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ADVERSITY QUOTIENT[®], EMOTIONAL QUOTIENT AND ACADEMIC PERFORMANCE OF FILIPINO STUDENT-PARENTS

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Abstract

This study is descriptive-correlational research aimed to determine the significant relationship between Emotional Quotient, Adversity Quotient[®], and the Academic Performance of Student-Parents. Chi-Square Test was utilized to test the significant relationship among variables. Purposive sampling was employed since there are only thirty (30) identified student-parents enrolled in the university. The General Weighted Average (GWA) during the second semester of AY 2016-2017 of the respondents was used to determine their academic performance. Based on the findings of the study, the majority of the student-parents are in their late 20's and early 30's, female, Education students, in their lower year, and have 1 – 2 children. These results suggest that the student-parents are in their matured ages since almost all of them are returnees. The respondents reported that they have a high level of emotional quotient. Therefore, the study revealed that there is no significant relationship among student-parents' emotional quotient, adversity quotient, and academic performance. Hence, researchers fail to reject the null hypothesis. The researchers strongly recommended that the university should devise a program for

student-parents dealing with life adversities. Similar studies may be conducted to explore more studies concerning adversity quotient[®] using other variables not included in this study.

Keywords

Adversity Quotient[®], Emotional Intelligence/Quotient, Student-Parents, Academic Performance

1. Introduction

The student-parents in the Higher Education Institutions (HEIs) are no longer a typical issue and considered as a new trend in Philippine education. At present, a significant number of enrolled student-parents in different private and public HEIs are pursuing to earn a college degree. They aim to have a better future for their children and to improve the quality of life. Time management is a common problem among them. They find it difficult to have two jobs at the same time as being a parent and as a student (Brooks, n.d.).

In the study, Lyonette et.al. (2015) cited the findings of Marandet and Wainwright (2009) that oftentimes the student-mothers were more likely than student-fathers in the United Kingdom that have the same results. Both of them have the desire to embark on a degree that had been triggered by a change in their personal lives and family circumstances. Other research findings revealed that a role model for their children was an important factor for student-parents who choose to pursue a college degree. Further, it is for their interest and fulfillment.

The Institute for Women's Policy Research in the United States of America conducted a study on the year 2013 that the number of enrolled student-parents has grown from an increasing number of 50% between 1995-2011 (Nelson et al, 2013).

The most effective force in life is Adversity. It shapes a person's character, clarifies priorities, and determines one's path. It can also be fuel to greatness. "Every day an individual faces a rich variety of adversities that ranges from minor hassles to major setbacks, even tragedies. The path to success, both in business and in life is learning how to convert any adversity into a genuine advantage" (Stoltz & Weihenmayer 2010). While Cornista & Macasaet (2016) cited the study of Brunkhorst (2005) "those adversities are part of everyday living and people choose the way to react to each adversity in life. Several times they are senseless, unfair, painful and beyond our control to prevent. However, they come into our lives for a reason. People can choose to learn important lessons from each adversity they encounter in life".

In the year 1997, Dr. Paul G. Stoltz developed that “Adversity Quotient® (AQ) through a product of his book entitled *Adversity Quotient: Turning Obstacles into Opportunities*. The concepts of AQ were drawn from three major sciences: Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology thus, it exemplifies two essential components of any practical concepts – scientific theory and real-world applications. Also, it was a result of 19 years of research and 10 years of application that was a breakthrough in the understanding of what it takes to succeed”(Stoltz, 1997)

Emotional Quotient is a “type of social intelligence that includes the capacity to monitor one’s own and other’s emotions, to differentiate among them, and to use the information to guide one’s thinking and actions. This relatively new idea is a departure from the traditional attitude, still prevalent in many school settings, that intelligence can be divided into the verbal and non-verbal types” (Acero et al 2004). Selman, et al (2005) “defined Emotional Quotient as measures to non-cognitive aspects of a person and the capacity of a person to tolerate ambiguity, uncertainty, complexity and the ability to understand her/his own emotion as well as understand the emotion of other people” (Villagonzalo, 2016).

Further, Daniel Goleman (1995) “defined Emotional Quotient as another name for personal bits of intelligence observed by Howard Gardner. He also defined EQ as the skill that helps people harmonize thus it become increasingly valued as a workplace asset in the years to come. In the year 1998, Goleman did his research about thoughts and feelings or emotions and came up with the findings of Peter Salovey, a Yale Psychologists, who listed the five domains, namely, Self-awareness which is observing oneself and recognizing a feeling as it happens; Managing Emotions is handling feelings so that they are appropriate, realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness; Motivating Oneself is channeling emotions in the service of a goal, emotional self-control, delaying gratification and stifling impulses; Empathy is sensitivity to others’ feelings and concerns and taking their perspective, appreciating the differences in how people feel about things; Handling Relationships is managing emotions in others, social competence and social skills” (Acero, et al, 2004).

Fatum (2008) cited the “definition of Mayer and Salovey (2004) that emotional intelligence, conceptualized as a mental ability and measured with objective tasks, constitutes a unitary intelligence”. Whereas, Tenedero (2001) defined intelligence as the ability to learn and to apply what is learned. “Emotional intelligence is the ability to understand (that is, learn) and to effectively apply the power of emotions as a source of personal energy and interpersonal synergy” (Bautista et.al. (2015).

As Bakare (2015) posited, Adversity Quotient (AQ®) is an inner ability that enables people to turn their adverse situations into a life-changing advantage. Determining students' AQ® and other related factors that influence achievement is likely to provide necessary knowledge that would allow greater understanding and better prediction of achievement beyond the individual's natural intellectual ability.

Thus, "every individual could have all kinds of intelligence. Significantly, a person might have one or two intelligence that dominates them either emotional or adversity quotient. These serve as evidence that every person has its differences, similarities, and uniqueness. A person's strengths and weaknesses make him or her unique. For instance, a learner may possess high intelligence quotient but with poor emotional quotient. Likewise, a learner with high emotional quotient but poor in adversity quotient. Another thing to consider is a strategy, to survive, maintain high academic performance, and perform classroom or school activities effectively and productively" (Villagonzalo, 2016).

Therefore, this study utilized two (2) concepts, namely, "Emotional Quotient and Adversity Quotient® to measure what dominates on the case of student-parent". Further, the study aims to determine the significant relationship between Emotional Quotient, Adversity Quotient®, and the Academic Performance of Student-Parents. Also, every individual's intelligence differs from each other in terms of improving academic performance, since every intelligence has its own characteristics roles and it differs on how a person thinks, behaves, responds, and overcome in every circumstance that may come along the way". The findings of the study will be valuable for the respondents in which they may be able to determine their weaknesses and strengths in terms of improving academic performance. Besides, the academic performance of students plays an important role in determining a person's acquired knowledge, abilities, skills, and being competent in the world at large.

With these in mind, the researchers aim to produce an accurate, useful, and helpful study for students, parents, future researchers, professional educators, and the community.

1.1 Research Objectives

The main purpose of the study was to determine the significant relationship between Emotional Quotient, Adversity Quotient®, and the academic performance of student-parents. Specifically, it aimed to describe the profile of student – parents in terms of age, sex, course, year level, and several children. The level of emotional quotient among the respondents was intended to assess. The student – parents' level of adversity quotient in terms of control, ownership, reach, and endurance was targeted to measure.

1.2 Scope of the Study

This study covered student – parents, as respondents since they are expected to perform various duties and responsibilities which consequently may challenge their emotional quotient and adversity quotient. The student – parents were purposively chosen in the University they enrolled at.

1.3 Gap Identification

There is limited literature which describes the emotional quotient of student – parents and how they deal with adversities. Hence, this study fills in this limitation. The findings of the study add to the body of knowledge necessary in sustaining a research-based society.

2. Materials and Methods

A Descriptive-correlational research design was used in this study. The descriptive method determined the levels of Emotional Quotient, Adversity Quotient, and Academic Performance of the respondents. Pearson product-moment of correlation coefficient (Pearson r) was utilized to test the significant relationship among variables. Purposive sampling was employed since there were only 30 identified enrolled student-parents in LSPU Los Banos Campus.

The research instruments utilized were Assessing the Emotions Scale that was developed by Prof. Nicola Schutte (2009) to assess the emotional quotient/intelligence. The said instrument is a 33-item self-report inventory focusing on the typical emotional intelligence. While, to test the Adversity Quotient® of the respondents, the Adversity Response Profile® online version 9.0 was used. It was developed by Paul Stoltz, Ph.D. (1997) to assess the unconscious pattern of how people respond to adversity. It consists of 14 items that comprise the four dimensions of Control, Ownership, Reach, and Endurance (CORE) dimension that will determine the overall Adversity Quotient of an individual. The AQ test is an oppositional, scale-based, force choice questionnaire designed to gauge an individual's resilience.

The General Weighted Average (GWA) during the second semester of AY 2016-2017 of the respondents was used to determine their academic performance.

3. Results and Discussion

Table 1 presents the profile of the student-parents in terms of age, sex, course, year level, and several children.

Table 1: Profile of the Student-Parents in Terms of Age, Sex, Course, Year Level, and Number of Children

Profile	Frequency	Percentage
Age		
22 to 27	14	46.67
28 to 33	4	13.33
34 to 39	10	33.33
40 to 45	2	6.67
Sex		
Male	7	23.3
Female	23	76.7
Course		
BEED	6	20.0
BSED	8	26.7
BSIT	7	23.3
BS Criminology	3	10.0
BS Tourism	6	20.0
Year Level		
4 th Year	4	13.3
3 rd Year	8	26.7
2 nd Year	10	33.3
1 st Year	8	26.7
Number of Children		
None	1	3.3
1 – 2	22	73.3
3 – 4	6	20.0
5 – 6	1	3.3
Total	30	100

Table 1 shows that majority of the student-parents are in their late 20’s and early 30’s, female, Education students, in their lower year, and has 1 – 2 children. These results suggest that the student-parents are in their matured ages since almost all of them are returnees.

Table 2: Level of Emotional Quotient (EQ) among Student-Parents

EQ Level	Frequency	Percentage
High	26	86.7
Average	3	10.0
Low	1	3.3
Total	30	100

The respondents reported that they have a high level of emotional quotient. As Schutte et.al. (2009) assert, these student-parents know how to overcome problems, see new possibilities, aware of

their emotions and how to control it, have a good temper, and present themselves in a way that makes a good impression on others.

Table 3: *Level of Adversity Quotient (AQ®) among Student-Parents in Terms of Control*

AQ Level (Control)	Frequency	Percentage
High	8	26.7
Average	21	70.0
Low	1	3.3
Total	30	100

Those with higher AQs® “perceive they have significantly more control and influence in adverse situations than do those with lower AQs®. Even in situations that appear overwhelming or out of their hands, those with higher AQs® find some facet of the situation they can influence. Those with lower AQs® respond as if they have little or no control and often give up”.

In this study, the majority of the respondents possess an average level of AQ®. As student-parents, they tend to balance situations as the need arises.

Table 4: *Level of Adversity Quotient (AQ®) Among Student-Parents in Terms of Ownership*

AQ Level (Ownership)	Frequency	Percentage
High	4	13.3
Average	17	56.7
Low	9	30.0
Total	30	100

“Accountability is the backbone of action. Those with higher AQs® hold themselves responsible for dealing with circumstances regardless of their cause. Those with lower AQs® deflect accountability and most often feel victimized and helpless”. Based on the above results, almost one-third of the total respondents hold themselves responsible for improving the adverse situations as student-parents. It appears that their sense of accountability plays a little role in making their situations better.

Table 5: *Level of Adversity Quotient (AQ®) among Student-Parents in Terms of Reach*

AQ Level (Reach)	Frequency	Percentage
High	1	3.3
Average	20	66.7
Low	9	30.0
Total	30	100

“Keeping the fallout under control and limiting the reach of adversity is essential for efficient and effective problem solving, especially, among student-parents”. “Those with higher AQs® keep setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQs® tend to allow a setback in one area to bleed into other, unrelated areas and become destructive”. The extent, to which the adversity extends beyond the situation at hand according to 30% of the respondents, is very limited.

Table 6: Level of Adversity Quotient (AQ®) among Student-Parents in Terms of Endurance

AQ Level (Endurance)	Frequency	Percentage
High	1	3.3
Average	21	70.0
Low	8	26.7
Total	30	100

How long will the adversity endure is a thought question for this last dimension of adversity quotient. “Seeing beyond even immense difficulties is an essential skill for maintaining hope. Those with higher AQs® have the eccentric ability to see past the most endless difficulties and maintain hope and optimism. Those with lower AQs® see adversity as dragging on indefinitely, if not permanently”. Although the majority of the student-parents fall on the average level of endurance, it is notable that there are those 26.7% who experienced difficulty in enduring their lives’ adversity.

Table 7: Academic Performance among Student-Parents

Academic Performance	Frequency	Percentage
Very Satisfactory	21	70.0
Satisfactory	6	20.0
Fairly Satisfactory	3	10.0
Total	30	100

It is evident in the table that 70% of student-parents performed very satisfactorily in their academic subjects. The least evaluation of students’ performance is fairly satisfactory which implies that none of them got poor evaluation even though they are performing multiple roles in school and at home as student-parent.

Table 8: Relationship among Emotional Quotient, Adversity Quotient, and Academic Performance of Student-Parents

Variables	r-value	p-value
EQ and Academic Performance	0.112	.527
AQ and Academic Performance	0.104	.635

*Significant at $p < .05$

When tested using Pearson r, the level of student-parents’ Emotional Quotient and Adversity Quotient® are not significantly correlated to their academic performance. It means that the student-parents can still get higher grades although, for some point in time, they encounter adversities and emotional instability.

4. Conclusion and Recommendations

4.1 Conclusion

There is no significant relationship among student-parents’ Emotional Quotient, Adversity Quotient®, and academic performance. Hence, researchers fail to reject the null hypothesis.

In terms of research limitations, it covered student – parents, as respondents since they are expected to perform various duties and responsibilities which consequently may challenge their emotional quotient and adversity quotient. The student – parents were purposively chosen in the University they enrolled at.

The results of the study affirm with Maiquez et. al. (2015) wherein they cited the conclusion of Yilmaz (2007) and Diken (2007) that there is statistically no significant relationship between academic achievement and emotional intelligence level of students and their total scores of emotional intelligence while Arli et al. (2011) found that the levels of emotional intelligence vary significantly according to many variables such as graduated faculty, non-thesis master’s program attended, gender and perspective on life (Maiquez, et. al. 2015).

4.2 Recommendations

The researchers strongly recommended that the university should devise a program for student-parents dealing with life adversities. Similar studies may be conducted to explore more studies concerning Adversity Quotient® using other variables not included in this study.

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