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Correlational Analysis Between Emotional Intelligence and Academic Performance of The College of Business and Accountancy Students

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ABSTRACT:

Students' academic performance and emotional intelligence (EI) were examined. The study's goals were to: (1) describe the sociodemographic profile of the respondents; (2) measure their emotional intelligence (EI); (3) calculate their academic performance using the General Weighted Average (GWA); (4) investigate the relationship between academic performance and emotional intelligence; (5) identify variations in academic performance and EI across demographic factors; and (6) suggest an intervention program to improve academic outcomes and emotional intelligence. A correlational, quantitative study design was used. A validated questionnaire was used to gather the data, which were then examined using one-way ANOVA, Pearson's correlation coefficient, and descriptive analysis. 203 of the respondents were female, between the ages of 18 and 20, and from low-income families. The results showed that pupils had excellent emotional intelligence, especially when it came to motivation and self-awareness. In general, academic achievement was satisfactory. A statistically significant but weak inverse relationship ($r = -0.10975$, $p = 0.0133$) between emotional intelligence and academic achievement was found using Pearson's correlation analysis, indicating that higher EI is linked to higher grades. When respondents were categorized based on sociodemographic traits, one-way ANOVA findings revealed no significant differences in EI or academic achievement. These results suggested that emotional intelligence had a moderate and consistent impact on academic achievement across all demographic groups. Based on the findings, the study suggested that CBA students develop their emotional competencies by implementing an Emotional Intelligence Enhancement Program (EIEP). Marinduque State University could generate graduates who are socially responsible, emotionally mature, and intellectually capable of handling the challenges of modern society by incorporating EI development into academic and student activities.

Keywords: Emotional Intelligence, Academic Performance, College of Business and Accountancy Students, Correlational Study, Emotional Intelligence Enhancement Program (EIEP)

INTRODUCTION

The ability to identify, comprehend, control, and influence one's own emotions as well as those of others is known as emotional intelligence (EI). It has received a lot of attention in educational studies lately, especially as academic settings get more demanding and competitive. Researchers and teachers are eager to learn how non-cognitive elements like emotional intelligence affect children' academic achievement. An increasing amount of research, both domestically and abroad, has shown a positive correlation between academic success and emotional intelligence (EI), indicating that students with higher EI typically do better academically, manage stress better, and form stronger interpersonal bonds.In a study of business and IT students at the International Islamic University Malaysia, Ismail Nizam (2016) discovered that aspects of emotional intelligence (EI), especially empathy and self-motivation, are crucial for academic success. The study, which involved 123 students, highlighted the significance of these non-cognitive abilities in managing demanding academic environments. In a similar vein, Petrides et al. (2018) shown that emotional intelligence, mostly because of its beneficial impacts on emotional regulation, stress management, and motivation, significantly predicts academic achievement across a range of educational levels.Aguire and Sancon (2023) from Laguna State Polytechnic University investigated the relationship between EI and academic achievement among Filipino students at the

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national level. According to their findings, kids with higher emotional intelligence are more capable of managing stress, staying motivated, and overcoming obstacles in the classroom, all of which lead to superior academic results. This is consistent with the Philippines' increasing realization that emotional intelligence is just as important to students' success as cognitive capabilities.This association has also been studied regionally in Southern Tagalog. At Batangas State University, Santos and del Rosario (2021) discovered that students' learning behaviors, classroom engagement, and GPA were all positively impacted by emotional intelligence. According to their research, incorporating EI development into programs can improve students' resilience and learning.The purpose of this study is to look at the connection between students' academic achievement and emotional intelligence. It evaluated CBA students' present EI levels and examined academic achievement using metrics like GPA. In order to identify the elements that have a major impact on academic success, the study also looked at the particular aspects of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and interpersonal skills. The study offered evidence-based suggestions for integrating emotional intelligence into college courses and student assistance programs by highlighting these crucial elements. The study's ultimate goals were to close a research gap in the area and support MarSU business and accounting students' overall development.

Statement of the Problem

This study aimed to examine the relationship between emotional intelligence and academic performance of students from the College of Business and Accountancy. Specifically, it sought to determine the socio-demographic profile of the respondents in terms of age, gender, year level and program or specialization, and socio-economic status, including family income level, monthly household income, sources of household income, and family structure. The study further assessed the level of emotional intelligence of the students across the dimensions of self-awareness, self-regulation, empathy, motivation, and social skills. It also examined the academic performance of the respondents as measured by their General Weighted Average (GWA). Moreover, the study investigated whether a significant relationship exists between emotional intelligence and academic performance, as well as whether emotional intelligence and academic performance significantly differ when students are grouped according to their socio-demographic characteristics. Finally, based on the results of the study, appropriate intervention programs were proposed to enhance emotional intelligence and improve the academic performance of College of Business and Accountancy students.

Scope and Limitations

This study's primary goal was to assess potential emotional intelligence treatments and their effects on students' academic performance at Marinduque State College's College of Business and Accountancy. A limitation of this study is the reliance on self-reported and voluntarily disclosed General Weighted Averages (GWA), which resulted in incomplete academic records for some respondents. Although stratified random sampling was initially applied, incomplete GWA reporting required supplementary convenience sampling. While this approach allowed adequate statistical analysis, future studies are encouraged to obtain direct institutional access to academic records to minimize missing data and strengthen measurement accuracy. Additionally, the correlational design precludes causal inference. The study focused on the particular goals and did not collect data unrelated to the main objective. Only CBA students from each school year were allowed to participate. The study ran for one month, from August 20, 2025, to September 26, 2025, and covered every stage, including participant recruiting, data collection, data analysis, and the creation of the final research report. Light refreshments were served to guarantee participants' comfort during the data collection process, even though there were no financial incentives for participation. There were no extra incentives or perks provided, and participation in the study was entirely voluntary. Participants were free to leave the study at any moment without incurring any fees or losing any benefits to which they were entitled.

Research Hypotheses

This study tested the null hypotheses that emotional intelligence has no significant relationship with the academic performance of College of Business and Accountancy students at Marinduque State University and that no significant differences exist in this relationship when students are grouped according to their socio-demographic

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profiles. Correspondingly, the alternative hypotheses posited that emotional intelligence is significantly related to academic performance and that this relationship varies across socio-demographic groups.

Theoretical Framework

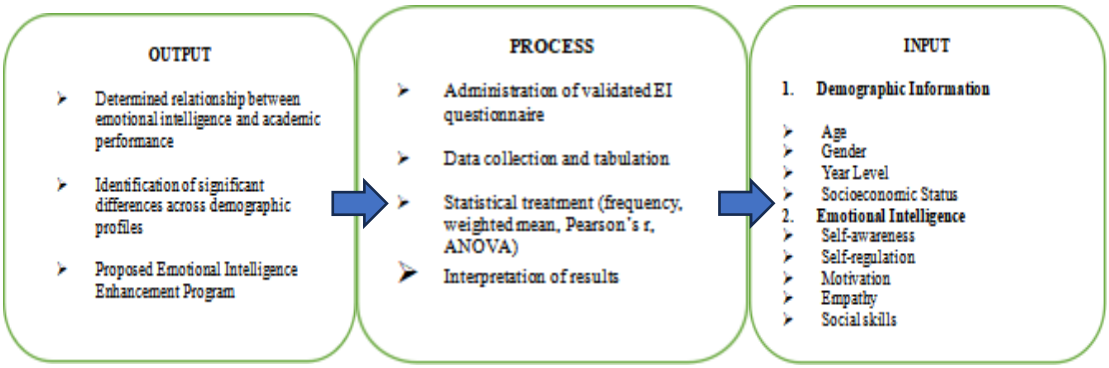
This study is anchored on two complementary psychological frameworks: Daniel Goleman's Emotional Intelligence Theory (1995), interpreted through the Open System perspective, and Deci and Ryan's Self-Determination Theory (SDT) (1985). Together, these theories provide a robust explanation of how emotional intelligence develops and how it influences academic performance among College of Business and Accountancy students at Marinduque State University. Goleman's Emotional Intelligence Theory conceptualizes emotional intelligence as a dynamic and learnable set of competencies consisting of self-awareness, self-regulation, motivation, empathy, and social skills. When viewed through the Open System Theory, emotional intelligence is continuously shaped by interactions between individuals and their environments, including educational settings, social relationships, and personal experiences. Recent studies affirm that emotionally intelligent individuals are better able to adapt to academic demands, regulate stress, and respond effectively to environmental challenges (Goleman & Senge, 2024; Rivers & Brackett, 2023). The Schutte Self-Report Inventory (SSRI), grounded in both Goleman's and Salovey and Mayer's models, has been widely validated in higher education research as a reliable measure of emotional intelligence in academic and professional contexts (Schutte & Malouff, 2022; Petrides et al., 2023). Contemporary research further supports the Open System view of emotional intelligence development. Universities that integrate emotional intelligence training, mentorship programs, and collaborative learning environments demonstrate improvements in students' emotional regulation, resilience, and academic engagement (Schutte, Malouff, & Thorsteinsson, 2021; Nelson & Low, 2023). These findings confirm that emotional intelligence is not static but evolves through structured educational interventions and meaningful social interactions. Complementing this framework, Self-Determination Theory (SDT) explains academic performance through motivational processes driven by three basic psychological needs: autonomy, competence, and relatedness. SDT posits that when these needs are satisfied, students exhibit higher intrinsic motivation, stronger persistence, and improved academic outcomes. Recent educational research validates SDT's relevance across traditional, blended, and digital learning environments, emphasizing that autonomy-supportive teaching and positive social relationships enhance student engagement and performance (Ryan & Deci, 2020; Vansteenkiste et al., 2020; Howard et al., 2021).Although this study does not directly measure autonomy, competence, and relatedness, academic performance operationalized through the General Weighted Average (GWA)—can be understood as an outcome of the motivational processes described by SDT. Emotional intelligence strongly aligns with these psychological needs, as self-regulation and motivation support competence, empathy and social skills foster relatedness, and self-awareness enhances autonomous learning behaviors (Lopes et al., 2021; Mega et al., 2023).The integration of Goleman's Emotional Intelligence Theory and Self-Determination Theory strengthens the conceptual foundation of this study by linking emotional competencies to intrinsic motivation and academic success. This combined framework underscores emotional intelligence as a developable, environmentally influenced construct that enhances students' resilience, engagement, and academic performance. It also provides strong theoretical justification for examining emotional intelligence as a predictor of academic achievement and for proposing Emotional Intelligence Enhancement Programs to support holistic student development and long-term professional readiness.

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Conceptual Framework

Figure 3

IPO Model



The study utilizes the Input-Process-Output (IPO) model to examine the relationship between emotional intelligence and academic performance among students in the College of Business and Accountancy at Marinduque State University.The input phase collects data on the respondents' emotional intelligence and sociodemographic traits, which are the main factors influencing academic achievement. In order to ascertain the type and intensity of the association between academic success and emotional intelligence, the gathered data are statistically examined during the *process* phase. While ANOVA is used to find significant differences between groups based on demographic factors, Pearson's correlation coefficient is used to evaluate the direction and strength of the link.The analysis's findings are shown in the *output* phase, demonstrating the connection between academic achievement and emotional intelligence. The study suggests an Emotional Intelligence Enhancement Program to improve students' emotional and cognitive skills considering these findings.

METHODOLOGY

This study employed a quantitative, descriptive correlational research design to examine the relationship between emotional intelligence and academic performance of students in the College of Business and Accountancy at Marinduque State University. Emotional intelligence, treated as the independent variable, was analyzed through five dimensions: self-awareness, self-regulation, motivation, empathy, and social skills, while academic performance, the dependent variable, was measured using the General Weighted Average (GWA). Demographic factors such as age, gender, year level, program, and socioeconomic status were considered as potential moderating variables. The study population consisted of 1,343 CBA students, from which a sample size of 380 was initially computed using Cochran's formula; however, 272 valid responses were obtained and analyzed. Stratified random sampling by program and year level was initially applied, supplemented by convenience sampling due to incomplete GWA disclosures. Data were collected through a validated emotional intelligence questionnaire and analyzed using descriptive statistics, Pearson's correlation coefficient, and one-way ANOVA with the aid of Microsoft Excel. Results indicated a statistically significant but weak inverse relationship between emotional intelligence and GWA, and no significant differences were found when variables were grouped according to socio-demographic profiles. Ethical standards were strictly observed, ensuring objectivity, confidentiality, and integrity throughout the research process.The study's participants were students at Marinduque State University's College of Business and Accounting, Boac Campus. They were chosen to provide insights into the relationship between emotional intelligence, study habits, and academic achievement. To provide a diverse and representative sample, the study recruited students from all year levels (first to fourth year) and from a variety of academic programs. Respondents were also separated into groups based on their age, gender, and academic standing, as these factors might influence emotional intelligence and study habits.

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Table 1

Distribution of the Respondents

Year Level	BSA	BSBA MM	BSBA FM	BSBA HRM	BS Entrep	Total
4th Year	17	17	12	16	17	79
3rd Year	10	16	17	15	16	74
2nd Year	14	13	17	17	12	73
1st Year	5	8	12	10	11	46
Total	**46**	**54**	**58**	**58**	**56**	**272**

The study was conducted at Marinduque State University–Boac Campus, specifically within the College of Business and Accountancy, chosen for its direct relevance to the research objectives and accessibility to the target population. Data collection was carried out on campus through both online and printed questionnaires, with assistance from CBA faculty. Prior to full implementation, the instrument underwent expert validation and pilot testing to ensure clarity, reliability, and suitability for the respondents.This study employed a quantitative correlational research design to examine the relationship between emotional intelligence (EI) and academic performance of College of Business and Accountancy (CBA) students at Marinduque State University, with study habits as a mediating variable. Data were collected using a structured survey questionnaire and students' Grade Point Averages (GPA).Emotional intelligence was measured using the Schutte Self-Report Emotional Intelligence Test (SSEIT), a validated 33-item instrument rated on a 5-point Likert scale. Although originally grounded in the Salovey and Mayer emotional intelligence framework, the instrument was reorganized based on Daniel Goleman's five EI domains: self-awareness, self-regulation, motivation, social awareness, and relationship management. This restructuring allowed for a more applied assessment of students' emotional competencies in relation to academic and social functioning. Academic performance was measured using students' GPA obtained through official records or validated self-reports. The questionnaire also gathered socio-demographic data to provide contextual analysis.Data gathering followed strict **ethical protocols**, including securing institutional approval, obtaining informed consent, ensuring voluntary participation, and maintaining confidentiality and data privacy in accordance with national ethical guidelines.Statistical analysis included **frequency counts, percentages, weighted mean, ranking, and Pearson's correlation coefficient (r)** to determine relationships between emotional intelligence components and academic performance. A **5-point Likert scale** was used for interpretation of EI levels. These statistical tools enabled a systematic examination of associations among variables and differences across respondent profiles.The methodological approach ensured the **validity, reliability, and ethical integrity** of the study, providing a sound basis for analyzing how emotional intelligence relates to academic success among CBA students.

RESULTS AND DISCUSSIONS

This research presents, examines, and interprets the data obtained for the study *"Correlational Analysis Between Emotional Intelligence and Academic Performance of College of Business and Accountancy Students at Marinduque State University"*.The presentation is arranged around the study's key themes. According to the Office of the Registrar, the statistical data was provided by 380 respondents, reflecting the entire CBA population of 1,343 students. The study uses a descriptive-correlational research methodology with statistical methods such as weighted mean, frequency, percentage, Pearson's r, and one-way ANOVA. This study is theoretically based on Goleman's Emotional Intelligence Model and Self-Determination Theory. Goleman's paradigm focuses on the five emotional intelligence domains-awareness, self-regulation, motivation, empathy, and social skills, which are critical for academic and personal success. According to Salovey and Mayer's ability model, emotional

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intelligence is made up of cognitive talents for detecting, interpreting, and controlling emotions. Self-Determination Theory outlines how intrinsic motivation drives learning and performance through autonomy, competence, and relatedness. These ideas together form a framework for investigating the link between academic success and emotional intelligence.

The modest role of emotional intelligence in predicting academic performance may be attributed to the **highly structured and cognitively demanding nature** of business and accountancy education. Academic outcomes in these programs are largely determined by examinations, technical competencies, and procedural knowledge, which may limit the direct influence of emotional competencies on grades. Emotional intelligence may therefore exert its influence **indirectly**, by enhancing students' capacity for stress regulation, persistence, and academic discipline rather than directly determining performance outcomes.

Socio-Demographic Profile of the Respondents

The demographic profile consists of age, gender, year level, monthly household income, and family structure. These variables make it simpler to grasp the respondents' backgrounds and the possible impacts on their intellectual and emotional growth.

Age

Table 4

Socio-demographic Profile According to Age

Age	Gender	f	%	Total Frequency (f)	Total Percentage (%)
18–20 years old	Male	42	15.44	178	65
	Female	136	48.53		
	LGBT+	7	2.57		
21–23 years old	Male	18	6.61	85	31
	Female	67	24.6		
	LGBT+	0	0.00		
24 years old and above	Male	3	1.10	9	4
	Female	6	2.20		
	LGBT+	0	0.00		
Total	**Male**	**63**	**23.16**	**272**	**100**
	Female	**202**	**74.26**		
	LGBT+	**7**	**3.00**		

The chart reveals that 178 responders are aged 19–21, accounting for 65 percent of the total. This suggests that the CBA student body is primarily composed of regular college-age persons. According to Gonzales and Lim (2023), adolescents within this age range generally demonstrate heightened academic interest and increasing emotional management abilities, which improve learning efficiency. This conclusion corresponds with Salovey

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and Mayer's paradigm, which stresses that emotional intelligence grows progressively with cognitive maturation and social experience. Of the 380 responders, 178 (65.0%) are between the ages of 18 and 20, 85 (31%) are between 21 and 23, and 9 (4%) are older than 24. The data show that most students are in the late adolescent and early adult periods, marked by growing emotional maturity and independence.

Gender

Table 5

Socio-demographic Profile According to Gender

Gender	Frequency (f)	Percentage (%)
Male	63	23
Female	202	74
LGBTQ+	7	3
Total	**272**	**100**

There are 202 female respondents (74%) and 63 male respondents (23%) in the pool of respondents. Of the 1,343 CBA enrollees, 915 (68.1%) are female and 428 (31.9%) are male, according to the Registrar's records. This shows that women consistently outnumber men at the institution. The pattern aligns with the findings of Brackett and Rivers (2023), who report that women frequently enroll in business and management programs that require social awareness, organizational skills, and emotional flexibility all essential components of emotional intelligence. According to De Guzman (2019), female students tend to exhibit greater academic diligence and emotional awareness, traits associated with higher emotional intelligence scores. This supports Goleman's claim that empathy and social responsibility—two competencies more frequently expressed among women—are critical elements of emotional intelligence. While Self-Determination Theory posits that relational motivation and the need for connection often drive women toward cooperative learning situations, Goleman's Emotional Intelligence Model observes that women generally demonstrate greater empathy and social awareness. Consequently, the gender disparity reflects motivational and emotional characteristics that are consistent with CBA programs.

Year Level and Program

Table 6

Socio-demographic Profile According to Year Level and Program

Year Level and Program	Gender						Frequency (f)	Percentage (%)
	M		F		LGBT+			
	f	%	f	%	f	%		
BSBA FM								
Fourth Year	2	0.73	9	3.30	1	0.37	12	4.41
Third Year	4	1.47	12	4.41	1	0.37	17	6.25

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Second Year	8	2.84	9	3.30	0	0.00	17	6.25
First Year	4	1.47	7	2.57	1	0.37	12	4.41
Total	**18**	**6.61**	**37**	**13.60**	**3**	**1.10**	**58**	**21.32**
BSBA HRM								
Fourth Year	4	1.47	12	4.41	0	0.00	16	6.00
Third Year	7	3.00	8	2.94	0	0.00	15	5.51
Second Year	5	1.83	10	4.00	1	0.37	17	6.25
First Year	3	1.10	7	3.00	0	0.00	10	4.00
Total	**20**	**7.35**	**37**	**13.60**	**1**	**0.37**	**58**	**21.32**
BSBA MM								
Fourth Year	3	1.10	14	5.14	0	0.00	17	6.25
Third Year	3	1.10	12	4.41	1	0.37	16	5.88
Second Year	5	1.83	8	2.94	0	0.00	13	4.77
First Year	3	1.10	4	1.47	1	0.37	8	2.94
Total	**14**	**5.14**	**38**	**14.00**	**2**	**0.73**	**54**	**19.85**
BSA								
Fourth Year	4	1.47	12	4.41	1	0.37	17	6.25
Third Year	3	1.10	7	2.57	0	0.00	10	3.67
Second Year	3	1.10	11	4.04	0	0.00	14	5.14
First Year	2	0.73	3	1.10	0	0.00	5	1.83
Total	**12**	**4.41**	**33**	**12.13**	**1**	**0.37**	**46**	**16.91**
BS Entrep								
Fourth Year	7	1.10	10	4.00	0	0.00	17	6.25
Third Year	5	1.83	11	4.04	0	0.00	16	5.88
Second Year	5	1.83	7	2.57	0	0.00	12	4.41
First Year	3	1.47	8	2.94	0	0.00	11	4.04
Total	**20**	**7.35**	**36**	**13.23**	**0**	**0.00**	**56**	**20.05**
Overall Total	**63**	**23.16**	**202**	**74.26**	**7**	**3.00**	**272**	**100.0**

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The table shows that female students outnumber males in all programs except BS Entrepreneurship. Female students dominate the BSBA-Financial Management program. This gender pattern indicates that women have a cultural and vocational preference for sectors related to financial literacy, service, and administration. Herrera and Cruz (2021) argue that this reflects a gendered view of business as a sector that prioritizes communication, empathy, and collaboration all traits associated with higher emotional intelligence.The year-level distribution for 46 first-year students (16.91%), 73 second-year students (26.84%), 74 third-year students (27.21%), and 79 fourth-year students (29.04%) is practically uniform. This balanced representation guarantees that students at all academic levels contribute equally to the study, representing a range of emotional and intellectual experiences.According to Goleman's model, emotional intelligence develops through experience; as students' progress, they become more empathetic and self-reliant. Salovey and Mayer's theory suggests that exposure to social and academic challenges enhances emotional understanding. Similarly, Self-Determination Theory emphasizes that students grow in competence and autonomy as they advance academically, strengthening their intrinsic motivation. These perspectives support the idea that intellectual engagement progressively fosters emotional and motivational development.

Socio-Economic Status

Table 8

Socio-demographic Profile According to Socio-Economic Status

Monthly Family Income	**Gender**	**F**	**%**	**Total Frequency (f)**	**Total Percentage (%)**
Below ₱10,000	Male	38	14.00	164	61
	Female	119	44.00		
	LGBT+	7	2.57		
₱10,001–₱20,000	Male	17	6.25	74	27
	Female	57	21.00		
	LGBT+	0	0.00		
₱20,001–₱30,000	Male	4	1.47	17	6
	Female	13	4.77		
	LGBT+	0	0.00		
₱30,001 and above	Male	4	1.47	17	6
	Female	13	4.77		
	LGBT+	0	0.00		
Total	**Male**	**63**	**23.16**	**272**	**100**
	Female	**202**	**74.26**		
	LGBT+	**7**	**3.00**		

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The survey shows that 61% of respondents (164) came from homes earning less than ₱10,000 per month, showing economic issues for over half of the pupils. Family income influences both emotional and academic functioning, since low-income kids commonly encounter difficulties due to restricted resources (De Castro & Aquino, 2020). However, Deci and Ryan's (1985) Self-Determination Theory implies that when intrinsic drive is encouraged, pupils may prosper despite contextual limits. This lends credence to the theory that emotional intelligence serves as a buffer for kids from low-income families.Among the 272 respondents, 164 (61%) are from households earning less than ₱10,000 per month, while 17 (6%) are from families earning ₱30,001 or more, indicating that a significant portion of the respondents come from low-income families.Many students continue to perform well academically despite financial constraints, demonstrating strong determination and resilience. Self-Determination Theory emphasizes that intrinsic motivation enables individuals to pursue goals despite external limitations. Salovey and Mayer's Ability Model explains that emotionally intelligent students use emotions adaptively to maintain focus under stress, while Goleman's Emotional Intelligence Model highlights that emotional self-regulation helps students manage financial pressures effectively. These findings suggest that low-income students rely on emotional intelligence and personal drive to overcome socioeconomic challenges.

Family Structure

Table 9

Socio-demographic Profile According to Family Structure

Family Structure	**Gender**	**F**	**%**	**Frequency (f)**	**Percentage (%)**
Single-Parent Family	Male	14	5.14	64	23
	Female	43	16.00		
	LGBT+	7	3.00		
Two-Parent Family	Male	45	16.54	189	69
	Female	144	53.00		
	LGBT+	0	0.00		
Extended Family	Male	4	1.47	18	7
	Female	14	5.14		
	LGBT+	0	0.00		
Others	Male	0	0.00	1	1
	Female	1	0.37		
	LGBT+	0	0.00		
Total	**Male**	**63**	**23.16**	**272**	**100**
	Female	**202**	**74.26**		
	LGBT+	**7**	**3.00**		

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The total respondents, 189 (64%) are from nuclear homes. According to Dela Cruz and Reyes (2024), two-parent households usually give more regular emotional support, which improves kids' self-regulation and interpersonal stability both of which are critical components of emotional intelligence as articulated by Salovey and Mayer's Ability Model.Of the 380 respondents, 189 (64%) are from two-parent homes, 64 (23%) from single-parent households, and 18 (7%) from extended families. According to Goleman (2022), family has a significant impact on the development of empathy and emotional awareness, both of which are foundational components of emotional intelligence. According to Salovey and Mayer's approach, early family interactions teach people how to sense, analyze, and manage their emotions. According to Self-Determination Theory, families provide the initial context in which an individual's needs for support and relatedness are addressed. As a result, while non-traditional family arrangements can promote independence and flexibility, both of which are helpful to emotional health, strong family relationships give constant reinforcement for emotional development and learning.

Level of Emotional Intelligence

Table 10

Level of Emotional Intelligence

Dimension	Gender	N	Mean	Composite Mean	Interpretation
Motivation	Male	63	3.98	4.02	Agree (High)
	Female	202	4.05		
	LGBT+	7	4.20		
Self-Awareness	Male	63	3.92	4.00	Agree (High)
	Female	202	4.03		
	LGBT+	7	4.15		
Self-Regulation	Male	63	3.65	3.72	Agree (High)
	Female	202	3.75		
	LGBT+	7	3.80		
Social Skills	Male	63	3.61	3. 68	Agree (High)
	Female	202	3.71		
	LGBT+	7	3.75		
Empathy	Male	63	3.44	3.51	Agree (Moderate)
	Female	202	3.54		
	LGBT+	7	3.60		
Overall Composite Mean				**3.71**	**High Level of Emotional Intelligence**

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The respondents' overall emotional intelligence (EI) score is 3.71, which is considered high. Motivation is the most important of the five areas (M = 4.02), followed by self-awareness (M = 4.00), self-regulation (M = 3.72), social skills (M = 3.68), and empathy (M = 3.51). The overall EI mean score of 3.85 indicates that the respondents exhibit a high degree of emotional competence. Motivation has the greatest mean (4.02), while empathy has the lowest mean (3.51), which is still within the high range.Goleman's concept, which highlights the importance of motivation in attaining success, is supported by these findings. Salovey and Mayer's Ability Model states that emotional control improves concentration and problem-solving skills. The results also support the Self-Determination Theory, which holds that when students feel capable and independent, their intrinsic motivation increases, resulting in better emotional control and academic perseverance. As a result, kids with high emotional intelligence (EI) are able to transform their feelings into constructive learning activities. The findings show that students are self-aware and naturally motivated, while they may still need to work on managing their emotions and showing empathy for others. According to Goleman's concept, motivation and self-awareness are fundamental components of emotional intelligence, impacting how people manage stress and achieve their objectives. In a similar vein, motivated pupils with higher EI show more academic resilience, according to Fernandez and Lopez (2022). Deci and Ryan's Self-Determination Theory, which contends that kids who believe they are capable and independent have stronger intrinsic motivation and improve their learning results, is in line with the high motivation scores among CBA students.

Academic Performance of Respondents

Table 11

Academic Performance of Respondents

GWA Range	Gender	F	%	Total Frequency	Total Percentage	Rank
1.51 – 2.00	Male	31	11.40	134	49	1
	Female	103	38.00			
	LGBT+	0	0.00			
1.00 – 1.50	Male	14	5.14	62	23	2
	Female	41	15.07			
	LGBT+	7	3.00			
2.01 – 2.50	Male	19	7.00	61	22	3
	Female	42	15.44			
	LGBT+	0	0.00			
2.51 – 3.00	Male	3	1.10	13	5	4
	Female	10	4.00			
	LGBT+	0	0.00			
Below 3.00	Male	0	0.00	2	1	5
	Female	2	1.00			

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	LGBT+	0	0.00			
Total	**Male**	**63**	**23.16**	**272**		
	Female	**202**	**74.26**		**100**	
	LGBT+	**7**	**3.00**			

According to the results, 62 pupils (23%) receive good ratings between 1.00 and 1.50, while 134 respondents (49%) have a GWA between 1.51 and 2.00. According to the data, CBA pupils often do well academically. Rosales and De Leon (2022) found that kids who have greater emotional regulation are more likely to perform better academically, demonstrating the obvious connection between academic discipline and emotional intelligence.These findings imply that despite socioeconomic difficulties, CBA students maintain their academic motivation. Due to improved stress management and sustained focus, students with stronger emotional intelligence, especially in self-regulation and motivation, typically perform better academically (Lopez & Santos, 2023; Reyes et al., 2022).

Relationship Between Emotional Intelligence and Academic Performance

Table 12

Relationship Between Emotional Intelligence and Academic Performance

Correlation Factor	Mean	SD	Correlation (*r*)	Description	p-values	Interpretation	Desicison
Emotional Intelligence and Academic Performance	3.30	0.85	-0.10975	Negligible Correlation	0.0133	Significant	Reject hypothesis

Academic performance in this study is operationalized using the General Weighted Average (GWA), a grading system in which **lower numerical values indicate higher academic achievement**. Consequently, a **negative correlation coefficient** signifies that higher emotional intelligence scores are associated with **lower GWA values**, which correspond to better academic performance. This clarification is essential for the accurate interpretation of the correlation results presented in the succeeding analysis. Pearson's correlation analysis revealed a **statistically significant but very weak inverse relationship** between emotional intelligence and academic performance ($r = -0.10975$, $p = 0.0133$). While this finding suggests that students with higher emotional intelligence tend to achieve slightly better academic outcomes, the small magnitude of the correlation indicates **limited explanatory power**. Emotional intelligence therefore, appears to function as a **supportive rather than dominant factor** in academic performance, with cognitive ability, instructional quality, assessment structure, and study strategies likely exerting stronger influences.

Goleman's model and Salovey and Mayer's theory, which contend that emotionally intelligent people perform better academically due to improved self-regulation, emotion-driven motivation, and enhanced coping strategies, are both supported by this finding. According to studies by Rosales and De Leon (2022) and Lopez and Santos (2022), there are statistically significant connections between academic performance in higher education and emotional intelligence. Since the p-value (0.0133) is less than 0.05, the null hypothesis (H_{01}: There is no significant relationship between emotional intelligence and academic performance of students in the College of Business and Accountancy at Marinduque State University) is rejected. This suggests a small but statistically significant correlation between academic achievement and emotional intelligence. Despite the correlation's tiny

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magnitude, its relevance indicates that emotional intelligence has a moderate but consistent impact on academic performance. These results corroborate SOP 6's justification for creating a structured program to improve emotional intelligence.

Test of Difference Across Socio-Demographic Profiles

Table 13

Difference Across Socio-demographic Profile

Profile		Sum of squares	df	Mean Square	F	p-value	Interpretation	Decision
Age	Between Groups	10.887	2	5.443	1.883	*0.1541*	Not Significant	Accept Null Hypothesis
	Within Groups	777.588	269	2.891				
	Total	788.475	271					
Gender	Between Groups	5.055	2	2.527	0.868	*0.4209*	Not Significant	Accept Null Hypothesis
	Within Groups	783.419	269	2.912				
	Total	788.474	271					
Year Level	Between Groups	28.941	3	9.647	3.404	*0.1822*	Not Significant	Accept Null Hypothesis
	Within Groups	759.532	268	2.834				
	Total	788.473	271					
Program	Between Groups	82.027	4	20.507	7.751	*0.6400*	Not Significant	Accept Null Hypothesis
	Within Groups	706.447	267	2.645				
	Total	788.474	271					
Socio-economic Status	Between Groups	32.219	3	10.739	3.805	*0.1068*	Not Significant	Accept Null Hypothesis
	Within Groups	756.255	268	2.821				
	Total	788.474	271					
Income	Between Groups	6.787	3	2.262				

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Resources							Not Significant	Accept Null Hypothesis
	Within Groups	777.066	268	2.921	0.774	*0.5091*		
	Total	783.853	271					
Family Structure	Between Groups	4.993	3	1.664			Not Significant	Accept Null Hypothesis
	Within Groups	783.481	268	2.923	0.569	*0.6356*		
	Total	788.475	271					

The ANOVA results revealed that age, gender, year level, academic program, socioeconomic status, income sources, and family structure did not significantly influence students' emotional intelligence (EI) or academic performance. These findings support the perspective of Salovey and Mayer (1990) that emotional intelligence is a developable set of skills shaped by experience and reflection, rather than a trait determined by demographic characteristics. Similarly, Villanueva (2021) emphasizes that emotional competencies are largely learned through social interaction and environmental exposure.Across all demographic groupings, students demonstrated comparable levels of emotional maturity and academic achievement, suggesting that when learners are provided with equitable educational opportunities, they can attain similar emotional and academic outcomes regardless of personal or socioeconomic background. Overall, the absence of significant differences highlights the universal and malleable nature of emotional intelligence, reinforcing the importance of institution-wide interventions rather than demographic-specific programs.

CONCLUSIONS

This study examined the relationship between emotional intelligence (EI) and academic performance among students of the College of Business and Accountancy (CBA) at Marinduque State University, with the primary aim of developing an evidence-based intervention program to enhance students' emotional and academic competencies. Despite the modest magnitude of the relationship between emotional intelligence and academic performance, the **consistency of emotional intelligence levels across demographic groups** supports the implementation of institution-wide interventions. The Emotional Intelligence Enhancement Program (EIEP) is therefore positioned not as a sole determinant of academic success, but as a **complementary developmental initiative** aimed at strengthening students' emotional regulation, motivation, resilience, and interpersonal competence capacities that support sustained academic engagement and long-term professional readiness. Using a quantitative correlational design, data were collected from 272 respondents representing the diverse demographic composition of the CBA student population. Statistical analyses included descriptive statistics, Pearson's correlation, and One-Way ANOVA. Results showed that most respondents were female and came from low-income households, reflecting prevailing enrollment trends in Philippine higher education. Despite economic constraints, the majority of students demonstrated good to excellent academic performance, with General Weighted Averages (GWAs) ranging from 1.51 to 2.00. Findings revealed that students generally possessed high levels of emotional intelligence, particularly in self-awareness and motivation, while empathy emerged as a relatively weak area for improvement. Correlational analysis indicated a significant but modest relationship between emotional intelligence and academic performance, showing that students with higher emotional intelligence tended to achieve better academic outcomes. Furthermore, no significant differences in emotional intelligence or academic achievement were found across demographic variables such as age, gender, income level, and family structure, reinforcing the view that emotional intelligence is learned and developable, rather than demographically determined. The results support established emotional intelligence theories by Goleman and Salovey, and Mayer, affirming that emotional competencies contribute positively to academic success. These findings provided the empirical basis for proposing the Emotional Intelligence Enhancement

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Program (EIEP), a structured, theory-driven intervention designed to strengthen emotional regulation, motivation, and interpersonal skills in support of sustained academic achievement among CBA students.

RECOMMENDATIONS

The following suggestions are put forth in light of the study's results and conclusions:

For Students

Through exercises that improve self-awareness, self-regulation, motivation, and empathy, students are encouraged to actively increase their emotional intelligence. It is strongly advised to take part in the Emotional Intelligence Enhancement Program (EIEP), which provides organized modules on stress management, peer mentorship, reflective journaling, and mindfulness. Engaging in these activities can strengthen emotional resilience and discipline, which are essential for managing academic pressure, maintaining motivation, and fostering positive interpersonal relationships. Active involvement in both pre- and post-assessment activities will allow students to monitor and recognize improvements in their emotional intelligence and academic performance.

For Faculty Members

Faculty members are encouraged to integrate emotional intelligence concepts into their teaching strategies. Methods such as reflective writing, group collaboration, and emotional check-ins can be incorporated into classroom instruction. Instructors should model emotional competence by demonstrating empathy, patience, and providing constructive feedback while cultivating a supportive learning environment. Faculty participation in the EIEP pre- and post-assessments is advised to better understand students' emotional needs and tailor teaching approaches accordingly. Additionally, professional development programs focused on emotionally intelligent teaching may enhance instructional effectiveness and student engagement.

For College Administration

The Marinduque State University administration is urged to formalize the EIEP as a student development program through the Office of Student Affairs and Services (OSAS) and the College of Business and Accountancy.

To systematically assess intellectual and emotional development, the program should have organized pre- and post-assessment assessments. Integrating EI training into student orientation, leadership development programs, and extracurricular activities will promote a holistic learning environment that nurtures both intellectual and emotional capacities. Regular EI workshops, seminars, and counseling programs should receive adequate funding and administrative support to ensure long-term sustainability and impact.

For the Guidance and Counseling Office

The delivery and assessment of the EIEP pre- and post-assessment instruments should be overseen by the guidance and counseling office. These tests will track students' development in self-awareness, motivation, empathy, and social skills. They are based on validated tools like the Schutte Self-Report Emotional Intelligence Test (SSEIT). Counselors should collaborate with faculty to design EI-focused interventions that address stress management, motivation, and interpersonal skills. Regular counseling sessions may incorporate modules on self-regulation, empathy, and academic resilience. The results of these assessments can inform future evidence-based programs and initiatives.

For Future Researchers

To enable comparison analysis, future researchers are urged to duplicate or extend this study to other academic programs or institutions. Deeper understanding of students' emotional learning experiences may be obtained by using mixed-method approaches, such as focus groups or interviews. Research on the long-term effects of the

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EIEP is recommended, particularly examining whether pre- and post-assessment improvements translate into sustained emotional well-being, academic success, and employability after graduation.

The *Emotional Intelligence Enhancement Program (EIEP)*, with its structured pre- and post-assessment framework, is strongly recommended as a long-term developmental initiative at Marinduque State University. By systematically integrating emotional education with academic training, the program fosters graduate who are intellectually capable, emotionally resilient, and socially responsible. The EIEP equips students with self-awareness, motivation, and empathy, enabling them to navigate academic and professional challenges with discipline, confidence, and compassion.

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