

The Relationship of Emotional Intelligence and External Influences to the Academic Achievement of Grade-12 Senior High School Students in Perpetual Help College of Manila

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Abstract

Emotional Intelligence is merely defined as the ability of understanding other individuals' emotions as well as oneself. This enables an individual to create a good peer to peer bond wherein they understand and connect with the emotion of each other. In line with this would be the components of emotional intelligence which embodies a significant impact or relationship on the academic performance of an academic achiever. Individuals who gain awards through medals and certificates based on the grade point average (GPA) or general weighted average (GWA) are named as an academic achiever. These awards are categorized into three academic distinctions namely, with honors, with high honors and with highest honors. The researchers have used correlational research design in exploring the relationship between emotional intelligence and the achievement of Academic Achievers in Grade 12 Senior High School. The researchers used an extracted research questionnaire from NHS United Kingdom who followed the structure of Goleman's EI assessment tool. These questionnaires were distributed on 257 academic achiever students of Grade 12 Senior High School at Perpetual Help College of Manila. After conducting the data gathering procedure, collected data were tabulated and interpreted. Based on the findings of the study, the p value of self-awareness ($p = 0.077$), managing emotions ($p = 0.586$), motivating oneself ($p = 0.091$), and social skills ($p = 0.062$)



clearly shows no significance on the academic achievement. On the other hand, there is only one component that shows significance, it has a p-value of ($p = 0.005$) and it is the empathy. For the overall findings, a p-value of ($p = 0.055$), clearly shows no significance on the academic achievers of Grade 12 Senior High School at Perpetual Help College of Manila.

Keywords: Social support, nursing students, academic performance, emotional support, peer support, quantitative study.



1. Introduction

Education serves as a foundation for personal growth and lifelong learning. It develops the mind, shapes character, and builds social awareness, enabling individuals to think critically, manage emotions, and engage meaningfully with others in the community. Academic achievement is often used as a primary measure of learning effectiveness and educational success, commonly assessed through grades such as the Grade Point Average (GPA) or General Weighted Average (GWA). Previous research indicates that academic success is not solely dependent on cognitive intelligence but is also influenced by non-cognitive factors, particularly emotional intelligence (EI).

Emotional intelligence refers to an individual's ability to recognize, understand, manage, and utilize emotions effectively in oneself and others. Emotional intelligence is associated with better stress management, improved interpersonal relationships, enhanced motivation, and higher academic performance. Students with higher emotional intelligence tend to perform better academically due to increased self-awareness, emotional regulation, and resilience.

Despite the growing body of literature on emotional intelligence and academic achievement, limited studies have focused specifically on **academic achievers in senior high school**, particularly within the Philippine educational context. There is also insufficient understanding of how factors such as **family upbringing and intrinsic involvement** contribute to emotional intelligence and, consequently, academic success among Grade 12 students. This gap highlights the need for localized research that examines emotional intelligence as a contributing factor to academic achievement among senior high school academic achievers.

The Perpetual Help College of Manila serves as an appropriate setting for this study, as the institution places equal emphasis on academic excellence and values-based education. Despite this focus, variations in academic achievement among Grade 12 Senior High School students remain evident, particularly among academic achievers who experience differing levels of emotional demands, academic pressure, and social expectations. This situation raises important questions regarding how students' emotional intelligence, specifically their perceptions, motivation, emotional regulation, and social interactions, interacts with environmental factors to influence academic performance. Understanding these dynamics is essential not only for sustaining high academic achievement but also for fostering holistic student development. Examining the relationship between emotional intelligence and academic achievement within this context provides valuable insights into how emotional competencies contribute to students' ability to manage academic challenges, maintain excellence, and prepare for future academic and professional endeavors.

Thus, this study aims to examine the relationship between emotional intelligence and the academic achievement of Grade 12 Senior High School academic achievers. By analyzing the students' emotional competencies such as self-awareness, emotional regulation, motivation, empathy, and social skills, the research seeks to understand how these factors influence academic performance. The study will explore how personal,



behavioral, and environmental aspects interact to affect learning outcomes and achievement levels. The findings are expected to provide educators and administrators with evidence-based insights on strategies to enhance students' emotional intelligence, improve academic engagement, and support overall academic success. Ultimately, this study aims to contribute to the development of a more balanced and effective educational environment that fosters both academic excellence and the holistic growth of students.

Statement of the Problem

This study examined the relationship between emotional intelligence and academic achievement among Grade 12 Senior High School students. It aimed to understand how personal, emotional, and motivational factors influence academic performance and sought to address the following questions:

1. What is the demographic profile of the respondents in terms of gender, academic strand, and distinctions or awards?
2. What is the level of emotional intelligence of the respondents, specifically in self-awareness, emotional regulation, self-motivation, empathy, and social skills?
3. How do academic achievers motivate themselves through family upbringing and intrinsic involvement?
4. Is there a significant relationship between the emotional intelligence and external influences of Grade 12 Senior High School students to their academic achievements?
5. How can the findings of the study be used to enhance the emotional intelligence of Grade 12 Senior High School students to support their development as academic achievers?

2. Methodology

2.1. Study Design

The researchers used a descriptive correlational quantitative research design to explore the relationship between emotional intelligence and the academic achievements of the Grade-12 Senior High School at Perpetual Help College of Manila. The data were collected from two hundred fifty-seven (257)



academic achiever students enrolled in Grade-12 Senior High School in academic year 2024-2025. The academic achievement was evaluated through the academic awards or academic distinction of each individual.

2.2. Respondents and Settings

The study was conducted at Perpetual Help College of Manila. The collated data came from the male and female Grade 12 Senior High School Students. The selected students are currently enrolled in the academic year 2023-2024 that is divided into different strands namely STEM, ABM, HUMSS, TVL-HE and TVL- ICT. The respondents consist of Two hundred fifty seven (257) students who has an academic distinction classified as **With Highest Honors, With High Honors and With Honors.**

The respondents of the study must not belong on the following criteria:

1. A Grade 11 students of Perpetual Help College of Manila.
2. Currently not enrolled in the Academic Year 2023 – 2024.
3. Does not have any academic awards.

2.3. Data Collection

The researchers started the data collection through a formal letter of approval from the Dean of College of nursing and letter of request for the admins of Senior High School Department. After obtaining all the letters, the researchers had sought for the expertise of the professors with regards to the validation of their questionnaire. Before the distribution of questionnaires, the researchers thoroughly explained the purpose of the study, clarified key terms, and highlighted the confidentiality and honesty before distribution. Following that is the proper distribution of questionnaire alongside with the consent letter that is signed by the respondents.

2.4. Research Instruments

The first part of the data collection mainly focuses on the demographic data of the respondents. These includes their name, strand, and academic distinction. Data were collected through a modified Emotional Intelligence Questionnaire that was enhanced from the NHS United Kingdom. This questionnaire is originally based on Daniel Goleman's Emotional Intelligence Framework that has a Cronbach's alpha value of 0.850 which indicates the questionnaire has a good internal consistency. The instrument consists of fifty (50) statements that measure different components of emotional intelligence and ten (10) additional items that assess the motivational factors of the students in relation to emotional intelligence. The responses from the participants were rated using the 4-point Likert Scale. The academic achievement of an individual was solely



measured based on their academic distinction namely the with highest honor, with high honors and with honors.

2.5. Data Analysis

The data collected by the researchers were analyzed and tabulated through the use of statistical tools and with the assistance of a licensed statistician. The statistical treatment that was applied was the standard deviation, which determined the variability of the emotional intelligence scores across different academic distinctions, and chi-square correlation, which was used to identify the existence of a significant relationship between emotional intelligence and academic achievement.

3. Results and Discussion

3.1. Results

Assessment on the Demographic Profile of the Respondents

Table 1. Distribution of the Respondents Based on Their Demographic Profile

| Profile | Frequency | Percentage |
|--|------------|------------|
| Gender | | |
| <i>Male</i> | 121 | 47.1 |
| <i>Female</i> | 136 | 52.9 |
| Strand | | |
| <i>1</i> | 73 | 28.4 |
| <i>2</i> | 69 | 26.8 |
| <i>3</i> | 56 | 21.8 |
| <i>4</i> | 16 | 6.2 |
| <i>5</i> | 43 | 16.7 |
| Academic Distinction (Ranking/Awards) | | |
| <i>1</i> | 2 | .8 |
| <i>2</i> | 84 | 32.7 |
| <i>3</i> | 171 | 66.5 |
| Total | 257 | 100 |



Table 1 presents the demographic profile of the respondents, providing a breakdown of their gender, academic strand, and academic distinction. A total of 257 Grade 12 Senior High School students from Perpetual Help College of Manila participated in the study. The distribution of gender shows that there were slightly more female respondents (136 or 52.9%) than male respondents (121 or 47.1%), indicating a fairly balanced representation of both genders. This near-equal distribution ensures that the study captures diverse perspectives in examining the relationship between emotional intelligence and academic achievement.

The table also categorizes respondents based on their academic strands. The most populated strand was Strand 1, with 73 students (28.4%), followed closely by Strand 2 with 69 students (26.8%). Strand 3 had 56 students (21.8%), while Strand 5 had 43 students (16.7%). Strand 4 had the least number of respondents, comprising only 16 students (6.2%). The variation in strand representation suggests that the study includes students from different academic backgrounds, allowing for a more comprehensive analysis of how emotional intelligence may influence academic achievement across various fields of study.

Furthermore, the table presents the academic distinction of the respondents, which is categorized into three groups. A significant majority, 171 students (66.5%), fell into the third category, while 84 students (32.7%) were in the second category. Only a small fraction of the respondents, 2 students (0.8%), were in the highest category. This distribution suggests that while most students perform within the middle range of academic achievement, relatively few attain the highest level of distinction. Such findings may imply that emotional intelligence could play a role in differentiating students with higher academic success, warranting further analysis of its impact.

Assessment on the Emotional Intelligence Among Respondents

Table 2. Assessment on the Emotional Intelligence Among Respondents in terms of Self-awareness

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|---|---------------|--------------------|----------------|
| 1. <i>Am fully aware when I'm losing my temper</i> | 3.30 | 0.82 | Strongly Agree |
| 2. <i>Could tell when I was happy</i> | 3.33 | 0.79 | Strongly Agree |
| 3. <i>Am able to recognize when I am in stressful situation</i> | 3.30 | 0.83 | Strongly Agree |
| 4. <i>Am conscious of my emotions</i> | 3.16 | 0.80 | Agree |
| 5. <i>Often understand the reason of my anxiety</i> | 2.79 | 0.90 | Agree |
| 6. <i>Always recognize when I was acting unreasonably</i> | 2.89 | 0.81 | Agree |



| | | | |
|--|-------------|-------------|----------------|
| 7. <i>Recognized that my emotions had always been important to me</i> | 3.21 | 0.88 | Agree |
| 8. <i>Could tell if someone had upset or annoyed me</i> | 3.28 | 0.81 | Strongly Agree |
| 9. <i>Could let go of anger quickly so it wouldn't affect me anymore</i> | 2.61 | 1.02 | Agree |
| 10. <i>Was aware of what made me happy</i> | 3.40 | 0.80 | Strongly Agree |
| Total | 3.13 | 0.85 | Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 2 presents the assessment of emotional intelligence among respondents, specifically in terms of self-awareness. The overall weighted mean of 3.13, with a standard deviation of 0.85, falls within the "Agree" category, indicating that respondents generally perceive themselves as self-aware of their emotions, but with varying degrees of certainty across different aspects.

Among the statements, the highest-rated response was "*Was aware of what made me happy*", with a weighted mean of 3.40 (SD = 0.80), interpreted as "Strongly Agree." This suggests that most respondents have a clear understanding of the factors contributing to their happiness. Similarly, they also strongly agreed with statements such as "*Could tell when I was happy*" (M = 3.33, SD = 0.79), "*Am fully aware when I'm losing my temper*" (M = 3.30, SD = 0.82), and "*Could tell if someone had upset or annoyed me*" (M = 3.28, SD = 0.81). These findings indicate that respondents are highly conscious of their emotional state, particularly in recognizing positive and negative emotional triggers.

Conversely, the lowest-rated statement was "*Could let go of anger quickly so it wouldn't affect me anymore*", with a weighted mean of 2.61 (SD = 1.02). Although still interpreted as "Agree," this response suggests that while respondents acknowledge their emotional states, they may struggle with emotional regulation, particularly in managing anger. Additionally, "*Often understand the reason for my anxiety*" (M = 2.79, SD = 0.90) and "*Always recognize when I was acting unreasonably*" (M = 2.89, SD = 0.81) received relatively lower ratings, implying that some students might find it difficult to identify the root causes of their stress and irrational behaviors.

The standard deviations, which range from 0.79 to 1.02, indicate a moderate level of variability in responses. The highest standard deviation (1.02) corresponds to the statement about letting go of anger, suggesting greater differences in how students perceive their ability to manage frustration. In contrast, lower standard deviations in statements such as "*Could tell when I was happy*" and "*Am conscious of my emotions*" indicate more consistent agreement among respondents.

Table 3. Assessment on the Emotional Intelligence Among Respondents in terms of Managing Emotions

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|--|---------------|--------------------|----------------|
| 1. Could quickly see the positive side of difficult situations | 2.96 | 0.89 | Agree |
| 2. Rarely showed my emotions openly | 2.82 | 0.96 | Agree |
| 3. Seldom let anyone know what mood I was in | 2.55 | 0.87 | Agree |
| 4. Rarely lose my temper with others | 2.57 | 0.92 | Agree |
| 5. Didn't find complicated people annoying | 2.50 | 0.88 | Agree |
| 6. Could intentionally change my mindset or mood | 3.00 | 0.84 | Agree |
| 7. Didn't allow work-related stress or people to affect me once I was off work or school | 2.53 | 0.96 | Agree |
| 8. Rarely worry about work or life in general | 2.29 | 1.04 | Agree |
| 9. Could suppress my emotions when I needed to | 2.96 | 0.80 | Agree |
| 10. Usually didn't let others know how I felt about things | 3.16 | 0.92 | Agree |
| Total | 2.73 | 0.91 | Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 3 presents the assessment of emotional intelligence among respondents in terms of managing emotions. The overall weighted mean of 2.73, with a standard deviation of 0.91, falls within the "Agree" category, indicating that respondents generally believe they have a moderate ability to regulate and control their emotions. However, the variation in specific responses suggests that while they acknowledge their ability to manage emotions in certain areas, challenges remain in fully mastering emotional regulation.

Among the highest-rated statements, "Usually didn't let others know how I felt about things" received a weighted mean of 3.16 (SD = 0.92), suggesting that many respondents prefer

to keep their emotions private rather than openly expressing them. Similarly, "*Could intentionally change my mindset or mood*" ($M = 3.00$, $SD = 0.84$) and "*Could quickly see the positive side of difficult situations*" ($M = 2.96$, $SD = 0.89$) indicate that respondents have some level of control over their emotional states and can adopt a positive perspective when needed. Additionally, "*Could suppress my emotions when I needed to*" ($M = 2.96$, $SD = 0.80$) suggests that respondents have some capacity to regulate emotional expression based on the situation.

Conversely, the lowest-rated statement was "*Rarely worry about work or life in general*", with a weighted mean of 2.29 ($SD = 1.04$). This suggests that many respondents still experience worries about academic or personal responsibilities, despite their ability to regulate emotions in other aspects. Additionally, "*Didn't allow work-related stress or people to affect me once I was off work or school*" ($M = 2.53$, $SD = 0.96$) and "*Didn't find complicated people annoying*" ($M = 2.50$, $SD = 0.88$) received lower ratings, indicating that while respondents strive to manage external stressors, they may still struggle with completely detaching from stress or dealing with difficult individuals in an entirely neutral manner.

The standard deviations range from 0.80 to 1.04, indicating a moderate to high level of variability in responses. The highest standard deviation (1.04) is observed in the statement about worrying less about work or life, suggesting that respondents differ significantly in their ability to manage stress and anxiety. On the other hand, lower standard deviations, such as in "*Could suppress my emotions when I needed to*" (0.80), indicate a more consistent agreement among respondents in that area.

Table 4. Assessment on the Emotional Intelligence Among Respondents in terms of Motivating Oneself

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|---|---------------|--------------------|----------------|
| 1. <i>Always motivate myself to do difficult task</i> | 3.13 | 0.87 | Agree |
| 2. <i>Am usually focused on the important activities and have it accomplished</i> | 3.27 | 0.80 | Strongly Agree |
| 3. <i>Always have my work finished on time</i> | 2.98 | 0.85 | Agree |
| 4. <i>Never wasted time</i> | 2.56 | 0.95 | Agree |
| 5. <i>Was honest and did not avoid the truth</i> | 2.98 | 0.78 | Agree |
| 6. <i>Prioritized difficult things first</i> | 3.04 | 0.92 | Agree |
| 7. <i>Understood the importance of waiting for being rewarded</i> | 3.20 | 0.78 | Agree |



| | | | |
|--|-------------|-------------|----------------|
| 8. <i>Believed in taking immediate action on a certain situation</i> | 3.17 | 0.79 | Agree |
| 9. <i>Am always motivated even when I feel down</i> | 2.54 | 0.97 | Agree |
| 10. <i>See being motivated as the key to my success</i> | 3.27 | 0.82 | Strongly Agree |
| Total | 3.01 | 0.85 | Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 4 presents the assessment of emotional intelligence among respondents in terms of motivating oneself. The overall weighted mean of 3.01, with a standard deviation of 0.85, falls within the "Agree" category, indicating that respondents generally possess self-motivation, though with varying degrees of consistency. This suggests that while students recognize the importance of motivation and demonstrate efforts to stay driven, some aspects of self-motivation may still pose challenges.

Among the highest-rated statements, "*Am usually focused on the important activities and have it accomplished*" (M = 3.27, SD = 0.80) and "*See being motivated as the key to my success*" (M = 3.27, SD = 0.82) both fall into the "Strongly Agree" category. These results highlight that respondents acknowledge the significance of motivation in achieving success and maintaining focus on tasks. Additionally, "*Understood the importance of waiting for being rewarded*" (M = 3.20, SD = 0.78) and "*Believed in taking immediate action on a certain situation*" (M = 3.17, SD = 0.79) suggest that respondents value discipline and proactive decision-making as components of motivation.

Conversely, the lowest-rated statements include "*Am always motivated even when I feel down*" (M = 2.54, SD = 0.97) and "*Never wasted time*" (M = 2.56, SD = 0.95). These results imply that while respondents generally strive to stay motivated, maintaining motivation during challenging times and avoiding distractions remain difficulties. Additionally, "*Always have my work finished on time*" (M = 2.98, SD = 0.85) and "*Was honest and did not avoid the truth*" (M = 2.98, SD = 0.78) indicate a moderate level of agreement, suggesting that while students aim to be responsible, they may occasionally struggle with time management and honesty in difficult situations.

The standard deviations range from 0.78 to 0.97, indicating a moderate level of variability in responses. The highest variation is observed in "*Am always motivated even when I feel down*" (SD = 0.97), implying that respondents differ in their ability to sustain motivation despite emotional setbacks. On the other hand, lower standard deviations, such as in "*Understood the importance of waiting for being rewarded*" (SD = 0.78), indicate that students generally share a similar perspective on delayed gratification.

Table 5. Assessment on the Emotional Intelligence Among Respondents in terms of Empathy

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|--|---------------|--------------------|----------------|
| 1. Was always able to see things from other people's point of view | 3.11 | 0.82 | Agree |
| 2. Was excellent in having other people's problem understood | 3.13 | 0.76 | Agree |
| 3. Could tell if someone was not happy with me | 3.29 | 0.82 | Strongly Agree |
| 4. Could tell if a group of people was not getting along with each other | 3.25 | 0.84 | Strongly Agree |
| 5. Was often able to understand why people were being difficult with me | 3.02 | 0.80 | Agree |
| 6. Realized that other people were not 'difficult' they are just 'different' | 3.32 | 0.75 | Strongly Agree |
| 7. Am able to understand if I was being unfair | 3.35 | 0.70 | Strongly Agree |
| 8. Understood the reason of having someone being upset of my action | 3.32 | 0.73 | Strongly Agree |
| 9. Could sometimes saw things from others point of view | 3.22 | 0.74 | Agree |
| 10. Clearly understood the reasons for disagreements | 3.23 | 0.71 | Agree |
| Total | 3.22 | 0.77 | Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 5 presents the assessment of emotional intelligence among respondents in terms of empathy. The overall weighted mean of 3.22, with a standard deviation of 0.77, falls within the "Agree" category. This indicates that respondents generally demonstrate empathy, recognizing and understanding others' emotions, perspectives, and behaviors. While most respondents acknowledge their ability to empathize, there are variations in the degree to which they perceive and respond to others' feelings.

The highest-rated statements include "Am able to understand if I was being unfair" (M = 3.35, SD = 0.70), "Understood the reason of having someone being upset of my action" (M =

3.32, SD = 0.73), and *"Realized that other people were not 'difficult' they are just 'different'"* (M = 3.32, SD = 0.75), all of which fall under the "Strongly Agree" category. These results suggest that respondents possess a strong awareness of fairness, interpersonal dynamics, and the importance of viewing others' behaviors as expressions of individuality rather than negativity. Additionally, the statement *"Could tell if a group of people was not getting along with each other"* (M = 3.25, SD = 0.84) highlights the respondents' ability to perceive social tensions.

On the other hand, the lowest-rated statements include *"Was often able to understand why people were being difficult with me"* (M = 3.02, SD = 0.80) and *"Was always able to see things from other people's point of view"* (M = 3.11, SD = 0.82). While still categorized as "Agree," these results suggest that while respondents recognize the need for empathy, fully understanding others' emotions and perspectives remains an area for development.

The standard deviations range from 0.70 to 0.84, indicating a moderate level of variability in responses. The lowest variability is observed in *"Am able to understand if I was being unfair"* (SD = 0.70), suggesting that respondents share a similar perception of fairness in their interactions. Conversely, *"Could tell if a group of people was not getting along with each other"* (SD = 0.84) and *"Was always able to see things from other people's point of view"* (SD = 0.82) have slightly higher variations, indicating differing levels of agreement regarding respondents' ability to read group dynamics and perspectives.

Table 6. Assessment on the Emotional Intelligence Among Respondents in terms of Social Skills

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|--|---------------|--------------------|----------------|
| 1. <i>Was attentive and a great listener</i> | 3.33 | 0.80 | Strongly Agree |
| 2. <i>Never interrupted other people's conversations</i> | 3.11 | 0.87 | Agree |
| 3. <i>Was skilled at adjusting and interacting with different groups of people</i> | 3.20 | 0.85 | Agree |
| 4. <i>Found people the most interesting thing in life</i> | 3.12 | 0.86 | Agree |
| 5. <i>Enjoyed meeting new people and discovering what inspired them</i> | 3.11 | 0.92 | Agree |
| 6. <i>Needed a variety of work colleagues to make my job interesting</i> | 2.95 | 0.87 | Agree |
| 7. <i>Like asking questions to understand what matters to people.</i> | 3.30 | 0.79 | Strongly Agree |



| | | | |
|---|-------------|-------------|--------------|
| 8. <i>Considered working with difficult people a challenge to win their trust</i> | 2.97 | 0.85 | Agree |
| 9. <i>Was good at resolving differences with others</i> | 3.04 | 0.80 | Agree |
| 10. <i>Generally build strong relationships with the people I work with</i> | 3.24 | 0.82 | Agree |
| Total | 3.14 | 0.84 | Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 6 presents the assessment of emotional intelligence among respondents in terms of social skills. The overall weighted mean of 3.14, with a standard deviation of 0.84, falls within the "Agree" category. This suggests that respondents generally perceive themselves as socially competent, demonstrating attentiveness, adaptability, and the ability to build relationships.

Among the statements, the highest-rated include "*Was attentive and a great listener*" (M = 3.33, SD = 0.80) and "*Like asking questions to understand what matters to people*" (M = 3.30, SD = 0.79), both categorized as "Strongly Agree." These findings indicate that respondents value active listening and curiosity about others' perspectives, which are essential components of effective social interactions.

Meanwhile, the lowest-rated statements include "*Needed a variety of work colleagues to make my job interesting*" (M = 2.95, SD = 0.87) and "*Considered working with difficult people a challenge to win their trust*" (M = 2.97, SD = 0.85). While still within the "Agree" category, these results suggest that respondents may not heavily rely on workplace diversity for engagement and may find dealing with difficult individuals challenging rather than rewarding.

The standard deviation values, ranging from 0.79 to 0.92, indicate a moderate level of variability in responses. The highest variability is observed in "*Enjoyed meeting new people and discovering what inspired them*" (SD = 0.92), suggesting diverse perspectives on social engagement. In contrast, "*Like asking questions to understand what matters to people*" (SD = 0.79) had the lowest variability, indicating a more consistent agreement among respondents regarding their curiosity in understanding others.

Assessment on How the Respondents Motivate Themselves through Factors

Table 7. Assessment on How the Respondents Motivates Themselves through Factors in terms of Upbringing by the Family

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|-----------|---------------|--------------------|----------------|
|-----------|---------------|--------------------|----------------|

| | | | |
|--|-------------|-------------|--------------|
| 1. Received emotional support during academic challenges. | 2.67 | 0.99 | Agree |
| 2. Had a good/strong emotional environment at home | 2.56 | 0.98 | Agree |
| 3. Effectively manage stresses that are related to academics | 2.75 | 0.87 | Agree |
| 4. Handled conflicts with peers or teachers effectively | 3.00 | 0.79 | Agree |
| 5. Felt confident in expressing my emotions to others | 2.44 | 1.06 | Agree |
| Total | 2.68 | 0.94 | Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 7 assesses how respondents motivate themselves through factors related to upbringing by the family. The overall weighted mean of 2.68 with a standard deviation of 0.94 falls under the "Agree" category, indicating that respondents generally perceive their family environment as supportive in fostering self-motivation.

Among the statements, the highest-rated item is "*Handled conflicts with peers or teachers effectively*" (M = 3.00, SD = 0.79), suggesting that respondents feel confident in resolving interpersonal conflicts, which can be a crucial factor in maintaining motivation. Meanwhile, the lowest-rated item is "*Felt confident in expressing my emotions to others*" (M = 2.44, SD = 1.06), which, despite still being categorized as "Agree," shows that some respondents may struggle with emotional expression, as indicated by the higher variability (SD = 1.06).

The standard deviation values range from 0.79 to 1.06, showing moderate variability in responses. The highest variability is observed in "*Felt confident in expressing my emotions to others*", suggesting that some respondents find it easier than others to communicate their emotions openly. Conversely, the lowest variability is in "*Handled conflicts with peers or teachers effectively*", indicating a more consistent agreement among respondents in their ability to manage conflicts.

Table 8. Assessment on How the Respondents Motivates Themselves through Factors in terms of Upbringing by the Intrinsic Involvement

| Statement | Weighted Mean | Standard Deviation | Interpretation |
|---------------------------------------|---------------|--------------------|----------------|
| 1. Studied more what was required for | 3.13 | 0.86 | Agree |

| | | | |
|--|-------------|-------------|-----------------------|
| <i>exams and assignments.</i> | | | |
| 2. <i>Enjoyed learning new things</i> | 3.46 | 0.70 | Strongly Agree |
| 3. <i>Set personal academic goals that went beyond school requirements</i> | 3.18 | 0.80 | Agree |
| 4. <i>Did often engaged in academic activities for fun (e.g., read, researched, problem-solving)</i> | 2.98 | 0.83 | Agree |
| 5. <i>Believed intelligence and skills could improve with effort</i> | 3.56 | 0.70 | Strongly Agree |
| Total | 3.26 | 0.78 | Strongly Agree |

Legend: 1.00 – 1.74 Strongly Disagree; 1.75 – 2.49 Disagree; 2.50 – 3.24 Agree; 3.25 – 4.00 Strongly Agree

Table 8 evaluates how respondents motivate themselves through intrinsic involvement, with an overall weighted mean of 3.26 and a standard deviation of 0.78, indicating a general agreement leaning towards "Strongly Agree". This suggests that respondents are intrinsically motivated in their academic pursuits, finding joy in learning and setting personal academic goals beyond school requirements.

The highest-rated statement is "*Believed intelligence and skills could improve with effort*" (M = 3.56, SD = 0.70), categorized as "Strongly Agree". This indicates a strong growth mindset among respondents, meaning they believe in continuous learning and self-improvement through effort. Similarly, "*Enjoyed learning new things*" (M = 3.46, SD = 0.70) also falls under "Strongly Agree", reinforcing that respondents have an internal drive for knowledge acquisition.

On the other hand, the lowest-rated statement is "*Did often engage in academic activities for fun (e.g., read, researched, problem-solving)*" (M = 2.98, SD = 0.83), which is still within the "Agree" category but suggests that not all respondents actively participate in academic activities outside of school requirements.

The standard deviation values range from 0.70 to 0.86, showing a moderate level of variability in responses. The relatively low SD values for the two highest-rated statements suggest consistency in respondents' belief in self-improvement and enjoyment of learning.

The results imply that respondents are intrinsically motivated in their academic efforts, as seen in their enthusiasm for learning and belief in self-improvement. However, while they agree on engaging in academic activities beyond requirements, their participation in *academic activities for fun* is slightly lower. Encouraging more interactive and exploratory learning experiences could further strengthen intrinsic motivation among respondents.

Correlation Between the Emotional Intelligence Among the Respondents and their Academic Achievements

Table 9. Correlation Between the Emotional Intelligence Among the Respondents and their Academic Achievements

| Academic Achievement and Components of EI | Sig. (p) | Interpretation |
|---|--------------|------------------------|
| Academic Achievement and Self-awareness | 0.077 | Not Significant |
| Academic Achievement and Managing emotions | 0.586 | Not Significant |
| Academic Achievement and Motivating oneself | 0.091 | Not Significant |
| Academic Achievement and Empathy | 0.005 | Significant |
| Academic Achievement and Social Skills | 0.062 | Not Significant |
| OVERALL | 0.055 | NOT SIGNIFICANT |

Table 9 presents the correlation between the emotional intelligence of the respondents and their academic achievements. The results indicate that self-awareness ($p = 0.077$), managing emotions ($p = 0.586$), motivating oneself ($p = 0.091$), and social skills ($p = 0.062$) do not exhibit a significant relationship with academic achievement. This suggests that these specific aspects of emotional intelligence may not directly influence students' academic performance.

However, empathy ($p = 0.005$) shows a significant correlation with academic achievement. This finding implies that students who demonstrate higher levels of empathy tend to perform better academically. Empathy may contribute to improved interpersonal relationships, better classroom engagement, and a deeper understanding of lessons, which can positively impact learning outcomes.

When considering overall emotional intelligence ($p = 0.055$), the correlation remains statistically insignificant. This suggests that while certain components, such as empathy, play a role in academic success, emotional intelligence as a whole may not be a strong predictor of academic achievement in this study.

3.2. Discussion

The study aimed to identify the level of relationship between Emotional Intelligence (EI) and academic achievement among Grade 12 Senior High School students at Perpetual Help College of Manila. Results indicated that overall,



majority of them are in moderate to high level of EI within their integrated emotional competence (self-awareness, managing emotion, motivating oneself, empathy and social skills) using their weighted mean score. This indicates that overall the respondents view themselves as emotional intelligent, able to control their emotions able to interact with people and adapt at valuing relationships and life.

However, when different components of emotional intelligence were assessed to determine their relationship to academic excellence, the results showed that a statistically significant relationship exists between empathy and academic achievement, with the value of $p=0.005$. The results confirmed that academically achieving students are those who are very receptive to the emotional perspective of others. This could be because empathy provides for better peer collaboration, classroom participation, and communication, contributing features in learning outcomes.

While students rated themselves positively in other EI components such as: self-awareness, managing emotion, motivating oneself, and social skills. These factors were not found to be significantly related to increased academic achievement in terms of academic distinction such as GPA or academic awards. This contradicts the popular assumption that emotional intelligence has a direct relation to increased academic success in terms of student's academic achievement. Rather, it suggests that factors such as: intrinsic motivation among students and a support within their family structures may have an even more profound impact on their academic success.

Overall, there is partial support for the initial study hypothesis that there is significance to the relationship between emotional intelligence and academic achievement. On this basis, only empathy revealed support for this proposal, but there was no significance revealed by the overall score for its relation to academic achievement ($p = 0.055$). Therefore, emotional intelligence, as a composite score, is not an accurate predictor for academic achievement for this sample of pupils. In conclusion, there is importance placed on certain elements surrounding EI, with lesser elements also playing its part within reaching academic success.

These results show a more complex relationship between EI and academic achievement in education than originally presumed. Certain limitations could be considered when analyzing these data. The survey was based on a modified questionnaire drawn from Daniel Goleman's Emotional Intelligence Questionnaire, and this particular survey was only conducted within a single school. In addition, the uneven distribution of participants across academic distinction levels, particularly the small number of students classified as "with highest honors" (0.8%), have influenced the strength of the statistical correlations. The cross-sectional design also limits the ability to establish causal relationships, and the factors that may affect both EI and academic performance.



Given these limitations, future research is recommended to focus on specific emotional intelligence components, incorporate qualitative methods, and involve a wider range of student population. Such approaches may provide a more comprehensive and nuanced understanding of how emotional intelligence influences academic achievement.

3.3. Conclusion

This study explored the relationship between emotional intelligence (EI) and academic achievement among 257 Grade 12 senior high school academic achievers at Perpetual Help College of Manila, spanning STEM, ABM, HUMSS, TVL-HE, and TVL-ICT strands during the first semester of 2024-2025. Respondents displayed moderate to high EI across Goleman-inspired components: self-awareness (weighted mean 3.13, interpreted as "Agree"), managing emotions (2.73, "Agree"), motivating oneself (3.01, "Agree"), empathy (3.22, "Agree"), and social skills (3.14, "Agree"). The demographic profiles of the respondents showed balance, with 52.9% female respondents, STEM as the largest group (28.4%), and most earning honors (66.5%).

Chi-square tests revealed no significant overall correlation between EI levels and academic distinctions ($p > 0.05$), failing to reject the null hypothesis and affirming no broad link. However, empathy demonstrated statistical significance ($p = 0.005$), suggesting its unique role in their high academic performance. Motivational factors proved pivotal: family upbringing averaged 2.68 ("Agree"), while intrinsic involvement scored higher at 3.26 ("Strongly Agree"), with strong endorsement for growth-oriented beliefs like "intelligence improves with effort" (3.56).

These outcomes align with Imogene King's Goal Attainment Theory, emphasizing perceptual transactions and role clarity in success, and Betty Neuman's Systems Model, where family and intrinsic elements fortify defenses against stressors like academic pressure. While global literature posits EI as a predictor (e.g., Thapa et al., 2023; Nieto-Carracedo, 2024), this work nuances that view for top achievers in a Philippine context—motivation often trumps comprehensive EI once thresholds are met. It bridges gaps in senior high strand-specific studies, highlighting empathy's interpersonal edge.

Practical interventions include empathy workshops, peer mentoring, and DepEd-aligned EI modules emphasizing intrinsic goal-setting. In line with these, Perpetual Help College of Manila can implement empathy-focused interventions: workshops, peer mentoring, and family engagement programs integrated into curricula. Track progress with pre-post EI assessments to foster resilience. Policymakers can advocate EI modules in DepEd frameworks, prioritizing intrinsic motivation via goal-setting tools.



Limitations encompass self-reported data prone to bias, correlational design precluding causality, achiever-exclusive sampling, and modest strand variances. Future research demands mixed-methods approaches, longitudinal tracking into tertiary levels, non-achiever comparisons, and strand-stratified analyses to unpack mediators like self-efficacy or cultural factors.

Overall, academic excellence among these achievers stems more from nurtured motivation and selective empathy than holistic EI, informing targeted strategies for holistic student development and sustained success in dynamic educational landscapes.

3.4. Recommendation

Given the findings and analysis, the following are recommended:

1. Promote quality time for all the Senior High School students of Perpetual Help College of Manila to obtain deeper understanding of Emotional Intelligence – due to the limited level of understanding emotional intelligence, students can enhance it through academic activities that will not only focus on enhancing their EI but also their academic grades. For instance, in a Personal Development class, students will be engaged in reflective journaling about their emotional responses to challenging situations, exploring how emotions influence their problem-solving and decision-making. This is supported by the study of Chang & Tsai (2022), where they have found that students' emotional intelligence (EI) had a positive effect on their learning motivation and self-efficacy, which in turn positively impacted their academic achievement in online English courses. This suggests that even brief, integrated EI activities can contribute to improved academic performance.
2. Promote seminars and workshops to all the Senior High School Students of Perpetual Help College of Manila – as some of the students are not knowledgeable enough on the concept of emotional intelligence, promoting seminars and workshops related to this could help the students and other individuals in enhancing their knowledge in emotional intelligence as well as its affectation on the academic achievements. The seminars and workshops incorporate interactive exercises, group discussions, and real-life scenarios to enhance engagement and application. In the study conducted by Mounce & Culhane (2021), they have found that an EI training program, delivered through workshop, that significantly improved students' EI scores and their perception of well-being which also led to a positive change in their academic performance, demonstrating the effectiveness of structured EI interventions.
3. Promote graded academic activities to the Senior High School Students of Perpetual Help College of Manila that is related to Emotional Intelligence – graded academic activities in relation to emotional intelligence could help the students in gaining deeper knowledge about Emotional Intelligence while



making it as part of their grade as an academic achiever which is then supported by the study of Zhoc et al. (2021) suggesting that incorporating EI into group projects, where students can learn and reflect on their emotional intelligence in collaborative settings, could be beneficial.

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