

The Effect of Emotional Intelligence and Artistic Performance on HumSS Students Academic Performance

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Abstract: *The main aim of this study was to determine the effects of emotional intelligence and artistic performance and its effect on HumSS students' academic performance. To achieve this aim, the researcher utilized the descriptive correlational research method and used a standardized questionnaire and documented analysis for primary data gathering tool. It is a research questionnaire used to describe the students' emotional intelligence, artistic performance and academic performance level of humSS students. The findings indicate that there is no association between emotional intelligence, artistic performance, and academic performance, as evidenced by 0 correlation coefficients. This means that the emotional intelligence and artistic performance of humSS students have moderate challenges on students' academic performance. The researcher recommended that teachers may use this study as their basis for developing guidelines or steps that can help them with their emotional intelligence and artistic performance that is being highly linked to their academic performance.*

Keywords: Emotional intelligence, artistic performance, academic performance

1. INTRODUCTION

Higher emotional quotient students may be better able to handle negative emotions like anxiety, boredom, and disappointment, which can have a detrimental effect on academic performance.

Emotional intelligence is extremely beneficial in topics such as English, history, theater, and the creative arts, where you must comprehend or even manipulate human emotions. Reading a novel or playing a role becomes much easier when you can instantly recognize a character's motivations and feelings [3]. The major problem is that, despite several studies, it is unclear what aspect of emotional intelligence affects the performance of workers [4]. Artists may experience a variety of emotions when working on a creative project, and these emotions can indicate future actions [5]. Emotions are at the heart of all art forms, including painting and sculpture, as well as music, art, theater, and film. Emotional intelligence abilities can be taught so that people can learn to use their emotions as creative tools.

The study aimed to see how emotional intelligence affected students' academic performance in information technology and business management. [6]. However, using the regress analysis only two variables were significant and they include; empathy and self-motivation. Hence, the study concluded that only the independent variable of empathy and motivation has a strong influence on academic performance of students. [7].

Understanding the links between these notions will require research into characteristics such as emotional intelligence and academic success. The point of this study was to find out the correlation between emotional intelligence and academic achievement in the lens of HumSS students of Marcelo H. del Pilar National High School.

Only empathy and self-motivation have a greater impact on economic department students' academic achievement. While self-awareness, emotional management,

and interpersonal skill have a weak influence on student academic performance, it is discovered that self-awareness, emotional management, and interpersonal skill have a weak influence on student academic performance. As a result of this research, students who want to thrive academically should keep track of their emotional intelligence [8]. This can be spread throughout the world through proper representation. It is important for humSS students to hold seminars at least once a semester or once a year to help students better understand their emotions and how they affect their education and academic performance. Greater accomplishment test scores and grades were correlated with higher emotional intelligence scores than lower emotional intelligence scores.

2. RELATED WORKS

The ability to perceive, appraise, and control one's own emotions, as well as the emotions of others and even groups, is known as emotional intelligence (EI). It also enables people to cope with increased pressures, which are common in higher education [9]. This study was to see if Emotional Intelligence could be used to predict, detect, and improve student performance and success in the clinical setting. In respect to clients and patients, research was undertaken that supported the efficacy of EI as a tool to predict student performance [10].

Emotional intelligence has been linked to academic and professional achievement, and it contributes to individual cognitive-based performance above and beyond the degree due to general intelligence, according to research. Higher emotional intelligence people and college students have more favorable social functioning in interpersonal relationships and are perceived as prosocial, less hostile, and conflictual by their peers[11].

The impact of Emotional Intelligence on student academic achievement is investigated in this study. The

participants have a high level of Emotional Intelligence. Two dimensions of Emotional Intelligence (Self-Emotion Appraisal and Understanding of Emotion) were found to be significantly and positively associated with respondents' academic achievement. It has significant implications for the importance of Emotional Intelligence and its links to academic performance, particularly among pre-service teachers.[12].

Some have critiqued the notion for its ambiguous definition and similarities to personality traits. A number of flaws in the tools used to assess emotional intelligence have also been uncovered. This study looks at the basis of emotional intelligence definitions as well as extant educational research on emotional intelligence, both within and outside of the health professions [13].

The study focused on the link between emotional intelligence and academic performance. Students' academic success is influenced more by empathy and self-motivation. According to the study, pupils should keep track of their emotional intelligence [14] [15].

To demonstrate how emotional intelligence, which is an important dimension in the development and management of emotional competences needed to build sustainable societies, can help students improve their academic performance in the classroom by fostering compassion and academic commitment. This finding will pique people's interest in improving emotional intelligence, not only because of its long-term worth in building healthy citizens, but also because of its immediate classroom benefits.[16].

A study investigates the connection between emotional intelligence, academic exhaustion, and school performance. The study revealed that school success is positively related to the aspects of comprehension and emotional control, as well as academic effectiveness, and negatively related to physical/emotional exhaustion and cynicism. The study emphasizes the importance of personal resources linked with emotional intelligence in reducing burnout and improving personal efficiency, which can lead to higher performance [17]. Furthermore, the study was conducted with a sample population in which issues of identity should be particularly important, and it contributes to a growing body of research investigating the causal effects of emotional intelligence and artistic performance on a student's academic performance [18].

To see how inquiry-based learning and emotional intelligence affected students' science achievement levels [19]. The interactions between emotional intelligence and learning method had an impact on science achievement [20]. Study the relationship between emotional intelligence (EI) and self-directed learning to better understand how these two concepts affect important learning outcomes in higher education, including grade point average (GPA), generic learning outcomes (such as social, cognitive, and self-growth outcomes), and student satisfaction [21] [22].

According to the study, senior high school pupils have a very satisfactory academic performance. In general, it demonstrates that the children are succeeding academically.

The study looked at the link between study anxiety and senior high school students' academic achievement. [23]. The achievers would not have evolved these attitudes if they had not been subjected to parental academic pressure. The students' upbringing, values, and familial intimacy all contribute to parental academic pressure. It takes the form of a sense of duty and motivation to improve their educational attempts [24].

Furthermore, in terms of Enlisting Social Resources, Academic Achievement, Self-Regulated Learning, Self-Regulatory Efficacy, and Meeting Others' Expectations, data demonstrated a moderate confidence in their degree of self-efficacy. Enlisting Parental and Community Support and Social Self-Efficacy Furthermore, when variables were categorized as to which learning style dominates in each of the strands, the data reported means defined as moderately agree. [25] [26]. Students from nuclear families fared well due to parental drive, family support, financial support, and the learning environment at home. This could support the finding in this study that nuclear families benefit children in positive ways [27].

This study is to determine the relationship between students' spiritual vocation and academic satisfaction, specifically to determine the students' relationship between students' spiritual vocation and academic satisfaction, which leads to the conclusion that the level of students' academic satisfaction is high because students strongly agreed that they are academically satisfied.[28] [29].

The association between emotional intelligence and self-discipline in schools was investigated in this study. Self-discipline and emotional intelligence are essential variables in affecting kids' academic success. Emotional Intelligence and Self-discipline is a method for students to become aware of the aspects that influence their ability to achieve their goals and to become self-sufficient individuals. It is the foundation for them to control their own emotions [30].

Academic achievement among senior high school pupils has been classified as approaching proficiency. It signified that students at this level had mastered the fundamental knowledge, abilities, and core understandings and could transfer these understandings through actual performance assignments with less supervision or aid from the teacher or peers. Academic emotions have a considerable association with Senior High School students' academic performance; this indicates that when the amount of academic emotions associated with attending class, studying lessons, and taking tests/exams rises, so does the students' academic achievement [31].

This study can be a guide for teachers in assisting students during remote learning by recommending various coping strategies to aid their academic success. However, the coping mechanisms utilized to increase academic performance and overcome any learning obstacles experienced during distant learning for online-based learning have received far too little attention [32]. The respondents, as well as the teachers, institution, guidance counselors, and parents, will profit from this study. The study revealed that

the students scored well in the following dimensions of personality theory: openness, extraversion, neuroticism, and agreeableness, while scoring relatively low in conscientiousness.[33]. Emotional intelligence has a favorable effect on principals' leadership performance, according to the findings of this study. This adds to the growing amount of evidence showing emotional intelligence improves leadership performance. Effective leadership necessitates a diverse set of abilities. Emotional intelligence is one talent that principals can use to help them better fulfill the needs of their pupils.[34].

This study will pique people's interest in improving emotional intelligence, not only because of its long-term worth in building healthy citizens, but also because of its immediate classroom benefits.[35].

3. STATEMENT OF THE PROBLEM

The main problem of this study was to determine how Emotional Intelligence and Artistic Performance affect Humss student's academic performance. Specifically, this study sought answers to the following question:

1. How may emotional intelligence and artistic performance be described?
2. What is the academic performance level of HumSS students?
3. Does a humss student's emotional intelligence and artistic performance have an effect on their academic achievement?
4. What implications may be derived from the findings of the study?

4. METHODOLOGY

The researcher utilized the descriptive correlational research method. A correlational method is a type of research technique that includes the observation of two variables in order to establish a statistically corresponding relationship between them. Particularly, The main aim of this study is to determine the Effect of Emotional Intelligence and Artistic Performance to Students in Grade 12 HUMSS.

Guided by raosoft software, a calculator for sample size, the respondents of the study composed of 59 out of 317 Grade 12 senior high school HUMSS students during the school year of 2021-2022. The researcher used random sampling technique or the fishbowl technique in determining the sample from the population.

To gather the necessary data for this study, the researcher adopted a standardized questionnaire entitled, "Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level" Dr. S. Chamundeswari (2013) to describe the students Emotional Intelligence and Artistic Performance. The researcher used a documented analysis that included the GPA of Grade 12 HUMSS Senior High School students to describe their academic performance. This questionnaire uses a 5-point Likert scale and is highly reliable as evidenced by .73 Cronbach alpha.

In gathering the data, the researcher followed the following procedures: With a careful approval of the Research

Coordinator of the Marcelo H. del Pilar National High School after implementing all the comments, suggestions and recommendations during the proposal defense, a letter was sent to the school principal to ask permission to conduct the study. With their approval, the researcher prepared the google forms link indicating the consent form on the first part of the survey and then distributed them to the respondents with the assistance of the researcher's contact person per strand/section.

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures were used: mean procedures, frequency counts, and Pearson correlation coefficient/regression analysis.

5. RESULTS AND DISCUSSION

HumSS Students' Emotional Intelligence and Artistic Performance

Table 1. Emotional Intelligence and Artistic Performance

Indicators	Mean	Interpretation
I consciously alter my frame of mind or mood	3.59	To a great extent
I always motivate myself even when I feel low	3.00	To some extent
I suppress my emotions when I need to	4.05	To a great extent
I sometimes see things from others' point of view	3.90	To some extent
I can tell if someone has upset or annoyed me	3.93	To a great extent
I am good at reconciling differences with other people	3.69	To a great extent
Awareness of my own emotions is very important to me at all times	4.24	To a great extent
I always know when I'm being unreasonable	3.77	To a great extent

I'm aware of when I'm being "emotional".	4.24	To a great extent
I am good at adapting and mixing with a variety of people	3.62	To a great extent
I am excellent at empathizing with someone else's problem	3.83	To a great extent
Others can rarely tell what kind of mood I am in	3.77	To a great extent
I never waste time	2.98	To some extent
I always meet deadlines	3.72	To a great extent
Motivations has been the key to my success	4.00	To a great extent
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Average	4.72	To a very great extent

It may be gleaned from table 1 that students displayed emotional intelligence to a very great extent, as shown by the average of 4.72. This emotional intelligence was displayed by the following behaviors of students when they consciously alter their frame of mind or mood (3.59), always motivate themselves even when they feel low (3.00), suppress emotions when needed (4.05), sometimes see things from others' point of view (3.90), can tell if someone has upset or annoyed them (3.93), good at reconciling differences with other people (3.69), Awareness of their own emotions (4.24), always know when there being unreasonable (3.77), Aware of when being "emotional" (4.24), good at adapting and mixing with a variety of people (3.62), excellent at empathizing with someone else's problem (3.83), Others can rarely tell what kind of mood there in (3.77), Never waste time (2.98), Always meet deadlines (3.72), Motivation has been key to their success (4.00).

The highest mean score was noted on questionnaire no.7 "Awareness of my own emotions is very important to me at all times" that upholds the students' emotional intelligence by exhibiting quality such as awareness, while the lowest mean score was noted on questionnaire no.13 "I never waste time." upholds the students' artistic performance by exhibiting the quality of wasting time. However, they are challenged to seek the effect of emotional intelligence and artistic performance on humSS students' academic performance, but due to the small number of students that responded, we only received a small number of responses and did not reach our target population.

The study explores the effects between emotional intelligence and academic achievement. Empathy and self-motivation have a greater impact on students' academic progress. Students should keep track of their emotional intelligence. According to WI Saud (2019) many areas of a learner's life, including academic achievement, are thought to be influenced by emotional intelligence. Students demonstrated that they can use their emotions effectively to guide their own ideas and behaviors, as well as to enhance various sorts of learning, thinking, and problem-solving. They have the ability to control their own and others' emotions. They have the ability to adapt to their immediate environment. They were able to regulate even negative emotions in order to attain their objectives. Students had a modest level of self-awareness when it came to identifying their own emotions.

HumSS Students ' Academic Performance level

TABLE 2. ACADEMIC PERFORMANCE

Indicators	Frequency	Percentage
Outstanding (90-100)	48	81.3%
Very Satisfactory (85-89)	11	18.6%
Satisfactory (80-84)	0	0%
Fairly Satisfactory (75-79)	0	0%
Did not meet expectation (74)	0	0%
Total	59	100%

Table 2 shows the frequency distribution of the academic performance of the humSS students. Forty-eight (48) students got an "Outstanding" performance rating with an 81.3% among respondents. Eleven (11) students got a "Very Satisfactory" rating with 18.6%. No students got a "satisfactory", "fairly satisfactory" or "did not meet expectations", resulting in a performance rating of 0%.

The "Outstanding" got the highest performance rating, which upholds students' grade point average of 90-100, while no students got "satisfactory," "fairly satisfactory" or "did not meet expectations," which is the lowest performance rating. However, due to the limited number of respondents, the researcher was only able to obtain a small sample of students' grade point average.

Academic performance among senior high school students has been categorized as approaching proficiency. For

C Gbollie (2017) It signified that students at this level had mastered the fundamental knowledge, abilities, and core understandings and could transfer these understandings through actual performance assignments with less supervision or aid from the teacher or peers. Academic emotions have a considerable association with Senior High School students' academic performance; this indicates that when the amount of academic emotions associated with attending class, studying lessons, and taking tests/exams rises, so does the students' academic achievement

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The R value obtained by the Pearson calculator is 0, indicating that there is no significant relationship between the two variables.

Implications may be derived from the findings of the study

Students who do well also waste time based on the result of the study. It does not indicate a student's academic potential or performance based on their emotional intelligence or artistic performance, whether good or bad. This study focuses solely on HumSS students'. The study outcomes show that the effects of emotional intelligence and artistic performance has a moderate effect on students' academic performance.

6. CONCLUSION

The researcher came to the following conclusions based on the study's findings: first, HumSS students' emotional intelligence and artistic performance were described as "to a very great extent"; second, HumSS students' Academic Performance level was shown as "Outstanding"; third, the effect of emotional intelligence and artistic performance on HumSS students' academic performance showed no relationship between the two variables; fourth, emotional intelligence and artistic performance posed a moderate challenge for HumSS students academic performance.

7. RECOMMENDATIONS

From the findings and conclusion, the researcher offer the following scope for the future: (1) The researcher would like the humSS students to use this study as a basis to determine how will emotional intelligence and artistic performance affects their academic performance; (2) In order to maintain outstanding performance of students, students must thoroughly comprehend emotional intelligence and artistic performance and(3) use this study as their basis for developing guidelines or steps that can help them with their emotional intelligence and artistic performance that is being highly linked to their academic performance.

For the limitation of the study, Population sample, Finding potential respondents for the study was difficult due to the Pandemic. This study only focused on HumSS students. To make the outcome more reasonable and credible, the researchers suggested involving a greater number of students,

but this study only got a small population of humSS students'. Following that, more schools from surrounding provinces or areas should be included among the responders. Furthermore, because the study is a surveyed kind, the researcher proposes using a unique research design, such as a mixed technique, and triangulating the variables of the study.

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