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EMOTIONAL INTELLIGENCE ON THE ACADEMIC ACHIEVEMENT OF THE STUDENTS IN HOME ECONOMICS AND INDUSTRIAL ARTS IN THE NEW NORMAL

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A B S T R A C T :

This study determined the relationship between emotional intelligence and the academic achievement of students in Home Economics and Industrial Arts in Pasig National High School, Candaba, Pampanga during the School Year 2020-2021. Using the mixed methods of research with 548 students as respondents of the study, findings showed that: majority of the students are male, with family monthly income of P1,000 to P12,000, and took Industrial Arts as their area of specialization. The senior high school students assessed their emotional intelligence as above average. The academic performance of these students in Home Economics and Industrial Arts was described as "very satisfactory". Based on the findings of the study, the following conclusions were found: There is a significant difference between the students' emotional intelligence in terms of personal competence as to self-awareness when they are grouped according to sex. Female students had higher level of self-awareness as compared to male. There is a significant difference among the students' academic achievement in Home Economics and Industrial Arts when they are grouped according to family income. Students whose monthly family income ranged from P12,001 – P24,000 had higher grades in the subject. There is significant relationship between student respondents' emotional intelligence and their academic achievement in Home Economics and Industrial Arts under new normal.

Keywords: Emotional Intelligence, Emotional Receptivity, Emotion Regulation,Home Economics, Self-Awareness

Introduction

Current COVID-19 pandemic, which began in China and nearly spread to every nation on the planet, is one of the most pressing public health crises of international concern. The novel coronavirus that causes this disease, SARS-CoV-2 (formerly known as 2019-nCoV), has drawn interest from all around the world due to the rising number of cases and concerns about how to eradicate it and slow the spread of infections (Guo et al., 2020). Coughing, sneezing, respiratory droplets, or aerosols from close contact with an infected person might spread the symptoms, which include fever, coughing, and shortness of breath (Shereen et al., 2020).

Though it affects people of all ages, it is most vulnerable to adults, children and people with underlying medical conditions (WHO, 2020). The number of illnesses and fatalities is still rising globally as of right now. The World Health Organization (WHO, 2020) recommends containment, mitigation, contact tracing, self-isolation, social distancing, face mask use, enhanced health care systems, hand washing, and surface cleaning as ways to prevent the infection.

In an effort to slow the virus's spread, the COVID-19 pandemic is forcing all schools to quickly and completely implement remote work, online learning, and other measures. Even if learning cannot take place in person, it is crucial that it continue in this unpredictable setting. For those who are learning, teaching, or working remotely, the Department of Education (DepED) is making expert faculty, best practices, and other online learning materials available.

The COVID-19 pandemic quickly expanded the use of video streaming, e-learning, remote work, and other technologies. Currently, team chat messages and private chat messages are the most often used remote communication methods. Additionally, a number of suggestions have surfaced to assist educators in the process of online education. Additionally, for certain students who have limited access to technology, mobile learning has emerged as a viable substitute. According to some research on student feedback on e-classes, the primary issue was a bad internet connection, and students were happy with the teacher's style of instruction (Berenson, Boyles, and Weaver, 2020).

In relation to autonomous learning, a great deal of research has been done on the idea of self-regulated learning (SRL), which holds that students are competent, self-aware, and capable of choosing their own learning strategy. They are also engaged and accountable for their own learning process. Furthermore, some research revealed that students' academic performance in online learning was highly impacted by emotional intelligence. Strong

emotional intelligence was linked to greater success in both online and classroom settings, according to research (Andrew, Armstrong, Roslyn, Galligan, Christine, and Critchley, 2016). To ensure effective performance in modular and e-learning environments, this research and the creation of suitable instruments for learners' evaluation and self-evaluation have become increasingly important during the COVID-19 pandemic.
According to Richards and Pryce (2015), people with high emotional intelligence are better able to manage stress, perform better, and have lower turnover. Therefore, optimism, happiness, the ability to adapt and change, and the capacity to control intense emotions and stressful situations without losing control are all associated with emotional intelligence.

In their 1990 paper of the same name, Salovey and Mayer introduced the term "emotional intelligence" (EI) for the first time. They were the ones who provided a definition in connection with research and analysis on intelligence, social intelligence, and emotions, coming to the conclusion that emotional intelligence is a subset of social intelligence, which is the capacity of an individual to keep track of his own feelings as well as those of others, distinguish between them, and use that information to direct his behavior and thoughts (Srivastava, 2016). To put it another way, emotional intelligence enables people to use their feelings to support arguments and advance their thought processes.
Personality traits and emotional intelligence go hand in hand. Emotional intelligence is the mental capacity that refers to an improvement in the way one thinks. According to Jena and Pradhan (2015), emotional intelligence (EI) is a concept that can be defined as paying attention to and differentiating one's emotions, accurately recognizing one's own emotions as well as those of others, having emotional empathy, controlling emotions or moods, being self-motivated, having good social and communication skills, responding with appropriate adaptive emotions and behaviors in various life situations, and ultimately striking a balance between one's personal life, education, career, and social life.

Emotions and cognition have worked together to improve human capital, and research in the fields of psychology and emotional intelligence (EI) has advanced dramatically in recent years. In order to successfully navigate the social environment and handle interpersonal interactions and social challenges, an emotionally intelligent person must be able to identify, use, comprehend, and regulate emotions, according to Blass (2015). In the same way, emotional intelligence (EI) is a crucial idea that aids in comprehending individual variances in students' daily lives.
Online learning or e-learning represents a new and important process of providing learning and lessons through online platforms to different aged students and to different types of people. Online learning is an option that offers the opportunity to learn from home and to organize time efficiently for all (Kaymak & Horzum, 2015).

Online learning's innovation and growth offered a another method of obtaining education. As a result, this kind of learning is typically preferred by those with disabilities. The student's perseverance remains an internal factor connected to strength and resilience, which helps all interested parties develop perseverance and self-determination, thereby assisting in achieving a successful outcome. It is true that this educational form faces challenges related to direct communication. In addition, perseverance, dedication, and drive are included as traits of the objective of remaining involved and achieving success (Verdinelli and Kutner, 2016).
In today's learning environment, which may now integrate technological tools to promote knowledge acquisition, the learning process that is student-focused or facilitated by direct contact with the instructor is a significant topic. In order to influence students' growth, learning is now adjusted to the new environment (Palos, Costea, Munteanu, and Drobot, 2015).

There are several arguments in the literature for and against this kind of learning. Students in online classes performed better than those receiving traditional face-to-face instruction, according to a 2010 research by the Sloan Foundation on the state of online learning. Emotion has grown in importance in the learning process in recent years, and studies show that emotional intelligence can predict students' academic performance, even though most of them focus on classroom learning activities rather than online learning (Allen, Elaine, & Seaman, 2015).
Learning is said to be influenced by an individual's emotional reaction to a learning environment. It has been proposed by researchers that e-learning and emotionally charged learning platforms are related, leading to better learning outcomes and happier students. Additionally, they have proposed that, in contrast to students with low EI, those with high EI are more driven and goal-oriented. Furthermore, it has been demonstrated that EI affects students' satisfaction with online education (Cooley, 2015).

It has been demonstrated that Emotional Intelligence (EI) is a useful tool in the corporate world and can predict academic achievement in traditional learning environments. It describes effective leaders and their capacity for relationship management and development. EI has a positive correlation with a student's age when it comes to online achievement. The task of the next decade is to investigate the connection between success and the online environment, given the constant changes in education. Unlike traditional learning, online learning requires specialized abilities from both the teacher and the learner. While conventional learning allows teachers to properly monitor their students, online learners must be encouraged to graduate without face-to-face interaction (Kumar, Muniandy, Wan Yahaya, and Cowan, 2016).
Motivation and emotional intelligence traits (self-regulation, self-management, self-assessment, perseverance, etc.) are hence predictive of online learning performance. From the classroom to the online setting, psychology and affective skills—including coping mechanisms, emotional reactions, and interpersonal skills—are transferred (Regan, 2018).

Goldsworthy even succeeded in incorporating EI into methods of online training. He created resources for online learning that may sustain motivation and teamwork while fostering personal emotional abilities. Since emotionally intelligent conduct turns into an adaptive one under pressure, emotional intelligence and resilience may also be closely related. Higher EI people are better able to handle the emotional strain of difficult situations. Accordingly, emotional intelligence (EI) is thought to mitigate the impact of adverse experiences by fostering emotional self-awareness, expression, and regulation (Ebrahimi & Rahmani, 2018).

Based on the aforementioned premise, this study was designed with the expectation that students' academic performance, particularly in Home Economics and Industrial Arts, would be significantly correlated with their emotional intelligence.

Statement of the Problem

This study determined the relationship between emotional intelligence and the academic achievement of students in Home Economics and Industrial Arts in Pasig National High School, Candaba, Pampanga during the School Year 2020-2021.

Specifically, this study sought answers to the following questions:

1. How may the demographic profile of the student respondents be described in terms of:
   - 1.1 sex;
   - 1.2 family income; and
   - 1.3 Area of specialization;
     - 1.3.1 Home Economics; and
     - 1.3.2 Industrial Arts?
2. How may the emotional intelligence of the student respondents in the new normal be described in terms of the following categories:
   - 2.1 personal competence;
     - 2.1.1 self-awareness;
     - 2.1.2 self-motivation;
     - 2.1.3 emotion regulation;
   - 2.2 social competence;
     - 2.2.1 social awareness;
     - 2.2.2 social skills; and
     - 2.2.3 emotional receptivity?
3. How may the academic achievement of the student respondents in Home Economics and Industrial Arts under new normal be described?
4. Is there a significant difference between and among the students' emotional intelligence when they are grouped according to their demographic profile?
5. Is there a significant difference between and among the students' academic achievement in Home Economics and Industrial Arts when they are grouped according to their demographic profile?
6. Is there a significant relationship between student respondents' emotional intelligence and their academic achievement in Home Economics and Industrial Arts under new normal?
7. How important is the emotional intelligence of the students in their academic achievement in Home Economics and Industrial Arts under new normal?
8. What program of activities could be derived from the results of the study?

Hypotheses

The following hypotheses were tested at 0.05 significance level:

1. There is no significant difference between and among the students' emotional intelligence when they are grouped according to their demographic profile.
2. There is no significant difference between and among the students' academic achievement in Home Economics and Industrial Arts when they are grouped according to their demographic profile.
3. There is no significant relationship between student respondents' emotional intelligence and their academic achievement in Home Economics and Industrial Arts under new normal.

Conceptual Framework

Based on the theory, related studies and literature cited and explained above, the researcher came up with the paradigm that served as guide in the conduct of the study.

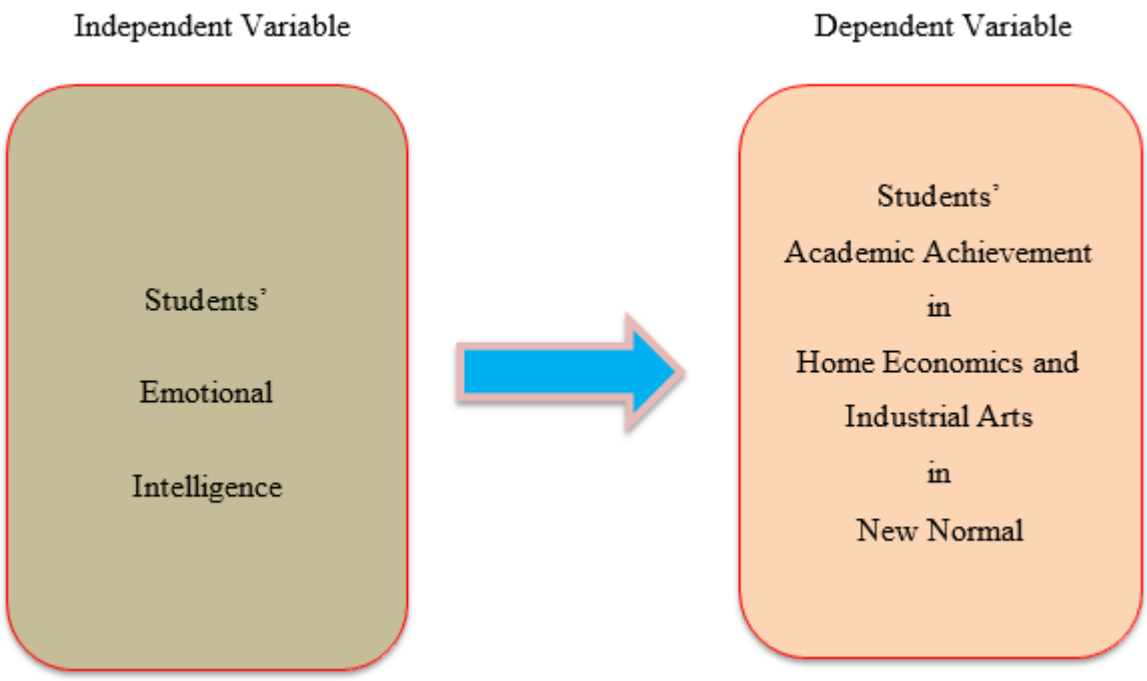

Figure 1. Paradigm of the Study

Figure 1 shows that the independent variable in the present study is the students' emotional intelligence in terms of personal competence as to self-awareness, self-motivation, and emotion regulation, and social competence as to social awareness, social skills and emotional receptivity. This variable was hypothesized to influence (as implied by the arrowhead) the dependent variable which is the academic achievement in Home Economics and Industrial Arts in the new normal.

METHODOLOGY

The information about the research and sampling procedures that was utilized by the researcher are provided in this chapter. The research design that was employed, as well as the data gathering techniques, and data analysis scheme are also discussed in this chapter.

Research Design

The mixed methods design, in which the qualitative part comes after the quantitative phase, was used in this investigation. The integrated use of qualitative and quantitative methods in a single study or ongoing program of inquiry is the foundation of mixed methods research, according to Fetters (2020). The qualitative stage comes after the quantitative stage.

This method was used to obtain a clearer picture from the quantitative data, and then to use the qualitative data to provide better understanding and explanation of the study in question. In order to be able to explore an in-depth analysis of the quantitative data, the researcher gathered qualitative data from participants which could assist explain quantitative results.

The researcher believed that mixed methods inquiry can help him gain a more comprehensive understanding of the influence of students' emotional intelligence on their academic achievement in Home Economics and Industrial Arts in the new normal.

Data Gathering Techniques

Before the conduct of the study, the researcher sought permission from the Schools Division Superintendent of Pampanga. Upon receiving the approved permit, the researcher also asked permission from the principal of the school respondent to solicit the needed data (quantitative and qualitative) from the senior high school students.

For the quantitative data gathering, the researcher utilized closed-ended questionnaire which is composed of two (2) parts. Part I of the questionnaire consisted of items that gathered the demographic profile of the respondents. Meanwhile, Part II was adapted from Mehta and Singh (2013) which was utilized to describe the student respondents' emotional intelligence. Due to the pandemic times, administration of this questionnaire was done through the use of social media platforms such as facebook, twitter, e-mail, and google classroom.

For the qualitative data collection, open-ended questions which were personally made by the researcher in conjunction with the problems presented in the preceding chapter were asked to the target respondents thru interview. The said interview was conducted through phone call, viber or messenger. The data gathered in this phase were used to further explain, validate and support the quantitative findings of the study. This was done to arrive at a more in-depth explanation and analysis of all the quantitative results of the study.

Sampling Procedures

Total enumeration was applied in determining the senior high school respondents of the study. All senior high school students in Pasig National High School, Candaba, Pampanga were requested to participate in the conduct of the study.

Total population sampling is a type of purposive sampling technique that involves examining the entire population (i.e., the total population) that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.). In total population sampling, researchers choose to study the entire population because the size of the population that has the particular set of characteristics that they are interest in is typically very small. Therefore, if they failed to include a small number of units (e.g., people) in their research, a significant piece of the puzzle that they are trying to understand may be missing (http://dissertation.laerd.com/total-population-sampling.php).

It can be seen from Table 1 that the respondents were categorized according to their area of specialization such as Home Economics and Industrial Arts. Additionally, Home Economics in Grade 11 was categorized as Bread and Pastry while in Grade 12 it was categorized as Wellness Massage and Hairdressing. For Industrial Arts in Grades 11 and12 the majors are Automotive, Shielded Metal Arc Welding and Electrical Installation and Maintenance. Further observation of the same table shows that there are 277 respondents from Grade 11 and 271 respondents from Grade 12 with a grand total of 548 senior high school students. It can also be noticed from the table that there are 166 male students in Grade 11 which is bigger than the number of female (111). The same is true in Grade 12, male respondents is 141 which is a little bit bigger than the number of female which is 130.

For the qualitative part of the study, five (5) students per section were requested to participate in the semi-structured interviews. Before the interview, these students were given prior information about the topics to be discussed during the said interview for them to be ready for the questions to be asked.

Table 1. Distribution of Student Respondents

Major and Section	Sex		Total
	Male	Female	
Grade 11 - Home Economics			
Bread and Pastry			
Section A	6	29	35
Section B	2	33	35
Section C	5	31	36
Grade 11 - Industrial Arts			
Automotive	42	0	42
Shielded Metal Arc Welding			
Section A	28	7	35
Section B	27	8	35
Electrical Installation and Maintenance			
Section A	28	1	29
Section B	28	2	30
Subtotal	**166**	**111**	**277**
Grade 12 - Home Economics			
Wellness Massage			
Section A	4	37	41
Section B	2	37	39
Hairdressing	8	37	45
Grade 12 - Industrial Arts			
Automotive	49	0	49
Shielded Metal Arc Welding			
Section A	27	7	34
Section B	19	12	31
Electrical Installation and Maintenance	32	0	32
Subtotal	**141**	**130**	**271**
Grand Total	**307**	**241**	**548**

Data Analysis Scheme

After collecting all the questionnaires, these were organized, tallied tabulated, and analyzed using some statistical tools.

Descriptive Statistics such as range, mean and standard deviation was utilized to describe the senior high school students' academic achievement in Home Economics and Industrial Arts under new normal.

On the other hand, weighted mean was computed to describe students' emotional intelligence in terms of personal competence as to self-awareness, self-motivation, and emotion regulation, and social competence as to social awareness, social skills and emotional receptivity.

Pearson Product-Moment Correlation Coefficient was applied to determine if significant correlations existed between the dependent and independent variables.

For the gathered qualitative data, coding was utilized. The purposes of coding are partly data reduction (to help the researcher get a handle on large amounts of data by distilling along key themes), partly organization (to act as a 'finding aid' for researchers sorting through data), and partly a substantive process of data exploration, analysis, and theory-building (Cope, 2010).

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the relationship between students' emotional intelligence and their academic achievement in Home Economics and Industrial Arts in the new normal.

The Academic Achievement of the Students in Home Economics and Industrial Arts

The academic performance of the senior high school students in Home Economics and Industrial Arts during the new normal are presented in Table 12.

Table 12. Students' Distribution when Classified According to Academic Achievement in Home Economics and Industrial Arts

Grade	F (N=548)	Percent	Verbal Description
90 and above	122	22.26	Outstanding (O)
85 – 89	148	27.01	Very Satisfactory (VS)
80 – 84	171	31.20	Satisfactory (S)
75 – 79	105	19.16	Fairly Satisfactory (FS)
74 and below	2	0.36	Did Not Meet Expectations (DNE)
Range	71 – 99		
Mean	85.63		
Verbal Description	Very Satisfactory		
Standard Deviation	5.22		

It can be examined from the table that almost one-third or 31.20 percent of the students received grades within the bracket of 80 to 84. Meanwhile, 27.01 percent obtained grades from 85 to 89; 19.16 got grades from 75 to 79; 0.36 precent obtained grades that lie within the bracket of 74 and below; and the remaining 22.26 percent yielded grades within the bracket of 90 and above.

Further examination of the table reveals that the grades of the junior high school students in Filipino ranged from 71 to 99 with a mean of 85.63 which is verbally described as "very satisfactory". Meanwhile, the standard deviation which measures the spread of the students' grades from the mean was recorded at 5.22.

These results disclose that approximately, 373 senior high school students registered grades that ranged from 80 to 91. These findings also show that the grades of the students in Home Economics and Industrial Arts is heterogenous.

The Difference between and among the Students' Emotional Intelligence when Grouped According to their Demographic Profile

Table 13 summarizes the results of the t-test (for sex) and F-test analyses (for family income, and area of specialization) which were done to determine if significant difference existed between and among the students' emotional intelligence when grouped according to their demographic profile.

Table 2 Results of F-test/t-test Analysis for Emotional Intelligence and Demographic Profile

Emotional Intelligence	Demographic Profile		
Personal Competence	Sex	Family Income	Area of Specialization
self-awareness	-2.23* (0.026)	-0.757ns (0.554)	0.249ns (0.000)
self-motivation	1.02ns (0.308)	0.783ns (0.537)	0.001ns (0.985)
emotion regulation	-1.04ns (0.298)	0.755ns (0.555)	0.249ns (0.618)
Social Competence social awareness	-0.94ns (0.349)	0.676ns (0.609)	0.463ns (0.497)
social skills	-0.63ns (0.527)	0.683ns (0.604)	0.013ns (0.911)
emotional receptivity	-1.079ns (0.281)	1.299 (0.269)	0.939ns (0.333)

Legend: ** = highly significant ($p \leq 0.01$) ns = not significant, ($p > 0.05$)

Numbers in the upper entry are computed F/t-test value

Numbers enclosed in parentheses are probability values (p-values)

It can be noted from the table that significant difference was found between the male and female's emotional competence in terms of personal competence as to self-awareness. This significant difference was brought about by the fact that the computed probability value of 0.026 for these variables is less than the 0.05 level of significance. Results of the analysis revealed that female students had higher level of self-awareness as compared to male.

In the same vein, Siegling, Furnham and Petrides (2015) asserted that from a biological perspective, female is more suitably adapted to the individual's own and other's emotions as a vital factor for survival. In female brains, certain areas of emotional processing are larger than the corresponding areas in males, besides males and females are different in cerebral processing of emotions giving rise to the differences in EI.

Additionally, Nikoopour and Esfandiari (2017) found a significant difference in the trait EI of English as a Foreign Language (EFL) teachers in Iran, but there was no significant difference in their spiritual, cultural, and social intelligence. Spanish adults showed that the total ability EI score as well as scores on the four EI branches were affected by gender, where ability EI was higher in females than males.

Further examination of the same table reveals that no significant difference was found among the students' emotional intelligence when they are grouped according to family income and area of specialization.

These results showed that the emotional intelligence of the students regardless of the income of their respective families and the area of their specialization are the same.

The Difference between and among the Students' Academic Achievement in Home Economics and Industrial Arts when Grouped According to Demographic Profile

Table 14 displays the results of the t-test (for sex) and F-test analyses (for family income, and area of specialization) which were performed solely to determine if significant difference existed between and among the students' academic achievement in home economics and industrial arts when they are grouped according to their demographic profile.

Table 3. Results of F-test/t-test Analysis for Academic Achievement in Home Economics and Industrial Arts and Demographic Profile

Profile	t-test/F-test Value	p-value
Sex	1.251	0.212 ns
Family Income	2.944	0.020 *
Area of Specialization	0.473	0.492 ns

Legend: * = significant ($p \leq 0.05$) ns = not significant, ($p > 0.05$)

It can be noted from the table that significant difference was found among the students' academic achievement in Home Economics and Industrial Arts when they are grouped according to monthly income of their family. Results showed that students whose family income ranged from P12,001 – P24,000 had higher grades in the aforementioned subject. This is due to the fact that the families of these students had the capacity to support the educational needs.

According to Daguno-Bersamina & Relativo (2020) in the Philippines, the availability of resources will have a significant impact on the students' distance learning journey and will widen the education gap. Some students from low-income households or remote areas do not have internet access and gadgets; and as per Albay Rep. Joey Salceda shared, only 17% of Filipino students have internet access at home and only 3.74% have mobile phones. Being in a third-world country, even middle-class citizens struggle with resources or may require extra support, depending on how near they are the poverty line.

In addition to this, Li & Qiu (2018) stated that the human capital theory explains that education is a significant human capital investment, whereas the difference in children's educational achievement is predominantly caused by the difference of family educational investment. When family resources are bounded, parents cannot invest competently in their children's education, which in turn, affects their children's academic achievement.

However, no significant difference was found between and among the students' academic achievement when they are grouped according to sex and area of specialization. These results disclose that sex and area of specialization had nothing to do with the academic achievement of the students in Home Economics and Industrial Arts.

The Relationship between Students' Emotional Intelligence and their Academic Achievement in Home Economics and Industrial Arts Under New Normal

Table 15 exhibits the results of the Pearson product-moment correlation coefficient analysis which was done to determine if significant relationship existed between students' emotional intelligence and their academic achievement in home economics and industrial arts under new normal.

Table 4. Results of Correlation Analysis for Emotional Intelligence and Academic Achievement in Home Economics and Industrial Arts Under New Normal

Emotional Intelligence	Correlation Value (r-value)	Probability Value (p-value)
Personal Competence		
self-awareness	0.818 **	0.000
self-motivation	0.820 **	0.000

emotion regulation	0.784 **	0.000
Social Competence		
social awareness	0.795 **	0.000
social skills	0.752 **	0.000
emotional receptivity	0.853 **	0.000

Legend: ** = highly significant ($p \leq 0.01$)

It can be examined from the table that highly significant relationship was found between students' academic achievement in Home Economics and Industrial Arts under the new normal and their emotional intelligence in terms of personal competence (self-awareness, self-motivation, emotion regulation) and social competence (social awareness, social skills, emotional receptivity). This significant relationship was manifested by the computed probability value of 0.000 for these variables which is smaller than the 0.01 level of significance.

Further examination of the same table reveals that direct relationship was found between the aforementioned variables as indicted by the positive sign of the computed correlation values that ranged from 0.752 to 0.853. Moreover, these values disclose that the relationship between students' academic achievement in Home Economics and Industrial Arts under the new normal and their emotional intelligence is high.

These results imply that as the level of students' emotional intelligence increases, the level of their academic achievement in Home Economics and Industrial Arts under the new normal also increases.

Additionally, results of the present study imply that the ability of self-control of emotions is an important matter. A high emotional intelligence helps maintain a state of harmony in oneself and be more confident in dealing with the challenges of living and learning in the current educational settings. High emotional intelligence can contribute to students' learning process.

Results of the study of Ogundokun and Adeyemo (2015) showed that emotional intelligence is strongly and positively correlated with academic achievement. Thus, a student who has the ability to regulate his/her feelings can manage stress or fear during an exam, thus increasing his/her chances for success; a student with interpersonal skills will not hesitate to ask the teacher or a peer for help.

Lastly, having good social skills helps the pupil develop good communication. This finding is supported by Hayward (2016), who proposed that emotional intelligence enables the students to develop good interpersonal relationship and to have social support which also help students to perform well in their examination.

Results of the qualitative data collection are in consonance with the quantitative findings of the present study. In the conducted interview with the students, they were asked "How important is emotional intelligence in achieving high grades in Home Economics and Industrial Arts in new normal?" These students answered that "It's not enough to be smart and hardworking. Students like us must also be able to understand and manage our emotions to succeed at school." Moreover, they added that "We firmly believed that if we have high level of emotional intelligence, we will be able to better manage our emotions such as boredom, anxiety or disappointment. In that case we may also be able to form better relationships with teachers, as well as with our peers, which could aid academic performance."

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Findings

This study determined the relationship between emotional intelligence and the academic achievement of students in Home Economics and Industrial Arts in Pasig National High School, Candaba, Pampanga during the School Year 2020-2021.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows:

Findings revealed that majority or 56.02 percent of the senior high school student respondents are male and had a monthly family income of P1,000 to P12,000. Meanwhile, 231 out of 458 students chose Home Economics as their area of specialization. From these 231 students, almost one-half or 45.89 percent chose bread and pastry; 34.63 chose wellness massage; and the remaining 19.48 percent chose hairdressing. Out of 458 students, 317 or 69.21 percent decided to take Industrial Arts as their area of specialization. From these students, 135 or 42.59 percent took Shielded Metal Arc Welding; 28.71 percent chose Electrical Installation and Maintenance; and the remaining 28.71 percent decided to take automotive as their area of specialization.

The senior high school students assessed their emotional intelligence in terms of self-awareness, self-motivation and emotion regulation as above average (frequently). The academic performance of the senior high school students in Home Economics and Industrial Arts was described as "very satisfactory".

Significant difference was found between the male and female's emotional competence in terms of personal competence as to self-awareness. Results of the analysis revealed that female students had higher level of self-awareness as compared to male.

Significant difference was found among the students' academic achievement in Home Economics and Industrial Arts when they are grouped according to monthly income of their family. Results disclosed that students whose monthly family income ranged from P12,001 – P24,000 had higher grades in the aforementioned subject.

Highly significant relationship was found between students' academic achievement in Home Economics and Industrial Arts under the new normal and their emotional intelligence in terms of personal competence (self-awareness, self-motivation, emotion regulation) and social competence (social awareness, social skills, emotional receptivity).

Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a significant difference between the students' emotional intelligence in terms of personal competence as to self-awareness when they are grouped according to sex. Female students had higher level of self-awareness as compared to male.

There is a significant difference among the students' academic achievement in Home Economics and Industrial Arts when they are grouped according to family income. Students whose monthly family income ranged from P12,001 – P24,000 had higher grades in the aforementioned subject.

There is significant relationship between student respondents' emotional intelligence and their academic achievement in Home Economics and Industrial Arts under new normal. The higher the students' emotional intelligence, the higher their grades in Home Economics and Industrial Arts.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Teachers of Home Economics and Industrial Arts may integrate further and incorporate development of emotional intelligence to increase the level of EI of the students.
2. Teachers may constantly monitor the students' learning to increase their academic achievement in Home Economics and Industrial Arts.
3. For future researchers, further research along this line may be conducted. Inclusion of some other major of specialization such as Information and Communication Technology and Agri-Fishery Arts may be considered to further study the effect of emotional intelligence in Home Economics and Industrial Arts.

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