

Nueva Ecija University of Science and Technology College Students' Adversity Quotient

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Abstract— this study aimed to determine the Adversity Quotient®, of the BEED and BSE College students of the College of Education at Nueva Ecija University of Science and Technology San Isidro Campus. The descriptive method was utilized using the Adversity Response Profile®(ARP) Quick take (Stoltz,1997). In determining the profiles of demographic variables (course, major, age, and sex) and Adversity Quotient®, Frequencies-Percentage was used. Descriptive statistics was also utilized to describe and determine the respondents in terms of their Adversity Quotient® (AQ®). Mean Scores were computed per CO2RE dimension (control, origin & ownership, reach, and endurance) of AQ®. The majority of the respondents have a below-average level of adversity quotient.

Index Terms— Adversity Quotient, Core, Ownership, Reach, Endurance

I. INTRODUCTION

Students are always loaded with assignments, projects, group works, and other academic and extracurricular activities. Most of them feel pressured and conscious about their grades. As individuals at a young age, aside from their studies, they also face some difficulties and problems from their family, friends, classmates, teachers, and other relationships. These difficulties have a variety of effects on their life and cause them to face adversity. Adversity refers to difficult situations or circumstances that present people's lives (Singh & Sharma, 2017). On the other hand, the Adversity Quotient is a person's attitude or response to difficulty and is sometimes called the science of resilience. It is how a person responds to their daily situations in life. In 1997, Dr. Paul Stoltz introduced the term "adversity quotient." (Stoltz,1997). There are four dimensions of adversity quotient - control, ownership, reach, and endurance. In order to be in control, one must master control and influence in difficult situations. When confronted with a difficult issue, people with high AQ can interpret and think of a solution. Those with low AQ are often discouraged. Ownership means one has to be accountable in dealing with situations, regardless of their cause, and be responsible for fixing the problem. In contrast, those with lower AQ turn their back and play the victimization card. Reach is the act of putting failures in their proper context and not allowing them to erode one's self-esteem. When people with low AQ face obstacles, they tend to become discouraged. Endurance means each difficulty can be

seen in a larger context. A person preserves optimism and continues forward even under the most difficult of circumstances (Stoltz, 2001).

Students, like adults, may face difficulties and challenges in their lives while they are younger. They deal with a wide range of problems, both favorably and badly. Academic hurdles for some students involve more than merely getting a good grade or passing an entrance exam. For some, it may appear to be an insurmountable barrier that cannot be surmounted. If young students do not have the correct support structure and thought process, receiving a failing mark can be upsetting. For example, students who already have low self-esteem due to learning difficulties or other issues, despite their best efforts, were unable to pass the important exam. They may feel even worse about themselves and develop worry or anxiety as a result (Solstice, 2017). There are different factors in school that cause stress among students. In a study conducted by Shahmohammadi (2011), the findings revealed that fear of not being accepted into tertiary education, examinations, too much information to learn, trouble understanding subjects learned, too much homework, and a jam-packed school schedule was among the top ten stressors among students. The academic issues were the source of all of the stressors. Furthermore, financial obligations, over-commitment, family expectations, deadlines, and workload also contribute to student stress. These factors are regarded as roadblocks that students must overcome as they go through life. As a result, they should develop resiliency to be strong and withstand life's challenges.

This study was carried out to identify the Adversity Quotient of NEUST-SIC students that specifically provides significant answers to the following objectives:

1. Identify the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Course and Major field of specialization
2. Determine the overall Adversity Quotient of the respondents

II. METHODS

This study applied the descriptive method of research in determining the Adversity Quotient®, of the respondents. The descriptive method proceeds to describe certain phenomena and provide an accurate description of a situation or of an association between variables from which one can then make statements about a certain group or population (Tejero, 2011) and providing essential knowledge about the nature of objects and persons (Calmorin, 2016). The respondents of the study were the one hundred college students from the College of Education, Nueva Ecija University of Science and technology, San Isidro Campus. The researchers used a survey-questionnaire as the instrument in gathering data. These were Adversity Response Profile®(ARP) Quick take

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(Stoltz,1997)and the demographic Profile Questionnaire. The researchers asked permission from the head of the campus to conduct the study and use the college students from the college of education as the participants. In determining the profiles of demographic variables (age, sex, course, and major field of specialization) and Adversity Quotient®, Frequencies-Percentage was used. Descriptive statistics was also utilized to describe and determine the respondents in terms of their Adversity Quotient® (AQ®). Mean Scores were computed per CO2RE dimension (control, origin & ownership, reach, and endurance) of AQ®. To arrive at the respondent's AQ®, the average or mean score per CO2RE dimension was added together.

III. RESULT AND DISCUSSION

1. The Demographic Profile of the Respondents

Age	frequency	Percentage
16-18	20	20%
19-21	46	46%
22-25	29	29%
26 and above	5	5%
Total	100	100%

Table 1.Age Distribution of the Respondents

The age distribution of this study's respondents is shown in Table 1. 46 percent of the 100 respondents are between the ages of 19 and 21, 29 percent are between the ages of 22 and 25, 20 percent are between the ages of 16 and 18, and 5 percent are aged 26 and up.

Gender	Frequency	Percentage
Male	23	23%
Female	77	77%
Total	100	100%

Table 2. Gender Distribution of the Respondents

The gender distribution of the respondents is shown in Table 2. Seventy-seven percent of the 100 respondents are female, while only 23 percent are male.

Course	frequency	Percentage
BEED	26	26%
BSE English	20	20%
BSE Math	15	15%
BSE General Science	27	27%
BSE MAPEH	12	12%
Total	100	100%

Table 3. Course Program Distribution of the Respondents

Table 3 shows the respondents' course program distribution. 26 percent of the respondents are enrolled in a Bachelor of Elementary Education (BEED) program. From the Bachelor of Secondary Education Program, 27% are General Science majors, 20% are English majors, 15% are Math majors, and 12% are MAPEH majors.

2. Overall Adversity Quotient of Respondents

Adversity Level	Frequency	Percentage
High	0	0
Above Average	32	32%
Average	10	10%
Below Average	58	58%
Low	0	0

Table 4. Frequency Distribution of the Respondents' Over-all Adversity Quotient

Table 4 presents the overall Adversity Quotient® of Nueva Ecija University of Science and Technology college students. According to the research results, the majority of respondents (58%) have an Adversity Quotient® that is below average. In contrast, 32 percent have an Adversity Quotient® that is above average, and 10 percent have an Adversity Quotient® that is in the average range. This implies that most of the respondents consider unpleasant events in their lives to be a burden, and they may feel unable to continue with their life's journey. At a young age, as they experience hardships in life, they sometimes think that they have no way out and tend to feel that there are no more solutions to the problems. They may experience feelings of helplessness and despair. Increasing the AQ®, on the other hand, allows for escape. Most college students today tend to give up easily when confronted with difficulty. When they realize that a challenge is likely to occur and their patience and skills will be tested, they tend to depart and change their dream. These individuals stand at the mountain's foot and watch other climbers ascend the mountain (Stoltz, 1997).

As state university students, the respondents must maintain good grades and excellent academic performance to maintain their scholarships; otherwise, they may be forced to discontinue their education since their parents cannot afford to send them to private institutions or universities. This study's findings are comparable to those of Gozum (2011), College of Engineering and Technology. Sophomore students had a below-average Adversity Quotient®. This level of Adversity Quotient® is highly apparent to the responses since the school has created an environment in which the students are keenly mindful of their grades due to the university's sustaining average. Furthermore, Sanchez (2018) showed similar findings in his study on the Relationship Between The Adversity Quotient® and Students' Psychological Wellbeing. The respondents' mean levels in the Overall Adversity Quotient are likewise below average. This could imply that, while respondents may perceive control and responsibility over these brief unpleasant events, they may under-utilize their ability to do so, causing these events to have an unwanted toll on their life.

On the other hand, it differs slightly from the findings of study by Ablana (2016) among LGU employees in Tayabas, where the majority of the respondents fell in the average level, also, the study of Patdo (2011) among parents with special children and parents with normal children, where the majority of the respondents also fell in the average level. This could be attributed to the fact that the age of the respondents varies among studies, since the respondents of this study are college students.

IV. CONCLUSION

The Adversity Quotient® of Nueva Ecija University of Science and Technology college students in the Teacher-Education Program is below average. As Education students, the respondents feel overburdened with work as they prepare for their chosen career. Even as students, they are aware of the obligations that await them in the future. Their financial situation may also play an important part, as they must enroll in a tuition-free state university. These students require assistance from the university, such as resiliency training and a guidance program. Seeing as their Adversity Quotient® is below average, there is a chance of coping easily if they try to improve it to a higher level. Educating students on how to view life in a positive light will help them face and adapt to new challenges in the future. According to the findings of a recent study conducted by Molinero et al (2018), optimism significantly predicted resilience levels among university students. That is, students who have high expectations for their future will respond more adaptable to adversity. Furthermore, optimistic undergraduates will adapt better to the new stressors they face during this transition stage, such as financial burden and academic demands.

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