas Students SY 1999 – 2000

A Master's Thesis

Presented to

The Faculty of Graduate School of Education, Arts and Sciences

De La Salle University – Dasmariñas

Dasmariñas, Cavite

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Mathematics

EDWIN S. BUNAG

October 2000

08 MAY 2001

AKLATANG EMILIO AGUIBALDO ARCHIVES



ABSTRACT

NAME OF INSTITUTION :De La Salle University-Dasmariñas

ADDRESS :Dasmariñas, Cavite

TITLE :The Relationship Between
Emotional Intelligence Quotient
and Academic Performance in
Mathematics of De La Salle
University-Dasmariñas Students

S.Y. 1999 – 2000

AUTHOR :Edwin S. Bunag

FUNDING SOURCE :Personal

COST :P50,000.00

DATE STARTED :November 1999

DATE COMPLETED :October 2000

OBJECTIVES OF THE STUDY

A. GENERAL

To determine the relationship between the Emotional Intelligence Quotient and the Academic Performance in Mathematics of De La Salle University-Dasmariñas Students SY 1999 – 2000.



B. SPECIFIC

1. What is the profile of the respondents when grouped according to age, gender and IQ?
2. What are the levels of emotional intelligence quotient of the respondents when grouped according to age, gender and IQ?
3. What are the levels of academic performance of the respondents in mathematics when grouped according to age, gender and IQ?
4. Is there a significant relationship between the emotional intelligence quotient and the academic performance in mathematics of the respondents when grouped according to age, gender and IQ?
5. Is there a significant relationship between the emotional intelligence quotient and the academic performance in mathematics of De La Salle University – Dasmariñas students of the S.Y. 1999 – 2000?

METHODOLOGY:

This study used the correlational research design. This research design described the degree to which the emotional intelligence quotient and the academic performance were related.



The degree of relationship was determined through the use of correlation coefficient.

MAJOR FINDINGS:

1. The relationship between the Emotional IQ and the Academic Performance of the respondents in mathematics when grouped according to age revealed the following results:

1.1 The relationship between the two variables for the 19 and 21 year old groups were low and highly correlated with correlation coefficient of 0.36 and 0.94 respectively. They were found to be significant at 0.05 level, which means that there was a correlation between the emotional intelligence quotient and academic performance in mathematics for the 19 and 21 year old groups.

1.2 The relationship between the two variables for the 18 year old and 20 year old groups were found to be moderately correlated with correlation coefficient of 0.58 and 0.46 respectively. These correlation coefficients were found to be not significant at 0.05 level, which means that there was no correlation between the



emotional intelligence quotient and academic performance in mathematics for the 18 and 20 year old groups.

2. The relationship between the Emotional IQ and the Academic Performance of the respondents in mathematics when grouped according to gender revealed the following results:

2.1 The relationship between the two variables for the female group was low correlated with correlation coefficients of 0.28 and was found to be significant at the 0.05 level, which means that there was a correlation between the emotional intelligence quotient and academic performance for the female group.

2.2 The relationship between the two variables for the male group was low correlated with correlation coefficient of 0.34 and was found to be not significant at 0.05 level, which means that there was no correlation between the emotional intelligence quotient and academic performance in mathematics for the male group.

3. The relationship between the Emotional IQ and the Academic Performance of the respondents in mathematics when grouped according to IQ revealed the following results:



3.1 The relationship between the two variables for the Very Superior and Low IQ groups were low and high correlated with correlation coefficients of 0.39 and 0.95 respectively, and were found to be not significant. The correlation coefficients of -0.57 and -0.13 for the Superior and Average IQ groups respectively, indicates a negative relationship and were found to be not significant. The correlation coefficients of 0.08, 0.00, and 0.11 for the Above Average, High Average, and Below Average IQ groups respectively were negligible and were found to be not significant. Finding revealed that there was no correlation between emotional intelligence quotient and academic performance in mathematics for the said groups.

3.2 The Low Average IQ group got a correlation coefficient of 0.04, which was substantial and was found to be significant at 0.05 level, which means that there was correlation between emotional intelligence quotient and academic performance in mathematics for the Low Average IQ group.

4. The relationship between the emotional intelligence quotient and the academic performance in mathematics of De La



Salle University - Dasmariñas students of the S.Y. 1999 – 2000 exhibits a correlation coefficient of 0.33 indicating that there exists a low positive relation between the two variables since it was found to be significant at 0.05 level. The finding revealed that there was a correlation between the emotional intelligence quotient and the academic performance in mathematics of De La Salle University-Dasmariñas students.

CONCLUSIONS

Based on the findings obtained from the study, the researcher made the following conclusions:

1. The relationship between the emotional intelligence quotient and the academic performance in mathematics differ depending on some demographic variables such as the age, gender and intelligence quotient of the students.
2. Generally there exists a low positive relationship between the emotional intelligence quotient and the academic performance in mathematics of De La Salle University – Dasmariñas students.



Recommendations

Based on the foregoing findings and conclusions, the following recommendations are offered:

1. Although relationship between the emotional intelligence quotient and the academic performance in mathematics was found to be low positively correlated, the emotional intelligence quotient of students should be thought over by teachers in assessing student's performance in mathematics, in order to provide new insights for teachers in developing strategies and techniques in teaching mathematics subjects more effectively.

2. Schools should consider the emotional intelligence quotient test as part of the entrance examination, so that emotional literacy can be considered in the assessment of students and for further studies on emotional intelligence.

3. Similar studies may be conducted by researchers using larger samples and in other mathematics subjects so that more general conclusions may be formed from the relationship between emotional intelligence quotient and academic performance in mathematics.



TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	9
ACKNOWLEDGEMENT	10
TABLE OF CONTENTS	14
LIST OF TABLES	18
LIST OF FIGURES	20
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUD	
Introduction	21
Background of the Study	26
Theoretical and Conceptual Framework	27
Statement of the Problem	31
Hypotheses of the Study	32
Scope and Delimitation of the Study	33
Significance of the Study	34
Definition of Terms	36



	PAGE
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	40
Research Literature	43
3 RESEARCH METHODOLOGY	
Research Design	51
Samples and Sampling Procedure	53
The Instrument	55
The Data Gathering Procedure	58
Statistical Tools	61
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
Problem Number 1	63
Problem Number 2	66
Problem Number 3	69
Problem Number 4	73
Problem Number 5	79
5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	



	PAGE
Summary	81
Findings of the Study	84
Conclusions	89
Recommendations	89
REFERENCES	91
APPENDICES	
A Letter of Request to the Dean of College Business Administration	95
B Letter of Request to the Director of the Admission and Evaluation Office	96
C Letter of Request to the Director of the Information and Technology Center	97
D Letter of Request to the Director of the Aklatan Emilio Aguinaldo	98
E Letter of Request to the Technical Support for the Use of the Instrument via Email	99
F Letter of Request to the Author for the Use of the Instrument via Email	100



	PAGE
G Letter of Approval from the Technical Support for the Use of the Instrument via Email	101
H Letter of Approval from the Author for the Use of the Instrument via Email	102
I Certification from the Admission and Testing Office	103
J Summary of the Data	104
K Computer Statistical Outputs	106
L Syllabus	112
M School Psychometrician	116
N Curriculum Vitae	117



GRADUATE PROGRAM
LIST OF TABLES

Table	PAGE
1 Criterion for Evaluating the Magnitude of a Correlation	53
2 Classifications of Mental Ability	56
3 Profile of the Respondents When Grouped According to Age	64
4 Profile of the Respondents When Grouped According to Gender	64
5 Profile of the Respondents When Grouped According to IQ	65
6 Level of Emotional Intelligence Quotient of the Respondents When Grouped According to Age	67
7 Level of Emotional Intelligence Quotient of the Respondents When Grouped According to Gender	68
8 Level of Emotional Intelligence Quotient of the Respondents When Grouped According to IQ	69
9 Level of Academic Performance of the Respondents in Mathematics When Grouped According to Age	70



Table	PAGE
10 Level of Academic Performance of the Respondents When Grouped According to Gender	71
11 Level of Academic Performance of the Respondents When Grouped According IQ	72
12 Relationship Between Emotional Intelligence Quotient and Academic Performance of the Respondents in Mathematics When Grouped According to Age	75
13 Relationship Between Emotional Intelligence Quotient and Academic Performance of the Respondents in Mathematics When Grouped According to Gender	76
14 Relationship Between Emotional Intelligence Quotient and Academic Performance of the Respondents in Mathematics When Grouped According to IQ	78
15 Relationship Between the Emotional Intelligence Quotient and the Academic Performance of the Respondents in Mathematics of De La Salle University-Dasmariñas S.Y. 1999-2000	80



LIST OF FIGURES

Figure

PAGE

- 1 The relationship between the emotional intelligence quotient and the academic performance in Mathematics

30

