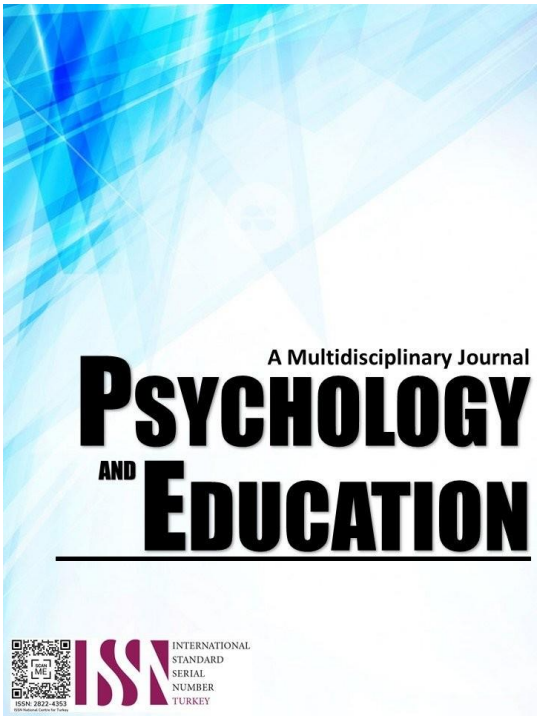
EMOTIONAL INTELLIGENCE, MENTAL HEALTH, AND ACADEMIC PERFORMANCE OF GRADE 11 STUDENTS OF A PRIVATE UNIVERSITY: A CORRELATIONAL STUDY



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Research Article

Emotional Intelligence, Mental Health, and Academic Performance of Grade 11 Students of a Private University: A Correlational Study

Maria Teresa M. Alejandrino,* Trisha Lorea Mae G. Lllamelo, Maria Krisha Angela C. Inaldo,
Trevor Presley T. Pumihic, Marvin C. Gurat II, Shiellah Mae T. Barsicula,
Kristel Joy C. Dapiawen, Lady Valen Charon A. Dela Peña
For affiliations and correspondence, see the last page.

Abstract

Emotional intelligence, mental health, and academic performance are interconnected aspects of student well-being. This descriptive-comparative-correlational study sought to determine the significant relationship between emotional intelligence, mental health, and academic performance among Saint Mary's University Senior High School students. The study utilized both quantitative and qualitative methods. Likert scale was used in the quantitative section, while thematic analysis was employed for the open-ended question in the qualitative part. Through the use of simple random sampling, 208 students were considered as the respondents of the study. After data analysis, findings revealed that Senior High School students have high emotional intelligence and good mental health. In addition, no significant difference is shown between the emotional intelligence of the respondents when grouped according to the profile variables. Similarly, this study also revealed no significant difference between the mental health conditions of the respondents when grouped according to the profile variables. Moreover, there is a low correlation between students' emotional intelligence, mental health, and academic performance. The respondents' practices highlight the need for a more comprehensive and multifaceted approach to mental health and emotional support, incorporating strategies that address a broader range of contributing factors for more effective outcomes. The findings of this study can be used as a basis for promoting healthy study habits as part of comprehensive student support programs and for better academic outcomes despite emotional intelligence and mental health challenges.

Keywords: *emotional intelligence, mental health, academic performance, effective study practices, comprehensive student support program, descriptive-comparative-correlational*

Introduction

In this broad-ranging analysis of knowledge's central role in life, the most debated subject revolves around the cognitive capabilities of human minds and their impact on daily functioning (Drigas & Papoutsi, 2020). Psychosocial stress stands out as a significant factor contributing to the prevalence of mental health issues among present-day students.

Mental health has now emerged as a pressing public health concern, with Sanchez-Nunez et al. (2020) focusing on preventive measures and mental health promotion during this life stage, highlighting a substantial correlation between emotional intelligence and mental well-being. Studies have indicated that emotional intelligence (EQ) serves as a protective factor against various mental health issues such as depression, anxiety, and stress. However, the precise mechanism through which EQ fosters improved mental health remains poorly elucidated (Sechuus & PEQsch, 2020).

Goleman described emotional intelligence and its competencies as essential for maintaining mental well-being during stressful situations, highlighting that a deficiency in emotional intelligence in such unstable circumstances could lead to unfavorable outcomes with potentially unpredictable future consequences. Moreover, emotional intelligence has been defined as the ability to perceive, assess, and express emotions accurately; the ability to harness and/or generate emotions when they aid in cognition; the ability to comprehend emotion and emotional knowledge; and the ability to regulate emotions to foster emotional and intellectual development (Sanchez-Nunez et al., 2020).

In addition to the aforementioned, Schutte et al. (2020) found that an inability to regulate emotions and a lack of emotional awareness are significant markers of mental health issues. This supports the idea that decreased awareness of emotional processes is linked to lower emotional intelligence, which in turn is associated with increased psychological problems.

On the other hand, Abu Nabeel, Al Rashid, Madi et al. (2020) found no significant relationship between EQ and mental health among university students. However, negative correlations were found between negative emotional intelligence and levels of anxiety, depression, and stress. The study suggests that emotional intelligence may not directly affect the mental health outcomes of university students in the Kingdom of Saudi Arabia.

Divya et al. (2021) also examined the relationship between emotional intelligence and mental health, including depression, anxiety, and stress. The same study found that although there may be a link between emotional intelligence and mental health, the evidence is mixed and insufficient to support a consistent positive link. Though the research shows that emotional intelligence is not essential for mental health, the researcher cautioned that more investigation is needed to fully understand the link between emotional intelligence and mental health.

Emotional Intelligence

Emotional intelligence and psychological aspects of a human are important concepts of psychology that have recently entered the management field. In recent years, emotional intelligence has become more popular for numerous applications in various fields, such as education, careers, personal development, and differences between individuals (Mohtasham, 2009).

Students' emotional intelligence (EI) and mental health are influenced by multiple psychosocial factors, including family dynamics, peer relationships, socioeconomic status (SES), and academic pressures. These factors significantly shape their ability to regulate emotions, cope with stress, and maintain psychological well-being.

The family environment is a key determinant of students' emotional and psychological development. Positive parenting styles, characterized by warmth and responsiveness, foster the development of emotional awareness, empathy, and self-regulation—core components of EI. Conversely, negative family dynamics, including neglect or excessive control, can lead to emotional difficulties and mental health challenges. Bayer et al. (2019) found that adverse parenting behaviors in early childhood were predictive of emotional and behavioral problems in adolescence, highlighting the long-term impact of family dynamics on EI and mental health.

Moreover, peer relationships also play a critical role in shaping social-emotional skills and mental health. Positive peer interactions contribute to emotional regulation, empathy, and conflict resolution, which are crucial for developing EI. However, experiences such as bullying, social exclusion, or peer rejection can undermine EI and increase the risk of mental health issues. Brackett, Rivers, and Salovey (2011) emphasized that students with poor peer relationships are more likely to experience anxiety, depression, and diminished social-emotional competencies.

Conversely, socioeconomic status (SES) also influences students' access to resources, exposure to stressors, and overall emotional development. Students from low-SES backgrounds often face chronic stress, financial instability, and limited access to educational opportunities, which can negatively impact their ability to regulate emotions and maintain mental health. Evans and Cassells (2014) noted that chronic stress associated with poverty disrupts emotional development and increases vulnerability to mental health problems such as anxiety and depression.

Furthermore, the increasing demand for academic excellence often places significant emotional stress on students. Those with lower EI may find it challenging to manage stress effectively, leading to burnout, performance anxiety, and low self-esteem. Cheung and Ng (2019) highlighted that student with low EI are particularly vulnerable to academic stressors, which can exacerbate mental health challenges and hinder their ability to thrive in academic settings.

Additionally, attitudes toward emotional expression and mental health also influence how students perceive and manage their emotions. In cultures where emotional expression is discouraged, students may suppress emotions, which can hinder EI development and prevent them from seeking help for mental health issues. Mayer and Salovey (1997) argued that cultural norms play a pivotal role in shaping emotional awareness and coping strategies.

Promoting emotional intelligence (EI) in students requires multifaceted strategies that address their home, school, and community environments. Family-focused interventions, such as parenting workshops, aim to improve parenting practices and family relationships. Bayer et al. (2019) highlighted that these programs foster emotional resilience by emphasizing positive reinforcement, emotional validation, and communication.

Peer mentorship programs can also enhance students' social-emotional skills. Brackett et al. (2011) found that these initiatives reduce bullying, improve EI, and build stronger social support networks among students. Similarly, socioeconomic support systems are critical for addressing stressors linked to low socioeconomic status (SES). Evans and Cassells (2014) recommended interventions like subsidized programs and community networks to alleviate poverty-related stress and promote psychological well-being.

Incorporating social-emotional learning (SEL) into school curricula is another effective strategy. Durlak et al. (2011) demonstrated that SEL programs improve emotional regulation, empathy, problem-solving, and academic performance while reducing mental health risks. Stress management training, including mindfulness, relaxation techniques, and time management, is equally important. Cheung and Ng (2019) showed that these tools enhance emotional resilience and reduce anxiety, particularly for students facing academic transitions.

Finally, culturally sensitive approaches ensure inclusivity in EI development. Mayer and Salovey (1997) stressed the importance of recognizing diverse cultural norms around emotional expression to create effective and respectful interventions. Together, these strategies address various factors influencing students' emotional and psychological development, fostering resilience and equipping them with essential life skills.

Emotional intelligence by definition, is the capability to be aware of, control, and express one's emotions and to handle interpersonal relationships judiciously and empathetically (Oxford Languages and Google - English | Oxford Languages, 2024). Emotional intelligence, also known as emotional quotient or EQ, is the ability to comprehend, utilize, and manage one's feelings in encouraging ways to discharge pressure, communicate efficiently, sympathize with others, overcome trials, and resolve conflict. Emotional intelligence aids in building sturdier associations, prospering at school and work, and realizing career and personal goals. It can also

help one to connect with personal feelings, turn intention into action, and make informed decisions about what matters most (Smith, 2024). Love, adoration, spite, hatred, sadness, happiness, wrath, and fear are just a few of the emotions that everyone has felt. These are significant life events that have an impact on people's happiness and mental health. People experience excitement as a result of assessment information that involves the processing of cognitive or received information, environment, body, and memory, as well as a tendency to react to particular behaviors and take into consideration actions that may result from an emotional mode will succeed if they consider emotions and possess knowledge about management and its applications (Omarae, 2009).

Furthermore, (Cherry, 2023) said that emotional intelligence, referred to as EI or EQ, is the facility to distinguish, construe, and control one's emotions and comprehend those of other people. Emotional intelligence skills are aptitudes that consent for healthier personal well-being and interpersonal relationships. In addition, the author also supposed that being emotionally intelligent is linked to a range of benefits, including higher academic achievement, better decision-making abilities, and more tremendous overall success in life.

Research consistently highlights a positive relationship between EI and academic performance. Students with high EI are better equipped to regulate their emotions, manage stress, and maintain motivation, all of which contribute to improved learning outcomes. For example, a study by Parker et al. (2004) on first-year university students found that emotional self-regulation and self-awareness were significant predictors of academic success. Similarly, Qualter et al. (2012) demonstrated that students with high EI were more likely to persist in their studies and achieve higher grades, as they were better able to cope with academic challenges and adapt to new learning environments.

Furthermore, Petrides et al. (2004) found that EI significantly influences students' ability to focus on long-term goals, especially during periods of stress. Students with high EI tend to employ adaptive coping mechanisms, such as problem-solving and seeking social support, which improve their resilience in academic settings. These findings underscore the importance of integrating emotional regulation strategies into the educational system to support students' academic growth.

In terms of academics, low EI is associated with poor academic outcomes. Students with low EI often struggle with stress management, emotional regulation, and focus, leading to diminished academic performance. Petrides, Frederickson, and Furnham (2004) found that students with low EI demonstrated lower academic achievements and were more likely to engage in deviant behaviors, such as skipping classes or being disruptive. Without effective emotional regulation, these students are less likely to persevere through challenges, such as exam pressures or coursework deadlines, contributing to academic underperformance.

Furthermore, in terms of social and interpersonal challenges, low EI students face difficulties in social interactions due to an inability to understand and manage emotions. Research by Brackett, Rivers, and Salovey (2011) highlighted that student with low EI reported higher levels of conflict in interpersonal relationships and were more prone to social exclusion. These students often lack the empathy and communication skills needed to resolve conflicts effectively, which can lead to isolation, bullying, or strained peer relationships.

Conversely, students with low EI are more vulnerable to mental health challenges, including anxiety, depression, and emotional burnout. Cheung and Ng (2019) found that low EI is associated with increased susceptibility to stress and decreased likelihood of engaging in adaptive coping strategies. Students who lack emotional resilience may experience heightened emotional distress, particularly in high-pressure environments like schools or universities.

On the other hand, high EI is a strong predictor of academic achievement. Students with high EI possess the emotional self-regulation and resilience needed to excel in academic settings. Parker, Summerfeldt, Hogan, and Majeski (2004) found that first-year university students with high EI achieved better academic outcomes and adjusted more effectively to the challenges of higher education. These students are better equipped to set goals, manage time, and cope with academic setbacks, enhancing their overall performance.

Similarly, high EI fosters stronger interpersonal skills, enabling students to build and maintain positive relationships. Mayer and Salovey (1997) argued that emotionally intelligent individuals are more adept at recognizing and responding to the emotions of others, which enhances their ability to navigate social interactions. Brackett et al. (2011) also found that high EI students reported higher levels of peer acceptance and lower levels of conflict, creating a more supportive social environment.

Lastly, having a high EI contributes to better mental health outcomes and emotional resilience. Salovey, Stroud, Woolery, and Epel (2002) demonstrated that students with high EI were more capable of managing stress and maintaining psychological well-being, even in challenging situations. These students are more likely to engage in self-care practices, seek support when needed, and employ adaptive coping strategies, such as problem-solving and mindfulness.

The five components of emotional intelligence are self-regulation, self- awareness, empathy, social skills, and motivation. These are discussed in the succeeding texts.

Self-regulation refers to exposure in good mental condition and giving direction and guidance, feelings and emotions towards goal, and emotional restraint and to delay demands and prevent efforts (Faghirpour, 2009). Changing one's behavior to follow the rules, match ideals, or pursue goals is thus a (very useful) form of self-regulation. To change a response does not necessarily mean to override it. However, self-restraint is a common form of self-regulation (Polivy, 1998), but so is the amplification or prolonging of a response.

Self-awareness is the capability to recognize and comprehend one's emotions, a critical emotional intelligence skill. Beyond

acknowledging emotions, it also includes being aware of the effect of one's actions, moods, and emotions on others. To become self-aware, one must learn to identify each particular emotion experienced correctly. One must be capable of monitoring emotions and recognizing different emotional reactions (Cherry, 2023). Self-awareness is arguably the most fundamental issue in psychology from both a developmental and an evolutionary perspective. The most important ability related to emotional intelligence is to be aware of your emotions. Self-awareness allows people to recognize their strengths and limitations (Khef & Dostar, 2004).

Empathy is the ability to understand other people's feelings and see things from their point of view. It involves recognizing another person's emotional states and knowing why they are experiencing them. It is essential for building and leading teams as it requires identifying and understanding others' motivations (Cherry, 2023).

Social skills mean being able to interact well with others; they are important emotional intelligence skills. Social skills such as active listening skills, verbal and nonverbal communication skills, and persuasiveness allow one to build meaningful relationships with others and develop a stronger understanding of others and oneself (Cherry, 2023). Understanding others' emotions and feelings, skills of attitude, and listening to others' feelings. It is when others experience excitement and emotion through efficient methods that help them be aware of their feelings and their effects on others (Faghirpour, 2009).

Motivation is essential for people to become emotionally intelligent. Motivation is the driving force behind human actions. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. People with this emotional intelligence skill seek internal rewards, also known as intrinsic motivation. People's experiences flow from being totally in tune with an activity and pursuing peak experiences. Those who are competent in motivation tend to be action-oriented. They set goals, have a high need for achievement, and always look for ways to improve. They also tend to be very committed and are good at taking initiative (Cherry, 2023).

Mental Health

Mental health is a successful mode of mental interaction that results in productive activities, satisfying relationships with others, and the ability to adapt to changes and deal with harsh situations. The role of mental health is undeniable from early childhood until death, developing thinking skills, communication, learning, emotional growth, flexibility, and self-esteem. These factors shape a person until they play a significant societal role (Seyyed Mohseni, 2006).

In addition to the aforementioned, students frequently exhibit mental health issues, with psychosocial stress identified as a significant factor (Moeller et al., 2020). The World Health Organization (WHO, 2021) reports that 10 to 20 percent of children and adolescents encounter various mental health issues, often starting at age 14 but often remaining undiagnosed until later stages. The risk of suicide is most pronounced among individuals aged 15 to 24. Additionally, research by Lopiga et al. (2020) demonstrated that among 1,020 senior high school (SHS) student respondents, only 27.35% were categorized as having regulated depression, 24.41% experienced mild mood disturbances, 18.72% had moderate depression, 16.27% exhibited borderline depression, and 8.98% showed severe to serious depression.

Given the escalating challenges in mental health and the influence of psychosocial factors on students, recognizing the importance of students' emotional intelligence has become increasingly vital as practitioners and researchers explore potential interventions. Lea et al. (2019) state that emotional intelligence (EQ) encompasses adaptable emotional traits, skills, and abilities. Therefore, Porras (2020) highlights the crucial role of emotional intelligence in contemporary times, noting a clear link between the growing acknowledgment of its significance and the heightened risk of mental and emotional issues, especially among students adjusting to a new learning environment. Conversely, Obeid et al. (2021) examined the relationship between emotional intelligence and emotional factors like depression, anxiety, stress, and overall mental health. Still, their findings did not indicate any correlation between emotional intelligence and these variables.

Moreover, Moeller et al.'s (2020) investigation revealed that there is a substantial relationship between emotional and mental health. The greater sense of belongingness reported by students with superior EI skills correlates with better mental health. Additionally, the research conducted by Sanchez-Nunez et al. (2020) showed that emotional intelligence has demonstrated the ability to avoid anxiety, depression, and stress (mental health concerns). Nonetheless, Davis's research (2020) opposes this study; the negative aspect of emotional intelligence concerns how it could lead to more stress and cause mental health issues. The analysis highlighted that their emotional intelligence may influence manipulation and unsociable behavior.

However, MR Wapaño (2021) investigated the association between emotional intelligence and mental health, focusing on factors such as anxiety, depression, self- efficacy, and resilience. The study's findings revealed that emotional intelligence is a weak and negative predictor of anxiety, sadness, and reactivity, all of which are mental health variables. Similarly, Abu Nabeel, Al Rashid, Madi et al. (2020) did not find a significant correlation between EQ and mental health among university students. Nonetheless, they observed negative correlations between negative emotional intelligence and levels of anxiety, depression, and stress, and this suggests that emotional intelligence might not have a direct impact on mental health outcomes among university students in the Kingdom of Saudi Arabia.

Academic Performance

Academic performance is defined as a student's capability to complete academic assignments, and it is assessed using objective criteria

such as final course grades and grading point average (Carroll & Garavalia, 2004; Naser & Hamzah, 2018; Olivier et al., 2019). Academic performance is the benchmark by which student, school, curriculum, and teacher competence are measured, and almost every school-age child undergoes formal academic testing in addition to regular class quizzes, tests, and examinations (Reed, 2009).

In the context of the Philippines, academic performance is based on Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program under DepEd Order 8, series of 2015, In line with the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress. The Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program was implemented nationwide in public elementary and secondary schools starting the School Year (SY) 2015-2016 (Department of Education, 2015).

In Saint Mary's University Senior High School, this is enclosed in the Student Handbook's Academic Policy Article VII Section II. The guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8 s.2015), which supports learners' holistic development so that they can become effective lifelong learners with 21st-century skills. This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their performance rather than compete with one another.

In addition to acknowledging and promoting the development of the learners' unique cognitive and other skills that underpin success in school and at work, the awards also aim to nurture the formation of the learners' values and attitudes anchored on the core values of the university and of the Department of Education.

Awards and recognition bestowed on learners who have successfully attained school standards support these learners' efforts and accomplishments and affirm their latent potentials, abilities, and dispositions. Learners who feel good about their abilities and contributions to the school and society are likely to be happy, content, and motivated. When these learners are recognized for their efforts, they will also persist in their desire to excel.

Classroom Awards are recognition given to learners in each class or section. A simple recognition is given per quarter. Awardees are given certificates in recognition of their outstanding performance in class. Grade-level Awards are given to qualified learners for every grade level at the end of the school year. Candidates for the awards are deliberated by the Awards Committee (AC) if they have met the given criteria. The Award for Academic Excellence within a quarter is given to learners who have attained an average of at least 90.00 and passed all learning areas with no grade below 80 in both quarters. The Average Grade per Quarter and Average Grade per Semester is reported as a whole number following DepEd Order No. 8, s.2015. However, the Final Average is rounded to three decimal places in identifying recipients of Academic Excellence Awards.

At the end of the school year, the Academic Excellence Award is given to learners of Grade 11 and Grade 12 who have attained a Final Average of at least 90.000 and a passing Final Grade in all learning areas with no grades below 80 in both quarters. The Semestral Average is reported as a whole number following DepEd Order No. 8, s.2015. The class advisers will give to the AC the list of qualified learners who will be awarded during a school ceremony.

Table 1.1. *Academic Excellence*

Academic Excellence Award	*Average Grade per Quarter*
1. With Highest Honors	98.000-100
2. With High Honors	95.000-97.999
3. With Honors	90.000-94.999

Numerous studies have related emotional intelligence to academic performance because education and its regulation play an important role in the cognitive processes involved in attention and in situations that require management and self-control (Quílez-Robres et al., 2023). The study by the same authors showed that emotional intelligence (EI) predicts academic performance, the effect size of emotional intelligence (EI) on academic performance is high, the correlation between EI and academic performance is stronger in eastern countries, the sociodemographic variables of sex and age do not play a mediating role.

Agnafors et al. (2020), on the other hand, presented that an inverse relationship between mental health problems and academic achievement is a well-known phenomenon in the scientific literature. However, how and when this association develops is not fully understood, and there is a lack of longitudinal, population-based studies on young children. Early intervention is important if associations are to be found already during childhood.

The same study by Agnafors et al. (2020) aimed to investigate the development of the association between mental health and academic performance during different developmental periods of childhood and adolescence. The results indicate that social selection mechanisms are present in all three periods studied. Behavioral and emotional problems at age three were associated with performing below grade at age 12. Similarly, mental health problems at age 12 were related to a lack of complete final grades from compulsory school and non-eligibility to higher education. Academic performance at ages 15 and 19 did not increase the risk for mental health problems at age 20.

On the other hand, Divya and Meenakshi et al. (2021) explored the relationship between emotional intelligence and mental health indicators such as depression, anxiety, and stress. Their research suggests that while there could be some association between emotional intelligence and mental health, the evidence is mixed and insufficient to support a positive correlation consistently. Hence, their study implies that emotional intelligence does not predict mental health outcomes. The researcher cautioned that further research is necessary to comprehend the relationship between emotional intelligence and mental health fully.

These conflicting results suggest a need for further research to explore these research gaps and clarify the relationship between emotional intelligence and mental health. As stated by Seehus and PEQsch (2020), the rising prevalence of mental health issues and the influence of psychosocial factors on students have become increasingly important in understanding the role of emotional intelligence among students as researchers and practitioners investigate potential intervention strategies.

This study investigates the relationship between emotional intelligence and mental health, as well as academic performance, among senior high school students at Saint Mary's University. It will help schools develop programs to mitigate their students' challenges during the transition to the learning environment of Grade 11 students from junior high school.

Furthermore, the study's findings may provide valuable insights to help students develop the skills to manage emotions and deal with challenges. In addition, the study may guide teachers to create a positive learning environment and prepare strategies for parents to foster resilience and compassion in their children. This study also serves as a resource for further examination of emotional intelligence in senior high school students, enabling researchers to propose interventions and strategies to support students' well-being. Furthermore, the study can allow other researchers to explore new theories and perspectives in this area.

Research Questions

This study aimed to determine the relationship between emotional intelligence and mental health of Grade 11 senior high school students of Saint Mary's University, and as well as their relationship with academic performance. Specifically, the study sought to answer the following questions:

1. What is the level of emotional intelligence of the respondents?
2. What is the mental health condition of the respondents?
3. Is there a significant difference in the level of emotional intelligence of the respondents when grouped according to the profile variables?
4. Is there a significant difference in the mental health condition of the respondents when grouped according to the profile variables?
5. Is there a significant relationship between the level of emotional intelligence and mental health conditions of the respondents?
6. Is there a significant relationship between the level of emotional intelligence and the academic performance of the respondents?
7. Is there a significant relationship between the mental health condition and academic performance of the respondents?
8. What practices do the respondents use to improve emotional intelligence and mental health and achieve better academic performance?

Methodology

Research Design

A mixed-method design encompassing both quantitative and qualitative methods was utilized in this research. In terms of the quantitative aspect, descriptive comparative-correlational methods were employed to determine the level of EQ and mental health of the respondents, and these were also compared according to demographic profile variables such as gender, strand, and socioeconomic status. Moreover, the significant relationships among the studied concepts were also studied and reported. On the other hand, the qualitative aspect, the thematic approach, was employed after abstracting the responses to be obtained using the open-ended question in the survey questionnaire.

Respondents

This study's research participants are limited to Grade 11 students from the Senior High School Department of Saint Mary's University across the different tracks and strands. This is because they are the ones experiencing the transition to the educational experiences offered and provided by the university. From this, a sample size from the population will be derived as a component of the study.

The respondents were classified according to their demographic profile, namely: sex, strand, final general average, and socioeconomic status. To ensure a high level of accuracy, Slovin's formula was utilized to get a sample size of (208). In addition, simple random sampling under probability sampling was used to gather data so that every respondent in the population would have a chance to be selected and be part of the study sample without any contemplation.

Table 2.1 shows the population size, sample size, and percentage of the profile of the respondents. The demographic profile of the respondents is composed of their sex, strand, final general average, and socioeconomic status. As reflected in the table, most of the

respondents are female, and almost half are male. With the different strands and tracks brought by the implementation of the K-12 curriculum, more than half of the respondents are from the Science, Technology, Engineering, and Mathematics (STEM) strand, followed by the Humanities and Social Sciences (HUMSS) strand with just about the same number as the Accountancy, Business, and Management (ABM) strand, merely a tenth was from the Technical-Vocational Livelihood (TVL), under the Information and Communications Technology (ICT) and Home Economics (HE) tracks. The rest are from the Arts and Design (AD) track.

Table 2.1. *Frequency and Percentage Counts of the Demographic Profile of the Respondents*

Profile Variables	*F(n=208)*	*%*
Sex		
Male	79	37.98%
Female	189	62.02%
Strand/Track		
STEM	124	59.62%
HUMSS	43	20.67%
ABM	28	13.46%
TVL – ICT	6	2.88%
TVL – HE	4	1.92%
AD	3	1.45%
Socioeconomic Status		
Rich	8	3.85%
High Income	16	7.69%
Upper Middle Income	5	2.40%
Middle Class	69	33.17%
Lower Middle Class	93	44.71%
Poor	17	8.18
Final General Average		
Outstanding	166	79.81%
Very Satisfactory	42	20.19%

Referencing the respondents' previous average from the last school year, more than half had a final general average of 90.000%-94.999%, followed by a general weighted average of 85.000%-89.999%, and with almost the same number as the final general average of 95.000%-97.999%, and the rest had a final general average of 98.000%-100%. With the different socio-economic statuses, most of the respondents belong to the lower middle class with ₱21,914-43,828, closely followed with almost the same number by the middle class with ₱43,828-₱76,666 monthly, few of the respondents belong to rich, high income, and upper middle-class families, and the remaining belong to the low income with below ₱10,957. Moreover, 80.77% of the respondents performed outstanding ranking according to their final general average (90-100), and 19.23% of the respondents showed very satisfactory academic performance (85-89).

Instrument

The instrument used in this study was adapted from two previously conducted studies. The Emotional Intelligence part was based on the study of Suleman et al. (2019) entitled "Association between emotional intelligence and academic success among undergraduates: A cross-sectional study in KUST, Pakistan." On the other hand, the Mental Health aspect of the questionnaire was based on the study of Van Krugten et al. (2021) with the title "The Mental Health Quality of Life Questionnaire (MHQoL): Development and First Psychometric Evaluation of a New Measure to Assess Quality of Life in People with Mental Health Problems."

The questionnaire was designed to fit the research objective and the target respondents. It is divided into three sections: the demographic profile section, the quantitative section, and the qualitative section.

The first part of the questionnaire asked the respondents for demographic information such as sex, strand, final general average, and socioeconomic status.

The second part is the quantitative questions that will employ the Likert scale for two subsections, part A for Emotional Intelligence and part B for Mental Health. Both labels indicate 1 with strongly disagree, 2 pointing disagree, 3 indicating agree, and 4 with strongly agree. Lastly, the third part has an open-ended question that will compel responses from the respondent's point of view, requiring them to expound on their ideas.

The instrument was subjected to further tests to ensure validity and reliability. The survey undergoes validity evaluation and is to be signed by the school principal. In addition, a pilot testing was also conducted to safeguard the reliability before it will be utilized. The Cronbach results were used to evaluate the items.

Table 2.2. *Results of Reliability Test for Emotional Intelligence and Mental Health*

	Cronbach's Alpha	*N of Items*
Emotional Intelligence	0.85	23
Mental Health	0.85	8

Illustrated in Table 2 is the result of the reliability test for the Level of Emotional Intelligence and Mental Health Conditions. The Table shows that in the Level of Emotional Intelligence with 23 items, Cronbach's alpha is equal to .85. Similarly, in the Level of Mental Health Conditions with 8 items, Cronbach's alpha is equal to .85. Therefore, the two subsections have an internal consistency that is equivalent to good ($0.9 > a \geq 0.8$. Hence, the questionnaire is reliable.

Procedure

The researchers identified the problem and objective of the research that would be executed. Aligned with this, a research instrument was formulated to achieve the objective of the study. The gathering of data for this study will utilize a self- administered descriptive questionnaire as it economizes time and effort and it can maintain the confidentiality of the respondents.

After this, the researchers adapted instruments from the studies of Suleman et al. (2019) and Van Krugten et al. (2021). These were modified and altered to match and suit the purpose of the study and the target respondents, who are Grade 11 students from Saint Mary's University Senior High School. A letter for communication will be constructed to establish informed consent for the respondents. This would help them be aware of every detail regarding their participation in the study.

After finalizing the whole research instrument, content validation and approval from the research adviser were obtained. Upon the consent, the questionnaires will be distributed to the respondents in person using the printed questionnaires. The students' answers will then be gathered, recapitulated, and interpreted as results. In analyzing the data, the Statistical Package for Social Sciences (SPSS) version 22 will be utilized to examine the study's significant findings. This then benefited the researchers in attaining the objective of the study, which is to identify if there is a relationship between EQ and mental health on the respondents' academic success. From these data, conclusions, summaries, and recommendations will be formulated.

Data Analysis

The researchers utilized the following statistical tools and approaches to analyze the data they collected:

Using descriptive statistical tools, specifically frequency and percentage distributions was employed to assess the respondents' profile and condense the data into simple numerical form.

The mean score and standard deviation were used to determine the overall score for each respondent, which was calculated by adding the results from each question. The Likert Scale was used to assess students' level and attitude toward mental health and EI, with quantitative components designated as 1, 2, 3, and 4 and numerical representations for strongly disagree, disagree, agree, and strongly agree, respectively.

Table 2.3 and 2.4 served as the basis for interpreting the mean score of the respondents.

Table 2.3. *4-point Likert Scale Interpretation for Emotional Intelligence*

Mean Score	*Qualitative Description*	*Interpretation*
3.50-4.00	Strongly Agree	Very High
2.50-3.49	Agree	High
1.50-2.49	Disagree	Low
1.00-1.50	Strongly Disagree	Very Low

Table 2.4. *4-point Likert Scale Interpretation for Mental Health*

Mean Score	*Qualitative Description*	*Interpretation*
3.50-4.00	Strongly Agree	Excellent Mental Health
2.50-3.49	Agree	Good Mental Health
1.50-2.49	Disagree	Poor Mental Health
1.00-1.50	Strongly Disagree	Very Poor Mental Health

The Independent T-test was employed to determine significant differences in emotional intelligence, mental health, and academic performance of the respondents when grouped according to sex. One-way Analysis of Variance (ANOVA) was utilized to explore significant differences in emotional intelligence and mental health of the respondents when grouped according to their academic strand/track, socioeconomic status, and final general average.

To determine the significant relationship between the EI and mental health on the respondents' academic success, Pearson Correlation was utilized. The same will also be used to determine the significant relationship between emotional intelligence and academic

performance and mental health and academic performance.

Thematic analysis was used to summarize the responses to the open-ended questions.

Results and Discussion

This section outlines the results, discussion, and implications derived from the study on emotional intelligence, mental health, and academic performance among Saint Mary's University Senior High School students.

Table 3.1. *Level of Emotional Intelligence of the Respondents*

Components	*N*	*Mean*	*SD*	*QD*
Self-Regulation	208	2.95	.65	High
Self-Awareness	208	3.01	.76	High
Empathy	208	2.95	.69	High
Social Skills	208	2.94	.75	High
Motivation	208	3.05	.68	High
Overall	208	2.98	.71	High

Legend: Very Low: 1.00-1.49 = Low; 1.50-2.49 = High; 2.50-3.49 = Very High; 3.50-4.00
N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description

Table 3.1 shows the emotional intelligence levels of respondents across various components. The findings indicate that respondents exhibit high emotional intelligence in all areas: Self-Regulation at 2.95 and the lowest standard deviation of (SD=.65), which shows that respondents have common experiences that could show their same level of self-regulation. Self-awareness at 3.01 and has the highest standard deviation of (SD=.76) shows that respondents do not have general experiences, which could show their differences in the context of self-awareness. Empathy at 2.95 (SD=.69), Social Skills at 2.94 (SD=.75), and Motivation at 3.05 (SD=.68). Overall, the respondents' emotional intelligence is high, with a mean score of 2.98 (SD=.71).

This result implies that the respondents have positive emotional growth, which is evident in their self-regulation, self-awareness, empathy, social skills, and motivation results. Emotional intelligence is known to enhance stress management, decision- making, and personal development while fostering strong relationships and effective communication. Since these skills support teamwork, conflict resolution, and career advancement, results also imply that the respondents are driven towards achieving their goals and maintaining overall well-being.

The result of the study is contrary to the study of Mulawarman et al. (2020), which revealed low emotional intelligence among Senior High School Students. The same is true with the study of Lawrence & Deepa (2013), which showed an average level of emotional intelligence among High School Students. These findings suggest that the respondents in this study have high levels of motivation and drive to improve their emotional intelligence, leading to positive outcomes. This could be attributed to factors such as a supportive environment, personal development initiatives, and self- motivation.

The participants' intense focus on achieving their goals also highlights the importance of setting clear objectives and being driven towards reaching them. Managing stress effectively is crucial to success, especially in today's fast-paced society, where pressure and competition are prevalent. Having strong emotional intelligence allows individuals to handle stress constructively, leading to better decision-making and overall well-being.

Table 3.2. *Mental Health Condition of the Respondents*

Statements	*Mean*	*SD*	*QD*
1. I think positively about myself.	2.80	.78	Good Mental Health
2. I am satisfied with my level of independence.	2.83	.71	Good Mental Health
3. I do not feel very anxious, gloomy, or depressed	2.46	.82	Poor Mental Health
4. I am very satisfied with my relationships.	2.97	.77	Good Mental Health
5. I am very satisfied with my daily activities.	2.74	.77	Good Mental Health
6. I do not have physical health problems.	2.67	.82	Good Mental Health
7. I am very optimistic about my future.	2.92	.75	Good Mental Health
8. I have the best imaginable psychological well-being.	2.68	.79	Good Mental Health
Overall	2.76	.78	Good Mental Health

Legend: Very Poor: 1.00-1.49 = Poor; 1.50-2.49 = Good; 2.50-3.49 = Excellent; 3.50-4.00
N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description

Table 3.2 shows the level of mental health condition of the respondents. Only Statement 3 got the lowest mean score of 2.46 among all the items. This describes the respondents' feelings, including being very anxious, gloomy, or depressed. This describes poor mental health among the respondents in this aspect. This implies that the respondents may be experiencing difficulties in managing their emotions and overall mental health. On the other hand, Statement 4, which entails the respondents' satisfaction with their relationships, got the highest mean of 2.97.

In addition, most respondents demonstrated good mental health, achieving an overall mean score of 2.76. This indicates that the respondents are satisfied with their relationships, leading to reduced anxiety and depression. This emotional stability promotes a positive outlook, making stress easier to manage. This suggests that the majority have a positive outlook on life and effectively manage stressors. It's crucial to understand that good mental health doesn't equate to the absence of psychological issues. Rather, it involves managing these challenges effectively while maintaining a strong sense of well-being.

The result is contrary to the study conducted by Kim et. al (2021) which showed negative mental health among Senior High School students. This may be caused by variations in the school environment, such as differences in classroom settings, teaching styles, and availability of resources. Additionally, the support systems in place, such as counseling services, peer support groups, and extracurricular activities, could have significantly influenced the students' mental health outcomes.

A positive and nurturing school environment, coupled with strong support systems, may help promote better mental health by providing students with a sense of belonging and access to necessary mental health resources. Conversely, a lack of adequate support or a negative school environment could contribute to poorer mental health outcomes by increasing stress and feelings of isolation among students.

Table 3.3. *Comparison of the Level of Emotional Intelligence of the Respondents in Terms of Sex*

Concern	*Sex*	*N*	*M*	*SD*	*QD*	*t*	*p*
Level of Emotional Intelligence	Male	79	2.82	.73	High		
	Female	129	2.79	.58	High	.35	.059

Legend: Very Low: 1.00-1.49 = Low; 1.50-2.49 = High; 2.50-3.49 = Very High; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; t – t-value; p – p-value

Table 3.3 shows the significant difference in the level of emotional intelligence of the respondents when grouped according to sex. The table shows that male respondents have a "High" level of emotional intelligence with a mean score of 2.82 (SD=.73). On the other hand, female respondents also had a qualitative description of "High" with a mean score of 2.79 (SD=.58). T-test result shows no significant difference in the level of emotional intelligence (t=.35, p=.059) by sex. Therefore, there is no significant difference in the level of emotional intelligence of the respondents when grouped according to their sex.

The lack of evident distinction in emotional intelligence between sexes suggests that emotional intelligence skills are not inherently linked to sex. This implies that training and development programs to enhance emotional intelligence can be equally effective for all, regardless of sex. Additionally, it highlights the importance of focusing on individual differences rather than gender stereotypes in emotional intelligence development.

The study results are the same as Kumar's findings in 2020. The study revealed no significant difference between male and female higher secondary students in their emotional intelligence. This further supports the idea that emotional intelligence is not influenced by gender. Moreover, this finding challenges the traditional belief that women are more emotionally intelligent than men. This is supported by the study of Arias (2022), which revealed that girls have a higher emotional intelligence index. While research has shown that women tend to score slightly higher on average in certain aspects of emotional intelligence, such as empathy and social skills, it is important to recognize that these traits can also be developed and improved through training and practice.

It is important to note that these traits are not fixed and can be developed and improved through deliberate training and practice. This means individuals of any gender can cultivate a higher level of emotional intelligence by engaging in activities that promote awareness, emotional regulation, and social interaction, ultimately leading to more effective interpersonal connections and personal growth. The findings of Gilar- Corbi in 2019 provide empirical evidence of the training program's effectiveness in enhancing key dimensions of emotional intelligence. These improvements foster essential and desirable emotional skills in life.

Table 3.4. *Comparison of the Level of Emotional Intelligence of the Respondents in Terms of Strand/Track*

Concern	*Strand/Track*	*N*	*M*	*SD*	*QD*	*F*	*p*
Level of Emotional Intelligence	STEM	128	2.79	.66	High	.39	.857
	ABM	27	2.78	.42	High		
	HUMSS	41	2.88	.71	High		
	TVL-ICT	4	3.00	.82	High		
	TVL-HE	4	2.50	.58	High		
	AD	4	2.75	.50	High		
	OVERALL	208	2.80	.64	High		

Legend: Very Low: 1.00-1.49 = Low; 1.50-2.49 = High; 2.50-3.49 = Very High; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; F – F-statistics; p – p-value

Table 3.4 shows the variations in emotional intelligence levels among respondents when classified by their educational track. Respondents in the Technical Vocational Livelihood-Information and Communication Technology (TVL-ICT) track achieved a "High" qualitative rating, with a mean score of 3.00. Similarly, those in the Humanities and Social

Sciences (HUMSS) track received a "High" rating, with a mean score of 2.88 (SD=.71). In the Science Technology Engineering and Mathematics (STEM) track, a mean score of 2.79 (SD=.66) also corresponded to a "High" rating of emotional intelligence. The results

of a one-way ANOVA revealed no significant differences in emotional intelligence levels based on the educational track [F=0.39; p=0.857].

The findings suggest that emotional intelligence levels are consistently high across different educational tracks, indicating that students develop similarly strong emotional intelligence skills irrespective of their focus. This could imply that educational environments, regardless of track, provide comparable opportunities for emotional development. It also suggests that interventions aiming to enhance emotional intelligence do not need to be track-specific but rather can be applied broadly across various educational disciplines. Additionally, since no significant differences were found, educational policymakers might consider maintaining or enhancing programs that support emotional intelligence development universally rather than tailoring them to specific tracks.

The study's findings align with the research of Kumar (2020), which found no significant difference in the emotional intelligence of higher secondary education students when categorized by specialization or track. The alignment of the study's findings with Kumar (2020) implies that emotional intelligence may not be influenced by a student's educational specialization or track during higher secondary education. This suggests that interventions aimed at enhancing emotional intelligence can be universally applied across different specializations, ensuring that all students have equal opportunities to develop these skills. Furthermore, educators and policymakers might consider focusing on other factors that could influence emotional intelligence, such as teaching methods or extracurricular activities, to promote emotional development in students irrespective of their academic paths.

Table 3.5. *Comparison of the Level of Emotional Intelligence of the Respondents in Terms of Socioeconomic Status*

Concern	*Socioeconomic Status*	*N*	*M*	*SD*	*QD*	*F*	*p*
Level of Emotional Intelligence	Rich	8	3.25	.71	High	1.40	.225
	High Class	16	3.00	.82	High		
	Upper Middle Class	6	2.83	.41	High		
	Middle Class	69	2.77	.57	High		
	Lower Middle Class	91	2.74	.65	High		
	Poor	17	2.89	.68	High		
	Overall	208	2.80	.64	High		

Legend: Very Low: 1.00-1.49 = Low; 1.50-2.49 = High; 2.50-3.49 = Very High; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; F – F-statistics; p – p-value

Table 3.5 shows a notable distinction in emotional intelligence levels among respondents when categorized by socioeconomic status. Despite this grouping, the table reveals that respondents maintain a "High" qualitative description of emotional intelligence, with an overall mean of 2.80 (SD=.64). Ultimately, the one-way ANOVA results indicate no significant difference in emotional intelligence levels across socioeconomic status [F=1.40; p=.225].

The findings from the research indicate that socioeconomic status does not significantly impact emotional intelligence levels among the respondents. This suggests that emotional intelligence may remain stable across various socioeconomic backgrounds, providing an interesting insight into its development. As a result, organizations and educators have the opportunity to focus on nurturing and developing emotional intelligence without the concern of socioeconomic barriers potentially influencing the outcomes. Furthermore, policies aimed at enhancing emotional intelligence should take into account factors beyond socioeconomic status to ensure their effectiveness. This opens up avenues for exploring other elements, such as educational interventions, psychological support, or cultural influences, that may play a critical role in shaping emotional intelligence.

This study's findings contradict the research conducted by Jamadar and Sindhu (2015), which identified a significant difference in the emotional intelligence of adolescent students based on their socioeconomic status. The conflicting findings imply that the connection between adolescent students' emotional intelligence and socioeconomic status is more intricate and nuanced than previously thought. This complexity suggests that there may be various underlying factors at play, such as cultural influences, educational opportunities, and family dynamics, which could affect this relationship. Consequently, this highlights the necessity for further research to investigate these possible influencing factors and to better understand how they interact to shape emotional intelligence in adolescents from different socioeconomic backgrounds.

Table 3.6. *Comparison of the Level of Emotional Intelligence of the Respondents in Terms of Final General Average*

Concern	*Final General Average Category*	*N*	*M*	*SD*	*QD*	*t*	*p*
Level of Emotional Intelligence	Outstanding	166	2.81	.61	High	.19	.846
	Very Satisfactory	42	2.79	.75	High		

Legend: Very Low: 1.00-1.49 = Low; 1.50-2.49 = High; 2.50-3.49 = Very High; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; F – F-statistics; p – p-value

Table 3.6 shows the significant difference in the emotional intelligence among respondents based on their final general average. The table categorizes respondents into two groups: outstanding and very satisfactory. (t=.19 p=.846) Respondents in both categories have “High” emotional intelligence. Though there is a slight difference in the means, 2.81(SD=.61) for Outstanding and 2.79 (SD=.75) for Very Satisfactory, results show that there is no significant difference in the emotional intelligence of the respondents based on academic performance.

The results suggest that academic performance, as measured by the final general average, does not significantly impact emotional intelligence. This indicates that students with varying levels of academic achievement may possess similar emotional intelligence skills. Educational programs could focus on developing emotional intelligence across all performance levels rather than targeting specific groups. This finding underscores the importance of fostering emotional intelligence in all students to support their overall well-being and success beyond academic metrics.

Results align with the studies of Johnson et al. (2022) and Smith & Davis (2023), which show no significant difference in the emotional intelligence of the respondents when grouped according to academic performance. The alignment of these results with previous studies implies that academic performance may not significantly influence emotional intelligence. This suggests that while academic achievements are often prioritized and emphasized in educational systems, they might not directly contribute to the development of emotional intelligence. Instead, other variables could be more pivotal in shaping emotional intelligence. These could include social interactions, personal experiences, or inherent personality traits. Understanding these factors can help educators and policymakers design more holistic educational programs that foster emotional intelligence alongside academic proficiency, ultimately leading to more well- rounded individuals.

Table 3.7. *Comparison of the Level of Mental Health Condition of the Respondents in Terms of Sex*

Concern	*Sex*	*N*	*M*	*SD*	*QD*	*t*	*p*
Mental Health Condition	Male	79	2.99	.79	Good		
	Female	129	2.70	.76	Good	2.63	.059

Legend: Very Poor: 1.00-1.49 = Poor; 1.50-2.49 = Good; 2.50-3.49 = Excellent; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; t – t-value; p – p-value

Table 3.7 shows the significant difference in the mental health conditions of respondents based on sex. The data show that male respondents received a qualitative rating of "Good" with a mean score of 2.99 (SD=.79). At the same time, female respondents also rated "Good," with a slightly lower mean score of 2.70 (SD=.76). However, the T-test results indicate no significant difference in emotional intelligence levels between the sexes (t=2.63, p=.059).

The findings indicate that although there is a slight difference in mental health conditions between male and female respondents, both genders maintain an overall qualitative rating of "Good." The lack of a significant difference in emotional intelligence levels suggests that similar strategies and interventions could effectively enhance mental health for both sexes. This could promote a more unified approach in mental health programs, focusing on areas that equally benefit male and female respondents.

These data are contrary to the study of Sialino (2020), which revealed that women have worse mental health conditions compared to men. European Institute for Gender Equality (2024) also showed that mental health disorders are more common among women. These results imply that gender differences in mental health conditions may vary across studies, suggesting the need for further research to understand the underlying factors. The results obtained from various studies indicate that gender differences in mental health conditions can fluctuate considerably, which implies that the relationship between gender and mental health issues is complex and not uniform across different contexts. This variation suggests that a one-size-fits-all approach may not be effective in understanding or addressing these differences, hence underscoring the necessity for further research. Such research should delve deeper into the underlying factors contributing to these gender disparities.

Table 3.8. *Comparison of the Mental Health Condition of the Respondents in Terms of Strand/Track*

Concern	*Strand/Track*	*N*	*M*	*SD*	*QD*	*F*	*p*
Mental Health Condition	STEM	128	2.89	.79	Good		
	ABM	27	2.93	.73	Good		
	HUMSS	41	2.78	.79	Good		
	TVL-ICT	4	2.00	.82	Poor	1.31	.262
	TVL-HE	4	3.00	.00	Good		
	AD	4	3.25	.96	Good		
	OVERALL	208	2.81	.78	Good		

Legend: Very Poor: 1.00-1.49 = Poor; 1.50-2.49 = Good; 2.50-3.49 = Excellent; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; F – F-statistics; p – p-value

Table 3.8 shows the difference in mental health conditions when the respondents are grouped according to their strand/track. In the Arts and Design (AD) track, respondents received a qualitative rating of “Good”, with a mean score of 3.25 (SD=.96). As for the Technical Vocational Livelihood-Home Economics (TVL-HE) strand, they also achieved a "Good" qualitative rating, scoring 3.00 (SD=.00). In the Accountancy Business and Management (ABM) strand, a mean score of 2.93 (SD=.73) reflected a "Good" qualitative description of the respondents’ mental health condition. On the other hand, Technical Vocational Livelihood-Information and Communications Technology (TVL- ICT) strand has a “Poor” mental health condition with a mean score of 2.00 (SD=.82). In the end, the one-way ANOVA results show no significant difference between respondents’ mental health conditions when they are grouped according to their strand/track [F=1.31; p=.262]

The findings suggest that mental health conditions among respondents do not significantly vary based on their educational track or strand. This implies that factors influencing mental health might be consistent across different educational pathways, indicating a potential need for universal mental health support strategies rather than track-specific interventions. Educational institutions should consider developing comprehensive mental health programs that cater to all students, regardless of their chosen strand, to effectively address and support mental well-being across diverse student groups.

The results contrast with the findings of Yang et al. (2022), which showed that non-medical students experience poorer mental health conditions compared to medical students. These results suggest that interventions to improve mental health may need to be tailored differently for different strands. It highlights the importance of understanding the distinct stressors and support systems available to these groups, potentially leading to more effective mental health strategies for non-medical students.

Table 3.9. *Comparison of the Mental Health Condition of the Respondents in Terms of Socioeconomic Status*

Concern	*Strand/Track*	*N*	*M*	*SD*	*QD*	*F*	*p*
Mental Health Condition	Rich	8	3.02	.71	Good	1.80	.114
	High Income	16	2.66	.62	Good		
	Upper Middle Class	6	3.30	.55	Good		
	Middle Income	69	2.80	.83	Good		
	Lower Middle Class	91	2.70	.77	Good		
	Poor	18	2.71	.78	Good		
	Overall	208	2.81	.78	Good		

Legend: Very Poor: 1.00-1.49 = Poor; 1.50-2.49 = Good; 2.50-3.49 = Excellent; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; F – F-statistics; p – p-value

Table 3.9 shows the significant difference in mental health conditions of the respondents when grouped according to socioeconomic status. The table indicates that the respondents' level of emotional intelligence, even when grouped according to socioeconomic status, still exhibits a "Good" qualitative description with an overall mean of 2.81. However, in the end, the one-way ANOVA results show no significant difference between respondents' level of emotional intelligence [F=1.40; Sig.=.225] by socioeconomic status.

The findings suggest that despite socioeconomic status, respondents' emotional intelligence levels remain consistently high. This indicates that socioeconomic factors may not influence emotional intelligence as significantly as other variables. Organizations and policymakers should consider focusing on other determinants when aiming to enhance emotional intelligence in diverse populations. Additionally, interventions to improve mental health conditions should address other contributing factors beyond socioeconomic status.

The study's results contrast with those of Xiaoqi et al. (2022), who found that students living in economically underdeveloped areas experience worse mental health conditions. Conversely, Reiss (2022) aligns with our findings, reporting no significant differences in adolescent mental health issues based on parental income. The contrasting results suggest that the relationship between economic development and adolescent mental health is complex and may be influenced by other contextual factors. This implies the need for targeted mental health interventions that consider regional economic conditions. Additionally, the alignment with Reiss (2022) emphasizes the importance of exploring other variables beyond parental income that may impact adolescent mental health. Researchers and policymakers should focus on comprehensive strategies to address mental health disparities that account for diverse socioeconomic environments.

Table 3.10. *Comparison of the Mental Health Condition of the Respondents in Terms of Final General Average*

Concern	*Final General Average Category*	*N*	*M*	*SD*	*QD*	*t*	*p*
Mental Health Condition	Outstanding	166	2.82	.77	Good	.42	.672
	Very Satisfactory	42	2.76	.83	Good		

Legend: Very Poor: 1.00-1.49 = Poor; 1.50-2.49 = Good; 2.50-3.49 = Excellent; 3.50-4.00 N – Population size; M – Mean score; SD – Standard Deviation; QD – Qualitative Description; F – F-statistics; p – p-value

Table 3.10 shows the significant differences in mental health conditions among respondents, categorized by their final general average. The table divides the respondents into two groups: those with outstanding and very satisfactory ratings. (t =.42, Sig. = .672) There is no significant difference in the mental health conditions of the respondents when grouped according to academic performance.

The findings imply that academic performance, as reflected by final general averages, does not significantly impact the mental health conditions of the respondents. This suggests that factors other than academic success play a more crucial role in determining mental health status. Educational institutions should prioritize mental health support for all students, regardless of their academic achievements. Additionally, further research could explore other variables influencing mental health to develop more comprehensive support strategies.

Zhang et al. (2024) also discovered that academic performance does not significantly impact the mental health of college students, aligning with previous findings. The finding that academic performance does not significantly impact the mental health of college students suggests that interventions aimed at improving student well-being should focus on factors beyond academic achievement. It

highlights the importance of addressing other stressors and providing holistic support systems to enhance students' overall mental health. Another possible factor here is that the respondents had Very Satisfactory to Outstanding academic performance.

Table 3.11. *Correlational of Emotional Intelligence and Mental Health of the Respondents*

	Person's r	*p-value*	*QD*
Emotional Intelligence Mental Health	.349	.000	Moderately Low Correlation

*Legend: Pearson r Qualitative Description +0.40 – +0.59 High Correlation +0.80 – +0.99 Very High Correlation +0.20 – +0.39 Moderately Low Correlation +0.60 – +0.79 Moderately High Correlation +0.01 – +0.19 Very Low Correlation *Not Significant (p>0.05)*

Table 3.11 shows the relationship between respondents' emotional intelligence levels and mental health conditions. Notably, the data indicates a moderately low significant relationship between these variables (r = .349). The moderately low significant relationship between emotional intelligence levels and mental health conditions suggests that while there is some connection between these factors, it is not overwhelmingly strong.

This indicates that other variables, such as environmental influences, genetic predispositions, and lifestyle choices, may also play crucial roles in determining one's mental health. Consequently, interventions focusing solely on improving emotional intelligence might have a limited impact on mental health outcomes. This highlights the need for a more comprehensive and multifaceted approach to mental health support, incorporating strategies that address a broader range of contributing factors for more effective outcomes.

Kaur (2019) found that high emotional intelligence was positively and significantly related to employees' mental health. Islam & Mia (2024) also found a strong positive correlation between university students' mental health and emotional intelligence. Both studies contrast the results of the study. The findings suggest that enhancing emotional intelligence could improve mental health among employees and university students. Organizations and educational institutions should consider implementing programs to develop emotional intelligence skills, potentially leading to better mental well-being and overall performance. However, the contrast with other study results indicates a need for further research to fully understand these relationships and their broader implications.

Table 3.12. *Correlational of Emotional Intelligence and Academic Performance of the Respondents*

	Person's r	*p-value*	*BQD*
Emotional Intelligence Academic Performance	.044	.532	Very Low Correlation

*Legend: Pearson r Qualitative Description +0.40 – +0.59 High Correlation +0.80 – +0.99 Very High Correlation +0.20 –+0.39 Moderately Low Correlation +0.60 – +0.79 Moderately High Correlation +0.01 – +0.19 Very Low Correlation *Not Significant (p>0.05)*

A very low correlation exists between respondents' level of emotional intelligence and academic performance (r=.044). The low correlation between emotional intelligence and academic performance suggests that factors other than emotional intelligence may have a greater impact on academic success. This implies that educational strategies should consider a broader range of influences, such as motivation, study habits, and socio-economic factors, rather than focusing solely on emotional intelligence. Additionally, it may indicate that improving emotional intelligence alone might not substantially enhance academic achievements, highlighting the need for a more comprehensive approach to student development.

Carracedo (2023) observed a positive impact of emotional intelligence on academic achievement, consistent with the findings of this study. The observed positive impact of emotional intelligence on academic achievement highlights the importance of incorporating emotional intelligence training into educational curricula. By fostering emotional skills, educators can enhance students' academic performance and overall well-being, potentially leading to better outcomes in both personal and professional domains. This suggests a need for schools and educational institutions to prioritize emotional intelligence development alongside traditional academic subjects.

Table 3.13. *Correlation of Mental Health and Academic Performance of the Respondents*

	Person's r	*p-value*	*QD*
Mental Health Academic Performance	-.097	.164	Moderately Low Correlation

*Legend: Pearson r Qualitative Description +0.40 – +0.59 High Correlation +0.80 – +0.99 Very High Correlation +0.20 – +0.39 Moderately Low Correlation +0.60 – +0.79 Moderately High Correlation +0.01 – +0.19 Very Low Correlation *Not Significant (p>0.05)*

A negative moderately low correlation exists between mental health conditions and the academic performance of the respondents (r=-.097). The moderate negative correlation suggests that as mental health conditions worsen, there may be a slight decline in the academic performance of respondents. This implies a need for educational institutions to prioritize mental health support to potentially enhance students' academic outcomes. Additionally, interventions aimed at improving mental health could have positive effects on students' academic success.

Chu et al. (2022) found that there is a significant association between impaired mental health status and poor academic performance in students with a low lifestyle behavior risk, which is consistent with the results of this study. The findings suggest that even students

with a low lifestyle behavior risk can experience poor academic performance if they have impaired mental health. This underscores the importance of addressing mental health issues to improve academic outcomes, regardless of lifestyle risks. Educational institutions and policymakers should consider integrating mental health support services with academic programs to support students effectively.

Table 3.14. *Thematic Analysis of the Respondents' Recommendations in Improving the Emotional Intelligence and Mental Health to Achieve a Better Academic Performance Among Students*

Theme	*Example Quote*	*Frequency n (%)*
Proper Time Management	"Setting aside specific hours for studying helps me to avoid distractions and stay on track." "Make a planner to map out assignments and their due dates." "I limit my gaming apps/social media use during study sessions to keep my focus."	75 (39.68%)
Taking Academic Rest or Time to Pause	"I make sure to relax on weekends, hang out with friends to refresh my mind and unwind before the classes resume again." "During long study sessions, I grab a snack or watch a funny video to take a mental break." "I love listening to music or doodling as my pause/rest when I study."	34 (17.99%)
Set Priorities	"I highlight my skills and knowledge that I still need to improve for me to reach my target grade." "I prioritize activities that can enhance my knowledge and deepen my understanding of the career path that I plan to pursue." "I focus on the things that I really want to do considering my strengths and weaknesses."	22 (11.64%)
Have a Time for Hobbies	"Meditation, watching movies, reading books, and listening to music help me to clear my mind and stay on track with my academic performance." "I use my passion for writing to create mini stories and poems during my free time. This helps me to exercise my creativity and also take a mental break from my academic workload." "Dancing, singing, drawing, painting helps me to de-stress from a long, tiring, and draining week of academic stress and recharge my mental and emotional well- being".	15 (7.94%)
Total		189 (100%)

The thematic analysis of the respondent's recommendations for emotional intelligence and mental health to achieve a better academic performance among students is shown in Table 3.14. It is illustrated that most respondents recommend practicing proper time management (39.68%) as well as making a timetable or a schedule to follow (22.75%). Conversely, few of the respondents recommend taking a rest or a time to pause (17.99%), setting up priorities (11.64%), and having time for hobbies (7.94%).

It can be implied that most respondents believe that proper time management is critical in attaining better academic performance. This mitigates the negative effects of being emotionally and mentally capable of doing school paperwork and performing activities such as school performance tasks. The findings also imply that having proper time management leads to a high level of confidence when passing school activities, which also has a positive effect on one's health. Conversely, making a timetable is also crucial in tracking the deadlines of the given activities. This could also lead to academic success as this shows preparedness and satisfaction. The results also imply that the respondents believe that programs promoting emotional intelligence and mental health are essential in attaining better academic performance. These programs may include the different extra-curricular and co-curricular activities of the school, such as Marialis Pons — Saint Mary's University Senior High School (SMU SHS) Official Publication for those who find writing a hobby, Maysagaraw — SMU SHS Official Dance Troupe for students who view dancing as a way for social interaction and emotional expression which are crucial for maintaining good mental health, Hymno — SMU SHS Official Choir for singing as it serves as a powerful outlet for expressing emotions, helping to alleviate feelings of sadness or stress. In addition, these programs may shape emotionally and mentally conscious individuals who integrate sustainable practices into their lifestyles as students.

According to Ahmad et al. (2019), the mismanagement of time disrupts the academic achievements of learners. A student can only thrive if they have the ability to utilize time properly. Conversely, according to the Mental Health Foundation (n.d.), life can be intense; for most people, the only time their senses get a break is during sleep, a pause, or a work break. Workplaces can be environments where certain senses are overloaded. Moreover, setting realistic expectations for oneself reduces stress and increases a sense of achievement (Reyes, n.d.). These findings suggest that individuals have unique journeys toward holistic mental health and emotional intelligence. It is essential for individuals to find what works best for them and adapt these strategies to fit their own needs and circumstances. When individuals start to prioritize their mental well-being, they become empowered and can thrive more academically and personally.

Conclusions

In general, the research participants have a high level of emotional intelligence across various components: Self-Regulation, Self-Awareness, Empathy, Social Skills, and Motivation, and a good mental health, indicating that they have a high level of awareness about their health emotionally and mentally, and are concerned about these issues. They are not just observers, but they are also actively engaging in activities aimed at attaining better academic performance. Moreover, in striving to encourage individuals to have higher academic performance, it is essential to consider their emotional capabilities and mental health conditions. Conversely, the study's result revealed no significant difference between the emotional intelligence of the respondents when grouped according to the profile

variables. Similarly, this study also revealed that there is no significant difference between the mental health conditions of the respondents when grouped according to the profile variables. The level of emotional intelligence, mental health condition, and academic performance of the respondents are directly correlated. A greater level of emotional intelligence and great mental health condition corresponds to increased academic performance, engagement, and, conversely, participation in more school-related activities. However, considering the study's results, there is a weak link between the respondents' emotional intelligence, mental health condition, and academic performance. Moreover, a low significant correlation between the level of emotional intelligence, mental health condition, and academic performance of the respondents suggests that enhancing emotional intelligence and mental health may not directly influence great academic outcomes. The result of the study also revealed that most of the respondents' ways of enhancing their emotional intelligence and mental health condition to achieve better academic performance are by proper time management, taking academic rest, setting up priorities, and having time for hobbies. The conclusion is limited to the population used in the study; therefore, using different populations may yield varying results.

With the significant findings of this study, the researchers suggest the following recommendations:

The school may use this study as a basis for the Correlation between Emotional Intelligence, Mental Health and Academic Performance of Students. This ensures that all students from different backgrounds receive comprehensive knowledge and information on the issues.

More programs or seminars about Mental Health and Emotional Intelligence concerns may be offered to enhance the students' consciousness and practices. These programs could include valuable insights, knowledge, and practical skills to address relevant Mental health and Emotional Intelligence issues.

Government agencies, such as the Department of Health (DOH), may consider cooperating with schools to improve youth Mental Health and Emotional Intelligence awareness.

The different school organizations/clubs may further intensify their initiative by offering seminars/school-related activities that help promote comprehensive study practices and aim to provide students with mental and emotional support.

For future researchers:

They may consider properly orienting and instructing the respondents about the questionnaire to ensure that all parts are correctly and truthfully answered.

They may consider grade 12 students from all the different tracks/strands offered by the school to be part of the research population. This ensures that the whole school community has equal representation.

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Affiliations and Corresponding Information

Maria Teresa M. Alejandrino
Saint Mary's University – Philippines

Trisha Lorea Mae G. Llamelo
Saint Mary's University – Philippines

Maria Krisha Angela C. Inaldo
Saint Mary's University – Philippines

Trevor Presley T. Pumihic
Saint Mary's University – Philippines

Marvin C. Gurat II
Saint Mary's University – Philippines

Shiellah Mae T. Barsicula
Saint Mary's University – Philippines

Kristel Joy C. Dapiawen
Saint Mary's University – Philippines

Lady Valen Charon A. Dela Peña
Saint Mary's University – Philippines