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INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE LEARNING PRACTICES OF COLLEGE STUDENTS IN A PRIVATE NON-SECTARIAN SCHOOL IN PANABO CITY

Jan Eve A. Caparoso
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

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ABSTRACT

This study examined the influence of emotional intelligence on the learning practices of college students in a private non-sectarian college in Panabo City. A total of ninety-five (95) college students participated through total population sampling. A quantitative–predictive research design was employed, and data were analyzed using weighted means, standard deviations, Pearson correlations, and multiple regression at the 0.05 level of significance. Findings revealed that the students demonstrated a high level of emotional intelligence across all dimensions, particularly in managing relationships, self-awareness, empathy, self-regulation, and self-motivation. The students' learning practices were also found to be high, with deep and strategic learning emerging as the strongest dimensions, while surface learning was comparatively lower. Results further showed that emotional intelligence was significantly related to students' learning practices. However, while the combined emotional intelligence dimensions significantly predicted learning practices, none of the individual dimensions did so when taken alone. This indicated that emotional intelligence functions as a collective construct in influencing students' learning practices rather than through a single dominant dimension. These findings suggested that students' academic engagement and learning behaviors were strongly influenced by the integration of emotional competencies rather than isolated emotional skills. It is recommended that the institution strengthen programs and interventions that enhance students' emotional intelligence as a holistic construct, with emphasis on activities that develop self-awareness, emotional regulation, empathy, motivation, and relationship management to further improve students' learning practices and academic outcomes in higher education settings.

KEYWORDS: *emotional intelligence; learning practices*

INTRODUCTION

Learning practices play a crucial role in shaping the academic success and resilience of college students, particularly as they navigate the demanding requirements of higher education. Among the factors influencing effective learning practices, emotional intelligence emerges as a critical determinant. Emotional intelligence refers to the capacity to recognize, understand, manage, and regulate emotions in oneself and others. College students with higher emotional intelligence are better equipped to handle academic stress, maintain motivation, regulate behaviors, and engage in adaptive learning strategies, while those with lower emotional intelligence often struggle with procrastination, ineffective study habits, and poor time management.

Globally, college students face challenges in developing effective learning practices due to insufficient emotional intelligence. Many students struggle to manage their emotions, which results in inconsistent study routines, lack of focus, and reduced engagement in learning activities. In the United States, competitive academic environments and large class sizes often increase stress and hinder students' ability to regulate emotions. In China, students experience intense pressure from high-stakes exams and limited emotional support, which disrupts the adoption of structured learning strategies. Similarly, in Turkey, low emotional regulation skills contribute to academic burnout, decreased motivation, and difficulty maintaining consistent study habits (Ramos et al., 2023; Li & Zhang, 2022; Demir & Aydin, 2021). Additional global challenges include distractions from digital devices, insufficient guidance or mentorship, and limited access to counseling programs, all of which interfere with effective learning practices.

Students also face difficulties in sustaining motivation and balancing emotional and academic demands. Emotional dysregulation can lead to reduced interest in learning, inconsistent application of study strategies, and heightened vulnerability to academic stress. Many higher education institutions worldwide do not provide adequate support systems such as mentoring programs, counseling services, or emotional skills training, leaving students ill-equipped to manage stress and academic responsibilities effectively. Furthermore, cultural expectations, competitive environments, and uneven teacher-student interaction exacerbate these challenges, which emphasizes the importance of developing emotional

intelligence to enhance learning practices, persistence, and overall academic success (Ramos et al., 2023; Li & Zhang, 2022; Demir & Aydin, 2021).

In the Philippine context, college students encounter both internal and external barriers that affect their learning practices. Internally, students struggle with low self-confidence, poor goal-setting, and difficulty managing emotional responses to academic challenges. Externally, challenges include limited instructional support, lack of access to learning resources, digital distractions, and rigid academic schedules that disrupt study routines (Dela Cruz & Santos, 2021; Esperon et al., 2022). The pandemic phenomenon further complicated learning practices by introducing isolation, uncertainty, and abrupt shifts to online and hybrid learning, which disrupted routines and made it difficult for students to sustain motivation and effective study habits (Garcia et al., 2022; Pascual & Rivera, 2023).

Focusing on Panabo City, college students face variability in institutional support, which affects their learning practices. Limited teacher guidance, inadequate counseling services, and inconsistent access to learning resources make it challenging for students to develop structured study routines and adaptive learning strategies (Santiago & Lumapas, 2023). Many students also encounter difficulties managing academic stress, applying effective study techniques, and seeking appropriate support. Additionally, limited awareness among educators and students regarding the importance of emotional intelligence often leaves students unprepared to navigate academic and emotional challenges independently, which can compromise their ability to sustain consistent and productive learning practices (Bermudez & Salonga, 2023).

Despite the recognition of emotional intelligence as a critical factor in academic success, several gaps remain evident in the current literature. First, most studies focus predominantly on cognitive or instructional factors, which give limited attention to the emotional competencies that influence students' learning behaviors. Second, many existing studies rely heavily on quantitative methods, which often overlook students' personal experiences, strategies, and challenges in applying emotional intelligence to their learning practices. Third, there is a scarcity of localized research that investigates how emotional intelligence affects the learning practices of college students within specific socio-cultural contexts, such as Panabo City. Lastly, limited studies address the practical implications of insufficient emotional intelligence on daily learning routines, study habits, time management, and adaptive learning strategies, which are essential components of academic resilience.

Given these gaps, it is urgent to investigate the influence of emotional intelligence on the learning practices of college students in a private non-sectarian school in Panabo City. Understanding how students' emotional competencies shape their study habits, time management, motivation, and engagement is crucial for creating supportive learning environments that foster both academic and emotional development. The findings of this study are expected to provide actionable insights for educators, administrators, and policymakers to implement interventions, programs, and strategies that enhance emotional intelligence, promote adaptive learning practices, and strengthen students' capacity to overcome academic challenges. Conducting this study addresses the pressing need to equip students with the emotional and cognitive skills required for success in higher education and beyond.

THE STUDY'S OBJECTIVES

The study investigated the influence of emotional intelligence on the learning practices of college students in Panbo City. Specifically, it sought to:

1. Determine the level of emotional intelligence of college students in terms of self-awareness, self-motivation, self-regulation, empathy, and managing relationships.
2. Assess the level of learning practices of college students in terms of surface learning, deep learning, and strategic learning.
3. Establish whether a significant relationship exists between emotional intelligence and learning practices of college students.
4. Identify which domains of emotional intelligence significantly influence their learnig practices.

METHODOLOGY

This chapter presents the methodology used to investigate the emotional intelligence and learning practices of college students. The discussion includes the method used, sources of data, data gathering instruments, sampling technique, procedures of the study, statistical treatment, and ethical considerations.

Method Used

This study employed a quantitative-predictive research design to examine how emotional intelligence predicts the learning practices of college students. This design enables systematic collection and analysis of numerical data, which allows the researcher to identify patterns, predictive associations, and trends between the variables (Cohen et al., 2018). Because the study focuses on naturally occurring emotional intelligence and learning practices without manipulating any conditions, the findings reflect authentic academic experiences of the students.

Specifically, the research captured the current levels of emotional intelligence, which includes self-awareness, self-motivation, self-regulation, empathy, and managing relationships, as well as the dimensions of learning practices, namely surface learning, deep learning, and strategic learning. Predictive statistical methods are applied to determine the extent to which variations in emotional intelligence can predict variations in students' learning approaches. Correlational and regression analyses are employed to quantify the strength and direction of these predictive relationships, which provide empirical evidence of how emotional intelligence influences learning practices (Iqbal et al., 2022; Nieto-Carracedo et al., 2024).

Through this design, the study generated descriptive data illustrating the current status of emotional intelligence and learning practices, alongside inferential data that measure their predictive associations. This ensures that data collection, analysis, and interpretation are conducted systematically, rigorously, and ethically. The results offer evidence-based insights that may guide interventions, academic support programs, and institutional strategies aimed at strengthening students' emotional competencies and enhancing learning practices, which ultimately foster improved engagement, persistence, and academic achievement.

Sources of Data

The respondents of this study were the ninety-five (95) college students, determined using Tabachnick and Fidell's Formula (2019), selected from the 295 students enrolled in the College of Education at a a private non-sectarian school in Panabo City. After establishing the required sample size, a lottery technique will be employed to ensure that all 295 eligible students have an equal chance of being included in the study. This method upholds fairness and strengthens representativeness by preventing any selection bias during the sampling process.

The inclusion criteria specify that only students who were (1) officially enrolled in the College of Education, (2) currently in their third or fourth year, (3) have been continuously studying in the institution for more than two years, (4) demonstrate regular class attendance and active participation in academic activities, and (5) express willingness to provide honest and thoughtful responses are eligible to participate. These criteria ensure that respondents have adequate exposure to academic instruction, institutional culture, and learning environments, enabling them to provide well-informed assessments of their emotional intelligence and learning practices.

Selecting third- and fourth-year students was essential, as they have already gained substantial academic maturity and experience, which allows them to critically reflect on their emotional competencies, including self-awareness, self-regulation, motivation, empathy, and relationship management. Their extended exposure to various instructors, classroom dynamics, and academic tasks makes them capable of articulating how these emotional competencies influence their surface, deep, and strategic learning practices.

Data Gathering Instrument

The primary instruments for this study are structured questionnaires designed to measure Emotional Intelligence and Learning Practices of college students. These questionnaires consist of closed-ended Likert-scale items that quantify students' emotional competencies and their approaches to learning. The instruments are divided into two parts: the first focuses on Emotional Intelligence, while the second measures Learning Practices. Each variable is assessed through multiple items adapted to reflect the local context of a a private non-sectarian school in Panabo City.

Emotional Intelligence. The instrument on Emotional Intelligence examines five dimensions: Self-Awareness, Self-Motivation, Self-Regulation, Empathy, and Managing Relationships. Each dimension is measured using five (5) items. Self-Awareness measures students' ability to recognize and understand their own emotions. Self-Motivation evaluates the extent to which students can regulate their drive to achieve goals. Self-Regulation assesses students' ability to control impulses and manage emotional responses, while Empathy examines the capacity to understand and relate to others' feelings. Managing Relationships measures students' skills in maintaining positive interpersonal interactions and social harmony.

To ensure content validity, the instrument is reviewed by experts in education and psychology to confirm that each item accurately reflects the dimensions of emotional intelligence and aligns with the study objectives. The overall expert rating for the instrument's validity is 4.09, which is described as very good, indicating that the items are relevant, appropriate, and well-structured for measuring the intended constructs.

Reliability is further established through a pilot test conducted with thirty (30) college students from nearby schools, who are not part of the actual respondents of the study. This approach ensures that the data used for reliability testing does not influence or overlap with the main study sample. The pilot test yields a Cronbach's alpha of 0.857, which confirms that the instrument demonstrates high internal consistency and dependability in measuring emotional intelligence. This high reliability result supports the instrument's suitability for use in the actual data-gathering process. Responses are interpreted using the following Likert-scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Emotional Intelligence of college students is always evident.
3.40 - 4.19	High	Emotional Intelligence of college students is oftentimes evident.
2.60 - 3.39	Moderate	Emotional Intelligence of college students is occasionally evident.
1.80 - 2.59	Low	Emotional Intelligence of college students is seldom evident.
1.00 – 1.79	Very Low	Emotional Intelligence of college students is never evident

Learning Practices. The instrument for Learning Practices examines three dimensions: Surface Learning, Deep Learning, and Strategic Learning. Each dimension is measured using five (5) items. Surface Learning assesses students' tendency to memorize or reproduce information without a deeper understanding. Deep Learning evaluates the extent to which students seek to comprehend concepts, integrate ideas, and apply knowledge critically. Strategic Learning measures students' ability to plan, organize, and employ effective study strategies to achieve academic goals.

The instrument is validated by experts to ensure that the items accurately measure the intended dimensions and align with the study objectives. The overall expert rating for validity is 4.18, described as very good, indicating that the items are appropriate, clear, and relevant to the constructs being assessed. Reliability is further confirmed through a pilot test conducted with thirty (30) college students from nearby schools who are not part of the actual respondents of the study. The pilot test yields a Cronbach's alpha value of 0.861, which indicates high internal consistency and dependability, affirming that the instrument is both reliable and suitable for use in the main study. Responses are interpreted using the following scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Learning practices of college students are always evident.
3.40 - 4.19	High	Learning practices of college students are oftentimes evident.
2.60 - 3.39	Moderate	Learning practices of college students are occasionally evident.
1.80 - 2.59	Low	Learning practices of college students are seldom evident.
1.00 – 1.79	Very Low	Learning practices of college students are never evident

Both instruments are contextualized to the objectives of the study, and feedback from advisers, panel members, and expert validators is incorporated to refine the tools. These questionnaires provide accurate, reliable, and meaningful data on the relationship between Emotional Intelligence and Learning Practices among college students. The instruments form the basis for generating evidence-based recommendations to enhance students' emotional competencies, promote effective learning strategies, and foster a more productive academic environment at a private non-sectarian school in Panabo City.

Method of Sampling

The use of the lottery method following the determination of the sample size enhances the credibility of the respondent selection by ensuring inclusivity and equal opportunity. This procedure minimizes sampling errors and strengthens the generalizability of the findings within the College of Education. Additionally, the careful application of inclusion criteria ensures that participants are engaged, reliable, and capable of providing authentic insights into their emotional intelligence and learning practices.

The selection of 95 students who meet the established criteria, the study is guided by methodological rigor and fairness. This approach supports the generation of meaningful results that reflect the diverse experiences and learning behaviors of college students in a a private non-sectarian school in Panabo City. Ultimately, the sample provides a balanced and representative understanding of the relationship between emotional intelligence and learning practices, which contributes valuable insights for enhancing students' emotional competencies and academic performance.

Procedure of the Study

The data gathering process for this study followed a structured and ethically guided protocol to ensure accuracy, reliability, and validity of the results. The procedures were organized into several key stages: Ethics Review, Validation of the Instrument, Endorsement from the Dean, Permit to Conduct the Study, and Administration and Retrieval of Questionnaires, all carried out in coordination with the private non-sectarian school in Panabo City.

Ethics Review. Prior to conducting the study, the research proposal underwent an ethics review, and an Ethics and Compliance Certificate was secured on December 15, 2025. This ensured full compliance with ethical standards for research involving human participants. The review confirmed that the rights, welfare, and confidentiality of the student respondents from a private non-sectarian school in Panabo City were protected throughout the study. Ethical principles, including voluntary participation, informed consent, and data privacy, were strictly observed in accordance with the Data Privacy Act of 2012.

Validation of the Instrument. The research instruments were subjected to expert validation on January 22, 2026 and January 26, 2026 to ensure clarity, relevance, and alignment with the constructs of emotional intelligence and learning practices. Feedback from experts, the research adviser, and panel members was incorporated to refine the instruments. To further ensure reliability, the instruments were pilot tested among thirty (30) college students. Letters to conduct pilot testing were sent to Northlink Technological College on February 23, 2026, with a Certificate of Appearance issued on February 25, 2026. Similarly, a letter was sent to Maryknoll College of Panabo, Inc. on February 25, 2026, with a Certificate of Appearance issued on February 26, 2026. The pilot testing process yielded a Cronbach's alpha of 0.895 for emotional intelligence and 0.924 for learning practices, confirming that the instruments were reliable and internally consistent.

Endorsement from the Dean. After completing the validation process and ethics review, the researcher secured a formal endorsement from the Dean of Rizal Memorial Colleges, Inc., Dr. Nelia Aga, on January 8, 2026. This endorsement served as an official recommendation, affirming that the study met academic and ethical standards and was appropriate for implementation with the identified student respondents.

Permit to Conduct the Study. Following the Dean's endorsement, a formal request to conduct the study was submitted to the administration of a private non-sectarian school in Panabo City on January 29, 2026. Upon approval, a Certificate of Appearance was issued on March 3, 2026, signifying that the researcher was officially allowed to conduct the study within the institution. Coordination with faculty and administrative staff was undertaken to ensure smooth communication and proper scheduling for the data collection process.

Administration and Retrieval of Questionnaires. The validated survey questionnaires on emotional intelligence and learning practices were distributed to the 95 college students who met the inclusion criteria at a private non-sectarian school in Panabo City. Prior to answering the questionnaires, the respondents were oriented on the objectives of the study and informed of ethical considerations, including voluntary participation, confidentiality, and the right to withdraw at any time without penalty. Informed consent was obtained from all respondents before data collection began. The questionnaires were administered using both paper-based and digital formats, depending on availability and respondent preference. Sufficient time was allotted for completion, and all questionnaires were retrieved within the agreed-upon period on March 3, 2026. After collection, responses were systematically organized, encoded, and prepared for statistical analysis.

The collected data was analyzed using appropriate statistical tools to examine the relationship between emotional intelligence and learning practices among college students. These procedures ensured the validity, reliability, and integrity of the data while maintaining the confidentiality and comfort of all participants.

Statistical Treatment

For a comprehensive interpretation of the data collected from college students, several statistical tools were employed, each corresponding to the study's research subproblems.

To address the first two research subproblems, which focused on determining the level of emotional intelligence and the level of learning practices among students, the weighted mean and standard deviation were utilized. The weighted mean summarized the overall responses of the participants, while the standard deviation indicated the consistency or variability of their answers. These descriptive statistics provided a clear overview of the trends and patterns in both the independent and dependent variables.

For the third research subproblem, which sought to determine whether a significant relationship existed between emotional intelligence and learning practices, the Pearson Product-Moment Correlation Coefficient (r) was employed. This test measured the strength and direction of the linear relationship between the two continuous variables which allowed the researcher to examine whether higher levels of emotional intelligence are associated with more effective learning practices. To answer the fourth research subproblem, which aimed to identify which dimensions of emotional intelligence significantly influenced learning practices, multiple regression analysis was conducted. This analysis assessed the individual contribution of each dimension which are self-awareness, self-motivation, self-regulation, empathy, and managing relationships on students' learning practices.

Ethical Consideration

This study ensures that student respondents from a private non-sectarian school in Panabo City are treated with respect, fairness, and care throughout the research process. Ethical principles such as informed consent, confidentiality, risk minimization, and transparency guide the study to protect participants' rights, well-being, and privacy.

Social Value. The study aims to examine the relationship between emotional intelligence and learning practices of college students in a higher education institution in Gredu, Panabo City. The findings are expected to provide insights that enhance students' self-awareness, emotional regulation, and effective learning strategies within the academic setting. Beyond the

local context, the results may also inform teaching approaches, student support programs, and educational policies in other colleges to promote both emotional and academic development among students.

Informed Consent. Informed consent was obtained from all participating students prior to data collection. Students were fully informed about the study's purpose, objectives, and procedures. Participation was voluntary, with no risk involved, and students could withdraw at any time without consequence. Consent forms were written in clear and accessible language, and participants were encouraged to ask questions before agreeing to take part.

Vulnerability of Respondents. Although the respondents were not considered a vulnerable group, reflecting on personal emotional intelligence and learning practices may have caused minor discomfort. To address this, data collection was conducted using non-intrusive surveys. Students were allowed to skip any items they felt uncomfortable answering and could withdraw at any point without consequence.

Privacy and Confidentiality. Protecting the privacy of students was a priority. All data were anonymized, with identifying information removed from reports. Collected data were securely stored in password-protected files accessible only to the researcher. The study adhered to the Data Privacy Act of 2012, ensuring strict confidentiality throughout the research process.

Risk, Benefits, and Safety. The study posed minimal risk to students as it employed non-invasive surveys. Minor discomfort may have arisen when reflecting on emotional intelligence or learning strategies, but participants were allowed to omit sensitive items. The benefits outweighed the risks, as findings may have guided interventions that enhanced emotional competencies, improved learning practices, and supported academic engagement. Participants were given access to results for personal growth and self-awareness.

Justice. The principle of justice was observed by providing equal opportunity for all students who met the inclusion criteria to participate. Selection was free from bias, and findings were fairly shared with relevant stakeholders to ensure equitable access to the study's benefits.

Transparency. Transparency was maintained throughout the research process. Students were informed of the study's purpose, procedures, potential risks, and benefits before participation. Faculty and administrators were updated on progress, and findings were disseminated upon completion to encourage practical application in enhancing emotional intelligence and learning practices.

Qualification of Researcher. The researcher is currently completing the Master of Arts in Education major in Educational Management. She is a graduate of Bachelor of Secondary Education major in English at a private non-sectarian school in Panabo City. She has five years of teaching experience and has trainings on the following: The Transformative Roles of Counselors and Mental Health Professionals in the BANI World, Acceptance Commitment Therapy, Access Bars Therapy & Designing, Implementing, and Evaluating Responsive Guidance Services for Schools, which strengthened her leadership, organizational skills, and professional competence. Through her years in the teaching profession, she has gained valuable learning experiences from her mentors, colleagues, research adviser, peers, and various professional training and development activities. She has also been trained in educational research and is knowledgeable about ethical principles such as informed consent, confidentiality, and data protection, which guide her in conducting the study responsibly and rigorously. Her combined academic preparation, professional experiences, and continuous learning opportunities provide a strong foundation for understanding the educational setting and ensuring the quality and integrity of the research.

Conflict of Interest. The researcher declares no conflict of interest. The study is conducted independently, free from personal or financial bias, and any potential conflict is disclosed to participants and stakeholders in a private non-sectarian school in Panabo City.

Adequacy of Facilities. Data collection takes place in safe and conducive environments in a private non-sectarian school in Panabo City, whether in quiet classrooms or through secure online platforms. Proper tools and secure data storage ensure accuracy, comfort, and confidentiality.

Community Involvement. The study values the participation of the educational community in a private non-sectarian school in Panabo City by aligning its objectives with the improvement of students' emotional intelligence and learning practices. Feedback from stakeholders is considered in refining the research instrument, and findings are shared with faculty, administrators, and policymakers to guide strategies that strengthen emotional competencies and promote effective learning practices among students.

Results

This chapter presents the results of the study based on the data collected in relation to the research objectives. The presentation is systematically organized according to the statement of the problem. Specifically, it discusses the level of emotional intelligence among students, the level of their learning practices, the significant relationship between emotional intelligence and learning practices, and the specific domains of emotional intelligence that significantly influence the learning practices of college students.

The study found that the emotional intelligence of college students was **high** (M = 3.64), with all dimensions rated high: self-awareness, self-motivation, self-regulation, empathy, and managing relationships. Among these, **managing relationships** obtained the highest mean (M = 3.87), while **self-motivation** recorded the lowest mean (M = 3.45).
Students' learning practices were also **high** (M = 3.60). **Deep learning** had the highest mean (M = 4.15), followed by **strategic learning** (M = 3.55), while **surface learning** was rated moderate (M = 3.09). This indicates that students generally engage in meaningful and goal-oriented learning, although some still use memorization and exam-focused strategies.

Correlation analysis showed that emotional intelligence was significantly related to surface learning (r = .297, p = .003), deep learning (r = .472, p = .000), strategic learning (r = .332, p = .001), and reading comprehension (r = .685, p = .000). Thus, the null hypothesis was rejected.

Regression analysis revealed that emotional intelligence significantly predicted students' learning practices (R = .804, R^2 = .647, F = 8.791, p = .000). This means that 64.7% of the variance in learning practices was explained by emotional intelligence. However, none of the individual dimensions significantly predicted learning practices, indicating that emotional intelligence influences students' learning practices as a whole rather than through a single dominant dimension. Overall, the findings suggest that emotionally intelligent students are more likely to demonstrate effective, meaningful, and strategic learning practices.

Summary

The findings of the study were summarized as follows:

1. The results revealed that the college students demonstrated a high level of emotional intelligence, with an overall mean of 3.64 and a standard deviation of 0.27. This indicated that, in general, the respondents exhibited strong emotional competencies across the different dimensions. Among the indicators, Managing Relationships obtained the highest mean of 3.87 (SD = 0.31), followed by Self-Awareness (M = 3.68, SD = 0.34) and Empathy (M = 3.66, SD = 0.31), all interpreted as high. Self-Regulation also obtained a high rating with a mean of 3.55 (SD = 0.41), while Self-Motivation recorded the lowest mean of 3.45 (SD = 0.45), though still interpreted as high. The overall findings showed that the college students possessed a high level of emotional intelligence across all dimensions, indicating strong abilities in understanding and managing emotions, motivating themselves, regulating behavior, showing empathy, and maintaining positive relationships.
2. The results revealed that the students demonstrated a high level of learning practices, with an overall mean of 3.60 and a standard deviation of 0.16. This indicated that, in general, the respondents engaged in effective learning strategies across different dimensions. Among the indicators, Deep Learning obtained the highest mean of 4.15 (SD = 0.38), interpreted as High, followed by Strategic Learning with a mean of 3.55 (SD = 0.19), also rated High. Meanwhile, Surface Learning recorded the lowest mean of 3.09 (SD = 0.22) and was interpreted as Moderate. The overall findings showed that the students generally exhibited strong learning practices, particularly in deep and strategic learning, while surface learning was only at a moderate level.
3. The results revealed a significant relationship between emotional intelligence and learning practices of college students. Overall emotional intelligence showed significant positive relationships with surface learning (r = .297, p = .003), deep learning (r = .472, p = .000), strategic learning (r = .332, p = .001), and reading comprehension (r = .685, p = .000), leading to the rejection of the null hypothesis in all cases.
4. The multiple regression analysis revealed that emotional intelligence significantly predicted students' learning practices (R = 0.804, R^2 = 0.647, F = 8.791, p = 0.000).However, none of the individual dimensions of emotional intelligence significantly predicted learning practices, as shown by their p-values above 0.05: Self-Awareness (p = 0.070), Self-Motivation (p = 0.910), Self-Regulation (p = 0.107), Empathy (p = 0.148), and Managing Relationships (p = 0.385)..

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The findings reveal that college students exhibit a high level of emotional intelligence. Managing relationships is the strongest dimension, followed by self-awareness and empathy, which indicates students' ability to interact positively and understand emotions. Self-regulation and self-motivation are also high, which suggests students can manage their emotions and maintain drive toward academic goals. The generally students demonstrate strong emotional competencies that support effective learning and social interactions.

2. The findings on learning practices reveal that college students demonstrate a high level of learning practices overall. Deep learning is the strongest dimension, followed by strategic learning, which indicates students' engagement in understanding and applying knowledge. Surface learning is the lowest, which reflects occasional reliance on memorization and exam-focused strategies.
3. The findings reveal that emotional intelligence significantly influences the learning practices of college students. Self-awareness shows a strong positive influence, while self-motivation demonstrates a moderate positive influence, both leading to the rejection of the null hypothesis. Self-regulation and managing relationships exhibit strong positive effects, with empathy showing the highest influence. Generally, emotional intelligence exerts a very strong positive influence on students' learning practices.
4. Based on the findings, emotional intelligence as a whole significantly predicted students' learning practices, which indicates a strong combined influence of its dimensions on how students engage in learning. However, no single domain of emotional intelligence significantly predicted learning practices when considered individually. This suggests that the domains of emotional intelligence such as self-awareness, self-motivation, self-regulation, empathy, and managing relationships function collectively rather than independently in influencing students' learning practices. The overall results imply that students' learning practices are better explained by the integrated effect of emotional intelligence rather than by any single dominant dimension.

Recommendations

In light of the foregoing findings, the following recommendations are offered:

1. School administration and College Deans may consider prioritizing programs and policies that foster the development of students' emotional intelligence, particularly those enhancing self-awareness, empathy, self-regulation, and relationship management. Providing resources for faculty training in student-centered teaching and emotional competency development may further support the enhancement of students' deep and strategic learning practices.
2. Faculty members may actively apply strategies that enhance students' emotional competencies and learning practices, such as incorporating reflective activities, collaborative tasks, and constructive feedback in their instruction. They may also encourage students to adopt deep and strategic learning approaches by linking lessons to real-life contexts and promoting critical thinking.
3. College students may be encouraged to practice emotional intelligence skills, such as managing their emotions, developing empathy, and building positive relationships with peers and instructors. They may also actively engage in deep and strategic learning practices, including connecting new knowledge to prior learning, applying concepts to practical situations, and organizing study strategies to optimize academic performance.
4. Future researchers may investigate additional factors that influence learning practices, such as cultural context, technology use, and socio-economic conditions. Longitudinal or experimental studies may further explore the sustained effects of emotional intelligence on students' learning practices and academic outcomes.

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