



INTELLIGENCE QUOTIENT (IQ) AND SEX: PREDICTORS OF ACADEMIC PERFORMANCE, EMOTIONAL STATE, SOCIAL ADAPTABILITY AND WORK ATTITUDE

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ABSTRACT

This study focused on determining the association of IQ and sex to academic performance, emotional state, social adaptability, and work attitude of the students taking education in NEUST-Gabalton Campus. Questionnaires are administered to find out the association of IQ and sex to academic performance, emotional state, social adaptability, and work attitude. A descriptive – correlational design was employed in this study. The study showed that there is a significant association of sex to academic performance, emotional state, social adaptability and work attitude. It implied that sex can be use as a predictor of academic performance, emotional state, social adaptability and work attitude. Data also implied that in this population the male group are more academically equipped than the female counterpart. Data also showed that the female group are more emotional than the male counterpart. Furthermore, the male group are more socially active and work directed. There is a correlation of IQ to academic performance, emotional state, social adaptability and work attitude. It implies that IQ is a predictor of academic performance, emotional state, social adaptability and work attitude, but there is no significant association between sex and IQ.

KEYWORDS: *Intelligence Quotient (IQ), sex, Academic Performance, Emotional State, Social Adaptability, Work Attitude.*

INTRODUCTION

Throughout history, education is one of the most important aspects of life. We cannot afford to deal with the drastic change in society if we are not educated properly. Indeed, education is our way of life. Hence, it is substantial for every educator to determine the factors that determine student academic performance. It gives directions on how teachers provide learning activities to achieve a specific goal.

On the other hand, some researches provide data about the determinants of academic performance. Some of these researches focus on students' profile, motivation, attitude, sex, cognitive engagement,

behavioural engagement, and other student-related factors. These students' related factors may have or may not have directly influenced students' academic performance. Hence, these factors may or may not provide an idea on the part of teachers on how to develop and impose a specific learning task. Also, these student-related factors are subjective since it does not provide a direct numerical relationship on students' academic performance.

Every learner is unique in their way, so educators provide varied activities to cater to those differences. Nonetheless, some students can learn either way. They can learn, even in their way, and that's have



something to do with their intelligence. Intelligence is a very important key factor to determine the student's academic performance in school. Intelligence is a cognitive potentiality that helps to increase the learning abilities of the students. Every Curriculum aim is to test the intelligence level in this way both intelligence and academic achievements interrelated object (Dandagal, and Yarriswami, 2017).

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly... etc. Some psychologists have divided intelligence into subcategories. For example, Howard Gardner maintained that it is comprised of seven components: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, and interpersonal. Other definitions are: "Intelligence is what you do when you don't know what to do." "Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behaviour (Dandagal, and Yarriswami, 2017).

Furthermore, the Culture Fair Intelligence Test, which has been validated and standardized for use in Nigeria, describes intelligence as the general mental capacity to quickly learn, solve novel problems, educe relationships, quickly process information correctly, think rationally, behave deliberately, and most effectively adjust to one's environment (Kpolovie, 2015)

Literature indicates that verbal skills have a greater connection with academic achievement than nonverbal abilities, according to Kaya, Juntune, and Stough (2015). Nonverbal abilities are linked to the ability to learn, while verbal abilities are linked to the readiness to learn. Both verbal (readiness) and nonverbal (potential) abilities should be assessed if intelligence scores are used to predict future academic performance. Besides, to recognize gifted and talented students, evaluation of verbal abilities should complement the assessment of nonverbal abilities so that they will be able to survive in advanced academic programs.

Besides, Kpolovie (2016) has shown that there is a statistically significant relationship between IQ and Mathematics achievement (0.499 and 0.495) when the English language is partially out of the range; and between IQ and English Language achievement (0.411 and 0.346) when Mathematics is partially out of the range, respectively, at junior and senior secondary school levels. The findings also showed overwhelming proof of intelligence stability (0.702) over four years in super corroboration of the fluid and crystalized theory of intelligence. The coefficient of partial determination unveiled that IQ accounts for 24.90 per cent to 24.50

per cent of the variance in Mathematics achievement, and 16.89 per cent to 11.97 per cent of the variance in English Language achievement.

Singh (2010) investigated senior secondary students' mental health in terms of spiritual intelligence, altruism, school environment, and academic achievement and discovered that male students had significantly higher academic achievement than female students; students living in urban areas had significantly higher academic achievement than students living in rural areas; and students living in urban areas had significantly higher academic achievement than students living in rural areas; academic achievement of students studying in aided schools was significantly higher than that of students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than that of students studying in government schools; academic achievement of students studying in aided schools was significantly higher than that of students studying in government schools; academic achievement of students studying in aided schools was significantly higher than that of students studying in unaided schools.

Gurubasappa (2009) studied intelligence and self-concept as correlates of secondary school students' academic achievement to determine the relationship between academic achievement and intelligence and self-concept using a sample of 400 students and discovered that there was a highly significant correlation between academic achievement and intelligence and self-concept; there was a significant inverse relationship between academic achievement and intelligence and self-concept.

Skourdi and Rahim (2010) looked at the relationship between emotional intelligence and linguistic intelligence in the acquisition of vocabulary in 66 EFL junior students from Shiraz Azad and Shiraz Universities. The results showed that emotional intelligence and linguistic intelligence, emotional intelligence and vocabulary awareness, and linguistic intelligence and vocabulary knowledge all have a positive relationship. Emotional intelligence has been discovered to be an indicator of linguistic intelligence and vice versa. Furthermore, several regressions found that linguistic intelligence outperformed emotional intelligence in predicting receptive vocabulary awareness.

M. Kiss, A. Kotsis, and A. István Kun (2014) conclude that sex, intellectual intelligence, introvert or extrovert orientation, thinking or feeling personality preference, and, in some sections of the study, emotional intelligence and perceiving or assessing personality preference of the student all have a major



effect on academic performance. But then, Capinding, A. (2021), showed in his study that there is no association between sex and academic performance. Also, Z. Ghabanchi and R. Rastegar (2014) found that the correlation between IQ and reading comprehension is greater than the link between total emotional intelligence and reading comprehension. Reading comprehension scores were found to have a significant relationship with certain emotional intelligence subscales, such as interpersonal skills, intrapersonal abilities, and stress management. It meant that IQ matters more than emotional intelligence when it comes to reading comprehension.

M. Mohzan, N. Hassan, and N. Halil (2012) look into the effect of emotional intelligence on academic achievement among students at Universiti Teknologi Mara's Education Faculty (UiTM). The information for their analysis was collected using a questionnaire that elicited information on the students' Emotional Intelligence level as well as their academic performance. According to the findings of their research, the respondents have a high degree of Emotional Intelligence. Two domains of Emotional Intelligence (Self-Emotion Assessment and Perception of Emotion) were found to be strongly and positively correlated with respondents' academic achievement. The study's findings have significant implications for the importance of Emotional Intelligence and its ties to academic performance in students, especially among pre-service teachers.

S. Nath, S. Ghosh, and S. Das (2015), on the other hand, found that EQ and IQ are negatively correlated and that there is no important association between EQ and academic success. According to them, based on the current results, larger samples can be included in future studies. The study's drawback is the study's limited sample size.

According to S.O. AlZboon (2013), social adaptation is one of the most significant issues directly relevant to human conduct, which is a reaction of a person attempting to harmonize his motives and desires on the one side, and the requirements of the world and different circumstances on the other; therefore, he is concerned with positive acts that bring satisfaction.

An adaptive person, on the other hand, enters the phases where his attitudes and acts correlate with the social environment in which he lives, finding a positive balance in his social ties with the social milieu around him, positively influencing all of his different life aspects, according to Anani (2000). As a consequence, social adaptation refers to an individual's integration of his reality, emotions, and internal culture with his environmental socio-cultural values, which may emerge from ideological and intellectual

differences between him and his society, and then he attempts to adjust to achieve some kind of equilibrium between him and his surrounding environment, in which he can fulfil his needs (Abdullah, 2001).

An individual's social adaptation leads to a balance in his relationships with his environment, friends, and education, which will, of course, improve his achievement motivation and allow him to fully utilize his energies and abilities. According to Mayahi (2010), the achievement motive is the most important and is directly influenced by proper social environment adaptation. The researcher wants to see if there is a correlation between and among the students' intelligence quotient (IQ), sex, academic performance, emotional status, social adaptability, and work attitude using these data.

Generally, the research study aimed to determine the impact of Intelligence Quotient (IQ), and sex on the Academic performance, Emotional Status, Social Adaptability, and Work Attitude of Second Year BEED and BSED Students of Nueva Ecija University of Science and Technology – Gabaldon Campus, during the first semester, the school year 2020-2021.

Specifically, this study aims to answer the following question: How may the respondents be described in terms of Sex, Academic Performance, Intelligence Quotient, Emotional Status, Social Adaptability and Work Attitude. Is there a significant association between sex and the following: Intelligence Quotient (IQ); Academic Performance; Emotional Status; Social Adaptability; and Work attitude? Is there a significant relationship between and among the student's intelligence quotient, academic performance, emotional status, social adaptability, and work attitude?

Hypotheses

There is no significant relationship between sex and the following variables: Intelligence Quotient; Academic Performance; Emotional Status; Social Adaptability; and Work attitude.

There is no significant relationship between and among the student's intelligence quotient, academic performance, emotional status, social adaptability, and work attitude.

METHODS

Research Design

The study utilized a descriptive - correlational design. Descriptive correlational design is a research design where it describes the relationship between variables without making causation. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (SousaI, V., et. al., 2007).



Participants of the Study : The participants of the study were the Second year BEED and BSE students of NEUST-Gabalton Campus, A.Y. 2019-2020.

Table 1 shows the distribution of the participants of the study.

Table 1 The Participants of the Study

2nd Year	MALE	FEMALE	TOTAL
BSED	4	19	23
BEED	4	19	23
Total	8	38	46

Materials and Instrument

The study provides a check-list and IQ test. The Intelligence Quotient is done through IQTest.com. Questionnaire on Emotional status was adapted from the study of Aluoja, Shlik, Vasar, Luuk, and Leinsalu (Development and psychometric properties of the Emotional State Questionnaire, a self-report questionnaire for depression and anxiety). Questionnaire on Social Adaptability was adapted from the study of Saleem Odeh AlZboon (2013), Social Adaptation and Its Relationship to Achievement Motivation among High School Students in Jordan. Questionnaire on Work attitude was retrieved from Shodganga.inflib.net.ac.in. Student's grades were taken from last academic year (2019-2020).

Reliability of Instruments

The test-retest method was utilized in establishing the reliability of the questionnaire. It was administered twice to the 15 third year BEED students of the NEUST-Gabalton campus who were not involved in the study. The scores of the respondents were correlated using Spearman's rho, with a reliability quotient of 0.89.

Data Collection

Due to the restriction of face-to-face classes, data from the students were collected using google forms.

DATA ANALYSIS

Using SPSS

Table 2 Statistical Tools

	Intelligence Quotient	Sex	Academic performance	Social Adaptability	Work Attitude
Academic performance	<i>Pearson r</i>	<i>Point bi-serial</i>		<i>Pearson r</i>	<i>Pearson r</i>
Emotional Status	<i>Ordinal by Interval</i>	<i>Chi-square</i>	<i>Pearson r</i>	<i>Spearman's rho</i>	<i>Spearman's rho</i>
Social Adaptability	<i>Ordinal by Interval</i>	<i>Chi-square</i>			
Work Attitude	<i>Ordinal by Interval</i>	<i>Chi-square</i>			<i>Spearman's rho</i>
Sex	<i>Point bi-serial</i>				

All hypotheses were tested at .05 level of significance.

The Scale and verbal interpretation of Academic Performance and Intelligent Quotient are given below:



Table 3: Descriptors and Grading Scale

Descriptor	Grading Scale
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did not meet the expectation	Below 75

Table 4: IQ Classification and Range

Classification	Ranges
Very Gifted or Highly Advanced	145-160
Gifted or Very Advanced	130-144
Superior	120-129
High Average	110-119
Average	90-109
Low Average	80-89
Borderline	70-79
Mildly Impaired	55-69
Moderately Impaired	40-54

The weighted mean and verbal interpretation were utilized in computing the responses of the students on their Emotional Status, Social Adaptability, and Work Attitude. The arbitrary scale used:

Table 5

Scale	Emotional State and Social Adaptability	Work Attitude
1.00 – 1.79	not at all	very low
1.80 – 2.59	seldom	low
2.60 – 3.39	sometimes	medium
3.40 – 4.19	often	high
4.20 – 5.00	all the time	very high

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Profile of the respondents in terms of Sex, Academic Performance, Intelligence Quotient, Emotional Status, Social Adaptability, and Work Attitude.

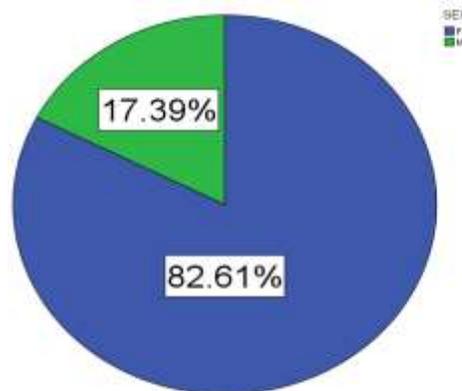


Figure 1. Distribution of the Respondents According to sex.



Figure 1 showed that 82.61 per cent of the respondents are female, and 17.39 per cent are male.

It also implied that a great number of female students are taking education in NEUST-Gabalton Campus.

Figure 2. Distribution of the Respondents According to Academic Performance.

IQ Distribution

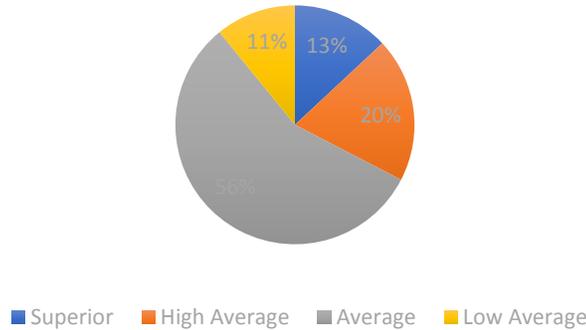


Figure 2 showed that most of the respondents have fairly satisfactory grades (39%), followed by very satisfactory (39%), outstanding (15%), and the least satisfactory (11%).

It implied that most of the students taking education have a fairly and very satisfactory grade. Furthermore, there is a need for uplifting the performance of the students taking education.

Figure 3. Distribution of Respondent According to "IQ"

Academic Performance



The chart showed that most of the respondent (56%) have average IQ, followed by high average IQ (20%), superior (13%) and the least low average (11%).

It also showed that most of the students taking education in Gabaldon Campus have an average IQ level.



Table 6. Weighted Mean and Verbal Description of Respondent's Emotional State.

Emotional State	WM	Verbal Description
Feelings of sadness	3.141	Sometimes
Feeling no interest or pleasure in things	2.845	Sometimes
Fear of being outside the home alone	2.704	Sometimes
Feeling afraid of travelling by bus, train, or car	2.732	Sometimes
Feeling easily irritated or annoyed	3.127	Sometimes
Tension or inability to relax	2.901	Sometimes
Fatigue or loss of energy	3.127	Sometimes
Being easily fatigued	2.901	Sometimes
Difficulty falling asleep	3.282	Sometimes
Restless or disturbed sleep	3.197	Sometimes
Total Weighted Mean	2.996	Sometimes

Table 6 showed that the respondent's emotional state are verbally interpreted as sometimes: "feelings of sadness" (wm=3.141); "feeling no interest or pleasure in things" (wm=2.845); "fear of being outside home alone" (wm=2.704); "feeling afraid of travelling by bus, train, or car" (wm=2.732); "feeling easily irritated or annoyed" (wm=3.127); "tension or inability to relax" (wm=2.901); "fatigue or loss of energy" (wm=3.127); "being easily fatigued" (wm=2.901); "difficulty falling asleep" (wm=3.282);

and "restless or disturbed sleep" (wm=3.197). The respondents sometimes felt those negative emotions with a total average of 2.996.

It implied that the respondents sometimes felt negative emotions and it is natural for them to have these feelings. During this time of the pandemic, we cannot eliminate the fact that sometimes we felt negative emotions. Furthermore, it is necessary to conduct stress debriefing for the students and help them to cope with the new normal of the education system.

Table 7. Weighted Mean and Verbal Description of Respondent's Social Adaptability.

Social Adaptability	Wm	Verbal Description
I feel comfortable when I'm with my family	4.38	all the time
I join my family in all social activities	3.394	Sometimes
I enjoy it with my friends in their rituals	3.38	Sometimes
Being within a funny group of students takes me away from my fears	3.7	Sometimes
I accept constantly communicating with new friends	3.732	Sometimes
Better to sit by myself at social events	3.028	Sometimes
I am happy to create new social relationships	3.676	Often
Participate in social events	2.972	Sometimes
Be sure to participate in school activities	3.197	Sometimes
I miss the familiarity with my colleagues in the school	3.986	Often
Total Weighted Mean	3.545	Often

Table 7 shows the item-statements on Social Adaptability of the students, "they felt comfortable when they are in their family", (wm=4.38) which can be interpreted as "all the time". They sometimes "join

their family in all social activities" (wm=3.394), "enjoy their companies with their friends in their rituals" (wm=3.38), "being within a funny group of students takes them away from their fears" (wm=3.7), "they



accept the constantly communicating with new friends” (wm=3.732), “better to sit by their self in social events” (wm=3.028), “they participate in social events” (wm=2.972), and “they are sure to participate in school activities” (wm=3.197). The respondents are often socially adaptive (wm=3.545).

The data showed that the respondents are often socially adaptive. They often participate and collaborate with social activities. It also showed that the students in this group can adapt to societal change that takes place drastically.

Table 8. Weighted Mean and Verbal Description of Respondent’s Work Attitude.

Work Attitude	WM	Verbal Description
Opportunity for developing a sense of security in your life.	3.267606	medium
Assuming greater personal responsibility.	3.408451	High
Opportunity for independent thought and action.	3.394366	medium
Opportunity for growth and self-fulfilment by using your unique abilities and realizing your potential.	3.267606	medium
The opportunity for the feeling of greater personal achievement given by work.	3.140845	medium
The opportunity for growth and self-fulfilment by using unique abilities and realizing potentials, given by work.	3.197183	medium
The opportunity for independent thought and action given by work.	3.309859	medium
The opportunity for maintaining a comfortable standard of living given by work.	3.126761	medium
The opportunity to assume greater personal responsibility allowed by the family.	3.507042	High
The opportunity to assume greater personal responsibility allowed by work.	3.352113	medium
Total Weighted Mean	3.297183	medium

Table 8 shows the respondents work attitude, they have medium recognition on the item statements: “opportunity for developing a sense of security in your life” (wm=3.26); “opportunity for independent thought and action” (wm=3.39); “opportunity for growth and self-fulfilment by using your unique abilities and realizing your potential” (wm=3.27); “the opportunity for the feeling of greater personal achievement given by work” (wm=3.14); “the opportunity for growth and self-fulfilment by using unique abilities and realizing potentials, given by work” (wm=3.20); “the opportunity for independent thought and action given by work” (wm=3.31); “the opportunity for maintaining a comfortable standard of living given by work”

(wm=3.13); and “the opportunity to assume greater personal responsibility allowed by work” (wm=3.35). On the other hand, they have high recognition on the following item-statements: “assuming greater personal responsibility” (wm=3.41); and “the opportunity to assume greater personal responsibility allowed by the family” (wm=3.51). The total weighted mean is 3.30, which can be interpreted as “medium”.

The data showed that the respondents have a medium recognition or though on their work attitude. It also shows that the students have a positive attitude towards accepting responsibilities. In addition, students showing a positive attitude towards work or job also showed a positive attitude towards learning.

Table 9. Weighted Mean of Male and Female Academic Performances.
Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
ACAD.PERFORMANCE	F	3964	83.4929	6.22990	.09895
	M	851	84.0047	4.13393	.14171



Table 9 showed the female and male have an average grade of 83.4929 and 84.0047 respectively.

It showed that the male group and female group shows a slight difference in their academic performance.

Table 10. Weighted Mean of Male and Female Intelligence Quotient.

Group Statistics					
	SEX	N	Mean	Std. Deviation	Std. Error Mean
IQ	F	3964	106.2619	14.28289	.22686
	M	851	107.1152	8.90371	.30522

Table 10 showed the Female and Male have an average IQ of 106.2619 and 107.1152 respectively.

It shows that there is a slight difference between the IQ of male and female students.

Table 11. Correlation of Sex to the following: Academic Performance and Intelligence Quotient.

Correlations		
		SEX
SEX	Pearson Correlation	1
	Sig. (2-tailed)	
	N	4815
ACADPERFORMANCE	Pearson Correlation	.033*
	Sig. (2-tailed)	.022
	N	4815
IQ	Pearson Correlation	.024
	Sig. (2-tailed)	.094
	N	4815

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 showed that there is a significant association between sex and academic performance with a p-value of 0.024 ($p < 0.5$), but there is no significant association between sex and IQ with a p-value of 0.094 ($p > 0.05$).

It implied that the male group excel over the female group in terms of academic performance. It also showed that male students are academically equipped than their female counterpart.



Table 12. Summary of Weighted Means of Students Emotional State, Social Adaptability, and Work Attitude.

		Report		
SEX		emotional	socialadap	WORKAttitude
F	Mean	2.9768	3.6075	3.3233
	N	3964	3964	3964
	Std. Deviation	.67400	.42877	.53568
	Skewness	-.401	-.923	.729
M	Mean	2.8712	3.4839	3.1215
	N	851	851	851
	Std. Deviation	.71218	.52028	.40841
	Skewness	.244	-.688	-1.345

Table 12 shows the means of the Female and Male group on their Emotional State, Social Adaptability and Work Attitude. On their emotional state, the female and male group have an average rating of 2.97 and 2.87 respectively. On their Social Adaptability rating, the female and male group have 3.6 and 3.48 respectively. On their Work Attitude, the female and male group have an average rating of 3.32 and 3.12 respectively.

The mean of the female group on an emotional state is greater than the male group. However, in social adaptability and work attitude, the means of the male group is much greater than the female group. By this, we can say that most of the female students are emotional than the male counterpart. On the other hand, male students are more work directed and more socially adaptive than the female counterpart.

Table 13. Correlation of Sex to the following: Emotional State, Social Adaptability, and Work Attitude.

Chi-Square Tests (Sex and Emotional State)			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4161.412 ^a	26	.000
Likelihood Ratio	3893.184	26	.000
Linear-by-Linear Association	16.798	1	.000
N of Valid Cases	4815		
Chi-Square Tests (Sex and Social Adaptability)			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1094.503 ^a	14	.000
Likelihood Ratio	1220.232	14	.000
Linear-by-Linear Association	53.150	1	.000
N of Valid Cases	4815		
Chi-Square Tests (Sex and Work Attitude)			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2120.115 ^a	16	.000
Likelihood Ratio	2288.033	16	.000
Linear-by-Linear Association	105.076	1	.000
N of Valid Cases	4815		

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 16.61.



Table 13 shows that there is a highly significant association between sex and emotional state 0.000 ($p < 0.01$), between sex and social adaptability 0.000 ($p < 0.01$), and between sex and work attitude 0.000 ($p < 0.01$).

The data shows that most of the female group felt negative emotions or become emotional than the male group. Likewise, most of the male group are more socially adaptive and have positive views about work.

Parkins, R. (2012), showed that women are still be more emotionally expressive gender.

Table 14. Correlation Between and Among Academic Performance, Intelligence Quotient, Emotional State, Social Adaptability, and Work Attitude.

		AcadPERFORM ANCE	IQ	emotional	socialadap	WORKAttitude
AcadPERFORMAN CE	Pearson Correlation	1	.710**	-.239**	.116**	.454**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	4815	4815	4815	4815	4815
IQ	Pearson Correlation	.710**	1	-.241**	.257**	.388**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	4815	4815	4815	4815	4815
emotional	Pearson Correlation	-.239**	-.241**	1	-.133**	-.392**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	4815	4815	4815	4815	4815
socialadap	Pearson Correlation	.116**	.257**	-.133**	1	.099**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	4815	4815	4815	4815	4815
WORKAttitude	Pearson Correlation	.454**	.388**	-.392**	.099**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	4815	4815	4815	4815	4815

** . Correlation is significant at the 0.01 level (2-tailed).

Table 14 shows that there is a highly significant relationship between Academic Performance and IQ ($\chi^2=0.71$, $p0.000 < 0.01$), between Academic Performance and Emotional State ($\chi^2=-0.239$, $p0.000 < 0.01$), between Academic Performance and Social Adaptability ($\chi^2=0.116$, $p0.000 < 0.01$), between Academic Performance and Work Attitude ($\chi^2=0.454$, $p0.000 < 0.01$), between IQ and Emotional State ($\chi^2=-0.241$, $p0.000 < 0.01$), between IQ and Social Adaptability ($\chi^2=0.257$, $p0.000 < 0.01$), between IQ and Work Attitude ($\chi^2=0.388$, $p0.000 < 0.01$), between Emotional State and Social Adaptability ($\chi^2=-0.133$, $p0.000 < 0.01$), between Emotional State and Work Attitude ($\chi^2=-0.392$, $p0.000 < 0.01$), and between Social Adaptability and Work Attitude ($\chi^2=0.099$, $p0.000 < 0.01$).

It implies that the students who have higher IQ, have better academic performance, the better their

emotional state, the better they can mingle or adapt to the societal change, and the better they perform in their work.

Intelligence was correlated with higher academic performance among those with high skill, but not among those with low ability, according to Patrick C.L. Heaven and Joseph Ciarrochi (2012), and this impact was consistent across various subjects and parametric and nonparametric studies. When other personality features were controlled, the effect was not removed. We discuss the impact on understanding and improved academic performance of these findings.

Table 13 also shows that students who have negative emotions tend to have a decline in their work attitude and a decline in their interpersonal relationship with others since the correlation of emotional state towards work attitude and social adaptability is negative. It also implied that students who have better



interpersonal relationship with others also tend to have positive thoughts about work.

CONCLUSIONS

The data collected implies that a great number of female students are taking education in Gabaldon Campus. Most of the students taking education in Gabaldon Campus have a fairly and very satisfactory grade. Most of the students taking education in Gabaldon Campus have an average IQ level. The respondents sometimes felt negative emotions and it is natural for them to have these feelings. During this time of the pandemic, we cannot eliminate the fact that sometimes we felt negative emotions. The respondents are often socially adaptive. They often participate and collaborate with social activities. It also showed that the students in this group can adapt to societal change that takes place drastically. The respondents have a medium recognition or tough on their work attitude. It also shows that the students have a positive attitude towards accepting responsibilities. The male group have a higher academic grade than the female group. There is a slight difference in their IQ. Furthermore, there is an association between gender and academic performance. It implied that the male group excel over the female group in terms of academic performance. The means of the female group on an emotional state is greater than the male group. However, in social adaptability and work attitude, the means of the male group is much greater than the female group. Most of the female group felt negative emotions or become emotional than the male group. Likewise, most of the male group are more socially adaptive and have positive thought about work. Students who have higher IQ, have better academic performance, the better their emotional state, the better they can mingle or adapt to the societal change, and the better they perform in their work. It also shows that students who have negative emotions tend to have a decline in their work attitude and a decline in their interpersonal relationship with others since the correlation of emotional state towards work attitude and social adaptability is negative. It also implied that students who have better interpersonal relationship with others also tend to have positive thoughts about work.

RECOMMENDATION

The institution should also motivate the incoming male first-year students to take education as their course. Although IQ may consider as determinants of students' academic performance, it is substantial that School officials and faculty should constantly plan activities that will engage students in improving their skills and knowledge. There should be a strategic plan to improve student performance. The institution should

give emotion debriefing to their students. Further research should conduct in this study.

DEDICATION

This humble work is dedicated to my wife, MRS. CHARLINE B. CAPINDING; to my mother, MRS. LORIE T. CAPINDING; to my daughter, CAILYN ANNE B. CAPINDING; and to my siblings, ROCHELLE and LAIANNE, for their unwavering support and affection. Most importantly, to our ALL-POWERFUL GOD.

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