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A Comparative Study of Emotional Intelligence in Full-Time and Part-Time Students of Filipino College Students

T. M. B. Dulalas[1*], J. P. Deguiñon[1], K. V. C. Famor[1], H. J. C. Osma[1], L. J. Y. Puda[1], M. J. Q. Batiancila[1]

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ABSTRACT

In today's educational setting, the difference between full-time students and part-time students is becoming more important. Part-time students frequently have to manage complicated life situations while juggling obligations to their families, jobs, and education. Emotional Intelligence (EI) may develop differently due to the unique challenges faced by working students compared to their full-time peers who typically engage in more traditional academic environments. The need for this study, therefore, arises out of the attempt to make comparisons between the different levels of emotional intelligence. EI of Full-time and Part-time students. Data from a sample of 300 students was gathered using a standardized Emotional Intelligence assessment tool as part of the study's quantitative descriptive-comparative research approach. For the analysis of the results and to define the importance of any differences between the two groups, the gathered data was analyzed with the help of the Mann Whitney U Test Independent T-test. The conclusion of the Kolmogorov-Smirnov test indicates that the data are not regularly distributed. As a result, the levels of both variables were described by employing the mean and standard deviation. The mean and standard deviation will be utilized. The results showed that Full-time and Part-time students did not tend to have a marked difference in their Emotional quotients. The mean Emotional Intelligence (EI) score for Full-Time students was 3.66 (SD= 0.332), while for the Part-time students' Emotional Intelligence (EI) score was 3.70 (SD=0.471). This suggests that factors other than employment status may have a greater influence on the Emotional Intelligence (EI) ratios between Full-time and Part-time students.

INTRODUCTION

Emotional intelligence (EI) is a practical skill that enables individuals to comprehend both their own emotions and those of others. It encompasses awareness of feelings, the ability to process emotional information, and the capacity to apply this understanding effectively in decision-making and interpersonal interactions. Emotionally intelligent individuals typically excel in building strong relationships, self-motivation, and interpreting social cues. Sanchez *et al.* (2020) outlined four key components of EI: perceiving emotions, appraising emotions, utilizing emotions to enhance thinking, and managing emotions to promote cognitive and emotional growth. These facets underscore the profound impact of emotional intelligence on personal and academic success.

The connection between emotional intelligence and academic performance has been well-documented. Heinrichs (2023) highlights a strong correlation between emotions and student achievement, noting that emotions significantly influence learning outcomes. Goncalves and Lima Rua (2022) define student performance as the ability to achieve academic objectives, such as earning high grades or completing assignments successfully. Research by Li *et al.* (2021) reveals that students with high emotional intelligence often demonstrate superior problem-solving, communication, and teamwork skills. These soft skills not only enhance academic performance but also foster emotional regulation and goal-oriented behavior. Freedman (2020), drawing from Goleman's (1995) insights, emphasizes that emotional intelligence is twice as effective as intellectual intelligence in predicting success, accounting for a significant portion of individual achievement. Goleman's perspective aligns with the notion that emotionally intelligent individuals, driven by clear priorities and goals, are more likely to succeed academically and in life.

The challenges faced by part-time students underscore the variability in emotional intelligence development. Part-time students often balance work, family, and academic responsibilities, which can affect their emotional growth differently compared to full-time students. Yunus *et al.* (2015) describe the struggles of part-time students managing dual obligations, while Abenoja *et al.* (2019) highlight the difficulty of juggling work, school, family, and social life. Research by Syed and Shahid (2024) indicates that employed students, predominantly part-timers, tend to exhibit lower emotional intelligence than their full-time counterparts, as work commitments can hinder emotional development. Conversely, full-time students benefit from immersive academic environments that enhance their emotional awareness and regulation skills, as noted by Tafa and Tefera (2024).

Globally, understanding how emotional intelligence influences student achievement across various contexts is a pressing concern in higher education. Shafait *et al.* (2021) explored the role of EI in shaping learning outcomes

[1] University of Mindanao Digos College, Roxas Ext., Digos City, Davao del Sur, Philippines
[*] Corresponding author's e-mail: trishmargsz@gmail.com

such as self-improvement, satisfaction with the university experience, and cognitive abilities among students in Chinese research universities. Their findings suggest that emotional intelligence not only impacts academic performance but also fosters broader developmental outcomes. Additionally, factors like learning orientation and trust in teachers mediate the relationship between EI and academic success, emphasizing the multifaceted role of emotional intelligence in education.

In the Philippine context, studies on emotional intelligence among students have revealed its significant impact on academic performance and emotional well-being. Ramesh (2014) identified demographic factors such as school type and parental education as influential in shaping EI levels among secondary students. Ibanez (2018) examined the relationship between emotional intelligence and classroom engagement among senior high school students in Davao City. However, there remains a notable gap in research concerning the differences in emotional intelligence between full-time and part-time college students in specific regional and local contexts.

This study seeks to address this gap by exploring how different academic commitments influence emotional intelligence among college students. By investigating the unique challenges and advantages faced by part-time and full-time students, this research aims to provide valuable insights into the interplay between academic schedules and emotional intelligence. These findings will inform targeted support strategies to enhance the academic and emotional well-being of both student groups, contributing to a more inclusive and effective educational environment.

Objectives

The intent of this paper is to establish intelligence of emotions (EI) among the part and full time students and identify potential differences between the two groups. To achieve this objective, The study specifically addressed the following questions:

1. To assess the overall levels of Emotional Intelligence (EI) among part-time students using a standardized EI measurement tool.
2. To assess the overall levels of Emotional Intelligence (EI) among full-time students using a standardized EI measurement tool.
3. To compare and identify emerging differences in relationship between full time and part time students in terms of emotional intelligence.

Conceptual Framework

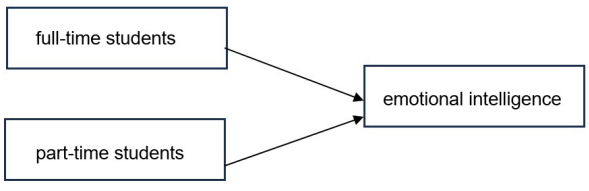

Figure 1: Conceptual Framework

MATERIALS AND METHOD

Research participants

The Table 1 shows the respondents consist of 300 college students from the University of Mindanao, divided evenly into 150 full-time students and 150 part-time working students. This equal division sought to document a variety of events pertaining to academic commitments and work-life balance. Data were gathered through face-to-face administration of survey questionnaires and Google Forms.

In all, 300 participants voluntarily took part in the survey, with a majority (69.3%, n=208) in their 1st Year, followed by Second Year Students 20 % (60), 3rd Year Students 10% (30) and 4th Year Students 0.6% (2).). Out of the respondents, 211 were females, which is 70.3 % out of the total percentage. The male respondents accounts for 29.6% of the overall percentage with 89 participants. Respondents age ranges from 17-18 with (n=125, 41.6%) 19-20 (n=135, 45%) 21-22 (n=31,10.3%) 23-24 (n=3, 1%) 25-26 (n=6, 2%) respectively.

Table 1: Characteristics of Respondents (n=300)

Profile	F	%
Gender		
Male	89	29.6
Female	211	70.3
Age		
17-18	125	41.6
19-20	135	45
21-22	31	10.3
23-24	3	1
25-26	6	2
Year Level		
1st Year	208	69.3
2nd Year	60	20
3rd Year	30	10
4th Year	2	0.6
Student Status		
Full-Time Student	150	50
Part-Time Student	150	50
Total	**300**	**100**

Research Instrument

Participants were asked to indicate their level of agreement or disagreement with various statements by using a five-point Likert scale when completing the questionnaire. In total, 33 responses were self-referenced. The Likert scale ranged from 1 (strongly disagree) to 5 (strongly agree). The SEIS, as a scale, produced an overall score reflecting participants' level of likability, with higher scores indicating stronger agreement (Ciarrochi *et al.*, 2000).

EI has been operationally defined in self-report measures by Schutte and colleagues (1998), who formulated the

measure in accordance with the subcategories of the original model and by Petrides *et al.* (2000). Research has shown that this measure might in fact be both, valid and separate among the personalities that are commonly referred to as the big five noted by Schutte *et al.* (1998). This improvement is a clear step up from most of the previous tools (Ciarrochi *et al.*, 2002). Stated by Ciarrochi *et al.* (2002), Cronbach's alpha is a statistic used to assess the internal consistency or reliability of a test or scale. It ranges from 0 to 1, with values above 0.70 considered acceptable, above 0.80 considered good, and above 0.90 considered excellent. A higher alpha indicates greater consistency among the items measuring the same concept (UCLA, 2021).

To assess the validity and reliability of the Schutte Self-Report Emotional Intelligence Test (SSEIT) in the context of the University of Mindanao, a pilot test was conducted. The results showed that the SSEIT had a good overall reliability, with a Cronbach's Alpha of $\alpha = 0.883$, reflecting strong internal consistency. The validity was determined using the Pearson Correlation Coefficient, and most items had acceptable correlation values. However, three items were found to be invalid: Item 5 ("I find it hard to understand the non-verbal messages of other people") had a correlation of $r = .010$, Item 11 ("I like to share my emotions with others") had $r = .177$, and Item 28 ("When I am faced with a challenge, I give up because I believe I will fail") had $r = .052$. These low correlation values indicate that these items did not effectively measure emotional intelligence.

Table 2: Emotional Intelligence Mean Interpretation

Mean Interval	Descriptive Rating	Descriptive Interpretation
4.50-5.00	Strongly Agree	The students (both full-time and part-time) strongly concur, reflecting a very high level of emotional intelligence, characterized by outstanding emotional intelligence, control, and interpersonal effectiveness.
3.50-4.49	Agree	The students (both full-time and part-time) concur, indicating a high level of emotional intelligence, with solid abilities in emotional management and relationship-building.
2.50-3.49	Neither Disagree nor Agree	The students (both full-time and part-time) remain neutral, demonstrating a moderate level of emotional intelligence, with occasional success in recognizing and managing emotions.
1.50-2.49	Disagree	The students (both full-time and part-time) dissent, signifying a low level of emotional intelligence, with noticeable challenges in emotional regulation and relationship management.
1.00-1.49	Strongly Disagree	The students (both full-time and part-time) strongly dissent, reflecting a very low level of emotional intelligence, with significant struggles in managing emotions.

Design

This study's research design quantitative study is descriptive-comparative. The researchers selected one appropriate questionnaire, According to Ciarrochi *et al.* (2000), The SSEIT, or Schutte Self Report Emotional Intelligence Test, asks participants to rate their level of endorsement or non-endorsement of 33 statements that contain self-referencing in five-point scale, with 1 denoting extreme disagreement and 5 denoting strong agreement. For this study, which compared full-time and part-time working students, the researchers employed a convenient sampling strategy. Our target sample consisted of 300 participants, equally divided between 150 full-time students and 150 part-time working students.

Procedure

Researchers provided printed surveys. Then, data were gathered through face-to-face administration of survey questionnaires and Google Forms to 300 purposefully chosen students, 150 Full time students and 150 Part time working students from the University of Mindanao Digos College. Before distributing the surveys, the researchers acquired letters of authorization, which were approved by the dean of the professional school and signed by the adviser. The researchers provided the respondents with letters to ensure that the study followed to ethical guidelines. Participation was voluntary, and all responses were kept confidential to encourage honest feedback. After collecting the data, the researchers utilized Version 25 descriptive statistical analytical tools of the Statistical Package for Social Sciences (IBM SPSS 25) software application to evaluate the questionnaires' reliability and validity.

Statistical Treatment

With a view of telling whether data was normally distributed or not and the reasonability of the decision for the case of rejecting the null hypothesis, the researchers employed the Kolmogorov-Smirnov Test. The test indicates that the variables were not normally distributed (KS =.057, p-value = 0.020). Based on the results, the researchers chose to utilize the Mean and Standard Deviation tools, and the Mann-Whitney U Test. The standard deviation and mean were utilized to characterize the level of emotional intelligence of full-time and part-time students in this study. Mean is a numeric average,

calculated by finding the total quantity of numbers in a set of data and dividing it by the quantity of numbers in the same set. When comparing several data sets, the mean can be a useful tool. However, the influence of extreme numbers may work against this approach (Dudovskiy, 2019). The standard deviation provides information about the amount of scatter of the values of a particular variable. Here, the dispersion (range) known from other statistical measures means a difference from the average of scores obtained by other, similarly positioned, members of a given group (Sykes *et al.*, 2016). In order to make some comparison of the independent groups which are Gender and Performance, Mann-Whitney U Test was selected by the researchers, even though it is known which is called the name of a independent sample t test, however, it is a Non-parametric test. Among the mentioned, Mann Whitney U test is one widely used techniques of nonparametric tests used for recording results between two different groups. If the researcher wants to know if the two samples in question were likely be derived from similar population and as such the two populations are identical. distribution then the Mann Whitney U test is carried out (LaMorte, 2017).

Ethical Consideration

The results of this investigation will help both Full-time and Part-time college students. Before conducting research, researchers are required to obtain permission for their study, signed by the Psychological Statistics advisor and the school dean. Researchers are committed to respecting ethical standards and ensuring the investigation is conducted in a morally responsible manner. If respondents decide they can choose to not participate in the research study or withdraw from it at any one time, and the researchers will respect this decision.

To ensure respondent safety and privacy, researchers will provide the Ethics Informed Consent Form (EICF) for respondents to read carefully, allowing them to understand the content of the study. Researchers will not force parti

RESULTS AND DISCUSSION

The Level of Emotional Intelligence in College Students

Table 3: The Level of Emotional Intelligence in Part-Time and Full-Time Students

Indicator	X	SD	Interpretation
Part-Time Students	3.70	.471	HIGH
Full-Time Students	3.66	.332	HIGH

The data in Table 3 indicates the emotional intelligence level among Part-time students and Full-Time Students at the University of Mindanao Digos College, resulting of 3.70 with standard deviation of 0.471 for Part-Time Students while for Full-Time Students were 3.66 and 0.332. This mean score, which is in the "AGREE" range (3.50-4.49) in the mean interpretation table, suggests that Emotional Intelligence is indeed high among the two groups. This states that the students (both full-time and part-time) concur, indicating a high degree of such index as Emotional Intelligence, with corresponding definite opportunities in emotional management and relationship-building. With a standard deviation of 0.471, part-time students' emotional intelligence scores show moderate consistency, indicating some variety in their answers. The lower standard deviation of 0.332 for full-time students, on the other hand, indicates higher consistency and shows that the majority of full-time students had similar emotional intelligence levels. With a standard deviation of 0.332, Full-time students exhibit more consistency due to a closer clustering of their Emotional Intelligence levels around the average. However, part-time students show less stability as their Emotional Intelligence values vary more widely, with a standard deviation of 0.471. The difference in variability may correspond to various experiences or causes affecting the emotional intelligence where there by reduced levels of full time as well as Part time students.

On the basis of the presented study, there is no difference between Full-time and Part-time students in terms of their emotional intelligence at the University of Mindanao Digos College. Both groups exhibit similar emotional intelligence scores, indicating that enrollment status does not appear to have an impact on students' the child's capacity to both think and regulate their feelings. This suggests that emotional intelligence is not influenced by whether students are enrolled full-time or part-time.

A study by Zawadzki *et al.* (2023), Future management experts and company executives are not equally equipped to lead teams and handle organizational transformation, as their Trait Emotional Intelligence (TEI) distribution varies significantly depending on the type of study program. Students in the "social fields" (Business Psychology, Communication, Management etc.) develop greater TEI than pupils in "analytical subjects" In this area, the following degrees are offered: (Economics, Finance, Accounting, Logistics etc.). Moreover, the analysis of the TEI index reveals that Again, the higher TEI values are observed among Master's students than students of other levels, including undergraduates. However, there was no significant difference based on full time or part time students, male and female students, working or non-working students and their TEI.

Another study by Ko *et al.* (2021) looked at the Emotional Intelligence (EI) scores of nursing students enrolled full-time and part-time in Hong Kong. The study used EQ was determined by Schutte Self-report Emotional Intelligence Scale familiarly known as SSEIS and exposed that no difference exists between full-time (120.65) and part-time (118.07) students. Both groups had similar EI levels to university nursing students and showed a need for improvement in EI. The study also identified interpersonal relationships, spiritual growth, and sleep quality as key factors influencing EI. Additionally, a peer mentorship program was found to be effective in improving EI among students.

This result aligns with a expanding field of research that suggests emotional intelligence is a multifaceted construct influenced by a complex interplay of factors, including personality traits, life experiences, and social interactions, rather than solely by academic status. For instance, studies have that has been established that people with high EI-self and other, often possess traits like empathy, self-awareness, and effective communication skills, which can be developed through various life experiences, such as working in customer service, volunteering in community organizations, or engaging in team-based projects, regardless of their academic commitments. Some research suggests that factors like age, life experience, and personal challenges may have a more significant impact on emotional intelligence than enrollment status (whether full-time or part-time). Individual traits, impulses control, motivation, understanding and interpersonal skills are all components of emotional intelligence influenced by a range of life circumstances rather than just academic commitment.

As noted by Schutte *et al.* (1998) who tried to develop the Scale of Emotional Intelligence (EIS) and discovered that emotional intelligence has a stronger empirical relationship with emotional and social experiences. rather than academic workload alone. This implies that factors outside academic enrollment, such as personal maturity and life situations, might affect EI more than whether a student is enrolled full-time or part-time.

Parker *et al.* (2004) found that emotional intelligence in university students was influenced more by general life experiences and personality traits than by academic status (full-time or part-time). The ability to navigate different situations, manage emotions, and relate to others remained relatively stable regardless of whether students were attending school full-time or part-time. Goleman (1995) emphasized that emotional intelligence develops through varied life experiences, including interactions with family, peers, and work situations. Whether a student is attending school full-time or part-time, these broader life experiences may have more influence on EI development than simply how many courses they are taking.

Table 4: The Null Hypothesis of Emotional Intelligence in Full time and Part-time students as well

Null Hypothesis	Sig.
The allocation of Emotional Intelligence Mean is the same in all categories of Student Employment	.089

To make a comparison between the two independent groups, the researchers chose as a measure of the independent variable was the independent sample t-test, while the Mann-Whitney U test was used as a parametric test. Mann Whitney U test is a very popular test used for the comparison of the results yielded by two unrelated groups. The Mann Whitney U test on the other hands helps in determining whether two samples have been derived from the same population (whether their population has the same shape). Another name for this kind of test is the Mann Whitney Wilcoxon Test or simply the Wilcoxon Rank Sum Test (LaMorte, 2017).

When comparing the findings of the Mann-Whitney U test it is clear that there is insufficient evidence to conclude that there is a significant difference in the distribution of Emotional Intelligence Mean across different categories of full-time students. The p-value (0.089) surpasses the 0.05 level of statistical significance, which results in the null hypothesis being maintained. According to Thomas (2023), Because the p-value is less than 0.05, thus the null hypothesize will be rejected and the alternate hypothesize will be accepted, according to a significance level of 0.05. Hence, because of the insufficiency of material that would allow negating the null hypothesis, we cannot reject it.

This lack of significance suggests that emotional intelligence levels may be determined more by factors other than employment status. In addition, it is possible that the emotional intelligence levels of students are influenced by complex interactions between personal and external factors, including life experiences, social environment, and coping strategies. This highlights the need for a broader, more nuanced analysis that accounts for a variety of influencing factors, rather than focusing solely on employment status.

A research study by Ko *et al.* (2021) states that the study also identified interpersonal relationships, spiritual growth, and sleep quality as key factors influencing EI. Additionally, a peer mentorship program was found to be effective in improving EI among students. Furthermore, Cheung (2015) stated that since social competence has a favorable impact on self-esteem, emotional intelligence (EI) emerges as a component that is more critical than social effectiveness.

CONCLUSION

The aim of the present research is to compare the scores in Emotional Intelligence (EI) of part-time and full-time learners at the University of Mindanao Digos College. The mean, standard deviation, and Kolmogorov-Smirnov test were used to describe the level of EI among these groups. The Kolmogorov-Smirnov test revealed that the data were not normally distributed ($r = .057$, $p = .020$). The findings established that part-time students' EI level was slightly higher ($M = 3.70$, $SD = 0.471$) compared to full-time students, whose EI level was also relatively high ($M = 3.66$, $SD = 0.332$). The study acknowledges certain limitations that should be considered when interpreting the findings. First, the sample size may have been too small, which could limit the generalizability of the results. Additionally, the use of self-reported data might introduce bias or inaccuracies in the measurement of emotional intelligence. Since the study was conducted at the University of Mindanao Digos College, the findings may not be applicable to other educational institutions. Moreover, the influence of factors such as age, gender, and socioeconomic status on emotional intelligence was not thoroughly explored. Future research could build on

these findings by investigating the underlying factors that contribute to differences in EI between part-time and full-time students. This could include exploring the effects of workload, time management, and social interactions on the development of emotional intelligence. Longitudinal studies may also provide insights into how EI changes over time and identify effective interventions to enhance EI in both groups. Finally, this study emphasizes the importance of addressing the diverse experiences and challenges faced by part-time and full-time students. By promoting the development of emotional intelligence, educational institutions can help students build essential skills for success in both academic and professional settings.

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