

Emotional intelligence: Impact on the personality and academic performance of the college students

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Abstract

This study examined the impact of emotional intelligence (EI) on personality type and academic performance of 280 students in the Bachelor of Science in Industrial Management. Utilizing both qualitative and quantitative methods, the study explores four dimensions of EI—motivation, self-awareness, self-regulation, and social skills—and their relationship with the Big Five personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Academic performance is assessed through students' general weighted average (GWA). Data were collected from 280 students and analyzed using both thematic analysis and statistical methods, including frequency distribution and weighted mean, to describe emotional intelligence (EI), personality traits, and academic performance. Regression analysis was employed to determine the influence of EI on personality type and GWA. Findings reveal that students exhibit high levels of motivation, self-awareness, self-regulation, and social skills, indicating strong emotional capabilities. Motivation, self-regulation, and social skills have a significant influence on personality traits, while self-awareness affects only conscientiousness and agreeableness. Most students demonstrate high levels of openness, conscientiousness, extraversion, and agreeableness, although some exhibit moderate to high levels of neuroticism, indicating occasional emotional challenges. Regarding academic performance, students maintained a generally consistent GWA, with a slight improvement in the second grading period. However, motivation and self-awareness negatively correlate with GWA, suggesting that while EI plays a role in personal and academic experiences, it does not always predict academic success. These results highlight the complex interplay between emotional intelligence (EI), personality, and academic performance, offering insights for educators and students to enhance learning strategies, personal development, and leadership skills, helping them become great managers or leaders in the future.

Keywords: emotional intelligence, personality type, academic performance, motivation, industrial management students

Emotional intelligence: Impact on the personality and academic performance of the college students

1. Introduction

Emotional intelligence is crucial in the pursuit of quality education, as emphasized by Estrada et al. (2021), who stated that education extends beyond the acquisition of academic knowledge; it encourages individuals to critically evaluate harmful behaviors, embrace diversity, and foster empathy, understanding, and cooperation. Emotionally intelligent individuals, equipped with these values, are better positioned to contribute to a more socially responsible, ethical, and inclusive society through their decision-making and actions. Gone are the days when the only measurement for success and personality development was the intelligence quotient (IQ). Recent studies have shown that emotional quotient is a more apt and potent measurement of personality and growth. Shaik (2022) claimed that EQ measures your ability to understand and manage emotions. Your EQ can influence your success in life more than your IQ. People with well-developed emotions and skills are content and effective in their lives (Goleman, as cited in Shaik, 2022). Emotional intelligence (EI) is a type of social intelligence that involves recognizing and understanding one's own and others' emotions, distinguishing between them, and using that knowledge to influence one's thoughts and behavior. The perceived value of emotional intelligence has grown dramatically in recent decades. Therefore, it is recommended that everyone learn the necessary skills beyond academic or mechanical knowledge to become emotionally fit and secure. It was stated that success in both educational and corporate settings is primarily contingent on the effective use of emotional intelligence (EI) (Kazmi et al., 2021).

Education programs in universities have traditionally focused on competencies like management and economics, based on the belief that a high IQ is key to understanding and optimizing complex organizational systems. However, research has shown that leaders with high IQs are not always more effective, and many potential leaders with strong intelligence are overlooked (Samul, 2020). Despite the recognized importance of emotional intelligence in education, the existing body of research exhibits notable gaps that underscore the need for a comprehensive and multifaceted analysis (Garret & Haward, 2024), contributing to a lack of empirical research exploring its specific impact on the academic performance and personality development of college students. Furthermore, while emotional intelligence is known to affect interpersonal relationships, its direct correlation with students' academic performance and personality types is relatively rare (Abiodullah & Aslam, 2020).

This study seeks to fill this gap by examining the relationship between emotional intelligence, personality, and academic performance among college students. Understanding how emotional intelligence (EI) affects students' personal and academic growth is crucial for nurturing the next generation of emotionally intelligent leaders who can make positive and lasting contributions to society. As college students prepare to enter the workforce, developing emotional intelligence is essential for their success as future leaders and managers. By addressing this gap, this research aims to contribute to the broader discourse on the importance of emotions in education and leadership and to provide practical insights for enhancing students' emotional intelligence.

This study was conducted at Occidental Mindoro State College (OMSC), a state institution located in the municipality of San Jose, Occidental Mindoro, Philippines. Established in 1966, OMSC began as a barangay high school and has since evolved into a full-fledged state college. With six campuses spread across the province, OMSC catered to more than 8,000 students, offering affordable and high-quality education. The institution played a vital role in improving the living conditions and quality of life for people in Occidental Mindoro and nearby areas. Through its commitment to innovative solutions, instruction, research, and extension efforts, OMSC addressed various societal challenges (OMSC Website, 2024). With this, the college's significant student population and its mission to provide quality education made it an ideal setting for this study, which focused on

the emotional intelligence, personality, and academic performance of its students.

Statement of the Problem - This paper aimed to determine the impact of emotional intelligence on the type of personality and the academic performance of the respondents. It also sought to answer the following: (1) What are the respondents' unforgettable academic experiences in school? (2) What is the level of the emotional intelligence of the respondents in terms of motivation, self-awareness, self-regulation, and social skills? (3) What is the level of the respondents' personality type in terms of openness, conscientiousness, extraversion, agreeableness, and neuroticism? (4) What is the level of the academic performance of the respondents? (5) Is there a significant impact of emotional intelligence on the type of personality of the respondents? (6) Is there a significant impact of emotional intelligence on the level of academic performance of the respondents? (7) What intervention program can be implemented to enhance the emotional intelligence of the respondents?

Significance of the Study - The research in this study will be beneficial to the following: This study serves as an eye-opener for students. This will help them be cautious in their actions and sensitive to the feelings of others. They must anticipate consequences before acting on impulse. To teachers, this study is beneficial as it will deepen their understanding that emotional intelligence (EI) is also a crucial element in students' effective academic performance. For parents, the results of this study will remind them that children's emotional intelligence begins to develop before they start school, and their IQ level will vary depending on each child's home environment. To educational institutions, the office assigned to address the specific needs of students is ready to extend a helping hand and offer constructive feedback instead of personal criticism. Supporting and recognizing their emotions helps reduce stress and keeps them calm. Moreover, to future researchers, the study provides a solid foundation for further investigations into the complex interplay between emotional intelligence, personality, and academic outcomes.

Scope and Delimitations of the Study - This study focused on emotional intelligence (EI) and its impact on the type of personality and academic performance of the respondents. This study was limited to the Bachelor of Science in Industrial Security Management (BSISM) program at Occidental Mindoro State College (OMSC) in San Jose, Occidental Mindoro (Main Campus) for the school year 2024-2025. For the qualitative part, the proponent limited the questions to one open-ended question and gathered data through an interview. The emotional intelligence variable includes motivation, self-awareness, self-regulation, and social skills, as noted by Goleman (2005, as cited in Resilient Educator, 2013) and confirmed through the participants' responses in the interviews. For the dependent variables (DV), the type of personality was taken from Cherry (2018). The Big Five, also known as the OCEAN Model, which consists of openness, conscientiousness, extraversion, agreeableness, and neuroticism, along with the respondents' academic performance, were included. Academic performance is measured by the grades students received in their final year of the program, reflecting their overall standing based on their cumulative marks.

2. Methodology

Research Design - This study employed a sequential exploratory mixed-methods approach, integrating qualitative (narrative) and quantitative (descriptive and correlational) methods to examine the impact of emotional intelligence on the personalities and academic performance of college students. In the first phase, qualitative data were collected using a one-on-one interview guide for the selected Bachelor of Science in Industrial Security Management students. This interview was analyzed to identify key themes and insights related to emotional intelligence, capturing participants' perspectives in depth, and was used to formulate the questionnaires in the quantitative phase.

Respondents of the Study - For the qualitative phase, fifteen (15) students from the Bachelor of Science in Industrial Security Management (BSISM) program were randomly selected. These participants were not included in the final administration of the questionnaire. For the quantitative phase, the researcher used stratified random sampling, ensuring representation by dividing the population into groups based on year level and gender before

randomly selecting respondents. There were 318 males and 704 females in the 2nd- to 4th-year population of BSISM students at the college. The computed sample size was 280, consisting of 87 males and 193 females. The sample size was determined using Raosoft, with a 5% margin of error and a 95% confidence level.

Research Instrument - The data for the study in the first part, the qualitative phase, was obtained from an interview guide. For the second part, the quantitative phase, a researcher-made questionnaire was specifically designed for the purpose, patterned after relevant related literature and interview results. In answering Parts I and II of the questionnaires, the researcher asked the respondents to rate each statement in emotional intelligence and type of personality by checking the column or number that corresponded to their level of agreement. In this study, the proponent used expert validation, a process that confirms and verifies the accuracy and quality of results or judgments made by experts. All suggestions were incorporated, and after revising the questionnaire, it was presented to the adviser for final approval. Once approved, it was reproduced and distributed for reliability testing. The method used to test the reliability of the questionnaire items was the split-half method. Franckel et al. (2013) mentioned that the method required administering the questionnaire only once, involving scoring two halves—the odd items versus the even items. A group of thirty (30) students served as respondents to test the reliability of the questionnaire. Since there was a single administration of the questionnaire, the split-half method was used, which applied the Spearman-Brown Coefficient of equal length to prove its consistency. The questionnaire covers two main parts that were tested: emotional intelligence and personality type, both with 6-item indicators for each component.

Table 1

Reliability Results of the Instruments

Indicators	Number of Items	Reliability Coefficients*	Interpretation
Emotional Intelligence			
1. Motivation	6	0.857	High Reliability
2. Self-awareness	6	0.828	High Reliability
3. Self-regulation	6	0.708	High Reliability
4. Social Skills	6	0.853	High Reliability
Type of Personality			
1. Openness	6	0.909	Very High Reliability
2. Conscientiousness	6	0.719	High Reliability
3. Extraversion	6	0.855	High Reliability
4. Agreeableness	6	0.900	High Reliability
5. Neuroticism	6	0.815	High Reliability

*Based on coefficients of equal length

Based on the Spearman-Brown coefficients of equal length, as reflected in the table above, the coefficients ranged from 0.708 to 0.909, indicating a generally high level of reliability. The results demonstrate the instrument's acceptability when administered to the final group of respondents.

Data Gathering Procedure - Before initiating data collection, the researcher first secured the necessary permits and approvals from the relevant authorities to ensure that the data were gathered legally and ethically. For the qualitative phase, semi-structured interviews were conducted over 5 days with selected students from the Bachelor of Science in Industrial Security Management (BSISM) program. Participants were given ample time to reflect and express their thoughts in a meaningful way. This approach allowed for in-depth discussions and provided participants the opportunity to review and refine their responses, leading to rich and relevant insights. Additionally, the interview process maintained anonymity, encouraging openness and honesty in responses. For the quantitative phase, numerical data were collected systematically through a structured survey questionnaire with specified response options. The survey was administered over 14 days, ensuring that respondents had sufficient time to complete it. This standardized approach promoted consistency in data collection, establishing a

reliable foundation for statistical analysis. The data-gathering process focused on students from Occidental Mindoro State College (OMSC), ensuring both feasibility and efficiency in administering the survey.

Statistical Treatment of Data - Data was collected, classified, tabulated, and coded for analysis using statistical software. Thematic analysis was used to identify and categorize the qualitative issues related to unforgettable school experiences and reactions to these situations. In the quantitative part, the proponent used a weighted mean to assess the extent of emotional intelligence and personality type among the respondents. The academic performance was measured using percentage and frequency. Structural equation modeling, using the program WARPLS version 7.0, was used to establish the relationship between the independent variables (DV). The beta coefficient was used to compare the strength of each independent variable's effect on the dependent variable.

Ethical Considerations - To ensure ethical compliance, the study adhered to the fundamental ethical principles outlined in the American Psychological Association (APA) ethical guidelines, including obtaining informed consent, maintaining confidentiality, and ensuring voluntary participation. Participants received a detailed information sheet outlining the research objectives, the purpose of the written survey, and their role in the study. Before participation, they were required to provide a formal letter of consent, granting the researcher permission to utilize their responses in the study. Additionally, participants had the opportunity to sign a Participation and Withdrawal Letter, emphasizing the voluntary nature of their involvement. They retained the right to withdraw from the study at any time, for any reason, without facing any negative consequences. In the interviews, the use of open-ended questions allowed participants to respond thoughtfully and openly while maintaining anonymity. Clear instructions and ethical guidelines were provided to participants to guide them through the survey process. Any questions were promptly addressed.

3. Results and Discussions

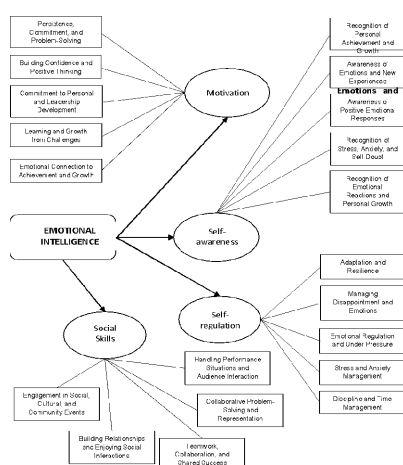


Figure 1. Initial Thematic Map for Emotional Intelligence

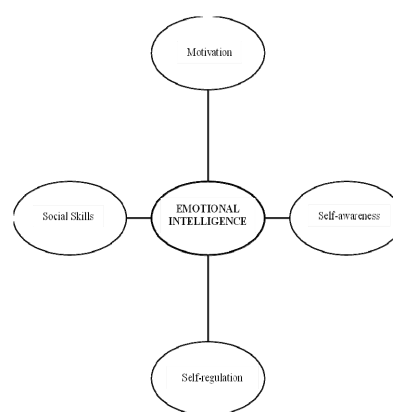


Figure 2. Final Thematic Map for Emotional Intelligence

To answer this qualitative question, a thematic analysis was applied to the collected responses. The process involved recording, transcribing, tabulating, and coding the data to identify relevant themes. From the seven gathered responses, four primary categories emerged: motivation, self-awareness, self-regulation, and social skills, along with additional themes related to empathy, stress management, and resilience. Since motivation, self-awareness, self-regulation, and social skills were the most frequently mentioned, they were selected as key factors for analyzing the quantitative aspects of the study. This selection aligns with the emotional intelligence framework proposed initially by Goleman (as cited in Resilient Educator, 2013), providing a structured and comprehensive approach to examining its impact on personality type and academic performance.

After categorizing the descriptions, the final thematic map, as shown in Figure 2, revealed four factors of

emotional intelligence among college students that may impact their personality type and academic performance. The final themes were presented in semi-circular figures, including motivation, self-awareness, self-regulation, and social skills. The theory of emotional intelligence supports this categorization by highlighting how students' ability to recognize and manage their emotions can guide their thinking and actions. Barsade (1998, as cited in Tritsch, 2021) emphasizes that emotional intelligence enables individuals to understand their feelings and those of others, which is crucial for motivation, emotional regulation, and maintaining positive relationships. Goleman further defines emotional intelligence through five core components: self-awareness, self-regulation, motivation, empathy, and social skills, asserting that these elements work together to shape an individual's emotional and social competence. This framework underscores the importance of emotional intelligence in educational settings, as it enhances students' ability to navigate academic challenges and interpersonal interactions (Al Jaber et al., 2024). Additionally, Thorndike's Stimulus-Response (S-R) Theory (1905, as cited in Rogers, 2024) aligns with these findings by explaining how the consequences of one's actions shape behavior. This theory suggests that emotional intelligence plays a role in guiding students' actions (stimuli) and determining their responses. Positive emotions and well-regulated behaviors are likely to yield favorable academic and social outcomes. Halimi et al. (2021) reinforce this idea, noting that practicing patience and self-control can help prevent adverse consequences and emphasizing the importance of emotional intelligence in fostering personal and academic success.

Table 2

Mean Level of Respondents' Emotional Intelligence in terms of Motivation, Self-awareness, Self-regulation, and Social Skills

INDICATORS (Motivation)	Weighted Mean	Interpretation
1. I find motivation in pursuing goals that align with my personal values.	4.20	High
2. Sharing my ideas with others motivates me to pursue my goals.	4.01	High
3. My past experiences inspire me to strive for success.	4.16	High
4. I remain determined to achieve my goals, even in difficult situations.	4.09	High
5. I stay focused on my goals, even when faced with emotional challenges.	4.09	High
6. I maintain a positive outlook to stay motivated toward my goals.	4.10	High
Composite Mean	4.11	High
INDICATORS (Self-awareness)		
1. I sometimes shout in excitement while watching TV.	3.34	Moderate
2. I feel a sense of satisfaction when I am able to help my friend.	4.02	High
3. I find it challenging to express love to others.	3.74	High
4. Many people compliment me on my contagious smile.	3.55	High
5. I find it uncomfortable to receive compliments.	3.45	Moderate
6. During group sharing, I oftentimes cry.	3.03	Moderate
Composite Mean	3.52	High
INDICATORS (Self-regulation)		
1. I can stay calm and focused under pressure.	3.87	High
2. I resist distractions when working on important tasks.	3.74	High
3. I take a moment to think before responding when I feel upset.	3.81	High
4. I stay focused on my goals, even when distractions arise.	3.88	High
5. I can manage my emotions effectively, even in stressful situations.	3.88	High
6. I adjust my plans when things do not go as expected without feeling overwhelmed.	3.67	High
Composite Mean	3.81	High
1. Social Skills		
2. I can approach someone I do not know.	3.59	High
I am a good storyteller.	3.31	Moderate

4. I dread having to express anger toward a friend.	3.35	Moderate
5. I have a large group of friends.	3.69	High
6. Other people tell me that I am affectionate	3.36	Moderate
7. People who know me well can easily tell what I feel by the expression on my face	3.78	High
Composite Mean	3.51	High
OVERALL MEAN	3.74	High

Legend: 4.50-5.00 – Very High; 3.50-4.49 – High; 2.50-3.49 – Moderate; 1.50-2.49 – Low; 1.00-1.49 – Very Low

Table 2 presents the respondents' scores on various emotional intelligence indicators, with an overall mean of 3.74, indicating a high level. This suggests that the respondents generally exhibit strong emotional intelligence across key areas, including motivation, self-awareness, self-regulation, and social skills.

The highest-rated indicator is motivation, with a composite mean of 4.11, indicating that respondents are highly driven and able to maintain focus on their goals. This suggests that motivation is a central strength, enabling them to persevere and stay committed to their objectives. Motivation plays a crucial role in learning and performance, as individuals with high intrinsic motivation are more likely to engage in goal-directed behavior and maintain their effort over time (Fuertes et al., 2020; Ahmadi et al., 2021). Additionally, motivation is closely linked to self-regulated learning strategies, where students actively monitor and adjust their learning processes to enhance academic performance (Siqueira et al., 2020; Arfianti & Azmi, 2021). Long-term motivation is further reinforced by self-regulation, which enables individuals to maintain discipline and engagement despite challenges (Tokumasu et al., 2022). Self-awareness (3.52) and self-regulation (3.81) also received high ratings, suggesting that respondents can effectively understand and manage their emotions. Self-awareness is essential for emotional intelligence, as it allows individuals to recognize their own emotions and those of others, facilitating effective communication and social interactions (Wamsler & Restoy, 2020; Paoletti & Ben-Soussan, 2021). Additionally, self-awareness contributes to self-regulated learning, where students set goals, monitor progress, and reflect on their performance, ultimately enhancing academic success (Otgon, 2022; Mäkinen et al., 2021). Meanwhile, self-regulation is vital for managing emotions in high-stress environments, contributing to both academic and leadership success (Jing-jing et al., 2022; Rahayu et al., 2017). It plays a critical role in fostering emotional resilience, reducing anxiety, and improving mental well-being (Sun, 2023; Xu, 2023). Social skills (3.51) were also rated high, indicating that respondents possess strong interpersonal abilities. This suggests that they are effective communicators and can manage relationships well, which is crucial in both academic and professional settings. Social intelligence, which encompasses emotional intelligence, has been linked to professional success. Individuals with strong social skills tend to excel in teamwork and leadership roles (Boyatzis et al., 2014; Sax & Gewertz, 2015).

Overall, the results reinforce the importance of emotional intelligence in academic and professional contexts, aligning with existing literature on the role of motivation, self-awareness, self-regulation, and social skills in fostering goal achievement, effective communication, and long-term success.

The overall mean score of 3.80, categorized as high in Table 3, indicates that respondents exhibit strong personality traits across all five dimensions of the Big Five Personality Traits: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each trait plays a significant role in shaping individual behavior, interpersonal interactions, and workplace performance. Among the five traits, openness received the highest composite mean score (3.95), suggesting that respondents are highly imaginative, open to new experiences, and receptive to change. This may indicate a strong inclination toward creativity, problem-solving, and adaptability in various situations. Generally, the respondents display a high level of openness, particularly in their enthusiasm for new experiences, adaptability to change, and pursuit of meaningful activities. This aligns with the concept that openness to experience is linked to creativity and innovation. Individuals with high openness are more likely

to engage in creative problem-solving and adapt to dynamic environments, as noted by Aldrin (2023). This trait is particularly beneficial in roles that encourage innovation and creative thinking. However, as Arora and Rangnekar (2016) point out, it may be less advantageous in more structured roles that prioritize adherence to established procedures.

Agreeableness (3.92) and extraversion (3.84) also received high ratings, implying that respondents are socially inclined, cooperative, and enjoy engaging with others. These traits contribute to effective teamwork, communication, and a positive work environment. Agreeableness plays a crucial role in workplace dynamics, influencing behaviors that contribute to a harmonious and cooperative environment. Research by Berry et al. (2013) suggests that individuals high in agreeableness are more likely to engage in organizational citizenship behaviors (OCBs), which involve voluntary actions that benefit colleagues and the organization as a whole. This aligns with the respondents' inclination to avoid offending others (3.93) and their ability to recognize emotions in others (3.88), both of which are essential for teamwork and collaboration. Conversely, studies such as Ellen et al. (2021) indicate that individuals with low agreeableness are more prone to workplace deviance, as they are less likely to prioritize social harmony and cooperation. The high agreeableness scores in this study suggest a work environment that is conducive to teamwork and has reduced interpersonal conflicts. Encouraging such behaviors can further enhance workplace relationships, strengthen teamwork, and create a more positive organizational culture.

Table 3

Mean Level of Respondents' Type of Personality in terms of Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism

INDICATORS (Openness)	Weighted Mean	Interpretation
1. I enjoy trying new things.	4.32	High
2. I am open to change for improvement.	4.27	High
3. I have strong personal values.	4.00	High
4. I focus my energy on worthwhile projects.	3.83	High
5. It is annoying for me to listen to metaphors.	3.55	High
6. I live a fast-paced lifestyle.	3.72	High
Composite Mean	3.95	High
INDICATORS (Conscientiousness)		
1. I enjoy having a set schedule of my activities.	3.83	High
2. Harmony is important in my life.	3.85	High
3. I can live in a messy environment.	3.44	Moderate
4. I regularly work on the to-do list.	3.49	Moderate
5. I understand the struggle with deadlines.	3.71	High
6. I like to organize things around me.	3.93	High
Composite Mean	3.71	High
INDICATORS (Extraversion)		
1. I enjoy being the center of attention.	3.43	Moderate
2. I can make new friends easily.	3.78	High
3. I enjoy family reunions.	4.09	High
4. I enjoy moments of silence.	4.16	High
5. I find it easy to start a conversation.	3.69	High
6. I carefully think things through before speaking.	3.88	High
Composite Mean	3.84	High
INDICATORS (Agreeableness)		
1. I distance myself from the truth to make others feel better.	3.78	High

2. I have a great deal of interest in other people.	3.70	High
3. I enjoy contributing happiness to other people.	4.06	High
4. I try not to offend anyone.	3.93	High
5. I care about how other people feel.	4.17	High
6. I can easily tell how someone else feels.	3.88	High
Composite Mean	3.92	High
INDICATORS (Neuroticism)		
1. I am emotionally stable.	3.68	High
2. I rarely feel sad.	3.49	Moderate
3. I struggle to bounce back after stressful events.	3.55	High
4. I remain calm and do not get upset easily.	3.64	High
5. I follow my heart rather than my head.	3.71	High
6. It is easy for me to talk about my feelings.	3.54	High
Composite Mean	3.60	High
OVERALL MEAN	3.80	High

Legend: 4.50-5.00 – Very High; 3.50-4.49 – High; 2.50-3.49 – Moderate; 1.50-2.49 – Low; 1.00-1.49 – Very Low

Furthermore, the respondents exhibit a high level of extraversion, especially in their ability to make new friends, engage in conversations, and enjoy social gatherings. This is in line with research showing that extraversion is linked to enhanced leadership effectiveness and team dynamics (Soto & John, 2017). Extraverted individuals are often perceived as approachable and energetic, qualities that foster collaboration and inspire others in group settings. However, as noted by Pletzer et al. (2022), the relationship between extraversion and workplace outcomes is context-dependent. While extraverted individuals may excel in social and collaborative environments, they may face challenges in roles that require focused, solitary work. Therefore, the balance between sociability and introspection, as reflected in this group's responses, can contribute to their versatility in various settings.

Conscientiousness (3.71), which reflects self-discipline, organization, and goal-oriented behavior, further reinforces their ability to be responsible and committed to their tasks. This indicates that respondents generally exhibit a strong sense of responsibility, organization, and self-discipline in their daily activities. All in all, the respondents display a high level of conscientiousness, particularly in their preference for organization, structure, and goal-setting. This is consistent with research indicating that conscientiousness plays a significant role in achieving life outcomes, including higher educational achievement (Mungure, 2021) and academic performance (De Raad & Mlacic, 2020). Moreover, the neurological underpinnings of conscientiousness, such as higher functional connectivity in the frontoparietal and default mode networks (Toschi et al., 2018), support its role in efficient goal setting and planning. These traits contribute to individuals' ability to plan and execute tasks effectively, enhancing their productivity and overall success. However, as noted by Alderotti et al. (2022), conscientiousness should be considered in conjunction with other factors, as it may interact with traits like openness and extraversion to influence various outcomes.

Neuroticism (3.60), though categorized as high, is the lowest among the five traits. This suggests that while respondents may experience emotional fluctuations and stress, they still demonstrate a reasonable level of resilience and emotional regulation. Research highlights that individuals with high neuroticism are more susceptible to psychological distress and emotional instability, particularly in stressful situations (Chen, 2023; Fink et al., 2021; Troisi et al., 2021). These findings align with the respondents' difficulty in coping with adversity, as reflected in the statement "I struggle to bounce back after a stressful event" (3.55). Studies suggest that emotional instability can hinder effective coping strategies, leading to heightened anxiety and mood fluctuations (Kalokerinos et al., 2020; Brown et al., 2019; Mader et al., 2023). Moreover, the findings are also relevant to social and psychological well-being. Neurotic individuals are known to experience difficulties in

emotional regulation, which can contribute to increased stress and maladaptive behaviors (Kobylińska et al., 2020). Additionally, studies suggest that neuroticism is associated with social media fatigue and the fear of missing out (FOMO), particularly in emotionally unstable individuals (Nurhamidin & Huwae, 2024; Ashiru et al., 2022). Given the respondents' tendencies toward emotional sensitivity and occasional difficulty in stress management, interventions aimed at improving emotional regulation skills could help mitigate the negative effects of high neuroticism (Kobylińska et al., 2020).

Table 4

Distribution of Students' Academic Performance in Terms of General Weighted Average Grade

GWA	First Period Frequency	Grading Percent	Second Period Frequency	Grading Percent
75 Passing	1	.4	0	0
76-78 Low Satisfactory	2	.7	2	.7
79-81 Acceptable	13	4.6	12	4.3
82-84 Fairly Satisfactory	88	31.4	93	33.2
85-87 Satisfactory	115	41.1	102	36.4
88-90 Good	58	20.7	67	23.9
91-93 Very Good	3	1.1	4	1.4
Total	280	100.0	280	100.0

Table 4 shows the distribution of students' academic performance in terms of general weighted average grades. In the first grading period, the distribution of general weighted average (GWA) scores shows that the majority of students (41.1%) scored in the "Satisfactory" range (85-87), followed by 31.4% in the "Fairly Satisfactory" range (82-84). A smaller portion of students scored in the "Good" (20.7%) and "Acceptable" (4.6%) ranges. Only a few students scored in the "Low Satisfactory" (0.7%) and "Passing" (0.4%) ranges, and a very small group (1.1%) achieved "Very Good" scores (91-93).

In the second grading period, the distribution remains similar, with slight changes. The "Fairly Satisfactory" range saw a slight increase to 33.2%, while the "Satisfactory" range decreased to 36.4%. The number of students in the "Good" range increased to 23.9%, and the "Very Good" category saw a slight rise to 1.4%. Notably, no students scored in the "Passing" range, and the "Low Satisfactory" category remained steady at 0.7%. The observed improvement in student performance from the first to the second grading period, as reflected in the slight increase in higher GWA categories, can be linked to the role of emotional intelligence (EI) in academic success. Research suggests that students with higher emotional intelligence (EI) tend to perform better academically because they are better equipped to manage stress, regulate emotions, and maintain motivation (Jun & Ryue, 2023; Valente et al., 2022). These abilities are crucial in handling the pressures of academic life and fostering resilience, which may explain the improvement in performance during the second grading period. Moreover, the increase in students scoring in the "Good" and "Very Good" ranges, along with the decline in the "Satisfactory" category, aligns with findings that emotional intelligence contributes to better focus and study habits (Edwar & Sulastri, 2023; Lubguban, 2021). As students progress through the academic term, they may develop stronger emotional regulation strategies, which enable them to overcome initial challenges and improve their learning outcomes.

Additionally, emotional intelligence facilitates better communication and peer collaboration, both of which contribute to academic growth and engagement in educational settings (Flamini et al., 2020). The steady performance of students in the lower GWA categories, with no increase in those scoring in the "Passing" range and minimal representation in the "Low Satisfactory" category, further supports the idea that emotional intelligence plays a role in students' ability to persist through academic difficulties. Students with stronger emotional regulation skills are more likely to stay motivated and committed to their academic goals, which reinforces the connection between emotional intelligence (EI) development and sustained academic

improvement (Sun, 2022; Valente et al., 2022).

Disclosed in Table 5 are the 20 paths showing the connections of the independent variable to the dependent variable. *Beta* coefficients are highly significant in the connections between motivation and openness (0.365), conscientiousness (0.244), extraversion (0.260), and agreeableness (0.314). This is backed up by $p < 0.001$. The same holds for the links between self-regulation and openness ($r = 0.246$), conscientiousness ($r = 0.186$), agreeableness ($r = 0.274$), and neuroticism ($r = 0.210$). Social skills showed a direct and highly significant connection with openness ($r = 0.262$), conscientiousness ($r = 0.284$), extraversion ($r = 0.345$), and neuroticism ($r = 0.299$). However, self-awareness did not show a direct link to openness ($r = 0.032$) or neuroticism ($r = 0.024$). Social skills did not correlate with agreeableness, yielding a negligible value of 0.077.

The strong connection between motivation and openness suggests that individuals who are naturally curious and open to new experiences tend to have higher intrinsic motivation. This aligns with studies showing that openness fosters a desire for intellectual stimulation, creativity, and exploration, which drives people to persist in academic and professional pursuits (Fuentes et al., 2020; Ahmadi et al., 2021). Their ability to adapt to new ideas and embrace challenges enhances their motivation to learn, innovate, and achieve long-term goals. Extraverts are naturally energetic and thrive in socially engaging and dynamic environments. Their motivation is reinforced by their enthusiasm, external validation, and ability to draw energy from social interactions (Doménech et al., 2024). This explains the significant link between extraversion and motivation, as extraverted individuals are more likely to seek leadership roles, engage in teamwork, and pursue success through interpersonal connections. Research indicates that individuals high in neuroticism often experience anxiety, self-doubt, and emotional instability, which can negatively impact their ability to stay motivated (Bajwa et al., 2021; Piirtola et al., 2021). These individuals may struggle with self-regulation and perseverance, making it difficult for them to maintain focus on long-term goals. Instead of being intrinsically or extrinsically motivated, they may exhibit avoidance motivation, meaning they are more focused on avoiding failure than actively pursuing success.

Table 5

Path Coefficients and p-values for Hypothesis Testing

	Beta (β) Coefficient	<i>p</i> -value	Interpretation
H ₀₁ : Emotional Intelligence → Type of Personality			
MOTIV→OPEN	0.365	<0.001	Highly Significant
MOTIV→CONSC	0.244	<0.001	Highly Significant
MOTIV→EXTVER	0.260	<0.001	Highly Significant
MOTIV→AGREE	0.314	<0.001	Highly Significant
MOTIV→NEURO	0.144	0.007	Significant
AWARE→OPEN	-0.032	0.294	Not Significant
AWARE→CONSC	0.154	0.004	Significant
AWARE→EXTVER	0.083	0.080	Not Significant
AWARE→AGREE	0.155	0.004	Significant
AWARE→NEURO	0.024	0.346	Not Significant
SELFREG→OPEN	0.246	<0.001	Highly Significant
SELFREG→CONSC	0.186	<0.001	Highly Significant
SELFREG→EXTVER	0.138	0.010	Significant
SELFREG→AGREE	0.274	<0.001	Highly Significant
SELFREG→NEURO	0.210	<0.001	Highly Significant
SOCIAL→OPEN	0.262	<0.001	Highly Significant
SOCIAL→CONSC	0.284	<0.001	Highly Significant
SOCIAL→EXTVER	0.345	<0.001	Highly Significant
SOCIAL→AGREE	0.077	0.097	Not Significant

SOCIAL→NEURO	0.299	<0.001	Highly Significant
Ho2: Emotional Intelligence → Academic Performance			
MOTIV→GWA	-0.136	0.011	Significant
AWARE→GWA	-0.102	0.041	Significant
SELFREG→GWA	-0.029	0.312	Not Significant
SOCIAL→GWA	0.088	0.068	Not Significant

Legend: p-value < 0.001 Highly Significant; p-value < .05 Significant

The results also indicate that self-awareness has a significant influence on conscientiousness and agreeableness but does not have a strong impact on openness, extraversion, or neuroticism. The significant relationship between self-awareness and conscientiousness ($p = 0.004$) aligns with research suggesting that self-awareness enhances self-regulated learning, goal-setting, and personal discipline (Otgon, 2022; Mäkinen et al., 2021). Similarly, the strong correlation between self-awareness and agreeableness ($p = 0.004$) supports findings that understanding one's emotions improves social interactions and fosters empathy, cooperation, and inclusive environments (Wamsler & Restoy, 2020; Guerrero & Ramos-Salazar, 2015). However, the non-significant relationship between self-awareness and extraversion ($p = 0.080$) suggests that while self-awareness aids in emotional regulation and communication (Xu, 2023), it does not directly determine sociability or assertiveness. Likewise, its lack of correlation with openness ($p = 0.294$) implies that while self-awareness encourages reflection and critical evaluation (Kusumastuti, 2024), it does not necessarily predict a person's curiosity or creativity. Lastly, the absence of a significant link between self-awareness and neuroticism ($p = 0.346$) suggests that while emotional intelligence can help regulate emotions, neurotic traits may be influenced by other factors such as coping mechanisms and resilience (Bradshaw, 2024; Zambrano et al., 2020). These findings reinforce the role of self-awareness in enhancing conscientious behavior and social harmony but suggest that its influence on other personality traits may be indirect or dependent on additional factors. Furthermore, self-regulation plays a crucial role in managing stress, maintaining focus, and adapting to challenges, making it an essential factor in personal and academic performance (Rahayu et al., 2017; Xu, 2023). Effective self-regulation strategies contribute to resilience, allowing individuals to navigate demanding environments while sustaining productivity and emotional well-being (Jing-jing et al., 2022; Rasanty & Qudsyi, 2023).

Additionally, social skills are key determinants of effective interpersonal interactions, influencing teamwork, leadership, and conflict resolution (Boyatzis et al., 2014; Sax & Gewertz, 2015). Individuals with strong social skills can navigate complex social dynamics, communicate effectively, and foster collaboration - all of which are crucial in both educational and professional settings. However, the weaker connections between self-awareness and certain personality traits highlight the nuanced role of self-reflection in personal development. While self-awareness is essential for self-improvement and emotional intelligence (Wamsler & Restoy, 2020; Paoletti & Ben-Soussan, 2021), its impact may depend on external factors such as feedback, social context, and the ability to translate self-knowledge into actionable behaviors (Zambrano et al., 2020; Bradshaw, 2024). Given these findings, integrating emotional intelligence training in education can help individuals develop balanced motivation, self-regulation, and social competence, equipping them with essential skills for academic and professional success (Edwar & Sulastri, 2023; Lubguban, 2021).

Table 5 also reveals ($\beta = -0.136$) the negative connections between motivation ($\beta = -0.136$, $p = 0.011$) and self-awareness ($\beta = -0.102$, $p = 0.041$) and the students' academic performance, as represented by their combined general weighted average during the first and second grading periods. Still, these connections are held significant as they entered the structural model estimates. These findings challenge the common perception that motivation and self-awareness always lead to better academic performance. While emotional intelligence (EI) is widely recognized as a key factor in academic success (Jun & Ryue, 2023; Valente et al., 2022), its specific components may not always have a straightforward positive impact. In this case, the negative association suggests that higher

motivation and self-awareness may, under certain conditions, contribute to academic pressure rather than improved grades.

One possible explanation is that students with higher self-awareness may become overly critical of their academic performance, leading to increased stress and self-doubt, which could hinder their ability to perform well in assessments (Sun, 2022). Instead of fostering resilience, excessive self-awareness may cause students to focus too much on their perceived weaknesses rather than on practical strategies for improvement. Similarly, while motivation is generally linked to academic success, its negative correlation in this study may indicate that students with high motivation experience heightened pressure to meet their expectations. If motivation is driven by a fear of failure rather than a genuine passion for learning, it can lead to stress and burnout, ultimately negatively affecting academic performance (Edwar & Sulastrri, 2023; Lubguban, 2021). In highly competitive academic environments, students may push themselves to the point of exhaustion, which can compromise their ability to retain information and perform effectively. Beyond individual performance, emotional intelligence influences the learning environment by shaping how students respond to academic challenges. Students who struggle with managing the emotional aspects of motivation and self-awareness may find it challenging to balance their academic workload, collaborate with peers, or seek help when needed (Flamini et al., 2020). This aligns with the idea that emotional intelligence must be developed holistically, ensuring that students learn to regulate their emotions and apply motivation constructively rather than experiencing it as an added source of academic pressure.

Overall, while emotional intelligence is crucial in academic settings, these findings highlight the complexity of its components. Not all aspects of EI lead to higher academic performance, particularly when they intensify stress or self-imposed pressure. Therefore, educational programs that integrate emotional intelligence should focus not only on fostering motivation and self-awareness but also on teaching students how to channel these traits into productive study habits and stress management techniques (Valente et al., 2022; Sun, 2022).

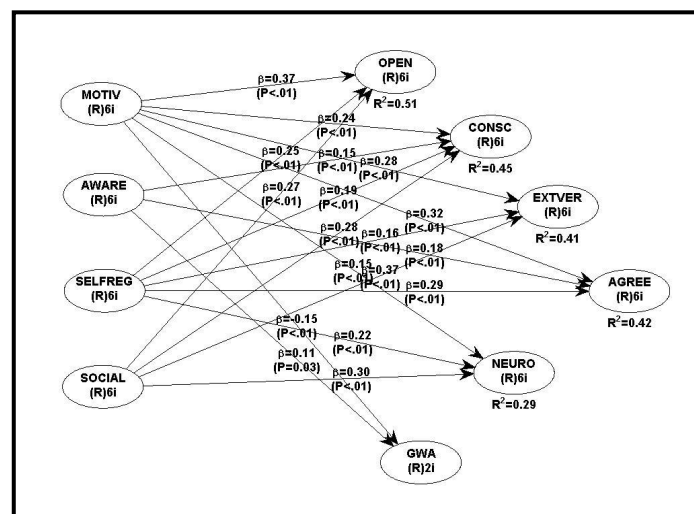


Figure 3. Emerging Model

With a few paths that were not considered significant in the structural model, a new model emerges and is displayed in Figure 3. As depicted in the model, motivation and self-regulation domains maintained direct paths leading to the five domains of personality traits. Meanwhile, self-awareness and social skills have three and four links, respectively, with the dependent variable, personality traits. Coefficients of determination ranged from 0.29 to 0.51. These indicate the combined effect of emotional intelligence domains on the type of personality. Significance levels represented by p -values are also indicated in each path.

Table 6

An intervention program to enhance the emotional intelligence of the respondents

EI Domain	Intervention Strategies	Objectives	Expected Outcomes	Responsible Unit/Personnel
Motivation	Workshops on goal setting and perseverance	Help students establish clear academic and personal goals	Increased academic engagement	Student Affairs Office, Faculty Members
	Intrinsic motivation strategies	Foster sustained motivation and resilience	Improved persistence in achieving goals	
Self-Awareness	Self-reflection exercises	Enhance students' ability to recognize emotions and personal strengths	Better emotional regulation	Guidance and Counseling Office, Faculty Members
	Peer feedback sessions	Promote self-assessment for personal growth	Improved self-perception and adaptability	
Self-Regulation	Mindfulness and stress reduction exercises	Develop strategies for managing stress and emotional responses	Reduced anxiety and stress levels	Guidance and Counseling Office, Health Services Unit
	Time management workshops	Improve students' focus and decision-making	Enhanced emotional stability and resilience	
Social Skills	Group communication and teamwork activities	Strengthen interpersonal relationships and teamwork abilities	Better peer interactions and teamwork	Student Affairs Office, Student Organizations, Faculty Members
	Conflict resolution training	Improve communication and collaboration skills	Increased confidence in social situations	

Emotional intelligence (EI) plays a crucial role in academic success, personal development, and future leadership potential (Boyatzis et al., 2014). To strengthen students' emotional intelligence (EI), a structured intervention program focusing on motivation, self-awareness, self-regulation, and social skills has been proposed. Each component is designed to develop key competencies that contribute to emotional resilience, academic engagement, and effective interpersonal relationships. Motivation is a driving force behind academic achievement and long-term success. Workshops on goal setting and perseverance will help students establish clear academic and personal objectives, reinforcing the importance of intrinsic motivation in sustained effort and resilience (Fuentes et al., 2020; Ahmadi et al., 2021). Research suggests that students with strong intrinsic motivation are more likely to persist through academic challenges, leading to increased engagement and goal attainment (Siqueira et al., 2020). The use of intrinsic motivation strategies will further encourage students to develop self-driven learning behaviors, ensuring greater persistence in achieving their goals (Arfianti & Azmi, 2021). Self-awareness is foundational to emotional intelligence, as it enables individuals to recognize their emotions, strengths, and areas for improvement (Wamsler & Restoy, 2020). The inclusion of self-reflection exercises will encourage students to assess their emotional responses and personal growth, promoting better emotional regulation and decision-making (Paoletti & Ben-Soussan, 2021).

Additionally, peer feedback sessions will create a supportive learning environment where students can receive constructive feedback from their peers, leading to improved self-awareness and adaptability (Zambrano et al., 2020). Self-regulation is essential for managing stress, emotions, and impulses, particularly in academic settings where students face high-pressure situations (Jing-jing et al., 2022). Mindfulness and stress reduction exercises will help students develop emotional regulation strategies, contributing to lower anxiety and improved well-being (Sun, 2023). Additionally, time management workshops will equip students with practical skills to enhance focus and productivity, leading to greater emotional stability and resilience (Donkor & Toplis, 2017). Social skills are critical for effective communication, teamwork, and leadership. Group communication and teamwork activities will strengthen students' interpersonal relationships, leading to better collaboration and teamwork in academic and professional settings (Boyatzis et al., 2014). Furthermore, conflict resolution training will enhance students' ability to navigate disagreements constructively, leading to increased confidence in social interactions and improved communication skills (Sax & Gewertz, 2015).

This intervention program aligns with the broader goal of developing emotionally intelligent students who can navigate academic and social challenges with confidence and resilience. By integrating structured activities that target motivation, self-awareness, self-regulation, and social skills, students will be better prepared for both academic success and future professional roles.

4. Conclusion

Based on the summary of the findings presented, the following conclusions can be drawn: The study reveals that students' unforgettable academic experiences are closely linked to their emotional intelligence, specifically in terms of motivation, self-awareness, self-regulation, and social skills. The study concludes that students exhibit high levels of motivation, self-awareness, self-regulation, and social skills, indicating their ability to set and pursue academic goals, manage their emotions effectively, and engage with others. These findings suggest that students possess the emotional capabilities needed to navigate academic challenges and build positive social connections. Students generally exhibit high levels of openness, conscientiousness, extraversion, and agreeableness, reflecting their positive traits in areas such as personal growth, responsibility, social interaction, and empathy. However, there is a moderate to high level of neuroticism, suggesting that while students show emotional stability, they may still experience occasional emotional challenges. Overall, the findings indicate well-rounded personality traits that contribute to their academic and social engagement. The students' performance in both grading periods was generally consistent, with most maintaining a satisfactory academic standing. The increase in students achieving a "Good" GPA in the second grading period suggests a slight improvement in academic performance, though the overall distribution remains relatively stable. Self-awareness is essential for self-improvement and emotional intelligence. Its impact may depend on external factors such as feedback, social skills, and the ability to translate self-knowledge into actionable behavior. Motivation and self-awareness have a complex relationship with academic performance, as they are negatively associated with GPA, suggesting that emotional intelligence alone may not always predict academic success.

4.1 Recommendations

To build on the insights gathered and provide actionable steps that individuals, organizations, and educational institutions can take to cultivate and reinforce emotional intelligence. The Academic Affairs Office and Student Affairs Office may implement targeted programs to strengthen motivation, self-awareness, self-regulation, and social skills, helping students better manage emotions and maintain academic engagement. The Guidance and Counseling Office, in collaboration with faculty members, may offer workshops and mentorship programs focused on goal setting, emotional management, and interpersonal skills to further help students navigate academic and social challenges. The Guidance and Counseling Office and Health Services Unit may offer stress management initiatives and counseling support to help students cope with emotional challenges, particularly those related to neuroticism, while reinforcing their strengths in openness, conscientiousness, extraversion, and agreeableness. The Academic Affairs Office and faculty members can

continue to assess academic performance trends and implement interventions, such as study support programs and peer mentoring, to help students maintain or improve their academic standing. The Student Affairs Office and student organizations can design activities that reinforce motivation, self-regulation, and social skills to cultivate positive personality traits and enhance students' adaptability in both academic and social settings. The Curriculum Development Office, in coordination with faculty members, may encourage a holistic approach to learning by combining emotional intelligence development with effective study habits, time management, and academic support systems to optimize student performance. Future researchers may investigate how emotional intelligence influences leadership effectiveness, strategic decision-making, and conflict resolution in business settings.

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