



**CORRELATES CITIZENSHIP ADVANCEMENT TRAINING (CAT)
ON EMOTIONAL QUOTIENT AND ACADEMIC PERFORMANCE
OF GRADE 10 STUDENTS OF CORE SCIENCE
ACADEMY, INC.**

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ABSTRACT

This research study aims to discover the perceived effects of Citizenship Advancement Training (CAT) on the Emotional Quotient and the Academic Performance of Grade 10 students at Core Science Academy. CAT is a comprehensive program designed to enhance students' citizenship skills, including leadership, teamwork, social responsibility, and ethical decision-making.

This research is correlational quantitative research. The sample of 65 students were obtained by utilizing stratified sampling method. A survey was employed to assess the effects of CAT on emotional quotient and academic performance of Grade 10 students.

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The data gathered was analyzed using mean, standard deviation, and correlation. The mean helps determine average responses on key variables, the standard deviation assesses variability and consistency within the dataset, and the correlation shows the significant relationship between the variables, providing insights into the perceived effects of CAT on students' Emotional Quotient and Academic Performance.

In this research a Likert-Scale was utilized. It uses a range of answer options ranging from strongly agree to strongly disagree. This data collection instrument in the form of questionnaire is composed of a ten-question survey that leads to the identification of the effects of CAT in the emotional quotient and academic performance of the Grade 10 students.

Based on the evidence drawn from this research, the overall mean score of 2.78 with a standard deviation of 0.91, reflects the consensus on the beneficial influence of CAT on various aspects of emotional well-being and interpersonal relationships in terms of identifying the perceived effect of CAT on Emotional Quotient. While in terms of identifying the perceived effect of CAT on Academic Performance, the findings suggest a favorable view of Academic Performance, with a mean score of 2.81 and a standard deviation of 0.92, indicating a strong consensus on its positive influence on academic success. The detailed correlation analysis reveals a strong correlation between the Emotional Quotient and Academic Performance of Grade 10 students having 0.8926 as its r-value. Therefore, there is a very strong positive relationship

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between Emotional Quotient and Academic Performance of the Grade 10 students undergoing CAT.

The implementation of CAT has led to improvements in the students' emotional intelligence and academic achievements. The positive influence of CAT on the emotional quotient implies that the program has helped students to develop skills related to self-awareness, self-regulation, social skills, relationship management, and responsible decision making or problem-solving skills. Moreover, the enhancement in academic performance suggests that CAT has contributed to better learning outcomes, increased engagement in studies, and overall academic success among the Grade 10 students at Core Science Academy.

Although CAT has a positive effect in majority, both of the two surveys in emotional quotient and academic performance has its lowest mean which needs improvement or a solution. The researchers crafted a CAT Program of Activities to shed light in the betterment of certain aspects of emotional quotient and academic performance, specifically the reduction of anxiety and feelings of depression, and increase in motivation and engagement in learning. The researchers recommended the implementation of the crafted CAT Program of Activities for the next school year.

Keywords: *Citizenship Advancement Training, Emotional Quotient, Academic Performance, Effects*

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