

# The Influence of Emotional Intelligence on the Academic Stress of Humanities and Social Sciences (HUMSS) Students at Lantapan National High School- Senior High School

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## ABSTRACT

This study investigated the influence of emotional intelligence (EI) on academic stress among Grade 11 HUMSS students at Lantapan National High School – Senior High School. EI was measured across five domains—self-awareness, managing emotions, motivating oneself, empathy, and social skills—using an adapted and validated questionnaire based on Goleman’s model (2016). Academic stress was assessed through a questionnaire capturing stress from schoolwork, examinations, and performance expectations. Pilot testing of both instruments indicated high internal consistency (Cronbach’s  $\alpha = .87$  for EI and  $.84$  for academic stress). Descriptive statistics, Pearson correlation, and multiple linear regression with standardized coefficients (Beta) were employed. Findings revealed that students exhibited moderate to high EI and high academic stress. EI was inversely correlated with academic stress ( $p < .05$ ), with self-motivation and social skills emerging as the strongest predictors ( $\beta = .572$  and  $\beta = .518$ , respectively). The study highlights the importance of EI in mitigating academic stress, with recommendations for targeted school-based interventions and culturally contextualized emotional skills programs.

**Keywords:** Emotional Intelligence, Academic Stress, Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, Social Skills

## INTRODUCTION

Senior high school students, particularly those in the Humanities and Social Sciences (HUMSS) strand, face complex academic demands that can elicit high levels of stress. Examinations, deadlines, and group-based assignments often require both cognitive and emotional regulation. Some students successfully navigate these pressures, while others struggle, leading to anxiety, procrastination, or decreased motivation. Emotional intelligence (EI)—the ability to recognize, understand, and manage one’s emotions while responding appropriately to the emotions of others (Goleman, 2016; Mayer & Salovey, 2018)—has been recognized as a key factor in mitigating academic stress. Research demonstrates that higher EI enables students to cope more effectively with school pressures, fostering both psychological well-being and academic performance (Petrides et al., 2004; Brackett et al., 2017; Reyes et al., 2020). Despite these findings, a gap remains regarding how EI specifically affects academic stress among Filipino HUMSS students, whose curriculum often involves emotionally charged and collaborative tasks. This study seeks to fill that gap by examining the relationship between EI and academic stress, identifying the EI components that most strongly predict stress levels, and considering implications within the Filipino cultural context.

## LITERATURE REVIEW

### Emotional Intelligence

Emotional intelligence can be conceptualized in two primary frameworks: ability EI and trait EI. Ability EI, measured through performance-based tests such as the Mayer-Salovey-Caruso Emotional Intelligence Test

(MSCEIT), assesses cognitive-emotional skills (Mayer et al., 2018). Trait EI evaluates self-perceived emotional competencies through self-report questionnaires (Petrides, 2009). This study employs a trait EI approach, adapted from Goleman's model (2016), as it focuses on students' perceptions of their emotional skills in real-life academic contexts, which is relevant for interventions at the classroom and school level.

EI encompasses five domains: self-awareness, managing emotions, self-motivation, empathy, and social skills (Goleman, 2016). Self-awareness allows students to recognize their emotions and triggers; managing emotions facilitates adaptive regulation; motivation promotes perseverance despite challenges; empathy enables understanding of peers' feelings; and social skills support collaboration and conflict resolution. Empirical studies confirm that higher EI is associated with lower academic stress, better engagement, and improved academic performance (Extremera et al., 2018; Tan et al., 2023; Kaur & Singh, 2022). The MSCEIT, a widely used ability EI instrument, has demonstrated robust psychometric properties with Cronbach's alpha ranging from .86–.90 (Mayer et al., 2018). Normative studies report a mean of 100 (SD = 15) among adults, with significant correlations with academic achievement ( $r = .32$ ,  $p < .01$ ) and resilience to stress (Zeidner et al., 2012). Self-report EI scales, including those adapted in this study, also exhibit high reliability in adolescent populations (Cronbach's  $\alpha > .80$ ) and are effective for educational intervention planning.

### Academic Stress

Academic stress refers to the psychological and physiological strain resulting from academic demands, including exams, deadlines, and performance expectations (Lazarus & Folkman, 2015). Excessive stress can impair cognitive function, reduce intrinsic motivation, and contribute to burnout (Putwain & Symes, 2014; Misra & McKean, 2020). Research shows that academic stress negatively affects learning behaviors, persistence, and social-emotional well-being (Pascoe et al., 2020; Ong et al., 2023).

Stress theories, including Lazarus and Folkman's (1984) Transactional Model, suggest that stress emerges from the interaction between perceived demands and coping resources. EI functions as a personal resource, enhancing appraisal and regulation, thus moderating stress responses. In the Filipino context, cultural factors such as pakikisama (harmonious interpersonal relations) and utang na loob (reciprocal obligations) may influence the stress-EI relationship, particularly in group-based HUMSS activities where social expectations affect emotional strain.

### Research Questions

This study examined the influence of emotional intelligence on the academic stress of Lantapan National High School – Senior High School students. Specifically, it aimed to answer the following questions:

1. What is the level of emotional intelligence among G-11 HUMSS students in terms of:
  - A. Self-awareness
  - B. Managing emotions
  - C. Motivating oneself
  - D. Empathy
  - E. Social skills
2. What is the level of academic stress among G-11 HUMSS students?
3. Is there a significant relationship between academic stress and emotional intelligence in terms of:
  - A. Self-awareness
  - B. Managing emotions

- C. Motivating oneself
  - D. Empathy
  - E. Social skills
4. Is there a significant predictor variable of emotional intelligence that can influence academic stress in terms of:
- A. Self-awareness
  - B. Managing emotions
  - C. Motivating oneself
  - D. Empathy
  - E. Social skills

## METHODOLOGY

This study employed a descriptive-correlational research design to examine the influence of emotional intelligence (EI) on academic stress among Grade 11 Humanities and Social Sciences (HUMSS) students at Lantapan National High School. A total of 137 students were selected through simple random sampling using a draw-lots procedure, with the sample size determined based on Slovin’s formula to ensure representativeness of the population.

Data were collected using an adapted, pilot-tested self-report questionnaire composed of two instruments. The Emotional Intelligence Scale, adapted from Goleman (2016), assessed five domains of EI: self-awareness, managing emotions, motivating oneself, empathy, and social skills. The Academic Stress Scale, adapted and modified from Hernandez-Nieto (2018), measured stress related to schoolwork, examinations, and performance expectations. Both instruments utilized a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A pilot test conducted with 30 students demonstrated high internal consistency, with Cronbach’s alpha values of .87 for the EI scale and .84 for the academic stress scale. Item analysis further indicated that all items had item-total correlations exceeding 0.40, confirming that each item meaningfully contributed to its respective scale. For data analysis, descriptive statistics, including means and standard deviations, were used to summarize students’ levels of emotional intelligence and academic stress. Pearson correlation coefficients were employed to examine the relationships between the dimensions of EI and academic stress. Multiple linear regression analysis, incorporating standardized coefficients (Beta) and 95% confidence intervals, was conducted to determine the predictive strength of each EI dimension on academic stress. Statistical significance was set at  $p < .05$ . Ethical considerations were strictly observed throughout the study. Participation was entirely voluntary, and confidentiality and anonymity of respondents were maintained. Informed consent was obtained from all participants, and formal permission to conduct the study was secured from the school administration prior to data collection.

## RESULTS AND DISCUSSION

Table 1. Level of Emotional Intelligence among G-11 HUMSS Students in terms of Self – Awareness

Self - Awareness	N	Mean	SD	Description	Level of emotional intelligence
I realize immediately when I lose temper	137	3.3139	0.8380	Neutral	Moderately Emotional Intelligence
I know when I am happy		4.0949	0.8565	Agree	Highly Emotional Intelligence

I usually recognize when I am stressed		3.5255	0.8751	Agree	Highly Emotional Intelligence
When I am being 'emotional' I am aware of this		3.4745	0.9000	Agree	Highly Emotional Intelligence
When I feel anxious, I usually can account for the reason(s)		3.0292	0.8570	Neutral	Moderately Emotional Intelligence
I always know when I'm being unreasonable		3.3504	0.8878	Neutral	Moderately Emotional Intelligence
Awareness of my own emotions is very important to me at all times		3.8394	0.7974	Agree	Highly Emotional Intelligence
I can tell if someone has upset or annoyed me		3.5036	0.9635	Agree	Highly Emotional Intelligence
I can let anger 'go' quickly so that it no longer affects me		3.2555	0.9854	Neutral	Moderately Emotional Intelligence
I know what makes me happy		4.0073	0.9432	Agree	Highly Emotional Intelligence
<b>Overall Total</b>		<b>3.5394</b>	<b>0.4844</b>	<b>Agree</b>	<b>Highly Emotional Intelligence</b>

Table 1 shows the level of emotional intelligence in terms of self-awareness among Grade 11 HUMSS students. The results show that students have a generally high level of self-awareness. The overall mean of 3.5394 (SD = 0.4844) tells us that, on average, students agree that they are aware of their emotions, which shows a high level of emotional intelligence. The result shows that the highest mean is 4.0949 that is for "I know when I am happy" (SD = 0.8565), meaning most students are very aware of their happiness. The lowest mean found in the statement "When I feel anxious, I usually can account for the reason(s)" (M = 3.0292, SD = 0.8570), showing that students are less aware of why they feel anxious.

This result is supported by Duave (2025), found that emotional intelligence, especially self-awareness, is very important for students' learning and personal growth. The study showed that Grade 11 HUMSS students who are more aware of their emotions can understand their feelings better, stay motivated, and notice what triggers their emotions. This helps them do better in school. This agrees with the result in Table 1, where G-11 HUMSS students showed a high level of self-awareness, as seen in how they stay motivated and understand their emotions.

Table 2 Level of Emotional Intelligence among G-11 HUMSS Students in terms of Managing Emotion

Managing Emotions	N	Mean	SD	Description	Level of emotional intelligence
I can 'reframe' bad situations quickly	137	3.1606	0.7596	Neutral	Moderately Emotional Intelligence
I do not wear my 'heart on my sleeve'		3.0000	0.8660	Neutral	Moderately Emotional Intelligence
Others can rarely tell what kind of mood I am in		3.3066	0.9280	Neutral	Moderately Emotional Intelligence

I rarely 'fly off the handle' at other people		2.9562	0.7847	Neutral	Moderately Intelligence	Emotional
Difficult people do not annoy me		2.9927	0.8445	Neutral	Moderately Intelligence	Emotional
I can consciously alter my frame of mind or mood		3.3212	0.7853	Neutral	Moderately Intelligence	Emotional
I do not let stressful situations or people affect me once I have left work		3.4380	0.8648	Agree	Highly Emotional Intelligence	
I rarely worry about work or life in general		3.4161	1.0407	Agree	Highly Emotional Intelligence	
I can suppress my emotions when I need to		3.3796	0.9246	Neutral	Moderately Intelligence	Emotional
Others often do not know how I am feeling about things		3.3861	0.8724	Neutral	Moderately Intelligence	Emotional
<b>Overall Total</b>		<b>3.2657</b>	<b>0.4844</b>	<b>Neutral</b>	<b>Moderately Intelligence</b>	<b>Emotional</b>

Table 2 shows the level of emotional intelligence in managing emotions for Grade 11 HUMSS students. The overall mean is 3.27 (SD = 0.48), which is Neutral, meaning students have a moderate ability to manage their emotions. This shows that they can control their feelings sometimes, but not always. The result of the study shows that the highest mean is the statement *"I do not let stressful situations or people affect me once I have left work"* (M = 3.44, SD = 0.86), which is Neutral. This means students sometimes handle stress well after schoolwork or tasks. The lowest mean is for *"I do not wear my heart on my sleeve"* (M = 3.00, SD = 0.87), also Neutral. This shows that students sometimes share their feelings and sometimes try to hide them.

The results implies that Grade 11 HUMSS students sometimes control their emotions well, but not all the time. They can handle stress after schoolwork or difficult situations, but they may still show their feelings openly in some cases. This shows that students are aware of their emotions, but their ability to manage them depends on the situation or the people around them. It is normal for their age because emotional skills are still developing. Overall, students have a moderate level of emotional intelligence in managing emotions, and with practice and guidance, they can improve how they control and express their feelings. Studies show that emotional intelligence helps students handle stress and control their feelings. According to Garner et al. (2025), students at the high school level usually have a moderate ability to manage their emotions. This means they can sometimes control their reactions, but they still need practice in some situations. Goleman (2016) also explains that being aware of your emotions helps you stay calm, make better decisions, and manage stress. These studies support the idea that Grade 11 HUMSS students can control their emotions at times, but they are still learning and developing this skill.

Table 3 Level of Emotional Intelligence among G-11 HUMSS Students in terms of Motivating Oneself

Motivating oneself	N	Mean	SD	Description	Level of emotional intelligence
I am able to always motive myself to do difficult task	137	3.3942	0.8858	Neutral	Moderately Intelligence Emotional

I am usually able to prioritize important activities at work and get on with them		3.6131	0.8423	Agree	Highly Emotional Intelligence
I always meet deadlines		3.2482	0.9532	Neutral	Moderately Emotional Intelligence
I never waste time		2.9489	0.9101	Neutral	Moderately Emotional Intelligence
I do not prevaricate		2.9197	0.7372	Neutral	Moderately Emotional Intelligence
I believe you should do the difficult things first		3.2920	0.9638	Neutral	Moderately Emotional Intelligence
Delayed gratification is a virtue that I hold to		3.0803	0.7481	Neutral	Moderately Emotional Intelligence
I believe in ‘Action this Day’		3.5547	0.8128	Agree	Highly Emotional Intelligence
I can always motivate myself even when I feel low		3.6496	0.9594	Agree	Agree Emotional Intelligence
Motivations has been the key to my success		3.8613	1.03 cc74	Agree	Agree Emotional Intelligence
<b>Overall Total</b>		<b>3.3562</b>	<b>0.4897</b>	<b>Neutral</b>	<b>Moderately Emotional Intelligence</b>

Table 3 shows the level of emotional intelligence in motivating oneself among Grade 11 HUMSS students. The overall mean is 3.36 (SD = 0.49), which is Neutral. This means students have a moderate ability to motivate themselves. They can push themselves sometimes, but not always.

The highest mean is 3.86 (SD = 1.03) that is “*Motivation has been the key to my success,*” which is Agree. This shows that students believe motivation helps them succeed and that they understand why staying motivated is important in daily life. The lowest mean is 3.08 (SD = 0.79) for “*Delayed gratification is a virtue that I hold to,*” which is Neutral. This shows that students sometimes find it hard to wait for rewards and may want results immediately instead of working for long-term benefits.

Overall, the results suggest that Grade 11 HUMSS students can motivate themselves, but not all the time. They understand that staying motivated helps them succeed in school tasks and reach their goals. However, they sometimes find it hard to wait for bigger rewards and may prefer immediate results. This shows that their ability to stay motivated and work toward long-term goals is still developing. With guidance and practice, students can improve their patience and learn to keep themselves motivated more consistently.

These findings show that students have moderate self-motivation and understand that staying motivated helps them succeed. Studies stated that self-motivation is an important part of emotional intelligence because it helps people set goals and keep working toward them even when things are hard (Goleman, 2016). Motivated students usually work harder and do better in school (Parker et al., 2004).

Also, being able to wait for long-term rewards helps students control their emotions and achieve more (Mischel et al., 2011). This means that while students are generally motivated, they still need to practice waiting for bigger rewards and being patient.

Table 4 Level of emotional intelligence among G-11 HUMSS students in terms of empathy

Empathy	N	Mean	SD	Description	Level of Emotional Intelligence
I am always able see things from the other person’s viewpoint	137	3.1606	0.9013	Neutral	Moderately Emotional Intelligence
I am excellent at emphasizing with someone else’s problem		3.2920	0.8328	Neutral	Moderately Emotional Intelligence
I can tell if someone is not happy with me		3.5036	1.0370	Agree	Highly Emotional Intelligence
I can tell if a team of people are not getting along with each other		3.2482	0.9057	Neutral	Moderately Emotional Intelligence
I can usually understand why people are being difficult towards me		3.3723	0.9394	Neutral	Moderately Emotional Intelligence
Other individuals are not ‘difficult’ just ‘different		3.5766	0.8888	Agree	Highly Emotional Intelligence
I can understand if I am being unreasonable		3.4234	0.8465	Agree	Highly Emotional Intelligence
I can understand why my actions sometimes offend others		3.6204	0.9559	Agree	Highly Emotional Intelligence
I can sometimes see things from others’ point of view		3.3431	0.9029	Neutral	Moderately Emotional Intelligence
Reasons for disagreements are always clear to me		3.3723	0.9236	Neutral	Moderately Emotional Intelligence
<b>Overall Total</b>		<b>3.3912</b>	<b>0.4897</b>	<b>Neutral</b>	<b>Moderately Emotional Intelligence</b>

Table 4 shows the level of emotional intelligence in empathy among Grade 11 HUMSS students. The overall mean is 3.39 (SD = 0.49), which is Neutral. This means students have a moderate level of empathy. They can sometimes understand and share other people’s feelings, but there is still room to improve in noticing and caring about how others feel.

The result shows that the highest mean is 3.42 (SD = 0.85) that is statement “*I can understand if I am being unreasonable,*” which is Neutral. This shows that students sometimes reflect on their own behavior and learn from feedback. The lowest mean is 3.16 (SD = 0.90) for “*I am always able to see things from the other person’s viewpoint,*” also Neutral. This means that students sometimes try to understand other people’s feelings, but it is not always consistent.

These results implies that HUMSS students can understand other people’s feelings sometimes, but not all the time. They think about their own actions and try to improve, but seeing things from someone else’s point of view is still challenging for them. With practice and guidance, students can become more aware of other people’s feelings and improve their empathy skills.

This result is supported by studies on emotional intelligence. According to Goleman (2016), empathy is important because it helps students understand and connect with other people. Students who have more empathy can work better in groups and participate well in feedback sessions (Mayer & Salovey, 2018). However, fully seeing things from another person’s point of view can be difficult and needs practice (Bar-On, 2015). This supports the findings of this study, showing that Grade 11 HUMSS students have moderate empathy. They try to understand others’ feelings and join feedback sessions, but they still need to practice more to understand other people’s perspectives.

Table 5 Level of Emotional Intelligence among G-11 HUMSS Students in terms of Social Skills

Social Skills	N	Mean	SD	Description	Level of Emotional Intelligence
I am an excellent listener	137	3.4964	0.9095	Agree	Highly Emotional Intelligence
I never interrupt other people’s conversations		3.3796	1.0855	Neutral	Moderately Emotional Intelligence
I am good at adapting and mixing with variety of people		3.2409	0.9277	Neutral	Moderately Emotional Intelligence
People are the most interesting thing in life for me		3.2044	0.9005	Neutral	Moderately Emotional Intelligence
I love to meet new people and get to know what makes them ‘tick’		3.5693	0.9686	Agree	Highly Emotional Intelligence
I need a variety of work colleagues to make my job interesting		3.2847	0.7854	Neutral	Moderately Emotional Intelligence
I like to ask questions to find out what it is important to people		3.7226	0.8384	Agree	Highly Emotional Intelligence
I see working with difficult people as simply a challenge to win them over		3.4037	0.8557	Neutral	Moderately Emotional Intelligence
I am good at reconciling differences with other people		3.4037	0.8384	Neutral	Moderately Emotional Intelligence
Generally build solid relationships with those I work with		3.5036	0.9861	Agree	Highly Emotional Intelligence
<b>Overall Total</b>		<b>3.4263</b>	<b>0.4802</b>	<b>Agree</b>	<b>Highly Emotional Intelligence</b>

These results indicates that students can interact with others and join group activities sometimes, but not always. They try to understand people and communicate clearly, but their social skills are still developing. With practice and guidance, students can improve how they connect with others and respond better in social situations.

These findings show that social skills are an important part of emotional intelligence because they help students communicate, build relationships, and work well with others (Goleman, 2016). Students with stronger social skills can cooperate, join group activities, and organize events that improve teamwork (Salovey & Mayer, 2020). However, truly understanding and connecting with others takes time and practice (Bar-On, 2006). This study shows that Grade 11 HUMSS students have moderate social skills. They often take part in team-building and feedback activities, but they still need to practice more to value and understand others better.

Table 6 Level of Academic Stress among G-11 HUMSS students

Social Skills	N	Mean	SD	Description	Level of intelligence	emotional
I am confident that I will be a successful student	137	3.9489	0.9340	Highly	Highly Intelligence	Emotional
I am confident that I will be a successful in my future career		3.9270	0.9365	Agree	Highly Intelligence	Emotional
I can make academic decisions easily		3.1095	0.8718	Neutral	Moderately Intelligence	Emotional
The time allocated to classes and Academic work is enough		3.3066	0.8275	Neutral	Moderately Intelligence	Emotional
I have enough time to relax after work		3.2993	0.8168	Neutral	Moderately Intelligence	Emotional
My teachers provide constructive feedback that helps improve my academic performance.		3.6569	0.9191	Agree	Highly Intelligence	Emotional
<b>Overall Total</b>		<b>3.5414</b>	<b>0.5843</b>	<b>Agree</b>	<b>Highly Intelligence</b>	<b>Emotional</b>

The findings of the study implies that Grade 11 HUMSS students experience a high level of academic stress. They often feel pressure from schoolwork and requirements, but they are still confident that they can succeed. Students sometimes find it hard to make academic decisions, which shows that stress affects their ability to think clearly at times. Overall, while students face challenges and feel stressed, they are still able to manage their tasks and cope with school demands, but they may need support to handle stress better.

This is supported with the studies that academic stress is the pressure students feel from schoolwork, deadlines, and performance expectations (Lazarus & Folkman, 2015). Some stress can motivate students to perform well, but too much can affect their well-being and decision-making (Misra & McKean, 2020). In this study, Grade 11 HUMSS students generally reported moderate to high academic stress. They are confident in their ability to succeed, but sometimes find it hard to make academic decisions, showing that stress affects them but does not prevent them from coping.

Table 7 Relationships between Academic Stress and Emotional Intelligence in terms of Self Awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills

Correlation						
		1	2	3	4	5
Self-awareness	Pearson correlation	.336	.321	.480	.356	.426
	P- value	.000	.000	.000	.000	.000
	N	137	137	137	137	137

Managing emotions	Pearson correlation	.321	.580	.356	.426	
	P- value	.000	.000	.000	.000	
	N	137	137	137	137	
Motivating oneself	Pearson correlation	.480	.356	.426		
	P- value	.000	.000	.000		
	N	137	137	137		
Empathy	Pearson correlation	.356	.426			
	Sig. (2- tailed)	.000	.000			
	N	137	137			
Social skills	Pearson correlation	.426				
	P-value	.000				
	N	137				
Academic Stress	Pearson correlation	.336	.321	.480	.356	.426
	P-value	.000	.000	.000	.000	.000
	N	137	137	137	137	137

The results show that all parts of emotional intelligence such as self-awareness, managing emotions, motivating oneself, empathy, and social skills have a relationship with academic stress, meaning students with higher emotional skills also feel more stress. Among these, motivating oneself has the strongest relationship, showing that students who try to push themselves to work hard often feel more pressure from school. Being aware of their feelings and controlling emotions can help them handle stress, but they still notice the pressure. Caring for others and interacting well with people can also add some stress because they want to do well in groups. Overall, this means that emotional intelligence helps students cope with academic stress, but using these skills, especially motivation, can sometimes make them feel more pressured by school tasks

These findings are supported by earlier studies showing that emotional intelligence helps students handle stress and do better in school. Students who are self-aware, control their emotions, understand others' feelings, and interact well with people are more able to deal with academic pressures (Goleman, 1995 cited in Brackett et al., 2011). Research also shows that improving emotional intelligence can reduce stress and help students feel better overall while learning.

Table 8 Predictor variable of Emotional Intelligence that can Influence on the Academic Stress in terms of Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills.

<b>Coefficient</b>
Standardized
_Understandardize_Coefficients_Coefficient_

Understandardized error						
Model	Predictor	Unstandardized Coefficients (B)	R <sup>2</sup>	F	p	Relative strength
	Self -awareness	.405	.113	17.16<	.001	Weak
	Managing Emotions	.407	.103	15.46<	.001	Weak
	Motivating oneself	.572	.230	40.33<	.001	Strongest
	Empathy	.411	.126	19.54<	.001	Moderate
	Social Skills	.518	.181	29.90<	.001	Strong

Dependent Variable: Academic stress

The findings implies that emotional intelligence plays an important role in how students handle stress from school. Students who can stay motivated are better at facing challenges and finishing tasks, while those with good social skills can work with others and feel less overwhelmed. Understanding other people’s feelings through empathy helps them handle pressure in group work, and controlling their own emotions and knowing their feelings through managing emotions and self-awareness makes stress easier to manage. This means that students who develop these emotional skills can cope with school pressures more confidently and perform better even when school gets challenging.

These findings agree with previous studies about emotional intelligence. Goleman (2016) said that motivation and social skills are key in handling stress and achieving success. Salovey and Mayer (2018) also found that empathy and social skills help people deal with social demands, which can reduce stress. Brackett et al. (2017) added that students with higher emotional intelligence, especially in motivating themselves and having good social skills, experience less academic stress, supporting the results of this study.

## CONCLUSION

Based on the findings of the study on the influence of emotional intelligence on the academic stress of Grade 11 HUMSS students at Lantapan National High School – Senior High School, the following conclusions were drawn:

This study concludes that emotional intelligence plays an important role in the academic life of Grade 11 HUMSS students. As students continue to grow and face school challenges, their ability to understand and manage their emotions becomes very important. Emotional skills are not yet fully developed at this stage, but they are already helping students deal with daily academic demands.

The results also suggest that academic stress is a normal part of students’ lives. School requirements, deadlines, and expectations naturally create pressure. However, stress does not always mean failure. When students have better emotional skills, they are more capable of facing difficulties and continuing their tasks despite challenges.

Hence, emotional intelligence serves as an important factor in how students respond to pressure. Students who develop stronger motivation, better social interaction, and emotional control are more prepared to handle school stress in a healthy way. Emotional growth helps them stay focused, build good relationships, and remain confident in their abilities.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

First, since students show developing emotional intelligence, the school may conduct activities, seminars, or workshops that focus on improving self-awareness, managing emotions, motivation, empathy, and social skills. Teachers may also include short reflection activities or group tasks that help students understand and express their emotions properly.

Second, because students experience academic stress, the school may provide stress-management programs such as stress and coping activities, time-management training, or mental health awareness programs. These may be addressed to the Guidance and Counseling Department to facilitate the activities. Teachers may also help by giving clear instructions, reasonable deadlines, and supportive feedback to reduce unnecessary pressure.

Third, since emotional intelligence is related to academic stress, teachers and parents should work together to guide students in strengthening their emotional skills. Encouraging open and positive communication, goal-setting, and healthy coping strategies at home and in school can help students handle pressure better.

Fourth, the school may also conduct a survey about students' emotional intelligence. The results of the survey can serve as the basis in planning the target symposiums, programs, or activities of the school. This may be facilitated by the Guidance Designate. Based on the survey results, the guidance office may also conduct consultation or conference sessions with students who need more support to help them improve their emotional intelligence and manage academic stress better.

Lastly, future researchers may conduct similar studies with a larger group of students, in another strand, or in different grade levels to compare results. They may also include other factors that can affect academic stress, such as family background, peer influence, or study habits, to gain a deeper understanding of students' experiences.

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