Multiple and Emotional Intelligence: Correlates of Freshmen Education Students' Academic Performance in English

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Abstract

Multiple and Emotional Intelligence refers to a broader range of human intelligence in children and adults. These are the variety of intellect and skills, including the ability to judge, comprehend, and deal effectively with people, objects, symbols, and the environment, act purposely, reason, and monitor one's emotions. This study aimed to determine whether the Multiple and Emotional Intelligence of Freshmen Education Students correlates with their academic performance in English. Thirty (30) participants from Freshmen Education in one of the Colleges in Cagayan de Oro City School Year 2022–2023 are part of this study. The research instrument used in this study is an adopted questionnaire from Walter McKenzie's Multiple Intelligence inventory and Mind Tools' How Emotionally Intelligent are you. The result shows that participants had varied intelligence. However, intelligence such as intrapersonal and self-awareness, substantially correlated to respondents' academic performance in English. Moreover, multiple and emotional intelligence correlate with respondents' Academic Performance in English, where teachers must be flexible in using instructions that recognize the students' intelligence, particularly intrapersonal and self-awareness, as it will help them perform better in English subjects.

Keywords: *Academic Performance, Emotional Intelligence, Multiple Intelligence*

Introduction

According to the theory of multiple intelligence, knowledge and information are not acquired and learned in a single set of diverse skills but rather in a variety of methods. Essentially, it asserts that various forms of intellect are found in people as opposed to a single general intelligence. Physical-kinesthetic, existentialist, interpersonal, intrapersonal, linguistic, logical-mathematical, musical, naturalistic, and spatial intelligence are included in this category. With the identification of such intelligence, it offers teachers a framework and resources to help them present knowledge in various ways while taking into account the various types of intelligence. Furthermore, according to Emotional Intelligence (EI), people can recognize their own emotions and those of others, differentiate between various emotions, and appropriately employ those emotions to guide their thoughts and behavior. Also, it encourages managing emotions

and adapting them for better relationships, stress relief, conflict resolution, and academic or career success.

According to Davis et al. (2012), Multiple Intelligence differs from traditional intelligence in that it examines a variety of human talents and abilities rather than focusing on an individual's psychometric results. Due to the success of academic studies assessing learners based on the Multiple Intelligence theory, particularly in English, it garnered prominence in educational circles as a result. According to Lee (2020), Gardner's theory could assist psychologists, educators, and parenting specialists in understanding how children learn across a variety of fields. Each person, therefore, belongs to a particular intellect, with different approaches and levels of proficiency depending on where they thrive (Cherry, 2021). Kendra (2022) claims that emotional perception, regulation, and appraisal skills are related to Goleman's Theory of Emotional Intelligence. The ability to recognize, classify, interpret, and justify emotions is a natural ability. Developing emotional intelligence through its numerous components, which enhance students' academic success, makes it perfect for interpersonal interactions (Tripathy, 2018; Ta et al., 2023). As a result, the Economic Times (2022) highlighted how its components help individuals deal with crises more effectively and with fewer unintended repercussions.

Moreover, the theory of multiple intelligence espouses that each person possesses distinctive cognitive capacities to do daily tasks like learning. At the same time, a person's emotional intelligence stresses their capacity for efficient emotional expression and regulation, including learning. The relationship between students' multiple intelligence, emotional intelligence, and academic achievement, particularly in English, has been the subject of numerous research. Researchers found that students engaged in various multiple intelligence and emotional intelligence exercises designed by professors to help them respond and develop their intellect and emotions so they could learn from diverse points of view while using their knowledge. The class and English teachers employ a variety of instruction and activities to target each student's intellect and its application, while emotional management promotes strong peer bonds and situational analysis.

Numerous studies have looked at and demonstrated a link between students' multiple intelligence and emotional intelligence and their academic achievement, notably in English (Ayesha & Khurshid, 2013; Babantunde & Ayoola, 2020; Chew et al., 2013; Hernandez, 2019; Meher, 2021; Novelo, 2019; Yahaya et al., 2012). Naderi et al. (2012) contended that, principally in support of multiple intelligence, some psychologists observed a connection between academic success and multiple intelligence and claimed a cause-and-effect relationship between the two variables. Additionally, Tikhomirova et al. (2020) assert that because students have different competency levels, their academic development is influenced by their cognitive ability. Emotional intelligence is linked to a student's academic success since it gives them a method to live, claimed MacCann et al. (2019). Although many studies have examined the issue, there is still a lack of investigation into the interdependence of students' multiple intelligence and emotional intelligence with their academic achievement.

Concomitant to this, students participate in various multidimensional and emotional intelligence activities created by teachers at one of the Cagayan de Oro universities that offer a Higher Education Program to support and improve their intelligence. Thus, this study aimed to

ascertain the relationship between Multiple and Emotional Intelligence and Freshman Education Students' Academic Performance in English, as teachers link students' academic performance, learning objectives and tasks with their intelligence and provide institutionalized effective teaching choices relevant to students' specified intelligence.

Literature review

This study argues that Multiple and Emotional Intelligence correlates with freshman education students' academic performance in English. Multiple intelligence argues that each individual possesses unique intellectual talents to carry out daily tasks such as learning. While emotional intelligence emphasizes a person's intellect and focuses on how they control and manage their emotions and how they express them healthily and constructively.

Gagne's Condition of Learning Theory supports this argument, Goleman's Emotional Intelligence, and Noam Chomsky's Language Theory. It suggests that learning conditions aid individuals and groups in acquiring the necessary abilities to integrate. Their environment and how each learner thinks individually impact behavior, directly affecting learning, where individuals can navigate their natural languages and use them accordingly as they engage with other people based on the said theories.

The learning condition theory put forth by Gagne contends that there are several sorts or degrees of comprehension. These distinctions are crucial since each group calls for a different training method. According to Gagne, the five main categories of learning are linguistic knowledge, intellectual skills, physical skills, cognitive strategies, and attitudes. Certain internal and external elements are necessary for each type of education.

Additionally, Gagne also established a step-by-step approach for involving pupils to strengthen and reinforce learning, as well as the nine events of instruction, a learning model. It implies that lecturing strategies are instructional practices. In addition, Goleman's Theory of Emotional Intelligence emphasizes that it aids people, particularly students, in directing their thoughts and behaviors. He primarily characterized it as the ability of individuals to comprehend and manage their own and others' emotions to inspire them and their interactions with others (Tritsch, 2021; Vo & Cao, 2022). Notably, he developed mixed theories of emotional intelligence, which characterize emotional intelligence as a range of abilities and competencies that influence leadership and academic achievement. The five pillars of this model are self-awareness (self-confidence, emotional self-awareness, and accurate self-assessment), self-regulation (self-control, trustworthiness, conscientiousness, adaptability, drive and motivation, and initiative), motivation, empathy (organizational awareness, environmental understanding), and social skills (inspirational leadership, developing others' influence, forging bonds, and teamwork and collaboration) (EQ beats IQ). A study according to New Delhi (2019), a person with high EQ can influence one's decisions and help them succeed by opening up possibilities that one might not have otherwise considered or thought were conceivable. With higher emotional intelligence, students can better control their emotions and show empathy for those around them. Then, it helps them improve their self-motivation and communication skills, which are required to become more confident learners. In contrast, students who lack emotional intelligence may lose

interest in studying and do poorly in class. Furthermore, according to Chomsky's theory of language, grammar is mainly independent of how a language is used. Then, it was argued that all people have an innate potential for language that is turned on during infancy by a limited amount of external stimulation. According to Stanborough (2019), this theory contends that Universal Grammar is most active in the early stages of biological development leading to maturity. Further, Gagne's Condition of Learning Theory, Goleman's Emotional Intelligence, and Noam Chomsky's Language Theory are used as a basis of this investigation in examining how the student's specified intelligence acknowledged by teachers in classroom settings bears significance with their academic performance in English—using English to interact with their peers and cultivate their discrete intelligence. On top of that, Gagne's learning condition indicates that teaching methods during lectures are instructional events. A practical lesson design depends on teaching, choosing the appropriate instruction, and organizing them in a sorted manner and style, which is crucial in attaining successful learning. Moreover, the said theory is utilized to assess the existence of the Multiple and Emotional Intelligence present among students concerning their academic performance in English. An existing study by Aina et al. (2013) in a foreign setting found that English language proficiency could significantly impact students' academic performance when differentiated instruction is used in science and technical education courses because English is the gateway to educational advancement. Students can single-handedly understand, respond to questions, and explain coherently in the said courses. They identified that most students strive to do well in English, as they can learn to use it.

Gagne's learning condition is an excellent way to examine the effective and systematic learning method as teachers use differentiating instruction in a class setup to provide a cohesive and effective quality learning opportunity that responds to Howard Gardner's different multiple intelligences. On the other hand, Emotional Intelligence claimed that it is a theory that represents the rationales for encouraging social and emotional learning in classrooms from kindergarten through college. It boosts kids' conduct and academic success thanks to a strong foundation in emotional intelligence. This theory was used to assess how having emotional intelligence within a person markedly affects their academic performance. As it was believed that students with motivation are inclined to emotional intelligence when they absorb new material, it stimulates their curiosity and fosters satisfaction, even joy. They manage their own emotions and those of others because they have a medium perception of their feelings, as they know enough about them. That said, being emotionally intelligent helps individuals excel in academic areas. In other words, emotionally intelligent students usually succeed in their academic performance. Furthermore, Noam Chomsky's language theory says that humans are genetically embedded with a universal grammar and a fundamental grasp of how communication is structured, allowing them to learn the language. This theory is used in how the language hypotheses allow learners to represent the type of intelligence. Helping them to identify effective learning strategies using the English language as a mode of learning as they engage themselves with the academic tasks and activities connected to Multiple Intelligence. Similarly, this theory was used to show how being naturally born with language. Students can deal with their own and others' emotions accordingly by using language as a key in responding to academic challenges and people as they engage themselves with others throughout their

various tasks.

Thus, the theories mentioned above helped in the conduct of this study as they provide further explanation and can be used as a foundation for how individuals vary in intelligence based on their types. Also, it gives an additional background of how Multiple and Emotional Intelligence correlates with the Academic Performance of the students in English as teachers use or cater to the specific intelligence of the learners in the classroom.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

What is the profile of freshmen education students in terms of:

> Multiple Intelligence, and

> Emotional intelligence?

What is the students' Academic Performance in English?

> Is there a significant relationship between the profile of freshmen education students and their academic performance in English?

> Which of the intelligence significantly influences the student's academic performance in English?

Methods

Pedagogical Setting & Participants

The respondents of this study were the Freshmen Teacher Education Program college students studying in a private catholic college in Cagayan de Oro City. The respondents were selected based on the following criteria: First, students must be unknown by the researchers; Second, these students have diverse multiple and emotional intelligence and are enrolled in Teacher Education Programs and English-specified courses; Lastly, they are aware of the purpose of the study, which aims to determine how each student's unique multiple and emotional intelligence correlates with their academic performance in English. This study selects the participants using the non-probability sampling design, particularly purposive and convenience sampling. According to Nikolopoulou (2022), Purposive Sampling is a class of non-probability sampling techniques in which units are selected because they meet the requirements of the researcher's sample. In other words, purposive sampling selects units based on their purpose. The participants also met the following requirements, which is why the said sampling was chosen. Meanwhile, according to Qualtrics (2022), Convenience Sampling is a type of non-probability sampling that focuses on collecting data from individuals (the sample) who are 'convenient' for the researchers to reach. As a result, the researchers employed the sampling mentioned above to ensure the respondent's convenience in completing the survey, as there is no guarantee that all participants can respond to the researcher's questionnaire due to uncertain circumstances.

Design of the Study

This study employed the descriptive-correlational quantitative research design. Instead of giving direct cause-and-effect correlations, Descriptive Correlational Design defines and evaluates the interactions that develop spontaneously between two or more variables (Stangor & Walinga, 2019). In this study, the descriptive correlational design uncovered how students' multiple intelligence and emotional intelligence correlate with their academic performance in English.

Scoring Procedure

For this study, the researchers used an adoptive scoring procedure from various proponents to identify the learners' prevailing multiple and emotional intelligence and to determine the learners' academic performance in English based on the mean academic performance scale. For data analysis, the following scoring system has been employed.

Scoring Procedure in Multiple Intelligence

Scale	Interpretation
4.51 – 5.00	Very High Extent
3.51 – 4.50	High Extent
2.51 – 3.50	Moderate
1.51 – 2.50	Low Extent
1.00 – 1.50	Very Low Extent

The scoring method for data analysis for Multiple Intelligence was developed by Walter McKenzie (1999) and revitalized by Walpita Kumara (2020).

Scoring Procedure of Emotional Intelligence

Scale	Interpretation
11 – 15	High Extent
7 – 10	Moderate Extent
3 – 6	Low Extent

For Emotional Intelligence, the researchers used the rating scale created by Mind Tools (2010) entitled "How Emotionally Intelligent Are You?" to determine the Emotional Intelligence that exists within the learners. Thus, to know which Emotional Intelligence prevailed among learners affecting their academic performance in English.

Scale of the Mean Academic Performance

Weighted Score	Grade	Description
96 – 100	1.00	Excellent
91 – 95	1.25	Outstanding
86 – 90	1.5	Superior
81 – 85	1.75	Very Good
76 – 80	2.0	Good
71 – 75	2.25	Moderately Good
66 – 70	2.5	Acceptable
61 – 65	2.75	Fair

56 – 60	3.0	Marginal
50 – 55	3.5	Conditional
49 – below	5.0	Failure

In assessing and interpreting the Academic Performance of the students in English, the researchers used and followed the scale of the grading system for the Tertiary level based on Students' handbook (2021).

Data collection & analysis

In gathering data for the study, the researchers asked permission from the school and the Teacher Education Program Dean, which Freshmen Education students fall under supervision at a Catholic institution in College in Cagayan de Oro City, in surveying the stated respondents through a letter seeking authorization obtained the response from the purposefully selected students. After the approval, the researchers began collecting data for the study. The researchers got permission from the participants' teachers before conducting the survey. As it was approved, the researchers then informed the participants of the purpose of the study and asked if they were willing to participate. The researchers gathered the participants to complete the survey after they received an explanation of its contents from the researchers. After that, the researchers distributed the survey questionnaires using an online portal to the participants. They were given enough time to complete it before retrieving it for data analysis. The participant's participation is voluntary, and they can waive their participation anytime. In addition, during the presentation of the results, the respondents' identities were protected with utmost secrecy. No participant/s response/s or other data was altered or deleted, and only the researchers had access to it during the presentation and discussion of the results. Moreover, the researchers also wrote a letter requesting authorization to view and obtain the participants' grades based on the subjects in English they examined in their study. The researchers delivered the letter to the registrar's office for validation. Also, researchers asked for each participant's signature as proof of their approval in viewing and obtaining their grades in the specified English course subject. Lastly, the collected electronically stored data files were deleted as the study's results were determined.

The research instrument used in this study is a descriptive, adopted questionnaire from Walter McKenzie's (1999) Multiple Intelligence (M.I.) Inventory, which investigates a person's intelligence based on the said theory. This instrument was an adopted questionnaire by Mind Tools (2010), which signifies how emotionally intelligent a person is. Academic performance by following the scale of the grading system for Tertiary level was based on the participants' handbook (2021). The Multiple Intelligence questionnaire contains nine sections. Each section corresponds to a specific intelligence. Moreover, the Emotional Intelligence questionnaire contains fifteen questions measuring all emotional intelligence components, such as self-awareness, self-regulation, motivation, empathy, and social skills. For Academic Performance, researchers asked permission for the participant's grades from instructors and the registrar's office based on their specified English subject and interpreted the grades based on their corresponding descriptive description on the adoptive scale of academic performance.

The statistical tool used in this study is for Problem 1; descriptive statistics, such as frequency, mean, and standard deviation, were used to assess the students' Multiple and Emotional Intelligence. Then, for problem 2, descriptive statistics such as frequency and percentage were

used to evaluate students' Academic Performance in English. As for problem 3, Pearson correlation was used to identify the significant relationship between Students' Academic Performance in English according to their intelligence. Lastly, for problem number 4, Multiple regression was utilized to identify which intelligence significantly influenced the student's academic performance in English.

Results/Findings and discussion

The results of this study emerged specified tables of intelligence according to the identified intelligence and students' academic performance in English, as shown in Tables 1 - 3. Table 1 presents the results of the overall mean of the demographic profile of the 30 participants from each component of intelligence based on their intelligence from Multiple intelligence. Thus, it showcased its overall standard deviation along with its corresponding interpretation and the overall calculated average of the mean, standard deviation, and interpretation.

Table 1. Mean and Standard Deviation of Participants' Multiple Intelligence

Multiple Intelligence	Mean	Standard Deviation	Interpretation
Bodily-Kinesthetic Intelligence	3.93	0.78	High Extent
Existentialist intelligence	3.71	0.64	High Extent
Intrapersonal Intelligence	4.36	0.53	High Extent
Interpersonal Intelligence	3.58	0.78	High Extent
Logical-Mathematical Intelligence	3.71	0.65	High Extent
Musical Intelligence	3.62	0.64	High Extent
Naturalistic Intelligence	4.00	0.61	High Extent
Verbal-Linguistic Intelligence	3.93	0.88	High Extent
Overall	**3.86**	**0.69**	**High Extent**

The table above shows the overall mean among the 30 participants in the Multiple Intelligence, which is 3.86, interpreted as High Extent. Also, it reveals the highest mean they attained from the said intelligence is intrapersonal, which garnered 4.36 with a rendition of High Extent, followed by naturalistic intelligence with a 4.00 mean interpreted as High Extent. The result unveiled that multiple intelligences exist in the said participants; thus, the said intelligence aids them in performance in English-specified subjects. Also, the lowest mean among the intelligence was interpersonal intelligence, which attained 3.58 mean, with the interpretation of High Extent that exactly describes them. This outcome highlights that interpersonal skills are not highly present among them as they think they love working independently instead of working among their peers, and with this, it revealed that students have various intelligence contended among them, and there were top 2 considered to be the intelligence that the

participants possessed in Multiple Intelligence: Intrapersonal and Naturalistic Intelligence which aids them in surpassing the academic challenges that helped them in their academic performance in specified English subjects. From the result, Terada (2018) elaborated that the said theory states that humans are not endowed with a single intelligence; instead, different types of intelligence exist among them. Some are innate, and some may develop within the surrounding environment, which helps individuals with their daily challenges.

Table 2 displays the participants' Emotional Intelligence profiles from each intelligence element. It showcases the mean and standard deviation of scores acquired by participants from highest to lowest with its match interpretation of each component intelligence with its overall calculated mean and standard deviation with its associated analysis.

Table 2. Mean and Standard Deviation of Participants' Emotional Intelligence

Emotional Intelligence	Mean	Standard Deviation	Interpretation
Empathy Intelligence	11.1	2.20	High Extent
Motivation Intelligence	10.57	1.92	Moderate Extent
Self-Awareness Intelligence	12.4	1.61	High Extent
Self-Regulation Intelligence	11.87	1.61	High Extent
Social-Skills Intelligence	10.8	2.23	Moderate Extent
Overall	**11.35**	**1.91**	**High Extent**

The table displays the overall mean among the 30 participants in Emotional Intelligence, which is 11.35, while its standard deviation is 1.91 with an interpretation of High Extent. Also, it reveals the highest mean they attained from the said intelligence is self-awareness, which garnered 12.4 with an interpretation of High Extent, followed by self-regulation with an 11.87 mean with an analysis of the High Extent of the said Intelligence. The findings showed that the said individuals possessed emotional intelligence and this intelligence helped them perform better in English-related areas. Also, the lowest mean among the intelligence was motivation, which attained a 10.57 mean, with the interpretation of Moderate Extent. This outcome highlights that motivation is not highly present among them which aids them in engaging in academic-related tasks. With this, the results show that students have a variety of intelligence that contended among them. Additionally, the top two considered to be intelligence that the participants possessed in emotional intelligence are self-awareness and self-regulation intelligence, which help them overcome academic challenges. Relative to the result, a study by Iqbal et al. (2021) shows that most students have very high emotional intelligence, and few have moderate as they consider that its dimensions, namely, self-regulation and self-awareness, significantly affect academic performance due to its role in helping them manage their emotions despite the tedious academic demands of online classes, undergraduate students cater to them with less stress and worry as they know their time, duties, and responsibilities.

Table 3 presents the results of the weighted mean of the student's Academic Performance in the English-specified subjects among the participants. The weighted score represents the participants' highest to lowest academic weighted score. Then, the frequency shows the frequent number of participants that obtained the specific mean of their academic performance based on

the English-specified subjects, along with its corresponding percentage and description.

Table 3. Weighted Mean of Academic Performance of Student's in English-Specified Subjects

English Academic Performance				
Weighted Score	Grades	Frequency	Percentage	Description
96 – 100	1	9	30.00 %	Excellent
91 – 95	1.25	7	23.33 %	Outstanding
86 – 90	1.5	10	33.33 %	Superior
81 – 85	1.75	3	10.00 %	Very Good
76 – 80	2	1	3.33 %	Good
71 – 75	2.25	0	0.00 %	Moderately Good
66 – 70	2.5	0	0.00 %	Acceptable
61 – 65	2.75	0	0.00 %	Fair
56 – 60	3	0	0.00 %	Marginal
50 – 55	3.5	0	0.00 %	Conditional
49 – below	5	0	0.00 %	Failure
Total		30	100 %	

The table exposes the overall mean data gathered on Freshmen Education Students' Academic Performance in English on the specified subjects. Mainly, from the 30 respondents having the said subjects, 9, or 30.00 % of students, have grades of 1.0 with a corresponding interpretation of Excellent, followed by 7, or 23.33 %, of students who obtained a grade of 1.25 with a complementary interpretation of outstanding in the three specified subjects. Thus, some students with grades of 1.00 or 1.25 in English had excellent and outstanding academic performance. Also, one, or 3.33 %, of students obtained a grade of 2.00 with a complementary interpretation of good in one of the three specified subjects. Additionally, most students got Superior grades of 1.5 in English subjects, particularly in Purposive Communication, due to the current state of the Pandemic. Because some students have a lack of confidence and difficulty communicating or stating their answers because they are unsure of their answers. This leads them to hesitate and mute their mic during an online class, which may affect their academic performance. Inclined to the result, Bhat (2020) stated in their study, that some students obtained outstanding, very good, and good grades of 1.25, 1.75, and 2.00 in English and Contemporary World subjects. They emphasized that blended learning is effective in the subject's contemporary world, and this causes them to obtain a very good or good interpretation of grades.

Table 4 presents the Pearson Correlation result of the students' Multiple and Emotional Intelligence and its relationship with their Academic Performance in English. Pearson (R) shows the correlation between the independent and dependent variables. The Sig. (2-tailed) signifies the non-directional of the study based on the mentioned hypothesis.

Table 4. Pearson Correlation Result of Student's Multiple and Emotional Intelligence and their Academic Performance in English

		Academic Performance
Multiple Intelligence	Pearson R	0.409
	Sig. (2 tailed)	0.025
Emotional Intelligence	Pearson R	0.44
	Sig. (2 tailed)	0.015

***Significant at the .01 level (two-tailed)**

The table above presents the Pearson Correlation result of the students' Multiple and Emotional Intelligence and its relationship with their Academic Performance in English. The findings revealed that students have a p-value of (0.49) with their Multiple intelligence with Sig. (2-tailed), that is (0.025) or ($p < 0.025$), which is less than 0.05; as a result, there is a significant correlation between students' Multiple Intelligence and Academic performance in English. Similarly, with students' Emotional Intelligence, it has a p-value of (0.44) with Sig. (2-tailed), which is (0.015) or ($p < 0.015$), and as a result, a significant correlation exists between students' Emotional Intelligence and Academic performance in English. Hence, it implies that when teachers in English-specified subjects acknowledge the Multiple and Emotional Intelligence of the participants. The greater the tendency of the participants to improve their Academic Performance in English because their various intelligence were conceded. Mainly, it enhances students' learning achievement, motivation, and ability to learn cooperatively as they are guided on how they apply their constructive learning based on their intelligence. At the same time, they are confident in managing academic challenges and scrutinizing situations by analyzing emotions, which helped increase their academic scores. This assumption is supported by the study of Jose (2019), who agreed with the correlation between students' multiple intelligence and academic performance. They claimed that when acknowledging their multiple intelligence, students love to work and can exert more effort as they are accompanied by their understanding based on their skills and talents. Moreover, as students are naturally diverse, they are also believed to have emotional intelligence, significantly affecting their academic performance. This conjecture is assisted by Banat et al. (2019) study, which says that Emotional intelligence affects educational performance. Their findings highlighted that students could learn about themselves and others, including managing situations by analyzing emotions.

Table 5. Multiple Regression Result of the Intelligence that Significantly Influence their Academic Performance in English

	Beta	Std Error Beta	t	p-level
Multiple Intelligence	0.421	0.377	2.3*	0.029
Emotional Intelligence	4.817	0.337	2.06*	0.049
Model Summary Adjusted R^2=0.252	F= 5.89	P<.008	Std. Error of Estimate: 12.409	

***Significant at the .01 level (two-tailed)**

Table 5 presents the Multiple Regression result of the intelligence that significantly influences the student's Academic Performance in English. The adjusted R^2 explains the extent of influence of the independent variables on the variability of the dependent variables.

Based on the table, the Multiple Regression result of the intelligence significantly influenced the student's Academic Performance in English. It revealed that (0.029) percent of the variation of participants in Multiple Intelligence and (0.049) percent of participants in Emotional Intelligence accounted for affecting the academic performance in English with (R2=0.252). Relative to this, other factors may influence the improvement of the participants' grades, such as acknowledging their Multiple and Emotional intelligence in the teaching and learning process, which succors them in obtaining high academic performance in English. Moreover, the result shows that both Multiple and Emotional Intelligence work hand-in-hand in developing students' Academic Performance in English. Inclined to the outcome, Torreon and Sumayang's (2021) study says multiple intelligences predict pupils' academic success and students participate well and develop their abilities when their schools use a variety of intelligence-based lessons. Also, a study by Maiquez et al. (2015) stated that Emotional intelligence within students helps in academic performance as it lets them understand their emotions and how to deal with their academic careers.

Conclusion

This study aimed to determine which intelligence significantly influences students' academic performance in English and the relationship between multiple and emotional intelligence and English academic performance among freshmen education students. This study aimed to close a knowledge gap by examining the relationship between academic performance in English and multiple intelligence and emotional intelligence. According to the results, students exhibit various intelligence within the context of the identified intelligence. According to Nuraini et al. (2019), students occupy distinct intelligence as everyone is naturally diverse, implying that students learn and apply their knowledge and intelligence when teachers recognize them.

Additionally, Gagne's Condition of Learning stated that the notion of multiple intelligence contends that students possess a variety of intelligence. According to the hypothesis of emotional intelligence, it is something that people naturally have in addition to other intelligence. The study's results demonstrated that pupils also have high levels of emotional intelligence. With this, its elements—like self-awareness and self-regulation— aid students' academic performance in English by enabling them to comprehend their academic responsibilities and finish their assignments on time, even when facing academic challenges.

This research is subjected to some limitations. It uses descriptive correlational research design to determine the correlation between freshman education students' Multiple and Emotional Intelligence and their English academic performance. The first concern identified is the inability to draw accurate inferences on the relationship between the Multiple and Emotional Intelligence of Freshman Education students and their Academic Performance in English. As the said research design only uncovers a relationship, it cannot justify the existence of the variable's relationship.

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